

DOCTORAL (PHD) DISSERTATION

Rita Divéki

Global Competence Development in
Hungarian EFL Classrooms and EFL
Teacher Training:
A Mixed-Methods Enquiry Across Two
Contexts

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Eötvös Loránd University
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CLASSROOMS AND EFL TEACHER TRAINING:
A MIXED-METHODS ENQUIRY ACROSS TWO CONTEXTS**

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Abstract

In today's world, there are increasing demands towards education systems to empower students to become active and responsible global citizens who are prepared to address the challenges of the 21st century and who have the capabilities to solve local and global issues. Global competence development (GCD) seeks to meet these needs by equipping students with the knowledge, skills, attitudes, and values necessary to understand complex global problems, to suspend judgement and to understand other people's perspectives, to communicate with people from different cultural and linguistic backgrounds appropriately, effectively, and respectfully, and to act for a better world. Although global citizenship education (GCED) is a widely researched area, the literature does not abound in studies focusing on global competence development in English language teaching (ELT) or classroom research. 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.

The dissertation presents a mixed-methods enquiry of eight interrelated studies including a university tutors' semi-structured interview ($N = 5$), a secondary school EFL teachers' semi-structured interview ($N = 10$), a university tutors' questionnaire ($N = 34$), a secondary school teachers' questionnaire ($N = 182$), a classroom study in the university setting in the researcher's own groups ($N = 140$), a classroom study in the secondary school setting in 12 EFL teachers' groups ($N = 158$), a teacher trainers' focus group interview study ($N = 4$) and a secondary school teachers' interview study ($N = 12$). 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.

Keywords: global competence, global citizenship education in ELT, teacher education, methodology of global competence development, classroom study

Brief Table of Contents

| | |
|--|------------|
| ACKNOWLEDGEMENTS | I |
| ABSTRACT..... | III |
| BRIEF TABLE OF CONTENTS | IV |
| TABLE OF CONTENTS | V |
| LIST OF FIGURES | XI |
| LIST OF TABLES | XII |
| LIST OF ACRONYMS | XIV |
| 1 INTRODUCTION..... | 1 |
| 2 REVIEW OF THE LITERATURE | 6 |
| 3 RESEARCH DESIGN AND METHODS..... | 90 |
| 4 UNIVERSITY TUTORS' VIEWS AND PRACTICES CONCERNING GCD - PRESENTATION OF THE RESULTS FROM THE UNIVERSITY CONTEXT . | 135 |
| 5 SECONDARY SCHOOL TEACHERS' VIEWS AND PRACTICES CONCERNING GCD - PRESENTATION OF THE RESULTS FROM THE SECONDARY SCHOOL CONTEXT | 195 |
| 6 DISCUSSION OF THE RESULTS..... | 260 |
| 7 CONCLUSION | 309 |
| REFERENCES..... | 319 |
| APPENDICES | 337 |

Table of Contents

| | |
|---|------------|
| ACKNOWLEDGEMENTS | I |
| ABSTRACT | III |
| BRIEF TABLE OF CONTENTS | IV |
| TABLE OF CONTENTS | V |
| LIST OF FIGURES | XI |
| LIST OF TABLES | XII |
| LIST OF ACRONYMS | XIV |
| 1 INTRODUCTION | 1 |
| 1.1 THE BACKGROUND | 1 |
| 1.2 THE AIMS AND THE RESEARCH NICHE..... | 4 |
| 2 REVIEW OF THE LITERATURE | 6 |
| 2.1 THEORETICAL BACKGROUND | 6 |
| 2.1.1 <i>Quality Education in the 21st Century</i> | 6 |
| 2.1.2 <i>Global Education</i> | 10 |
| 2.1.2.1 The Evolution of Global Education in Europe. | 10 |
| 2.1.2.2 Global Citizenship Education..... | 13 |
| 2.1.2.3 Global Competence..... | 17 |
| 2.1.3 <i>Global Education in the EFL Class</i> | 20 |
| 2.1.3.1 The Rationale Behind Nurturing Global Citizens in the EFL Classroom..... | 21 |
| 2.1.3.2 Global Citizenship Education in the EFL Class. | 22 |
| 2.1.3.3 Content-Based Instruction..... | 26 |
| 2.1.3.4 The Global Content in the EFL Class..... | 28 |
| 2.1.4 <i>The Role of the Teacher in Implementing Global Education</i> | 31 |
| 2.1.4.1 Teachers as Agents of Change. | 31 |
| 2.1.4.2 Teachers' Approaches to Dealing with Controversy..... | 34 |
| 2.1.4.3 The Global Teacher..... | 36 |
| 2.1.4.4 The Role of Teacher Education..... | 39 |
| 2.1.5 <i>The Methodology of Global Competence Development in the EFL Classroom</i> | 44 |
| 2.1.5.1 The General Characteristics of the GCED Approach. | 44 |
| 2.1.5.2 Creating the Suitable Atmosphere for Dealing with Challenging Topics..... | 46 |
| 2.1.5.3 Materials for Dealing with Global, Local, and Intercultural Issues. | 51 |
| 2.1.5.4 Global Competence Development through Audio-Visual Materials. | 53 |
| 2.1.5.5 Global Competence Development through Literary Texts..... | 55 |
| 2.1.5.6 Global Competence Development through Speaking Activities. | 57 |
| 2.1.5.7 Global Competence Development through Experiential Learning Activities..... | 60 |
| 2.2 EMPIRICAL STUDIES ON GLOBAL CITIZENSHIP EDUCATION IN ENGLISH LANGUAGE TEACHING | 63 |
| 2.2.1 <i>Teachers' Attitudes towards Dealing with Controversial Global Issues in the EFL Class</i> | 63 |
| 2.2.2 <i>Students' Attitudes towards Dealing with Controversial Global Issues in the EFL Class</i> | 66 |
| 2.2.3 <i>Teachers' Views on Global Citizenship Education in the EFL class</i> | 70 |
| 2.2.4 <i>Good Practices of the Incorporation of the Global Perspective into the EFL Class</i> | 73 |
| 2.2.4.1 Good Practices: Developing Students' Global Competence through Audio-Visual Materials. | 74 |
| 2.2.4.2 Good Practices: Developing Students' Global Competence using Literary Texts..... | 76 |
| 2.2.4.3 Good Practices: Developing Students' Global Competence through Speaking Activities. | 77 |
| 2.2.4.4 Good Practices: Developing Students' Global Competence using Experiential Learning Activities. .. | 80 |
| 2.3 RATIONALE FOR THE DISSERTATION..... | 82 |
| 2.3.1 <i>The State of GCED in Hungarian Secondary Schools</i> | 82 |
| 2.3.2 <i>The State of GCED in EFL Teacher Training</i> | 85 |
| 2.3.3 <i>The Research Niche</i> | 88 |

3 RESEARCH DESIGN AND METHODS 90

| | |
|--|-----|
| 3.1 RESEARCH QUESTIONS | 90 |
| 3.2 RESEARCH DESIGN | 91 |
| 3.3 STUDIES 1 AND 2 - THE INTERVIEW STUDIES | 93 |
| 3.3.1 <i>Participants and the Setting</i> | 93 |
| 3.3.1.1 The Pilot Study at a University in Budapest..... | 93 |
| 3.3.1.2 Study 1 | 94 |
| 3.3.1.3 Study 2 – The Main Study in the Secondary School Context..... | 95 |
| 3.3.2 <i>Methods of Data Collection and Analysis</i> | 96 |
| 3.3.2.1 The Pilot Study in the University Context..... | 96 |
| 3.3.2.2 Study 1 | 98 |
| 3.3.2.3 Study 2 | 99 |
| 3.3.3 <i>Quality Control</i> | 100 |
| 3.4 STUDIES 3 AND 4 – THE QUESTIONNAIRE STUDIES | 100 |
| 3.4.1 <i>Participants and Setting</i> | 101 |
| 3.4.1.1 The Pilot Study in the Secondary School Context..... | 101 |
| 3.4.1.2 Study 3 - The Main Study in the Secondary School Context | 101 |
| 3.4.1.3 Study 4 | 104 |
| 3.4.2 <i>Data Collection and Analysis</i> | 104 |
| 3.4.2.1 The Creation of the Instrument. | 104 |
| 3.4.2.2 Pilot Study and the Validation of the Questionnaire. | 107 |
| 3.4.2.2 Study 3 | 109 |
| 3.4.2.3 Study 4 | 113 |
| 3.5 STUDIES 5 AND 6 – THE CLASSROOM STUDIES | 115 |
| 3.5.1 <i>Participants and Setting</i> | 116 |
| 3.5.1.1 The Pilot Studies in the University and Secondary School Contexts. | 116 |
| 3.5.1.2 Study 6 | 119 |
| 3.5.2. <i>Methods of Data Collection and Analysis</i> | 121 |
| 3.5.2.1 The Creation of the Worksheets | 121 |
| 3.5.2.2 Piloting the Worksheets at the University in the Author’s Own Classes (Study 5)..... | 123 |
| 3.5.2.3 Piloting the Worksheets in the Secondary School Setting..... | 124 |
| 3.5.2.4 Study 6 – Main Study in the Secondary School Context..... | 124 |
| 3.5.3 <i>Quality Control</i> | 126 |
| 3.6 STUDIES 7 AND 8 – FOCUS GROUP INTERVIEW STUDIES | 127 |
| 3.6.1 <i>Participants and Setting</i> | 127 |
| 3.6.1.1 The Pilot Study (Study 7)..... | 127 |
| 3.6.1.2. Study 8 | 128 |
| 3.6.2 <i>Methods of Data Collection and Analysis</i> | 129 |
| 3.6.2.1 The Pilot (Study 7)..... | 129 |
| 3.6.2.2 Study 8 | 130 |
| 3.6.3 <i>Quality Control</i> | 131 |
| 3.7 THE LIMITATIONS OF THE RESEARCH PROJECT..... | 131 |
| 3.8 ETHICAL CONCERNS | 134 |

4 UNIVERSITY TUTORS’ VIEWS AND PRACTICES CONCERNING GCD - PRESENTATION OF THE RESULTS FROM THE UNIVERSITY CONTEXT. 135

| | |
|--|-----|
| 4.1 TUTORS’ VIEWS ON GLOBAL COMPETENCE DEVELOPMENT | 135 |
| 4.1.1 <i>Results of the Interview Study</i> | 135 |
| 4.1.1.1 21 st -Century Expectations. | 135 |
| 4.1.1.2 Being Globally Competent | 137 |
| 4.1.1.3 Global Competence Development in University Tutors’ Lessons..... | 138 |
| 4.1.1.4 Whose Responsibility is it to Develop Students’ Global Competence? | 140 |
| 4.1.1.5 Being a Globally Competent Teacher. | 141 |
| 4.1.1.6 Global Competence Development in Teacher Education..... | 143 |
| 4.1.2 <i>Results of the Questionnaire Study</i> | 144 |
| 4.1.2.1 The Components of Global Competence..... | 144 |
| 4.1.2.2 Being a Globally Competent Teacher. | 145 |
| 4.1.2.4 Global Competence Development in Teacher Training. | 147 |

| | |
|--|------------|
| 4.2 DEVELOPING THE KNOWLEDGE COMPONENT OF GLOBAL COMPETENCE | 148 |
| 4.2.1 <i>Results of the Interview Study</i> | 148 |
| 4.2.1.1 The Characteristics of Teaching First-Year Language Development Classes. | 148 |
| 4.2.1.2 Global, Local, and Intercultural Issues in the Tutors' Classes. | 149 |
| 4.2.1.3 Global, Local, and Intercultural Issues Tutors Do Not Deal with in their Classes. | 150 |
| 4.2.1.4 Tutors' Feelings about Dealing with Global, Local and Intercultural Issues in their Classes. | 151 |
| 4.2.1.5 The Frequency of the Inclusion of Global, Local and Intercultural Issues in Language Development Classes. | 151 |
| 4.2.1.6 The Importance of Dealing with Global, Local and Intercultural Issues in Language Development Courses. | 152 |
| 4.2.1.7 Aspects Influencing the Inclusion of Global Content in Language Development Classes. | 152 |
| 4.2.2 <i>Results of the Questionnaire Study</i> | 154 |
| 4.2.2.1 Global, Local and Intercultural Issues in Tutors' Language Development Seminars. | 154 |
| 4.2.2.2 Global, Local, and Intercultural Issues Tutors Do Not Deal with in their Language Development Seminars. | 156 |
| 4.2.2.3 Tutors' Feelings about Dealing with Global, Local and Intercultural Issues in their Classes. | 158 |
| 4.2.2.4 The Frequency of the Inclusion of Global, Local and Intercultural Issues in Tutors' Language Development Classes. | 159 |
| 4.2.2.5 The Importance of the Inclusion of Global, Local and Intercultural Issues in Tutors' Language Development Classes. | 160 |
| 4.2.2.6 Aspects Influencing the Inclusion of Global Content in Language Development Classes. | 162 |
| 4.3 GOOD PRACTICES IN DEVELOPING STUDENTS' GLOBAL COMPETENCE | 164 |
| 4.3.1 <i>The Results of the Classroom Study</i> | 165 |
| 4.3.1.1 Activities Based on <i>Dear Future Generations</i> | 165 |
| 4.3.1.2 Activities Based on From the <i>Encyclopaedia of Alternative Facts</i> | 169 |
| 4.3.1.3 Activities Based on <i>Get Free</i> | 172 |
| 4.3.1.4 Activities Based on <i>Open Your World</i> | 175 |
| 4.3.1.5 Activities Based on <i>The Happy Broadcast</i> | 179 |
| 4.3.1.6 Activities Based on <i>What Makes a Good Life</i> | 181 |
| 4.3.1.7 Activities Based on <i>The Life Cycle of a T-Shirt</i> | 184 |
| 4.3.2 <i>The Results of the Focus Group Interview Study</i> | 187 |
| 4.3.2.1 The Optimal Environment in the Classroom. | 187 |
| 4.3.2.2 Preparing for Challenging Discussions. | 188 |
| 4.3.2.3 Managing Conflict in the Classroom. | 189 |
| 4.3.2.4 Revealing One's Opinion in the Classroom. | 191 |
| 4.3.2.5 Activities Used for Developing Students' Global Competence in University Lessons. | 192 |
| 4.3.2.6 Students' Attitudes towards Activities Aimed at Global Competence Development. | 193 |
| 5 SECONDARY SCHOOL TEACHERS' VIEWS AND PRACTICES CONCERNING GCD - PRESENTATION OF THE RESULTS FROM THE SECONDARY SCHOOL CONTEXT | 195 |
| 5.1 SECONDARY SCHOOL TEACHERS' VIEWS ON GLOBAL COMPETENCE DEVELOPMENT | 195 |
| 5.1.1 <i>Results of the Interview Study</i> | 195 |
| 5.1.1.1 21 st -Century Expectations. | 195 |
| 5.1.1.2 The Components of Global Competence. | 197 |
| 5.1.1.3 Global Competence Development in the Participants' EFL Lessons. | 199 |
| 5.1.1.4 Whose Task is it to Develop Students' Global Competence? | 201 |
| 5.1.1.5 Being a Globally Competent Teacher. | 202 |
| 5.1.1.6 What Hungarian Secondary School EFL Teachers Need to Effectively Develop their Students' Global Competence. | 204 |
| 5.1.2 <i>Results of the Questionnaire Study</i> | 205 |
| 5.1.2.1 The Components of Global Competence. | 205 |
| 5.1.2.2 Being a Globally Competent Teacher. | 207 |
| 5.1.2.3 Global Competence Development in Secondary Schools. | 208 |
| 5.2 DEVELOPING THE KNOWLEDGE COMPONENT OF GLOBAL COMPETENCE | 208 |
| 5.2.1 <i>Results of the Interview Study</i> | 209 |
| 5.2.1.1 Topics Teachers Like Dealing with in their Classes. | 209 |
| 5.2.1.2 Global, Local and Intercultural Issues in Secondary School Teachers' Classes. | 210 |
| 5.2.1.3 Global, Local, and Intercultural Issues Secondary School Teachers Do Not Deal with in their Classes. | 211 |

| | |
|---|------------|
| 5.2.1.4 Secondary School Teachers' Feelings about Dealing with Global, Local and Intercultural Issues in their Classes. | 212 |
| 5.2.1.5 The Frequency of the Inclusion of Global, Local and Intercultural Issues in English Classes. | 213 |
| 5.2.1.6 The Importance of Dealing with Global, Local and Intercultural Issues in English Classes. | 213 |
| 5.2.1.7 Aspects Influencing the Inclusion of the Global Content in English Classes. | 214 |
| 5.2.2 <i>Results of the Questionnaire Study</i> | 215 |
| 5.2.2.1 Topics Secondary School Teachers Deal with in their Classes. | 215 |
| 5.2.2.2 Topics Secondary School Teachers Do Not Deal with in their Classes..... | 224 |
| 5.2.2.3 Secondary School Teachers' Feelings in Connection with Global, Local and Intercultural Issues in their Classes. | 225 |
| 5.2.2.4 The Frequency of the Inclusion of Global, Local and Intercultural Issues in Secondary School Classes. | 226 |
| 5.2.2.5 The Importance of the Inclusion of Global, Local and Intercultural Issues in Secondary School Teachers' EFL Classes. | 227 |
| 5.2.2.6. Aspects Influencing the Inclusion of Global Content in Secondary EFL Classes. | 229 |
| 5.3 GOOD PRACTICES IN DEVELOPING STUDENTS' GLOBAL COMPETENCE | 231 |
| 5.3.1 <i>The Results of the Classroom Study</i> | 232 |
| 5.3.1.2 Activities Based on <i>From the Encyclopaedia of Alternative Facts</i> | 236 |
| 5.3.1.3 Activities Based on <i>Get Free</i> | 238 |
| 5.3.1.4 Activities Based on <i>High on Humans</i> | 241 |
| 5.3.1.5 Activities Based on <i>The Happy Broadcast</i> | 244 |
| 5.3.1.6 Activities Based on <i>What Makes a Good Life</i> | 246 |
| 5.3.1.7 Activities Based on <i>The Life Cycle of a T-shirt</i> | 249 |
| 5.3.2 <i>The Results of the Focus Group Interview Study</i> | 251 |
| 5.3.2.1 The Optimal Classroom Environment..... | 251 |
| 5.3.2.2 Preparing the Group for Challenging Discussions. | 252 |
| 5.3.2.3 Fruitful Discussions about Challenging Issues..... | 253 |
| 5.3.2.4 Dealing with Conflict in the Classroom. | 254 |
| 5.3.2.4 Revealing One's Opinion in the Classroom. | 255 |
| 5.3.2.5 Activities Used for Developing Students' Global Competence in Secondary School English Lessons. | 257 |
| 5.3.2.6 The Usefulness of the Activities Created for the Classroom Research Project. | 258 |
| 5.3.2.7 Students' Attitudes towards Dealing with Global, Local and Intercultural Issues in Class..... | 258 |
| 6 DISCUSSION OF THE RESULTS..... | 260 |
| 6.1 THE VIEWS OF SECONDARY SCHOOL EFL TEACHERS AND UNIVERSITY TUTORS IN EFL TEACHER TRAINING ON DEVELOPING STUDENTS' GLOBAL COMPETENCE | 260 |
| 6.1.1 <i>What do Hungarian Secondary School EFL Teachers and University Tutors in EFL Teacher Training Understand by Global Competence Development? (RQ1.1)</i> | 260 |
| 6.1.1.1. University Tutors' Understanding of Global Competence Development. | 260 |
| 6.1.1.2 Secondary School Teachers' Understanding of Global Competence Development. | 262 |
| 6.1.1.3 Conclusion and Implications..... | 264 |
| 6.1.2 <i>How do Hungarian Secondary School EFL Teachers and University Tutors in EFL Teacher Training View their Role in Developing Students' Global Competence? (RQ1.2)</i> | 265 |
| 6.1.2.1. University Tutors' Views about their Role in Developing their Students' Global Competence..... | 265 |
| 6.1.2.2 Secondary School Teachers' Views about their Role in Developing their Students' Global Competence | 267 |
| 6.1.2.3 Conclusion and Implications..... | 268 |
| 6.1.3 <i>Summary of The Views of Secondary School EFL Teachers and University Tutors Involved in Teacher Training about Global Competence Development</i> | 270 |
| 6.2 THE WAYS SECONDARY SCHOOL EFL TEACHERS AND UNIVERSITY TUTORS IN EFL TEACHER TRAINING DEVELOP THE KNOWLEDGE DIMENSION OF GLOBAL COMPETENCE IN THEIR STUDENTS | 272 |
| 6.2.1 <i>What Topics do Hungarian Secondary School EFL Teachers and University Tutors in EFL Teacher Training Deal with for Global Competence Development? (RQ 2.1)</i> | 272 |
| 6.2.1.1 Topics University Tutors Deal with for GCD. | 272 |
| 6.2.1.2 Topics Secondary School Teachers Deal with for GCD | 275 |
| 6.2.1.3 Conclusion and Implications..... | 279 |
| 6.2.2 <i>What Attitudes do Secondary School EFL Teachers and University EFL Teacher Trainers in Hungary Have Towards Dealing with Local, Global, and Intercultural Issues? (RQ 2.2)</i> | 280 |
| 6.2.2.1 University Tutors' Attitudes towards Dealing with Global Content | 280 |

| | |
|---|------------|
| 6.2.2.2 Secondary School Teachers' Attitudes towards Dealing with Global Content | 281 |
| 6.2.2.3 Conclusion and Implications | 283 |
| 6.2.3 <i>What Influences Secondary School EFL Teachers and University Tutors in EFL Teacher Training in Hungary in Dealing with Local, Global, and Intercultural Issues? (RQ 2.3)</i> | 284 |
| 6.2.3.1 Aspects Influencing University Tutors to Include Global Content (Studies 1 and 4)..... | 284 |
| 6.2.3.2 Aspects Influencing Secondary School Teachers to Include Global Content (Studies 2 and 3)..... | 286 |
| 6.2.4 <i>Summary of the Ways Secondary School EFL Teachers and University Tutors in EFL Teacher Training in Hungary Develop the Knowledge Dimension of Global Competence in their Students</i> . | 288 |
| 6.3 GOOD PRACTICES IN THE WAYS SECONDARY SCHOOL EFL TEACHERS AND UNIVERSITY TUTORS IN EFL TEACHER TRAINING DEVELOP THEIR STUDENTS' GLOBAL COMPETENCE IN PRACTICE | 289 |
| 6.3.1 <i>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 3.1)</i> | 289 |
| 6.3.1.1 University Tutors' Approaches to Discussing Controversial Global Content (Study 7). | 289 |
| 6.3.1.2 Secondary School Teachers' Approaches to Discussing Controversial Global Content (Study 8)..... | 290 |
| 6.3.1.3 Conclusion and Implications | 291 |
| 6.3.2 <i>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 3.2)</i> | 292 |
| 6.3.2.1 The Ways University Tutors Create a Safe Space for Challenging Discussions (Study 7) | 292 |
| 6.3.2.2 The Ways Secondary School Teachers Create a Safe Space for Challenging Discussions (Study 8). | 294 |
| 6.3.2.3 Conclusion and Implications | 294 |
| 6.3.3 <i>What Activity Types do Hungarian Secondary School EFL Teachers and University Tutors in EFL Teacher Training Use to Develop their Students' Global Competence? (RQ 3.3)</i> | 295 |
| 6.3.3.1 Activity Types University Tutors Use to Develop their Students' Global Competence (Study 7) | 295 |
| 6.3.3.2 Activity Types Secondary School Teachers Use to Develop their Students' Global Competence (Study 8)..... | 296 |
| 6.3.3.3 Conclusion and Implications | 297 |
| 6.3.4 <i>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 3.4)</i> | 298 |
| 6.3.4.1 A University Tutor's Views on Activities Aimed to Develop Students' GC (Study 5)..... | 298 |
| 6.3.4.1 Secondary School Teachers' Views on Activities Aimed to Develop Students' GC (Studies 6 and 8) | 299 |
| 6.3.4.3 Conclusion and Implications | 300 |
| 6.3.5 <i>What are the Students' Views on Activities Aimed to Develop Global Competence? (RQ 3.5)</i> 301 | |
| 6.3.5.1 University Students' Views on Activities Aimed to Develop their GC (Studies 5 and 7)..... | 301 |
| 6.3.5.2 Secondary School Students' Views on Activities Aimed to Develop their GC (Studies 6 and 8)..... | 303 |
| 6.3.5.3 Conclusion and Implications | 305 |
| 6.3.6 <i>Summary of the Good Practices in the Ways Secondary School EFL Teachers and University Tutors in EFL Teacher Training in Hungary Develop their Students' Global Competence</i> | 305 |
| 7 CONCLUSION | 309 |
| 7.1 SUMMARY OF THE MOST IMPORTANT FINDINGS | 309 |
| 7.2 THE MAIN PEDAGOGICAL IMPLICATIONS AND RECOMMENDATIONS | 312 |
| 7.3 LIMITATIONS AND FUTURE RESEARCH DIRECTIONS | 316 |
| REFERENCES..... | 319 |
| APPENDICES | 337 |
| APPENDIX A THE OVERVIEW OF THE RESEARCH DESIGN | 337 |
| APPENDIX B INTERVIEW GUIDE FOR TEACHER TRAINERS (TRANSLATED TO ENGLISH) | 338 |
| APPENDIX C INTERVIEW GUIDE FOR SECONDARY SCHOOL TEACHERS (TRANSLATED TO ENGLISH)..... | 340 |
| APPENDIX D CALL FOR PARTICIPATION IN THE QUESTIONNAIRE STUDY FOR SECONDARY SCHOOL TEACHERS (TRANSLATED TO ENGLISH)..... | 342 |
| APPENDIX E CALLS FOR PARTICIPATION IN THE QUESTIONNAIRE STUDY SENT OUT TO UNIVERSITY TEACHER TRAINERS | 343 |
| Appendix E1 The First Call | 343 |

| | |
|--|-----|
| <i>Appendix E2 The Second Call</i> | 343 |
| APPENDIX F QUESTIONNAIRE FOR SECONDARY SCHOOL TEACHERS..... | 344 |
| APPENDIX G QUESTIONNAIRE - GLOBAL, LOCAL, AND INTERCULTURAL ISSUES IN THE EFL CLASS | 351 |
| APPENDIX H OVERVIEW OF THE ACTIVITY SEQUENCES CREATED FOR THE CLASSROOM RESEARCH PROJECT | 357 |
| APPENDIX I THE ACTIVITY SEQUENCES USED FOR THE CLASSROOM STUDY | 360 |
| <i>Appendix I1 Dear Future Generations – Prince EA</i> | 360 |
| <i>Appendix I2 From the Encyclopedia of Alternative Facts – Brian Bilston</i> | 365 |
| <i>Appendix I3 Hozier – Cherry wine</i> | 368 |
| <i>Appendix I4 Glasgow Snow; Constant – Jackie Kay</i> | 374 |
| <i>Appendix I5 Major Lazer ft. Amber – Get free</i> | 380 |
| <i>Appendix I6 Oh Wonder – High on Humans</i> | 386 |
| <i>Appendix I7 Heineken – Open your world</i> | 390 |
| <i>Appendix I8 Robert Waldinger – What makes a good life? Lessons from the longest study on happiness</i> | 392 |
| <i>Appendix I9 The happy broadcast</i> | 397 |
| <i>Appendix I10 The life cycle of a T-shirt</i> | 400 |
| APPENDIX J HELP PROVIDED TO THE PARTICIPATING SECONDARY SCHOOL TEACHERS | 404 |
| <i>Appendix J1 Variations of the Activity Sequences for Online Classes</i> | 404 |
| <i>Appendix J2 An Example of a Teacher’s Guide Accompanying the Worksheets</i> | 407 |
| APPENDIX K FEEDBACK SHEET FOR THE STUDENTS..... | 410 |
| APPENDIX L FOCUS GROUP INTERVIEW GUIDE FOR TEACHER TRAINERS | 412 |
| APPENDIX M FOCUS GROUP INTERVIEW GUIDE FOR SECONDARY SCHOOL TEACHERS (TRANSLATED TO ENGLISH)..... | 413 |
| APPENDIX N THE EMERGING THEMES FROM THE INTERVIEW STUDY WITH UNIVERSITY TUTORS INVOLVED IN TEACHER TRAINING | 414 |
| APPENDIX O TABLES FROM THE QUESTIONNAIRE STUDY WITH UNIVERSITY TEACHER TRAINERS | 416 |
| APPENDIX P UNIVERSITY STUDENTS’ CREATIONS..... | 418 |
| <i>Appendix P1 Letters and Poems to Future Generations</i> | 418 |
| <i>Appendix P2 Infographics from the Dear Future Generations Project</i> | 420 |
| <i>Appendix P3 Open your world – How to bridge the political divide?</i> | 421 |
| <i>Appendix P4 What makes a good life? – Students’ Interviews with their Elderly Relatives and Infographics on Loneliness among the Elderly in Hungary</i> | 422 |
| <i>Appendix P5 Sustainability Projects Created for the Life Cycle of a T-shirt Lesson</i> | 423 |
| APPENDIX Q EMERGING THEMES FROM THE FOCUS GROUP INTERVIEW WITH TEACHER TRAINERS | 424 |
| APPENDIX R THE EMERGING THEMES FROM THE INTERVIEW STUDY WITH SECONDARY SCHOOL TEACHERS | 425 |
| APPENDIX S TABLES FROM THE RESULTS OF THE QUESTIONNAIRE WITH SECONDARY SCHOOL TEACHERS | 428 |
| APPENDIX T EMERGING THEMES FROM THE FOCUS GROUP INTERVIEWS WITH SECONDARY SCHOOL TEACHERS | 432 |
| APPENDIX U | 434 |
| THE PROFILE OF A GLOBALLY COMPETENT TEACHER..... | 434 |

List of Figures

| | |
|--|-----|
| Figure 2.1 21 st -Century Skills (World Economic Forum, 2015) | 8 |
| Figure 2.2 The Four Dimensions of Global Competence and its Building Blocks (OECD, 2018) | 17 |
| Figure 2.3 The List of Global Issues According to the UN (United Nations, n.d.) | 29 |
| Figure 2.4 The Characteristics of Globally Competent Teachers Based on the Literature | 38 |
| Figure 3.1 The Timeline of the Studies | 92 |
| Figure 6.1 The Characteristics of a Globally Competent Teacher Based on Studies 1-2-3-4 | 269 |
| Figure 6.2 Good Practices for Global Competence Development in ELT | 308 |
| Figure 7.1 The Profile of a Globally Competent Teacher | 314 |

List of Tables

| | |
|--|-----|
| Table 2.1 The Key Elements of Global Citizenship Education by Oxfam (2015) | 14 |
| Table 3.1 The List of the Participants in the Pilot Interview Study | 94 |
| Table 3.2 The List of the Participants in the Interview Study for University Tutors | 95 |
| Table 3.3 The List of the Participants in the Interview Study with Secondary School EFL Teachers | 96 |
| Table 3.4 The Distribution of the Participants Based on School Types | 102 |
| Table 3.5 The Distribution of the Participants Based on their Settlement Types | 103 |
| Table 3.6 Variables Influencing the Inclusion of Global, Local and Intercultural Issues in the EFL Class: The Underlying Constructs | 105 |
| Table 3.7 The Reliability Analysis of the Scales in the Pilot Study | 108 |
| Table 3.8 The Reliability Analysis of the Scales in the Main Study in the Secondary School Context | 109 |
| Table 3.9 Teachers’ Preferences of Dealing with Global, Local or Intercultural Content in their Classes – The Results of the Principal Component Analysis | 110 |
| Table 3.10 The Finalisation of the Constructs for the Main Study in the Secondary School Context | 111 |
| Table 3.11 Normality Test Results for the Constructs | 112 |
| Table 3.12 The Reliability Analysis of the Scales in the Main Study in the University Context | 113 |
| Table 3.13 The Finalisation of the Constructs for the Main Study in the University Context | 114 |
| Table 3.14 Normality Test Results for the Constructs in Study 4 | 115 |
| Table 3.15 The List of Participating Groups in the University Pilot Study | 117 |
| Table 3.16 The List of Participants in the Secondary School Pilot | 119 |
| Table 3.17 The List of Participants in the Secondary School Classroom Study | 120 |
| Table 3.18 The Worksheets Created for the Research Project | 121 |
| Table 3.19 The Participants in the Pilot Focus Group Interview | 128 |
| Table 3.20 Overview of the Focus Group Interviews | 129 |
| Table 4.1 Knowledge, Skills, and Attitudes Necessary to Succeed in the 21 st Century According to University Tutors | 136 |
| Table 4.2 Knowledge, Skills, Attitudes Necessary for Global Citizens, i.e., the Components of Global Competence According to the Tutors | 138 |
| Table 4.3 The Characteristics of a Globally Competent Teacher as Seen by the Respondents of the Questionnaire Study | 146 |
| Table 4.4 Tutors’ Likelihood to Deal with Global Issues in their Language Development Seminars | 154 |
| Table 4.5 Tutors’ Likelihood to Deal with Local Issues in their Language Development Seminars | 155 |
| Table 4.6 Tutors’ Likelihood to Deal with Intercultural Issues in their Language Development Seminars | 156 |
| Table 4.7 Tutor’s Feelings about Dealing with Global, Local and Intercultural Issues in their Language Development Seminars | 158 |
| Table 4.8 Descriptive Statistics for The Frequency of the Inclusion of Global Content in Tutors’ Language Development Seminars | 159 |
| Table 4.9 Descriptive Statistics for The Importance of the Inclusion of Global Content in Tutors’ Language Development Seminars | 160 |
| Table 4.10 Descriptive Statistics of the Questionnaire Constructs | 162 |
| Table 4.11 Correlations for the Background Variables Influencing the Incorporation of Global Content | 164 |

| | |
|--|-----|
| Table 5.1 The Necessary Knowledge, Skills, Attitudes for Success on the Labour Market in the 21 st Century According to Secondary School Teachers | 196 |
| Table 5.2 The Components of Global Competence According to the Participants of the Interview Study among Secondary School Teachers | 198 |
| Table 5.3 Secondary School Teachers' Likeliness to Include Certain Global Issues in their Classes Based on their Age Groups..... | 216 |
| Table 5.4 Selected Results of the Independent Samples t-test on the Differences between Secondary Grammar School and Secondary Technical and Vocational School Teachers' Perceptions of Global Issues | 217 |
| Table 5.5 Secondary School Teachers' Likeliness to Include Certain Local Issues in their Classes | 218 |
| Table 5.6 The Significant Results of the ANOVA Test on Teachers' Likeliness to Include Local Issues in their Classes Based on Age Groups..... | 218 |
| Table 5.7 The Significant Results of the Independent Samples t-test on Teachers' Likeliness to Include Local Issues in their Classes Based on School Type..... | 219 |
| Table 5.8 The Significant Results of the One-Way ANOVA test on Teachers' Likeliness to Include Local Issues in their Classes Based on Settlement Type..... | 220 |
| Table 5.9 Secondary School Teachers' Likeliness to Include Certain Intercultural Issues in their Classes | 220 |
| Table 5.10 The Significant Results of the ANOVA Test on Teachers' Likeliness to Include Intercultural Issues in their Classes based on Age Groups..... | 221 |
| Table 5.11 The Significant Results of the Independent Samples t-test on Teachers' Likeliness to Include Intercultural Issues in their Classes Based on School Type | 222 |
| Table 5.12 The Significant Results of the Independent Samples t-test on Teachers' Likeliness to Include Intercultural Issues in their Classes Based on Whether They Work in the Capital or in the Country | 222 |
| Table 5.13 Other Global, Local, and Intercultural Issues Secondary School Teachers Deal with in their Classes..... | 223 |
| Table 5.14 Secondary School Teachers' Feelings about Dealing with Global, Local and Intercultural Issues in their English Classes | 226 |
| Table 5.15 Descriptive Statistics for The Frequency of the Inclusion of Global Content in Secondary School Teachers' EFL Classes | 226 |
| Table 5.17 The Significant Results of the ANOVA test on Teachers' Perceived Importance of Dealing with Intercultural and Controversial issues Based on their Age Group..... | 228 |
| Table 5.18 Descriptive Statistics of the Questionnaire Constructs | 229 |
| Table 6.1 An Overview of Tutors' Most Preferred and Least Preferred Global Content in their Language Development Classes..... | 274 |
| Table 6.2 An Overview of Secondary School Teachers' Most Preferred and Least Preferred Global Content in their EFL Classes | 276 |

List of Acronyms

| | |
|--------|---|
| 4Cs | Critical Thinking, Creativity, Collaboration, Communication |
| ANOVA | Analysis of Variance |
| CBI | Content-Based Instruction |
| CBLT | Content-Based Language Teaching |
| CI | Controversial Issues |
| ELT | English Language Teaching |
| EFL | English as a Foreign Language |
| ESD | Education for Sustainable Development |
| ESOL | English to Speakers of Other Languages |
| GC | Global Competence |
| GCD | Global Competence Development |
| GCE | Global Citizenship Education |
| GCED | Global Citizenship Education |
| GE | Global Education |
| GI | Global Issues |
| GISIG | Global Issues Special Interest Group |
| IATEFL | International Association for Teachers of English as a Foreign Language |
| IC | Intercultural Competence |
| ICC | Intercultural Communicative Competence |
| JALT | Japanese Association of Language Teachers |
| LGBTQ+ | Lesbian, Gay, Bisexual, Transgender, Queer (plus other sexual identities) |
| NCC | National Core Curriculum |
| NEA | National Education Association |
| OECD | Organisation for Economic Co-operation and Development |
| P21 | Partnership for 21 st Century Skills |
| PCA | Principal Component Analysis |
| PISA | Programme for International Student Assessment |
| SIG | Special Interest Group |
| SDG | Sustainable Development Goals |
| TEFL | Teaching English as a Foreign Language |
| TESOL | Teachers of English to Speakers of Other Languages |
| UN | United Nations |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| UNHCR | United Nations High Commissioner for Refugees |

1 Introduction

1.1 The Background

In today’s world, young people have to face unprecedented challenges: In the last few decades, the pace of life has accelerated dramatically, the speed of technological advancement has increased, and our world is more globalized than ever before. Although these changes may be interpreted as progress, our world is also full of inequalities, injustice, political polarization, racial and religious tensions even in developed democracies, and it is getting more complicated than ever to interpret what is going on around us in the world (UNESCO, 2014). The Covid-19 pandemic has made it abundantly clear that our world has never been more interconnected, and immediate collective action would be needed to tackle these global challenges and move forward together (World Economic Forum, 2021). All these recent trends have serious repercussions on education, as there is a need to educate a new generation of students who will be able to meet the challenges of an ever-progressing world and who will be prepared for a competitive and unpredictable job market (OECD, 2020; UNESCO, 2014). Educational policymakers around the world have realised the urgency to implement changes and have started to adopt the Global Citizenship Education (GCED) framework (UNESCO, 2015), which was developed to help students become global citizens, who will be able to face the above-mentioned challenges.

In 2015, the United Nations adopted the 17 Sustainable Development Goals, which are a call for action by all member states to tackle the global challenges by 2030. Goal number 4 is quality education, as it is widely believed that education is the most powerful tool 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 (OECD, 2018). 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).

The concept of global education has been on the agenda in English language teaching (ELT) 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, Sampedro & Hillyard, 2004, Ruas, 2017). 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 thus become 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.).

Several factors have contributed to making the incorporation of the global dimension in ELT imperative (Cates, 2002; Gimenez & Sheehan, 2008, Sampedro & Hillyard, 2004). Firstly, English has gained considerable importance in our increasingly interconnected and globalized world, as there is greater contact between people from various parts of the globe (Byram, 2008; Modern Language Association, 2007). As a result, one of the most important reasons for teaching the language now is preparing students for intercultural dialogue (Byram, 2008; Gimenez & Sheehan, 2008). Secondly, to prepare learners for an unpredictable job market, teachers now also have to develop their students’ 21st-century skills, such as creativity, collaboration, communication and critical thinking (NEA, n.d.; World Economic Forum, 2015). To make formal education in the 21st century relevant, teaching these skills should be integrated into key subjects (e.g., Language Arts, World Languages, Mathematics, Science, History) together with 21st-century interdisciplinary themes (e.g., global awareness, environmental literacy, health literacy) (Partnership for 21st Century Learning, n.d.). Therefore, these skills can be developed during English lessons while students also work on their four basic language skills (i.e., reading, writing, listening, and speaking), preferably while engaging in activities centred around the above-mentioned interdisciplinary themes. Thirdly, apart from becoming productive and competitive employees in the job market, students also need to be prepared to be active citizens, who will be able to react to 21st-century challenges (World Economic Forum, 2020), and who will be able to navigate in this increasingly complex world, characterized by radicalization, climate change, increased inequalities, and disinformation. Hence, there is an understandable demand in education to address these difficult issues in

a sheltered environment, under the guidance of teachers, and to empower young people to react to them. 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.

To educate global citizens, teachers should assume new roles and reconsider what and how they teach (Cates, 2002; Bourn, 2015). 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.

Despite exemplary initiatives to prepare young people to react to the realities of today and the possibilities of tomorrow, in many countries, teaching is still “geared to preparing young people for lives in the 19th and 20th centuries” (Gardner, 2011, p. xi). As presented in the UNESCO *Global Education Monitoring Report (2020)*, in 2020, only 12% ($n = 9$) of the 68 countries surveyed adopted GCED in all domains of education. 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 yet 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.

1.2 The Aims and the Research Niche

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 detailed in Section 3.1 (Research Questions).

Despite the relevance of global citizenship education, there is a dearth of research in this field in Hungary and this dissertation is 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, which were conducted in the Middle East, the Far East, or South America. The focus of

these studies is mostly teachers' (Evripidou & Çavuşoğlu, 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 attempts to fill this gap.

It is much hoped that the implications of the series of studies described in this dissertation will be informative and useful for EFL teachers, EFL teacher trainers and policymakers alike. It is expected that the information gleaned on both tutors' and teachers' views on global competence development could be used for planning purposes and may be useful on the policy-making level and in curriculum development. Identifying good practices might prove beneficial for the English teaching community in Hungary or even in a broader context. Finally, it is hoped that the research project contributed to the enhancement of the participating teachers and the researcher's own practice and will inspire teacher trainers, teacher trainees and in-service teachers to integrate global competence development into their EFL lessons.

2 Review of the Literature

2.1 Theoretical Background

2.1.1 *Quality Education in the 21st Century*

In our increasingly turbulent and interconnected world, education has to meet new needs to prepare students for the challenges of the 21st century. In 2015, the United Nations (UN) adopted the *17 Sustainable Development Goals (SDG)*, which are a call for action by all UN countries to tackle global challenges (e.g., poverty, climate change, gender inequality) by 2030. As it is widely believed that education is the most powerful weapon to challenge inequalities, the fourth goal became quality education for all. According to *Goal 4*, quality education must

develop the skills, values and attitudes that enable citizens to lead healthy and fulfilled lives, make informed decisions, and respond to local and global challenges through education for sustainable development and global citizenship education, as well as human rights education and training in order to achieve the United Nations Education 2030 agenda. (UNESCO, 2018, p.1)

The key features of Goal 4 include (a) ensuring lifelong learning opportunities for all, (b) a renewed focus on equity, inclusion, and gender equality, (c) a renewed focus on effective learning and (d) a new focus on the relevance of learning (UNESCO, 2016). To make learning relevant in the 21st century, on the one hand, teachers need to develop their students' work-related, but also cognitive and transferable skills, which can be used in as many different work settings as possible, given the unpredictability of the job market; and on the other hand, teachers need to develop the knowledge, skills and attitudes required by citizens to successfully face the challenges of our modern world (UNESCO, 2016). In other words, education systems have a prime role in preparing global citizens and the workforce of the future (World Economic Forum, 2020).

The era we live in today has also been referred to as the *Fourth Industrial Revolution*: this period has been marked with breakthroughs in the fields of artificial intelligence (AI), the internet of things, nanotechnology and biotechnology, and these new drivers of growth have contributed to a “massive shift of the skills” required to succeed in the 21st-century job market (World Economic Forum, 2020, p. 5). Based on current trends, it also seems likely that children will be working in completely new job types that do not exist yet (World Economic Forum, 2020), and people having only a basic skill set could be easily replaced in some years' time by machines as a result of automation and artificial intelligence (RAND Corporation, 2012; World Economic Forum, 2020b). It is imperative

for education systems to keep pace with these changes. According to many prominent organisations and authors (Binkley et al., 2012; Council of Europe, 2014; Partnership for 21st century skills, World Economic Forum, 2020), so that students meet the demands of the changing job market, they need to be equipped with 21st-century skills.

The term *21st-century skills* has become a buzzword, and different authors have attempted to draw up its components in different ways. According to the Partnership for 21st Century Skills (P21), they include three main types of skills:

- 1.) *learning and innovation skills* (i.e., creativity, critical thinking, communication, collaboration);
- 2.) *information, media and technology skills* (i.e., information literacy, media literacy, ICT literacy);
- 3.) *life and career skills* (i.e., flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, leadership and responsibility). (Partnership for 21st Century Learning, n.d.)

The P21 Framework emphasises that these skills should be taught discretely in the context of the key subjects (e.g., Language Arts, World Languages, Mathematics, Science, History) and should be developed while dealing with 21st-century interdisciplinary themes (e.g., global awareness, environmental literacy, health literacy). After careful consideration, the American National Education Association deemed the framework (they developed together with Partnership for 21st Century Learning) too complex and started to only emphasise the importance of the 4Cs (creativity, critical thinking, communication, and collaboration) and have been striving to integrate them into the curriculum (National Education Association, 2012).

Another 21st-century skills framework was developed by the Assessment and Teaching of 21st Century Skills (AT21S) international project, funded by Cisco, Intel, and Microsoft. Compared to the P21 Framework, it seems more complex, as the authors believe that each presented skill has an underpinning set of knowledge, skills, attitudes, values, and ethics. As a result, this model is named KSAVE after the initials of these dimensions. The basic model comprises the following *skills*:

- 1.) *Ways of thinking*: Creativity, critical thinking, problem-solving, decision-making, learning and innovation;
- 2.) *Ways of working*: Communication and collaboration;
- 3.) *Tools for working*: Information and communications technology (ICT) and information literacy;

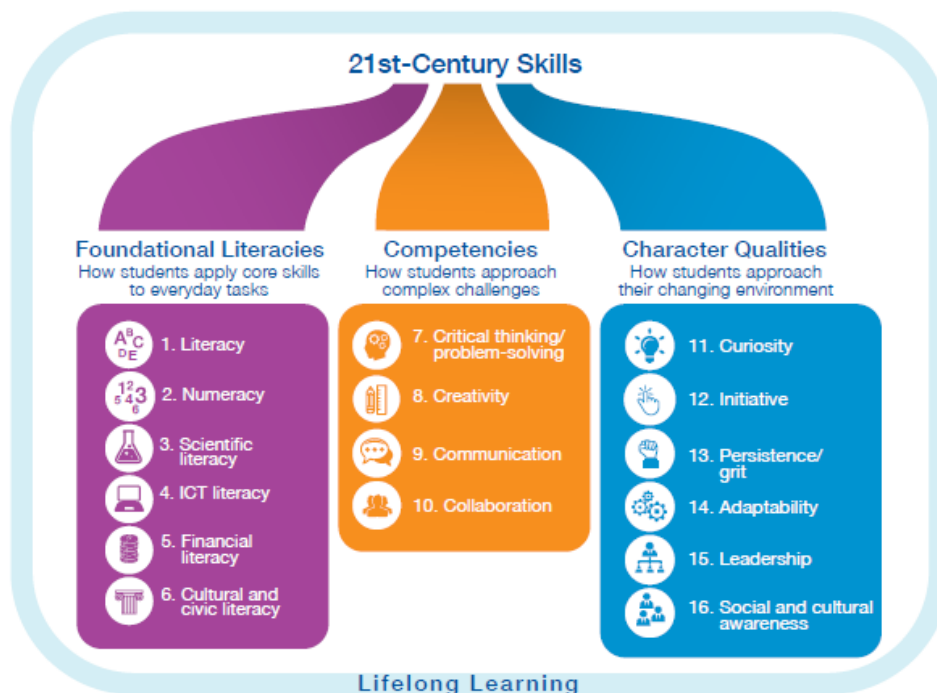
4.) *Living in the world*: Citizenship, life and career, and personal and social responsibility. (Griffin & Care, 2015)

This model shows some similarities with the P21 framework; however, it uses the word *skill* relatively loosely for the four above-mentioned categories. What is new, compared to the P21 model, is that here the citizenship dimension is also included, because according to Binkley et al. (2015), “people must learn to live not only in their town or country but also in the world in its entirety” (p. 54) and it is only possible if they understand all the aspects of citizenship.

The World Economic Forum (2015) also created its framework based on the analysis of relevant literature. They identified 16 key skills and grouped them into three main categories – foundational literacies, competences, and character qualities, as shown in Figure 2.1 below.

Figure 2.1

21st-Century Skills (World Economic Forum, 2015)



Their proposed framework puts the 4Cs in the centre as key competencies, which seems to be sensible based on the P21 framework. What is more, they also included basic skills, such as literacy and numeracy in their list, which makes the whole framework more rounded and shifts the focus to all the skills needed in the 21st century to succeed (not only to the new

ones). According to Lucas (2019), the most problematic category of this framework is character qualities: even though it contains characteristics that are arguably important, grouping grit and leadership together, two notions with very different scope, remains questionable.

The term *21st-century skills* came in for a lot of criticism from researchers for being too vague (RAND Corporation, 2012; Lucas, 2019; World Economic Forum, 2016) and uncritical (Bourn, 2020b; Lucas, 2019). Moreover, as its different elements are defined loosely and inconsistently, policymakers and educators have difficulty measuring progress in them (World Economic Forum, 2015). Nevertheless, the main argument against using the term *21st-century skills* is the fact that in our ever-changing, turbulent world, no one can know what skills we will need in 10-, 50- or 75-years' time (Lucas, 2015), so applying these lists to a whole century may reflect wishful thinking. It may prove to be more expedient to think in shorter terms and concentrate on the current challenges in our world and try to address those. For instance, the World Economic Forum (2020a) outlined eight characteristics of learning content and experiences which can define quality learning in the Fourth Industrial Revolution and named it *Education 4.0*:

1. Global citizenship skills
2. Innovation and creativity skills
3. Technology skills
4. Interpersonal skills
5. Personalised and self-paced learning
6. Accessible and inclusive learning
7. Problem-based and collaborative learning
8. Lifelong and student-driven learning

The skills listed among these characteristics largely overlap with the ones in the P21 Framework and by the KSAVE framework, nevertheless, they are regrouped and given new scopes in the present list. It is worth pointing out that conversely to the previous frameworks, in this list, global citizenship is given precedence, a notion which appears in SDG Number 4 (i.e., Quality education), but which had not been included in previous frameworks either explicitly or at all. Several factors contributed to the fact that Global Citizenship Education gained momentum in the previous decades, which are discussed in the following sections.

2.1.2 Global Education

This section, first, gives an overview of the history of global education with a special emphasis on its evolution in Europe and on the definition of the key terms which are used throughout the dissertation. It goes on to describe what is meant by global citizenship education, presents some criticism of the global citizenship education framework, and emphasises the role of criticality in later frameworks (in Section 2.1.2.2). Finally, the definition and the description of the global competence framework can be found at the end of this section (2.1.3.3).

2.1.2.1 The Evolution of Global Education in Europe. Several attempts have been made to define the global dimension of education in the last three to four decades and different terms have been used and its different aspects have been emphasised over the years. However, its main premise has remained the same: educating responsible citizens who will be able to contribute to the creation of a better world. The global dimension of education originates from the period after the Second World War, when policymakers, backed by UNESCO, aimed to “promote a form of international education that encouraged mutual learning around the world” (Bourn, 2020a, p. 11). When *Global Education* (GE) gained momentum in the 1980s, Fisher and Hicks (1985) defined it as “education which promotes the knowledge, attitudes and skills relevant to living responsibly in a multicultural, interdependent world” (p. 8). This student-centred approach, taking an international outlook in education and focusing heavily on skills development, became particularly influential in the 1980s and 90s (Bourn, 2014). In this period, more critical approaches, fuelled by the Brazilian educator Paolo Freire’s work also came to the forefront and the emphasis of global education shifted to empowering students to achieve social justice and to combat inequality in the world (Bourn, 2020a). However, as Bourn (2020b) notes in another article, the dimension of education attempting to change the status quo was seen as radical in some countries and met with the resistance of governments and subsequently, in such places (e.g., England), its funding was substantially reduced.

Parallel to these efforts, the Council for Cultural Co-operation of the Council of Europe issued *Recommendation No. R (82) 18* regarding modern foreign languages with the aim of achieving “greater unity among its member states [...] by the adoption of common action in the cultural field” (Council of Europe, 1982). Their three basic principles included (1) the preservation of “the rich heritage of diverse languages and cultures in Europe” through an educational effort to “convert that diversity from a barrier to

communication into a source of mutual enrichment and understanding”; (2) a “better knowledge” of European languages in order to “facilitate communication and interaction among Europeans” of different native languages, to promote mobility, understanding, and cooperation, and to “overcome prejudice and discrimination”; and (3) a “greater convergence at the European level” concerning national policies in the field of language learning (Council of Europe, 1982, p. 1). In line with these principles, the member states were called upon to ensure that their populations have access to learning foreign languages, to “deal with the business of everyday life in another country” (p. 2), to communicate with people from other countries and to “achieve a wider and deeper understanding of the way of life and forms of thought of other peoples and of their cultural heritage” (Council of Europe, 1982, p. 2). The political objectives of learning foreign languages in Europe were reinforced in *Recommendation No. R (98) 6* (Council of Europe, 1998). Its preamble, among others, contained the aims of promoting “mutual understanding and tolerance, respect for identities and cultural diversity through more effective international communication” and of being “aware of the dangers that might result from the marginalisation of those lacking the skills necessary to communicate in an interactive Europe” (Council of Europe, 1998, p. 1). Based on these principles, democratic citizenship became a “priority educational objective” and from this point on, a particular urgency was attached to promoting “methods of modern language teaching which will strengthen independence of thought, judgement and action, combined with social skills and responsibility” (Council of Europe, 2001, p. 4), which are akin to the principles of Global Education.

Europeans renewed interest in GE in the second half of the 1990s, when in 1997, the North-South Centre of the Council of Europe published the *Global Education Charter*, which presented the rationale for incorporating the global perspective into education in Europe, together with some guidelines for successful implementation. The Charter was followed up by the foundation of the Global Education Network Europe (GENE) and by the *Maastricht Global Education Declaration* (2002), which was a European strategy framework in effect until 2015, defining GE as education that “opens people’s eyes and minds to the realities of the globalised world and awakens them to bringing about a world of greater justice, equality and human rights for all” (p. 1). It was established in the Declaration that GE is an umbrella term that encompasses “development education, human rights education, education for sustainability, education for peace and conflict prevention

and intercultural education; being the global dimensions of education for citizenship” (p. 1). According to the Global Education Charter, GE differs from the above-mentioned fields as it “gives a broader perspective to what has been traditionally referred to by these special education areas and stresses the strong interdependencies and links between the economic, technological, socio-political, demographic and cultural aspects of social life” (p. 4). If we compare the components of the competencies these special educational fields develop, it becomes apparent that they work with interdependent and interrelated issues (Brander et al, 2015), but differ in focus and scope. Nevertheless, throughout the years, and based on the aspirations of the different European regions, different aspects of GE were prioritized, thus, different educational approaches appeared in national core curricula representing the global dimension of education (e.g., *Democracy and Human Rights Education* in Bosnia and Hercegovina, *Global Development Education* in Czechia, *Sustainable Development Education* in France) (Global Education Network Europe, 2019).

The promotion of Global Education stepped into a new phase in 2012, when the United Nations launched its Global Education First Initiative, making the nurturing of *global citizens* one of its priorities (UNESCO, 2014) all around the world. As a part of this new agenda, UNESCO (2014) developed a complex educational framework, called *Global Citizenship Education* (GCED), which “aims to empower learners to engage and assume active roles, both locally and globally, to face and resolve global challenges and ultimately to become proactive contributors to a more just, peaceful, tolerant, inclusive, secure and sustainable world” (p. 15). GCED is intended to play a pivotal role in equipping learners with the competencies they need to face the challenges of life in the 21st century. Even though the idea of putting citizenship at the heart of the agenda received a lot of criticism and is still a debated concept (more about this debate in Section 2.1.2.2.2), GCED received a lot of attention, and it has widely influenced education systems all around the world. This is apparent since the global component is already explicitly present in the core curricula of several countries (e.g., Australia, Colombia, Finland, Norway, the Republic of Korea, The United Kingdom, etc.) (Global Education Network Europe, 2020; UNESCO, 2015).

Global education took on a new urgency in the second part of the 2010s owing to two distinctive events. First, the diffusion of GCED was supported by the Incheon Declaration on Education 2030 (UNESCO, 2016), which stated that to have quality education in the 21st century, GCED should be placed at the heart of all educational endeavours. As a result, quality education became Goal 4 of the 17 Sustainable

Development Goals, prioritizing Global Citizenship Education and Education for Sustainable Development. Second, the significance of GCED was further emphasised when in 2018, OECD PISA started to assess students' *Global Competence* (GC), which is, by their definition,

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)

In summary, the notion of global education substantially changed in the previous decades, and it became widespread not only in Europe but owing to the effort of international organisations, such as UNESCO, also worldwide. Even though it has been on the agenda for several decades, and policy commitments seem high around the world, several reports (UNESCO, 2018; UNESCO, 2020) have shown that these commitments do not necessarily lead to implementation. Nevertheless, the work to implement GCED in every country and at all levels of education is still ongoing. In celebration of the 20th anniversary of the Maastricht Global Education Declaration, GENE is already building the path to launch its *European Declaration on Global Education to 2050* in 2022, providing further impetus for its implementation.

2.1.2.2 Global Citizenship Education.

2.1.2.2.1 The General Characteristics of Global Citizenship Education. The notion of Global Citizenship Education emerged in the educational discourse in the late 1990s and first, civil society organisations, e.g., Oxfam started to use the term which drew attention to the link between active learning and social change (Bourn, 2020a). There have been several attempts to define GCED, however, given the debated nature of the concept, there is no accepted definition available. Oxfam (2015b) defines GCED as an educational paradigm which “equips [learners] with the knowledge, skills and values they need to embrace the opportunities and challenges they encounter and to create the kind of world that they want to live in” (p. 4), thus emphasising learner agency. Owing to the endeavours of UNESCO, the concept received international recognition from the 2000s and started to influence educational systems around the world. UNESCO (2014) frames their definition similarly, concentrating on the active effort of the learners to create a better world: “GCE aims to empower learners to engage and assume active roles, both locally and globally, to face and resolve global challenges and ultimately to become proactive contributors to a

more just, peaceful, tolerant, inclusive, secure and sustainable world” (p. 14). Throughout the dissertation, when referring to GCED, the definition provided by UNESCO will guide my discourse, as it consciously links active local engagement to being impactful globally.

Similar to Global Education, GCED is seen as a transdisciplinary concept, which can enhance and enrich any school subject, e.g., English as a Foreign Language (see 2.1.3), by widening its dimensions at any school level (Oxfam, 2015b; UNESCO, 2014). GCED covers the three domains of learning identified in Bloom’s Taxonomy of Educational Objectives (Bloom et al., 1956): *cognitive* (knowledge and thinking skills to understand the world), *socio-emotional* (values, attitudes and social skills which enable students to learn together with others in peace) and *behavioural* (acting responsibly for a sustainable world) (UNESCO, 2015). GCED encourages participatory learning, the exploration of local-global connections and the students’ views and assumptions, also the exploration of complex global issues, making connections, and finally, it enables learners to make positive change (Oxfam, 2015b) by equipping them with the following interlinked knowledge, skills, values, and attitudes, which can be found in Table 2.1.

Table 2.1

The Key Elements of Global Citizenship Education by Oxfam (2015)

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

As can be seen from Table 2.1, the skills enumerated largely correspond to the 21st-century skills mentioned in Section 2.1, supplemented with knowledge about identity, social and

global issues and the interrelatedness of the globalized world, and positive attitudes towards living together in peace and being an active citizen.

Based on the above, according to Oxfam (2015b), a global citizen is someone who

- is aware of the wider world and has a sense of their own role as a world citizen;
- respects and values diversity;
- has an understanding of how the world works;
- is passionately committed to social justice;
- participates in the community at a range of levels, from the local to the global;
- works with others to make the world a more equitable and sustainable place;
- and takes responsibility for their actions. (p. 4)

2.1.2.2.2 The Criticism of Global Citizenship Education. *Global citizenship* has remained a widely contested notion throughout the years, so literature on GCED is abundant in articles attempting to examine the concept and critique GCED. On the one hand, the use of the term global citizenship caused tensions in the field due to its “inherent definitional contradiction” (Landorf & Feldman, 2015, p. 46). As Davies (2006) notes: “It could be argued that the notion of ‘global citizenship’ is simply a metaphor, a linguistic fancy which deliberately transposes a national political reality to a wider world order” (p. 5). According to Davies (2006) and Landorf and Feldman (2015), the main problem is that while citizenship is a legal term that has explicit requirements regarding rights and responsibilities, the same is not true for global citizenship. UNESCO (2015) explicitly claimed that global citizenship “does not imply a legal status” and it rather refers to a “sense of belonging to a broader community and common humanity” (p. 14), so the term citizenship may not be the best choice to express this disposition. Gibson et al. (2008) conceptualize global citizenship as simply another layer of citizenship, which “joins regional, state and national citizenship” (p. 12) and is primarily concerned with global issues. As another controversy, they point out that global citizenship can be seen as a threat to national citizenship, “the antithesis of being a national citizen or a patriot” (Gibson et al., 2008, p. 12).

On the other hand, GCED has also been widely criticised for its goals. In this sense, one of the concerns is whether global solidarity or global competitiveness should be encouraged as a main objective of GCED. If the main objective is global solidarity, then GCED should be mainly concerned with the ways students could contribute to the creation of a better world, while when global competitiveness is in the focus, the emphasis is put on the development of the learners’ 21st-century skills so that they become competitive,

successful workforces (UNESCO, 2014). As Giroux argues (Giroux & Bosio, 2021), the latter perspective has prevailed due to the influence of neoliberal forces and the fact that “democratic values of solidarity and collectivism are gradually being questioned, or even superseded by notions of competition and individualism” (p. 10). According to UNESCO (2014), this is not an irreconcilable tension and GCED provides terrain for achieving both goals at the same time. Another debate in the field concerns the Western assumptions of progress and values (Andreotti, 2006; Dobson, 2006; Liddy, 2015). According to Dobson, one needs to be careful not to “end up reproducing unequal (paternalistic) power relations and increasing the vulnerability of the recipient” (Dobson, 2006 as cited in Andreotti, 2006, p. 42) by engaging in acts of solidarity in the mantle of saviours. As Liddy (2015) sees it, it is of paramount importance to address questions of power and politics in education so that teachers avoid reproducing injustice.

Giroux (2021) asserts that *critical pedagogy* (i.e., an educational philosophy which regards learning as an inherently political act, and which aims at developing students’ critical consciousness (Freire, 1998)) must inform global citizenship education so that it enables students to responsibly intervene in the world. In Giroux’s words, citizenship education and critical pedagogy “emphasi[s]e critical reflexivity, bridge the gap between learning and everyday life, make visible the connections between power and knowledge, and provide the conditions for extending democratic rights, values, and identities” (Giroux, 2007, p. 28). So that students become change agents, they need to question their deeply held assumptions and core beliefs, and they need to become able to see questions of “power, governance, agency and desire” through a critical lens (Giroux & Bosio, 2021, p. 6). Andreotti (2006) also emphasises the importance of criticality when creating the soft versus critical global citizenship framework. She puts the notions of “power, voice and difference” (p. 49) at the heart of her *critical global citizenship* framework, which encourages learners to reflect on their own and other people’s context and assumptions by asking questions about these ideas: “how we came to think/be/feel/act the way we do and the implications of our systems of belief in local/global terms in relation to power, social relationships and the distribution of labour and resources” (p. 49). The main contrast between soft and critical global citizenship education lies in the fact that in the context of the critical approach, the learners are seen as more autonomous, they are not told what to do, rather they are enabled to examine and try out other ways of seeing and thinking in a safe space. Andreotti (2006) admits that in some contexts, implementing soft global citizenship education might already

be a “major step”; however, in other contexts, educators should strive to become critically literate or else, “they run the risk of (indirectly and unintentionally) reproducing the systems of belief and practices that harm those they want to support” (p. 49).

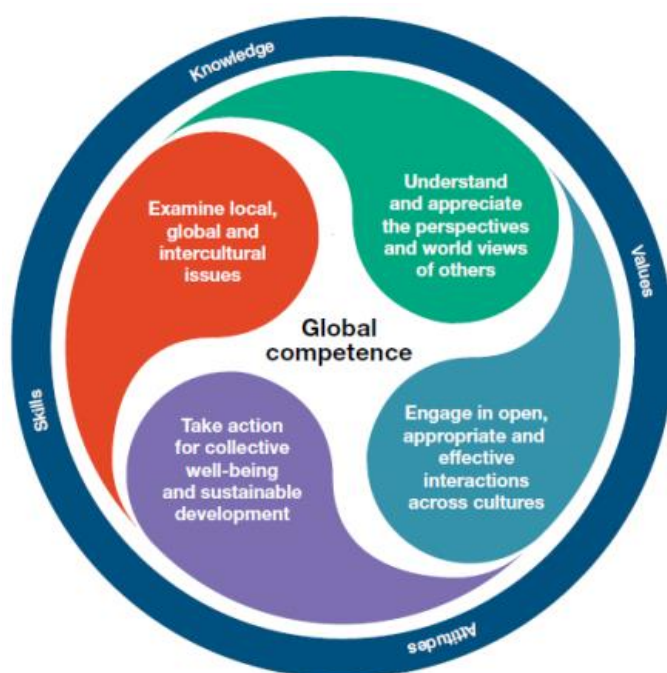
2.1.2.3 Global Competence. The concept of *Global Competence* (GC) was developed in 2011 in a joint effort by the Asia Society, CCSSO (Council of Chief State School Officers) and Harvard University’s Project Zero, framing it as “the capacity and disposition to understand and act on issues of global significance” (Boix Mansilla & Jackson, 2011, p. xiii). Global competence is seen as a “multifaceted cognitive, socio-emotional and civic learning goal” (OECD, 2018, p. 7), which can be incorporated into any subject (e.g., into EFL, see Section 2.1.3) in the context of global education. The concept became widespread in 2018 when OECD PISA set out to assess 15-year-old students’ global competence in their triennial test. They defined Global Competence as

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)

This definition consists of four main dimensions (see in Figure 2.2) which go beyond the traditional view of competences, favouring an integrated view of learning:

Figure 2.2

The Four Dimensions of Global Competence and its Building Blocks (OECD, 2018)



1. *Dimension 1*: The capacity to examine issues and situations of local, global and intercultural significance (e.g., poverty, economic interdependence, migration, inequality, environmental risks, conflicts, cultural differences and stereotypes);
2. *Dimension 2*: The capacity to understand and appreciate different perspectives and world views;
3. *Dimension 3*: The ability to establish positive interactions with people of different national, ethnic, religious, social or cultural backgrounds or gender;
4. *Dimension 4*: The capacity and disposition to take constructive action towards sustainable development and collective well-being. (OECD, 2018, p. 7)

The first dimension (*Examining issues of local, global, and cultural significance*) highlights students' ability to understand local, global, and intercultural issues and use their critical thinking to formulate opinions on such issues. A globally competent student should "understand the earth as a system" (Boix Mansilla & Jackson, 2011, p. 12) and rely on their disciplinary (e.g., Literature, Language, History, Economics, Mathematics, and Biology) and interdisciplinary (e.g., environmental sustainability, population growth, economic development, global conflict and cooperation, health and human development, human rights, cultural identity, and diversity) knowledge to ask questions, analyse situations, present information and develop informed opinions about issues of global significance. A globally competent student should also be familiar with what is happening around them in the world, i.e., the news, key issues and trends that shape our thinking and today's world (Boix Mansilla & Jackson, 2011; OECD, 2018; OECD/Asia Society, 2018). However, being globally competent is not about accumulating and regurgitating information, it is rather about "students' ability to understand particular contexts, telling phenomena, and revealing transnational connections" (Boix Mansilla & Jackson, 2011, p. 13).

The second dimension (*Understanding and appreciating the perspectives and world views of others*) refers to students' ability to consider global problems and other people's world views from different perspectives. The first step towards this is being able to recognise one's own perspectives and being able to accept that other people might not share these perspectives. Globally competent students can understand that their viewpoints and assumptions are shaped by multiple factors (e.g., economic factors, power, religion, culture, and language use), which they should be able to identify and critically reflect on. Learners with global competence make use of the shared experiences of people to bridge differences and find a common ground (Boix Mansilla & Jackson, 2011; OECD, 2018; OECD/Asia Society, 2018).

Its third dimension (*Engage in open, appropriate, and effective interactions across cultures*) is mainly concerned with students' ability to communicate ideas. The basis of this dimension is understanding different cultural norms, interaction styles, the degree of formality and being flexible enough to adapt to these aspects in a communicative situation. It also entails an effort to adopt their norms and behaviours to the norms and behaviours of the person with whom they are interacting. They are open, curious, and respectful communicators, who can make themselves understood and understand the other party (Boix Mansilla & Jackson, 2011; OECD, 2018; OECD/Asia Society, 2018). This dimension thus builds on students' intercultural communicative competence, which can be developed in language classes.

The last dimension (*Taking action for collective well-being and sustainable development*) entails that globally competent students should be active and proactive members of their society and act responsibly to tackle global, local and intercultural issues. As a first step, they should be able to identify those situations when they are needed or create situations when they can take ethical and creative action, either alone or collaborating with others. A globally competent student should be courageous, make their voice heard and take a stand when they face injustice. They should have faith in their abilities to contribute to change and they should advocate and act for change in their communities and even outside their communities (Boix Mansilla & Jackson, 2011; OECD, 2018; OECD/Asia Society, 2018).

Each of the above-mentioned dimensions builds on specific knowledge, skills, attitudes, and values. A globally competent learner has *knowledge* about the world and other cultures. Thus, the building knowledge building block of GC consists of the knowledge of local, global, and intercultural issues. Most of these issues tend to be controversial and learners should be prepared to deal with controversy as well. Tawil (2013) proposed the following four knowledge domains to be integrated into the curriculum: (1) culture and intercultural relations; (2) socioeconomic development and interdependence; (3) environmental sustainability; and (4) global institutions, conflicts, and human rights. These knowledge domains could provoke in-depth discussions in the classroom, highlight differences in opinion (OECD, 2018) and can be integrated into most of the subjects.

In addition, globally competent learners have the *skills* to understand the world and take action. These skills can be categorized into cognitive, communication and socio-cultural skills, which largely correspond to the 21st-century skills. The specific skills that make someone globally competent include reasoning with information, communicating effectively and respectfully, perspective taking, conflict management and resolution, and finally, adaptability (OECD, 2018).

Globally competent learners also need *attitudes* of openness, respect for people from different cultural backgrounds and global mindedness, which are necessary dispositions to be able to use the knowledge and skills mentioned above. These attitudes can be nurtured either explicitly through participatory practices or implicitly through a “curriculum characterised by fair practices and a welcoming school climate for all students” (OECD, 2018, p. 17). Globally competent students should also strive for *valuing* human dignity and valuing cultural diversity. Even though it is difficult to select a core set of values that everyone should respect and that everyone interprets similarly, taking a human rights perspective and referring to the Universal Declaration of Human Rights for guidance can be a feasible solution.

Having outlined the history and the concept of global citizenship education and the global competence framework, the following section explores the possibilities of implementing global citizenship education in the English as a foreign language class.

2.1.3 Global Education in the EFL Class

English language teaching (ELT) professionals also realised the pedagogical potentials of bringing real-world issues into their classrooms. As Cates (2002) puts it, global education (GE) “aims to enable students to effectively acquire a foreign language while empowering them with the knowledge, skills and commitment required by world citizens to solve global problems” (p. 41). The increasing interest in GE can be best observed by the fact that there are more and more sections of important professional organisations dealing with global issues: the IATEFL Global Issues SIG, TESOL’s Social Responsibility Interest Group and JALT’s Global Issues SIG have been promoting the use of global themes in EFL classes for years (Maley & Peachey, 2017; Sampedro & Hillyard, 2004). The following section presents the rationale behind incorporating the global dimension into ELT (in Section 2.1.3.1) and gives a theoretical overview of citizenship education in the English as a foreign language (EFL) class (in Section 2.1.3.2). Then, it places global citizenship education (GCED) in ELT into the framework of content-based instruction (Section 2.1.3.3) and

concludes by presenting what topics are advisable to discuss in the EFL class in the context of global citizenship education (Section 2.1.3.4).

2.1.3.1 The Rationale Behind Nurturing Global Citizens in the EFL Classroom.

While taking a global perspective and discussing controversial issues in the EFL classroom has been promoted by several authors (Brown, 2009; Jacobs & Cates, 1999; Maley, 2004; Sampedro & Hillyard, 2004; Ruas, 2017) and organisations (British Council, 2008; Council of Europe, 2014; Oxfam, 2015a; Oxford University Press, 2019; UNESCO, 2015), there are some dissenting voices in the profession as well (Scruton, 1985 as cited in Hicks, 2003; Perrin, 2010 as cited in Rebeck, 2012) and teachers also seem to have mixed feelings about dealing with such topics in class for fear of these issues having political overtones (Hauschild et al, 2012). Although global issues are usually controversial and dealing with them successfully needs a lot of preparation on the teachers' part, the pedagogical affordances of discussing complex issues cannot be overlooked. Firstly, the current teaching paradigm, which favours post-communicative language teaching, task- and content-based teaching, lends itself to the incorporation of global education (Kruger, 2011). Starkey (2005) considers the language classroom as a place that can equip students with citizenship skills (see 2.1.3.2) and knowledge about democracy and posits that "in many respects, communicative methodology is in itself democratic" (p. 32). In a communicative English lesson, the students are required to work in pairs or groups and express their opinions on different topics through structured discussions or debates. While engaging in such activities, students can acquire useful social competences, such as cooperation and communication. Starkey (2005) also encourages language teachers to promote controversy in their classroom after creating the right atmosphere for these meaningful discussions, so that students encounter real-world issues and learn to appreciate different world views. In this way, learning English is not seen as an end but it "takes on real meaning and significance when it is part of learning for democracy" (p. 38).

Secondly, on a global scale, students seem to be interested in global issues; most of them want to know what is happening in the world and they feel that they should learn about it in school (Oxfam, 2018; Sampedro & Hillyard, 2004). Starkey (2005) posits that learning about citizenship and developing skills associated with it can lead to engaging one's students. As it has been pointed out by some prominent authors from the field of content-based instruction (see in 2.1.3.3), if the students are interested in the material, they will become more engaged during classes and they are likely to become more motivated to

learn the language (Lightbrown, 2013; Richards & Rodgers, 2002; Stroller, 1997). In Starkley's (1988) view, one should choose content that "engages the minds and feelings of the learners" (p. 240). In line with this, Stempleski (1995) claims that learning about such issues "can be fun" (p. 38). Although when first mentioning the expression *global issues*, students may not associate it with *fun*, if teachers take a positive approach and make the learners think about what could be done to tackle such issues, they can still "provide students with a particularly enjoyable and satisfying learning experience" (p. 38).

Thirdly, global, local, and intercultural topics are in the curriculum in many countries, as policymakers have already recognised that "knowledge and skills divorced from real world situations leave young people unprepared for the complexities of the modern world" (Oxfam, 2006, p. 3). Apart from the fact that they are in the curriculum, these topics also figure in the written and oral components of language proficiency exams, so dealing with them in class seems to be an inevitable part of preparation (see 2.1.3.4). Moreover, according to UNESCO MGIEP (Mahatma Gandhi Institute for Peace and Sustainable Development) (2017), the language classroom is an "open-content space", which enables teachers to include important issues using authentic and real-world materials and tasks, and by their inclusion, the "connection between classroom and community is strengthened" (p. 158).

Finally, discussing controversial topics helps students develop their various skills: they can effectively work on their four basic language skills by dealing with real-life issues (Brown, 2009; Sampedro & Hillyard, 2004; Stempleski, 1995) and they can also develop their creative and critical thinking skills (Brown, 2009; Oxfam, 2006; Sampedro & Hillyard, 2004).

2.1.3.2 Global Citizenship Education in the EFL Class. Following the recommendations of the Council of Europe's *Language Learning for European Citizenship* project, particular attention should be paid to "developing students' independence of thought and action combined with social responsibility" (Council of Europe, 1997) in language classes. Osler and Starkey (2005) reported on "growing interest" (p. xiii) among language teachers in the ways they could nurture effective citizens in their classrooms, which has been emphasised in such publications as *Global Citizenship in the English classroom*, published by the British Council (2008) and more recently in *Global Skills: Creating empowered 21st-century learners* by Oxford University Press (2019). Oxfam's

Educating for global citizenship – A guide for schools (2015a) also makes explicit connections between teaching citizenship and teaching modern foreign languages. According to the guide, in the language class, teachers can provide students with opportunities to develop their global citizenship skills by

- exploring issues of identity and diversity by considering similarities and differences between peoples, places, cultures and languages;
- developing awareness of global interconnectedness in that languages are continually evolving and borrowing from each other;
- developing knowledge and appreciation of different cultures and their world views;
- providing opportunities to explore global issues while developing reading, writing and spoken language skills; and
- exploring diverse national and regional contexts in which the language [is] spoken across different continents. (Oxfam, 2015a, p. 13)

In many of his publications (1997, 2003, 2005), Starkey has been advocating for using the language class as terrain for educating democratic, active, cosmopolitan, thus global citizens. He suggests incorporating this dimension into classes in two ways: through activities that promote the development of social skills and through topics that have a citizenship angle. He sees communicative language teaching methodology as inherently democratic and believes that “skills developed in language classes are [...] transferable to citizenship education” (Starkey, 2005, p. 32). Such skills include listening to each other, developing ideas, expressing one’s own ideas, working together, conflict resolution, which are all components of global citizenship education frameworks. In his view, when the students develop the guide rules in the classroom which they have to observe during discussions, it can also create an atmosphere that encourages a human rights stance. “It is in the interest of the language teacher to promote controversy in the classroom” (p. 34), Starkey posits, as, during the debates, differences in opinions may arise, and students will have the opportunity to develop the above-mentioned skills without focusing predominantly on speaking or writing accuracy. He also finds that the topics prescribed for examinations are not engaging as they only focus on the students’ private life (e.g., home life, free time, holidays) and “lack intellectual stimulation for young minds” (p. 35). He suggests giving a citizenship dimension to these topics and encourages treating them through a critical lens to engage students.

Building on previous language acquisition models (Canale & Swain, 1980; Hymes, 1972; van Ek, 1986), Michael Byram’s *Intercultural Competence* model had a pivotal role in highlighting that language teaching should not only be understood in linguistic and

communicative terms, but an intercultural orientation should also be added. His Intercultural Competence model (1997) consists of five elements:

1. *knowledge* about ‘other’ and ‘own’ (savoirs)
2. *skills* to interpret and compare (savoir comprendre)
3. *skills* to acquire new knowledge (savoir apprendre/faire)
4. *attitudes* of openness and curiosity (savoir être)
5. *critical cultural awareness* (savoir s’engager)

Byram distinguishes between intercultural competence and intercultural communicative competence. A person with *Intercultural Competence* (IC) has “the ability to communicate in their own language with people from another country and culture, drawing upon their knowledge about IC, their attitudes of interest in otherness and their skills in interpreting, relating and discovering” (Byram, 1997, p. 71) or interpreting a translated text from another culture. However, a person with *Intercultural Communicative Competence* (ICC) “can interact with people from another country and culture in a foreign language”, “they are able to negotiate the mode of communication and interaction which is satisfactory to themselves and the other” and are able to “act as a mediator between people of different cultural origins” (Byram, 1997, p. 71).

Byram (1997; 2009) advocates for incorporating education for citizenship in language teaching. As he sees it, language teachers should not only be preoccupied with teaching learners how to communicate with people from different countries (intercultural dialogue) but also, they should encourage learners to take action in the world and be involved in society (Byram, 2009). As can be seen above, Byram incorporated this dimension of language education into his intercultural communicative competence framework as *Critical Cultural Awareness* (CCA) (savoir s’engager). By his definition, critical cultural awareness is an “ability to evaluate, critically and on the basis of explicit criteria, perspectives, practices and products in one’s own and other cultures and countries” (Byram, 1997, p. 97). More specifically, a person with critical cultural awareness has the ability to

1. identify and interpret explicit or implicit values in documents and events in one’s own and other cultures;
2. make an evaluative analysis of the documents and events which refers to an explicit perspective and criteria;

3. interact and mediate in intercultural exchanges in accordance with explicit criteria, negotiating where necessary a degree of acceptance of those exchanges by drawing upon one's knowledge, skills and attitudes. (Byram, 2008, p. 63)

The above characteristics of a person with critical cultural awareness largely correspond to those of a globally competent person, as they also need to be able to analyse and interpret different perspectives and values critically and they need to be able to interact effectively and appropriately in intercultural exchanges. Even though Byram added this dimension to his framework, he criticized CCA for not being active enough, for not having an “explicit reference [in the definition] to taking action in the world” (Byram, 2009, p. 69). As a result, combining his framework with citizenship education and the German tradition of political education (Politische Bildung), he took his Intercultural Communicative Competence model further and created his *Intercultural Citizenship* framework. Based on this framework, the main premises of *Intercultural citizenship education* are:

- causing/facilitating intercultural citizenship experience, and analysis and reflection on it and on the possibility of further social and/or political activity (i.e., an activity which involves working with others to achieve an agreed end);
- creating learning/change in the individual: cognitive, attitudinal, behavioural change; change in self-perception; change in relationships with Others (i.e., people of a different social group);
- change that is based in the particular but is related to the universal. (Byram, 2008, p. 187)

These three aims of intercultural citizenship education, all concerned with social and political change assume a more active role for learners than previous models: Byram asserts that change in the individual is a prerequisite for social change, and to affect change on a wider scale, one needs to act locally. Byram's ideas are closely related to global citizenship education, as both models build on the individual's active participation in change through self-reflection, perspective-taking, critical thinking, and cooperation. Porto (2018) describes the similarities in the following way:

Global education, global citizenship education, and intercultural citizenship education in the language classroom aim at developing knowledge, skills, and attitudes, of a civic and social kind but also of other kinds, in order to instil change in students' views and positionings through criticality and reflexivity, aspiring at building committed, sustainable, long-lasting, and world-friendly perspectives and behaviours. (p. 491)

Developing students' cosmopolitan citizenship (Osler & Starkey, 2005), intercultural citizenship (Byram, 2008) or global citizenship (British Council, 2008) can be effectively achieved through task-based, project-based, or content-based instruction

(Byram, 2009; Porto, 2018). On this basis, it is fair to say that the English language classroom is a suitable ground for educating global citizens.

2.1.3.3 Content-Based Instruction. The 1990s have seen the rise of a new language teaching approach, content-based instruction (CBI), also referred to as content-based language teaching (CBLT), which also prepared the terrain for the integration of citizenship education into the EFL class. In Europe, the same concept was coined as *Content and Language Integrated Learning* (CLIL), however, for the present argumentation the terms CBI and CBLT are going to be used interchangeably, as they are more universal terms. CBI is seen as a variation to communicative language teaching (Leaver & Stryker, 1989) and it is an umbrella term, which can be defined as an approach “in which teaching is organised around the content or information that students will acquire, rather than around a linguistic or other type of syllabus” (Richards & Rodgers, 2002, p. 204). According to Leaver and Stryker (1989), the four main components of a content-based course are as follow:

1. *Subject matter core:* the syllabus should be organised based on the subject matter, rather than forms, functions, or situations. As they see it, communicative competence will be acquired by learning content information on topics, such as social studies, culture, business, history, political systems, international affairs, economics, etc.;
2. *Use of authentic texts:* The selected material for the course should mostly consist of texts, videos, audio recordings, visuals created for native speakers of the language. The activities done using these materials should focus on “conveying real messages and accomplishing specific tasks”;
3. *Learning new information:* Using the foreign language, students should learn new information and evaluate information, “based on knowledge of their own culture and their own emerging literacy in the second culture”;
4. *Appropriate for the specific needs of students:* The materials, topics, and the activities, as well as the language level of these aspects, should be appropriate for the students. (p. 271)

The rationale behind using the CBI approach is manifold. First, students tend to learn a language more successfully “when they use the language as a means of acquiring information, rather than as an end in itself” (Richards & Rodgers, 2002, p. 209). It has also been pointed out that “thematically organised materials are easier to remember and learn” (Stroller, 1997, p. 38). Moreover, while accessing ideas, students might come across interesting and useful materials, which might result in more engagement and motivation to deal with the topic and thus learn the language (Lightbrown, 2013; Richards & Rodgers,

2002; Stroller, 1997). As Lightbrown (2013) puts it, “engaging students in meaningful interaction that challenges them in cognitively age-appropriate ways can help them maintain their interest while their language skills grow.” Also, as CBI is a student-centred approach, the thematic content must be tailored to their needs, which makes the material feel relevant to their lives (Richards & Rodgers, 2002). As Stroller (1997) points out, the main benefit of CBI is that “learners develop language skills while becoming more knowledgeable citizens of the world” (p. 37), which also resonates with the aims of global education.

CBI can be implemented in different ways, and instruction can happen through either *expository* approaches (e.g., reading texts, watching videos, presentations, discussions) or *experiential* approaches (e.g., role-plays, simulations, field trips, interaction with native speakers) (Leaver & Stryker, 1989). Coyle (1999) proposes the 4Cs framework as a methodological and theoretical foundation for planning CLIL lessons and creating materials, containing the guiding principles CBI: Content, Cognition, Communication and Culture. Based on this framework, the *Content* of the course should not only be about acquiring knowledge and skills, but students should construct their own knowledge and thus develop their skills. Relating to *Cognition*, Coyle asserts that the content of the course should be selected to enable learners to make the students think. *Communication*, in this framework, equals language and it entails the learning content should happen through the language, which should be “transparent and accessible” (p. 9). Finally, in connection with the *culture* component Coyle claims that “intercultural awareness is fundamental in CLIL” (p. 9) and also makes explicit links with this component and the “global citizenship agenda” (p. 9).

Inspired by Coyle’s 4C framework, Byram (2009) suggests incorporating intercultural citizenship education in ELT through CLIL, which he illustrates by linking the four main principles of CLIL to citizenship education: the *content* of the course should be drawn from curricula for Citizenship Education, as for *communication*, English should be used as a medium for doing citizenship education, the *cognition* component is the same as in Intercultural Competence, developing thinking skills which link concept formation, understanding and language (knowledge, skills to interpret and compare, skills to acquire new knowledge, attitudes, critical cultural awareness), and the *culture* component should be linked to concepts of ‘otherness’ in Citizenship and students should be encouraged to participate in international civil society. Global citizenship education and developing

global competence through dealing with issues of local, global, and intercultural significance can be similarly incorporated into the classroom using the 4Cs approach (Ho, 2020).

2.1.3.4 The Global Content in the EFL Class. As presented in the previous section, the content-based approach lends itself to global competence development in the EFL class through the integration of global topics into the curriculum. A globally competent student first needs to understand the world by perceiving its interconnectedness and by being familiar with the pressing issues of our time to be able to then face these problems and act to make positive change (Boix Mansilla & Jackson, 2011). To understand the world, one needs both disciplinary knowledge (e.g., World Languages, History, Biology, Geography, Literature, The Arts) and interdisciplinary knowledge (e.g., environmental sustainability, population growth, economic development, global conflict and cooperation, health and human development, human rights, cultural identity, and diversity) (Boix Mansilla & Jackson, 2011). Educators can also develop the knowledge dimension of global competence in their students while teaching English as a foreign language. As it was argued in Section 2.1.3.1, interdisciplinary themes can be successfully integrated into English language teaching, by discussing global, local, and intercultural issues in the classroom.

The knowledge dimension of global competence comprises three main elements. First, it entails the knowledge of *global issues*. There is no universally accepted definition of what a global issue is, but it can be understood as a problem “that affect[s] all individuals regardless of their nation or social group” (OECD, 2018, p. 12). As Bhargava (2006) points out, the common features of global issues are as follows:

1. Each issue affects a large number of people on different sides of national boundaries;
2. Each issue is one of significant concern, directly or indirectly, to all or most of the countries of the world, often as evidenced by a major UN declaration;
3. Each issue has implications that require a global regulatory approach; no one government has the power or the authority to impose a solution, and market forces alone will not solve the problem. (p. 1)

The United Nations (UN) does not define global issues either; however, they list the “issues that transcend national boundaries and cannot be resolved by any one country acting alone” in the Global Issues Overview section on their official website (United Nations, n.d.), as can be seen in Figure 2.3.

Figure 2.3

The List of Global Issues According to the UN (United Nations, n.d.)

| <i>Overview of Global Issues</i> |
|--|
| <i>Africa, Ageing, AIDS, Atomic energy, Children, Climate change, Decolonisation, Democracy, Ending poverty, Food, Gender equality, Health, Human rights, International law and justice, Migration, Oceans and the Law of the Sea, Peace and security, Population, Refugees, Water</i> |

The knowledge component of global competence also contains the knowledge of *local issues*. Local issues directly affect a community's life, i.e., their quality of life and economic opportunities (e.g., access to food, education and employment, the level of corruption and pollution). OECD PISA (2018) outlines that global issues are also local issues, as “they are global in their reach, but local communities experience them in different ways” (p. 12). For example, climate change impacts communities differently based on where they live: because of the extreme weather conditions (e.g., hurricanes, floods), it may endanger the whole livelihood of communities where many people live in low-income areas with poor infrastructure (e.g., Haiti, Jamaica), it may trigger food crisis in developing countries which are heavily reliant on farming (e.g., Nigeria, Yemen, Congo), or it may enhance the water crisis in places dependent on a single water source (e.g. Pakistan) (Brown, 2018; Parry et al., 2016). The popular phrase “think globally, act locally”, urging people to consider the present and the future of the entire planet and to take action in their immediate environment, also emphasises the interconnectedness of the local and the global.

The third element of the knowledge dimension is the knowledge of *intercultural issues*, “which arise from the interaction between people of different cultural backgrounds” (OECD, 2018). As some of the global issues emerge when “ecological or socio-economic interests cross borders” (p. 12), intercultural issues can be seen either as by-products or as triggers of global issues. For instance, stereotypes, discrimination, and racism (which are intercultural issues) fuel violence and conflict, which may even lead to wars (which are considered global issues).

Most of these local, global, and intercultural issues can be considered *controversial issues* (CI). According to Oxfam (2006), “issues that are likely to be controversial or sensitive are those that have a political, social and personal impact and arouse feeling and/or deal with questions of value or belief” (p. 2). Controversial issues can be local or global,

they tend to be complex and complicated, with no easy answers and people usually hold strong opinions about them (Oxfam, 2006). Some controversial topics have the potential to divide societies and cause disagreements and conflicts between people, so the question of dealing with them in school is controversial in itself. This is partly the reason why controversial questions can rarely be found in coursebooks: as it was suggested by Gray (2002), coursebook writers try to steer away from including the so-called PARSNIP topics (i.e., politics, alcohol, religion, sex, narcotics, isms, and pork) in their publications, which might be regarded inappropriate in some cultures, in order not to hinder the widespread distribution of their work.

Global, local, and intercultural issues are interconnected in today's globalized world, and it is difficult to separate and clearly define them. Throughout the dissertation, when referring to global, local, and intercultural issues, I intend to use either the umbrella term, *global content*, also including controversial issues and taboo topics, or the expression *global, local, and intercultural issues* as in the definition of global competence, these three types of issues are separated (*the capacity to examine local, global, and intercultural issues*).

Although many local, global, and intercultural issues can be introduced to students and teachers have a wide range of choices, there have only been some successful attempts to systematise these issues into a coherent sequence of lessons and learning materials. For example, Project Everyone, in partnership with UNICEF and many non-governmental organisations, produced a large collection of teaching materials organised around the Sustainable Development Goals (including topics such as poverty, gender equality, affordable and clean energy), which can be used in different educational settings, and tailored to the students' needs (World's Largest Lesson, n.d.). According to the OECD PISA (2018) classification, the four key domains of knowledge that teachers should focus on in their classes in the context of GCED include *culture and intercultural issues* (e.g., arts, languages, traditions, identity), *socio-economic development and interdependence* (e.g., globalisation, international migration, transnational production, global brands and technologies), *environmental sustainability* (e.g., use of natural resources, understanding complex systems) and *institutions* that support peaceful relationships between people (e.g., the UN). Tawil's (2013) proposed thematic areas, which have some overlaps with the OECD (2018) classification, include *human rights issues* (e.g., fundamental human rights and responsibilities, children's rights, gender equality, cultural rights, freedom of

expression), *environmental issues* (e.g., sustainability, the impact of patterns of production and consumption, climate change, biodiversity), *issues of social and economic justice* (e.g., poverty, health and well-being, inequality, migration, discrimination) and *intercultural issues* (e.g., identity, cultural diversity, world heritage, peace and conflict). Apart from the thematic areas, Boix Mansilla and Jackson (2011) propose four aspects to take into consideration when choosing the topic of the lesson: (1) the topics should generate *deep engagement* from the students, (2) they should have *clear local-global connections*, (3) they should have *visible global significance*, and finally, (4) they should have *robust disciplinary and interdisciplinary grounding* (p. 56). It seems clear from the lists above that teachers have a great variety of topics to choose from and by bringing in global content into the classroom, they can contribute to “building the foundations for students’ understanding of the world” (Boix Mansilla & Jackson, 2011, p. 11). Given that there is usually no fixed curriculum in EFL classes, these real-life topics could be easily incorporated into the lessons while also developing students’ language and thinking skills.

2.1.4 The Role of the Teacher in Implementing Global Education

Teachers are assumed to be instrumental in implementing the global perspective in their lessons because of their role as educational gatekeepers, who constantly make decisions on what is taught and how it is taught (Thornton, 1991). As Kirkwood-Tucker notes (1990, cited in Bourn, 2015, p. 66), “teachers [are] more influential than textbooks as the primary source of information for students about global education.” Given the fact that the aim of global education is to make the world a better and more just place, teachers who opt for the inclusion of the global perspective are often seen as agents of change (Bourn, 2015), hence the currently spreading term *global teachers*. The following sub-section presents the controversial role of teachers as agents of change (2.1.4.1). Then, it details what approaches teachers can take in the classroom and how these relate to their perceived roles (2.1.4.2). Then, the characteristics of global teachers are drawn up (2.1.4.3) and finally, the importance of teacher education in preparing teachers for this role (2.1.4.4) is outlined.

2.1.4.1 Teachers as Agents of Change. Teachers are seen as essential players in educational reforms. Empirical studies (Goren & Yemini, 2017; Korea Institute for Curriculum and Evaluation, 2017) show that teacher agency has an important role to play in the implementation of global citizenship education (GCE/GCED) in schools and teachers’ “perceptions and stances profoundly impact GCE outcomes even if the school or national education policy explicitly mark GCE as a priority – but especially in contexts that

lack such clarity” (Goren & Yemini, 2017, p. 11). Ideally, teachers can make professional decisions about what material they teach and how they teach it, based on what they think suits the needs of their students. Even though teachers are regarded to have an important role in “enacting curriculum policy” (Priestley et al., 2016, p. 187), it happens that they “mediate the curriculum in ways that are often antithetical to policy intentions, leading to an implementation gap and often to unintended consequences” (p. 187).

Teacher agency is also often linked to agendas of social justice and socially responsible teaching. Teachers who see themselves as agents of change are assumed to have transformative powers inside and outside the classroom (e.g., engaging in school developments, professional networks, working against educational disadvantages), as they link their agency to a moral vision (Pantić, 2015). Pantić (2015) asserts that several factors influence teachers’ agency for social justice, including their purpose, competence, autonomy, and reflexivity. In connection with their *purpose*, teachers’ perceptions of their moral roles, their sense of identity and their motivations are key, accompanied by teachers’ understanding of social justice. Teachers’ *competence* is also essential to achieve agency for social justice, which necessitates being knowledgeable about the broader forces that influence schooling, teachers’ immediate milieu and about politics. *Autonomy* also plays a pivotal role in teachers’ perceptions of being agents of change. Bandura’s social cognitive theory (1989) and its subset theory, self-efficacy theory come into play here, given that teachers’ efficacy beliefs seem to be necessary conditions of agency, as these beliefs determine the level of effort put into an activity and how long they are to sustain that effort to achieve their goals. People tend to avoid activities they think are beyond their capabilities, and they tend to select challenging tasks they think are suitable for them. Collective agency can enhance individual agency, therefore striving to affect change should not be an individual endeavour, it is more powerful if it happens in collaboration (Pantić, 2015). Teachers’ immediate context, the school is also prominent in their feeling autonomous, whether they can participate in decision making, policymaking or networking. The last factor, *reflexivity* refers to teachers’ ability to think critically about their practice and justify their actions. The list above shows that teacher agency is a complex phenomenon, with many interrelated factors in play. For a successful implementation of GCED, teacher agency seems to be a prerequisite. Teachers, who are committed to making the world a better place are going to be more likely to implement global education in their lessons. However, to deal with global topics in the classroom (either prescribed by the

curriculum or not), they need to feel that they have the capabilities to do so, they need to feel knowledgeable about the topics and the methodology of dealing with potentially controversial issues (and they also need to accept that they may not know the answer to every question that comes up in a discussion). The school they work in should also support them in their ventures to deal with issues of global importance in their classes. Finally, their critical capacities should be developed, preferably during teacher education so that they become reflective practitioners.

In case teachers opt for implementing global education in the classroom, the greatest controversy surrounding global issues in English language teaching is that they are often deemed controversial and teachers who deal with them in class are often accused of using their classrooms for pushing political agendas (Bourn, 2014; Brown, 2009). According to the advocates of critical pedagogy though (Freire, 2014; Giroux, 1997), education is an inherently political act and teachers are key figures in effecting change in their communities. Freire (1985) for example, claims that education cannot be neutral as it is linked to the ideal society people want to see, and if educators want to make a difference, they cannot shelter their students from challenges.

When we try to be neutral, we support the dominant ideology. Not being neutral, education must be either liberating or domesticating. Thus, we have to recognise ourselves as politicians. It does not mean that we have the right to impose on students our political choice ... our task is not to impose our dreams on them, but to challenge them to have their own dreams, to define their choices, not just to uncritically assume them. (Freire as cited in Huber & Bitlieriüté, 2011, p.73)

Although Freire (1985) argues that teachers must have a political opinion and they should voice it to effect change, he asserts that educators cannot force their students to think in the same way as they do. The main aim of education is not to indoctrinate or brainwash the students but to challenge them to see other points of view and to make them think critically about different ideas. According to Huber and Bitlieriüté (2011), Freire's ideas about the democratisation of education constitute the "essence of education for democratic citizenship [and this is the] way the Council of Europe defines it" as well (p. 73). Brown (2009) points out that discussing hot topics and engaging in critical pedagogy comes with some moral dilemmas: even if the teacher has good intentions and wants to act as an *agent of change*, the question remains "how far [they] should push their own personal beliefs and agendas in their zeal for realizing visions of a better world and for creating critically thinking future leaders among [their] students" (p. 269). Sargent (2007) also warns about

the dangers of brainwashing the students, however, he claims that it is possible to teach about controversial issues in a multidimensional way, without championing one particular view.

As GCED is also closely linked to the concept of education being transformative and a tool for personal and social change, it can easily be assumed that the role of the *educator* is, in fact, that of an agent of change (Bourn, 2015). To be credible in their role of promoting global citizenship, teachers have to be committed to social justice and diversity, have to be open-minded and respectful towards other cultures, have to have a large knowledge base about the world and most of all, they need to be critical. Briefly, they must become global citizens if they are to teach global citizenship effectively (Andreotti as cited in Bourn, 2015).

2.1.4.2 Teachers' Approaches to Dealing with Controversy. The roles teachers are willing to assume are reflected in the way they approach controversial issues (CI) in their lessons. Having analysed secondary school teachers' treatment of CI, Hess (2004) identified four distinct *pedagogical approaches*, i.e., four ways "teachers acted and/or verbally positioned themselves when these types of questions came up in the classroom" (Flensner, 2020, p. 8). The first one is *denial*, meaning that teachers do not treat the issue as controversial, they do not take sides, they simply assert that whatever they say about the topic is the truth. Although it certainly is a committed position, as the teacher is promoting change, it is entirely questionable whether the students benefit from this kind of teaching at all.

The second one is *privilege*, which means that teachers acknowledge the controversial nature of the issue, but clearly teach towards one perspective, which they think is the right one, and try to influence their students to adopt the same position. One could very easily criticize this committed position as well and it is often stigmatized as brainwashing or indoctrination. Nevertheless, its defenders argue that teaching is a political act and that "the very possibility that neutrality is a pedagogical possibility is naïve, impossible and immoral" (Hess, 2004, p. 259).

Those teachers who opt for the third approach, *avoidance*, simply do not include controversial issues in their curriculum. Their explanations can be manifold – some teachers feel uncomfortable dealing with controversies, some fear potential uproar from

students, parents, and colleagues and some do not want to disclose their opinion to their students.

The fourth approach is called *balance* and it means teaching about an issue without taking sides. It can also be considered a neutral approach and it is favoured by most teachers, parents, and policymakers. From a pedagogical point of view, it is the best approach one can take as it is built on the premise of exposing the students to different perspectives and getting them to think about the issues critically so that finally, they can take a position.

There are problems with the balanced approach as well, as it is quite difficult for some teachers to remain neutral and there are some situations when it is not advisable at all – there are some views that “should not be given a fair hearing” (Noddings & Brooks, 2017, p. 2), including discriminative language or the endorsement of violence. Bigelow and Petersen (2002) argue that “neutrality is neither possible nor desirable” (p. 5), as teaching always takes place in a world full of injustice. They believe that truth should be promoted in a classroom rather than balancing claims (mostly if one knows that those claims are false). They finish their argumentation by saying that “the teacher who takes pride in never revealing his or her opinions to students models for them moral apathy” (p. 5). They make a distinction between *biased teaching* and *partisan teaching*, and they express their inclination to be partisan: a biased curriculum ignores that there are multiple perspectives and does not allow students to question its assumptions; while partisan teaching welcomes multiple perspectives, however, never disregards the original aim of the lessons: “to alert students of global injustice, to seek explanations, and to encourage activism” (p. 5). This is the approach that also encompasses the aims of critical pedagogy: it enables students to be critical thinkers and change agents in their communities (Freire, 2014; Giroux, 1997).

Oxfam (2018) identifies six different roles teachers can take when discussing controversial issues with their groups. They argue that teachers have to be flexible when choosing their approach to a given issue, and they should base their decision on different factors, such as the students’ maturity level, the topic, or students’ prior knowledge about the topic. When the teacher chooses the *committed* role, they share their own views with the students, but they make it clear that the view is their own and it could lead to a biased discussion. When taking the *academic or objective* role, the teacher explains all possible viewpoints, but they do not share their own opinion with the group. Teachers can also take

the *devil's advocate* role when without sharing their own opinion, they take an opposite stance to cover all viewpoints in the classroom. If they take the *advocate* role, they present all available viewpoints, just as in the case of the objective approach, however, they conclude their argumentation by stating their own position. This role is very similar to Hess' privileged approach. The *impartial chairperson* role is similar to the balanced approach: the teacher makes sure that all the viewpoints are heard by facilitating a discussion among their students, however, they do not state their own views. Finally, in the *declared interest* approach, the teacher states their own views so that the students understand how they can be biased and then they attempt to present the other viewpoints as objectively as possible. All these roles seem to be suitable in the classroom, however, teachers may need to try to vary these roles consciously in order not to come under scrutiny for pushing a certain agenda.

2.1.4.3 The Global Teacher. Besides their role as agents of change, globally competent teachers, or *global teachers* (Pike & Selby, 1988) are supposed to have specific characteristics. To be credible in their role of promoting global citizenship, teachers, first and foremost, must become global citizens themselves (Andreotti, 2012). Several authors have attempted to draw up the profile of a competent global teacher and describe all the knowledge, skills, and attitudes they need to be able to nurture global citizens, including Pike and Selby in 1988 in their signature book *Global Teacher, Global Learner*. According to them, a global teacher...

1. is 'global centric' rather than ethnocentric or nation-centric;
2. is concerned about culture and perspective;
3. is future-oriented;
4. is a facilitator;
5. has a profound belief in human potential;
6. is concerned with the development of the whole person;
7. employs a range of teaching/learning styles in the classroom;
8. sees learning as a life-long process;
9. tries to be congruent;
10. is rights-respectful and seeks to shift the focus and locus of power and decision-making in the classroom;
11. seeks functional interdependence across the curriculum;
12. is a community teacher. (pp. 272-274)

The Longview Foundation (n.d.), in their *Teacher Preparation for a Global Age* also claim that global teachers need to be global citizens, who have the following competences:

1. Knowledge and curiosity about the world's history, geography, cultures, environmental and economic systems and current international issues;
2. Language and cross-cultural skills to communicate effectively with people from other countries, understand multiple perspectives, and use primary sources from around the globe;
3. A commitment to ethical citizenship.

Apart from these competences, they also have:

1. Knowledge of the international dimensions of their subject matter and a range of global issues;
2. Pedagogical skills to teach their students to analyse primary sources from around the world, appreciate multiple points of view, and recognise stereotyping;
3. A commitment to assisting students to become responsible citizens both of the world and their own communities (p. 7).

UNESCO (2018, p. 5) promotes a similar set of competences for global teachers: educators need to “[have] strong subject and pedagogic content knowledge, possess effective classroom management skills, readily adopt new technologies, and be inclusive and sensitive to the diverse needs of their students.” According to Cates (2004), EFL teachers “have a special role to play” in nurturing global citizens and they need to follow the next 10 steps to become global teachers:

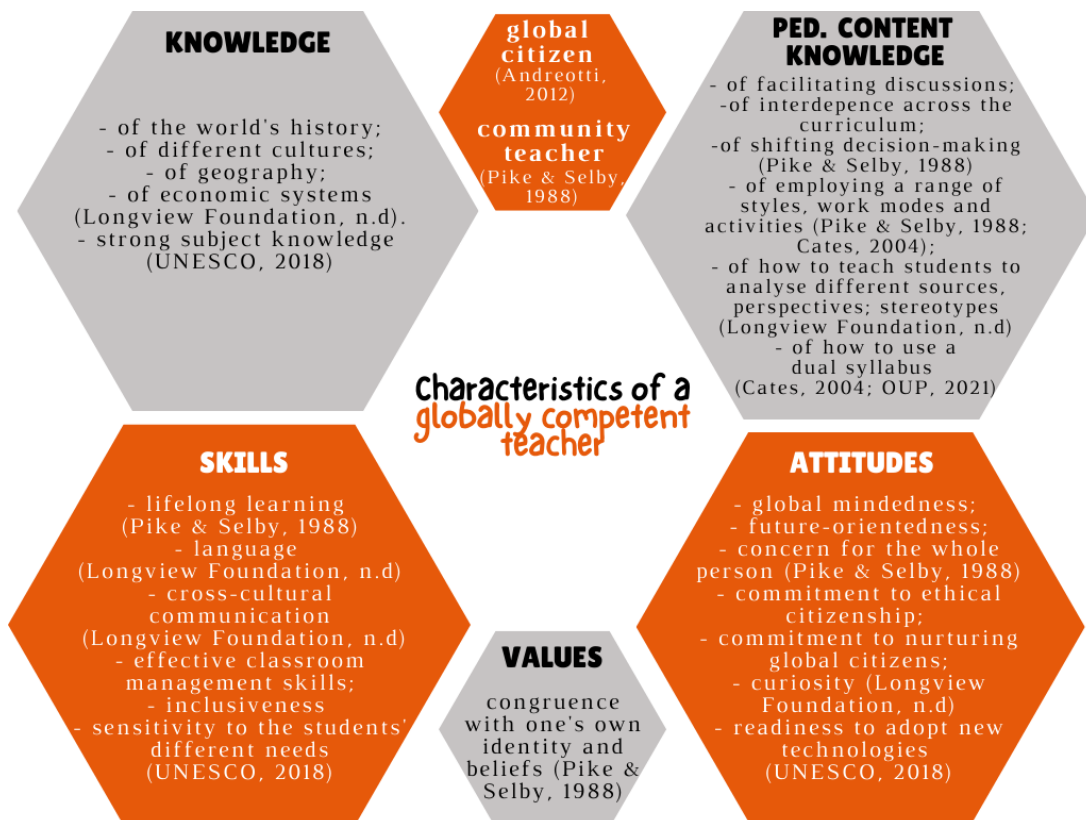
1. *Rethink the role of English* (it should be seen as an international language for communication with people and as a subject matter for learning about the world's people, countries and problems);
2. *Rethink your role as a teacher* (being a global educator instead of a simple language teacher);
3. *Rethink your classroom atmosphere* (make it an environmentally friendly classroom and a dynamic space which promotes active learning);
4. *Integrate global topics into your teaching* (use a dual syllabus containing language learning goals and global education goals as well);
5. *Experiment with global education activities* (use different work modes and a wide range of activities, e.g., games, role-plays and videos);
6. *Make use of your international experience in class;*
7. *Organise extra-curricular activities;*
8. *Explore Global Education and related fields* (e.g., peace education, human rights education, environmental education);

9. *Join a Global Issues Special Interest Group* (to get inspirations and resources for teaching);
10. *Deepen your knowledge through professional development.*

Based on the above-described frameworks, Figure 2.4 synthesises the most important characteristics necessary for globally competent teachers, categorised into knowledge, skills, attitudes, values, and pedagogical content knowledge.

Figure 2.4

The Characteristics of Globally Competent Teachers Based on the Literature



Note. Ped. content knowledge = Pedagogical content knowledge

As can be seen from Figure 2.4, 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 the 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).

2.1.4.4 The Role of Teacher Education. Teacher education is assumed to have a pivotal role in achieving the fourth Sustainable Development Goal (Goodwin, 2019, Schugurensky & Wolhuter, 2020; UNESCO, 2015): To be able to equip students with the knowledge, skills, attitudes, and values needed for global citizens, their teachers also need to develop a global mindset (Goodwin, 2019) and become globally competent (Boix Mansilla & Jackson, 2011; Longview Foundation, 2008). Therefore, there seems to be an agreement among scholars that it is important to instil GCED in teacher training to educate trainees who will, in turn, educate globally competent students (Bauermeister & Diefenbacher, 2015; Guo, 2014; Longview Foundation, 2008; Merryfield, 2000). As Guo (2014) puts it, “it is not only desirable but also critical that all teacher education programs infuse global perspectives and strategies and develop teachers’ professional competencies to educate for global citizenship as a way to achieve transformative learning in various educational settings” (p. 17). Perhaps a bit optimistically, Bauermeister and Diefenbacher posit (2015) that “for every pre-service teacher who knows how and why to teach sustainability, the world will gain thousands of citizens with the same knowledge and skills” (p. 326). Nevertheless, as Estellés and Fischman (2021) point it out, it is important to be aware of the “romanticized perspectives” of GCED as it is naïve to assume that “pre-service teachers will be willing to develop an ideal GCE in their classes by being aware of global issues” (p. 9). Indeed, the route to successful implementation might be long, but by showing novice teachers examples of successful incorporation of global issues and teaching them how to deal with them effectively, trainees can gain more confidence and they might think of infusing their lessons with global issues, at least, as an option.

Implementing GCED in teacher training should start with focusing on teacher educators and providing them with the professional development opportunities they would need to develop a global mindset and acquire the methodological repertoire they could model for their trainees. Bourn et al. (2017) state that part of the problem is that focusing on global citizenship education and education for sustainable development (ESD) themes can be “limited and ad hoc”, as “motivated and enthusiastic teacher educators are more likely to introduce global themes” (p. 55); and given that these tutors are usually autonomous in their topic choices, those who are not globally minded may not even deal

with GCED in their courses. Faculty buy-in (i.e., engagement and willingness to support the initiative) seems to be one of the “cornerstones” of the implementation of global education in universities (Green, 2013, p. 12), thus, it is worth putting emphasis on providing continuous professional support and incentives (Landorf & Doscher, 2013) to teacher educators in such endeavours. According to Ferreira and her colleagues (2007), implementing GCED/ESD in teacher education would only be possible using systematic approaches: identifying and engaging key stakeholders (e.g., teacher educators, members of faculties of teacher training institutes, professional organizations, NGOs, etc.) and doing action research “to effect multidimensional change” (p. 238). Bourn et al. (2017) and Tarozzi (2020) also believe that multiple stakeholders in collaboration should support teachers in becoming more aware of the “social, cultural and environmental relevance and impact of what they teach” (Bourn et al., 2017, p. 55) and developing their global mindedness; and they also assert that teachers should develop themselves and seek opportunities to improve their understanding of GCED and learn about its practical applications.

Based on the literature (Ferreira et al., 2007; Schugurensky & Wolhuter, 2020; Yemini et al., 2019), incorporating GCED in teacher education can certainly happen in various ways, depending on the endeavours of individual teachers or teacher trainers and the context they work in (Bourn et al., 2017). In their critical analysis of literature on GCED in teacher training, Yemini et al. (2019) highlight that GCED appears in teacher education programs as an elective subject (21%) or as the component of a core subject (17%) or integrated as a cross-curricular perspective in the courses (9%). Bourn and his colleagues (2017) also report on specific modules relating to GCED being available in some countries (e.g., in Australia, Canada, the United States and the UK). From Tarozzi’s (2020) investigation into nine teacher training programmes in four European countries (i.e., Austria, Czech Republic, Ireland, and Italy), it becomes clear that there are differences in teaching approaches as well. Based on the data he gathered, he labelled teacher trainers’ pedagogical narratives as (1) *content-based approaches* (i.e., transmissive, teacher-centred, factual); (2) *value-based approaches* (i.e., transformative, promoting engagement and teacher agency) and (3) *competence-based approaches* (i.e., focusing on knowledge, skills, attitudes one needs to become a global citizen). Even though the competence-based approach emerged as the most popular one from the responses, Tarozzi (2020) argues that the value-based approach should take precedence in initial teacher training as it would

empower trainees as agents of change, which would, in turn, facilitate GCED policy enactment in schools.

Little has been written about the practicalities of implementing GCED in teacher training, especially in low-resource contexts. Kopish's (2017) analysis of the literature on GCED in teacher training identifies three emerging practices: (1) Engaging trainees in international and cross-cultural experiences; (2) including diverse content and multiple perspectives to engage trainees in critical inquiries; and (3) creating authentic opportunities for teacher candidates to take action on issues related to global citizenship. However, in more disadvantaged contexts, teacher trainers' attempts to engage their teacher trainees in cross-cultural experiences (usually by engaging in intercultural service-learning activities or fieldwork abroad) (Byram et al., 2021; Kaçar & Fekete, 2021; Lázár, 2015) are likely to be hindered by the lack of resources and support from different stakeholders. In contexts like these, Wiksten (2020) proposes a global education curriculum framework that is responsive to local contexts, and which also builds on these previous models and incorporates the OECD Global Competence Framework. The three main principles of the curriculum are as follows:

1. To prepare teachers, educators and facilitators with competence to respond to student GCED learning needs in locally meaningful ways;
 2. to work with existing resources;
 3. to provide youth and adults opportunities to engage, ask questions and be heard.
- (p. 116)

The proposed curriculum includes elements relating to education theories; GCED content-specific knowledge; models for facilitating student discussions; models for student evaluation and assessment; varieties of values and ethical frameworks; different practical approaches to teaching and learning; planning, organising, and communicating. Wiksten's curriculum (2020) highlights the fact that teachers have an important role as practitioners who can adjust the curriculum to their students' needs "through sensitivity and understanding of specific local contexts" (p. 120), thus empowering them with agency.

Considering the difficulty of changing mindsets and affecting lasting change in higher education (Harris & Lázár, 2011; Ferreira, 2007), Goodwin (2019) proposes a four-dimension approach to incorporating GCED into teacher education. According to her, nurturing a global mindset in teachers and teacher trainers is an important first step so that they understand and see through the "mercilessness" of global capitalism and "neoliberal

free-market economies” and “reclaim their critical role in nurturing young people and future world citizens who are thoughtful, discerning, empathetic and empowered” (p. 5). She distinguishes between four major dimensions of nurturing a global mindset: the curricular, professional, moral, and personal dimensions. The *curricular* dimension means more than content integration, it entails the idea of culturally relevant and responsive teaching, preparing teacher trainees to work equitably and more effectively with culturally diverse students. Moreover, it entails “thinking about content, histories and perspectives beyond local and national boundaries, beyond the students in the room, and beyond place-based or geographically bounded socio-political issues” (p. 6). The global mindset encourages teachers to create lessons that are guided by larger philosophical, political, cultural, and existential questions to make students enquire into problems of power, knowledge, meaning, and identity using a global lens, and emphasising the interconnectedness of the world. The *professional* dimension is responsive to what it means to be a teacher in the 21st century. Even though teaching is seen as a low-status job in many parts of the world, resulting in low teacher salaries, and teacher bashing and blaming, teachers as key players in education are “instrumental to national development and economic growth” (p. 6). Being part of a global community of about 84 million (Roser, 2017), teachers (including university instructors) should learn how to advocate for their rights, how to demand better working conditions and uplift their profession in the eyes of their communities. Teacher trainers should encourage learners to think about and redefine what professionalism means in teaching, and they make them reflect on notions such as collective agency, advocacy, and communal power. Concerning the *moral* dimension, Goodwin (2019) asserts that work on humanity and social action should be placed at the heart of teacher training. The main task of teacher trainers should be developing global solidarity in their trainees and forwarding the moral agenda of being inextricably linked to our fellow human beings. Finally, she believes that teacher preparation programmes should become safe places where teacher trainers and trainees deal with moral issues in connection with teaching. Goodwin (2019) regards the fourth, the *personal* dimension of the global mindset as the most challenging one to work on, as it involves self-work: “self-reflection, interrogation and evaluation” (p. 8). She posits that teacher trainers and trainees should endeavour to critically examine their own beliefs, perceptions and values concerning global issues and globalisation and concerning teaching, learning and the learners. Goodwin (2019) admits that confronting our long-held truths is never easy and it can be

uncomfortable, however, teacher training programs must provide a safe space for trainees to do such hard work.

Even though implementing innovations may be a lengthy and arduous process, the *exposure-persuasion-identification-commitment* (EPIC) model (Aragón et al., 2017) sheds light on the way successful and long-lasting implementation may be made possible, in four successive stages. First, teachers should be (1) *exposed* to the given teaching practice: in the case of GCED, they should experience GCED-related activities first hand, and they should be made aware of what GCED is. Then, they should be (2) *persuaded* that the use of new teaching practice is “a great idea” (p. 205): in this case, they should see the value in GCED-related practices (e.g., be convinced of their usefulness, understand their own role in the implementation). In Aragón and her colleagues’ (2016) study, the stage of persuasion turned out to be the most important predictor of the adoption of changes in tertiary level educators’ practice. The third stage of adoption is (3) *identification*: educators should feel that the new practice is congruent with their teaching identity; in the case of GCED, they should feel that GCED methodologies and the characteristics required for becoming globally competent teachers are compatible with their teaching approaches. The penultimate stage to implementation is (4) *commitment*: instead of regarding the adoption of GCED-related practices as sheer experimentation, teachers should be committed to making the world a better place and adopt GCED to this end. The final stage is the (5) *implementation* of the new teaching practice into teachers’ methodological repertoire. In short, the EPIC model underlines the importance of embracing a teaching practice and being persuaded of its affordances for successful adoption.

Consequently, much depends on teacher education to educate globally competent teacher trainees, and such attempts should start with examining teacher trainers’ beliefs and perceptions about global education and developing their global mindsets. Even though there are many possible implementations of the global perspective in teacher training, there are some common themes in the literature: (1) the role of *criticality and value-based education* seems prevalent in the discourse about teacher training (Bourn et al., 2017; Tarozzi, 2020). (2) *Content integration* (Goodwin, 2019; Kopish, 2017; Wiksten, 2020) by bringing in global issues into different courses is a prerequisite for developing a global mindset in teacher training, however, it should also be enhanced by the right methodology and by the transmission of values, such as respect for diversity. (3) The EPIC model (Aragón et al., 2017) highlights that teacher trainees should *go through the exposure-*

persuasion-identification-commitment phases so that eventually they are enabled to successfully implement in practice what they learnt during initial teacher training. Moreover, (4) teacher trainees should be *empowered to act as agents of change* (Goodwin, 2019; Wiksten, 2020) once they get into their schools, to feel capable of acting for their own and their students' well-being and act in their best interests to prepare them for the realities of the world. Finally, (5) it seems imperative to educate teacher trainees on how to *respond to context-specific challenges* (Goodwin, 2019; Tarrozi, 2020; Wiksten, 2020) and make global citizenship education suitable for their students' needs.

2.1.5 The Methodology of Global Competence Development in the EFL Classroom

Global citizenship education and *global competence development* are not only about what teachers teach; they are also about how they teach it (Cates, 2002). To recapitulate, global citizenship education (GCED) is, by definition, an educational paradigm that aims at “empowering learners to engage and assume active roles, both locally and globally, to face and resolve global challenges and ultimately to become proactive contributors to a more just, peaceful, tolerant, inclusive, secure and sustainable world” (UNESCO, 2014, p. 15); while Global Competence (GC) 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).

The following section first outlines some general characteristics of GCED pedagogies (Section 2.1.5.1), then, it presents how teachers could create a suitable atmosphere for dealing with challenging topics in the classroom (Section 2.1.5.2). Finally, it describes what kind of activities could be used to develop students' global competence in the English as a foreign language (EFL) class and details how different materials could introduce such activities (Sections 2.1.5.3-2.1.5.7).

2.1.5.1 The General Characteristics of the GCED Approach. Teachers can use different methods and techniques to address important real-world issues. In such a setting, the teacher becomes a facilitator, who supports the learners to work independently and in groups to enquire into challenging issues, critically assess evidence, discover the world around them and pose the right questions (Oxfam, 2015; UNESCO, 2018). As GCED is a student-centred and interactive approach, methods and techniques promoting the active participation of students can help them develop their various skills (Cates, 2002; Sampedro & Hillyard, 2004; OECD, 2018). In a class infused by the global perspective, the role of

the learner is to participate actively, ask questions, take responsibility for their own learning, collaborate with others, listen to the others actively, connect their learning to other subjects, and connect their local experiences to the global (Oxfam, 2015). In such a context, the learners should be involved in experiential learning, have the opportunities to face, develop and reflect on their own values, views, and attitudes; and learn how to take action for the world (UNESCO, 2018). UNESCO proposed the following guidelines for teaching techniques and pedagogies promoting GCED (UNESCO, 2015):

1. nurturing a respectful, inclusive and interactive classroom/school ethos;
2. infusing learner-centred and culturally responsive independent and interactive teaching and learning approaches that align with learning goals;
3. embedding authentic performance tasks;
4. drawing on globally-oriented learning resources that assist students in understanding a ‘larger picture’ of themselves in the world in relation to their local circumstances;
5. making use of assessment and evaluation strategies that align with the learning goals and forms of instruction used to support;
6. offering opportunities for students to experience learning in varied contexts including the classroom, whole school activities, and in one’s communities, from the local to the global); and
7. foregrounding the teacher as a role model (p. 25).

These guidelines can be realized in different ways in the EFL class including group-based tasks and project work, organised discussions about thought-provoking texts, images or videos, structured debates, and service-learning (PISA, 2017). Sampedro and Hillyard (2004) offer the following techniques for dealing with global issues: individual think time, pair work for discussion or improvisation, group work for brainstorming and research, whole-class discussion and data collection, surveys, interviews, games, poetry appreciation and writing exercises. Another effective way of exploring issues is the use of drama in the classroom; students can become very active participants of the lesson through role-plays and simulations while also developing their creativity and language skills (Brander et al, 2015; Sampedro & Hillyard, 2004). UNESCO (2018) proposes the use of transformative, creative pedagogies to engage students in learning, such as event-based learning, storytelling, design thinking, and project-based learning.

If used purposefully, Information and Communication Technology (ICT) tools can enhance the quality of lessons when it comes to GCED (Oxfam, 2018; Ruas, 2017;

UNESCO, 2015). Teachers can use ICT tools to introduce authentic materials to their students, such as images, videos, podcasts, songs, or online games with the help of which they can work on local, global, and intercultural issues. Students can also be encouraged to use ICT devices either in class or at home. Teachers can also design flipped classroom experiences for their students (Ruas, 2017, UNESCO, 2018), even in disadvantaged school contexts. Teachers could ask their students to watch a video about a controversial issue and practice the relevant language through structured exercises before class at home and then they could use class time to practice productive skills in “authentic contextualised task[s]” (Ruas, 2017, p. 18). Also at home, they can research information, prepare for presentations, or collaborate with their classmates or students from other countries on different intercultural projects (UNESCO, 2014). In a computer lab, students can be asked to collaborate using online tools (e.g., research a topic in groups and present it to their classmates using Google slides); nevertheless, if the group cannot get into a lab, the students can also use their smartphones (UNESCO, 2014) to research information, compose short messages (e.g., forum contributions, comments) or even record short videos (e.g., record comments, taking a stand for or against a statement in a minute, a message of encouragement for people to act).

In summary, there are endless possibilities to bring global issues into the language classroom and it depends on individual language teachers’ creativity and resourcefulness how they deal with this task. If a teacher follows the guidelines presented above, they will develop the skills and attitudes in their students necessary for global competence and model the values and behaviours necessary for global citizens. As a first step though, they need to create the optimal atmosphere for successfully dealing with such potentially controversial issues, without upsetting the students.

2.1.5.2 Creating the Suitable Atmosphere for Dealing with Challenging Topics.

2.1.5.2.1 Safe Spaces and Brave Spaces. The most important prerequisite for teaching controversial global, local, and intercultural issues, according to the literature, is the creation of a *safe space* for difficult dialogues. This educational metaphor has been around in the literature for decades, yet there is no universally accepted definition of what constitutes a safe space and the notion seems to be controversial itself. Essentially, safe space means that it is “free from violence” and thus enables learning experiences in physical safety (Gayle et al., 2013, p. 2). According to another interpretation, it refers to an

inclusive group for underrepresented students “based upon race, sexuality, religion, nationality or ideology” (Gayle et al., 2013, p. 2) in a classroom, where they can safely express their ideas and views. The most common interpretation is, according to Holley and Steiner (2005), a “classroom environment in which students are willing and able to participate and honestly struggle with challenging issues” (p. 49). They also add that in such a climate, students can “freely express their ideas and feelings, particularly around challenging areas such as diversity, cultural competence, and oppression” (p. 49) and they “feel secure enough to take risks, honestly express their views and share their knowledge, attitudes, and behaviours” (p. 50).

The most common controversy in connection with safe spaces is the degree to which safety is relevant and useful in difficult dialogues (Arao & Clemens, 2013). Some authors argue that safety in the classroom does not necessarily mean being “without discomfort, struggle or pain” (Holley & Steiner, 2005, p. 50) as learning and growing involve stepping out of one’s comfort zone and confronting issues one feels uncomfortable with (Arao & Clemens, 2013; Henry, 1994). As Henry (1994) puts it straightforwardly, a place where these important controversial issues are addressed is inherently “political, dangerous and ‘unsafe’” (p. 1) as there is “nothing safe about engaging student in rigorous and critical ways” (p. 2). This is also in line with the *pedagogy of discomfort*, popularized by Boler (2004), which emphasises that teachers and learners alike need to move out of their comfort zones to analyse their deeply embedded beliefs, so that great learning could happen. As Boostrom sees it (1998), teachers cannot foster their student’s critical thinking by turning their classrooms into safe spaces; he argues that “if everyone’s voice is accepted and no one’s voice can be criticized, then no one can grow” (p. 408). He goes on by saying that to become critical thinkers, students “need to hear other voices” but also “need to be able to respond to those voices, to criticize them, to challenge them, to sharpen [their] own perspectives through the friction of dialogue” (p. 408). Boostrom concludes by citing Osbourn (1997) that teachers cannot shelter their students from these difficult moments, so they need to “manage conflict and not prohibit it” (p. 408). In light of this, Arao and Clemens (2013) started to refer to safe spaces as *brave places*, emphasizing risk-taking in a safe environment. Their optimal classroom environment for difficult dialogues, their brave place, has five main components:

1. *Controversy with civility*, meaning that varying opinions are accepted, welcome and honoured with a group commitment to understanding the sources of disagreement.
2. *Owning intentions and impacts*, meaning that participants have to discuss those moments when their opinion had a strong emotional impact on another participant.
3. *Challenge by choice*, meaning that participants can decide whether they want to take part in a given conversation or not.
4. *Respect*, being the most important ground rule, meaning being respected and being respectful towards the others in the group.
5. *No attacks*, meaning that students do not intentionally harm each other.

The main components of brave spaces and safe spaces do not differ much; however, in the case of brave spaces, the main emphasis is put on the students' active participation and risk-taking. This seems apposite in the case of critical global citizenship education, given that in such an atmosphere, the students could feel more encouraged to explore different perspectives, challenge assumptions and think about different ways to act for change (Bigelow and Petersen, 2002).

2.1.5.2.2 *Creating an Optimal Atmosphere for Discussing Challenging Issues: Teacher Characteristics and Competences.* To be able to facilitate discussions about controversial issues and create safe spaces for brave discussions, teachers need to have special characteristics. In their study, Holley and Steiner (2005) asked 121 social work students to identify what characteristics teachers need for the creation of safe spaces, and they came up with a list of 387 descriptors. The most common characteristics included *being non-judgemental and unbiased, developing ground rules for discussion and modelling how to participate, being comfortable with conflict or raising controversial ideas, being respectful and supportive of others' opinions, being encouraging and requiring active participation in class, and demonstrating caring* (p. 57).

In their *Teaching controversial issues: A professional development pack for teachers*, Council of Europe (2016) identified three types of competences teachers need to address controversies in class effectively. *Personal competencies* include “awareness of one’s own beliefs and values” and “the potential impact of these on one’s teaching of controversial issues”, and the “awareness of and self-reflection on the pros and cons of revealing one’s own beliefs and values to students” (p. 25). *Theoretical competencies* involve “understanding how controversy arises and the ways it is resolved in democracy” and “understanding the role of teaching about controversial issues in education for

democratic citizenship and human rights education” (p. 25). As for the *practical competencies*, teachers need to be able to use “a range of teaching roles” and take stances according to the circumstances, to manage “controversial subject matter sensitively and safely through the implementation of appropriate teaching techniques”, to “present issues fairly”, to “handle spontaneous questions and remarks of controversial nature with confidence, turning them into positive teaching opportunities” and to “co-operate with stakeholders over the introduction and teaching of controversial issues” (p. 25).

As Griffin and Ouellett (2007) point out in *Teaching for diversity and justice*, teachers who embark on dealing with such issues need to be facilitators. As they put it, “facilitation focuses on active engagement, cognitive, affective and kinaesthetic, [...] and assumes that participants have valuable knowledge and expertise from which both peers and teachers can learn” (p. 89). Facilitators thus need to “share control”, “invite participants to take an active part in class activities” and “incorporate pedagogical strategies that shift the classroom focus away from facilitator expertise to participant-centred learning” (p. 89). In this type of environment, teachers need to be able “to think on [their] feet” and “learn from new situations” (p. 90). They also claim that facilitators of social justice courses need to be able to find *support* and trust their support system (to discuss issues, receive help or “commiserate when things do not go as planned”) (p. 90), have *passion* and believe in the importance of dealing with such issues, be *aware* of the issues around them, have rich *knowledge* of them and also have the *skills* to facilitate their courses. To summarise their role, it was suggested by the Tony Blair Institute for Global Change (2017) that facilitators are there to make the dialogues easier by

ensuring that the participants feel as comfortable and safe as they can to explore issues through dialogue with one another, that they are challenged when they say something that may be construed as hurtful to others, that their assumptions and judgements are suspended, that there is fair participation and that the dialogue remains focused. (p. 33)

2.1.5.2.3 Creating an Optimal Atmosphere for Discussing Challenging Issues: Guidelines for Successful Interactions. According to the literature on controversial issues (Council of Europe, 2016; Oxfam, 2018), teachers should prepare and carefully plan the instances when controversial issues are to be raised in class. As Oxfam (2018) suggests, “the key to a successful approach is ensuring the classrooms are safe spaces for young people to explore their thinking” (p. 10). To enhance the classroom environment and create a safe space, Griffin and Ouellett (2007) offer the following guidelines:

1. Identifying participation guidelines (setting the ground rules);
2. Attending to personal comfort (e.g., providing participants with breaks at regular intervals);
3. Setting the tone (a both serious and light atmosphere is considered ideal);
4. Evaluating the physical space (providing a variation of group configuration; assessing lighting, room temperature, acoustics, distracting noise, etc.);
5. Ensuring access (the learning environment should be accessible to everyone);
6. Differentiating between safety and comfort (the participants should feel safe, but not always comfortable; great learning happens when they step out of their comfort zone);
7. Attending to group development in multicultural classes (students are more successful if they can create significant relationships in the group).

The aspect that emerges in the literature is the identification of participation guidelines or setting the ground rules, as it can contribute to establishing a safe environment for students to express their opinion. Szesztay (2020) underlines the importance of creating interaction guidelines for fruitful discussions and she adds that these rules should be created collectively, “inviting everyone to chip in” so that the students feel ownership (p. 61) of the guidelines. Oxfam (2018) suggests the following ground rules for discussions:

1. Allow only one person to talk at a time – no interrupting.
2. Show respect for the views of others.
3. Challenge the ideas, not the people.
4. Use appropriate language – no offensive comments.
5. Allow everyone to express their view to ensure that everyone is heard and respected.
6. Invite young people to give reasons why they have a particular view.

The Tony Blair Institute for Global Change (2017) elaborated on the idea of showing respect by setting guidelines for discussion for students about *respecting the space*, *respecting the dialogue*, *respecting the participants*, and finally *respecting themselves*. In summary, if teachers create the right classroom climate in these ways, students will feel safer and better among their peers and such an environment will also promote active learning (Gayle et al., 2013) and develop students’ global skills, such as *communicating effectively and respectfully*, *perspective-taking*, and *conflict management and resolution*.

2.1.5.2.3 Creating an Optimal Atmosphere for Discussing Challenging Issues: Managing Conflict. As has been noted above, one of the main concerns of teachers when

deciding whether to deal with controversy is the risk of heated moments in the classroom. Many teachers tend to avoid dealing with such issues in class (Haynes, 2009; Yoshihara, 2013) to avoid conflicts in the classroom. Nevertheless, as Johnson et al. (2000) put it, “by passing up conflict, instructors miss out on valuable opportunities to involve students and enhance their learning” (p. 30). This is in unison with what critics of safe spaces posit (Arao & Clemens, 2013; Boostrom, 1998): instead of prohibiting them, teachers need to embrace conflicts as they offer valuable teachable moments. What might be challenging is effectively dealing with conflicts.

One of the solutions offered is *diffusing conflict* before it has started by arousing the students’ curiosity: by helping them explore the nature of the disagreement, challenge their own stances, review their own positions and be comfortable with uncertainty students can be led to a path where they profit from successful disagreement. Referring back to the ground rules agreed upon at the beginning of the course can facilitate this. The Tony Blair Institute for Global Change (2017, p. 43) offers some solutions for helping students *seek complexity over conflict*:

1. De-escalation (using pauses and thinking time, saying what one sees and hears happening in the discussion and helping students to manage their emotions);
2. Moving away from taking sides (testing the credibility of sources, helping students to understand the influences behind views and deconstructing stereotypes);
3. Exploring threats (helping students identify what is really at stake for them in the discussion, helping them to see how they are emotionally tied to the issues);
4. Self-awareness and reflection (help students to see their negative attitudes and behaviour, explore how students are feeling about one another and why and give time and space for students to explore their ‘self-talk’).

Warren (2007) also notes the importance of stepping back and reflecting upon heated moments. However, he states that first, teachers need to learn *how to manage themselves* in these situations by holding steady, breathing deeply, not personalizing remarks and knowing themselves and their push buttons. He also claims that teachers need to have a fallback position, and if they feel that they cannot handle an issue at the given time, they should put it off to a better time. Nevertheless, avoiding issues completely when they crop up might have negative consequences, as participants might “miss the opportunity to have a more open classroom in which a wider range of areas can be explored” (p. 4).

2.1.5.3 Materials for Dealing with Global, Local, and Intercultural Issues. A wide variety of ELT related materials is available today, mostly on the Internet;

nevertheless, coursebooks are predominantly used as the basis for language courses (Ur, 2012). Not only are coursebooks designed for language teaching purposes, as Gray (2001) argues, but they are “highly wrought cultural constructs and carriers of cultural messages” (p. 152). Gray observes that globalisation brought about a new trend on the ELT coursebook market which resulted in the fact that now coursebooks “have been subtly deterritorialized” and that they “now resemble each other, not only in terms of glossy design but also in terms of content” (p. 157). The reason for the unification of global coursebooks lies in the fact that publishers tend to provide their material writers with guidelines about desirable and undesirable content (see the discussion about PARSNIP topics in Section 2.1.3.4) and only include content that is regarded as appropriate, or not likely to offend potential buyers (Gray, 2001). Given that publishers are unlikely to publish material that would be potentially upsetting (Gray, 2000; Gray, 2001; Thornbury, 1991) i.e., controversial, it hardly comes as a surprise that present-day global ELT coursebooks do not abound in texts and tasks about global (Melliti, 2013) or environmental issues (Jacobs & Goatly, 2000; Rácz, 2019) or about citizenship (Rácz, 2020). Coursebooks have been criticised for their “small-mindedness” and “superficiality” (Thornbury, 1999, p. 15), their promotion of stereotypes (Pike & Selby, 1988), romanticized perspectives of English-speaking countries (Banegas, 2011), and their deliberate disregard for the representation of marginalized groups, such as the LMBTQ+ community (Thornbury, 1999; Gray, 2001, Gray, 2013; Seburn, 2018). However, there have been some changes in the last few decades and authors started to introduce some controversial topics into their coursebooks (*Cutting Edge*, Cunningham & Moore, 1998 chapters on euthanasia, gun control, and the decriminalisation of drugs, etc.) (Thornbury, 1999). There are also some new series of coursebooks published to promote the global perspective (e.g., The main mission of *National Geographic Learning* is bringing the real world into the classroom, which is easily observable in their *Keynote* (Dummet et al., 2016), *Life* (Dummet et al., 2017), *Outcomes* (Dellar & Walkley, 2015), and *21st century reading* (Blass & Williams, 2016) series). These books are already available in bookshops but are rarely on the list of recommended textbooks, which does not make them an obvious choice as course material. Teachers, most of whom heavily rely on their coursebooks as a basis for their syllabi, would have an easier job if these topics were included in the coursebooks. Then, they would not need extra preparation and they would not need to worry about the audacious nature of introducing something controversial: if the book introduces it, part of the job is already done, and the teacher is hardly responsible for the content.

Apart from coursebooks, teachers can use a wide array of materials to introduce global content in their lessons. The most obvious choice is to select authentic materials to this end: articles, videos, podcasts, songs or images, and the list goes on. Nonetheless, they may need to become material writers and create activities around these materials to engage their students. It seems only logical for teachers to start designing activities for their students, as they are the ones who are aware of their students' needs; however, due to time constraints, they cannot be required to do so. Fortunately, many English teachers are willing to share their materials with fellow teachers and English teaching associations (such as IATEFL or TESOL) play a crucial part in promoting these materials. For example, *IATEFL GISIG* (Global Issues Special Interest Group) has published a collection of lesson plans around specific global issues and special days, which is available on their website for free (IATEFL GISIG, n.d.). *ELT Sustainable* also offers worksheets about a variety of global environmental topics, along with professional development tips about education for sustainable development (Llewellyn, n.d.). The ELTons winner *ELT Footprint* (ELT Footprint, n.d.) site shares projects, materials, and useful tips with its visitors. Finally, the author's blog, *Global Competence Development in ELT* (Divéki, n.d.) offers free interactive lesson plans on global issues accompanied by teacher guides.

2.1.5.4 Global Competence Development through Audio-Visual Materials.

There are endless arguments for the use of videos in an English class. The most important one is motivation (Keddie, 2014; Szaszko, 2018; Stempleski & Tomalin, 1990), its ability to engage both students and teachers. A well-chosen video might lead to engaging tasks (Szaszko, 2018) and is likely to make the whole learning experience more memorable. A video text can be a tool for the learners to witness authentic exchanges, different communicative situations and to "transcend physical boundaries" while sitting in the classroom (Cogill, 1999, as cited in Dal, 2010, p. 3), thus linking the classroom with the world. Secondly, it facilitates language output, as it has the capacity to provide a stimulus for language production, a springboard for speaking or writing activities. With the help of videos, some of the learners' skills can be easily developed; these include listening, reading, speaking, critical thinking, creativity, and visual literacy (Keddie, 2014, Szaszko, 2018; Stempleski & Tomalin, 1990). The content also plays an important role in an educational context and there is not a single topic that would be beyond the reach of online video. In the context of global competence development, it is the teacher's responsibility to find suitable videos addressing local, global, and intercultural issues (Szaszko, 2018). Finally,

videos can provide models not only for language production but also for the students' tasks (Keddie, 2014). One can easily conclude that the use of video in the classroom creates a learning environment that is beneficial for the students.

Even though there are lots of types of videos one can use in class, from film clips to documentaries, from talk show extracts to news bulletins, the dissertation focuses on the benefits of using commercials, TED talks, and video clips for global competence development, as these materials were exploited for the sake of the classroom study. Apart from obvious benefits, such as being authentic and providing students with real-life language (Davis, 1997), TV commercials are short, focused, and thematic in content, which makes them suitable for working with different issues and they easily lend themselves to content-based language teaching (Davis, 1997). Another great benefit is that commercials contain “culturally-loaded slices of modern society” (Davis, 1997, para. 4), offering insight into “values, behaviours and ways of thinking, social problems, stereotypes, and idiosyncrasies” (Davis, 1997, para. 4), all of which can be exploited for students' global competence development.

TED talks are also seen as valuable resources for the language classroom (Aljoani, 2019; Harb, 2018; Li et al., 2015) and the benefits of using them for language development purposes have been propagated by *National Geographic Learning*, whose *21st Century Reading* coursebook series uses talks as the “springboard to share ideas” (National Geographic Learning, n.d.) and bases their units on the topic of the talks. As they argue on their website for the coursebook, the main benefit of TED talks is that they use authentic language, which could serve as a model for the students. Moreover, they seem to emphasise educating global citizens, as they claim that TED talks “ignite curiosity and introduce learners to ideas which can change the world” (National Geographic Learning, n.d.). Indeed, TED offers talks from experts and laypeople alike on topics ranging from design to nature, education to sport, and technology to society. These topics, if brought into the classroom, have the potential to spark interesting debates and provoke differences in opinion, which students should learn to handle in the context of GCED. Moreover, TED speakers model how to take a stand for a cause and how to express their opinion on a topic in a convincing manner, which is a skill needed by global citizens. Furthermore, TED offers another great resource for the classroom: TED-ED video animations are short, powerful, and they present ideas about different topics that could spark students' curiosity. On the TED-ED website, teachers can create interactive lessons for their students, or they can use

other educators' ideas. These videos can also be used in the EFL classroom to the same end as TED talks, they can open discussions, they can serve as the basis of listening comprehension activities and images captured from the videos can be used for different activities requiring students' creativity.

Another powerful input in the classroom for introducing local, global, and intercultural issues is the music video clip: if we choose the clip carefully, catering to our students' interests and tastes, "music will not only offer content which is part of [...] students' world and interest but may also prove to be a springboard to address global issues" (Sampedro & Hillyard, 2004, p. 108). Teachers can either exploit their students' interests or they can choose songs for them, and if they succeed, students might listen to these songs outside class, practising the language and thinking about the topic. According to Sampedro and Hillyard (2004), it is important to consult the students for their tastes and teachers can also use their favourites; however, it seems to be more advisable to choose songs that are closer to the students' world if one would like to bring the issues closer to them. After selecting the right song and video clip for class, based on Sampedro and Hillyard's recommendation (2004), one can identify and discuss the issues, work on general comprehension, work with the language, work with emotional responses (to develop students' empathy), link them to everyday events (e.g., protest songs) and work on the background information. By using songs students would otherwise listen to outside class, teachers can show that not only the songs but also the problems these songs address are part of the students' world. Recent events, such as the *MeToo Movement*, *Black Lives Matter Movement* or the *Time's Up Movement* politicised popular artists like Beyonce, Macklemore, Stormzy, Ariana Grande, who chose to address pressing issues (e.g., white privilege, police brutality, gun control, feminism) in their music. By using modern-day protest songs, teachers can more easily tap into sensitive topics, link songs to current events and raise students' awareness of these issues. Finally, the stars behind these songs can also serve as talking points as many celebrities nowadays tend to openly support important causes. Dealing with the charitable work popular artists whom students might look up to do might inspire youngsters to deal with these issues outside class as well and also to take action (Divéki, 2019).

2.1.5.5 Global Competence Development through Literary Texts. Even though literature has been present in the EFL classroom since the 1960s (Hall, 2005) and the resurgence in research on the topic is apparent (Paran, 2008), the question as to whether it

is still relevant and suitable in the 21st century EFL classroom needs to be addressed. Its benefits include language learning and language skills development (Collie & Slater, 1987; McKay, 1982), cultural knowledge (Collie & Slater, 1987; McKay, 1982), creativity (McKay, 1982), and motivation (Hall, 2005; McKay, 1982), however, these arguments on their own may not be convincing enough when countless sources and mediums are available to EFL teachers.

First and foremost, it must be pointed out that all kinds of texts can be interpreted in various ways (Widdowson, 2004). Every text consists of words and sentences that are constant, however, readers “read their own different meanings into it to bring them in line with their own preconceptions” (Widdowson, 2017, p. ix). What makes literary texts unique is that “they provoke diversity by their very generic design in that they do not directly refer to social and institutionalized versions of reality but represent an alternative order that can only be individually apprehended” (Widdowson, 2004, p. 135). Thus, readers read the same text, but they see it differently, they “derive different discourse from it” (Widdowson, 2004, p. 136) by having their own interpretations. As Myhill (2007) posits, we bring our own “previous reading experiences, our own life experiences, and our knowledge and values” (p. 52) into the reading process and make our interpretations of the text based on these experiences. Focusing on the EFL classroom, different interpretations of the same text make the class think, discuss, question and debate, which are skills needed by globally competent people.

Second, it must be mentioned that literary texts provide new perspectives and insights, and they can also challenge readers “in their established modes of thinking and feeling” (Delanoy, 2018, p. 144), which also contributes to the development of critical thinking skills. With the help of literature, students can identify “multiple perspectives on a subject” and the “perspective and values needed for a sustainable world” (UNESCO-MGIEP, 2017, p. 172), thus developing their perspective-taking, interpretation and thinking skills (which are all elements of global competence).

Cultural differences presented in these texts evoke and promote tolerance in the reader (McKay, 1982); and they may transform attitudes, eliminate prejudices, and introduce global issues (Ghosn, 2002). Several researchers suggested using literary texts revolving around controversial and/or global issues to develop students’ intercultural competence (Burwitz-Melzer, 2001; Cunico, 2005; Matos, 2005) and global awareness

(Myhill, 2007, Merse, 2015; Valente, 2004). Nevertheless, there is a relative lack of available empirical studies in connection with the use of literature in developing intercultural and global skills. As Hall (2005) notes, “literature is said to promote intercultural understanding and mutual respect, though how exactly it might do this is left implicit” (p. 73). Numerous studies are based on empirical evidence (see Bender-Slack, 2002; Ghosn, 2004; Merse, 2015; Valente, 2004); however, the methodology which would enable teachers to use the materials in their classes is missing from many of them (see Bradbery, 2012; Lo, 2001). Nevertheless, to showcase ways in which literary texts can be brought into the EFL classroom to develop students’ global competence, Section 2.2.4.2 presents some good practices.

2.1.5.6 Global Competence Development through Speaking Activities. Given that the third dimension of global competence (*engaging in open, appropriate, and effective interactions across cultures*) is primarily concerned with equipping students with skills to communicate, it has already been established above that the foreign language lesson is one of the most suitable terrains for developing students’ global competence. As Harmer (2007) puts it, “the communicative approach has left an indelible mark on teaching and learning” (p. 71), which resulted in placing primary emphasis on communicative activities (in speaking and writing) in classrooms all over the world. The main premise of communicative language teaching is that students “should have a desire to communicate something” (p. 69), so the activities teachers give to their students should encourage the willingness to communicate. While engaging in the activity, the students should primarily be focused on the content of what they are trying to communicate rather than the form. Given that the tasks designed for the classroom studies presented later in the dissertation (Studies 5 and 6) mainly focus on developing students’ communication through speaking tasks, so teaching writing to this end is beyond the scope of the dissertation, in what follows, this section details how different speaking activities can contribute to students’ global competence development.

Before moving on to the activities, there are some general considerations teachers should keep in mind when designing speaking activities. Harmer (2007) and Starkey (1988) believe that the choice of the right speaking activity influences students’ willingness to communicate, so teachers have to choose an interesting and engaging activity that gets the students to speak. For such discussions, teachers can choose between *topic-based* and *task-based* activities. In *topic-based discussions*, the participants must talk about a selected topic

and the main focus of the activity is on the discussion process itself. The best topic-based activities require the students to talk about their personal experiences or about a controversy for or against which they can argue. However, *task-based discussions* are goal-oriented: they require the participants “to achieve an objective in the form of an observable result, such as brief notes or lists, a rearrangement of jumbled items, a drawing, a spoken summary” (Ur, 2012, p. 121). The most important requirement of the task is that the goal “should be achievable only by interaction between participants” (p. 121). As Ur (2012) observes, task-based activities work better than topic-based ones: “there is more talk, more balanced participation, more motivation and enjoyment” (p. 121), however, she admits that there are students who prefer topic-based discussions, mostly if the topic is challenging, engaging and deep. Another requirement is that the task must have a life-like and meaningful context: the goal is to get the students to use the language in a real form, not for the grade but for communication in everyday life (Gutiérrez Gutiérrez, 2005). Considering the grouping, teachers should strive to make students work in pairs and groups as often as possible. Not only does working in pairs and groups maximize student talking time (Ur, 2012) but as a collective endeavour where participants may need to work together to resolve conflicts and reach agreements, it also develops students’ social competences (Starkey, 1988; Starkey, 2005). Pair work and group work both promote working independently from the teacher, sharing responsibility, and cooperating with other people (Harmer, 2007), all essential skills for successful global citizens. Before engaging in such speaking activities though, the teacher may need to consciously address conversation guidelines and the language of turn-taking and polite negotiation.

Discussions in the classroom can take many forms, however, and even in topic-based discussions, the *structure* seems to be an essential feature to grab students’ attention and help them engage. By giving students constraints and clear rules, teachers can level off distractions and keep the students on task. Going to the classroom and asking questions like ‘What do you think about global warming?’ or ‘What would you do about plastic pollution?’ may be counterproductive and would certainly not lead to fruitful discussions, given that without a clear focus and an interesting impetus, the students may get distracted, bored, or uninterested in the issue. Nevertheless, by giving the students an engaging stimulus, such as a song, a short video, an intriguing image or a thought-provoking text, and a structured activity, students will become more likely to engage in the lesson. In such *organised discussions*, students can express their views about different topics, and by

listening to each other, they realize that there are multiple viewpoints, and they should hold their ideas loosely (OECD/Asia Society, 2018) or at least, be open to new ideas. To bring diverse opinions into a whole-class discussion, the *think-pair-share* strategy can be used as an example of organised discussions (Szesztay, 2020). In such a set-up, first, a student has to think about a question or topic individually, then, they are invited to discuss their ideas with a partner, and finally, they are supposed to share their ideas with the whole group. One of the advantages of this technique is that the students are given individual thinking time before they need to take a stand about a question, which may reduce anxiety and make students more confident in front of others. Darla Deardorff's (2020) *story circles* technique is another example of a tool developed to this end. The teacher needs to divide the whole group into groups of 4-6 people. In each circle, everyone has to speak for 3 minutes and share a personal story (e.g., about the first time they became aware of the fact that there are differences between people based on skin colour, about a time they felt left out...etc.). The other participants need to listen to them actively and in another round, everyone has to say what they found memorable in the stories in 15 seconds. After that, the whole group shares their experiences and finally, each student reflects on the activity. The tool was developed together with UNESCO to propagate a methodology for developing intercultural competence; it is a low-preparation resource but highly adaptable. *Giving roles to the group members* (Selby & Pike, 1988; Szesztay, 2020) in a discussion may also increase participation and give more structure to a simple group discussion activity. Teachers can give students helpful roles (e.g., organiser, questioner, provoker) and unhelpful roles (e.g., chatterer, flatterer, extremist) and everyone needs to engage in the discussion complying with their role cards. By giving students roles they might not feel their own, teachers could help students maintain a reflective distance from their opinions and learn how to discuss important points politely. Also, after doing the activity, they could be asked to reflect on their roles and the roles they usually play in their everyday discussions. *Structured debates* (OECD/Asia Society, 2018) are a sub-type of organised discussions, where students need to form groups and either support or oppose controversial statements. As in this format, group creation may be randomized, the students might need to articulate views that are different from their own, thus they need to learn how to step into other people's shoes and develop their perspective-taking skills.

Even in a safe environment, thinking about and expressing one's opinion on controversial topics can be challenging first, and sometimes even if teachers act as

facilitators and help students by asking questions, students either stay silent or withdraw and say, “I don’t know”. Activities, where they are kindly forced to take a stand and develop reasoned arguments, can help out in such situations. For instance, in an *opinion line activity* (Oxfam, 2018; Szesztay, 2020), the teacher reads out or writes up a controversial statement on the board and the students need to find their position on an imaginary opinion line, where the two ends of the spectrum represent strongly agree and strongly disagree. After finding where they stand kinaesthetically, they are also invited to express their opinions in words (either in front of the whole group or together with someone from the line). *Four corners activities* (Koshior, 2019) work very similarly, but in this case, the teacher needs to label the four corners of the room as strongly agree, agree, disagree and strongly disagree. After reading out the statement, the students have to go to the corner corresponding to their opinion and share their viewpoints with the other students. Common thinking frameworks can also help students organise and express their thoughts. As Woodward (2011) proposes, asking students to *make a list* (e.g., of the advantages and disadvantages of making elections compulsory or of arguments for or against the statement, “Women are paid less”) organises students’ thoughts and makes them think about other people’s opinions, not only their own. Ranking exercises are also useful tools to stimulate critical thinking and can be regarded as task-based activities. In a *diamond ranking exercise* (Brander et al., 2015; Oxfam, 2018), for example, students receive nine statements cards, and then they need to negotiate which statements are the most important, which two are the second most important and which three are of moderate importance, then which two are second least important and which one is the least important. The organising principle can be different (e.g., significance, interest, controversial nature), however, it makes students reach a consensus and when presenting their points to the whole class, express their opinions in front of others. Other activities of similar nature can be found in Brander et al. (2015), Council of Europe (2014), Oxfam (2018), Pike and Selby (1988).

2.1.5.7 Global Competence Development through Experiential Learning Activities. Experience and learning seem to be intertwined and closely related (Beard & Wilson, 2006), as considering the definition of experiential learning, i.e., “the sense-making process of active engagement between the inner world of the person and the outer world of the environment” (p. 19), experience should always undergird the learning process. Beard and Wilson (2006) go on to say that not all experiences result in learning, as “we have to engage with the experience and reflect on what happened, how it happened and why” (p.

20) for learning to happen. Even though an average person encounters an infinite number of stimuli during a regular day, it depends on many factors which stimulants they meaningfully engage with. Meaningful engagement, which is based on previous knowledge and experiences, and reflecting on the experience are the key to learning. Experiential activities usually involve a great level of emotional response, and learning first takes place in the emotional domain, which is later reinforced in the cognitive domain through post-activity reflections and discussion (Pike & Selby, 1988). Based on the above, experiential learning can be defined as “the insight gained through the conscious or unconscious internalization of our own or observed experiences, which builds upon our past experiences or knowledge” (Beard and Wilson, 2006, p. 43). Experiential learning in the EFL class can take many forms, and classroom activities that involve the students cooperatively working on a project or task, including the phases of exposure, participation, internalization, and dissemination can be regarded as experiential (Knutson, 2003). In the *exposure* phase, the students’ background schema is activated, which entails activating the past experiences and background knowledge of the subject. This process can happen through setting goals and understanding the objectives of the activity, or by answering questions about students’ personal experiences in connection with the topic. The *participation* phase is the experience itself, the collaborative activity in the classroom, where students need to rely on their ability to negotiate, communicate, and take on roles and responsibilities. In the *internalization* phase, the teacher-facilitators asks students questions to help them reflect on their feelings in connection with the experience. The *dissemination* phase links classroom learning with the real world outside the classroom: the project may end in a role-play of a social situation or even in a field trip where the students can use their newly acquired skills (Knutson, 2003). The dissemination phase provides us with a clear link to global citizenship education, as the main aim of GCED is acquiring knowledge, skills and attitudes through classroom activities but also going beyond the physical boundaries of the classroom and taking action to create a better world.

As argued above, drama can be a powerful tool to engage students in experiential learning, and according to several authors (Brender et al., 2015; Hennesy, 2007; Pike & Selby, 1988; Sampedro & Hillyard, 2004) the “perfect vehicle to explore global issues” (Sampedro & Hillyard, 2004, p. 118). Drama helps the students explore their feelings, get inside the issues, explore being inside dilemmas and look for solutions first-hand, “providing a means to greater understanding” (p. 118). Drama can be an excellent tool to

explore other perspectives as well (Pike & Selby, 1988), by taking on roles that are quite dissimilar to that of the students' (e.g., that of a homeless person, a refugee... etc.). By using drama, teachers can create a safe (Krepelková et al., 2019; Hennesy, 2007) but also challenging place (Hennesy, 2007) for their learners to "identify and challenge their frames of reference which are relevant to potentially threatening global issues" (Krepelková et al., 2019, p. 3), thus examining their deeply held beliefs and perceptions about such topics. Myhill (2007) adds that getting into character also provides the teacher and the other participants with safety, as it makes it easier for them to challenge or question the player's opinion, because "they are not overtly and personally expressed by an individual child, but a character in role" (p. 56). As Sampedro and Hillyard (2004) see it, drama can be regarded as a "thinking skill in the here and now" (p. 118) as it involves higher-order thinking skills, such as analysing and interpreting situations and thinking creatively about the story and the decisions involved in the performance. Therefore, drama techniques, role plays, and simulation activities provide rich terrain for the development of several skills, such as communication, negotiation, creative thinking, and decision-making, so these tools can be regarded as beneficial to nurture global citizens.

Service-learning is another great way of engaging language learners in GCED, as it provides a meaningful context for language use and a means to help the community. Based on Cipolle's (2010) definition, service-learning is

a learning strategy in which students have leadership roles in thoughtfully organized service experiences that meet real needs in the community. The service is integrated into the students' academic studies with structured time to research, reflect, discuss, and connect their experiences to their learning and their worldview. (p. 4)

Service-learning can take many forms, including volunteer activities (e.g., picking up rubbish), participation in an advocacy campaign (e.g., a campaign against online hate speech), or providing services directly to members of the community, such as giving private lessons to less advantaged children or visiting the elderly (OECD/Asia Society, 2018). Service-learning is more than merely volunteering, it also involves linking the classroom to the real world and learning about the problems before they experience them: for instance, students can learn about the problems of loneliness among the elderly in class through narratives, infographics, and videos. Then, as the experiential part, they can be asked to get in touch with their elderly relatives or acquaintances and interview them about important moments of their lives. As a follow up in the classroom, they can be asked to share what they had learnt from these discussions and reflect on them in groups. Finally, they can be

encouraged to think about what could be done to make the older generation feel less lonely. In such context, students can develop several of their skills, such as cooperation, communication with diverse groups, their attitudes of openness and finally they learn how to act to make a difference and contribute to social change while using the language meaningfully.

2.2 Empirical Studies on Global Citizenship Education in English Language Teaching

The following sub-sections present a selection of empirical studies which were carried out in the context of GCED in ELT in the past 20 years. The section starts with empirical studies on teachers' attitudes towards dealing with global issues and discusses the emerging themes from these reports (2.2.1). Then, it presents empirical studies on students' attitudes towards dealing with issues of global significance in their English classes and its pedagogical implications (2.2.2). It goes on to showcase studies on teachers' understanding of global citizenship education and global competence development (2.2.3). Finally, it presents some good practices of global competence development from secondary school EFL and university teacher training contexts alike (2.2.4).

2.2.1 Teachers' Attitudes towards Dealing with Controversial Global Issues in the EFL Class

In this section, I intend to shed light on English language teachers' attitudes towards teaching controversial global issues by reviewing and analysing different empirical studies from around the world. In Jung's definition (1971), attitude is the "readiness of the psyche to act or react in a certain way" (p. 577). Inquiring into teachers' attitudes in this context is important as it can indicate their readiness to incorporate such issues into their lessons. Although teaching global content has not been widely researched in the field of ELT yet, fortunately, some teachers have already recognised the pedagogical value of dealing with sensitive global issues and started to carry out studies to gain a deeper understanding of how other teachers perceive the value of controversial issues and how they treat these topics. The next section presents empirical studies from Japan (Yoshihara, 2013), Cyprus (Evripidou & Çavuşoglu, 2014), the United Kingdom (Macfarlane, 2015; Yakovchuk, 2004), Turkey (Gürsoy & Saglam, 2011) and Hungary (Divéki, 2018).

Yoshihara (2013) carried out research among 97 college students and 33 college teachers in Japan who were first asked in a questionnaire and then interviewed about their attitude towards the incorporation of topics connected to gender and sexuality. Based on the questionnaire data, students' and teachers' attitudes towards issues like domestic

violence, global warming, homosexuality, children's rights and corporate social responsibility were significantly different. The students were genuinely open and curious about these topics and based on the initial questionnaire results, the instructors also seemed to be positive about the treatment of global and cultural issues in their lessons. However, while most of the teachers acknowledged the importance of their incorporation, they also expressed some concerns in the interviews: the fear of indoctrinating the students, not having sufficient knowledge about the issues, the lack of materials, and anxiety over unexpected consequences (e.g., disclosure of one's sexual identity). Because of these fears, most of these teachers admitted to avoiding these issues, despite being interested in them.

In Cyprus, Evripidou and Çavuşoğlu (2014) sought to gain insight into teachers' attitudes towards the incorporation of gay and lesbian-related topics by collecting questionnaire data from 58 ELT teachers. The results indicated that the teachers' attitudes were mainly neutral but "tending to be more positive than negative" (p. 74). They showed more positive attitudes when the topics were part of the students' textbook, as in this way, they did not have to introduce them. The teachers also favoured the incorporation of these issues if they knew that they would arouse the students' interest. Apart from the positive comments, there were some negative ones which highlighted the participating teachers' concerns: they felt they were "unequipped to discuss such topics in the classroom", did not know how to "respond to homophobic comments", they were afraid of how the institution they work for would react if they found out they were discussing such issues in class; and finally, they were afraid "what their colleagues and students would say about them" (p. 74). Evripidou and Çavuşoğlu also set out to examine whether there were any differences in the way teachers perceived controversial issues (CI) based on their age, gender, level of education, country of studies and years of teaching experience. A significant difference between the groups was found based on their sex and country of education: those teachers who completed their studies in the UK had more positive attitudes towards teaching sensitive issues than Greek or Cypriot university graduates and overall, female teachers had more positive attitudes than their male counterparts. Although the results were not significantly different, it is worth noting that based on the results, younger teachers, with fewer years of experience, seemed to have a more positive attitude to the incorporation of gay/lesbian issues.

Yakovchuk (2004) intended to find out how 22 qualified English teachers doing an MA in ELT in the UK perceived the incorporation of global issues in the EFL class. The

participating teachers came from 14 different countries, and they had different levels of teaching experience. Most of her respondents (82%) felt that it was important to incorporate global issues in their lessons. They indicated that the successful inclusion of these topics mostly depends though on the students' characteristics and interests, the availability of materials, and teacher knowledge.

Gürsoy and Saglam's study (2011) focused on teacher trainees' attitude towards the treatment of environmental issues at EFL lessons. They conducted a questionnaire study among 224 third year ELT teacher trainees at a Turkish university, which indicated mildly positive attitudes towards the use of environmental topics. Although most of the participants (98%) reported that it was the responsibility of every teacher to include environmental topics in their lessons, only roughly half of the participants (53%) felt that they had sufficient knowledge to teach these issues. It is also interesting to note that the majority of the trainees (87.5%) stated that environmental education is among the English teachers' responsibilities, and they would like to "associate foreign language education with environmental education" (p. 50).

Macfarlane (2015) aimed to investigate teachers' perception of the pedagogical value of controversial and taboo topics by interviewing three experienced and three novice EFL teachers. The participants agreed that the discussion of such sensitive topics has "some pedagogical relevance" (p. 13). The positive comments included a "higher level of engagement from the learners" and the potential of these issues to "widen the learners' understanding of the attitudes and values the target culture has" (p. 13). The roles teachers assumed had a huge impact on how they viewed the incorporation of CI: those teachers whose main purpose was teaching the language frowned upon the possibility of including CI or taboo topics in classes; however, those teachers who regarded themselves as "social facilitators" (p. 13) were more welcoming of the idea of their incorporation for cultural enrichment. From the interviews, it became apparent that only few of the participants had previously introduced CI during their lessons, but they would do so, and they thought that their institution and colleagues would support them. Nevertheless, the trainee teachers were less confident about the potential support and they did not believe in their abilities to deal with these issues.

In a pilot study into teachers' attitudes towards teaching controversial issues, Divéki (2018) investigated 35 Hungarian EFL teachers' attitudes using a questionnaire. Based on

the results, it seems that the participants' attitudes were predominantly positive: Most teachers feel that it is important to talk about these issues and their reasons mirror the literature on the topic. We can say that based on their age and teaching experience, their attitudes differ in some topics, but there are no significant differences in most cases. Considering the topic choice, teachers are more likely to bring CI into class if they think that their students would be interested in them, if the teachers themselves are interested in them, if they feel prepared in the topic, and if they think that they would be able to cope with potential conflicts. It is also safe to say that they deal with a wide range of issues, including global, local, intercultural and controversial issues as well. The highest scoring controversial issues, the ones that teachers are likely to include, do not have a sensitive dimension, however, the ones that teachers tend to omit are those that might affect the students on a personal level. The topics that most teachers consider taboo for class discussion include politics, religion, and sex, i.e., the general PARSNIPS topics in Divéki's (2018) study.

Although the above-mentioned studies were carried out in very different contexts among teachers with different levels of teaching experience, it is possible to identify some recurring problems that can contribute to a rather negative perception of teaching controversial global issues. Some common obstacles include *teacher knowledge about the issues* (Divéki, 2018; Gürsoy & Saglam, 2011; Yakovchuk, 2004; Yoshihara, 2013) and *teachers' pedagogical skills to deal with them* (Divéki, 2018; Evripidou & Çavuşoglu, 2014; Gürsoy & Saglam, 2011; Macfarlane, 2015; Yoshihara, 2013), the *fear of unexpected situations* during the lessons (Divéki, 2018; Evripidou & Çavuşoglu, 2014; Yoshihara, 2011) and *the lack of materials* (Yakovchuk, 2004; Yoshihara, 2013). Other factors that seem to influence teachers' decision of incorporating global topics into the classroom include their *students' interests* (Divéki, 2018; Macfarlane, 2015), the coursebook (Evripidou & Çavuşoglu, 2014) and support from their colleagues and the parents (Evripidou & Çavuşoglu, 2014; Macfarlane, 2015).

2.2.2 Students' Attitudes towards Dealing with Controversial Global Issues in the EFL Class

In what follows, I intend to give an overview of some studies on students' attitudes towards various controversial global issues to show how they view them in general. The studies were selected from different countries, including Argentina (Gimenez et al., 2011), Brazil

(Hillyard, 2008), Turkey (Bayraktar Balkir, 2021; Tekin, 2011), Bulgaria (Tarasheva, 2008), and Australia (Nelson, 2008) with mainly adult university students as participants.

Gimenez and her colleagues (2011) examined nine Brazilian university students' views on a course they enrolled in, which was a 30-hour advanced level course dealing with issues like globalisation, identity, diversity, and poverty. To understand the students' attitudes towards these topics, the teacher-researchers asked them to write a reflective diary, fill in a self-evaluation form and finally, they had a full class discussion evaluating the course. Apart from some negative comments from the beginning of the course, the reported attitudes were mainly positive. In the beginning, some students expressed negativity because they "felt threatened" (p. 55) by the group and they felt "forced to take a stand" and "express a point of view [they were] not ready to express" (p. 55). However, most of the comments were positive and the students voiced that the course had contributed to their linguistic and personal development as well. They appreciated the fact that the focus of the course was not on dealing with distinctive grammar points, but on discussing complex real-life issues. Students also reported that they learned "to respect other people's points of view" (p. 57), learned to value diversity (p. 57), managed to "[get] rid of preconceived ideas" (p. 57), developed their analytical skills and they became motivated to read more about the issues presented in class.

In Argentina, Hillyard (2008) examined students' attitudes to a similar course to the previous one. It was a post-proficiency course for undergraduates in a private Argentine institution, centred around collaborative tasks dealing with several global issues, i.e., discrimination, stereotypes, racism, human rights, globalisation, the impact of the media, poverty, and sustainability. By interviewing the five participating students, she found that the students had mainly positive attitudes towards the course as they felt that it had improved "their development processes not only as language learners but also as positive young people who wanted to contribute to a better world." (p. 13) They also reported that the course raised their awareness of "their responsibilities as citizens" (p. 13), they started to watch the news to become more up to date about current events and they learned more about the presented issues.

Tarasheva (2008) carried out research in a Bulgarian state university in a B2+ level course as she wanted to see whether integrating citizenship education into an EFL course can increase student motivation and improve their language proficiency. In the course, the

students had to analyse media texts and talk about current controversial issues. From a language learning point of view, the course was evaluated as very successful. The students found all the course components profitable, and they expressed great satisfaction with the fact that the topics related to real-life events. They also learned how to “deal with conflicts in non-violent ways” (p. 11), about the ways people and events are represented in a media in different manners and they learned about different social roles, which may have contributed to their becoming better citizens.

Bayraktar Balkir’s (2021) interview study investigated Turkish students’ perceptions of incorporating global issues into a course in a university preparatory-year programme. The participants had generally positive attitudes towards the course in which they dealt with issues of global significance, and they acknowledged that it contributed to broadening their horizons and increasing their cross-cultural awareness and understanding while also developing their overall language proficiency. The students in the study found that their teachers had sufficient knowledge about these topics, however, they expressed their concerns about the fact that their teachers did “not feel free to express their opinions” (p. 125). All in all, the students were satisfied with the course and even suggested further global topics they would like to deal with, such as gender equality, homophobia, and education systems in different countries.

Turkish students’ attitudes and reactions towards the class discussion of two taboo topics (homosexuality and adultery) in Turkish society were examined by Tekin (2011). He surveyed 121 students, taking part in an English language teacher preparatory programme, with two questionnaires, asking about their general attitude towards the two chosen issues and their opinion about the in-class discussion of these topics. What he found was that two-thirds of the students did not have a negative opinion towards the discussion of these presumably unspeakable topics. Quite the opposite, the participating students welcomed the inclusion of these hot topics, they claimed that they were interested in them, and they would also like to have such issues in their coursebooks.

Other researchers were also interested in students’ attitudes towards the discussion of LGBTQ+ issues in class. Nelson (2015) conducted semi-structured interviews with nine adult ESL learners, all international students studying in Australia, to understand their views on LGBTQ+ content in their lessons. Some of the students reported that these issues raised their interest, stimulated their “intellectual curiosity” (p. 8) and they appreciated that

they learned about something they did not know too much about beforehand. Several students claimed that learning about LGBTQ+ matters had led them to more meaningful and engaging conversations in the target language not only in class but also outside, in the real world. They also realised that to address this issue properly, they needed to learn to use “respectful and non-discriminatory language” p. 9), which, consequently, had an impact on their language learning.

The students participating in the above-listed studies expressed mainly positive views on the incorporation of controversial issues in their EFL lessons. Moreover, they also disclosed in what ways the in-class treatment of such issues contributed to their development (as global citizens). Several students mentioned how they developed their *knowledge and understanding* of the issues, they became knowledgeable about previously not mentioned topics and they even wanted to learn more about them (Bayraktar Balkir, 2021; Gimenez & al., 2011; Hillyard, 2008; Nelson, 2015; Tekin, 2011). The students and their teachers also pointed out that by discussing controversial issues, the students effectively developed their *skills*, mostly their critical thinking skills (Gimenez et al., 2008; Tarasheva, 2008), their argumentation (Gimenez et al., 2008), their respect for others (Gimenez & al., 2008; Nelson, 2015), and their ability to cooperate with others (Hillyard, 2008; Tarasheva, 2008). Finally, students also realised that they developed their *values and attitudes*; they cultivated their sense of identity (Hillyard, 2008; Tarasheva, 2008), became more committed to social justice (Nelson, 2015), learned to value and respect diversity (Gimenez et al., 2011; Nelson, 2015) and they started to believe that they can contribute to a better world (Hillyard, 2008). As it can be seen from these examples, not only do the students welcome the discussion of controversial global content in their EFL lessons, but they also realise its educational potentials and they feel that they get something more (i.e., skills and attitudes) from these discussions than from a simple language lesson.

As it became apparent from the previous section (2.2.1), teachers tend to have mixed feelings when it comes to choosing potentially risky controversial content for in-class discussions. Although some teachers seem to be enthusiastic about treating these topics in class (Divéki, 2018; Evripidou & Çavuşoglu, 2014; Gürsoy & Saglam, 2011; Yakovchuk, 2004), others voice their fears and seem to have negative attitudes towards controversial issues, which often results in avoiding them in class (Macfarlane, 2015; Yoshihara, 2013). Many students from the above-presented studies, however, give the impression of viewing these complex real-life topics more positively. As students appear to be open and

welcoming of the discussion of controversial issues and the pedagogical affordances of their inclusion have also been emphasised and promoted, some questions arise: Why do teachers, the educational gatekeepers who decide on the course content, fear the discussion of controversial topics in the EFL class? How often do the teachers' negative attitudes towards the discussion of certain topics contribute to their omission from the course? How could they overcome these fears to provide their students with more learning opportunities?

There are two conclusions to be drawn from the apparent student-teacher disconnect on this matter. First, teachers might feel a bit more confident about the inclusion of sensitive material, were they to know that students do like dealing with controversial issues in class. Familiarizing them with the results of the presented studies could be the first step, but alternatively, it may be beneficial to do some research in different contexts as well, to get a more detailed picture of students' attitudes. Second, asking students whether they are interested in certain controversial issues and dealing only with those issues in class might also be a reasonable idea. As Cates (2002) points out, teachers can rise to this challenge by creating student-centred classes, where student interest is taken into consideration, students are active participants in their learning and teachers only act as facilitators.

2.2.3 Teachers' Views on Global Citizenship Education in the EFL class

Empirical studies show that *teacher agency* has an important role to play in the implementation of GCE in schools and that teachers' views and beliefs profoundly impact GCE outcomes both in contexts where GCED is prioritized by policymakers and in contexts where GCED is not even included in the National Core Curriculum (Goren & Yemini 2017). Moreover, by looking at the previous studies, it seems apparent that in some contexts, teachers' attitudes towards teaching controversy can hinder the implementation of GCED, therefore, it is also important to examine what teachers mean by global citizenship education to understand what else they would need to be able to successfully implement the global perspective in their lessons. In what follows, a brief overview of such empirical studies from several teaching contexts in different parts of the world is given, citing examples of what views teachers hold on global education in Slovenia (Skinner, 2012), Canada (Guo, 2014), Israel (Goren & Yemini, 2017), Turkey (Başarir, 2017) and Hungary (Divéki, 2020).

In Slovenia, Skinner (2012) conducted semi-structured interviews with teachers and headteachers in two secondary schools to enquire into their perceptions of global education. What she found was that although GCED is not explicitly included in the curriculum in

Slovenia, teachers had a reasonable understanding of the premises of global education, and they also had a positive attitude towards bringing the global perspective to their subjects. They also felt that including the global dimension in class was done “intuitively and was part of being a good teacher.” As one of them put it, “being a teacher is trying to teach them to be responsible grown-ups sooner or later, not just to teach them maths or whatever your subject is” (p. 48). Many teachers equated global education with 21st-century quality education. Apart from the transformative nature of GCED, they also praised it for its social justice dimension and its “active and critically reflective approaches” (p.48). Although most teachers spoke highly of the concept of global education, they also highlighted that it is often difficult to deal with global issues and involve students in active learning “due to time constraints and the quantity of curriculum material to cover” (p. 59). They also noted that “the school system is creating pupils who can reproduce a lot of knowledge but without the skills to know how to apply [it] and make it relevant to everyday life”, and they felt that GCED can be a tool for bridging that “theoretical-practical gap” (p. 68).

In her case study, Guo (2014) attempted to gain a deeper understanding of 45 Canadian pre-service teachers’ views on GCED during an Educating for Global Citizenship course that she taught. She found that although the candidates recognized the significance and their responsibility in nurturing global citizens, they “reported limited understanding of and experiences with global citizenship education” (p. 8). The participants also indicated that although they had encountered “teachable moments” (p. 8) connected to themes of GCE, they could not fully exploit these moments given their lack of ability and proper training to do so. However, during the course, they “gained new understandings of global citizenship education” (p. 10) and by the end of the course, all teacher candidates had reported that “they could incorporate GCE topics in teaching practices” (p. 11) no matter what their subject matter was. Among the benefits of GCED, they mentioned its “allowance of creativity and deviation from a typical curriculum” (p. 11) and also its ability to serve as “an impetus to become knowledgeable in global issues and current affairs and getting creative with the given curriculum” (p. 12). Finally, they also voiced their needs related to implementing GCED: they felt that they would need more practice-oriented professional development courses and more resources to successfully incorporate the global dimension.

In Israel, Goren and Yemini (2017) interviewed 15 teachers teaching in secular Jewish schools in Tel Aviv about their perceptions of GCE. As there is no mention of GCE in formal curricula, teachers agreed that “their own motivation and perceptions of their

roles played a key part in the extent to which they introduced GCE-related contents in their classrooms” (p. 18). All the participating teachers saw themselves as “agents of GCE” and all of them believed that it is their responsibility to prepare students “to function in a global society” (p. 18). They also noted that while they felt committed to GCED, they were “highly sceptical that all teachers would be inclined to incorporate it”, especially in schools lacking resources (p. 18). One participant pointed out that in the end, “it all depends on the teacher. I think global citizenship is important, so I bring it into my classroom (p. 18).” Goren and Yemini claim that teacher agency can become problematic “if the curriculum does not actively include global citizenship and its themes [and] the extent of GCE introduced into the classroom depends on teachers themselves” (p. 18). According to them, these findings strongly suggest that GCE should be addressed in teacher education to raise trainees’ awareness and develop their pedagogical skills to deal with controversial issues; and a proper policy in this regard should also be created in Israel.

Başarir (2017) aimed to explore the perceptions of 13 English instructors teaching at Turkish universities regarding the integration of GCE into ELT courses. Three of the participating instructors stated that they felt they had no role in preparing students to become global citizens; however, 10 of them said that they had a responsibility to either act as an informer ($n = 6$) or as a role model ($n = 4$) for their students. But only five participating teachers claimed that they deliberately incorporated the global dimension in their lessons, by setting up discussions about global issues, reading about global issues and reflecting global citizenship in their own behaviour. The rest of the participants stated that GCE was “irrelevant” in English lessons (p. 417). All the participants claimed that the “current ELT curriculum they were following did not educate students as global citizens” (p. 418). As Başarir (2017) concludes, the results clearly show “the lack of knowledge of the participants about the topic” and that teachers who are “unaware of their role and responsibilities in the development of global citizenship in their students reflect their ideas into their classroom practices” (p. 420). Finally, she states that it would be useful to organise in-service training on the incorporation of GCE to effectively help teachers nurture global citizens.

In the Hungarian context, Divéki (2020) conducted a pilot study on four university EFL teacher trainers’ views on global competence development. Based on the findings, it seems that EFL teacher trainers have a “reasonable understanding of global competence” (p. 105), especially the skills and attitudes students need to become global citizens, but they

are not entirely sure about what the knowledge component entails. The participants unanimously agreed that global competence development is important and that they have an essential role in developing their students' global competence as educators in an EFL teacher training programme. Their most important task, in their view, is to bring into the classroom global content to encourage their students to think, formulate and express their opinion. In addition, they also believe that they need to act as role models of global citizens to nurture the future generation of global citizens.

Even though most of the above-mentioned studies were based on qualitative data collected from small samples of participants and were carried out in very different contexts among teachers with different levels of teaching experience, it is possible to identify some recurring themes. In most cases, the findings suggest that if teachers understand the main premises of global education, they tend to find it important. It seems that whether the global dimension is explicitly included in the main curriculum or not does not necessarily influence teachers' perception of the importance of GCE (Goren & Yemini, 2017). The perceived benefits of GCE include learning about global issues and being able to use learner-centred methodologies (Divéki, 2020; Guo, 2014; Skinner, 2012). However, many participating teachers in these studies expressed their concerns about their *insufficient training* to deal with these issues in class, their *lack of knowledge about global issues*, the *lack of support from educational stakeholders*, the *student's lack of interest* in these issues and *time constraints* (Başarir, 2017; Guo, 2014; Skinner, 2012). Whether teachers incorporate the global perspective or not, mostly depends on teacher agency, for it is the teachers who effectively act as educational gatekeepers, just as Thornton (1991) put it. Initial teacher training seems to play a significant role in this decision making, as trainees who have received training in dealing with global issues tend to have a better understanding of the global dimension and feel more confident about incorporating GCE themes in their lessons (Guo, 2014).

2.2.4 Good Practices of the Incorporation of the Global Perspective into the EFL Class

In the following section, I intend to showcase some good practices of how EFL teachers intended to nurture global citizens in class, using international examples. First, examples using audio-visual materials to develop aspects of global citizenship are presented, through studies from Hong Kong (Ho, 2020), Argentina (Cossu & Brun, 2020) and France (Ritch, 2020). Second, examples of the incorporation of literary texts to the same end are presented from classrooms in Germany (Burwitz-Melzer, 2001; Merse, 2015) and Thailand (Valente,

2004). Third, good practices of using speaking activities to promote global citizenship are shown from Brazil (Gimenez et al., 2011), England (Solomon, 2020) and Saudi Arabia (Alghamdi, 2020). The final section presents experiential learning activities through projects from Greece (Vlachopoulou, 2020) and joint projects involving Hungary and Turkey (Kaçar & Fekete, 2021) and Hungary, Bulgaria, Italy, and Turkey (Lázár, 2015). Even though the list is not exhaustive and there are certainly more studies presenting great ideas for the EFL classroom, the following section is intended to give an overview of great initiatives and serve as inspiration to teachers or teacher trainers who are thinking of incorporating the global perspective in their lessons.

2.2.4.1 Good Practices: Developing Students' Global Competence through Audio-Visual Materials. As argued above, thought-provoking videos can be used to trigger discussions about even controversial global issues in the classroom. In his article *Queering CLIL: a Critical Sexual Literacy Curriculum for the Hong Kong Context*, Ho (2020) presented his findings of an action research study conducted with 20 university students in a voluntary English class. For having a grasp of the students' initial knowledge of and attitude to LGBTQ people, he asked them to fill in a questionnaire and write down their response to a music video showing a same-sex couple struggling to come to terms with the discrimination against them. The curriculum contained five lessons on the following themes: gender and sexual identities, intersex and transgender people, sexism, and feminism, heterosexism, and making a better world for all. In three of the sessions, he used videos to make the students think and reflect on what they had seen, including documentaries, music videos and TED talks, and the discussions after these videos encouraged students to use their lower-order and higher-order thinking skills as well. During these sessions, the students were “in active dialogic engagement with written texts, videos, the teacher, fellow classmates and guest speakers” alike as they were engaged in group discussions, sharing sessions and even role-plays. The students reported mixed feelings about the lessons, as not all of them were comfortable with addressing gender and sexuality issues in the classroom, nevertheless, they were satisfied with what they had learnt from the course (e.g., using gender-inclusive language).

In the Argentine context, Cossu & Brun (2020) dealt with comprehensive sexual education topics in an initial teacher education programme. In their article, *Comprehensive Sexuality Education with future teachers of English: an opportunity for social change through the exploration of gender stereotypes*, they reported on a class project they did with

10 first-year students both in synchronous and asynchronous ways. The main topic of these sessions was gender stereotypes and societal expectations in stories for children. To start the session, the teacher asked the students to brainstorm some popular stories for children and list the heroes and heroines from these stories. Then, to introduce the topic of gender stereotypes, the students had to think of adjectives that best describe these characters. Afterwards, they watched a short video called *How it should have ended: Little Red Riding Hood*, showing an empowered heroine who outwitted the wolf. Based on the video, they had to make comparisons between the original version and the new version, thus involving them in language work on linkers. More visual elements were used in the follow-up activities, for example, a screenshot from *Sleeping Beauty* in which the prince is kissing the sleeping heroine, which the teachers used to introduce the topic of consent and to trigger a discussion about proximity. Afterwards, the students needed to design memes to challenge the stereotypes in *Sleeping Beauty* and finally, they had to create their stereotype-free versions of the classic story. Based on the questionnaires concluding the project, the students enjoyed the classes and claimed that the content made the lessons motivating and meaningful.

In her article *Teaching Sustainability: Our responsibility as teachers when teaching English through Environmental Days*, Ritch (2020) reported on the use of several videos (such as a video clip and a short film) to teach about sustainability amid the COVID-19 pandemic. In one of the lessons she presented, she attempted to talk to her students about Earth Hour, but they did not welcome such a conversation when they were preoccupied with the lockdown triggered by the virus. Subsequently, Ritch sent a video clip to the students to watch before the next lesson (*Man vs Earth* by Prince EA) and then, they were willing to talk about the issues raised in the clip, such as cutting down trees and educating students about real crime stories. In the other lesson she presented, she used a video with her teenage students she was not quite fond of because of its sensationalist nature, called *A Letter from the Pandemic #ExtinctionEndsHere*. Even though the students did not like the video particularly either, it triggered a loud response from them and made them express their opinions about what French citizens “should do and should have already done to stop future pandemics from happening” (p. 129). Their final task was to compose a letter in response to the virus (which was speaking in the video) or to President Macron. The students appreciated the task as they felt important and felt that they had acted in a real context.

These examples suggest that audio-visual materials can be successfully used to introduce global issues. Based on these studies, the video or the image must be well-selected, suitable for the learners and motivating. As it became apparent from Ritch's article (2020), the success of the lesson does not depend on whether the students like the video or not; it is more important for the material to be thought-provoking and engaging so that it triggers discussions. Moreover, as it was proposed in Ho's study (2020), follow-up activities that make students use their higher-order thinking skills and engage them in discussions can contribute to the success of the lesson.

2.2.4.2 Good Practices: Developing Students' Global Competence through Literary Texts. According to Ellis (2004), students' reading development is also part of their global development, as to become "active and informed citizens", they need to read (e.g., to follow the news). Based on Ellis' claims, Valente (2004) also attempted to raise his students' global awareness through extensive reading, using an integrated approach. His group of 14 Thai secondary school students were reluctant to read outside of class at the beginning of the project and they lacked the motivation to learn English using their coursebook. Then, throughout the year, he attempted to include key aspects of global awareness in the syllabus (e.g., global citizenship, international view, intercultural dialogue), and he used texts from contemporary teenage novels revolving around challenging topics like equality and diversity. As initially, the students were reluctant to read, he supplemented the texts with a wide range of "teen-relevant media as scaffolds" (p. 17), such as DVD versions of books, teen blogs, web-quests, and social networking sites. By adopting such a learner- and reader-centred, interactive approach, he could make the students discuss their personal experiences and react to difficult issues.

Focusing on the concept of otherness, Burwitz-Melzer (2001) conducted research using a short story involving twenty-four German students and one non-German student. The chosen text introduces a family of Mexican migrant workers, who are illegally moving from one harvest site to another in the United States, from the perspective of a young boy, a non-native speaker of English rejected by other children. Activities included a creative writing activity in which the students wrote the last scene of the story in the form of a dialogue. Three scenes were included in the study which show that the students were concerned about the boy's situation, feelings, and future as well. It is also clearly reflected in the extracts that they understood the main conflicts: the tension between education and work, the migration problem, and the language barrier.

Focusing on another aspect of otherness, Merse (2015) posits that literary texts can also be used to “transport discourses of sexuality into the classroom” (p. 17). This seems to be timely, as together with other scholars (Gray, 2001; Seburn, 2018; Thornbury, 1991), he found that “the selection of literature for ELT classrooms follows heteronormative standards” and despite the increasing literary diversity, ELT still “privileg[es] literary texts that foreground heterosexuality and heteronormative genders”, widely overlooking sexual minorities (p. 17). As an example of dealing with LGBTQ issues in class, he presents a teaching unit he did in a university setting in Germany. He asked students to create an online blog about a literary text of their choice, fill the blog with their reflections on the piece and then present it in class. As the students were free to choose their text, they included texts revolving around different issues, e.g., homosexuality. One group chose the short story *Brokeback Mountain* by Annie Proulx, which, according to the author’s observations, led to an engaging debate in class about sexual identities, sexual norms and reading LGBTQ literature in the ELT classroom. This shows that it is possible to engage students with discussions about topics that some students are already interested in using literary texts.

As it can be seen from the above examples, various controversial global topics can be addressed in class using literary texts. The success of such lessons usually depends on the selection of the right text and the students’ engagement with it. To engage students, it seems to be essential to deal with the text through learner-centred, interactive approaches and concentrate on what personal experiences they bring into the learning process, how they react to the characters’ feelings and the issues they face in these imaginary worlds.

2.2.4.3 Good Practices: Developing Students’ Global Competence through Speaking Activities. The *Open Spaces for Dialogue and Enquiry* (OSDE) methodology is a participatory approach with the aim of creating a safe space for enquiry that encourages learners to develop their critical thinking. In Brazil, Gimenez et al. (2011) designed a 30-hour course using the open-space methodology to introduce global issues to their nine advanced-level students. Given that the course aimed to develop students’ critical literacy and independent thinking, the focus of the questions in the lessons was on “assumptions, knowledge production, power, representation and implications” (p. 52). During the whole course, activities encouraging learners to share their views freely were used, such as *find someone who* activities, in which they had to look for somebody who had a specific experience (e.g., someone who has travelled abroad, someone who was wearing something

made in another country); *gallery walk* activities, in which they had to express their thoughts about quotes on the wall, *small group activities* in which they had to share their findings on an aspect of globalisation. In the identity and difference sessions, they were encouraged to *discuss open-space reflective questions* on immigration (causes, consequences, prejudices, implications). They were also asked to perform a *role play* pretending to be a committee member who selects people to be admitted to Brazil as immigrants. In the sessions revolving around the topic of poverty, after watching a scene from a film, they needed to answer open-space questions in connection with the possible links between their lifestyles and issues such as poverty, war, and diseases. As it was mentioned in Section 2.2.2, the students had an overall positive attitude towards the course. They also commented that the course managed to create a safe space, bonds developed between the participants, therefore, the discussions went smoothly; however, according to the authors, this social cohesion might have prevented the participants from encountering new perspectives and challenges to their views.

Solomon (2020) designed a mini course, called *Be The Change*, for intermediate to advanced learners which she offered for free to people on Facebook, based on another participatory approach, *Reflect ESOL* (English to Speakers of Other Languages). This approach is based on Paulo Freire's participatory learning and its main phases for learning include *making meaning*, *going deeper* and *broadening out*. This is a learner-centred methodology, which provides the learners with visual and kinaesthetic tools for thinking (Ruas, 2017). Solomon started the course by introducing the students to the concept of democratic education and also by negotiating the group rules for participation. Then, to decide on the topics for the course, they were asked to work in groups, in which they were free to choose the roles they would like to take (e.g., facilitator, scribe, spokesperson). In one of the groups, they chose the topic of food, and they dealt with the global aspects of the topic, such as food packaging, food waste, different food in different countries and different diets. To delve deeper into the issue, a *Pecha Kucha* (a Japanese presentation technique where presenters prepare 20 slides and can only talk about a slide for 20 seconds) was used, "to encourage speaking quickly without thinking too much about words" (p. 125). During the course, several collaborative applications which facilitate thinking were used, such as *Jamboard*, *Padlet*, and *Mentimeter*. The fact that the students were actively involved in the decision-making process in the lesson also contributed to their feeling part of the community and their engagement in the classes. As Solomon (2020) puts it, the

students' take-away was that "together we can collaborate on beautiful projects, debate interesting topics and create the change we seek to make more effectively when we work together" (p. 126).

Alghamdi (2020) wrote about empowering Saudi women by using visible thinking routines. The context of Saudi Arabia is interesting, as after years of systematic discrimination against women, recently the Saudi Deputy Crown Prince, Mohammed bin Salman launched new initiatives to change the education curriculum and increase women's participation in the male-dominated workforce. In such a climate, women still feel "shy and anxious when working with male counterparts" (p. 92) and reluctant to express their views on different matters. Alghamdi (2020) claimed that girls' education should be about boosting their self-confidence and preparing them to face the new challenges of working in a mixed environment. Therefore, English conversation classes should include discussions about global issues, such as women's rights. The author reported on an occasion when she trained over 300 female teachers about using new strategies which encourage students to think and take a stand on different topics, including *Visual Thinking Routines*, such as the *Chalk Talk Routine* (silent conversation on paper), or the *See-Think-Wonder Routine* (discussion initiated by an engaging material, e.g., a video, an image, a painting, which enables students to ask questions that lead to further enquiry). As a simple thinking routine, she also proposed asking the question *What makes you say that?* which encourages learners to identify what lies behind their thinking. Based on Alghamdi's observations, the thinking routines proved to be beneficial and successful, deep learning happened in the classes and the students felt that they were empowered and were given a voice.

The above examples show that many activity types can enable students to express their thoughts on issues of global significance. As the last two examples show, to engage the students in speaking activities, it is worth asking them to organise their thoughts using graphic organisers or visual thinking tools, as these visual prompts may make students feel more confident to express their thoughts about global issues in follow-up activities. Also, by creating a safe space and a community of enquiry using participatory techniques such as the *OSDE Methodology* or the *ESOL Reflect approach*, the students will become active participants in their learning process and will become more likely to develop as global citizens.

2.2.4.4 Good Practices: Developing Students' Global Competence through Experiential Learning Activities. In her article, *Human rights education: education of the heart*, Vlachopoulou (2020) recounts several ways she involved her 5-6th graders in service-learning activities in Greece. During the refugee crisis, she participated in a *Teachers4Europe* programme with her students entitled *Human Rights-Refugee Rights-Solidarity*. During the project, the children learnt through playing, dealt with videos on human rights, and created digital posters. They also played an online game developed by United Nations High Commissioner for Refugees (UNHCR), in which they had to put themselves into the shoes of a refugee and accompany him on his route from his home country to the asylum. To synthesise and put into practice what they learnt, they were asked to create a *Padlet* with advice to European countries regarding the refugee crisis. In another project on rights in the online sphere and hate speech, the students watched videos about human rights online, did activities about them (from the book *Bookmarks* published by the Council of Europe, 2020) and created posters about internet safety and online hate speech. To link the classroom to the real world and show the usefulness of what they do in class, Vlachopoulou (2020) displayed the students' work in an end-of-school event that was open to the community, so the students could use what they learnt in class to inform citizens about the topic they had been working on. The students were visibly engaged in these projects and learnt a lot about global issues.

Virtual exchange projects are seen as essential parts of international education, as they are student-centred, develop students' cooperation and communication skills with speakers of other languages and they can promote intercultural competence (Dooly, 2017). Another affordance of such projects is that while study abroad programmes and exchange trips are not always available to students due to financial reasons, such telecollaboration projects may fill the gap by "provid[ing] something of the 'in-country' experience" (Lázár, 2015, p. 208). Kaçar and Fekete (2021) investigated the ways a virtual exchange project between Hungarian and Turkish university students can develop learners' techno-pedagogical knowledge and intercultural competence. They involved 28 Turkish and 18 Hungarian pre-service EFL teachers in their joint technology-inclusive methodology course. In the first phase, they paired the students and assigned them activities to get to know each other better. In the second phase, the students had to design a 20-minute-long task-based ICT-inclusive EFL classroom activity for B1 learners on cultural issues, using a lesson plan template; then, they had to upload their lesson plans into a Google Drive

folder, where the other students commented on their work. In the same phase, all the participants took part in two ninety-minute-long Zoom facilitated workshops about intercultural communication and digital cooperation. In the third phase of the project, the students had to compile their portfolios, including their lesson plans and reflections. The participants found that the collaborative knowledge construction and the virtual community of practice they participated in developed their critical thinking and reflective skills and “equipped them with the characteristics of 21st century teachers” (p. 450). Even though the COVID-19 pandemic prevented them from engaging in the experiential learning opportunity of implementing the lesson plans created in class, the teacher trainees expressed their satisfaction with the project: they felt that the workshops contributed to raising their intercultural sensitivity; however, they would have preferred to communicate more with their project partners, the students from the other university.

Lázár’s study (2015) also highlights that international web collaboration projects can be regarded as useful (and cost-efficient) tools for students’ intercultural competence development. The project she reported on involved four groups of students, 78 learners all in all from four countries (Bulgaria, Hungary, Italy, and Turkey). The learners had one lesson a week to work on the project at school, with the help of their local teachers and they were also grouped into four international classes of roughly 20 students guided by one of the four participating teachers. The teaching materials, including texts, pictures, videos, and tasks were all uploaded to *Moodle*, and the students also used this platform to contribute to forum discussions, wikis, and upload their journals and assignments. The students had to work in small mixed nationality groups and deal with various topics, such as presenting their hometown, discussing their typical meals and table manners in their countries, selecting, and presenting popular songs from their countries and writing a newsletter for students participating in similar projects. At the beginning of the project, the students’ knowledge about their own and other cultures “seemed fairly superficial” (p. 212); for instance, in the activity where they needed to present their hometowns, some students refrained from expressing their thoughts and some expressed ethnocentric views and cultural superiority. The students needed time and more guidance, and eventually, more than two months into the project, “the first real interaction appeared in a forum” (p. 215), which the teachers identified as the sign of developing skills of discovery and online interaction. Despite the initial difficulties, the students also realized that they were learning from working with other students and the project was useful for them, and they participated

in further activities with more involvement. The project enabled the learners to learn more about their own culture and they learned about what roles an individual's cultural background may play in forming their values, beliefs, and behaviours. The participating teachers concluded that "giving learners the possibility to meet other learners living elsewhere in the world was a unique learning experience that developed the learners' skills of observation and discovery as well as their attitudes of openness and acceptance" (Lázár, 2015, p. 219).

Even though these projects are dissimilar in scope and design, some conclusions can be drawn from them. First, it seems feasible to include experiential learning activities in normal EFL classes, and students do not seem to mind that in such cases, the classes move beyond the physical boundaries of the classroom; quite conversely, these projects seem to engage them. Also, by participating in similar experiential learning activities, the participants can learn a lot about the world, broaden their horizons and learn to become more open-minded and respectful towards others. If the teacher adds a global dimension to these projects by choosing a topic of local, global, or intercultural significance, the students can try out what they have learnt in class in a meaningful, real, authentic context. By engaging in intercultural web collaboration or virtual exchange projects, they learn how to communicate with people from different cultural backgrounds, respect their differences and thus they become intercultural speakers and hopefully global citizens as well.

2.3 Rationale for the Dissertation

In the following sections, the rationale behind my dissertation is discussed. First, the present state of global citizenship education in the Hungarian secondary school context is explained (2.3.1), followed by an overview of the state of global citizenship education (GCED) in teacher education (2.3.2). Some implications are outlined and finally, at the end of the section, the research niche is established (2.3.3).

2.3.1 The State of GCED in Hungarian Secondary Schools

Even though the terms *Global Education* and *Global Citizenship Education* have become widespread among educational policymakers in Europe and worldwide too, in Hungary, educational experts tend to use the term *Education for Global Responsibility* (i.e., globális felelősségvállalásra nevelés) to denote the same ideas (Varga, 2020). In 2015, the Hungarian Government accepted the NEFE strategy (Nemzetközi Fejlesztési Együttműködési Stratégia - International Development Strategy) (Government of Hungary, 2015), which includes their commitment to the inclusion of Global Education on all levels

of the Hungarian educational system (HAND, 2016). In this document, they outline that there should be much emphasis put on the topic of global challenges in school curricula and to prepare the terrain for the integration of global education into formal education. Nevertheless, there seems to be “no accredited formal global educational curriculum in any level yet” (CONCORD, 2018, p. 72) but it is reported that the “work is ongoing regarding the integration of GE into the national curriculum at primary and secondary level” (p. 72). The latest NEFE Strategy (Government of Hungary, 2020), nonetheless, does not mention the notion of global education explicitly, but it expresses the country’s commitment to working towards the 17 Sustainable Development Goals, including Goal 4, quality education.

The 2012 Hungarian National Core Curriculum (NCC) already contained some aspects of the global perspective; the key development tasks included *Education for Environmental Awareness* and *Education for Active Citizenship and Democracy*, the core competences students had to acquire by the end of their studies included *Social and Civic Competences* and *Sense of Initiative and Entrepreneurship* (Government of Hungary, 2012). It is also important to note that intercultural skills constituted a part of the core competence *Communication in Foreign Languages* (Government of Hungary, 2012). Even though the CONCORD report stated that experts were working on incorporating the global perspective into the new National Core Curriculum, the results of this endeavour are barely visible. The 2020 NCC does not contain any key development tasks which should be incorporated into all subjects, and the number of core competencies was reduced from nine to seven, and it does not include *Social and Civic Competences* anymore. In the whole document, the word *democratic* only appears 16 times and only in connection with History. Conversely to previous NCCs, the 2020 NCC puts more emphasis on notions such as *national identity* and *national defence*, and such notions as *critical thinking*, *democratic participation*, *active citizenship*, and *individual responsibility* appear less markedly (Bálint et al., 2020). The word *global* appears 45 times, but mostly in relation to science subjects (e.g., Physics, Geography) or as a counterpoint to local patriotism and local identities in the case of History. Looking at the language learning sections of the National Core Curriculum, it becomes quite apparent that the *intercultural aspect* appears less markedly in the 2020 NCC than in the 2012 version: even though the intercultural dimension is present, the goals suggest that through the language, the students are expected to learn more about their own culture than other cultures. The global perspective does not seem to be incorporated into

the topics teachers should address in EFL classes either: even though the students are expected to deal with a number of broader topics, e.g., “current topics”, “the environment” or “intercultural and cultural topics”, the suggested sub-topics seem to be quite superficial and fail to examine issues from different perspectives (e.g., in connection with the environment, the students should deal with the topic of climate change and natural disasters, but are not expected to familiarise themselves with the topic of sustainability).

Although based on the key development tasks which appeared in earlier national core curricula, the school should be the place where students become active democratic citizens, the Hungarian school culture seems to be dominated by the misconception that politics should be banned from schools (Hunyadi & Wessenauer, 2016). This view became prevalent after the change of regime in 1989, following decades of political indoctrination in all spheres of society. Nowadays, people associate politics with party politics with all its negative overtones, so other aspects of politics got banned from schools as well and many teachers feel that they are not in a position to discuss public affairs and any controversial issues with their students (Bálint et al., 2020; Hunyadi & Wessenauer, 2016). As a result, students do not have the opportunity to discuss current public issues or social problems under the guidance of their teachers (Hunyadi & Wessenauer, 2016). The negative consequences of the taboo of politics are quite conspicuous: based on several studies, it seems that Hungarian students are apathetic and disillusioned with politics, which is manifested in their lack of interest and participation in public affairs (Bálint et al., 2020; Fekete, 2020; Gáti, 2010; Integrity Lab, 2016; Szabó & Kern, 2011). In 2018, only 69% of people entitled to vote cast their vote, and a quarter of the ones abstaining were under the age of 29, which clearly shows the passivity of the younger generation (Boros & Laki, 2018). The 2016 Hungarian Youth Empirical Research also corroborate the findings about students’ political apathy. Fekete (2020) examined the answers of more than 4000 youngsters aged 15-29 to map their global competences and found that they are not interested in social, public-life related or political issues and a vast majority of them are afraid of foreigners and immigrants. Apart from their disinterest, they also have grim prospects of their future, and not even does this dissatisfaction manifest in political action. The recent PISA study (OECD, 2020) on students’ global competence reinforces the fact that there is still much to achieve in the incorporation of the global dimension: Hungary scored low in examining issues of global, local, and intercultural significance, and significantly lower than the OECD average when it comes to students’ attitudes towards

immigrants and agency regarding global issues (e.g., taking action for collective well-being and sustainable development). However, other studies show that they want to make their voice heard, they want to talk about current issues, and they feel that their schools should have a role in preparing them to do so. Sixty percent of the participating students in the *Flash Eurobarometer* survey claimed that this dimension is missing from their education (Gáti, 2010). Adopting the global perspective could be a remedy to this situation, but first, it would be imperative to examine how Hungarian EFL teachers see their role in fostering the above-mentioned competences, what attitudes they have towards treating global issues in class and what happens effectively in the classrooms.

2.3.2 The State of GCED in EFL Teacher Training

As it was stated in the *Magna Charta Universitatum* (1988), the main aim of universities is to spread “knowledge among the younger generations” and also to “serve society as a whole” by investing in its “cultural, social and economic” future (para 1). Higher education also plays a key role in creating a more sustainable future (Mónus, 2020), as young people graduating from these institutions become intellectuals or even political, legal, or economic leaders of our society, who can more effectively affect change. As Mónus (2020) argues, the whole future of our society depends on what kind of education these graduates receive, whether they learn about the most important environmental and/or global issues humanity has to face and whether they will be motivated enough to look for responsible and sustainable solutions to solve these issues. Given the urgency to find solutions to environmental threats and social issues, it is worth focusing on and investing in *greening* universities (i.e., making campuses more sustainable and forming students’ green habits) and incorporating education for global responsibility in the curriculum, as they may contribute to a change of attitudes in university students in 3-5 years (Mónus, 2020). Even if there are some initiatives for incorporating sustainability-related topics into the curriculum and making universities more sustainable in Hungary, these endeavours are sporadic, and largely dependent on teachers’ beliefs and their own commitment to sustainability or global responsibility (Bourn et al., 2017; Mónus, 2020).

In a conference organized by the Hungarian Academy of Sciences and the Hungarian National Commission for UNESCO in 2018, educational experts convened to discuss sustainability in higher education. They also touched upon the role of teacher education in promoting sustainability and they agreed that it is of utmost importance to change teacher education in the following four aspects: (1) By *greening the content of*

higher education in every subject, the view that it is everyone's task to educate the younger generation about environmental and global matters could become more prevalent. Those topics that permit teachers to expand their subjects and link them to sustainability should be compiled into a list, and teacher trainees should learn how to bring the global and sustainable dimension into their classes. They also underline that these topics should be introduced through current local issues so that students see the relevance of talking about sustainability. (2) Training should be adjusted to the *changing pedagogical functions* of schools, and in future, the main emphasis should be placed on competence development instead of knowledge transfer. Teacher trainees should be prepared to be flexible, adaptive to changing circumstances and help diverse learning groups as facilitators. Moreover, they should be prepared to deal with interdisciplinary topics and involve their students in problem-based learning. (3) *New teacher roles* should be taken into account when reforming teacher training. Teacher knowledge in the 21st century is different from traditional teacher knowledge, and their role is also different in their students' learning. The teacher should not be the only source of knowledge, they should rather act as facilitators and help their students construct their own knowledge. Moreover, their content knowledge about sustainability-related issues should be developed, supplemented by knowledge (pedagogical content knowledge) about how to develop sustainability-related skills in their students. (4) Finally, teacher trainees' ability to *relate to students' changing attitudes* should be addressed in teacher education programmes. They should be prepared to hold interesting, interactive lessons which require students' active participation to engage their students. Teacher trainers should also prepare to teach trainees about different pedagogies and methodologies than before (Lányi & Kajner, 2018).

As argued in 2.3.1, it seems that the incorporation of the global perspective is yet to deliver successful results in secondary education, so it may be valuable to gain insight into what has already happened in tertiary education, most specifically in teacher training when it comes to integrating global issues. In 2012, Hain and Nguyen Luu set out to examine the presence of the global education approach in teacher training in Hungary. They interviewed university tutors teaching at Hungarian teacher training centres and also conducted a questionnaire study with 205 university students in these programs. Although most of the university students said that global education is present in their teacher training, only some of them claimed that they had dealt with current public affairs in their classes. They felt they were the most informed about the following topics: gender equality, climate

change, environmental awareness, conscious consumption and changing perspectives. By contrast, one of the university tutors stated that the global perspective is completely missing from the training and outcome requirements (Képzési és Kimeneti Követelmények – KKK in Hungarian) of teacher trainees and if something is not there, they do not attach any importance to it in the teacher training program. Another tutor claimed that “global education is not part of mainstream pedagogical thinking” (p. 21), which manifested in the fact that university students did not even know what they were talking about when they were asked about it.

Examining the training and outcome requirements of teacher training programmes may yield some interesting insights into what is supposed to happen in the programmes (even though some empirical studies would complement the picture about what is happening in reality). Looking at the training and outcome requirements of English as a foreign language teacher training, there are few references to trainees being required to have the capacity to nurture global citizens. Nevertheless, the intercultural aspect of teaching English is present in the requirements, as future English teachers need to “know English-speaking cultures, their similarities and differences, they are able to mediate between cultures and they can develop students’ intercultural competence” (EMMI, 2013, Angol nyelv és kultúra tanára section, para 5). English language teachers should also become critical thinkers, who can “critically review and interpret contemporary literary texts, and other forms of the target culture” (EMMI, 2013, Angol nyelv és kultúra tanára section, para 5). The requirements also contain a passage about trainees having to be “prepared for bringing issues from current public affairs, examples from the society they live in and from the students’ everyday life” into the teaching-learning process and “reflecting on them using the target language” (EMMI, 2013, Angol nyelv és kultúra tanára section, para 10). Consequently, some aspects of global competence development are already present in the training and outcome requirements, however, it would be worth having more explicit mentions of the importance of incorporating global responsibility and sustainability into the requirements, so that training programmes feel the need to adapt their courses to them.

In the English as a foreign language training context, research about the incorporation of the global perspective is scarce. Holló (2016) and Lázár (2013) carried out research about the incorporation of intercultural competence development into English teacher training programmes. Holló (2016) attempted to explore good practices, and tutors’

views about the intercultural component in an English teacher training programme at a university in Budapest, Hungary. The tutors in her study stressed the importance and relevance of the integrated teaching of interculturality in the programme, and they do deal with intercultural issues in their courses, but in most cases, not consciously and not in a planned manner. She concluded that there should be more effort put into integrating different aspects of interculturality into various courses, in an explicit, conscious manner. In a document analysis of the course content of teacher training programmes in Hungary, Lázár (2013) found that before 2006, 70% of all pre-service English teachers could graduate without learning anything about the role of interculturality in ELT, as it was hardly present in the courses they needed to take. However, she added that it was a welcome change that intercultural competence was added into many courses, constituting an essential part of compulsory lectures and final examinations by the 2012/13 academic year. In a similar vein, it would be beneficial to examine the available course catalogue to find out whether pre-service English teachers need to learn about issues of global and local importance and whether they learn how to bring such issues into the classroom and develop their students' global competence.

2.3.3 The Research Niche

The literature presented above points to some research gaps which the dissertation aims to fill. Firstly, although there are some studies on teachers' and students' attitudes towards global issues in the English as a foreign language (EFL) class (see in 2.2), most of them are based on either private language courses or university classes; unfortunately, not many can be found coming from the secondary school context. Therefore, this research project focuses on two contexts: from the secondary school context, secondary school EFL teachers and their students participated in my studies; and from the university-level EFL teaching training context, EFL tutors in teacher training and their students were the participants. The reason behind the choice of these two contexts is two-fold: On the one hand, it seemed expedient to examine how the global competence of students around the voting age in Hungary is developed. On the other hand, it was also relevant to explore the presence and possibilities of global education in EFL teacher training, in future EFL teachers' language, language pedagogy and methodology classes.

Secondly, the global dimension in ELT is understudied in Europe, most of the examples come from either the Middle East, the Far East or from South America. Thirdly, studies on global education in Hungary are virtually non-existent. The only two found were

conducted before 2012 but those did not enquire into the global dimension in ELT. Nonetheless, as noted above (in 2.3.1), it was very important to explore what happens in Hungarian EFL classrooms in connection with global issues, as global education could be a remedy to Hungarian students' apathy towards participation in public affairs and could also yield many more benefits.

3 Research Design and Methods

The following section first presents the research questions (RQ) and gives an overview of the research design. Then, a detailed description of the methods of data collection for each sub-study (the participants, the instruments used and the procedures) is given followed by the methods of data analysis. Finally, it outlines the limitations of the research project and some ethical considerations.

3.1 Research Questions

Based on the literature and the above presented research problem, the research project seeks to answer the following research questions:

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 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 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 aim of RQ 1 and its sub-questions was to explore Hungarian teachers' views on GCD in the ELT setting, as they are assumed to influence their decisions about the incorporation of the global dimension in their lessons (Goren & Yemini, 2017). The second RQ and its sub-questions were intended to gain insight into the ways in which Hungarian teachers develop the *knowledge* dimension of global competence in their students, meaning the ways in which they deal with global, local, and intercultural issues in the language lessons. I decided to focus on the knowledge dimension of global competence development (GCD) in the second set of RQs because empirical studies suggest (Evripidou & Çavuşoglu, 2011; Haynes, 2009; Yoshihara, 2013) that one of the main concerns of teachers about global competence development is not so much the work on attitudes and skills but discussing these rather sensitive and controversial issues in class and I intended to reveal whether that is the case with Hungarian teachers. Another reason for focusing on the knowledge dimension of GCD was the fact that teachers participating in some of the empirical studies presented in Section 2.2 (Basarir, 2017; Divéki, 2018; Gürsoy & Saglam, 2011; Yakovchuk, 2004; Yoshihara, 2013) claimed that they did not have the necessary *knowledge* to teach about global, local, and intercultural issues and it seemed like an interesting enquiry in the Hungarian context as well. The aim of RQ 3 and its sub-questions was to identify some good practices in connection with global education to inform the Hungarian EFL teacher community. The two last sub-questions, RQ 3.4 and RQ 3.5 merit further elaboration, though: their aim was to enquire into the views of the teachers and the students participating in the two classroom studies (Studies 5 and 6) where they had the chance to try out activities aiming at global competence development.

3.2 Research Design

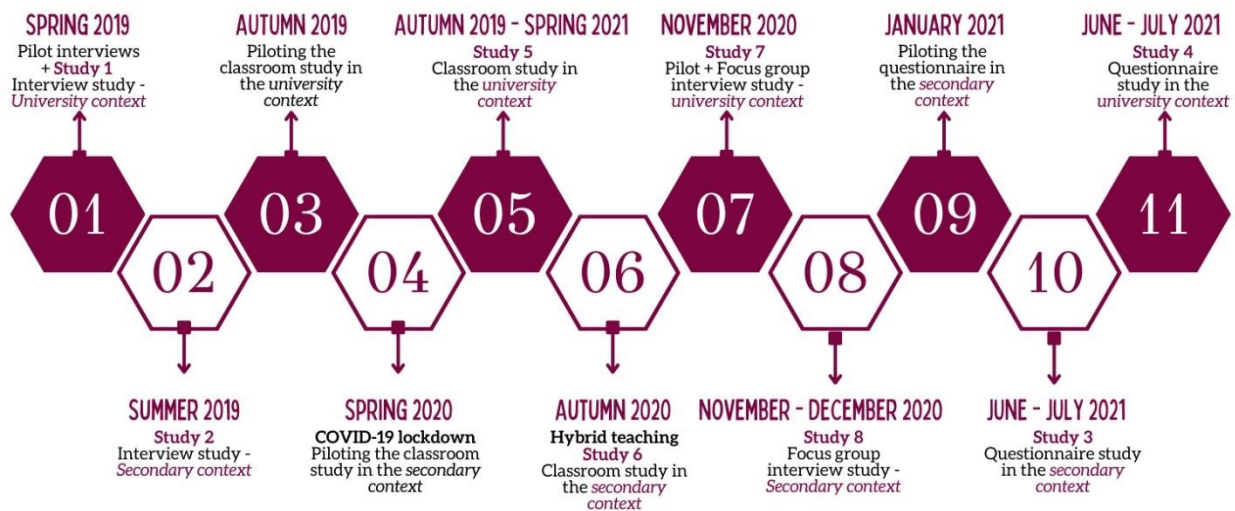
For the present study, a mixed-methods exploratory approach was taken to gain a deeper understanding of the research problem by the combination of both quantitative and qualitative research methods (Creswell, 2009). In the research project, qualitative data was gathered from interviews, focus group interviews, and reflective journals; and quantitative data from questionnaires to ensure triangulation and thus transferability. Given the complex nature of the phenomena in question, as Dörnyei (2007) suggests, the mixed-methods

approach was taken to “achieve a fuller understanding” of the problem and also to triangulate by “presenting converging results obtained through different methods” (p. 164). Given Dörnyei’s suggestion, 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). The above-mentioned approach is called *sequential exploratory strategy*, which is useful when it comes to the development of a new instrument (Creswell, 2014).

The research project consisted of eight independent but inter-related 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*), which were carried out in the order shown in Figure 3.1:

Figure 3.1

The Timeline of the Studies



In the first phase, two interview studies were conducted with five university tutors (*Study 1*) and 10 participating secondary EFL teachers (*Study 2*) to find answers to RQs 1 and 2. In the second phase, to answer RQs 3.1-3.3 from university tutors’ point of view, a classroom study was carried out with the author’s groups (*Study 5*) and a focus group interview was carried out with four participating tutors (*Study 7*). Then, data were collected by classroom research in 12 participating secondary EFL teachers’ groups to answer RQs 3.1-3.4 from another perspective (*Study 6*). The same participants were involved in a focus group interview study, which also aimed at answering RQs 3.1-3.4 (*Study 8*). A

questionnaire study with the students in these teachers' groups was used to answer RQ 3.5. In the third phase of the project, to gain a wider perspective involving a considerable number of participants, a large-scale questionnaire study with approximately 180 participating secondary EFL teachers (*Study 3*) and one with approximately 30 university tutors was carried out to answer RQs 1 and 2 (*Study 4*). An overview of the research questions, methods of data collection and analysis can be found in Appendix A.

3.3 Studies 1 and 2 - The Interview Studies

With the aim of exploring secondary school teachers' and university tutors' views on global competence development, two different interview studies were conducted: Study 1 involved five university tutors and Study 2 ten secondary school teachers, and these were preceded by a pilot study in the tertiary context, involving four tutors. The semi-structured interview format seemed suitable to this end, as having read the literature and being a practicing teacher and teacher trainer myself, I already had "a good overview of the phenomenon or domain in question to develop broad questions about the topic in advance" but I did not want to limit the "depth and breadth" of my participants' experiences by structured interviews (Dörnyei, 2007, p. 120). The following sub-sections first present the participants and the setting of the interview studies (the pilot and the two main studies) and then the methods of data collection and analysis.

3.3.1 Participants and the Setting

The aim of the first two sub-studies was to gather data using interviews to answer RQs 1 and 2 and to identify some emerging themes to help me design the large-scale questionnaire study. Therefore, I aimed to involve teachers in the studies coming from different teaching contexts and representing different age groups. In the two sub-studies, *maximum variation sampling* was used to ensure the greatest variety of participants. Apart from the exploration of the variety of responses, as Dörnyei (2007) suggests, the great benefit of this procedure is that it "underscores the commonalities" and in this way, any pattern the researcher finds might be assumed to be "reasonably stable" in the given population (p. 128). The following sub-sections present how the participants were chosen and their detailed profiles are presented in Tables 3.1 to 3.3.

3.3.1.1 The Pilot Study at a University in Budapest. The participants of the pilot study were selected using purposive sampling strategies. As one of the aims of the study was to reveal teacher trainers' views on global education in a teacher training institute, a popular university in Budapest was chosen as the context of this study.

What the participants had in common was that they all taught the courses *Language Practice 1* and *2* at the time of the interviews, a compulsory two-term course (approximately 100 hours) for all first-year English majors and EFL teacher trainees. The list of participants in the pilot, including their pseudonym, their teaching experience, teaching experience in the research context, and their position in the department can be found in Table 3.1. To make the presentation of the results easier, the informants were all given a code, which consists of the first letter of the word *pilot* and the first letter of their pseudonym.

Table 3.1

The List of the Participants in the Pilot Interview Study

| Pseudonym and Code | Teaching Experience | T. Experience in Research Context | Core member |
|---------------------------|----------------------------|--|--------------------|
| Adél (PA) | 4 years | 3 years | no |
| Ilona (PI) | 26 years | 3 years | no |
| Ulrich (PU) | 35 years | 26 years | yes |
| Zsigmond (PZs) | 39 years | 28 years | yes (retired) |

Note. T. Experience = teaching experience

As can be seen from the above, four participants, two males and two females were selected for this pilot study, representing different age groups, and having different lengths of teaching experience. Two of the participants were core members of the selected department (one of them was retired), the other two tutors were temporary lecturers. Even though three of them were teachers of other subjects as well, they were mainly involved in teaching English at the time of the interviews.

3.3.1.2 Study 1 – The Main Study in the University Context in Hungary. The interviewees were selected based on the same principles as for the pilot; however, the participants of this study were involved in teacher training at different universities. What they had in common was that at the time of the interviews, they all taught courses related to the language development of first-year students, such as general language practice, writing skills or presentation techniques. Table 3.2 shows the detailed list of participants, including their pseudonym and code, their teaching context, their teaching experience, and the courses they taught at the time of the interviews. Similar to the pilot study, the participants were all given a code, which is made up of the first letter of the word *study* and the first letter of their pseudonym.

Table 3.2*The List of the Participants in the Interview Study for University Tutors*

| Pseudonym and Code | University | Teaching Experience | Types of Courses Taught |
|--------------------|--|---------------------|---|
| Iván (SI) | Pázmány Péter Catholic University (Budapest) | 5 years | Language Development ELT Methodology |
| Kristóf (SK) | University of Pécs | 3.5 years | Language Development, ELT Methodology, SLA |
| Magda (SM) | University of Szeged | 26 years | Translation, Applied Linguistics, ELT Methodology |
| Ráhel (SR) | Eszterházi Károly University (Eger) | 35 years | Language Development, Academic Writing |
| Ulrich (SU) | Eötvös Loránd University (Budapest) | 26 years | Language Development ELT Methodology |

Note. SLA = Second Language Acquisition, ELT = English Language Teaching.

As presented above, five participants, three females and two males, were asked to participate in this study, representing different age groups and having different lengths of teaching experience, ranging from 3.5 to 35 years. Two participants taught in the capital, Budapest, and the other three participants taught in three teacher training universities in the countryside, in Eger, Szeged and Pécs respectively. All the participants were core members at the departments where they taught.

3.3.1.3 Study 2 – The Main Study in the Secondary School Context. To ensure variety, the participants were, on the one hand, chosen from the author’s acquaintances and on the other hand, from volunteers who replied to a call published in a Hungarian social media group for English teachers, *Mi angoltanárok (Us, English teachers)*. The complete list of participants, including their pseudonym, code, gender, place of residence, school type and teaching experience can be seen in Table 3.3. Out of the ten participants, there were four males and six females, four of them were under the age of 35 and six of them were above. Concerning their place of residence and work, four of them were from the capital, Budapest, and six of them from the countryside, representing the eastern and western regions equally. Most of the participants ($n = 8$) taught in a grammar school, and two of these grammar school teachers taught in schools affiliated with a religious organisation. Three participants taught in bilingual schools, two of them in a bilingual secondary grammar school and one in a bilingual secondary technical school.

Table 3.3*The List of the Participants in the Interview Study with Secondary School EFL Teachers*

| Pseudonym | Place of Residence | School Type | Teaching experience |
|------------------|---------------------------|--------------------------------------|----------------------------|
| Áron (Á) | Budapest | Bilingual secondary grammar school | 3 years |
| Béla (B) | Kazincbarcika | Religious secondary grammar school | 28 years |
| Emma (E) | Miskolc | Secondary grammar school | 5 years |
| Édua (É) | Pápa | Secondary grammar school | 31 years |
| Hedvig (H) | Kecskemét | Religious secondary grammar school | 25 years |
| Izabella (I) | Százhalombatta | Secondary grammar school | 22 years |
| Klára (K) | Budapest | Secondary technical school | 15 years |
| Leó (L) | Balatonalmádi | Bilingual secondary grammar school | 1 year |
| Szilveszter (Sz) | Budapest | Bilingual secondary technical school | 16 years |
| Tilda (T) | Budapest | Secondary grammar school | 5 years |

What the participants had in common was that they all taught English to 11th and 12th grade students, which proved to be the most important selection criterion, as this cohort of students is usually above B1+ level, they can be considered mature enough for discussing complex issues and they will be eligible to vote in the next national election.

3.3.2 Methods of Data Collection and Analysis

The following section comprises the detailed description of the methods and procedures of data collection for the pilot study, the interview study for university tutors and the interview study for secondary school teachers, followed by a description of how the data was analysed. The steps taken to gather and analyse data were almost identical in each case, so in case of the latter two, only the differences are described.

3.3.2.1 The Pilot Study in the University Context. One of the aims of this study was to propose and validate a new instrument (i.e., a new interview guide) to be used to gain insight into teachers' views on global competence development. The following steps were taken to design and validate the interview guide:

1. Review of the literature;
2. Self-interview and reflection;
3. Writing up broad themes based on the literature and reflection;
4. Developing questions based on the themes, creating the first draft of the interview guide;

5. Subjecting the first draft to expert judgement (to the author's PhD supervisor);
6. Correcting the first draft of the interview guide, creating the second draft and its English version;
7. Subjecting the second draft and its English translation to expert judgement (to the author's PhD supervisor and fellow PhD students);
8. Correcting the second draft and finalising the interview guide to be piloted;
9. Conducting the four pilot interviews;
10. Creating the transcripts;
11. Sending the transcript back to the interviewees for member-checking;
12. Analysing the data;
13. Comparing the codes with those of a co-coder;
14. Drawing conclusions about whether the interview guide elicited appropriate data;
15. Finalising the interview guide based on these findings.

Thus, to tap into teacher trainers' views on global competence development, semi-structured interviews were conducted. The languages of the interviews were Hungarian and English as in one case the interviewee and the interviewer did not share the same native language. First, the Hungarian instrument was prepared and then it was translated to English and checked by my supervisor and fellow students in the PhD Programme. The English version of the interview guide for university teacher trainers can be found in Appendix B, and the interview guide for secondary school teachers can be found in Appendix C.

The interviews took place in the training institution, in the tutors' offices between 14th March 2019 and 25th March 2019. The interviews lasted between 40 and 60 minutes and they were audio-recorded with two mobile devices after the participants' consent was obtained.

The interview data were transcribed right after the interviews by the researcher, using the traditional method of listening to the recording and typing it down. After the preparation of the transcripts, the transcripts were sent back to the interviewees, and they could make further comments on it or ask me to delete anything they did not deem suitable to be included in it (in some cases, they asked me to disregard their swearing even during the interview). Then, the initial coding of the data began by reading the scripts carefully and then labelling and commenting on the script. Using the constant comparative method,

“designed to identify themes and patterns in qualitative data” (Maykut & Morehouse, 1994, p. 159), the data were broken down into meaningful units and coded into categories using post-its. Each new unit of meaning was then subjected to analysis, compared with the other meaningful chunks and then, grouped with other units of meaning. If there was no already existing similar unit, a new category was formed (Maykut & Morehouse, 1994). After coding the data manually, the emerging themes were gathered and compiled into a Word document, together with relevant quotes from the transcripts. To establish the credibility of the study, the transcripts and the codes were sent back to the participants for member checking. The pilot study was published in a volume called *Culture and Intercultural Communication* (Divéki, 2020).

3.3.2.2 Study 1 – The Main Study in the University Context. The validated interview guide was used to gather data for RQ1 and RQ2. The interviews took place face to face or online, depending on the place of residence of the participants: in the case of the participants from Budapest, they took place in the tutors’ offices, and in the case of the participants from the countryside, they took place online, using video conferencing tools (Skype, Zoom and Google Meet), between March 2019 and October 2020. The languages of the interviews were Hungarian and English, as in one case the interviewee and the interviewer did not share the same native language and in one case, the participant felt more comfortable using English. The interviews lasted between 58 and 87 minutes and they were audio-recorded with two mobile devices and the recording function of the video conferencing platforms after the participants’ consent was obtained.

During the interviews, first, the tutors had to think about their first-year language development courses in general: they were first asked to share what they enjoy the most about teaching these courses and then, they were asked how they design these courses. In the next block, they had to enumerate the topics they usually like and dislike dealing with in general and then, they were asked to focus on what global, local, and intercultural topics they like to and would not like to deal with in their courses. Also, in this section, they had to talk about whether they have any taboo topics in their lessons. The next part of the interview aimed to reveal their attitudes towards dealing with the global content in their classes, so the tutors were asked about their feelings in connection with dealing with such topics, the frequency of their inclusion and the importance they attribute to dealing with such issues in class. Then, in order to reveal what influences their decision to bring global, local and intercultural issues to class, they were asked what they take into consideration

when selecting the topics to include and what might prevent them from bringing specific issues to class. In the second part of the interview, the tutors were asked to briefly define what knowledge, skills, and attitudes they believe make someone successful in the 21st century. Then, they were invited to enumerate the components of global competence, to ponder the importance of global competence development, whether they think they are globally competent, and whether they consider themselves as global citizens. They also had to draw up the profile of a global teacher and were asked to think about their role and whether they consider themselves to be *educators* or *language teachers*. Finally, they were asked about how they see the role of GCD in EFL teacher training.

The interviews were then transcribed using the online transcription tool, *Happy Scribe*, and subjected to the same procedure as described above in Section 3.3.2.1. The findings of this study relating to the global content in tutors' language development classes were published in the *Journal of Adult Learning and Innovation* in 2022 (Divéki, 2022a).

3.3.2.3 Study 2 – The Main Study in the Secondary School Context. The interviews took place in the summer of 2019, and they were conducted in the participants and the researcher's shared native language, Hungarian. The interviews with those participants who lived in the countryside were conducted online, using Skype, and with those who lived in the capital, face to face. The length of the interviews varied between 25 and 75 minutes, depending on how talkative the interviewees were.

To warm up the participants at the beginning of their interviews, they were asked what they loved the most about teaching English. Then, they were essentially asked the same questions as the teacher trainers: the topics they like and dislike dealing with in their classes, the global content in their classes, whether they consider themselves as teachers or educators, and their views on global competence development and global citizenship were also addressed. In the end, they were asked whose role it is to develop students' global competence and they were invited to think about a potential implementation of GCD in their classrooms and their needs in connection with that.

The interviews were transcribed using the traditional method of listening to and typing down the recordings during the 2019 Autumn semester. The interviews were analysed using the constant comparative method in the Summer of 2020 using the same procedure as described above in Section 3.3.2.1. The findings of this study on secondary teachers' views on GCD were published as a chapter in the volume, *Educational Response*,

Inclusion and Empowerment for SDGs in Emerging Economies: How do education systems contribute to raising global citizens? by Springer (Divéki, 2022b). The article is reproduced in the dissertation with permission from Springer Nature.

3.3.3 Quality Control

Throughout the research project, I went to great lengths to ensure that the studies would meet the quality criteria of qualitative studies. The *credibility* of the studies was established by using member checking; the transcripts were sent back to the participants to give them the opportunity to check and correct what they had said in the interview. The parts they deemed unsuitable were taken out of the transcripts and were not subjected to analysis. I aimed to meet the criteria of *transferability* by attempting to give a detailed description of the research context and the procedures. The *dependability* of the studies was ensured using the same semi-structured interview guide and mostly asking the same questions of the participants to avoid bias. Finally, the *confirmability*, or the neutrality of the study was established by the help of a co-coder, whose codes were compared with mine.

3.4 Studies 3 and 4 – The Questionnaire Studies

To find quantifiable answers to RQs 1 and 2, two questionnaire studies were conducted, one among secondary school teachers and one among university tutors. The reason behind choosing questionnaires as a research tool was to be able to make inferences about teacher's views about GCD and their attitudes towards dealing with global content in their classes based on a sample of the Hungarian EFL teacher population. Moreover, by using questionnaires, one "can collect a huge amount of information in less than an hour" (Dörnyei, 2010, p. 6), which seemed desirable after conducting two interview studies, where a single interview lasted approximately one hour. However, as Dörnyei (2010) points out, it is easy to produce "unreliable and invalid data by means of ill-constructed questionnaires" (p. 6). To avoid creating an unreliable instrument, Dörnyei's recommendations were followed in the construction of my two questionnaires (Dörnyei, 2010; Dörnyei & Csizér, 2012). In what follows, first, the participants and the setting of the studies, i.e., pilot study in the secondary school context, main study in the secondary school context (*Study 3*) and the main study in the university context (*Study 4*) are presented in detail in Section 3.4.1. Then, the next section (3.4.2) presents the validation of the questionnaire and details the methods of data collection and analysis in Studies 3 and 4.

3.4.1 Participants and Setting

3.4.1.1 The Pilot Study in the Secondary School Context. Although it was a pilot study, the aim was to involve participants from as many different teaching contexts and age groups as possible. The questionnaire was distributed through several platforms: participants of the interview study were asked to send it to their colleagues (snowball sampling), and it was shared in three groups on a popular social media platform (*Mi, angoltanárok*, *IATEFL-H Community* and *ELTE-English teachers 2012*). Given that the questionnaire was distributed online, mostly the author's EFL teacher acquaintances took part and the participants self-selected for the study, which resulted in an uneven distribution of teachers representing different teaching contexts.

Altogether 58 participants filled in the questionnaire, who were all Hungarian EFL teachers, aged 24 to 60 ($M = 41.86$; $SD = 10.25$), with a mean of 17.2 years of teaching experience ($SD = 10.14$). Concerning their teaching context, 22 of them teach in a state-funded secondary grammar school, 10 in a religious secondary grammar school, 12 in a secondary technical school, six in a bilingual grammar school, six in a foundation school, and one in a secondary vocational school for special education.

3.4.1.2 Study 3 - The Main Study in the Secondary School Context. To ensure the participation of teachers representing different age groups, teaching contexts and geographical locations, several steps were taken. First, a database was compiled of those English teachers' email addresses whose data was available on their school's website. After the compilation of the database, emails with the link to the online questionnaire were sent out to 1077 secondary school teachers. The call for participation can be seen in Appendix D. Second, the link to the questionnaire was posted to several groups on social media, such as *Mi, angoltanárok* (more than 3700 members), *IATEFL-H Community* (more than 1000 members) and *ELTE-English Teachers 2012* (70 members) and it was also posted on the author's personal profile. Third, the author's colleagues were asked to distribute the link to the questionnaire among their teacher acquaintances.

Even though the questionnaire reached approximately 5000 teachers, altogether 182 colleagues filled it in. The reason for the low return rate might be attributed to either the length of the questionnaire (it took 20-25 minutes to fill it in), or to the inopportune period it was distributed (at the end of the school year), or to the topic of the questionnaire. Some comments left on the questionnaire (or below the questionnaire on social media) and a hateful email I received after sending out the call for participation led me to the conclusion

that some teachers found the topic of the questionnaire too controversial and interpreted it as “liberal propaganda”, thus decided not to participate in it at all. The participants, however, did turn out to be diverse, therefore the actions taken to recruit participants were successful. The respondents were all Hungarian EFL teachers (24 male, 157 female and 1 person did not indicate their gender), aged between 24 and 66 ($M = 46.85$, $SD = 10.23$) with a mean of 21.07 ($SD = 11.03$) years of teaching experience. To make comparison possible based on age, the participating teachers were put into three age groups: group 1 ($n = 28$) comprised of teachers under the age of 35, group 2 ($n = 76$) of teachers between the age of 35 and 50, and group 3 ($n = 78$) of teachers over the age of 50. The uneven distribution of the teachers into the groups did not pose any problems in the statistics, and it also reflects the realities of the aging teacher society in Hungary.

Table 3.4

The Distribution of the Participants Based on School Types

| Type of school | Maintenance | Number of participants (N = 182) |
|--|-------------|-------------------------------------|
| Secondary grammar school | State | 82 |
| Bilingual secondary grammar school | | 6 |
| Secondary technical school | | 41 |
| Bilingual secondary technical school | | 2 |
| Secondary vocational school | | 5 |
| University practice school | | 3 |
| Religious secondary grammar school | Church | 30 |
| Religious bilingual secondary grammar school | | 2 |
| Religious bilingual technical school | | 3 |
| Independent secondary school | Foundation | 8 |

Note. Secondary grammar schools are maintained by the central body, Klebelsberg Institution Maintenance Centre and secondary technical schools and vocational schools by different vocational training centres, belonging to the Ministry of Innovation and Technology.

As reported in Table 3.4, the participants represented very different school contexts. A vast majority of participants teach in state schools ($n = 139$): 83 in secondary grammar schools (*gimnázium*), 6 in bilingual secondary grammar schools (*kéttannyelvű gimnázium*) 41 in secondary technical schools (*technikum*), 2 in bilingual technical schools (*kéttannyelvű technikum*), 5 in secondary vocational schools (*szakiskola*), and 3 in university practice schools. 35 participants teach in schools maintained by religious orders:

30 in religious secondary grammar schools, 2 in religious bilingual grammar schools and 3 in religious secondary technical schools. 8 participants work in independent schools maintained by foundations (*alapítványi iskola*). In the analysis, the views of teachers working in schools maintained by the state ($n = 139$) and schools maintained by religious orders or foundations ($n = 43$) are going to be compared, also the views of teachers working in secondary grammar schools ($n = 132$) are going to be compared with those professionals who work in secondary technical and vocational schools ($n = 50$).

Table 3.5

The Distribution of the Participants based on their Settlement Types

| Type of Settlement | Number of Participants |
|--|------------------------|
| Capital | 91 |
| Large town (more than 100 000 inhabitants) | 36 |
| Middle town (between 20 000 and 100 000 inhabitants) | 44 |
| Small town (between 5 000 and 20 000 inhabitants) | 11 |

Even though the questionnaire was equally distributed in all the schools where teachers' email addresses were made available on their school's website, the geographical distribution of the participants is somewhat uneven. First, as shown in Table 3.5, the participants were asked about the type of settlement they teach: 50% of the respondents ($n = 91$) teach in the capital, Budapest, 19.2% ($n = 36$) in a larger town (more than 100 000 inhabitants), 24.2% ($n = 44$) in a middle town (between 20 000 and 100 000 inhabitants), 6% ($n = 11$) in a small town (between 5 000 and 20 000 inhabitants). Even though there were large differences in the numbers of participants representing each settlement type, there were an equal number of participants from the capital ($n = 91$) and from the countryside ($n = 91$), thus making the country-capital divide a background variable. To make cross-regional comparisons easier, the respondents were asked which county they teach in. They were then divided into 7 groups based on the statistical regions of Hungary; nevertheless, due to the low number of participants from some regions (e.g., Northern Great Plain, Southern Transdanubia), comparative statistical tests based on location could not be run.

The participants were also asked about what other roles they have in their schools apart from teaching English. Slightly more than two-thirds of the participants ($n = 130$)

claimed that they had extra roles in their schools besides teaching English, such as being head teachers, coordinating projects, being responsible for students' volunteering service, or being teacher team leaders. They were also asked whether they play any public roles in society, and only 6.6% ($n = 12$) claimed that they do. Finally, they were asked whether they had received any training about teaching global, local, or intercultural issues, and only 24.7% ($n = 45$) responded that they had.

3.4.1.3 Study 4 – University Context. Prior to the recruitment of participants for the questionnaire study, a database with all university tutors involved in EFL teacher training in Hungary was compiled with the help of a colleague. The questionnaire was sent out to those colleagues who were supposed to be involved in teaching language practice related courses in the 12 Hungarian universities with EFL teacher training programmes. All in all, 60 tutors received the first call for participation (see in Appendix E) and 12 of them filled in the questionnaire. Given that it is a small population, different steps had to be taken to ensure participation. Tutors who work in my two immediate teaching contexts received personalised calls for participation, which resulted in a higher return rate in these two circles (All the tutors approached, i.e., 16 and 6 participants from the two contexts respectively filled it in). Finally, another call was sent out as a reminder, which was not successful as it did not yield any new responses. All in all, 34 university tutors (25 female and 9 male) participated in the survey, approximately one third of the whole population. The participants were aged between 28 and 67 ($M = 45.71$, $SD = 12.24$), with a mean of 20.91 years of teaching experience ($SD = 12.33$). The respondents teach at eight different universities, representing both the capital ($n = 24$) and the countryside ($n = 10$), and both state ($n = 24$) and Church ($n = 10$) maintained institutions. Concerning their training about teaching global, local, or intercultural issues, the majority, i.e., 52.9% ($n = 18$) of the participants claimed that they had participated in such professional development events.

3.4.2 Data Collection and Analysis

3.4.2.1 The Creation of the Instrument. The data collection instrument was a questionnaire, which was administered online. As there was no previous research with the same focus and thus no instrument already created to examine these matters, the questionnaire was developed on the basis of the issues that came up in the relevant literature and in the interviews. Also, the questionnaire from one of my previous research projects inquiring into teachers' views on dealing with controversial issues (Divéki, 2018) served as a starting point, and the lessons learnt from that pilot study helped me design the

questionnaires for the two main studies. The *first section* of the questionnaire aimed to find out to what extent teachers would bring certain global, local, and intercultural issues into their classes. The participants were asked to rate their answers on a 6-point Likert scale (they had to assess the likelihood of their dealing with the given issue in class with a score between 1 and 5 and they had to mark six in case they had already dealt with the issues in class). The global issues listed were the ones that appear on the United Nations’ website as the most pressing global issues (United Nations, n.d.). For the list of local issues, I brainstormed some topics that often appear in the news and also relied on brainstorming sessions I usually have with groups of university students about what they find the most pressing issues in Hungary. The list of intercultural issues was also the result of brainstorming. The *next three sections* of the questionnaire (which enquired into teacher’s preferences, the frequency of the inclusion of global content and the importance of dealing with global, local, and intercultural issues) is based on the pilot study mentioned above (Divéki, 2018); the question types and the scales were borrowed from that study. The *fifth section* of the questionnaire, which enquired into the aspects influencing the inclusion of global issues in the EFL class was based on the studies presented in Sections 2.2.1 and 2.2.3 of the literature review.

Table 3.6

Variables Influencing the Inclusion of Global, Local and Intercultural Issues in the EFL Class: The Underlying Constructs

| Questionnaire for Secondary School Teachers | | Questionnaire for University Tutors | |
|---|-----------------|-------------------------------------|-----------------|
| Construct | Number of items | Construct | Number of items |
| Coursebook/Materials | 6 | Coursebook/Materials | 6 |
| Time | 4 | Time | 4 |
| Students | 4 | Students | 4 |
| Group | 4 | Group | 4 |
| Teacher competence | 4 | Teacher competence | 4 |
| Teacher attitude | 4 | Teacher attitude | 4 |
| Professional Development | 4 | Professional Development | 4 |
| | | Topicality | 3 |

In the first round of the pilot, this scale consisted of 23 items, and it was created based on the emerging themes from the literature. However, during the analysis stage, I had to realise that it would have been expedient to work with constructs and come up with an almost equal number of items for each of them. Having learnt from this mistake, for the main study

seven constructs were created for the secondary school context and eight for the university context to find out to what extent these variables influence teachers' decision to deal with complex issues in class, which can be seen in Table 3.6.

The sixth section of the questionnaire was created mainly based on the interview study on teachers' perception of global competence development and it collected both qualitative and quantitative data. Finally, the participants were asked to provide some biodata, including their age, gender, type of school they teach in and the location of their school. Thus, the final questionnaire comprised seven main parts and scales.

1. *The possibility of inclusion of global, local, and intercultural issues* (5 questions, 54 items)

Sample item:

How likely are you to bring these global issues into your classes with 16–18-year-old-students?

Africa. Please mark your answers on the following scale. 1 = I am not at all likely; 2 = I am not really likely; 3 = I am partly likely and partly not; 4 = I am likely; 5 = I am very likely.

If you have already dealt with this topic in class, please mark 6.

2. *The frequency of the inclusion of global, local, and intercultural topics in the EFL class* (5 questions)

Sample item: How often do you deal with global issues in class?

Please mark your answer on the following scale:

1 = never; 2 = once or twice a year; 3 = once or twice a month; 4 = once a week; 5 = multiple times a week

3. *The importance of dealing with global, local and intercultural issues* (5 questions)

Sample item: How important is it to deal with global issues in class?

Please mark your answer on the scale.

1 = not at all important; 2 = not really important; 3 = partly important, partly not; 4 = important; 5 = very important

4. *Teacher preferences* (6 questions)

Sample item: How much do you like dealing with global issues if you bring the topic into class?

Please mark your answer on the scale:

1 = I do not like it at all; 2 = I do not really like it; 3 = I partly like it, partly not; 4 = I like it; 5 = I like it very much

5. *Aspects influencing the inclusion of global, local, and intercultural issues in class* (1 question, 30 items)

Sample item: To what extent are the following statements true for you? I only discuss global, local, and intercultural issues in class with my groups if the topic appears in the texts or questions of the coursebook.

Please mark your answer on the following scale:

1 = not at all true; 2 = not really true; 3 = partly true, partly not; 4 = quite true; 5 = absolutely true

6. *Global competence development* (10 questions)

Sample item: To what extent do you consider yourself a global citizen?

Please mark your answer on the following scale:

1 = Not at all, 2 = Not really, 3 = Partly, 4 = Quite, 5 = Absolutely

7. *Biodata* (Secondary school questionnaire: 12 questions; University questionnaire: 5 questions)

With the help of these questions, background variables, such as age, gender, place of residence, school type/university, type of settlement were collected.

The finalized instruments for both contexts can be found in Appendices F and G respectively.

3.4.2.2 Pilot Study and the Validation of the Questionnaire. The data collection took place in January-February 2021 when the questionnaire for secondary school teachers was posted to three groups on a popular social media platform and the participants of the interview study were asked to distribute it among their colleagues. As indicated at the beginning of the questionnaire (see in Appendix F), its completion was voluntary, and it took approximately 20-25 minutes to fill it in. After data collection, data were transferred to SPSS 22 and subjected to analysis.

Establishing internal validity and especially *content validity* was an essential step of the validation process. First, the questionnaire constructs and then the first draft of the questionnaire were given to experts, including my two group mates in the Language Pedagogy PhD Programme at ELTE and my supervisor, to obtain expert judgement on the relevance of the items to the issue, possible wording problems and the clarity of the instructions. Some changes were implemented as a result of the content validity and *face validity* check; the instructions were made clearer; some questions were deleted, and some new ones were added. The first instrument for secondary school teachers was created in Hungarian, the target population's first language. The instrument was then translated to English and slightly modified to suit the university tutors' population (e.g., in the case of frequency, considering that university tutors have maximum 2 sessions a week with their students, the labelling of the scales had to be changed). The English version was also subjected to expert judgement, and moderately modified based on their remarks. After the piloting phase and redrafting of the items in section 5, expert review was sought once again,

and after the final minor modifications were implemented, the instrument was ready for being used in the main study.

The *external validity* of the study was ensured by the sampling procedure. Even though it was a case of convenience sampling (and snowball sampling), and data were collected online, mostly among the author’s teacher friends, but to involve participants teaching in different contexts and representing a variety of age groups, the questionnaire was circulated in specialized social media groups and via email by the participants of the interview study. Respondent self-selection based on topic preference was levelled off by giving the questionnaire a title that did not reveal much about what I intended to measure.

The *reliability* of the questionnaire was established by testing its internal consistency by calculating the Cronbach’s Alpha internal consistency reliability coefficients of the different scales, the results of which can be found in Table 3.7.

Table 3.7

The Reliability Analysis of the Scales in the Pilot Study

| Scales | No of items | Cronbach’s alpha |
|---|-------------|------------------|
| 1. Teachers’ likeliness to include certain global issues in their lessons | 22 | .96 |
| 2. Teachers’ likeliness to include certain local issues in their lessons | 15 | .94 |
| 3. Teachers’ likeliness to include certain intercultural issues in their lessons | 17 | .94 |
| 4. The frequency of the inclusion of global, local, and intercultural topics in the EFL class | 5 | .79 |
| 5. Teachers’ preferences in the inclusion of global content | 6 | .89 |
| 6. The importance of the inclusion of global, local, and intercultural issues | 4 | .83 |
| 7. Aspects influencing the inclusion of global content | 23 | .75 |

In all cases, the Cronbach’s Alpha value reached the .6 threshold, which was an important first step, because as it was suggested by Dörnyei and Csizér (2012), above that threshold the scale is considered reliable. After calculating the Cronbach’s Alpha reliability coefficients, a principal component analysis (PCA) was run to test whether the grouped items measure the same dimension. In the case of the first three scales, it was not sensible to run this test, however by running factor analysis on them, there could be some new groups of topics observed, which teachers think similarly about. The items on scales 4, 5, and 6 seemed to be on the same dimension, so based on their reliability analysis and the

PCA, they were deemed reliable and ready to be used for the main study. The seventh scale turned out to be problematic and the reason was that there should have been constructs created with an almost equal number of items so that this scale could work. A Varimax rotation factor analysis was run as an exploratory tool to identify the items that loaded together and constituted separate dimensions. Eight dimensions were identified in this way, however, after testing them again with PCA and computing their Cronbach's Alpha, none of them emerged as reliable constructs. What became evident after the reliability check was that the variables influencing the teachers' decisions about incorporating global content in their lessons cannot be analysed as one dimension as there are some underlying constructs and these constructs needed to be properly developed, with enough items. As detailed in the previous section (3.4.2.1), seven new constructs were created for the secondary school context (for 30 items) and eight constructs were created for the university context (for 33 items), and the modified questionnaire was considered as the final questionnaire for the main study.

3.4.2.2 Study 3 – The Main Study in the Secondary School Context. The questionnaire was administered online in June-July 2021, through a call for participation via email, the distribution of the link to the questionnaire by colleagues and posting the link to the questionnaire on a social media platform. Convenience and snowball sampling methods were used to identify the participants. As the questionnaire was powered by Google Forms, the responses could be easily downloaded as a spreadsheet. After cleaning and coding the data, the spreadsheet was loaded into SPSS 22 and the initial analysis began.

Table 3.8

The Reliability Analysis of the Scales in the Main Study in the Secondary School Context

| Scales | No of items | Cronbach's alpha |
|---|--------------------|-------------------------|
| 1. Teachers' likeliness to include certain global issues in their lessons | 22 | .93 |
| 2. Teachers' likeliness to include certain local issues in their lessons | 15 | .93 |
| 3. Teachers' likeliness to include certain intercultural issues in their lessons | 17 | .93 |
| 4. The frequency of the inclusion of global, local, and intercultural topics in the EFL class | 5 | .82 |
| 5. Teachers' preferences in the integration of global content | 6 | .84 |
| 6. The importance of the inclusion of global, local, and intercultural issues | 4 | .81 |
| 7. Aspects influencing the inclusion of global content | 30 | .75 |

As explained above in 3.4.2.1, the validity of the instrument was already established, nevertheless, some steps had to be taken to establish the reliability of the questionnaire as well. Similar to the pilot, this started with the calculation of the Cronbach's alpha reliability coefficient of the scales. The results of this test can be seen in Table 3.8.

After the reliability analysis, an unrotated PCA was run on the scales which did not deal with teachers' likeliness to include certain issues in their classes. In the case of scales 4 and 6, the items constituted one dimension. In the case of the *teachers' preferences in the integration of global content scale* (scale 5), differently from the pilot, the answers constituted two distinct (but close) dimensions, as teachers thought differently about the discussion of local issues in EFL classes than about the inclusion of global and intercultural issues. Table 3.9 shows this difference in perception:

Table 3.9

Teachers' Preferences of Dealing with Global, Local or Intercultural Content in their Classes – The Results of the Principal Component Analysis

| Item | Code | Component | | Dim. |
|---|---|-------------|-------------|------|
| | | 1 | 2 | |
| 1. How much do you like dealing with global issues if you bring the topic into class? | PREFERENCE_01GL OBAL_TINITIATES | 0.79 | -0.22 | 1. |
| 2. How much do you like dealing with global issues if the students bring the topic into class? | PREFERENCE_02GL OBAL_SINITIATES | 0.87 | -0.10 | |
| 3. How much do you like dealing with local issues if you bring the topic into class? | PREFERENCE_03LO CAL_TINITIATES | 0.63 | 0.66 | 2. |
| 4. How much do you like dealing with local issues if the students bring the topic into class? | PREFERENCE_04LO CAL_SINITIATES | 0.65 | 0.68 | |
| 5. How much do you like dealing with intercultural issues if you bring the topic into class? | PREFERENCE_05INT ERCULTURAL_TINI TIATES | 0.75 | -0.44 | 1. |
| 6. How much do you like dealing with intercultural issues if the students bring the topic into class? | PREFERENCE_06INT ERCULTURAL_SINIT IATES | 0.82 | -0.33 | |

Note. Dim = Dimension

In the case of last scale, *the aspects influencing the inclusion of global content in EFL classes*, separate tests were run to first test the reliability of each construct, and then to see whether the construct really measured the same dimension. Out of the seven constructs, four worked properly, and one construct (MATERIALS) had to be divided into two (MATERIALS and COURSEBOOK). After these two constructs were separated, dimension reduction showed that they effectively constitute separate components, and their reliability coefficient value also reached the .6 threshold. In the case of two constructs

(TIME and TEACHER COMPETENCE), one item had to be deleted from each so that the others would constitute one component.

Table 3.10

The Finalisation of the Constructs for the Main Study in the Secondary School Context

| Original construct | | | | Changes made | New construct | | | |
|-----------------------|----|----------|------|--|-------------------------|--------|------------|--------|
| Name | No | α | Comp | | Name | No | α | Comp |
| TIME | 4 | .65 | 2 | 1 item deleted (FACTOR02_TIME1) | TIME | 3 | .66 | 1 |
| GROUP | 4 | .68 | 1 | - | GROUP | 4 | .68 | 1 |
| TEACHER COMPETENCE | 4 | .58 | 1 | 1 item deleted (FACTOR10_TEACHER_COMP2) | TEACHER COMPETENCE | 3 | .70 | 1 |
| PD | 4 | .73 | 1 | - | PD | 4 | .73 | 1 |
| MATERIALS | 6 | .14 | 2 | Divided into two components | COURSEBOOK MATERIALS | 3 3 | .84 .67 | 1 1 |
| STUDENTS | 4 | .29 | 2 | Construct deleted | | | | |
| TEACHER ATTITUDE | 4 | .18 | 2 | Construct deleted | | | | |

Note. α – Cronbach’s Alpha, no. – number of items, comp – components, PD – professional development.

After the necessary items were deleted, the reliability coefficients were recalculated in each case and only those constructs remained which reached the .6 threshold, and which only had one component. It must be noted that according to Dörnyei and Csizér (2012), when it comes to analysing the results, “we should aim at coefficients in excess of .7” (p. 84), which turned out to be the case with three constructs (TEACHER COMPETENCE, PD, COURSEBOOK). By adding more items to these constructs, these numbers could be made even better. Table 3.10 (on the previous page) presents in detail what steps had to be taken to ensure that each construct would work properly.

The distribution of the scores in each construct was also calculated, using descriptive statistical procedures. As it was suggested by Larson-Hall (2010), when it comes to evaluating the normality of our data, we can use the skewness number and if it is under .1, there is “no cause for concern” (p. 78). As it can be seen from Table 3.11, the skewness and the kurtosis of each scale was under 1, meaning that “normality was not violated” (p. 78). Given that the data had normal distribution, parametric tests could be performed on the dataset.

Table 3.11

Normality Test Results for the Constructs

| Scale | Mean | SD | Skewness | | Kurtosis | |
|--------------------|------|------|-----------|------------|-----------|------------|
| | | | Statistic | Std. Error | Statistic | Std. Error |
| PD | 2.42 | .93 | .83 | .18 | .06 | .37 |
| COURSEBOOK | 2.62 | 1.11 | .31 | .18 | -.67 | .37 |
| GROUP | 3.13 | .82 | -.26 | .18 | .04 | .37 |
| TIME | 3.39 | .91 | -.56 | .18 | -.12 | .37 |
| MATERIALS | 3.57 | .89 | -.29 | .18 | -.32 | .37 |
| TEACHER COMPETENCE | 3.64 | .74 | -.59 | .18 | .91 | .37 |

Note. Std. Error = Standard Error; SD = Standard Deviation

Data were then submitted to various statistical procedures. To find out how likely teachers are to bring different global, local, or intercultural issues into their classrooms, *descriptive* statistical tests were run. To be able to confidently say which topics teachers would bring into their classes and which ones they would not, *inferential statistical tests*, in this case, independent samples t-tests were run. To see whether there are any differences in teachers’ likeliness to bring in such issues into their classes based on age, geographical location, or the type of school they work in, one-way ANOVA (analysis of variance) tests were run.

To measure the frequency of inclusion of global content, teachers’ preferences of dealing with such issues and the importance they attribute to dealing with these topics, descriptive statistical tests were performed. To answer research question 2.2, to be able to compare the answers of the different groups of participants based on their demographic characteristics, ANOVA tests were run. To test what aspects influence teachers’ decision to incorporate global content in their classes, correlation tests were run. A p-value of .5 was used to determine the significance of the results. The answers to the open-ended

(clarification and short-answer) questions were coded separately and analysed using content analysis.

3.4.2.3 Study 4 – The Main Study in the University Context. Data collection occurred over two months, in June and July 2021, via an online questionnaire powered by Google Forms. After the data collection stage, the responses were downloaded as an Excel Spreadsheet. When the data was cleaned, and the initial coding of the data commenced. The spreadsheet was then imported to SPSS 22, and various statistical tests were run to establish the reliability of the scales. Similar to Study 3, first, the Cronbach’s alpha reliability coefficients were calculated, which can be found in Table 3.12.

Table 3.12

The Reliability Analysis of the Scales in the Main Study in the University Context

| Scales | No of items | Cronbach’s alpha |
|--|-------------|------------------|
| 1. Tutors’ likeliness to include certain global issues in their lessons | 22 | .96 |
| 2. Tutors’ likeliness to include certain local issues in their lessons | 15 | .94 |
| 3. Tutors’ likeliness to include certain intercultural issues in their lessons | 17 | .91 |
| 4. The frequency of the inclusion of global, local, and intercultural topics in the language development courses | 5 | .84 |
| 5. Teachers’ preferences | 6 | .86 |
| 6. The importance of the inclusion of global, local, and intercultural issues | 4 | .86 |
| 7. Background variables influencing the inclusion of global content | 33 | .51 |

Note. No = Number

As it was established beforehand (in Section 3.4.2.2), there were underlying constructs in Scale 7. After the randomized items were reorganised into constructs, their internal consistency was tested again, and a Principal Component Analysis was run to see whether the items loaded on the same dimension. Out of the eight constructs, five proved to work with some modifications (e.g., deleted items or reversed scales), one construct had to be separated into two, and two constructs did not work (with the deleted items, their Cronbach’s alpha did not reach the .6 threshold), thus they had to be eliminated from the analysis. Table 3.13 provides an overview of the initial components and internal reliability coefficients of the scales, the modifications that needed to be implemented, and the finalised constructs with which the statistical procedures were performed.

Table 3.13*The Finalisation of the Constructs for the Main Study in the University Context*

| Original construct | | | | Changes made | New construct | | | |
|-----------------------|---|----------|------|--|-------------------------|--------|------------|--------|
| Name | N | α | Comp | | Name | No | α | Comp |
| TIME | 4 | .63 | 2 | 1 item deleted (FACTOR02_T IME3) | TIME | 3 | .68 | 1 |
| GROUP | 4 | .81 | 1 | - | GROUP | 4 | .81 | 1 |
| TEACHER COMPETENCE | 4 | .42 | 1 | 1 item deleted (FACTOR10_T EACHERCOM P2) | TEACHER COMPETENCE | 3 | .72 | 1 |
| PD | 4 | .63 | 2 | 1 item deleted (FACTOR_23P D4) | PD | 3 | .63 | 1 |
| MATERIALS | 6 | -.13 | 1 | Divided into two components | COURSEBOOK MATERIALS | 3 3 | .77 .70 | 1 1 |
| TEACHER ATTITUDE | 4 | -.15 | 1 | 1 item deleted (FACTOR_9T ATT2), 1 scale reversed (FACTOR_21T ATT3) | TEACHER ATTITUDE | 3 | .71 | 1 |
| STUDENTS | 4 | -.50 | 1 | Construct deleted | | | | |
| TOPICALITY | 3 | .27 | 2 | Construct deleted | | | | |

Note. α – Cronbach’s Alpha, no. – number of items, comp – components, PD – professional development.

As a final step in the reliability analysis of the scales, as part of the normality testing, the skewness and the kurtosis of the scales were checked. As it can be seen from Table 3.14, in most cases, the distribution was either moderately skewed (between 1 and 0.5 or -1 and -0.5) or approximately symmetric (between -0.5 and 0.5). As the data had normal distribution, parametric tests could be performed on the dataset (Larson Hall, 2010).

Table 3.14*Normality Test Results for the Constructs in Study 4*

| Scale | Mean | SD | Skewness | | Kurtosis | |
|--------------------|------|------|-----------|------------|-----------|------------|
| | | | Statistic | Std. Error | Statistic | Std. Error |
| COURSEBOOK | 2.11 | 1.03 | .52 | .40 | -1.15 | .79 |
| PD | 2.66 | .99 | -.02 | .40 | .06 | .79 |
| TIME | 2.78 | .88 | -.27 | .40 | -.26 | .79 |
| GROUP | 2.83 | .98 | .05 | .40 | -.47 | .79 |
| MATERIALS | 4.08 | .81 | -.35 | .40 | -1.15 | .79 |
| TEACHER COMPETENCE | 4.09 | .64 | -.26 | .40 | .92 | .79 |
| TEACHER ATTITUDE | 4.24 | .74 | -.75 | .40 | -.98 | .79 |

Note. SD = Standard deviation; Std. Error = Standard Error

Similar to Study 3, data were then analysed using various statistical procedures. To explore how likely teachers are to bring in different global, local, or intercultural issues into their classrooms, *descriptive* statistical tests were run. *Inferential statistical tests*, such as independent samples t-tests were run to find out which topics teachers are the most likely and least likely to address in their classes. To see whether there are any differences in teachers' likeliness to bring in such issues into their classes depending on their age and the type of university they work in, one-way ANOVA tests were performed.

To measure the frequency of inclusion of global content, teachers' preferences of dealing with such issues and the importance they attribute to dealing with these topics, descriptive statistical tests were performed. To test what aspects influence teachers' decision to incorporate global content in their classes and to what extent these variables come into play when selecting the topics, correlation tests were run. A p-value of .05 was used to determine the significance of the results. The answers to the open-ended questions were coded separately and analysed using content analysis.

3.5 Studies 5 and 6 – The Classroom Studies

The following section comprises the detailed description of the classroom research done in two different research contexts: in the university context, at two universities (*Study 5*) and in the secondary school context, in 12 different schools across the country (*Study 6*). The classroom studies intended to yield data for research question 3 and its sub-questions, i.e., to find out in what ways teachers develop their students' global competence. In the university context, the researcher used worksheets she designed to this end, wrote reflective journals about her experience, and asked for feedback from her students. The secondary school teachers were asked to use the same worksheets, and data was collected by getting

feedback from them in the form of reflective journals and by asking their students' opinion about these lessons. The reason why classroom research seemed the best option to gather data to answer RQ 3 was because as Hopkins (2008) claims, the main aim of classroom research is to “enhance [one’s] own and [their] colleagues’ teaching” and also to “test the assumptions of educational theory in practice” (p. 1). As Bourn (2020) wrote extensively about the dearth of empirical research and the lack of voices from the classroom e.g., in his volume, *The Bloomsbury Handbook of Global Education and Learning*, my study aimed to fill in this gap and provide evidence from classrooms for the possibilities of the incorporation of global education into the EFL context.

3.5.1 Participants and Setting

As with RQ 3 the aim was to identify good practices in the ways teachers develop their students' global competence, purposive sampling techniques were used and only teachers who claimed to have positive experiences in it were approached to participate. Moreover, to ensure a variety of responses, the same sampling procedure was used (maximum variation sampling) as in Study 1. In the following sub-sections, the detailed description of the teachers and students who participated in the sub-study can be found.

3.5.1.1 The Pilot Studies in the University and Secondary School Contexts. The piloting of the worksheets took place in two different contexts and in two different phases in the 2019/20 and 2020/21 academic years. First, the activity sequences were tried out in the author's own teaching context, in first-year *Language Practice 1* and *2* groups at the two universities where she teaches (Eötvös Loránd University - ELTE and Pázmány Péter Catholic University – PPCU). As the Language Practice course syllabus is different at the two universities, different activity sequences were tried out with some overlaps. All in all, in the two years of piloting, 13 Language Practice groups participated in the pilot (8 from PPCU and 5 from ELTE). An overview of the participating groups, including the research context, the semester, the group size, the work form, and the title of the activity sequence can be found in Table 3.15.

Table 3.15*The List of Participating Groups in the University Pilot Study*

| Group name | University | Semester | Group Size | Work Form | Worksheets Piloted |
|-------------------|-------------------|-----------------|-------------------|-------------------------|--|
| Group A | ELTE | 2019-20/1 | 14 | Face-to-face | 1. From the encyclopaedia of alternative facts 2. Dear Future Generations 3. Open your World |
| Group B | PPCU | 2019-20/1 | 14 | Face-to-face | 1. Dear Future Generations 2. What makes a good life |
| Group C | PPCU | 2019-20/1 | 15 | Face-to-face | 1. Dear Future Generations 2. What makes a good life |
| Group D | ELTE | 2019-20/2 | 16 | Face-to-face and online | 1. What makes a good life 2. The life cycle of a T-shirt |
| Group E | PPCU | 2019-20/2 | 11 | Face-to-face and online | 1. The happy broadcast 2. The life cycle of a T-shirt |
| Group F | PPCU | 2019-20/2 | 11 | Face-to-face and online | 1. The happy broadcast 2. The life cycle of a T-shirt |
| Group G | ELTE | 2020-21/1 | 16 | Face-to-face and online | 1. Dear Future Generations 2. Open your World |
| Group H | ELTE | 2020-21/1 | 18 | Face-to-face and online | 1. Dear Future Generations 2. Open your World |
| Group I | PPCU | 2020-21/1 | 18 | Face-to-face and online | 1. Dear Future Generations 2. From the encyclopaedia of alternative facts 3. Get free |
| Group J | PPCU | 2020-21/1 | 18 | Face-to-face and online | 1. Dear Future Generations 2. From the encyclopaedia of alternative facts 3. Get free |
| Group K | ELTE | 2020-21/2 | 16 | Online | 1. What makes a good life 2. The life cycle of a T-shirt |
| Group L | PPCU | 2020-21/2 | 14 | Online | 1. The happy broadcast 2. The life cycle of a T-shirt |
| Group M | PPCU | 2020-21/2 | 14 | Online | 1. The happy broadcast 2. The life cycle of a T-shirt |

Even though Table 3.15 shows that all in all, by adding up the numbers, 198 students took part in the pilot phase of the study, in reality, this number is lower ($n = 140$; 64 students from ELTE and 76 students from PPCU), as many students who started Language Practice 1 in my groups, continued studying in these groups, so only a few new students came in the second semester. At the beginning of each semester, the participants were made aware that their data were to be collected and they had the chance to pull out of the study by not filling in the questionnaire and by not submitting their products to the me. It must be mentioned here that the fact that the students took part in a research project led by their teacher may have resulted in some bias: when they were asked for their opinion about the

lessons, they may have rated the statements in the feedback sheet higher because they did not want to fall out of favour with me (even if the feedback sheets were anonymous), and they may have felt pressure to continue participating and submitting their work, which came from the power dynamics. Nevertheless, based on the research journal entries, most of the participating students seemed genuinely interested in the project and only a few students failed to submit their work to me (probably those who would not have done their homework anyway).

In Spring 2020, the second piloting of the worksheets took place involving secondary school teachers. Originally, this phase was already intended to be the main study; however, due to the changing circumstances owing to the COVID-19 pandemic and the emergency remote teaching situation it triggered, some modifications had to be made. For the classroom study in the spring, nine EFL teachers were recruited from my acquaintances and from the participants of the interview study. The participants were approached via email and were familiarized with the procedures of the study: they were asked to select four worksheets from ten which were designed to develop students' global competence, use the worksheet in class, write a reflective journal about their experiences, ask their students to give feedback using an online questionnaire and finally participate in a follow-up focus group interview study. The nine participants were selected in a way to represent different age groups, have different lengths of teaching experience, and teach in different teaching contexts.

Unfortunately but understandably, at the beginning of the lockdown in 2020, half of the participants pulled out and those teachers who remained did not manage to use as many GCD worksheets in their EFL classes as they had been asked to. Nonetheless, five teachers implemented one or two worksheets in their groups online and provided some data about the lessons, which helped me replan the study. The list of teachers who provided data for this phase of the research project can be seen in Table 3.16, which features their pseudonym, teaching context, information about the group they participated with and the worksheets they were using in their classes. Similar to the previous interview studies, the participants were given a code, which consists of the first letter of the word *pilot* and the first letter of their pseudonym.

Table 3.16*The List of Participants in the Secondary School Pilot*

| Pseudonym | Teaching context | Group size | Group level | Group grade | Worksheets used |
|--------------|--|------------|-------------|-------------|--|
| Aranka (PA) | Secondary grammar school | 17 | B2+ | 11 | 1. The Happy Broadcast |
| Emília (PE) | Foundational secondary grammar school (Budapest) | 16 | C1 | 10 | 1. From the encyclopaedia of alternative facts 2. Dear Future Generations |
| Gerda (PG) | Foundational secondary grammar school (Budapest) | 12 | B2+/C1 | 9 | 1. What makes a good life 2. The Happy Broadcast |
| Marci (PM) | Secondary grammar school (Budapest) | 15 | B2 | 10 | 1. The Happy Broadcast 2. From the encyclopaedia of alternative facts |
| Johanna (PJ) | Secondary grammar school | 18 | B2+ | 10 | 1. What makes a good life |

3.5.1.2 Study 6 – The Secondary School Study. The study was rescheduled for Autumn 2020 and to avoid another failure to gather enough data, I went to great lengths to recruit more participants. Some participants who had pulled out from the pilot promised to participate if “life went back to normal” and they could return to their classroom, so first, they were approached. One participant from the pilot, Johanna, promised to do more activities with her group, so she remained to be an informant. Then, a call was placed in a popular group for Hungarian EFL teachers to participate in the study and all in all, 16 teachers decided to take part. They were then familiarized with the procedure, sent a Google Drive link with all the materials (worksheets, teacher guides, feedback sheet for the students, folders to upload their reflections to) and a timeline for the study. Four teachers then did not start to do the activities with their groups due to various reasons, and finally data was gathered from 12 groups and the same 12 teachers of these groups participated in the focus group interview as well. Table 3.17 shows the teachers, the profile of the groups that took part in the study, involving their grade, level, members, the school they went to, teachers and the activities they did in class.

Table 3.17*The List of Participants in the Secondary School Classroom Study*

| Pseudonym | Teaching context | Group grade | Group level | Group size | Worksheets used |
|------------------|--|--------------------|--------------------|-------------------|---|
| Alma (A) | Secondary grammar school (Budapest) | 10 | B2 | 11 | 1. From the encyclopaedia... 2. What makes a good life 3. Dear Future Generations |
| Bella (B) | Secondary grammar school (Kaposvár) | 11 | B2+ | 8 | 1. From the encyclopaedia... 2. Dear Future Generations 3. High on Humans |
| Dorka (D) | Secondary grammar school (Budapest) | 10 | C1 | 17 | 1. From the encyclopaedia... |
| Édua (É) | Secondary grammar school (Pápa) | 11 | B2 | 11 | 1. Life cycle of a T-shirt 2. High on humans |
| Glória (G) | Foundational secondary grammar school (Budapest) | 11 | C1 | 8 | 1. Dear Future Generations 2. Glasgow Snow 3. Open your world |
| Hédi (H) | Secondary grammar school (Mezőtúr) | 11 | B2+ | 10 | 1. Dear Future Generations 2. Happy Broadcast 3. What makes a good life |
| Izabella (I) | Secondary grammar school (Százhalombatta) | 11 | B1 | 16 | 1. Dear Future Generations 2. High on Humans 3. Open your World |
| Johanna (J) | Secondary grammar school (Budapest) | 11 | B2+ | 17 | 1. Get free 2. Dear future generations 3. What makes a good life |
| Klaudia (K) | Secondary grammar school (Budapest) | 10 | B2+ | 15 | 1. From the encyclopaedia ... 2. High on Humans 3. What makes a good life |
| Lehel (L) | Secondary grammar school (Budapest) | 10 | B2 | 17 | 1. The life cycle of a T-shirt 2. High on Humans |
| Ubul (U) | Foundational secondary grammar school (Budapest) | 10 | B2 | 11 | 1. The life cycle of a T-shirt 2. Get free |
| Zsóka (Zs) | Secondary grammar school (Budapest) | 12 | B2+ | 17 | 1. What makes a good life 2. Dear future generations 3. Happy broadcast |

As it can be seen from Table 3.17, most of the teachers taught in a secondary grammar school in Budapest, and only four participants were involved from the countryside. As an important criterion for selection was that they needed to teach 16-18-

year-olds, so people who are likely to become eligible to vote in the next national elections, all the teachers participated with their 10-12th grader students. Another important criterion turned out to be the language level of the group, as the worksheets created were suitable for students with B2-C1 level of English. The group sizes varied between 8 and 17 students, and adding the numbers together, officially 158 students did the activities in class and thus participated in the study. The students were all informed by their teachers that data were to be collected and they had the opportunity not to participate by not filling in the online feedback questionnaire.

3.5.2. *Methods of Data Collection and Analysis*

3.5.2.1 The Creation of the Worksheets. Overall, 10 worksheets were created for the research project. The creation of the song-based worksheets started in 2016, tailored to my university groups' needs and the last worksheet was written up in Spring 2020.

Table 3.18

The Worksheets Created for the Research Project

| Title | Topic | Level |
|--|--|-----------------|
| Dear Future Generations* | Climate change, the future | B2, B2+, C1 |
| From the Encyclopaedia of Alternative Facts* | Fake news, hoaxes | B2, B2+, C1 |
| Hozier – Cherry wine | Domestic violence, ending violence against women | B2+, C1 |
| Jackie Kay – Constant and Glasgow Snow | Migration, human rights | B2, B2+, C1 |
| Major Lazer – Get free* | Poverty, power, oppression | B2+, C1 |
| Oh Wonder – High on Humans | Talking to strangers, conversations, random acts of kindness | B1+, B2, B2+ |
| Open your world - Heineken advertisement* | Bridging our differences, feminism, climate change, transgender issues | B2+, C1 |
| Robert Waldinger – What makes a good life?* | Ageing, happiness, fighting loneliness | B2+, C1 |
| The happy broadcast* | The news, anxiety, coping strategies, positivity | B2+, C1 |
| The life cycle of a T-shirt* | Fast fashion, overconsumption, sustainability | B2, B2+, C1, C2 |

Note. The worksheets piloted in the university context by the author are marked with an asterisk.

When creating the worksheets, my main aim was to write up activity sequences with which as many aspects of students' global competence could be developed as possible: even though their aim was primarily to improve students' global awareness, understanding of global local and intercultural issues and language skills at the same time, the activities helped students develop their global skills and attitudes as well. My main interests, and the syllabi of the language practice courses I taught at the two universities played a significant role in choosing the topics for the worksheets. Out of the ten worksheets, seven were created by me individually, and three were created with my colleague and peer in the Language Pedagogy PhD programme for a side research project on the use of literary texts for nurturing global citizens. An overview of the worksheets used for the project can be seen in Table 3.18 and a more detailed table containing the aim of each activity can be found in Appendix H.

Even though the activity sequences were quite diverse, there are some features which make them similar to each other. Following Leaver and Stryker's (1989) recommendations on content-based courses, each lesson sequence had (1) a *subject-matter core*, revolved around (2) *authentic texts*, the learners could (3) acquire *new information* and the sequences were deemed (4) *appropriate to the specific needs of my students*. The similarities also manifested in the activities: First, each sequence starts with a warmer, which in most cases invites the students to personalise the topic (e.g., *The life cycle of a T-shirt*) or predict what the sequence is going to be about (e.g., *Cherry wine*). Then, with the aim of introducing the topic, students are shown some authentic material, which is, in most cases, a video – either a video clip (e.g., *Get free, High on Humans*), a talk (e.g., *What makes a good life*), an animation (e.g., *The life cycle of a T-shirt*) or a commercial (e.g., *Open your World*); or a text, e.g., a poem (e.g., *Glasgow Snow*) or an article (e.g., *The Happy Broadcast*). After watching or reading the authentic materials, they are given comprehension questions and are also asked to work on some language point, mostly on vocabulary. Then, in order to discuss the materials they watched or read, they are given questions. Afterwards, in most cases, students are encouraged to further familiarize themselves with the issue at hand, by either researching it (e.g., they have to research possibilities of recycling clothes in *The life cycle of a T-shirt*), or analysing figures about them (e.g., they have to learn about the dangers of loneliness in later life from an infographic in *What makes a good life*). Each activity sequence concludes with a project, where students either need to create something to present a topic (e.g., they create

infographics in *Dear Future Generations*) or they have to engage in a form of service-learning (e.g., they are asked to interview their grandparents or elderly acquaintances in *What makes a good life*). In all these cases, they were encouraged to develop their knowledge about various global, local and intercultural issues, develop their cooperative skills, creative and critical thinking skills, their communicative and research skills, and their attitudes of openness and global-mindedness. The worksheets used for the research project can be found in Appendix I.

3.5.2.2 Piloting the Worksheets at the University in the Author's Own Classes (Study 5). After each worksheet was created, it was brought into my Language Practice classes at the two universities to be tried with students and modified according to their feedback and activity level. To keep track of what modifications needed to be made, I kept a research journal and wrote about what made the lessons successful, and what needed to be changed to make the lessons more engaging. The official piloting of the worksheets was carried out in the 2019/20 and 2020/21 academic years. Table 3.15 in Section 4.5.1.1 shows which worksheet was used when and with which group. While it was still possible, and the lessons took place face to face at the universities, the students were asked to write down what they enjoyed about the classes on a piece of paper. From the moment the online feedback sheet was created in 2020 spring, the students were asked to use that feedback sheet and give feedback online, even if the classes took place face to face. The feedback sheet was created using Google Forms, and it took approximately five minutes to fill it in. The students were asked to mark on a Likert scale to what extent the activities developed their language skills and their 21st century skills, and to what extent they enjoyed the lessons. Finally, they were asked to write about whether they thought the activities were useful and whether they think they learned something about the world by doing the activities.

After the first year of the pilot, some modifications were made in connection with the worksheets. The order of some activities was switched to make the lessons more engaging; some extra activities were added, some were deleted, and to help teachers using the worksheets during the pandemic situation, some online tips were added to make the worksheets remote teaching compatible (see in Appendix J.1). After the worksheets were finalized, I created teacher guides to accompany each worksheet, containing the level and aim of the activities, detailed instructions, the solutions, and variations to the activities (see in Appendix J.2). The finalized worksheets and teacher guides were uploaded to a Google

Drive folder and to my own webpage (Divéki, n.d.) with the aim of making the worksheets easy to use in class and always available for all the participants.

3.5.2.3 Piloting the Worksheets in the Secondary School Setting. After the participants were recruited for this study, they received the materials and the instructions as well. They were asked to choose four worksheets from the ten, do the activities with their classes, write a reflective journal on their experiences, and ask the students to fill in the feedback sheet presented in the previous section. The participants received the instructions at the beginning of March 2020, however, due to the Covid-19 pandemic, all schools closed, and an emergency remote teaching period started in the middle of March. Already at the beginning of the period, several teachers pulled out of the study, but some of them promised to go on online. As online teaching came as a surprise for the teachers, and many of them were admittedly not prepared for this scenario, some of them were struggling and could not manage with participating in a study on top of preparing for their lessons. In the end, there was ongoing work in only five groups. Communication with the teachers became even more difficult, and I only learnt about the progress of the groups by checking the feedback sheet regularly, which was shared with the students using a QR code at the bottom of each worksheet. All in all, little data was gathered in this period, so I deemed it wiser to carry out the study again in the Autumn semester, which many teachers believed would mean face to face teaching again.

Based on the experiences of the secondary school pilot, some modifications had to be made to the research design. Even though originally, I intended to observe some lessons, the idea was dismissed due to secondary school teachers' and my increased workload. Even though observations would have enhanced my research design, in the stressful situation the pandemic posed I did not want to add to the participants' burdens by observations, which usually increase teachers' stress levels anyway. Instead of asking teachers to use four worksheets, the number had to be cut down as it became evident that the participants would not be able to dedicate many lessons to my research project. Finally, I had to realize that giving the participants two months to use the worksheets might not be enough, and I needed to be more flexible with deadlines and requests.

3.5.2.4 Study 6 – Main Study in the Secondary School Context. The potential participants were approached at the end of summer 2020. After they expressed their interest in the study, they were sent the 10 worksheets and teacher guides that were uploaded to

Google Drive. After they had consented to participate in the study, they were sent a Google Forms questionnaire in which they were asked to provide some details about the group they would participate with in the study, i.e., their grade, their language level, the time of their classes, and some sentences about the group in general (the atmosphere, their goals, whether they are open to controversial issues). Then, they were asked whether I needed to send out a consent form to their students to participate in the study, but in all cases, they said that the students and their parents had already consented to be part of research projects at the beginning of their secondary school career. Finally, they were asked to choose the worksheets and use them in their lessons anytime in a three-month-long period between the beginning of September 2020 and the end of November 2020.

The classroom study was monitored by checking the students' feedback sheets and by asking the teachers how they were progressing approximately once a month. Some of the participants were sending me feedback willingly after each session they used a worksheet and they even sent me the poems and posters their students created. In the middle of Autumn, it became evident that because of the second wave of the COVID-19 pandemic, a new lockdown was approaching, and due to the looming threat of remote teaching, teachers became overwhelmed and overworked and only half of them managed to complete everything they were asked to do: use three worksheets, write reflective journals, and ask the students to give feedback. Some teachers only managed to do one or two activity sequences with their students, or they did not manage to write reflective journals on their experiences. As their participation turned out to be invaluable in the focus group interviews, the data they provided was also subjected to analysis.

3.5.2.4.1 The Reflective Journals. The reflective journals, in which the participating teachers were expected to record their experiences in the lessons, more specifically what went well, what caused successes and difficulties and whether their students were enjoying the classes, were uploaded to the Google Drive by only seven participants. Even though the other five participants were reminded to write about their experiences, they did not manage to do so, possibly because of the extra workload caused by the abrupt change to online learning. The uploaded research journals were then collected and subjected to content analysis. All in all, 19 entries were analysed, and the length of the entries varied between 241 and 1121 words. Coding the data took place in Summer 2021. The reflective journals were printed out, reread several times, and the initial coding began, using a highlighter and a pen. After the initial coding of the data, the second-level coding

phase involved “a thorough and careful search for patterns [...] in order to find recurrent themes of interest” (Mackey & Gass, 2005, p. 205). As a final step, the emerging themes were organised into a matrix using a Word document, together with chunks of the texts written by the participants.

3.5.2.4.2 Student Feedback. The main aim of RQ 3.5 was to gain insight into the participating students’ views on activities designed to develop their global competence. This part of the project was important to be able to triangulate concerning RQ 3. Triangulation is described by Elliott and Adelman as a technique which collects “accounts of a teaching situation from three quite different points of view; namely those of the teacher, [their] pupils and a participant observer” (in Hopkins, 2008, p. 133). Although in the case of RQ 3 the focus is on the teachers and their practices, I deemed it important to ask the students about how they view these activities.

As it was mentioned above, the students could access the feedback sheet created by Google Forms by using the QR code at the end of the worksheets. The form was the same for each activity, so the students first needed to choose which worksheet they were giving their opinion on. To identify the students, they were asked to provide their email address and their teacher’s name. Then, they were asked to mark to what extent the activities developed their language skills on a Likert scale and then they had to choose which language skills were developed from a list. They were asked to do the same with their 21st century skills: first assess to what extent they were developed, and then say which skills were developed. They also had to mark on a Likert scale to what extent they enjoyed the lessons. Finally, they were asked to answer open-ended questions about whether they thought the activities were useful, and why; and whether they think they learned something about the world by doing the activities. The feedback sheet can be found in Appendix K.

The first part of the questionnaires was analysed using SPSS 22, using descriptive statistical procedures. The second part with the answers to the open-ended questions was analysed using content analysis. The answers were collected into a document, coded and then the emerging patterns of data were identified. Finally, the themes, subthemes and data excerpts were compiled into a Word document and used as the basis for the analysis.

3.5.3 Quality Control

As Hopkins (2008) proposes, several steps were taken to ensure the quality of the research project. First, to ensure *reliability*, an audit trail was constructed, in the form of the

researcher's log, which aimed at minimising mistakes and bias and making the process replicable. The rich description of the process in this section served the same purpose. Second, the research design leveraged the power of triangulation, by using various viewpoints and data sources. Even though failing to observe the lessons resulted in having only two viewpoints present in the classroom study (that of teachers and students), the use of several instruments (worksheets, reflective journals, feedback sheets) supplemented by a focus group interview involving the researcher were appropriate to make up for this lost opportunity. The *internal validity* of the research could be enhanced by adding a participant observer's viewpoint into the equation. To establish the *construct validity* of the project, the participants who wrote research journals were sent the codes and emerging themes from their journals and were asked to comment on them. Finally, to establish the *external validity* of the study, data was collected from different contexts.

3.6 Studies 7 and 8 – Focus Group Interview Studies

Study 8 was designed to gather data using a focus-group interview format among the same teachers who participated in the classroom research. As one of the hoped outcomes of this research project was the enrichment of my colleagues' and my own practice, I found it important to choose this format instead of one-on-one interviews, as it involves "participants thinking together, inspiring and challenging each other, and reacting to the emerging issues and points" (Dörnyei, 2007, p. 144), which can, as I see it, contribute to professional development. The following section details the participants and setting of the pilot study and the main study and the methods of data collection and analysis in both cases.

3.6.1 Participants and Setting

3.6.1.1 The Pilot Study (Study 7). The piloting of the interview guide for the focus group interviews took place at a prestigious university in Budapest. Given that the reason for using focus group interviews was to gain insight into teacher's best practices when it comes to dealing with global content in class, first, four teacher trainers were interviewed about the ways they deal with such issues in class. Purposive sampling was used to identify the participants, who are all known to have substantial experience in dealing with global, local, and intercultural issues in their groups. All four people who were approached with the request to participate agreed to take part in the research project. Their codes, similar to the previous pilot studies, were created based on the first letter of the word *pilot*, and the first letter of their pseudonym.

Table 3.19*The Participants in the Pilot Focus Group Interview*

| Pseudonym and Code | Teaching experience | Types of Courses Taught |
|---------------------------|----------------------------|--|
| Ingrid (PI) | 31 years | Teaching practice support seminar, ELT Methodology, Methodology Specialization courses |
| Fred (PF) | 24 years | ELT Methodology, Language Development courses, Teaching practice support seminar |
| Marcella (PM) | 39 years | ELT Methodology, Language Development courses, Methodology Specialization courses |
| Ulrich (PU) | 28 years | Teaching practice support seminar, Methodology Specialization courses |

Note. ELT = English Language Teaching

As can be seen from Table 3.19, all four participants had considerably long teaching experience and all of them taught methodology-related courses at the Language Pedagogy Department.

3.6.1.2. Study 8 – The Study with Secondary School Teachers. As it was mentioned above, the focus group study served as a follow-up to the classroom-based study, so the participants of the two studies are the same. As according to Krueger (2002), the ideal number of participants for a focus group is six to eight people, I decided to divide the participants and have two smaller groups with an equal number of participants to give enough time and space for everyone to express their views. To this end, I asked my participants to indicate when they were available using a Doodle poll, and based on their answers, they were invited to the two different sessions. Originally, there would have been six participants in each group, but one of the participants forgot to turn up for the interview, so she joined the second group instead.

Table 3.20 shows an overview of the focus group interviews, including the date of the interviews, the length of the interviews and the pseudonym of the participants. The researcher, in the role of the moderator and a co-moderator (one of my course mates in the PhD programme), whose task was to take notes and to pay attention to the recording, also participated in the discussions, hence the plus two participants in the number of participants row.

Table 3.20*Overview of the Focus Group Interviews*

| Group | Date | Length | Number of participants | Pseudonym |
|--------------|---|---------------|-------------------------------|---|
| Group 1 | 27 th November 2020 16:00 | 1:33:00 | 5+2 | Alma (A) Édua (É) Lehel (L) Ubul (U) Zsóka (Zs) |
| Group 2 | 8 th December 2020 18:00 | 1:32:00 | 7+2 | Bella (B) Dorka (D) Glória (G) Hédi (H) Izabella (I) Johanna (J) Kludia (K) |

3.6.2 Methods of Data Collection and Analysis

3.6.2.1 The Pilot (Study 7). Having agreed on a suitable date for everyone, the interview took place on 13th November. Given the fact that during this period the university was closed due to the second wave of the COVID-19 pandemic, the interview had to be carried out online. The video conferencing tool, Zoom was used for the interview, as all the participants had already been familiar with it, and its recording function was easy to use. The interview was thus recorded with the video recording function of Zoom, and the audio recording function of the researcher's and the co-moderator's smartphones. The language of the interview was English, and it lasted 1 hour 37 minutes.

The interview started with the introduction of the research project and the group interview format. The participants were reassured of the confidentiality of the project, and their consent was sought to record the interview. As the participants had already known each other, there was no need to introduce themselves. The interview guide consisted of three parts and the interviewees were asked questions about how they create a safe space for their students to express their thoughts, what their approach is when discussing controversial issues, and what activities they use for developing their students' global competence. The complete interview guide can be found in Appendix L.

After the interview, the audio file was transcribed using the voice typing function of Microsoft Word Online. The 1.5 hour-long interview amounted to more than 15 000 words of transcribed text, providing a significant amount of data for analysis. The co-

moderator's notes supplemented the transcription. The data was subjected to content analysis, using the same procedure described in detail above in Section 3.3.2.1. The emerging themes, together with quotes from the transcript were collected and compiled into a Word document.

As one of the aims of the pilot was to test whether the guide consisted of the right questions and whether it the questions managed to sustain a discussion for 1.5-2 hours, some modifications had to occur. As I really had to respect the time limit of 1.5 hours because of the participants' other engagements, during the interview, I already needed to prioritise which questions are most important and skip some questions, which were interesting but not directly linked to my research questions.

3.6.2.2 Study 8 – The Study with Secondary School Teachers. Agreeing on a date with the secondary school teachers was even more challenging than in the previous case; however, using Doodle helped find suitable dates for everyone: 27th November and 8th December 2020. As originally intended, due to the location of the participants, the two interviews took place online, on Zoom. The interviews were recorded using the video recording function of Zoom and the audio recording function of the co-moderators' smartphones. The language of the interviews was Hungarian, as this was the interviewees' mother tongue. Before the interviews, the participants received an email with the details of the interview and about how data was going to be handled. They were asked for their consent for the interview to be recorded and they all consented in writing.

The interview started with the introduction of the participants and to warm them up for the discussion, they were asked to say one word that came to their mind when they heard the word *global competence*. The interview consisted of four parts. The first three parts of the interview guide were the same as the one used with the teacher trainers: they were asked about how they create a safe space for their students to discuss controversial issues in class, what approach they take when it comes to discussing these controversial topics in class and what kind of activities they use for developing students' global competence. The last part of the interview was the direct follow-up for the classroom study: they were asked to reflect on the activities they did in class and to deliberate whether these sorts of worksheets are useful to nurture students' global competence. The English version of the interview guide can be found in Appendix M.

The two interviews were transcribed right after the interviews using the freeware version of the online transcription tool, Happy Scribe. The transcribed version of the two approximately 1.5 hour-long interviews yielded a rich database of 50 pages or 23 300 words. The two co-moderators' notes were also used to supplement the transcript. The initial coding of the data began in winter 2020, however, owing to time constraints, it was only finalised in summer 2021. The co-moderators also offered their valuable help as co-coders, so their codes were also compared to the researcher's codes. The process continued with the second-level coding, during which the researcher aimed at identifying emerging patterns of data. Consequently, the emerging themes were collected and compiled into a table containing the themes, sub-themes and quotes supporting the themes from the transcript.

3.6.3 Quality Control

Through this research project as well, I made sure to observe the quality criteria of qualitative research. As suggested by Gibbs (2007), the criteria of *transferability* were achieved by giving a rich description of the research context, the procedures, and the findings. The *dependability* of the study was ensured using the same interview guide and asking the same questions and follow-up questions of the participants to avoid bias. The *confirmability*, i.e., the neutrality of the study was established by the help of a co-coder, whose codes were compared to the researcher's. The *credibility* of the study was established by using member checking; the emerging themes were sent back to the participants so that they could comment on them. With the aim of triangulating the findings, the researcher's and the students' point of view also figures in the results and discussion section.

3.7 The Limitations of the Research Project

The studies presented have some limitations and some issues also emerged during data collection. In what follows, I intend to address these issues and present the solutions used to eliminate the problems or decrease their impact.

One of the problems concerns the participants of the large-scale questionnaire study. As it was mentioned above, 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. What I learnt from the pilot study I conducted on teachers' attitudes towards dealing with controversial issues (Divéki, 2018) is that it can be assumed that mostly teachers who feel strongly about the importance of dealing with such issues take the trouble to fill in a 20-minute-long questionnaire. There are two ways I intended to deal with these issues. First, I gave the questionnaire a catchy but not too revealing title to attract more teachers to fill it in without prejudices about the investigated topic. Secondly, I was going to approach ELT teacher team leaders and ask them to get their team to fill in the questionnaire at the beginning of a meeting. In this way, I hoped to even out the number of enthusiastic and less enthusiastic participants. However, this endeavour turned out to be more challenging as many schools in the country do not tend to display team leader functions on their websites, or if so, they do not always provide their contacts. So as to involve participants from as many teaching contexts as possible, I collected English teachers' email addresses from school websites and sent them the link to the questionnaire directly. I even offered an incentive for them: the link to the collection of activities designed for the classroom study was included at the end of the questionnaire, which, based on the statistics on my website, many respondents opened.

The second limitation concerns the classroom study. As it was mentioned above, 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. Because based on Hopkins' (2008) recommendations, I wanted the study not to be "too demanding of teachers' time" (p. 59), and in such a situation I did not want this project to be an imposition, I decided not to include classroom observations in the design. Based on my personal experience and personal communications with the participants, they were struggling to keep up in this period, and apart from the apparent demands of the pandemic on their lives and their mental health, they had to develop their techno-pedagogical skills in a relatively short amount of time to be able to successfully teach their students online (Fekete & Divéki, 2022). 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. In the main study, the fact that some classes had to be quarantined if there was a person who tested positive would have complicated the

observations. Also, to do the observations correctly, and avoid the observer paradox (Mackey & Gass, 2012), I should have also observed the classes before they did the activities. Finally, even when in-person teaching was possible in schools in the Autumn semester, everyone was wearing masks, only the teachers and their students could go to the schools and having guests was strongly discouraged. 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.

The third limitation concerns the focus of the studies. The OECD's main aim with creating the global competence framework was to measure students' global knowledge, skills, attitudes, and values; nevertheless, the studies only focus on developing students' global competence and not on assessment. Moreover, all four dimensions of global competence did not appear markedly in the investigations as the studies were mostly concerned with developing students' knowledge, skills, and attitudes and not so much their values. The reason for the apparent avoidance of values from the interview questions and questionnaire items is that *values education* is still regarded as a complex and controversial topic in educational sciences: values are difficult to *define*, contextualize and assess, it is questionable what values one should teach, and it is even more questionable whether teachers have the right to impose their own values on students (Read, 2018). Nevertheless, as Freire (1985) and Giroux (1997) posit, it is impossible to be values-free when teaching, as teachers convey values with their behaviour in the classroom and the way they communicate with their students (Read, 2018). With this controversy in mind, I decided not to ask questions about values; however, values did come up in teachers' answers quite often, so they are reported in Chapters 4 and 5. Another issue with the focus of my investigations is that RQ2 and its sub-questions only enquired into the ways tutors and secondary school teachers develop the *knowledge dimension* in their students. The reason for selecting the knowledge component as my primary focus was not that it is the most important element of the global competence framework, but some empirical studies (Haynes, 2009; Yoshihara, 2013) led me to believe that teachers tend to avoid controversial content and many global, local, and intercultural issues may be regarded as controversial. With this tendency in mind, it seemed logical to investigate how teachers incorporate controversial issues into the curriculum for GCD. Therefore, this research problem

prompted me to only focus on the knowledge dimension in Studies 1-4 and on the knowledge, skills, and attitudes dimensions in practice in Studies 5-8.

3.8 Ethical Concerns

There were some ethical issues that had to be taken into consideration during the research process. First of all, I had to apply for an approval of my intended research from the Research Ethics Committee of the Language Pedagogy PhD Programme, which was granted after I handed in my proposal. In Studies 1, 2, 7, and 8 informed consent was sought from the participants: they were read a document about the procedures of the given study at the beginning of each stage, which contained information about the aims of the study, about their tasks, about confidentiality and about their right to withdraw from the study at any point (Dörnyei, 2007). In Study 5, the university students were informed that I was collecting data for research purposes, that data collection was anonymous, and that they had the option to pull out at any point of the study, meaning that they could choose not to participate, not to give feedback and not to submit their work. In the case of the classroom study in the secondary school context (Study 6), the teachers were asked if I needed to ask for parental consent, but in all the cases, they said that the parents had already consented for their children to be research participants at the beginning of their studies. In Studies 3 and 4, at the beginning of the questionnaires, the participants were reassured that data would be treated confidentially, and completion would be completely anonymous and voluntary.

In order to protect the privacy of the participants, the data sets compiled during the research process were archived in an anonymised and coded state. The data collected for the research project is confidential and will never be handed over to a third party. The recordings and the data set are not to be kept longer than necessary for the eventual publication of the dissertation or research articles based on the research project.

4 University Tutors' Views and Practices Concerning GCD - Presentation of the Results from the University Context

4.1 Tutors' Views on Global Competence Development

This section starts with the presentation of the results from *Study 1*, which was an interview study with the participation of five university tutors involved in EFL teacher training. Sections 4.1.1.1 and 4.1.1.2 present what they mean by global competence development, and Section 4.1.1.3 shows how they see it in practice in their classes. The following sections summarise the tutors' views about whose task it is to nurture global citizens (4.1.1.4) and the characteristics of globally competent teachers (4.1.1.5). Finally, Section 4.1.1.6 details why it is important to include GCD in teacher training. In the second part of Section 4.1, results from *Study 4* are presented, which was a questionnaire study involving 34 university tutors working in EFL teacher education programmes in Hungary. Section 4.1.2.1 showcases what Hungarian university tutors mean by global competence using data yielded by the questionnaire. Then, Section 4.1.2.2 details how respondents see globally competent teachers and to what extent they regard themselves as globally competent tutors. Finally, in 4.1.2.3, their views in connection with the role of teacher training in GCD are presented.

4.1.1 Results of the Interview Study

In what follows, the results of the interview study (*Study 1*) are presented, which was conducted with the participation of five university tutors (Iván (SI), Kristóf (SK), Magda (SM), Ráhel (SR), and Ulrich (SU)). The results are organised around the main emerging themes from the interviews (which can also be found in Appendix N). Several quotes are used from the participants for illustration, taken from the interview transcripts. After each quote, a code is used indicating the initials of the participants' pseudonyms and the page number of the transcript where the quote is taken from. The emerging themes are italicised and accompanied by the initials of the participants who referred to them in the interview.

4.1.1.1 21st-Century Expectations. Educational stakeholders have been underscoring the importance of developing students' 21st-century skills in recent years (NEA, n.d.), as they are also seen as essential parts of quality education, and inherent to global competence as well. As the expression *21st-century skills* is considered a buzzword and the notion of global competence has not been around for long, I deemed it more apposite to start inquiring about tutors' perceptions of 21st-century skills first and then get closer to the notion in question. Therefore, instead of asking participants directly about the components of GC, they were asked to enumerate what knowledge, skills, attitudes and

values a student should have to succeed in the 21st century. The respondents managed to enumerate several components, which can be seen in Table 4.1. The components mentioned multiple times by different respondents can be found in the first row (with the number of mentions in brackets), and the components mentioned by only one participant can be found in the second row.

Table 4.1

Knowledge, Skills, and Attitudes Necessary to Succeed in the 21st Century According to University Tutors

| Knowledge | Skills | Attitudes |
|--|---|--|
| Some general knowledge (2) Language knowledge (2) | Cooperation (4) Critical thinking (3) Researching information (3) Communication (2) Digital literacy (2) Taking a stand (2) Dealing with conflicts (2) Lifelong Learning (2) | Openness to difference (5) Curiosity (2) |
| Self-knowledge Professional knowledge | Reflection Interpersonal skills Perspective-taking Assertiveness The ability to ask questions Assessing information Argumentation Transferable skills Problem-solving Interdisciplinary skills | Respect for others Tolerance Being motivated Flexibility Empathy |

The university tutors had no difficulty enumerating 21st-century skills, and as can be seen from Table 4.1, most of them mentioned three of the 4Cs, critical thinking, cooperation, and communication. Interestingly enough, creativity did not appear in their answers, only Ráhel referred to it fleetingly when mentioning problem-solving. Apart from the 4Cs, *digital literacy* and having *ICT skills* were listed by most participants, and in connection with this, the *ability to look for reliable information* on the internet. Moreover, Iván and Kristóf mentioned the importance of *taking a stand*, the ability to *express their opinion* convincingly about matters that are important to them. Iván and Magda both added that it is not enough to *know things*, students should have the *desire* to read up on information, to

look more deeply into topics, to constantly broaden their horizons and to develop their knowledge, so they should become lifelong learners. Concerning the attitudes, they all indicated that to be successful, young people need to be *open*, open-minded towards change, open to different opinions and open to diversity. Iván and Magda added that they should be *curious* as well and go towards experiences where they encounter diversity. The interviewees had more difficulty grasping what knowledge people would need to succeed in the 21st century. Three of the participants questioned whether *encyclopaedic knowledge* is important in the 21st century and they claimed that it is more important to know where to find this sort of information. They placed more emphasis on professional, expert knowledge in one particular area and self-knowledge.

4.1.1.2 Being Globally Competent. After discussing what makes a student successful in the 21st century, the participating tutors were shown a definition of global competence and were invited to ponder what makes someone a globally competent citizen or a global citizen. Ulrich also gave his definition of a global citizen, as he put it:

a global citizen is someone who is very much rooted locally... [...] You know, a good local citizen. [...] You know, people who have the heart in the community, who were brought up in the community and who care about the community... and because they care they see that for this community to thrive in the long run, they need to look beyond... and to understand that they are like in a spider's web... if they do one thing, it starts wobbling down and the other way around. So, to me, it's the best of a local citizen, with a view to the world. (T/SU-8)

The last part of Ulrich's definition appeared in all four participants' answers, mostly when it came to enumerating the components of the knowledge dimension of global competence. In connection with the knowledge component, the categories that emerged involve *language knowledge* (SI, SU), *cultural knowledge* (SI, SK, SM, SU), *knowledge of social identity* (SI, SU) and *global awareness* (SR, SU). Elaborating on social identity, as Iván put it, a global citizen is someone aware of the fact that "a world without any rules is not a *global world*" and is "someone who knows their place in this global world" (T/SI-13). It is clear from the answers that the four participants have quite different views about the knowledge component of global competence. Iván believed that it entails "knowing *not only about what happens locally*" (T/SI-13), while Ráhel understood it as "knowing about *people's everyday lives*" in different parts of the world (T/SR-9). Just as Ráhel, Ulrich also emphasised *cultural knowledge* as an inherent feature of GC. Magda elaborated on the importance of having a *basic knowledge of people's cultural background* and having just enough lexical knowledge to be able to connect the dots and to be able to navigate

information. Kristóf also pointed out the relevance of some *basic cultural knowledge*, and also added that students should have some *knowledge about literature and history*, in order “not to repeat history” (T/SK-5).

When asked about the skills needed for being globally competent, most of them apologised for repeating themselves, as the skills they listed correspond to the ones they mentioned for succeeding in the 21st century, they only supplemented it with skills such as the *ability to decentre* (i.e., to consider situations from different perspectives) and the *skills to interpret information*. As for the attitudes, they mentioned the same ones as in the previous case, for 21st-century competences, e.g., *openness*. They completed the list with *tolerance, a sense of global responsibility, curiosity, and progressivity*. An overview of the participants’ answers can be seen in Table 4.2, with the emerging themes in the first row (with the number of mentions in brackets), and their additional answers in the second one.

Table 4.2

Knowledge, Skills, Attitudes Necessary for Global Citizens, i.e., the Components of Global Competence According to the Tutors

| Knowledge | Skills | Attitudes |
|---|----------------------------|--------------------------------|
| Cultural knowledge (4) | Critical thinking (3) | Openness (3) |
| Knowledge of social identity (2) | Conflict resolution (3) | |
| Language knowledge (2) | Cooperation (2) | |
| Global awareness (2) | Communication (2) | |
| | Evaluating information (2) | |
| | Taking a stand (2) | |
| Knowledge about local and global issues | Interpreting | Law abidance |
| Knowledge of history and literature | Decentering | Sense of global responsibility |
| Knowledge about people’s everyday lives | Reflecting | Curiosity |
| Self-awareness | Assertiveness | Progressivity |
| | Lifelong learning | |
| | Researching information | |
| | Empathy | |

4.1.1.3 Global Competence Development in University Tutors’ Lessons. To explore what tutors really meant by global competence development, they were asked what opportunities their students have in their lessons to develop the above-mentioned knowledge, skills, and attitudes. All the tutors said that they do bring global, local, and intercultural issues into class to discuss, and they also deal with current issues. Even though

they deliberately bring in different topics, other issues generally crop up and when they do, the tutors usually address them. However, they do not include these topics systematically and the aim of developing students' global competence is not emphasised (more about what topics tutors discuss in their classes and what influences their decision about how they do so is in Section 4.2).

As they mentioned, it is more important to create the necessary conditions than to push students in a certain direction. As Ulrich put it,

I think the ability to think critically, to engage with texts, I create a sort of ground for this in various ways... to what extent they take up on that, I don't know, it's hard for me to tell. [...] It's more like a flower bed. I throw in a couple of seeds and I try to create an atmosphere that is conducive to grow[ing] this kind of stuff. And how big the plants are I can't tell. (T/U-11)

Ulrich, Ráhel, Iván and Kristóf also pointed out that the fact that students can *choose their own topics* to bring in for discussion can also contribute to GCD. Ulrich, for instance, has *news circle* activities, where students have to talk about a news item they have read for the lesson, share their reflections on it and comment on each other's news items. With this activity, he tries to "force students to read" (T/U-11) and make them take a stand. The other tutors also find it important to make their students take a stand in connection with anything. Kristóf, for example, uses a strategy by the *Toastmasters* public speaking club, called *PREP* (point, reason, example, point). When presenting their views or starting a speech, the students should rely on this structure, and first present their point clearly, then, explain the reason why they chose the subject, then, illustrate their point with examples and end their speech with a clear point again in summary. As he argued, this structure is easy to use and helps the students to first, organise their ideas and then, express their views. Ráhel, Kristóf and Iván all use *student presentations* as well and through these presentations, they teach presentation and public speaking skills and teach the students how to research reliable information on the internet. *Debating* also emerged as a popular tool for developing students' global competence (SI, SK, SM, SR). Magda mentioned that she usually gives the students some thinking time to prepare for these debates and the students can even use their phones to research information.

Projects are also favoured by Ráhel and Iván; Ráhel, for example, got her English teacher trainees to prepare classes based on the United Nations' 17 Sustainable Development Goals, and try them out in schools in economically disadvantaged areas, thus involving her students in *experiential learning*. She also believed that there should be more

web collaboration projects in which students could collaborate with other students from other parts of the world to develop their intercultural competence. Kristóf also underlined the importance of experiential learning. He argued that students usually have a sensory overload when it comes to topics in connection with the environment, so it is important not to be boring and to provide them with “aha moments” (T/SK-7) when they realize that the given topic is relevant for them.

In conclusion, the most popular activities among the five tutors in the university setting turned out to be allowing students to research certain topics and prepare presentations on them and facilitating activities that encourage students to express their point of view.

4.1.1.4 Whose Responsibility is it to Develop Students’ Global Competence?

All five tutors shared the view that educating the students who are in their care is part of being a teacher. Acknowledging that mostly language teachers take on this task as it is more easily done in language classes (SI, SU), the participating tutors stated that developing students’ global competence should be *every teacher’s responsibility* – no matter what their subject is. In Ulrich’s words, as developing GC is time-consuming, “teachers have the responsibility to decide [whether they will] or not make the time... these are not just things you can do quickly and move on...” (T/SU-11). However, there seems to be a consensus that it is not only teachers’ responsibility to develop students’ global competence. Ulrich and Iván emphasised the *students’ own responsibility* in developing their global competence. As Ulrich put it, teachers can only create the right conditions and guide the students but cannot develop anyone, “it is [the students’] task ultimately” (T/SU-12) and used the metaphor “take the horse to the water but can’t make it drink” (T/SU-12). As Iván saw it, the students themselves have to be open to this process, and “they just cannot bury their head in the sand” (T/SI-17), they have to be aware that in the 21st century, there are demands from the labour market and one’s surroundings and they have to meet these demands, so it is their task to develop after all. The tutors also mentioned two other factors that need to be taken into consideration: the *family’s* (SI) and the *university’s* (SI, SK, SM) role. For instance, Kristóf saw the role of the university relevant in organising programmes for students to meet people from different cultural backgrounds, for example, in the context of international student nights, or other events where their affective filter is lowered.

The tutors were also asked whether they consider themselves English language teachers or educators. Four of them chose the latter, even if the word educator did not please everyone. Ráhel argued that her main problem concerns the fact that in the communist era, teachers had to *raise students and transmit values*: for her, it is difficult to disregard this connotation of the word *education*. However, she still tries to set an example for her students and during the interview, told anecdotes that were examples of *education*. Iván also highlighted the importance of setting an example to the students. He asserted that it is essential to think twice about what opinions teachers express in front of their students and what topics they choose for discussion because these might already influence the students. As he put it, “already with our personality and how we behave, and whether we take things seriously we influence our students... at least on those who are attuned to us” (T/SI-10).

Even though the question was about how they see their role in educating young adults, and whether they consider themselves to be simply their language teachers or their educators, Ulrich also addressed the *political dimension of education*:

There is no such thing as value-free education. I think there are certain values and people may not share them... but it's what discourse analysts and conversation analysts say... you cannot not communicate. And I say that you cannot not educate. Either through its absence... Because of that, I choose to be fully fronted educational, but it doesn't mean lecturing or... but I have views and [these young people are] still very malleable, who are looking for something... they are trying to figure out their identity, they are trying to make key decisions in their lives, they will be the next generation... and so... I have a role. So, I'm absolutely, unapologetically educational. (T/SU-6)

After expressing his strong beliefs about his role, Ulrich also pointed out that unfortunately some teachers in the institution completely reject the role of educators and regard themselves solely as language instructors or depending on their subject, as academics. In sum, all the participants see themselves as language teaching educators, and to varying degrees feel that they have a role in fostering their students' global competence.

4.1.1.5 Being a Globally Competent Teacher. The participants were asked to draw up the profile of a globally aware teacher. First, they mentioned characteristics of global citizens, such as tolerance, empathy, and being critical, but when asked about how it can be seen in the classroom, they gave more detailed answers. According to Ráhel, a globally competent teacher is someone willing to experience another culture or other cultures and immerse themselves in that culture. As an example, she mentioned living in a Black American community, in an LGBTQ+ community or working with Persian students. If they

have experienced that, then whenever they talk about this topic, it comes naturally to them, so they can be *authentic* in their role. The tutors agreed that the fact that someone is a globally aware teacher is manifested in the *atmosphere* they create. As Magda saw it, if someone is globally competent, it is a background factor that permeates the whole atmosphere of the class: the students feel what the teacher's worldview is even if she only communicates it in half sentences. She gave the following example: "They do not make racist comments... they don't make fun of people... neither individuals nor groups of people" (T/SM-17). She went on by saying that a globally competent teacher is a humanist, they are tolerant of learners' otherness and humorous in the sense that they can even treat difficult situations using humour.

According to the participants, it can also be seen from what *kind of topics* they choose to discuss in their lessons and who they involve in this *decision-making process*. Kristóf and Iván both emphasised that the students should have a role in choosing the topics they want to discuss. In connection with this point, Kristóf underlined that globally competent teachers must be open and let students talk about topics that interest them, otherwise the dismissal of students' interests as silliness could hurt the students deeply.

The way they discuss important and/or controversial issues also matters. Ulrich commented that it is essential that teachers have a sort of *meta-awareness*. In his view, they have to be cautious about not becoming preachers, because "nobody likes to be preached at" (T/U-10). He points out that globally aware teachers must have a critical faculty and acknowledge that they do have power, but they should never misuse this power to force issues. He went on to say that he should teach issues that are important to him only if he thinks that they would also be useful for his students, but he should not address them to simply "feed [his] own little pet ego or cause" (T/U-10). Iván saw the danger of indoctrination similarly. In his view,

of course, it is impossible to be completely objective, and whenever we ask something, our opinion is already in the question a bit, and we are not machines... but I think we need to draw the line between forcing our own opinion and expressing it... and as teachers, we have to watch consciously where this line is. (T/SI-14)

Both Ráhel and Kristóf mentioned that globally competent teachers involve their students in *experiential learning activities* and through teachable moments open their students' eyes to the reality they live in. Ráhel explained it through the following example: an acquaintance was Skyping her from Iran during class and all her students (who have never

really been outside their town) wanted to see her because “they don’t know how many heads she has” (T/SR-10). In her own words,

and they see that she is wearing a hijab. And I explain to them what a hijab is.... and one of them says. “Oh hold it! We have Mari néni in town and she wears a *kendő* [scarf]! And when they can connect these things and the reasons, and when they realize that Mari néni’s hijab is not any different from Sajade’s hijab, then all of a sudden, I knew that I won the battle against the [scary image of the] *immigrant*.

In summary, the participants believe that globally competent teachers are global citizens first. They also think that such teachers have specific characteristics which are visible in the classroom: they are authentic, they create a democratic and inclusive atmosphere, they involve their students in decision-making, and they are critical educators, who do not teach their students what to think but enable them to think. Finally, they bring critical topics into their classes and they involve their students in experiential learning.

4.1.1.6 Global Competence Development in Teacher Education. All the tutors agreed that it is essential that this dimension be present in teacher education, and they all considered it important to some extent. However, as the participants have been involved in EFL teacher training for different lengths of time and in different ways, they have quite a different perspective of the training offered in the institutes they work in. According to Kristóf, the cultural component is already implicitly present in teacher trainees’ lessons as “culture and language are inherently linked” (T/SK-7). Iván also believed that it is already there in the programme he is working in, and he experienced it to some extent when he was a university student some years ago. Ulrich claimed that global competence development is to some extent present in the teacher training programme he works in. He did not say that there should be a *global issues* training component, but he said that this should be more emphasised in the programme. He mentioned that “there is something about it in the lecture series” the department is offering, but there are no elective courses students could take to learn more about it. However, he rounded it up by saying that “a training programme like [theirs] should at least be clear about – particularly as these new competences are being seen as worth measuring – where [they] stand and what it is that [they] can contribute” (T/U-13).

Magda and Ráhel saw it differently and they both agreed that global competence should appear in the programmes more markedly or even as a separate subject. Even though Magda does not know too much about what students learn in their literature and culture classes, she supposes that their skills are developed as the “graduates look very open-

minded” (T/SM-20). Nevertheless, she stated that the global perspective should be incorporated into all the subjects that students have to take, and they should learn about global competence development explicitly. Ráhel also felt that it should be incorporated into existing subjects, but also that it should be a separate subject so that students have the opportunity to develop their global and intercultural skills through collaborative projects.

Taking everything into consideration, what became apparent from their answers is that although global competence development is not a clearly stated goal in the teacher training programme, personally they are all doing their best to include global topics in their lessons and to develop their students to become successful 21st-century citizens.

4.1.2 Results of the Questionnaire Study

4.1.2.1 The Components of Global Competence. The participants of the survey were shown the same definition of global competence as the interviewees, i.e.,

According to my definition, global competence comprises the knowledge, skills and attitudes which enable students to succeed in the 21st-century labour market and empower them to live as democratic, active, conscious, and globally aware citizens. For the latter, the literature uses the term global citizen.

Then, they were asked to list two to four components of the knowledge, skills, and attitudes they think one needs to become globally competent. Using content analysis, some emerging themes were found in the participants’ answers. Table O1 (in Appendix O) presents the results of the content analysis and compares what the tutors said with the components proposed by OECD (2018). To allow for easier comparison, similar components in the OECD classification and the tutors’ answers were placed next to each other. The number of participants who listed each component can be found in brackets.

As reported in Table O1, the tutors have a relatively good understanding of global competence development, and most of the components they mentioned correspond to the ones proposed by OECD. However, looking at the number of participants who mentioned each component, there are observably some elements that are less accentuated in the answers, meaning that fewer participants understood them as important components of GC. For instance, even though in connection with the knowledge component approximately one-fourth of the tutors ($n = 8$) mentioned *knowledge of global issues*, only two participants referred to having *knowledge about sustainable development*. Also, the *intercultural knowledge* and *knowledge about socio-economic development and interdependence* components were barely present in the participants’ answers. Nevertheless, they proposed

two new elements which were not present in the OECD classification, but they can be useful new additions to the framework and coming from EFL teacher trainers, it is hardly surprising that many of them included *language knowledge* and *self-knowledge* in their lists.

Regarding the skills, as it can be seen in Table O1, the tutors highlighted the importance of *critical thinking* and *communication*, but many of them failed to go deeper and allude to the importance of *reasoning with information* (doing research and backing up what they are saying using information from reliable sources). Only three participants mentioned *perspective-taking*, which is an essential skill to have effective discussions with people from diverse backgrounds. *Conflict management* was also only mentioned twice, even though some others also touched upon this skill. Further skills proposed by the participants included *reflexivity* and *creativity*. For the question about attitudes and values, most of the respondents included *openness* in their answers. *Respect* and *global mindedness* were not uttered in the answers though, so it may be worth raising awareness of these attitudes so that teachers think about them as attitudes to be developed. It is important to note here that four participants highlighted *the desire to stay informed* as a general attitude, which would also be a valuable addition to this framework.

The participants were also asked to rate on a 5-point Likert scale to what extent they thought they had the knowledge, skills, attitudes, and values they enumerated, i.e., to what extent they regard themselves as global citizens. The participants mostly regarded themselves as global citizens ($M = 4.35$; $SD = .65$), with 47.1% of the participants ($n = 16$) saying that the characteristics listed were *quite true* for them, 44.1% ($n = 15$) saying they were *absolutely true* for them, and 8.8% ($n = 3$) saying that they were *partly true* for them.

4.1.2.2 Being a Globally Competent Teacher. The respondents were also asked to enumerate two to four characteristics of a globally competent teacher, to make data analysis easier. These answers were subjected to content analysis, the results of which are reported in Table 4.3. The emerging themes can be found on the right, together with the number of participants who mentioned each in brackets, and my categorisation of the types of characteristics proposed by the respondents can be seen on the left. Based on the tutors' answers, five main categories were created, referring to their overall competences, the attitudes, skills, and knowledge they need to be globally competent and the pedagogical content knowledge they need in their classrooms.

Table 4.3

The Characteristics of a Globally Competent Teacher as Seen by the Respondents of the Questionnaire Study

| Themes | Sub-themes |
|--------------------------------------|---|
| Competence | Global citizen – Global competence (4) Intercultural competence (2) |
| Skills | Sensitivity (5) Lifelong learning (4) |
| Attitudes | Interested in other cultures (2) Critical attitude (3) Open-mindedness (10) Tolerance (3) Has the desire to nurture global citizens (2) |
| (Content) knowledge | Wide enough knowledge about the world (2) Well-informed about what is happening in the world (knowledge about current affairs) (7) |
| Pedagogical content knowledge | Can generate and moderate discussions with individuals or groups (3) Has methodological knowledge to implement global education (2) |

Even though it cannot be seen from Table 4.3, when asked what makes a globally competent teacher, some respondents mostly enumerated personality traits, and attitudes or wrote “the same as above”. Four respondents stated, in line with the literature (Andreotti, 2012 as cited in Bourn, 2015; Bourn et al., 2017), that globally competent teachers first need to become global citizens. Intercultural competence as a prerequisite was only mentioned by few participants. Among the skills, sensitivity was listed five times, in connection with students’ interests and with people from different backgrounds. Four tutors also hinted at the importance of global teachers’ desire to constantly improve themselves, thus lifelong learning was also mentioned as an important skill. In connection with the attitudes, 10 participants emphasised the considerable importance of being open-minded. Related to knowledge, seven participants highlighted that global teachers have to be well-informed and three of them said that they should have wide knowledge about the world. However, they did not mention that they should have “knowledge and curiosity about the world’s history, geography, cultures, environmental and economic systems and current international issues” (Longview Foundation, n.d.). Few tutors referred to components of pedagogical content knowledge, nonetheless, three of them touched upon the fact that EFL

teachers should be able to generate and moderate discussions and two of them stated that they should have the methodological skills to implement global education in their classes. The tutors did not comment on the importance of knowing about the international/global dimensions of their subject matter, or the pedagogical skills to teach their students to analyse different points of view and different primary sources. Only one participant pointed out the necessity to possess effective classroom management skills and to be ready to change and adopt new methods to accommodate their students' interests.

The tutors were also asked to rate on a five-point Likert scale to what extent they thought the characteristics they enumerated were true for them. The respondents mostly saw themselves as globally competent teachers ($M = 4.41$; $SD = .68$), with 47.1% of the participants ($n = 16$) stating that the characteristics they listed were *absolutely true* for them, 47.1% ($n = 16$) stating that they were *quite true* for them, and 5.9% ($n = 2$) stating that they were partly true for them.

4.1.2.4 Global Competence Development in Teacher Training. To tap into tutors' views about the importance of including global competence development in EFL teacher training programmes, three closed-ended questions were asked of them. First, they had to rate on a Likert scale how important they thought it was for their students to become global citizens ($M = 4.56$; $SD = .61$). 61.8% of the participants ($n = 21$) claimed that it was *extremely important*, 32.4% ($n = 11$) said it was *important*, and 5.8% ($n = 2$) said it was *partly important* for their students to become global citizens. No one from the sample claimed that it was not important to become a global citizen in today's world.

The questionnaire also enquired into their views on whether it is their task to develop students' global competence. The respondents had to rate their answer to the question "To what extent do you think it is your task to develop students' global competence" on a Likert scale, and the average of their answers was 4.14 ($SD = .67$). 33.4% ($n = 11$) of the participants marked 5, meaning that it is *absolutely* their task, 52.9% ($n = 18$) marked 4, meaning that it is *their task*, and 5 of them (14.7%) marked 3, meaning that it is *partly* their task to nurture global citizens.

Finally, the participants were asked how important they think it was to develop students' global competence in university language development seminars. The tutors rated its importance relatively high, with a mean of 4.41 ($SD = .70$). More than half of the participants (52.9%), 18 tutors stated that it was *extremely important*, 12 tutors (35.3%)

stated that it was *important*, and 4 tutors (11.8%) stated that it was *partly important* to develop a global mindset in the context of language development courses. All in all, as it can be seen from the answers the tutors regard global competence as important and most of them believe that it has its rightful place in their courses, thus in EFL teacher training.

4.2 Developing the Knowledge Component of Global Competence

In this section, the results of the second part of Study 1 and Study 4 are presented. First, the results of the interview study (4.2.1.1) unveil what kind of global content the five interviewed tutors deal with (Sections 4.2.1.1-4.2.1.2) and do not deal with in their classes (Section 4.2.1.3). Then it presents what kind of attitudes these tutors have towards dealing with global content in their courses, through examining tutors' feelings towards dealing with such issues (4.2.1.4), the frequency of the inclusion of global content (4.2.1.5), and the importance they attach to dealing with global, local, and intercultural issues (4.2.1.6). As a final part of the presentation of the results of the interview study, it describes what background variables influence teachers in the inclusion of the global content in their courses (4.2.1.7). The chapter goes on to present the results of the questionnaire study. First, it showcases teachers' likeliness to deal with certain global, local, and intercultural issues (4.2.2.1) and describes what issues they would not deal with in class (4.2.2.2). To tap into tutors' attitudes about dealing with global, local, and intercultural issues, it presents the analysis of the scales about tutors' feelings about global content (4.2.2.3), the frequency of the inclusion of complex topics (4.2.2.4) and the importance of teaching about global issues in their classes (4.2.2.5). Finally, it shows what aspects influence tutors' decisions to deal with global content in their courses and how they come into play (4.2.2.6).

4.2.1 Results of the Interview Study

4.2.1.1 The Characteristics of Teaching First-Year Language Development Classes. As a warm-up for the interview, the participants were asked to briefly discuss what they like about teaching first-year students and what topics they usually deal with in class. The reason for this was to get a glimpse of their general attitude towards the course and the types of topics they like to incorporate in their lessons. All the participants claimed that they really like these first-year language practice lessons. One of the common reasons for loving the course was the fact that this is an introductory course, which can be regarded as a transition between secondary school and university life (as it is a similar course to secondary school language lessons, in the sense that the focus is on language development). As Kristóf put it, "it's like a bridge between secondary school and university. [...] it's quite

charming that the whole situation is new for them. They are looking for their place in it and I can help them in this” (T-SK/1). Iván pointed out the same idea: “it makes me so glad to contribute to that transformation they go through from being a high-schooler to being a university student” (T/SI-2). Ulrich called it a “gratifying experience” for the same reason:

They always look like kids from kindergarten, they are so mouseish... so the broad aim for me is to take them from a state of mousedom to something where... even if they don't become lions... but something like a bigger animal... that has a voice... and has opinions that they are happy to share. (T/SU-1)

All the tutors said that they are free to select the topics they would like to deal with in class, as the point of all language development-related courses is to develop the students' overall language skills and to prepare them for the end-of-the-year proficiency exam. As a result, Iván, Kristóf and Ulrich mentioned that they include topics that are likely to appear in the exam, and in order to cover them, they follow a coursebook. Other criteria they mentioned for selecting a given topic in the course were the complexity of the topic (SI), the relevance of the topic (SU), whether it allows the group to go deep and personal (SU), or whether the students would like to deal with an issue (SK, SR).

4.2.1.2 Global, Local, and Intercultural Issues in the Tutors' Classes. Most of the participants ($n = 4$) mentioned a large variety of *global* topics they usually cover in their lessons, such as migration, gender equality, climate change, poverty, financial inequality, world politics, world conflicts, globalisation, bullying, mental health issues, recycling, and global health issues (SI, SM, SR, SU). As Ulrich pointed out, even if he does not bring in a particular global issue, he tries “to find ways to the global part of any issue” (T/SU-5) that comes up in his lessons. The reason he gave was that he considers himself “as an educationalist as much as a language teacher”, and by discussing these issues many “teachable moments” might arise (T/SU-4). Unlike Ulrich, Kristóf does not emphasise the global perspective in his lessons; these issues mostly crop up if the students select them as presentation topics. Ráhel does not select global topics deliberately either, but they often appear in her lessons in the videos she shows her students and as essay or presentation topics.

Hardly any *local* issues were mentioned by the participants. According to Magda, in her lessons, they “really do not talk about any Hungarian topics” (T/M-8), and as Ráhel put it, the students “never address [local issues] for some reason”. Two participants mentioned one local topic that comes up frequently, which may not be surprising

considering the nature of the program where they teach: they often talk about the state of education in Hungary.

When asked about *intercultural* issues, all the participants claimed that they quite frequently discuss cultural differences in their lessons and more so, if they have international students. Moreover, Iván mentioned that issues like race, ideologies and religion sometimes come up, and even though he does not deal with them explicitly, they are there in some texts, so students still encounter them implicitly. Ulrich does not deal with intercultural issues explicitly either, but he likes to make his students “reflect on themselves as students and as Hungarian students” and introduce the “the issue of group membership” to his groups (T/SU-5), which is made easier by the presence of international students in the group.

4.2.1.3 Global, Local, and Intercultural Issues Tutors Do Not Deal with in their Classes. The tutors were asked what global, local, and intercultural issues they would not bring into their classes and whether there are any taboos in their lessons they would not discuss under any circumstances. In most cases, the answers overlapped, hence the results are to be presented here together. Even though at first, Magda, Ráhel, and Ulrich said that there are no taboos for them, after delving more deeply, they admitted that there are some issues they would prefer not to discuss with their students. Two of the most mentioned topics were *politics and religion* (SK, SM, SU). As Kristóf put it,

Politics is like religion, in the sense that it is one’s own business. If someone talks about religions in general, that’s completely fine. However, when it comes to politics, it always turns out to be about convincing the other person... but not like there is a side A and a side B... but that ‘you’re stupid’ and ‘I’m right’. I just don’t want to have this kind of attitude in my lessons. (T/SK-3)

Ulrich also elaborated and he said that he “wouldn’t push issues to do with feminism and sexuality, identity politics, many of the PARSNIPS taboo things, but it doesn’t mean [he] wouldn’t go there if [he] pick[ed] it up” (T/SU-3). So, even though he would not pursue these issues, he is certain that these issues come up unintentionally when one deals with other topics, and if he sees an opening, he will deal with such issues, even if it is uncomfortable. Kristóf, however, went even further and he said that he would not include anything that could be “*potentially upsetting*” (T/SK-3) for the students, so he would avoid talking about e.g., racism or war. The reason he gave was that it is important for the students to feel good in class, and he would not like to shock them with anything. Ráhel, however, still insisted on having *no taboos* in her class if the discussion is in English; although, she

stated that she would not like to hear about anything that would make her liable and that she should report to the authorities (e.g., students' substance abuse).

All in all, what emerged from the answers was that these teacher trainers deal with a variety of global and intercultural issues, but they and their students are also quite reluctant to discuss local issues in their lessons. This may be the result of politics being a taboo topic in Hungarian classrooms (Hunyadi & Wessenauer, 2016), which the participants also pointed out. Nevertheless, the tutors see the question of dealing with taboos in the classroom quite differently: some teachers would make sure to avoid anything potentially upsetting (e.g., politics and religion), some teachers would cover these topics even if they were a bit uncomfortable to discuss and finally, and some teachers gladly talk about anything with their students if it is in the target language.

4.2.1.4 Tutors' Feelings about Dealing with Global, Local and Intercultural Issues in their Classes. As far as their *feelings* were concerned, four of the tutors admitted to having generally positive feelings towards dealing with such complex topics (SI, SM, SR, SU). More specifically, Iván said that he is usually excited when it comes to such issues and quite curious how the students will react to them. Magda claimed that she especially loves dealing with intercultural topics in her lessons, as there are many activities up her sleeve that she knows will work wonders in her classes. Kristóf did not report on any specific feelings, he believes that these topics are normal in the classroom, and "it is possible to talk about any topic somehow" (T/SK-4). Apart from positive feelings, two participants also mentioned a bit of anxiety, mostly in connection with certain local issues coming up in their lessons, the students' response to them and not being able to handle a politically heated discussion (SI, SM).

4.2.1.5 The Frequency of the Inclusion of Global, Local and Intercultural Issues in Language Development Classes. When asked *how frequently* they deal with global, local, and intercultural issues in their lessons, Ráhel, Ulrich and Iván claimed that they do so regularly. As Ráhel put it, she deals with such topics every day,

as we are constructing our presentations.... these topics constantly come up, even though it's not a content-based class... but the content comes up because the students bring it in... because that's what we're doing in class... we are creating content for the class." (T/R-6)

Ulrich also tries to cover such topics in every class and does so by "push[ing] gently" and "choosing homework that has a bit of an angle" (T/U-5). Iván also stated that global issues

are “basically always present” in his classes and he even tries to create materials with this in mind – e.g., whenever he encounters passages in his readings that could fit this theme, he brings them into the classroom. According to Magda though, the frequency depends on the type of issue at hand, and she deals with global and intercultural issues in 70% of her lessons, and hardly ever with local ones. For Kristóf, the frequency of the appearance of such topics is completely random – it depends on what the students would like to deal with and bring into class through presentations.

4.2.1.6 The Importance of Dealing with Global, Local and Intercultural Issues in Language Development Courses. As regards the *importance* of dealing with global content in the language classroom, all participants consider it either important or extremely important. Magda thought that it is even more important to include these topics in class with future language professionals, because as future mediators between two cultures, “they need to understand how any culture works, and that people don’t think the same way” (T/M-11). As Ráhel sees it, these topics are unavoidable if one would like to develop students’ 21st-century skills, so she asked the question: “without these topics, what would we be focusing on to develop our 4Cs” (T/SR-6)? Iván joined her in saying that these topics are essential, and as he is teaching future teachers, he feels that it is even more important to include the global perspective in the lessons: “we need to open their eyes and shed light on the fact that these issues – local and global ones too – are present, and we don’t need to go far to encounter them” (T/SI-9). While admitting that “it is not everyone’s cup of tea”, Ulrich also emphasised the importance of bringing in such topics. However, he believes that it all boils down to what one thinks about their teacher role, whether they identify as language teachers or educators (see in Section 4.1.1.4). Although Kristóf also believes that talking about global topics is important, he also drew attention to the fact that it is very difficult to engage some students with these topics. He thinks that this generation has a sensory overload, “they encounter these issues everywhere... billboards, online ads, articles, have you heard about this or that, what’s your opinion about this, or that... it’s quite understandable that some of them say they’ve had enough” (T/K-7). All in all, according to him, it is essential to find some balance and not to be overbearing, which Ulrich also emphasised in his interview.

4.2.1.7 Aspects Influencing the Inclusion of Global Content in Language Development Classes. The participants were asked about what influences their decisions about including certain topics in their classes, what they take into consideration when

deciding on an issue and whether there is anything that might prevent them from bringing these issues into the classroom. From the results, it seems that the tutors consider many different factors, but the two most common elements are *the topicality of the issue* (SI, SK, SM, SU) and whether they can *link the topic to the core material* in the course (which is usually a coursebook) (SI, SM, SU). Magda combines the two in the following way:

Well, I always look at the book... it gives the topic. [...] For example, if the topic is globalisation, then I try to supplement it to make it interesting... and to make it topical... to make my students engaged. [...] I never use a text or listening or anything for more than three years... but then, I look for something fresher to make the whole thing more topical. (T/SM-11)

The *students and their interests* also appear as important deciding elements (SK, SM, SU). During the whole interview, Kristóf emphasised the fact that mostly topics that students would like to deal with appear in his classes, so for him, the students' choice is of utmost importance. In Ulrich's case, if he feels that something is relevant for his students at a given moment, he is ready to even change his plans: "Being open to the moment and to pick up... atmospherically in the group or from individual students... and if I feel that it's relevant, then to change my plans in terms of content and process" (T/SU-6).

Finally, not surprisingly, the *language value of certain global issues* related texts and activities also turned out to be a decisive element (SI, SM, SR, SU). According to Iván, "expanding the students' vocabulary skills is essential all along", so he tries to make sure that all the texts that he chooses for the course are of good quality (well-built-up with a wide range of vocabulary). Ráhel's case is similar, but as she is teaching a course focusing on the development of presentation skills, and she does not have to cover topics for the end of the year exam, she selects her topics in a different way, based on functions:

Whatever I'm bringing in, it's something to introduce it... it's either a TED talk, a podcast, an image, a video, or an advertisement about something that I'm bringing in as a source... it's usually related to a linguistic unit that I'm teaching... so for example, if I'm teaching about story hooks, then I'm bringing in a talk by Aaron Horowitz about how to create a teddy bear, that's a robot that will help kids with diabetes to make them remember the time to check their blood sugar... and because he created so many beautiful hooks that... this is what I'm trying to demonstrate. [...] and the issue we're dealing with is global because it's about how to develop things that will help children. (T/SR-7)

All in all, what tutors seem to take into consideration when choosing what global, local, and intercultural issues to deal with include the topicality of the issue, its relation to the

core course content, students' interest, and the language value of the given materials they could use to discuss the issue.

4.2.2 Results of the Questionnaire Study

4.2.2.1 Global, Local and Intercultural Issues in Tutors' Language Development

Seminars. The participants of the study were asked to rate on a scale of 1 to 5 (where 1 means *not at all likely* and 5 means *very likely*) how likely they were to deal with a list of global issues in their classes, and if they had already dealt with the topic, to mark 6. Based on their answers (which are displayed in Table 4.5), university tutors are very likely to deal with the topics of *climate change* ($M = 5.59$), *health* ($M = 5.59$) and *youth* ($M = 5.38$) in their classes, and less likely to address issues such as *decolonization* ($M = 3.76$), *peace* ($M = 3.74$) and *AIDS* ($M = 3.00$).

Table 4.4

Tutors' Likelihood to Deal with Global Issues in their Language Development Seminars

| Topic | M | SD |
|--|------|------|
| Climate change (e.g., environmental pollution, deforestation) | 5.59 | 1.05 |
| Health (e.g., pandemics, healthy lifestyle, obesity, mental health) | 5.59 | 1.02 |
| Youth (e.g., quality of education, participation in public affairs) | 5.38 | 1.81 |
| Food (e.g., sustainable agriculture, world hunger) | 5.21 | 1.17 |
| Water (e.g., water pollution, water quality, water scarcity) | 5.06 | 1.32 |
| Gender equality (e.g., feminism, eliminating violence against women) | 5.03 | 1.42 |
| Big Data (e.g., data protection, digital footprint, digital citizenship) | 4.97 | 1.22 |
| Poverty (e.g., eradicating poverty, slums) | 4.94 | 1.41 |
| Population (e.g., overpopulation, longevity, pension, ageing society) | 4.94 | 1.36 |
| Children (e.g., child labour, child abuse, global education) | 4.88 | 1.37 |
| Human Rights (e.g., UDHR, human rights violations) | 4.85 | 1.42 |
| Ageing (e.g., ageing society, demographic transition) | 4.82 | 1.36 |
| Migration (e.g., the reasons for migration, displacement) | 4.70 | 1.61 |
| Democracy (e.g., the main values of democracy, the deficits) | 4.61 | 1.37 |
| Refugees (e.g., refugee camps, refugee rights, refugee crisis) | 4.44 | 1.73 |
| Sea (e.g., marine pollution, overfishing, protection of biodiversity) | 4.24 | 1.60 |
| Atomic Energy (e.g., nuclear weapons, nuclear waste) | 4.18 | 1.45 |
| Africa (e.g., poverty, diseases, desertification, famine) | 4.18 | 1.71 |
| International Law (e.g., war crimes, discrimination, the UN) | 4.03 | 1.81 |
| Decolonization (e.g., exploitation) | 3.76 | 1.60 |
| Peace (e.g., peacekeeping, peacebuilding, demining) | 3.74 | 1.69 |
| AIDS (e.g., prevention of AIDS/HIV, HIV and pregnancy) | 3.00 | 1.39 |

An independent-samples t-test was conducted to compare how male and female teachers relate to these global topics. A significant difference was found between how likely female and male tutors are to talk about *gender*-related topics in their classes and data suggests that female tutors ($M = 5.44$; $SD = .91$) are more likely to address these issues

than their male counterparts ($M = 3.89$; $SD = 1.96$); $t = -3.16$; $p < .05$. Other than this one gender-related difference, no significant differences were found in how likely teachers are to deal with these issues based on their location or their age group.

The participating tutors were also asked to rate on a Likert scale how likely they were to include certain local issues in their classes. As Table 4.5 shows, they rated the topics of *education* ($M = 5.17$), *emigration* ($M = 4.79$) and *unemployment* ($M = 4.67$) the highest and the topics of *corruption* ($M = 3.85$), *alcoholism* ($M = 3.79$) and *suicide* ($M = 3.20$) the lowest. Table 4.5 shows the means and standard deviation of each topic. In the case of local issues, no significant differences were found in how likely teachers are to bring them into their classrooms based on their age, gender, or location.

Table 4.5

Tutors' Likeliness to Deal with Local Issues in their Language Development Seminars

| Topic | M | SD |
|--------------------|------|------|
| Education | 5.18 | 1.34 |
| Emigration | 4.79 | 1.34 |
| Unemployment | 4.68 | 1.36 |
| Poverty | 4.64 | 1.54 |
| Immigration | 4.47 | 1.54 |
| Health care | 4.47 | 1.44 |
| Crime | 4.35 | 1.50 |
| Minorities | 4.32 | 1.63 |
| LGBTQ rights | 4.24 | 1.55 |
| Mental health | 4.12 | 1.64 |
| Population decline | 4.09 | 1.62 |
| Substance abuse | 3.97 | 1.53 |
| Corruption | 3.85 | 1.54 |
| Alcoholism | 3.79 | 1.53 |
| Suicide | 3.20 | 1.61 |

Finally, they had to rate their likeliness to include certain intercultural issues in their classes. As Table 4.6 shows, the tutors generally rated their likeliness to include intercultural issues quite high, and they seem to be the most likely to address topics, such as *cultural differences* ($M = 5.71$), *stereotypes* ($M = 5.62$) and *intercultural communication* ($M = 5.50$) in their language development seminars. From this list, tutors would be least likely to include topics like *racism* ($M = 4.79$), *class differences* ($M = 4.76$) and *ethnocentrism* ($M = 4.09$), however, it must be noted that even these topics received very high scores.

Table 4.6

Tutors' Likelihood to Deal with Intercultural Issues in their Language Development Seminars

| Topic | M | SD |
|-----------------------------|----------|-----------|
| Cultural differences | 5.71 | .58 |
| Stereotypes | 5.62 | .73 |
| Intercultural communication | 5.50 | .86 |
| Culture shock | 5.38 | 1.04 |
| Non-verbal communication | 5.38 | 1.15 |
| Generational differences | 5.35 | 1.09 |
| Roles in society | 5.32 | 1.06 |
| Diversity | 5.23 | 1.20 |
| Identity | 5.17 | 1.08 |
| Discrimination | 5.19 | 1.17 |
| Celebrations | 5.06 | 1.50 |
| Gender | 5.03 | 1.29 |
| Religions | 4.88 | 1.43 |
| Political correctness | 4.88 | 1.27 |
| Racism | 4.79 | 1.36 |
| Class differences | 4.76 | 1.26 |
| Ethnocentrism | 4.09 | 1.52 |

The tutors were then asked to enumerate other global, local, or intercultural topics they would deal with in their classes. These answers were then subjected to content analysis. Some tutors indicated that they thought the lists presented to them were detailed enough or they listed issues or sub-topics of the issues that were already mentioned in the list. In the new lists they proposed, some commonalities were found. For example, the topic of *the EU and being European* was mentioned by two respondents (#9 and #19), the topic of *domestic violence* was put forward by two tutors (#16 and #17), and two tutors listed the topic of *sustainability* as an umbrella topic (#1 and #16). Apart from these, two respondents claimed that *the artistic perception of the world* (#3 and #30), *abortion* (#20 and #33) and *digital literacy and fake news* (#9 and #19) should also be included in these lists. The participants enumerated a wide range of issues of global, local, and intercultural interest they include in their classes, including *universal basic income* (#2), *multiculturalism* (#10), *alternative relationship types* (e.g., polyamory) (#7), *Indigenous Rights* (#5), *animal rights* (#16), *extremism* (#17), and *English as a lingua franca* (#31).

4.2.2.2 Global, Local, and Intercultural Issues Tutors Do Not Deal with in their Language Development Seminars. In open-ended questions, the tutors were asked whether there were any taboo topics that they would not deal with in their language

development seminars. Out of the 34 participants, 8 stated that there are *no taboos* in their classes. In Respondent 33's words, he would be "ready to discuss anything that students bring up as a relevant topic" and as Respondent 8 saw it, "students need to think and talk about all issues". Respondent 20 also would not treat any topic as taboo; however, she would be "very delicate in [her] approach to them."

Most of the topics that tutors mentioned belong to the PARSNIP topics, as many of them listed *politics* ($n = 13$), *religion* ($n = 4$), and *sex* ($n = 5$) as issues they would not bring up in their classes. As Respondent 3 argued, in her classes,

some issues are only discussed in general terms or in connection with well-known public figures and never about the individuals who are members of the class or participants of the discussion. In other words, I try not to cross personal boundaries or prompt individuals to talk about (1) their political identity, (2) their religious identity, (3) their sexual identity.

Other respondents also referred to the practice of dealing with such issues from a safe distance. For instance, Respondent 2 stated that he would not bring party politics into the discussions, but he would talk about politics in general.

From the answers, it seems evident that tutors pay a lot of attention to their students' sensitivities, and they try to avoid topics that would make their students feel uncomfortable in class. As Respondent 25 put it, "if [she] see[s] that they're getting uneasy or upset, [she] would not force to continue talking about it." Thus, the participants mentioned some topics that students may feel upsetting, such as *abortion* ($n = 3$), *suicide* ($n = 3$), *child abuse* ($n = 2$), *paedophilia* ($n = 1$), and *genocide* ($n = 1$). Moreover, if they feel that their students might be personally involved in the given issue, they also try to avoid it. One of the participants (#9) provided the following two examples:

As I have had quite a number of students coming from the People's Republic of China, I have avoided addressing the issues of Hong Kong and Taiwan. As I have had quite a number of students belonging to the Hungarian minority living in the neighbouring countries, I have avoided addressing the issue of handling the situation of national minorities in Central and Eastern Europe, and I have not addressed the notion of nationalism in a straightforward way either.

Finally, they also alluded to the fact that it is not the same whether the tutor or the students bring up the issue. Respondent 26 posited that she is "open to discussing any topic that students might raise, but there are some [she is] less likely to raise [her]self" and Respondent 2 saw it similarly: "Suicide, sex, abortion, political parties [...] If they bring

them in, of course, we can talk about them, but I would not start the discussion on these topics.”

4.2.2.3 Tutors’ Feelings about Dealing with Global, Local and Intercultural Issues in their Classes. The participants were asked to mark to what extent they liked dealing with issues of global, local, and intercultural significance and whether it changed based on who initiates these discussions. As Table 4.7 shows, they prefer dealing with intercultural issues, mostly if the students initiate the discussions in these matters ($M = 4.68$, $SD = .59$), but they place it quite similarly to the situation where they are the ones who bring in these issues ($M = 4.65$, $SD = .54$). Out of the three types, global issues come second, and just as in the first case, teachers prefer if the students bring up these issues ($M = 4.53$, $SD = .79$) to when they initiate these discussions ($M = 4.47$, $SD = .89$). Discussing local issues comes third in tutors’ preference lists.

Table 4.7

Tutor’s Feelings about Dealing with Global, Local and Intercultural Issues in their Language Development Seminars

| Item | Min | Max | M | SD |
|---|-----|-----|-------------|------|
| 6. How much do you like dealing with intercultural issues if the students bring the topic into class? | 3 | 5 | 4.68 | .59 |
| 5. How much do you like dealing with intercultural issues if you bring the topic into class? | 3 | 5 | 4.65 | .54 |
| 4. How much do you like dealing with global issues if the students bring the topic into class? | 3 | 5 | 4.53 | .79 |
| 3. How much do you like dealing with global issues if you bring the topic into class? | 2 | 5 | 4.47 | .89 |
| 2. How much do you like dealing with local issues if the students bring the topic into class? | 2 | 5 | 4.12 | .95 |
| 1. How much do you like dealing with local issues if you bring the topic into class? | 1 | 5 | 3.82 | 1.11 |

Note. The scores that are significantly different from the rest are in bold.

A Paired-Samples t-test was conducted to compare how they related to discussing global issues if they brought them into class and local issues if the students brought them in. There was a significant difference in the scores for global issues (initiated by the teachers) ($M = 4.47$, $SD = .89$) and local issues (initiated by the students) ($M = 4.12$, $SD = .95$); $t = 2.24$, $p < .05$, therefore, it can be assumed that teachers relate to talking about local issues differently from global or intercultural issues. Tutors’ least preferred way of discussing global content was when they were the ones who initiated discussions about local issues ($M = 3.82$; $SD = 1.11$), and even though the mean was not low, there was one tutor who

absolutely disliked (2.9%), and three tutors (8.8%) who disliked talking about local issues if they initiated the discussions.

To see whether tutors' preferences differ based on their age group, an ANOVA test was performed, nevertheless, no significant differences were found. To tap into whether tutors' feelings in connection with these topics differ based on their gender or the type of institution they work in, Independent Samples t-tests were performed, which yielded no significant results.

4.2.2.4 The Frequency of the Inclusion of Global, Local and Intercultural Issues in Tutors' Language Development Classes. There were no significant differences found between the age groups or genders based on how often they deal with global content in class; however, the different types of discussions proved to have different levels of frequency. The tutors were asked to mark their answers on a 5-point Likert scale where 1 meant *never* and 5 meant *on a weekly basis*. As it can be seen in Table 4.9, they most frequently deal with intercultural issues ($M = 3.47$, $SD = .93$) and global issues ($M = 3.44$, $SD = .89$), and least frequently with local issues ($M = 3.09$, $SD = .83$) and current public affairs ($M = 2.79$, $SD = 1.09$).

Table 4.8

Descriptive Statistics for The Frequency of the Inclusion of Global Content in Tutors' Language Development Seminars

| Item | Minimum | Maximum | M | SD |
|---|---------|---------|-------------|------|
| 2. How often do you deal with intercultural issues in class? | 2 | 5 | 3.47 | .93 |
| 1. How often do you deal with global issues in class? | 2 | 5 | 3.44 | .89 |
| 5. How often do you deal with other types of controversial issues in class? | 1 | 5 | 3.12 | 1.12 |
| 3. How often do you deal with local issues in class? | 2 | 5 | 3.09 | .83 |
| 4. How often do you deal with current public affairs in class? | 1 | 5 | 2.79 | 1.09 |

Note. The scores that are significantly different from the rest are in bold.

Paired-Samples t-tests were performed to find out whether there were any significant differences between the scales. There was no significant difference between how frequently tutors discuss intercultural and global issues; however, teachers deal significantly less frequently with issues they deem controversial ($M = 3.12$, $SD = 1.12$) than with global issues ($M = 3.44$, $SD = .89$), $t = 2.14$; $p < .05$. As there was no significant difference found

either in how frequently they discuss other controversial issues, local issues, or current public affairs, it seems that tutors deal with these three topics significantly less frequently than with intercultural or global affairs.

4.2.2.5 The Importance of the Inclusion of Global, Local and Intercultural Issues in Tutors’ Language Development Classes. The participants were asked to rate how important they thought it was to deal with global, local, intercultural, and controversial issues in their language development seminars on a five-point Likert scale. The results suggest that the participating tutors feel that it is important to deal with global content in their language development classes, as in all four cases, the means of the scales were above 4.0 (*important*).

Table 4.9

Descriptive Statistics for The Importance of the Inclusion of Global Content in Tutors’ Language Development Seminars

| Item | Minimum | Maximum | M | SD |
|--|---------|---------|-------------|------|
| 3. How important is it to deal with intercultural issues in class? | 2 | 5 | 4.53 | .79 |
| 1. How important is it to deal with global issues in class? | 2 | 5 | 4.44 | .79 |
| 4. How important is it to deal with controversial topics in class? | 2 | 5 | 4.00 | 1.04 |
| 2. How important is it to deal with local issues in class? | 2 | 5 | 4.00 | 0.85 |

Note. The scores that are significantly different from the rest are in bold.

Just as in the previous cases, the tutors rated the importance of dealing with intercultural and global issues similarly, as no significant difference was found in their answers in the Paired-Samples t-test. As it can be seen in Table 4.9, the participants rated the importance of dealing with controversial topics the same as the importance of dealing with local issues. Nevertheless, there was a significant difference between the perceived importance of dealing with global issues ($M = 4.44$, $SD = .79$) and controversial issues ($M = 4.00$, $SD = 1.04$), $t = 3.27$; $p < .05$, therefore it can be assumed that tutors think it is more important to deal with intercultural and global issues in their classes than with controversial and local ones.

To see whether different age groups see the importance of dealing with global content differently, an ANOVA test was performed, nevertheless, no significant differences were found. To find out whether the importance they attach to dealing with global content

differs based on their gender or the type of institution they work in, Independent Samples t-tests were performed; however, no significant differences were found.

When asked whether they wanted to elaborate on their answers, many respondents chose to do so. Some of the participants intended to highlight the importance of dealing with global content in university classes:

I'd mark everything as *very important*, but sometimes my hands are tied as far as the material is concerned (#2).

All of them are quite important, but not necessarily and not always in an art for art's sake (*l'art pour l'art*) fashion. If an issue that we are touching on has such an aspect, we will deal with it (#15).

Depending on the focus of the class, controversial topics and local issues may also become top priorities (#16).

A 21st-century student must be aware of all sorts of local and global issues and trends to be able to understand them first and then react to them appropriately in a flexible, open-minded manner (#29).

Two participants, while admitting the importance of dealing with local issues, remarked on the difficulties of addressing such matters in language development seminars:

I think the difficulty for most instructors is knowing how to integrate the local with the global in such a way that students don't become overwhelmed with the enormity of issues. It takes an enormous amount of planning and design and frankly, I don't think a lot of teachers have the time to do the research required (#5).

The one about local issues is tricky because it can easily go off track and end up in a fight between supporters of different parties, or it might also end up as a ventilation session. Talking about local things tends to hit harder and I'm not sure I can control that sort of a heated discussion (#25).

Some of the comments in this section already blended into the background variables influencing the integration of global content in language development seminars. For instance, referring to the importance of keeping in mind *who the students are*, Respondent 34 remarked that "discussions regarding these issues also depend on the level and maturity of the class and would only realistically work in later secondary school grades and with university students." Respondent 20 commented on the usefulness of *creating a safe space* for discussing these topics: "I think there is always a time and a place to discuss these things, we just need to make sure it is the right time and [it is] well managed." Filling in the questionnaire also served as a learning opportunity for one of the participants, who left the following comment:

When it comes to nurturing the global competences of future generations, I feel it is crucial for us to bring in the classroom similar topics to the ones you mentioned above. So hereby, I would like to thank you for collecting all these essential topics in one bunch, I feel inspired (#27).

4.2.2.6 Aspects Influencing the Inclusion of Global Content in Language

Development Classes. The interview results backed up by the literature served as a useful starting point to construct the questionnaire, mostly regarding the aspects influencing teachers' decision to incorporate global content in their classes. From the interview study, *students' interests* and the *topicality of the issues* emerged as the most important decisive factors, together with the *course materials* and the *language value of the materials*. As considering the language value of the materials used in the lessons seemed an essential element of planning any language lesson, this factor was not included as a construct in the questionnaire study. The course material seemed to be an important factor, and finally, two constructs were created from it, one encompassing the decisive nature of coursebooks, and one encompassing teachers' ability to supplement the core material (usually the coursebook) with supplementary materials about global content. Interestingly, the *students' interests* and *topicality* scales did not work properly and did not make up reliable constructs, and they had to be eliminated from further analyses. Therefore, it would be worth examining these factors more closely in future studies to find out whether there are mismatches between the importance tutors attach to these factors in face-to-face interviews and anonymous questionnaires.

Seven constructs remained to explain how they influence teachers' decision to incorporate global content in their classes, which can be found in Table 4.10 with their means and standard deviation.

Table 4.10

Descriptive Statistics of the Questionnaire Constructs

| Construct | M | SD |
|-----------------------------|------|------|
| 1. Teachers' attitude | 4.25 | .74 |
| 2. Teacher's competence | 4.09 | .65 |
| 3. Materials | 4.08 | .80 |
| 4. Group | 2.84 | .98 |
| 5. Time | 2.78 | .88 |
| 6. Professional development | 2.66 | .98 |
| 7. Coursebook | 2.10 | 1.03 |

As reported in Table 4.10, the participants rated their *attitude* towards bringing global content into their classes relatively high, which was also corroborated in Sections 4.2.2.3-4.2.2.5. It means that they gave a high score to items measuring to what extent they enjoy those classes when they deal with global content ($M = 4.38$; $SD = .82$), and to what extent they love learning about such issues in their free time as well ($M = 4.29$; $SD = .80$). They also rated the item which enquired about their feeling of apprehensiveness when dealing with such issues relatively low ($M = 1.91$; $SD = 1.13$) with larger individual differences. The mean of the *teachers' competence* to deal with these issues scales came second, meaning that they rated their capabilities to deal with possible conflicts ($M = 4.09$; $SD = .77$), their well-informedness in these topics ($M = 4.12$; $SD = .90$), and their methodological repertoire ($M = 4.09$; $SD = .76$) relatively high. The average of the *materials* scales came third, as they found that it is relatively easy to access materials with the help of which they can teach about global content ($M = 3.94$; $SD = 1.09$), they supplement the compulsory course materials with extra materials about global content ($M = 4.53$; $SD = .70$) and they know some websites where they can find such materials ($M = 3.79$; $SD = 1.75$). The participants seem to attach less importance to the *group*, their relationship with the group ($M = 2.94$; $SD = 1.22$), the group dynamics ($M = 2.79$; $SD = 1.06$), the possible conflicts which may arise among group members ($M = 2.35$; $SD = 1.34$), or whether there is a great atmosphere in class ($M = 3.23$; $SD = 1.23$). Contrary to what the literature suggests, the participants did not attach too much importance to *time* as a background variable either: they rather agreed that they have to prepare more for classes when they deal with global content ($M = 3.91$; $SD = 1.19$), or that they would need more time to prepare for these classes ($M = 3.35$ $SD = 1.20$) but they did not agree that they would only deal with such issues if there is time left for them ($M = 1.56$; $SD = .83$). The participants rated their participation in *professional development* sessions quite low as well, mostly in connection with learning about dealing with global content during their university years ($M = 1.97$; $SD = .97$), however, they rather agreed that their university studies contributed to them becoming global citizens ($M = 3.38$; $SD = 1.39$). Some of them did and some of them did not learn about how to deal with global content in their classes during continuous professional development sessions ($M = 2.64$; $SD = .97$). Also contrary to the literature, based on the means, tutors attach the least importance to the *coursebook* (which might be because not all tutors are required to use a coursebook in their classes), they do not avoid global content because they cannot link them to coursebook texts or activities ($M = 1.79$;

$SD = 1.08$) or coursebook topics ($M = 2.29$; $SD = 1.38$) or because these topics are not even present in the coursebooks ($M = 2.36$; $SD = 1.60$).

In the correlation test, Pearson’s Correlation Coefficients were computed to assess the strength and the direction of the relationships between these background variables. The correlation coefficients must vary between +1 and -1, and if the value is between .8 and 1, the correlation is very strong, between .6 and .8 the correlation is strong, between .4 and .6 it is moderate, between .2 and .4 it is weak, and between .0 and .2 there is no correlation.

Table 4.11

Correlations for the Background Variables Influencing the Incorporation of Global Content

| | 1. | 2. | 3. | 4. | 5. | 6. | 7. |
|-----------------------|--------------|--------|--------|--------------|-------|-----|----|
| 1. TIME | - | | | | | | |
| 2. GROUP | .70** | - | | | | | |
| 3. COURSEBOOK | .36 | .62** | - | | | | |
| 4. MATERIALS | -.37* | -.61** | -.57** | - | | | |
| 5. TEACHER COMPETENCE | -.29 | -.32 | -.31 | .60** | - | | |
| 6. TEACHER ATTITUDE | -.34 | -.52** | -.58** | .81** | .56** | - | |
| 7. PROF. DEVELOPMENT | -.15 | -.41* | -.17 | .36* | .04 | .24 | - |

Note. * $p < .05$; ** $p < .01$

As it is shown in Table 4.11, there is a strong correlation between the *teacher attitude* and *materials* variables ($r = .81$, $p < .01$), which entails that there is a very strong relationship between teachers’ attitudes towards dealing with global content and whether they bring in other materials to deal with global, local, and intercultural issues in class and whether they know where to look for these materials. Also, there is a strong correlation between the *time* and *group* variables ($r = .70$; $p < .01$), which may mean that there is a strong relationship between how much teachers are willing to prepare for these lessons and the quality of the relationships in the groups and their relationship with the group they teach. A strong correlation was also found between the *teacher competence* and *materials* variables ($r = .60$; $p < .01$), indicating a strong relationship between how prepared tutors feel to deal with global content in their classes and whether they bring in materials (and know where to find materials) to deal with these topics.

4.3 Good Practices in Developing Students’ Global Competence

The following section comprises the description of the results of Studies 5 and 7, the classroom study conducted in the researcher’s immediate teaching context (*Study 5*) and the focus group interview conducted with 4 university teacher trainers (*Study 7*). Section

4.3.1 is organised around the worksheets used in the study, and each sub-section first gives an overview of the sequence (i.e., the materials used, the linguistic and GCD aims and the suggested methods and techniques), then describes the worksheet, presents the emerging themes from the researcher’s research journal and finally, the results from the students’ qualitative feedback. Section 4.3.2 presents the results of the focus group interview study organised around the most prominent emerging themes from the interviews.

4.3.1 *The Results of the Classroom Study*

4.3.1.1 *Activities Based on Dear Future Generations.*

| Material(s) the sequence is based on | Language aims | GCD aims | Suggested methods and techniques to be used in the sequence |
|---|--|---|--|
| Prince EA – Dear Future Generations (Youtube video) | - to broaden students’ vocabulary about global issues and more specifically, climate change - to develop the four language skills | - to raise awareness of an important issue - to expand students’ knowledge about current events - to develop students’ creative and critical thinking - to develop students’ autonomy, presentations skills, research skills and cooperation | - brainstorming - pairwork discussion - labelling images - eliciting ideas based on the title - ordering images (while listening) - gap-fill (putting keywords/lines into the text) - matching words with their meaning - discussing quotations from the poem - group work: putting 5 objects into a time capsule - writing a letter/poem to future generations - project (researching and presenting a current issue as an infographic) |

4.3.1.1.1 *The Worksheet.* The worksheet centring around Prince EA’s spoken poem, *Dear Future Generations*, was piloted in most groups ($n = 7$). The activity sequence starts with a warmer in which students have to imagine that they are living 50 years in the future, and they have to say what life is like then. In the second exercise, to activate their schemata of global issues, they need to identify some, based on six images. Then, they are asked to predict the genre of the text they are to deal with based on the title. Afterwards, the students get to work with the video: first, they only listen to the first part, and they are asked to reorder the screen captures taken from the video. While listening to the second part, they have to fill in the text first with some words and then with full sentences. They only have to watch the last, most impactful, part of the video. The follow-up activities

consist of speaking tasks in pairs and groups and little projects. First, they are asked to express their feelings in connection with the video, then, they have to express their thoughts on some quotations from the poem. The next task is a time capsule activity, where in small groups, they have to decide what they would save for future generations from the year they live in. In the creative writing activity, they are asked to write a letter or poem to future generations. Finally, the activity sequence closes with a project, in which they have to create an infographic on one of the issues presented in the video (the worksheet can be found in Appendix I1). The aims of the sequence are to raise awareness, to expand students' knowledge about some current events, to develop their creative and critical thinking, their researching and presentation skills alongside their vocabulary and their four language skills.

4.3.1.1.2. Results from the Reflective Journal. Even though the first activity was usually successful judged by the students' *engagement*, it is worth mentioning that the outcomes of this activity were *reasonably varied*. In the case of some groups, they had mostly positive prospects, but in most of the groups, those students were more vocal in sharing insights from their discussions that envisaged a darker future. The students did not have any problems identifying the global issues in the images in any of the groups; however, they did not manage to get the genre of the material they were to deal with based on the title. The students *experienced few problems* filling in the texts (only students with low English levels struggled); however, the activity where they had to rearrange the screen captures was difficult for many students who were working from printed handouts. Some students had *strong reactions* to the video: some really liked it and felt that it was powerful, others felt it was cheesy and sensationalist. In those groups where the negative voices were louder, I tried to engage them by encouraging them to also state their negative opinion, as one does not need to like a video to be able to talk about the topic. In these cases, I also asked them to share why they did not like the video and why such controversial videos could still go viral (similar to Ritch, 2020). The activity where they had to react to different quotes had *mixed success*: while some students engaged in the activity by sharing personal stories, examples, and their insights, in some groups, however hard I tried, they did not want to delve deep into the topic (this was usually the case with Group G and H, where dynamics of the group were not positive and supportive enough).

In addition, it was interesting to perceive that before COVID-19, the students collected very different things for their *time capsule* than during the pandemic. Before the

pandemic started, their items mostly consisted of electronic gadgets, series, and newspaper clippings; however, in the second year of the piloting, during the pandemic, they *reflected more on the present situation* and enumerated items like face masks, hand sanitizers, memes featuring prominent figures of the pandemic and even events like Free SZFE (a campaign organised to save the autonomy of the Hungarian University of Theatre and Film Arts).

The creative writing task turned out to be very *successful*, judged by the students' creations: to write these letters and poems, they had to place themselves into the shoes of a person who would like to apologise to future generations for what is wrong on Earth. Most of these poems and letters were sensitive, insightful, and reflective of the current situation and as they enabled the students to reflect on their own and their peers' action, they greatly contributed to the development of their self-awareness. Some of the groups' favourite poems can be seen in Appendix P1 with the students' consent.

Closing the activity sequence, the students had to choose a global issue and create and present an infographic on it. As this activity sequence was done with the ELTE students in the first half of their first semester at university, observably, there were *large individual differences* in carrying out this task. The students at PPCU had already received some training in presenting in the framework of their language practice seminar (as there were student presentations lesson by lesson and the activity sequence was done in the second part of the first semester) so their short presentations were evidently better. The students observably put differing amounts of effort into carrying out the task; some of them put a lot of text on the infographic and read out the whole presentation, while others managed to create visually appealing and compact, well-articulated presentations. A sample of the students' work can be found in Appendix P2.

The presentations were also followed by short feedback sessions and in some cases (if the students initiated it), short discussion sessions. There was a *critical moment* in Group G worth mentioning: after two students finished their presentation on the state of LGBTQ+ youth, including their right to get married and adopt children, there was a heated debate between two group members on what constitutes "normal" and what does not, but it was respectful and very constructive. As their teacher, first, I felt a bit of discomfort, but then, quite a lot of excitement as the discussion unfolded. I did not stop them from delving deeper and expressing their fears about both sides of the argument; however, I did encourage other

students to join the discussion. As they were finishing, I said that I was extremely glad that they managed to clash their viewpoints and that they did not steer away from such a difficult discussion. However, what really contributed to my feeling of success was that they both reflected on their debate and said that they were grateful for this opportunity, and even if they are not likely to change their perspectives, from that point on, it would be easier for them to understand the other viewpoint.

4.3.1.1.3 Student Feedback. Even though the activity sequence was brought into seven groups, only 18 students filled in the student questionnaire (given that no time was left for it in class and the online questionnaire did not encourage them to give feedback on the classes). Nevertheless, the comments they left were diverse and provided sufficient data for analysis. Some students ($n = 5$) remarked that they felt the *topic* was interesting, as it was approached from a different direction, and they also appreciated that it was serious, up-to-date, and relevant. Even if one student explicitly claimed that he did not like the topic, he still asserted that he “found parts that interest [him]” (#1). Respondent 14 added that not only were the activities interesting, they were also *fun* and she “didn’t even realize that it was a university lesson.” Some students ($n = 6$) remarked that they found the sequence useful because it *raised their awareness* about current issues and even if they had already known about these topics, the activities served as *reminders*. Respondent 17, for example, reported that the “sense of urgency” he felt about these issues after the classes helped him “put things into perspective about how each of us has to start dealing with these issues on an individual level”. Other students ($n = 8$) praised the sequence because it enabled them to learn from each other. For instance, Respondent 12 felt she “learned a lot about current problems from [her] classmates’ presentations” and Respondent 10 thought the sequence “expanded [his] knowledge about people around [him] and he got to know their thoughts”. Respondent 17 wrote about this experience in more detail:

One, sort of frightening way my understanding of the world widened, was because of some of the reactions of my classmates to the activities. This is only a personal perception and opinion but even though they all seemed quite familiar and informed about the discussed issues, I felt like they were a bit apathetic and a bit hopeless towards the situation, like there was nothing that can be done anymore. This made me think and it really opened my eyes to the fact that people don't believe in themselves anymore, that they as an individual can make a meaningful change in the world.

Some students were highly appreciative of the *infographics presentations* they had to make at the end of the sequence: they liked the fact they had to do some research, because it

helped them get a deeper understanding of the topic they chose (“looking up information by yourself is the best way of learning” - #7) and because it developed their presentation skills (“personally I think most students need to learn how to sell themselves in our society” - #5). The students appreciated that the sequence helped them develop their *cooperation* ($n = 3$), their *critical and creative thinking* ($n = 3$) and also their *language skills*, i.e., their vocabulary ($n = 4$) and speaking skills ($n = 4$).

4.3.1.2 Activities Based on From the *Encyclopaedia of Alternative Facts*.

| Material(s) the sequence is based on | Language aims | GCD aims | Suggested methods and techniques to be used in the sequence |
|--|---|---|---|
| - From the encyclopaedia of alternative facts (a poem by Brian Bilston) - Hoaxes taken from mentalfloss.com | - to develop student's speaking and writing skills - to develop students' argumentative skills | - to raise awareness of an important issue - to expand students' knowledge about current events - to develop students' creative and critical thinking - to develop students' autonomy, presentations skills, research skills, cooperation and perspective-taking | - recognising common misconceptions based on images - writing creative headlines for these common misconceptions - predicting content based on the title - gap-fill (putting keywords into the poem) - groupwork: jigsaw reading and speaking task (agreeing on the best hoax) - writing a new stanza to the poem - debate: collecting arguments for and against given statements - discussion - rewriting the poem - project: researching and presenting hoaxes |

4.3.1.2.1 The Worksheet. Brian Bilston's poem titled *From the Encyclopaedia of Alternative Facts* in which the author lists numerous false beliefs and misconceptions served as the basis of this worksheet (Appendix I2). The worksheet comprises the following activities: In the warmer, the students have to describe the pictures and they also add a creative, sensationalist headline to each of them, hence, both the students' creativity and background knowledge are activated while they also get familiar with some misconceptions and hoaxes. Then, for developing students' reading comprehension, the students work on the poem first, then they read some stories complementing the content of the poem. The start with a gap-filling activity: students fill in the gaps of the poem with the given words. Then, students get a short hoax with a glossary that they read individually or in pairs. Each student or pair reads about one hoax, then the students are asked to form groups and give a

short summary of the story they have read. Moreover, they are asked to discuss the reasons why some believe these hoaxes. In the first creative writing activity, the students are asked to write another stanza to the poem after they brainstorm and collect some ideas. Then, the stanzas are displayed or redistributed and commented on by the other students. For the argumentation and discussion activity, five lines of the poem, which are highly controversial but relatable, were selected and students are asked to collect arguments for and against the statements. The activity enables students to put themselves in another person's shoes and think of some counterarguments that could be listed by the other side. Then, either at the end of the class or at home, students rewrite the poem so that it reflects reality: Here, they have to use their research skills to fact check the poem and look behind each misconception so that they can debunk them and present the facts they have found. In the next lesson, these poems are displayed, and the class members comment on them and vote on the best version. The last activity is a mini research project which includes a short in-class presentation: students are asked to search for more hoaxes from the 21st century and present one in class. The worksheet was created together with my colleague and the pilot study (with a slightly different cohort of students), with special focus on creating the material, was published in the IATEFL-Hungary Conference Selections (Divéki & Pereszlényi, 2021).

4.3.1.2.2 Results from the Reflective Journal. *The atmosphere of the lessons* appeared in all my research journal entries about this sequence and there are two aspects of this that should be addressed in connection with this. At the beginning of the sequence, where the students were asked to come up with sensationalist headlines for the known hoaxes, they were noticeably having *a lot of fun* because they were encouraged to use their creativity. It seemed important to create a good mood at the beginning of the activity sequence because even though the poem seemed entertaining, it dealt with important issues, which were addressed in the follow-up activities. It was also essential to *create a safe environment*, where everyone can express their opinion, and where all opinions were respected. As these groups had been working together for weeks before they were asked to do these activities, it did not pose a problem, the environment was already friendly. A notable moment must be mentioned though: In Group A, there was an Iraqi student who shared some unpopular opinions on gender equality, which was shocking for some students judged by their facial expressions. Even though some students experienced some discomfort after hearing such a comment, they managed to reply in a polite and constructive

way. The *most memorable part* of each activity sequence was the gallery walk activity I set up, where the students' rewritten poems were displayed. The students were then asked to walk around and leave comments under the new poems about what they liked in them. The rewritten poems were the testimony that the students read up on the misconceptions and hoaxes and some of them went even further and included more debunked hoaxes and misconceptions. Voting on the best student work lifted some students' spirit and the winners were celebrated in most of the groups.

4.3.1.2.3 Student Feedback. The students were also asked their opinions of the lessons, and all in all, 22 of them took the time to fill in the feedback form. Based on the open-ended questions they had to answer about the usefulness of the sequence and what they learnt about the world, they generally found the activities *useful* and *engaging* and somewhat *informative* as well. Respondent 16's feedback captured the aims of the lesson very well:

I think they were useful in the sense that it gets the word out that you should be a critical thinker regarding every part of your life for people who might not have lived their life like this up until this point. Without it, you can be a detriment to society in general. The fact that someone doesn't know enough about a topic doesn't relieve them from being wrong if they are. The more a topic is talked about and looked at, the more it stays in the forefront of our thoughts, and we start living our everyday lives with these thoughts in mind. These activities helped reinforce the importance of fact-checking, the ability to recognise fake news, and a healthy amount of doubt towards anything and everything that is just thrown at us as being true with a blank statement.

Regarding the question of why these activities expanded their knowledge about the world, most students were not always specific. Some students ($n = 9$) noted that they managed to learn some new pieces of information and *broaden their scope of knowledge*. Some pointed out that these activities made them *look up information* ($n = 3$) that they would not have been interested in before these lessons. As Respondent 16 put it, "the quote 'do your research' rang true after every one of these classes". Some responses ($n = 7$) imply that the activities made the students *think about the ongoing issues* in the world or how easy it is to influence people. A few students ($n = 2$) added that as a result of the classes they *would not believe everything* that is on the Internet and one of them would do some research before formulating opinions. As Respondent 3 put it, from then on, "I think we will be better at distinguishing fake news from real ones". Even though the main aim of the sequence was not *vocabulary* development, eight students remarked that they learned many new expressions during the lesson from the readings about popular hoaxes. Finally, some

students ($n = 3$) appreciated that they could develop their *speaking and argumentation skills* and engage in discussions about controversial topics.

4.3.1.3 Activities Based on *Get Free*.

| Material(s) the sequence is based on | Language aims | GCD aims | Suggested methods and techniques to be used in the sequence |
|--|--|--|--|
| Major Lazer – Get free (video clip on Youtube) Kahoot quiz Infographic (Ways to help the needy people) | - to develop students' listening skills - to expand their vocabulary (expressions relating to poverty and misery) - to develop students' speaking skills | - to raise awareness of an important issue - to expand students' knowledge about poverty - to develop students' critical thinking - to develop students' autonomy, presentations skills, research skills and cooperation - to develop students' empathy - to encourage students to take some action | - brainstorming - prediction based on an image - listening (gist, for specific information) - identifying phrases (referring to misery) - creating a mind map (of words referring to misery) - discussion (groupwork) - quiz (researching information and testing recently acquired knowledge) - analysing an infographic - project (groupwork: researching organisations helping the needy and giving a presentation) |

4.3.1.3.1 The Worksheet. The worksheet for the Major Lazer song, *Get free*, was created over the course of five years, in two main stages. The first part of the activity sequence is centred around the song and is aimed at vocabulary development and thinking about the greater context of the song; the worksheet was written up for my own enjoyment and primarily used with my private students. The second part of the worksheet was added during the piloting period with two specific groups in mind (Groups I and J), who needed to cover the topic of *money* in their language development courses. As discussing the topic of money did not turn out to be appealing to my students in the previous years, I decided to add a twist to it and talk about the lack of money, so that they learn something about the world (find the worksheet in Appendix I3).

As a warmer, the students are invited to think about the cover of the single and say the words that come to their minds while looking at the image. Then, they start working with the video: after the video is played for the first time, they are asked to assess its ambience, recall some scenes, and try to say where the clip is set. After the second watching or listening to the song, the students are asked multiple-choice comprehension questions.

To extend their vocabulary to be able to talk about poverty-related affairs, they are asked to identify the phrases referring to the singer's misery in the lyrics, and then, using a dictionary and some help from their peers, draw up a mind-map of words in connection with poverty. The sequence continues with a discussion exercise, in which they have to think about the singer's situation and then think about the relationship between concepts such as money, freedom, oppression, and the government, problems poor people have to face and their possibilities to help the poor. The aim of the next activity, the quiz, is to activate and test the students' background knowledge about poverty and to make them aware of the issue. The next activity is also for raising awareness and expanding students' knowledge about helping people in need and most importantly, for showing them that there are ways in which they can help. The sequence concludes in a project, in which the students are asked to enquire into the work of some organisations that are working to help people in need.

4.3.1.3.2 The Results of the Reflective Journal. What I generally perceived while doing this activity sequence was that the students were *excited* to work on a song, and even more excited when they realised that they knew the song. They *enthusiastically* shouted in the words they associated with the album cover, but observably, some of them felt *slightly disturbed* after watching the clip. Even though they managed to recall scenes from the video, they had hardly any idea about where it was set, so I needed to provide them with some help. The comprehension tasks were not too difficult for most of them, and they also easily identified phrases referring to misery, but they struggled with coming up with more, so I had to rise to the occasion and teach them some other phrases and idioms. As I did the activity sequence with them in a synchronous online lesson, using Zoom, I could easily listen to their discussions. These *discussions were completely different* based on who they got together with in the breakout rooms; some groups worked out well, while others did not really function (observably, the students who were usually more active in the lessons and who had the tendency to engage in deeper and more meaningful discussions did so in this activity as well, but the topic did not encourage those students who were usually not engaged in the lessons). Due to time constraints, we only had time for six activities in both groups, so we finished the lessons with the quiz. They were asked to read the questions in groups and predict the answers or check them on the Internet quickly. To check their answers, they participated in a Kahoot! game, and at the end of each turn, we had a discussion on the question. The students were *observably shocked*, and they also voiced

how surprised they were by the data. Even though the lessons did not end on a positive note, in a quick feedback round, the students expressed how much they learned about the topic and how depressed they got by the facts. As homework, they were asked to do the exercise with the infographic focusing on ways to help the poor and write about which ways they would try out in the future. Unfortunately, I did not have enough time to deal with the project in class; however, it was assigned to the students as extra work. Some students who wanted to get a better final grade did the project: it was heart-warming to see their dedication, time and effort put into the presentations, which in each case, had a special focus: e.g., poverty and education.

4.3.1.3.3 Student Feedback. Given that the activity sequence was done at the end of the semester, students' willingness to do extra work by filling in the feedback sheet was rather low, thus, only eight students answered the two open-ended questions concerning how useful they found the activities and what they learned from the lessons. Three themes emerged from their answers. First and foremost, most students ($n = 6$) truly appreciated *listening to music* during the lesson: they felt it was "out of the ordinary" (#1), helped them learn and enjoy the material at the same time (#2), and they appreciated discovering a "great song with a message" (#4). Most of them commented on the *quiz*: it provided them with information that was new for them (#2, #5, #6, #7, #8), these pieces of information shocked them (#4, #5, #6, #8) and they would not have looked up such information on the Internet if it were not for the lesson (#1). Respondent 8 wrote about the quiz the following way:

To be honest I absorbed information about the world that is much more worrying than I thought. The number of poor people, children is much higher than it should be, too many children have to work to help their families make a living. This data made me sad.

Finally, they commented on the *awareness-raising* nature of the activity sequence. Three students wrote that these activities helped them "put things into perspective" (#2) and they realized that they are "privileged" (#1) and they should consider themselves "lucky and grateful because there are people who don't even have the necessary things for living" (#3). They appreciated that the activities provided them with practical tips about helping the poor and encouraged them to take action. Respondent 8, for example, seemed to be determined to make some change: "I would like to be a better person and waste less, maybe donate more. I will also try to raise awareness."

4.3.1.4 Activities Based on *Open Your World*.

| Material(s) the sequence is based on | Language aims | GCD aims | Suggested methods and techniques to be used in the sequence |
|---|---|--|---|
| Open your world – a Heineken advertisement on Youtube | <ul style="list-style-type: none"> - to develop students' vocabulary (personality adjectives, global issues) - to develop students' listening skills (listening for specific information) | <ul style="list-style-type: none"> - to develop their knowledge about certain global issues - to develop students' critical thinking skills - to develop students' researching and analytical skills - to develop students' communicative and argumentative skills - to make students take a stand on certain issues - to develop students' attitudes of openness and curiosity - to develop group dynamics | <ul style="list-style-type: none"> - pair work discussion - creating a Menti word cloud - matching key terms with their descriptions + discussion/clarification of key terms - watching a video - listening for specific information - categorizing personality adjectives - discussion (pairwork or groupwork) - opinion line activity - brainstorming ideas to fight polarization - researching and presenting information (on fighting polarization) |

4.3.1.4.1 The Worksheet. The lesson plan makes use of a commercial that was created by the Heineken beer company. Their 'Open your world' campaign was launched in 2017 to spread the message that people can find a common ground over their political differences if they sit down and discuss it over a beer: The video presents a social experiment in which people with completely different political views are paired up and are asked to complete a series of tasks together.

The lesson starts with a *warmer*, a pair work activity in which students have to answer the same question that was asked of the participants in the video. The second part of the warmer, when they have to collect what they have in common as a group, aims to highlight their diversity but also to shed light on all the things that unite them. The warmer sets the tone for the video and puts students in a good mood. The next activity focuses on the *clarification of some key terms* in connection with the video and aims to pre-teach some vocabulary and thus activate students' schemata. First, the students work together on identifying the terms, and while checking the activity, the teacher plays an important role as they can draw attention to the commonly misinterpreted and misused words to raise

awareness of the issues in connection with feminism or gender. *While watching the video*, the students are also asked to select words they can hear from a list to develop their listening for specific information. After watching the video, they are invited to reflect on it and say how it makes them feel to enable them to *talk about their feelings* and *react quickly* to new information. The following activity serves as a *vocabulary building* one, as the list includes vocabulary items in connection with personality that might be either new or already known to the students. The *follow-up questions* serve to reinforce the newly acquired vocabulary by using them in context. The *discussion questions* in exercise 6 are in connection with the topic raised in the video but aim at personalising it. By tapping into their personal experiences, students might teach each other some strategies for communicating across the divides of their everyday lives and see the relevance of the topic more. In the *opinion-line activity*, they have a chance to put what they have learnt from each other into practice. The statements for the opinion line are selected from the video, they have to complete them before lining up. With this activity, they are made to take a stand on important issues and in the follow-up, they are asked to elaborate on their views in pairs. The visual and physical representation of their views might make them realise the diversity of opinions. As they have to form pairs with the person standing the furthest from them, they might have to disagree with the other person, but they should be encouraged to find the common ground by their teacher and by what they have seen. The *final activity*, in which students have to brainstorm ideas and also do some research on bridging the divide and fighting political polarization serves a dual purpose: firstly, by doing the activity, students can develop their numerous skills, e.g., their critical thinking, creativity, cooperation, researching and analytical skills and secondly, they might acquire useful and practical information on the topic that they will be able to use outside the class. The worksheet can be found in Appendix I4.

4.3.1.4.2 The Results from the Reflective Journal. This activity sequence was tried out in three different groups, with Group A, in a completely face to face setting, and with Groups G and H, in a hybrid setting (involving face to face and online activities as well). Even though in the first year, Group A *really enjoyed* the warmup exercise in which they had to find things they have in common, in the second year, as Group H was not a well-functioning group with students who would be interested in each other, the activity *was not successful* at all. Before watching the video, the students had to fill in some *definitions* with the key terms taken from the video. Just as previously expected, this activity turned out to

be *very fruitful*, as only some students had prior knowledge about these terms, and even in these cases, it was worth revising them.

Generally, the students enjoyed the video, they found it amusing and touching at the same time and they really liked the message that beer can bring people together, even to discuss their differences. In both Groups A and H there were dissenting voices though, who criticised the video for being staged. The follow-up discussion activity, contrary to my previous expectations, turned out to be *extremely engaging* to the students in Group A. Most of them could recall incidents they had with people they were not on the same page with, and they *eagerly shared stories* of arguments about politics, religion, and common misconceptions. Unfortunately, there was no time left in class for this discussion with Groups G and H, so they had to discuss the questions by calling each other in their asynchronous lesson and write summaries of their discussion. Luckily, these entries did reflect that they engaged in the discussions and shared interesting stories with each other. In Group A, the *opinion line activity* was a success as well: the students observably enjoyed standing up and finding their place on the imaginary line and then discussing their opinion with the other students. The *question of feminism* clearly divided the group: except for one male student, all the others said that they were not feminists at all. According to the task design, then, they had to have a conversation with someone standing farther away from them in the line, and as they had the video as a model, they had cultured discussions about what feminism entails, and then, there were students who eventually changed their position in the line. Groups G and H did the activity using menti.com, and then they had to discuss and record their discussion with their partners. In this way, the activity was *less impactful*, nevertheless, the students still managed to convey their message in a respectful way.

In Group A, there was no time left for the project in class, so they did it as homework, and they discussed their findings in the next class. In Groups G and H, they did some research in their asynchronous lessons, and posted their findings to our online classroom, the Class Notebook function of Teams. The tips they presented for bridging the political divide were well thought out and they presented them in different forms – either in writing or on a poster or in a video. Some examples of the students' work can be seen in Appendix P3.

4.3.1.4.3 Student Feedback. From the three groups, ten students decided to fill in the feedback sheet about the class, which made looking for emerging themes in their

answers rather difficult. Nevertheless, all ten students found the activities either *very enjoyable* or *enjoyable*, and most of them elaborated on why they found the activities useful too. From a language point of view, five students commented that they expanded their *vocabulary*. Respondent 2, for instance, especially appreciated the activity where they had to match the meaning of the key terms with their definitions, because as she put it, “it didn't just teach new words, but also showed us the proper meaning and use of them”. Four students also felt that the activity sequence enabled them to develop their *speaking* skills: through the discussion activities, and especially the opinion line activity, they “had to talk a lot” (#9).

They also commented on the *awareness-raising* nature of the activities: Respondent 4 learned that “nothing is black or white, and we can never be so sure about our opinions that they are the only possible solutions. We always need to be aware that others might be right.” Respondent 7 saw it similarly, saying that “these activities helped [them] to get to know each other a bit better and find some common ground”, just as Respondent 10, who wrote that it was an interesting experience to “open their minds to each other” and “become more accepting”. Another student commented that the activities (mostly the one with definitions of common buzzwords from the 21st century) helped her realize that she does not, in fact, know that much about topics she thought she did. Finally, Respondent 4 expressed some *constructive criticism* about the lesson: he felt that more time would have been needed to “delve into the discussions” so for him,

it was rather a preparation to how we could manage a civilised discussion than using it in action because, in 4 min[ute]s, the sides can't go all out on each other with all the argumentative points.

All in all, the students seem to have enjoyed the class and regarded it useful from both a language development and an awareness-raising point of view.

4.3.1.5 Activities Based on *The Happy Broadcast*.

| Material(s) the sequence is based on | Language aims | GCD aims | Suggested methods and techniques to be used in the sequence |
|---|---|--|---|
| <ul style="list-style-type: none"> - Images from the news side (Happy Broadcast) - An article about the website - 2 articles on coping with negative news (from aureachout and health.com) | <ul style="list-style-type: none"> - to develop students' vocabulary - to develop student's reading and speaking skills | <ul style="list-style-type: none"> - to develop their knowledge about certain global issues - to develop students' critical thinking skills - to develop students' researching and analytical skills - to develop students' communicative and argumentative skills - to develop students' attitudes of openness, curiosity and positivity | <ul style="list-style-type: none"> - pairwork discussion - gallery walk - researching information and discussion - reading an article - reading comprehension (open-ended questions) - matching definitions with keywords from the text - discussion - jigsaw reading and ranking - project: researching positive news in a given category |

4.3.1.5.1 The Worksheet. The worksheet (Appendix I5) focusing on the news website, *The Happy Broadcast* was created in the midst of the COVID-19 pandemic, during the first lockdown period. The worksheet was written with the aim of lifting students' spirits and helping them cope with negative news they were constantly bombarded with at this time. Even though the courses in the research context were not held synchronously in Spring 2020, it was an important consideration to create a worksheet that could be used face-to-face and in synchronous online lessons as well. In this activity sequence, first, the students are asked to discuss their news reading habits and how the news usually makes them feel. Then, they are involved in a gallery walk activity, in which they are asked to go around the classroom and have a look at positive news headlines taken from the Happy Broadcast news platform. In the online setting, the headlines are uploaded to Padlet, and the students are asked to look through them and comment on them using hashtags. Then, they are asked to research the positive news story they liked the most from the wall (board) and share with their partner what they have read about. In a reading comprehension exercise, they are asked to read about the creation of the news site and then work on its vocabulary. In the follow-up discussion task, they are asked to expand on the advice given in the article about following the news and why they believe many young people do not follow the news. In the next jigsaw reading activity, they are paired up, and both have to

read a different text about coping with negative news. They are then asked to summarise their text to their partner. Finally, they have to work on a project, in which they are to collect positive news items on a topic of their choice and present their findings in a creative presentation.

4.3.1.5.2 The Results from the Reflective Journal. In the first semester, the worksheet was piloted asynchronously in Groups D and E: the activity sequence was posted to the online classroom (Microsoft OneNote) and the students were asked to pair up, call each other and go through the sequence with their partners. Their progress was monitored by checking their collaboration on Padlet, by checking the worksheet they filled in on OneNote, by listening to their recorded discussions and by checking the projects they created. It must be noted that not everyone participated in the asynchronous lesson as there were already attitudinal problems with getting them to do the activities without face-to-face classes. Next year, Groups K and L also did the activity sequence, however this time, the lessons were synchronous online lessons, which made observing their progress much easier. What became apparent from these four lessons was that the students enjoyed a fresh take on the topic of the news and this issue mostly made them interact with each other.

Some emerging themes from the research journals included references to their *creativity*: observably, they truly enjoyed the gallery walk activity which was adapted to online use with the help of Padlet. They came up with *creative, thought-provoking hashtags* and *enjoyed reading* about these news articles. A snapshot of their work can be seen in Appendix O5. It also became apparent that the text they had to read about the creator of the Happy Broadcast was *not too challenging* for these groups, nevertheless, it was worth looking at the vocabulary together, as they were confused about some words (e.g., to overlook vs. outlook). In connection with the discussions, it must be mentioned that in Groups D and E, the majority of the students did not believe that it would be a good excuse not to read the news because they are too negative; nonetheless, in Groups K and L, the majority of the students seemed to be extremely disappointed by the negativity they had to face during the previous one and the half years of the pandemic, so they did agree that it is not worth following the news if they are too negative. These comments generated a lively full-class discussion in Group K, and the students in Group L had an interesting discussion on how differently they see this topic. In the second year of piloting, there was no time for the *project*, however, in the first year, some of the students created short presentations on

various positive news in connection with good deeds during the quarantine, Earth Day initiatives and celebrities.

4.3.1.5.3 Student Feedback. Based on the qualitative feedback from the students, it is safe to say that they enjoyed this activity sequence, even though they pointed out that “it would have been more useful to do it with the whole class” (#1). They mostly pointed to the fact that the tasks were diverse (#2), modern, relevant, and up to date (#2), and apart from *improving their language skills* (#2, #4, #8), they also learnt something new about the world (everyone). As Respondent 4 put it,

Every time you give us a task it's never just about vocab, you always add the element of learning about the world. Through your tasks, I got to know many people and websites that made my life better. From political issues to environmental problems everything is connected, and the tasks help to recognise the matrix of informations (sic!).

Respondent 7 saw it similarly, saying that “during your lessons I always learn something about the world, and how I should change my view about important issues”. Apart from the learning value of these activities, they also acknowledged that these activities helped them see the news in a more positive light; in Respondent 1’s words, “this whole task can help students to stay positive and less stress[ed] out because of the situation”, and as Respondent 7 put it, “these activities totally expand my knowledge and also can give me a nice time.”

4.3.1.6 Activities Based on *What Makes a Good Life*.

| Material(s) the sequence is based on | Language aims | GCD aims | Suggested methods and techniques to be used in the sequence |
|---|---|---|---|
| Robert Waldinger – What makes a good life (TED talk on Youtube) | - to develop student’s listening, reading and speaking skills - to expand students’ vocabulary with advanced-level words | - to raise awareness of an important issue - to expand students’ knowledge about a widespread phenomenon - to develop students’ self-awareness, emotional intelligence, and empathy - to develop students’ critical thinking - to develop students’ autonomy, presentations skills, research skills and cooperation | - Pairwork discussion - Watching the video - Comprehension questions based on the video - Discussion (groupwork) - Matching vocabulary items with their meaning - Filling in questions with key vocabulary - Filling in quotes with words and reflecting on the quotes - Analysing the infographic - Project 1 – Creating an infographic - Project 2 – Service-learning: Discussion with a lonely elderly person |

4.3.1.6.1 The Worksheet. This worksheet, similar to the one revolving around the song *Get free* was created over several years. The original worksheet was written for a language practice seminar, where the main topic based on the coursebook was happiness. The TED talk given by Robert Waldinger entitled *What makes a good life? Lessons from the longest study on happiness* presents a 75-year-long study by Harvard University and focuses particularly on the importance of good relationships in later life. The original worksheet only contained the transcript of the talk, some discussion questions, and a vocabulary exercise; however, the whole activity sequence seemed incomplete, even after receiving good feedback on the video and the discussion afterwards. The more creative and interactive activities were then added in Spring 2020, focusing on the theme of loneliness among the elderly. The worksheet starts with a warm-up exercise, in which the learners are asked to name their five ingredients to a happy life. Then, they watch the talk, during which they have to answer some comprehension questions. Afterwards, they are given some questions to discuss either in pairs or in groups in connection with the topics raised in the video. This is followed by a vocabulary exercise, in which the students have to find the meaning of some expressions from the talk, and then, they have to answer four questions using the key vocabulary. In exercise 6, they are asked to fill in some quotes on loneliness with words they can find in a box, and after finishing it, they are invited to reflect on them. The penultimate activity is about analysing an infographic on loneliness in later life, and the students are asked to answer questions based on the figure and the TED talk. Finally, they can choose between two projects: In project one, they have to research what could be done to tackle the problems of loneliness among the elderly and create an infographic on the issue, which they should present in the following lesson. In project two, they are asked to interview either an ageing relative or an acquaintance about the important milestones in their lives and report back their findings to the group in the following session. This version of the worksheet features in Appendix I6.

4.3.1.6.2 Results from the Reflective Journal. The updated worksheet was piloted with two groups, in Group D, during face-to-face lessons, and in Group K, in hybrid lessons (with one synchronous and one asynchronous online lesson a week). In both groups, the video seemingly provoked *strong emotional responses* from the participants, most of them really enjoyed both the *contents of the talk and the way* it was delivered. In Group D, they eagerly used the key vocabulary in their discussions; however, in Group K, this task *could not be monitored*, as they did it asynchronously with their study partners. In Group D, the

activity with the quotes was given as homework, and to check the activity and reorganise the group, the quotes were cut into half, given to each student, who then had to stand up, find their partner and sit together. They were asked then to discuss some quotes, which *got some of them engaged*, but some students clearly *did not want to delve deep* into the topic and finished the activity way before the time limit ended. Given that in Group K, this part of the activity sequence was done in the asynchronous lesson, I had little information about their engagement.

The most interesting part of the activity sequence was the project they had to do in the end. In Group D, they presented their projects in front of the whole group, thus, some time was allocated to the presentation of their infographics or discussions in three consecutive lessons. Approaching the first lockdown, elderly people were already advised to isolate, thus, the students had to phone their relatives to interview them. Consequently, the students reported *having made their grandparents' day* by calling them and discussing important milestones in their lives. One of the students said that she had talked to her grandma for over an hour on the phone. Some students said that they found out details from their grandparents' lives they had previously not known, and they marvelled at their grandparents' lives. Some students reported that they reconnected with their grandparents because of the activity. Some of them seemed truly *touched* and the way they talked about their experiences also touched the others. There were students who reflected on the activity by saying that they should do it more often as they realized how important it is to talk to their elderly relatives and give them some comfort in those trying times. The outcomes of the activity were quite similar in Group K too; however, they were given the choice whether they wanted to present their findings in front of the whole group or only in small group discussions. Only four students opted for presenting their findings to the whole group, the others preferred to only share their infographics and short presentations in the breakout rooms. The breakout room setting luckily gave me the chance to listen to their presentations without much noise from the other groups, and this setting also created similar *magic moments* as in Group D. It was heart-warming to see their engagement and how zealously they shared what they learnt from their discussions with their elderly relatives. Most of the students chose Project 2 and some of them even combined the two projects by creating an infographic on their grandparents' lives. One student reported on a highly unusual interviewee: she interviewed a local homeless woman and presented her life to the group members. Even though the students were not asked to fill in a feedback sheet at the end of

the activity sequence, in either case, they gave oral feedback on the last activity: similar to what I perceived, they truly enjoyed talking to the elderly and reconnecting with their relatives, and listening to each other's stories made their days better and filled with positivity. Finally, some of them shared that this activity made them realize they should talk to their elderly relatives more frequently. Some of the students' work features in Appendix P4, with the students' consent.

4.3.1.7 Activities Based on *The Life Cycle of a T-Shirt*.

| Material(s) the sequence is based on | Language aims | GCD aims | Suggested methods and techniques to be used in the sequence |
|--|---|---|--|
| <ul style="list-style-type: none"> - The life cycle of a t-shirt (TED-Ed animation) - Fashion footprint quiz (thredup.com) - The 6Rs of fashion (alternativesjournal.ca) - Your plan your planet (sustainability test by google) | <ul style="list-style-type: none"> - to develop students' listening, reading and speaking skills - to expand students' vocabulary in connection with sustainability | <ul style="list-style-type: none"> - to develop their knowledge about sustainability and pollution - to develop students' critical thinking skills - to develop students' researching and analytical skills - to develop students' communicative and argumentative skills - to encourage eco-conscious behaviour | <ul style="list-style-type: none"> - Discussion - Prediction - Fact-checking information - Explaining words - Watching a video - Ranking the order of events in the video - Note-taking - Discussion - Quiz about one's fashion footprint - Tips for reducing one's fashion footprint - Researching information and reporting to group members - Project 1 – Researching who made their clothes (+ presentation) - Project 2 – Researching the sustainability policy of their favourite clothes brands - Homework: researching how to improve their consumption habits |

4.3.1.7.1 The Worksheet. The worksheet was created around the TED-Ed video *The life cycle of a t-shirt* with the aim of introducing the topic of sustainability and ethical consumption. As the idea of the worksheet was conceived during the 2020 Spring lockdown, it was an important consideration to make the task sheet asynchronous lesson-friendly: thus, there were individual tasks and some conversations which had to be recorded. In the warmer activity, the students have to discuss some questions about their

relationship to clothes with the aim of personalising the topic. In the second activity, they are given facts in connection with the fashion industry, and they are asked to predict the correct numbers in them. Then, they are asked to check their predictions in an article taken from the World Economic Forum's official site. Before watching the short activity, the students are familiarized with some key vocabulary from the text. While watching the video, they are asked to order the phases of the life cycle of a t-shirt, and while watching it for the second time, they are asked to take notes about different aspects of the video. In the next task, they have to discuss questions in connection with the advice given in the video and they are also invited to fill in a quiz about their own fashion footprint. They are asked to further ponder the ways of reducing their fashion footprint in activity 7, and then, they are involved in a short, 10-minute research session, when they have to research one of the aspects of the 6 Rs of fashion and report back their findings to a member of the group. The sequence concludes in two projects the students can choose from: they can either look into the origins of the clothes they are wearing and present their findings to the group or enquire into the sustainability policy of their favourite clothes brand. Apart from these activities, their homework is to spend some minutes on Google's *Your plan, your planet* website, on which they can learn some tips about eco-friendly behaviour. The worksheet can be found in Appendix I7.

4.3.1.7.2 Results from the Reflective Journal. Even though the activity sequence was piloted in two subsequent years in six groups, in all cases, the lessons took place in an asynchronous setting. In all these groups, the main topic of the lessons was world issues, so it seemed reasonable to address the question of sustainability through a topic that students can mostly relate to. The progress of the students was *monitored* in different ways: most of the students filled in the worksheet on Teams, which could be checked easily. Also, they were asked to record the discussions they had and upload them to the Class Notebook, together with their projects. It became apparent from their answers that the listening *did not pose any problems* to them, they found the *language of the video suitable*, nevertheless, they did encounter *some new words* which they deemed useful. After listening to their discussions, it is reasonable to say that the topic generated a *lot of interest* from some students, who eagerly participated and *happily shared their experiences* and views about the issue. In the first year, some students from Groups E and F simply did not do all the activities (nevertheless, this was the time they had to be reminded to tend to their university responsibilities during the lockdown too), so in order to ease the burdens of the Groups in

the 2021 Spring semester, they could choose whether they wanted to do exercise 7 and the short research activity or any of the two projects. Many of them opted for researching the sustainability policy of their favourite fashion brands and they presented brands such as Benetton, Air Jordan, Decathlon, H&M, Zara, or Yves St Laurent. Many students *did quality work* and created eye-pleasing and well-thought-out presentations, but it must be noted that there were some students who clearly *put minimum effort* into this task. Captions of their presentations can be found in Appendix P5.

4.3.1.7.3 Student Feedback. The feedback from the students' part was overwhelmingly positive. Many of them commented that the activity sequence was useful, they found the video interesting, and they managed to *learn more about an issue* they already know something about. As Respondent 8 saw it, she "learned a lot of things that [she] had no clue about, for example the charity shops in [her] area, and what to do with one's disused clothes". Respondent 4 also reflected on the fact that doing these activities opened her eyes and she realized there is always room for improvement when it comes to learning: "We all know something about being environmentally friendly, but as it turned out we know very little. So, I found these activities very useful for opening my eyes." Some students felt that they *would never have discussed this topic*, had it not been for this lesson. In Respondent 15's words, "to be honest, I don't think that I would search for these things on my own" and Respondent 16 saw it very similarly: These activities "showcased something I didn't think too much about but have a huge impact on the world as a whole". Some students also alluded to *making some changes* in their lives after doing the activity sequence:

I've learned some new words, made a presentation, which is always useful and, on top of these, the activities and the website made me realize that I have to improve my lifestyle. Now I'm extremely determined and enthusiastic to start rethinking some stuff in my life. (#27).

They definitely expanded my knowledge about the world. I didn't know that buying clothes has that big of an impact on our environment. I'll pay more attention to my habits from now on. (#3)

The fact that literally everything requires water in some way through production is insane. Also a few years ago I purchased an organic cotton shirt but I didn't know it was better for the environment. From now on I will be more cautious and choose the organic option intentionally. I see now where I can largely decrease the amount of waste I make. (#4)

From now on, I will look differently at my clothes. Moreover, the homework also shared valuable tips that I will implement (I particularly liked the electricity-based tips, since I was shown a very useful tip regarding unplugging devices) (#13)

Apart from the apparently positive feedback, two students also put forward some *negative comments* (one of them complained that the topic was boring for him, and another student said it was just like a piece of homework) and some constructive criticism. As Respondent 23 saw it, even though he found the activities entertaining and informative, the amount of them was overwhelming for an asynchronous lesson. Overall, the lesson seemed to be engaging and informative to the students and the students seemed to be determined to keep their promises about changing some of their behaviours.

4.3.2 The Results of the Focus Group Interview Study

As a pilot for the focus group interview study concluding the classroom study in the secondary school context (see in 5.3.2), four university teacher trainers (Fred (F), Ingrid (I), Marcella (M), Ulrich (U)) were invited to participate in the focus group interview session. All these participants teach ELT methodology-related courses in the same research context, thus, they seemed to be suitable participants for an interview about best practices of dealing with global, local, and intercultural issues in the EFL classroom. The following sections present how they create a safe space for discussions about challenging topics (Sections 4.3.2.1-4.3.2.3), what approach they take when discussing controversial topics (4.3.2.4), what activities they use for nurturing their students' global competence (4.3.2.5) and what attitudes their students have towards these activities (4.3.2.6). The sections are organised around the most prominent emerging themes from the interview and supplemented with quotes taken from the interview transcript (with the location of the quote in the transcript in brackets).

4.3.2.1 The Optimal Environment in the Classroom. As a warm-up for the interview, the participants were asked to describe the perfect classroom environment for them. Before emphasizing the importance of the physical environment (such as having enough space, adequate lighting, or a set-up where students can see each other), most of the participants referred to the importance of feeling *comfortable* (I, F, U) and feeling *safe* (I, F, U) in such a place. Apart from these prerequisites, they all mentioned that in the perfect classroom they are working with a group where *people like being together* and look forward to the lessons to meet there. Following up on this idea, both Fred and Marcella referred to the importance of relationships among the group members and they described the presence of *trust* as paramount. Ingrid and Marcella mentioned that it is important to

have a *democratic atmosphere* in one's classes, with shared responsibilities and decisions. Marcella also added that for her, the perfect classroom is a stimulating and exciting space, which "has a good dynamic and people are excited to be there" (T/FG-TT-2). Ulrich and Marcella both found that it should be a place where *no one feels pressurized* or put on the spot. In Marcella's words, there is

freedom to be silly, freedom to say whatever is on people's minds. People don't feel like they have to monitor themselves or check what they say. They know that they're not gonna be judged or they're not gonna be put on the spot. (T/FG-TT-2)

In summary, the perfect classroom means something different for each participant, however, there are observable overlaps and their answers amount to the definition of a *safe space*.

4.3.2.2 Preparing for Challenging Discussions. The question of whether they prepare their groups for challenging discussions clearly divided the participants. Both Ulrich and Fred that they *rarely* do that before the discussions. As Ulrich put it,

It's the sort of thing that I actually rarely prepare for. [...] I don't really want to bring these issues directly into the classroom, but I'm very keen when there's a moment when I see an opening when they arise to actually grab that moment and then make the most of it. (T/FG-TT-2)

Fred saw it quite similarly and added that even though he sometimes negotiates ground rules with his groups at the beginning of his courses, he never does that for discussions.

Marcella and Ingrid act rather differently and both emphasised the importance of *creating ground rules* with their groups. Ingrid stated that she often "prepare[s] directly and think[s] about how to raise a controversial issue and bring an issue into class" and she also negotiates the rules with her students (T/FG-TT-3). Marcella added that she also tends to ask the students to brainstorm interaction guidelines in her groups fairly early on, "some rules of the way we interact together just to raise awareness of... what's the best kind of behaviour in the group that's most fruitful... for having good discussions" (T/FG-TT-3). She went on by saying that she tries to model these rules for them, e.g., good listening, having a reflective distance from her own opinion, but to remind the students of these ground rules they usually create a poster together. Apart from the importance of creating interaction guidelines, the teacher trainers also raised the importance of *reflecting on the discussions* afterwards, with the aim of raising awareness and teaching them how to communicate successfully. Ulrich gave the following example of this approach:

Once there's a discussion where I sense such ground rules would be important, I sort of turn it around and actually get the group to look at itself. So again, to work, sort of, you know... inductively, [like] OK, today's discussion was ... interesting. I have a feeling it didn't go very well; do you think so too? Can we just talk a little bit about how we handle an issue like that? (T/FG-TT-5)

Ingrid joined her by saying that these two approaches do “not exclude each other”, and even if she negotiates the ground rules with her groups, during and after discussions, sometimes she needs to remind the students of these ground rules and ask them the questions: “Did everybody managed to contribute? Did everybody feel OK in this discussion?” (T/FG-TT-5)

4.3.2.3 Managing Conflict in the Classroom. The participants were also asked what they do to ensure that the discussions about controversial topics go smoothly and peacefully. There was an agreement between the tutors that discussions *do not necessarily need to be peaceful*, rather meaningful. This is how Marcella saw it:

When you talk about meaningful things... There's bound to be a little bit of tension... So, I'm never aiming for a really peaceful... I mean, it's nice to have a good feel in the classroom, but my aim is not to have a harmonious class, but rather ... to have a meaningful conversation. So, if... if tension comes up... That's fine, I mean then, I think that's much better than kind of like politely... being passive... or politely steering clear of conflict. (T/FG-TT-6)

Ulrich emphasised the importance of regarding *conflicts as inherent* and sometimes even beneficial, and Ingrid also put forward an argument for regarding them as a natural part of learning about controversy:

controversial issues by definition push some people, at least in the classroom, out of their comfort zone because ...they are confronted with views that they either haven't heard or don't agree with...So yeah, it doesn't really necessarily have to go smoothly. (T/FG-TT-7)

In connection with *how they handle these conflicts* during discussions, they mentioned various techniques: Marcella invites other students to join the discussion and say what they think about the problem, Fred promotes active listening and makes sure everyone has the opportunity to say what is on their mind, and Ulrich tries to handle the situation with the group and encourages them to accept that there might be no solution, only a deeper understanding of an issue. Based on their own experiences, Fred, Marcella and Ulrich said that if there was a huge misunderstanding, name-calling, or somebody crying in class, they dealt with the problem after class, *privately with the students* in question. Ingrid also managed to think back to two critical moments when she addressed a difficult issue *in class*.

In one of the cases, her students were “shooting very racist comments” (T/FG-TT-10), which she took personally and told the group that she was going to leave because these comments were hurtful for her friends and family members. The students apologised, convinced her to stay, and stopped expressing racist comments. In the other case, one of her students got offended by an advertisement she had shown to the group and started crying. She also addressed the issue in front of the group and tried to offer the student some consolation by acknowledging her feelings but also saying that that was only an image and an interesting controversial topic. In connection with students who may feel hurt during class because of a sensitive topic, both Marcella and Ulrich said that it is important to let them know that the class is a *safe space*, and they should not feel pressured to participate if they do not want to. When it comes to handling such difficult situations, Ulrich posited that it is important to *trust one’s intuition* to find the right way of handling these issues.

The tutors were also asked how they would handle if they heard *sexist or racist comments* uttered in class. Fred quickly reacted that it *depends on the situation*, whether there are recurring comments or comments made in passing, and he would only challenge it if it was persistent. The other three tutors said that *they would definitely address the issue*, but they would try to do it indirectly. From her own experience, Marcella came up with the following two situations: During the refugee crisis, her students were frequently using the word *migrant* and she had a little discussion about the fact that the words someone chooses really matter, and she prefers using the word *refugee*. The other example she shared was calling a student out for their joke being slightly racist, with the aim of making them realize that it could be hurtful for others. After sharing the stories, she added that students sometimes are not even aware of what they are saying. Both Ingrid and Ulrich agreed and then started discussing how proverbs and idioms are infused with stereotypes about different groups of people (even in Hungarian), which may also be an interesting issue to raise with students, to make them rethink how they use the language.

In connection with the topic, they started to ponder whether they also contribute to the cancel culture if they silence these comments. Both Ulrich and Fred voiced their concerns that at the department, it is quite clear that they embrace diversity, and by this, they create a “microclimate” (Ulrich, T/FG-TT-12) or a sheltered “bubble” (Fred, T/FG-TT-14), which also entails that certain opinions are favoured, and students do not have a real opportunity to clash their opinions. As Ulrich put it,

.... what I'm saying is, I think in a way, I'd almost welcome somebody being racist in my class and then hopefully to have a way of looking at it together. That actually sends a signal that... It may not be OK to be racist, but we need to be able to talk at universities – if no other places – about things that matter to all of us. (T/FG-TT-12)

Even though the participants tend to manage conflict rather differently in the classroom, they agree that conflicts are not necessarily evil. When encountering conflict, they either discuss it involving the whole group or only the students involved in the conflict, while reassuring the students that they can talk about their feelings in the safe space the classroom provides.

4.3.2.4 Revealing One's Opinion in the Classroom. The participants were then asked whether they think the teacher should reveal their opinion in class about certain topics or not. They unanimously agreed that *there is no problem with sharing* one's opinion about controversial issues in class. As Fred put it, he cannot even “disguise [his] views in class” (T/FG-TT-14). Even if they share their views, they think they should *not impose their views* on the students (I, M, U). In order not to influence the students, one has to be careful *when* to reveal their opinion. As Ulrich saw it, he would reveal his opinion at the end of a debate if the students were interested, but not during the debate, because it might have an impact on the course of the discussion and the students might feel that have to appeal to the teacher with their opinion. Marcella agreed by saying that the teacher is “more powerful probably and what [they] say accounts more” (T/FG-TT- 13) during a discussion. However, according to Ingrid, there are some cases when *one cannot remain neutral* during a discussion. She came up with the example of racist comments in the group and justified her opinion in the following way:

... if we don't react and we let it go and notice then... then we basically agree. Oh, and maybe we're not showing a good example with that. [...] But I think very often, especially if it's ...a human rights issue.... I think it's very important that you show your opinion. You share your views. (T/FG-TT-13)

As Marcella saw it, the real question is whether it is about *values or views*. She would not think twice about defending a value in her classroom. As she put it, if there was an important value being threatened in her class, “I think I wouldn't even worry whether I'm the last person to say anything or the first person to say anything. 'cause it's like establishing that that's a value I want to safeguard in the classroom” (T/FG-TT-13). Fred added that he would also distinguish between values and views, and he would not mind if students

expressed a different opinion from his because it is important to have a free space where it is okay to disagree.

The tutors were also asked whether there were any topics they would not disclose their views about. First, neither Fred nor Ingrid *could mention any* such topics. Both Ulrich and Marcella commented that if they *do not know enough* about a topic, they would not express their views about it. Marcella could also conjure up a memory when she told her group that she would have to read up on that particular topic before formulating an opinion. The issue of *party politics* was raised by Marcella and as she put it, she would “think twice” (T/FG-TT-16) before answering any questions about her views or formulating an opinion. Ingrid joined her by saying that she would also avoid this issue, but she would do her best to speak up against human rights violations and often it is difficult to talk about one topic without the other. Both Ulrich and Fred added that avoiding politics as a discussion topic is an “inherently cultural issue” (Ulrich, T/FG-TT-16) because addressing politics is not considered to be such a taboo in Germany or in the UK, for instance. Fred commented that he believes it would be much different if he was teaching in a Hungarian secondary school, where he would be “more cautious” (T/FG-TT-16) with expressing his political beliefs. Overall, the participants are mostly cautious about sharing a political opinion with their groups, other than this topic, they would only steer away from revealing their opinion if they do not know enough about the topic at hand.

4.3.2.5 Activities Used for Developing Students’ Global Competence in University Lessons. In the final block of the interview, the tutors were asked what kind of activities they use to develop their students’ global competence. The activity type three of them mentioned (F, I, M) was *debates*: they intentionally bring in controversial issues for their groups to debate either in pairs, groups, or as whole-class activities. The other emerging category was *experiential learning activities*, specifically mentioned by Ulrich and Ingrid. As Ulrich put it, his aim is to “reach a deeper level of engagement” with these activities, so he deliberately chooses material that has “the potential to strike deep” (T/FG-TT-17), such as engaging TED videos or personal identity cards. Ingrid added that she loves using role plays, drama activities and simulations too, as they also have the potential to generate engagement from the students. Two tutors, Marcella and Fred mentioned that they heavily rely on the *students to bring in content and activities* to their classes (either discussion topics, controversial statements, or articles), and Marcella believes that she has

to set the tone first showing them what kind of content she is expecting (e.g., more serious films, podcasts, talks).

When asked to share one activity with the aim of developing students' global competence which gave them a sense of achievement, the tutors had a hard time to only choose one. According to Ulrich, the activities with which he usually feels success are in connection with *building empathy*. He shared the example of a video about the transformation of a homeless veteran, which had a great impact on his students and sparked off a discussion about first impressions and a person's past and their potentials. Both Ingrid and Marcella shared a variation on an *opinion line* activity. In Marcella's class, the students were given different sources of stress (e.g., exams at the university, online teaching, loss of biodiversity, climate change, plastic pollution) and by talking to each other they had to organise these factors from the least stressful to the most stressful. She destined it to her group as an awareness-raising activity and she was impressed by the impact and the students' answers. Ingrid also mentioned that opinion line activities are one of her favourite ones, but the activity she shared was a *mingling activity*, in which the students had to play around and *trade with different value cards*. Finally, Fred said that he really enjoys the *professional presentations* his students give in pairs.

4.3.2.6 Students' Attitudes towards Activities Aimed at Global Competence Development. The participants were finally asked to share what they think their students' attitude is towards activities with the aim of developing their global competence. The tutors generally agreed that most of the students are *quite open*, most of them "enjoy learning and sharing their opinions" (Ingrid, T/FG-TT-20). While mostly agreeing, Marcella mentioned that some students feel *uncomfortable* when it comes to discussing any controversial topic. As she argued, some of them believe that the English class should predominantly be fun, and they instinctively steer away from anything that is slightly darker or overwhelming. She went on by saying that some students do not read the news and

they're not interested, but they... They live ... in a bubble and many of them are happy to stay in their bubbles, so you know when we do something to burst that bubble, then it's like the whole world comes in and ... some of them just want to get back into their bubble quickly. (T/FG-TT-21)

Ulrich added that the unease and tension the students experience are natural when it comes to discussing deep issues in the classroom. Sometimes a teacher will "really touch a nerve" (T/FG-TT-20) because it is impossible to have a nice discussion on some topics. He added

that he learnt to accept the unavoidable tension because he believes that it is necessary to generate an emotional response from the students to make sure they delve deep and learn more about the issues.

In summary, the tutors agreed that many students are open to discussing critical topics in the classroom, nevertheless, there are always some students who would rather have primarily entertaining classes and would rather not discuss difficult topics. Nonetheless, it is also possible to exploit the unavoidable tension that some students feel during the discussion of controversial topics and use it to generate more engagement from the students.

5 Secondary School Teachers' Views and Practices Concerning GCD - Presentation of the Results from the Secondary School Context

5.1 Secondary School Teachers' Views on Global Competence Development

The first part of this section presents the results from *Study 2*, which was an interview study with the participation of ten secondary school teachers from different teaching contexts in Hungary. Sections 5.1.1.1 and 5.1.1.2 show what the participating teachers mean by global competence development, and Section 5.1.1.3 showcases how they see it in practice in their classes. Section 5.1.1.4 discusses whose task they think it is to nurture global citizens, and in 5.1.1.5 the characteristics of globally competent teachers are listed. Finally, in Section 5.1.1.6, what they would need to successfully implement GCD in secondary schools is presented. In the second part of this section, the results from *Study 3*, a questionnaire study involving 182 secondary school teachers in Hungary, are presented. Section 5.1.2.1 presents what secondary school teachers mean by global competence based on the results of content analysis. Then, Section 5.1.2.2 details how secondary school teachers see globally competent teachers and to what extent they identify with this role. Finally, in 5.1.2.3, their views in connection with the role of GCD in secondary schools are presented.

5.1.1 Results of the Interview Study

The following section presents the results of the interview study (*Study 2*) conducted with ten secondary school teachers in Hungary, who are called Áron (Á), Béla (B), Emma (E), Édua (É), Hedvig (H), Izabella (I), Klára (K), Leó (L), Szilveszter (Sz) and Tilda (T) in this study. The results are organised around the main emerging themes from the interviews (see in Appendix R). To illustrate and explain these themes, several quotes are used from the participants, which are all taken from the transcript of the interviews. In the case of these quotes, codes are used indicating the initials of the participants' pseudonyms and the page number of the transcript where the quote is taken from. The emerging themes are italicised and accompanied by the initials of the participants who referred to them in the interview.

5.1.1.1 21st-Century Expectations. Just as in the case of university tutors, before inquiring into teachers' perceptions of global competence directly, they were asked to enumerate what knowledge, skills and attitudes a student should have to succeed in the 21st century. The respondents enumerated several components, which can be seen in Table 5.1. The components mentioned multiple times by different respondents can be found in the first row (with the number of mentions in brackets) and the components mentioned by only one participant can be found in the second row.

Table 5.1

The Necessary Knowledge, Skills, Attitudes for Success on the Labour Market in the 21st Century According to Secondary School Teachers

| Knowledge | Skills | Attitudes |
|--|--|-----------------------|
| Language knowledge (9) | <i>Learning and innovation skills:</i> | Curiosity (2) |
| Knowledge of history (3) | Communication skills (7) | Openness (5) |
| Basic knowledge of culture (3) | Logical skills (4) | Assertiveness (3) |
| Knowledge of things that are needed for our everyday lives (2) | Critical thinking (4) | |
| | Creative thinking (4) | |
| | Systems thinking (3) | |
| | Expressing opinions (3) | |
| | Argumentation, debating skills (2) | |
| | Problem-solving (2) | |
| | <i>Information, media and technology skills:</i> | |
| | ICT skills (6) | |
| | Researching skills (5) | |
| | <i>Life and career skills</i> | |
| Social skills, collaboration (5) | | |
| Adaptivity (2) | | |
| Life-long learning (2) | | |
| Empathy (4) | | |
| Knowledge of self | Analytical skills | Tolerance |
| Complex knowledge involving everything around us | Innovation | Patience |
| | Soft | Confidence |
| Basic knowledge of European culture | Self-reflection | Critical attitude |
| Knowledge of contemporary literature | Perspective-taking | Flexibility |
| | Self-criticism | Taking responsibility |
| | Intercultural skills | Positivity |
| | Emotional intelligence | |

21st-century skills have received much attention by educational policymakers, and there have been many attempts at defining and categorising these skills (Griffin & Care 2015; Partnership for 21st Century Skills n.d.; World Economic Forum 2016); nevertheless, there has been much less written about the knowledge and attitudes young people need to succeed. This has become apparent from the interviewees' answers as well. When asked the question (*What knowledge, skills and attitude do you think students need to succeed in the 21st century?*), they started talking about the skills, almost without exception, and only

when asked again, did they start to tap into knowledge and attitudes. They almost unanimously said that students need *language knowledge*, however, apart from that, they found it hard to define what knowledge is needed. Two participants claimed that “*no concrete knowledge* is needed”, as students have their smartphones with them at all times, they can “just look up whatever they need in a minute” (T/SZ-5), so it might be more important to concentrate on skills such as *life-long learning* so that they want to look up the things they are interested in. Others thought that *basic cultural knowledge (of history, literature, and different cultures)* is of utmost importance to succeed. According to Emma, having basic lexical knowledge is a must, as without it, students “may lose prestige if they want to find a job” and “knowing things by heart, without using one’s phone can save people’s face” (T/E-5). Leó understood the knowledge dimension as *complex knowledge about everything that surrounds us*. Others attempted to grasp the practical aspects of this knowledge and phrased it as “*knowledge of things that are necessary for our everyday lives*” (T/I-4). When it came to the attitudes, many of them listed *openness* and *curiosity* and they equally emphasised the importance of *assertiveness*. Regarding the skills, the responses could be easily put into the sub-categories established by the Partnership for 21st Century Skills framework, and based on the interviews, it is fair to say that the interviewees were familiar with these categories.

5.1.1.2 The Components of Global Competence. After the participants had listed what knowledge, skills and attitudes are needed on the 21st-century labour market, I read out my definition of global competence.

According to my definition, global competence comprises the knowledge, skills and attitudes which enable students to succeed in the 21st century labour market and empower them to live as democratic, active, conscious, and globally aware citizens. For the latter, the literature uses the term global citizen.

Then, they were asked to list what knowledge, skills and attitudes global citizens have. The detailed results from the participants’ answers can be seen in Table 5.2. Just as in the previous case, the components multiple participants mentioned figure in the first row (with the number of mentions in brackets) and ones only one person mentioned appears in the second row.

Table 5.2

The Components of Global Competence According to the Participants of the Interview Study among Secondary School Teachers

| Knowledge | Skills | Attitudes |
|--|-----------------------------------|-------------------------------|
| Being well-informed (about local institutions, political systems, global issues) (6) | Cooperation and social skills (5) | Openness (7) Tolerance (4) |
| Geographical knowledge, local knowledge (4) | Communication skills (4) | Adaptivity (3) |
| Knowledge about the world and global problems (3) | Expressing one's opinion (3) | Curiosity (2) |
| Historical knowledge (3) | Critical thinking (2) | |
| Language (mostly English) knowledge (2) | Evaluating information (2) | |
| | Problem-solving (2) | |
| | Intercultural skills (2) | |
| Knowledge about current political affairs | ICT skills | Positivity |
| Cultural knowledge | Creativity | Critical attitude |
| Basic knowledge of economics | The ability to ask questions | Being organised |
| Basic knowledge of literature | Presentation skills | Reliability |
| Self-knowledge | Conflict resolution | Being conscious |
| | Systems thinking | Local patriotism |
| | Multi-tasking | Proactivity |
| | Literacy | Self-assertion |
| | Taking the initiative | De-centring |

Once again, the knowledge component turned out to be the most difficult one to define for the participants, many did not even answer the question first, or they elaborated only after being asked again. What emerged from their answers is that they thought a global citizen should be *well-informed*; however, well-informedness entailed different meanings for the interviewees. Many of them thought that a global citizen should be knowledgeable and *well-informed about local and global political systems*, and others thought they should be *well-informed about the world and global problems*. According to some of them, it is important to have some *historical knowledge* (mostly to see through the connections), but the importance of *geographical knowledge* was also emphasised. *Language knowledge*, *basic knowledge of literature*, and *economics and self-knowledge* also figured among the answers given by the respondents.

Regarding the skills, all the components they had previously mentioned among 21st-century skills were listed by the participants; nevertheless, here, many of them underlined the importance of *cooperation*, *communication*, and *critical thinking*. They also reflected

on the problem of fake news, and among the answers, they listed the necessity of *evaluating information*, and the ability to “distinguish between reliable and unreliable information, information that does not exactly reflect reality” (T/L-6). As Szilveszter saw it, the problem lies in the fact that even though the students know that they are not going to get all their information from school, “there is chaos in their heads, or they don’t read up on things”, so it is the teacher who should clear it up (T/SZ-4). According to him, teachers’ most important job now is to organise information in students’ heads and to teach them how to think in systems. The value of expressing one’s opinion came up in several interviews. As Leó put it, even though it is inevitable for students to be able to work with others, it is also important to be “able to show who they are”. He went on by saying that

here in Hungary, this is quite a big issue, as in this educational system, we want to pour knowledge into students’ heads... and we forget to ask their opinion, what they think about certain issues. I think it is essential to put time and energy into the individual as well... to listen to them, so that they feel they are part of something. And we really need to show them how to be a part of something. (T/L-6)

In connection with the attitudes, the first answer that came to the respondents’ mind was *openness*, but some of them mentioned *curiosity*, *tolerance* and *adaptivity* as well. Other characteristics they individually listed included a critical attitude, positivity, proactivity, and local patriotism.

5.1.1.3 Global Competence Development in the Participants’ EFL Lessons. To tap into the practical side of what the participating teachers mean by global competence development, they were asked what they do in their lessons to develop the above-mentioned knowledge, skills, and attitudes in their students. Most of them mentioned *discussing* diverse, often controversial local and global issues. They reported on different ways of introducing such issues to their students; Áron, Béla and Leo use thought-provoking *videos* or *readings* to bring the issue into their class, Emma and Édua try to use materials that are otherwise close to the students’ heart (e.g., songs) to make them interested in the issues, and Hedvig asks them to *read the news* at home and then initiate a discussion about them. Some of them pointed out that it is not necessarily the teacher who brings up such issues in class, sometimes they just crop up due to their topicality or to the students’ interest in them. Áron, for instance, prefers dealing with topical issues that the students bring up in his classes:

If the students are mature enough (language-wise and intellectually as well), I really like just going with the flow of these *magic moments*... we have just had the

elections for the European Parliament and if someone asked me “Mr. X, have you seen the results of the election?”, then I think I would spend 15 minutes discussing this topic. If it’s in English and it has some positive educational purpose, I can let go of dealing with *inversion* for a lesson (T/Á-4).

In connection with the discussions, there were teachers who emphasised that even though they really like talking about anything with their students, *creating the optimal environment* where students can genuinely state their opinion about different matters, is of utmost importance. As Leó put it, he attempts to do so by seating the students “alcoholics anonymous style”, so sitting down “in a circle and talking about their plans for the future and whatever they are interested in” (T/L-7). Tilda also emphasised the usefulness of teaching students how to take a stand and described the *speed dating technique* (i.e., the students stand up/sit down in pairs and get some time to discuss a question, then, they switch partners and discuss the topic for the same amount of time) she uses to make the students state their opinion about different issues with a partner. Sometimes, she even lets the students express their opinion in Hungarian in her English classes when she believes that the students are not proficient enough to do so in English. Emma complained about the fact that in the secondary school where she teaches, the younger students struggle with stating their opinion and it is difficult to get them to do so. She uses different techniques to encourage them to express their own views and not to give her bookish answers only. She constantly asks them questions and makes them ask questions from each other.

Áron, Hedvig, Klára, Leó and Szilveszter quite frequently ask their students to *make presentations* on different topics, a task which is usually preceded by research. Szilveszter, for instance, often takes his groups to the computer lab and asks them to do a *group research project*. As he saw it, it is important for them “to be able to work in a given time-frame, under pressure” (T/SZ-7). He once asked the students to send him the slides they had been working on at the end of the lesson and they had to present it the next session without being able to modify it before the presentation. The task made them plan and divide tasks and use digital devices in a purposeful way (e.g., work in a cloud). Leó uses student presentations to introduce certain topics, and after a student presents the topic, the others can state their opinion about the issue in structured debates.

Other student-centred techniques relying on their active participation that the interviewees mentioned were *online debating*, *projects*, and *role-plays developing students’ intercultural competence*. Finally, many of them mentioned that they love being taught by the students about topics they are more knowledgeable about. For example, Édua

loves asking her students to bring materials (e.g., songs) which they will later deal with in class. As she put it, it is important to “start off from what they want” and make them part of the decision-making process:

I give them a hand, ask them to take it and let's go into each other's world. I believe this is an important attitude, it's not that I'm omnipotent and I'm the keeper of all secrets... but they have some knowledge, and I have some, let's add it up because their knowledge is not worth less than mine. It's important for me to be able to ask questions from them. I often tell them this: Look, teach me, because I don't know [...] I think it makes me authentic and I don't think it could work against me. (T/É-7)

As can be seen from this section, what all the above-mentioned teachers have in common is that they try to use techniques drawing on students' active participation to make them think about different topics and state their opinion about them.

5.1.1.4 Whose Task is it to Develop Students' Global Competence? The interviewees unanimously believed that developing students' global competence is everyone's task – the school, the parents, friends, and the students themselves should all contribute equally. Many of them admitted to having an easier task as EFL teachers, as the English lesson does not always have fixed content, and it depends on the teacher what topics they want to deal with in class. Áron confirmed this by saying that in his *History* lessons, he would not be able to deal with such topics as the amount of the material does not make it possible. Even though most of the respondents admitted that they are in an easier position, they also believed that every teacher should pull their weight in this task. As Tilda put it,

We are still passing on knowledge, and arts teachers and science teachers have to pass on completely different things. Everyone should pull their weight, but I do understand that Maths or Physics teachers cannot link this to each topic... but I think what happens is that language teachers and Hungarian literature and grammar teachers spend a lot of time [on these topics] [...] and it's a bit lonely. So mostly language teachers take care of it, while we still have the *present perfect* to cover. (T/T-8)

To what extent teachers feel it is their job to develop students' global competence and bring in global, local, and intercultural issues to their classes may be in connection with how they see their role as a teacher – whether they simply regard themselves as language teachers or also as educators. All the interviewees claimed that they think educating children is their task too. This is how Áron saw the difference:

I don't think that I'm teaching a language, I'm teaching the kids. [...] I feel less like a language teacher and being a sort of language teacher who just prepares students for language exams... that I don't like, because I don't think being a language teacher should be like this in today's world. I think the main aim of education [...] should be to produce intelligent, conscious, and mentally healthy school leavers... and whether they have a C8 language exam does not measure whether they such become people. (T/Á-4)

Szilveszter saw his role very similarly, he rather feels like an educator than a language teacher. In his view,

a teacher is someone who goes into the classroom, teaches what they are expected to, then, they assess students quite fairly... but when they leave the classroom, they do not care about the children anymore. An educator cares about the children... and is interested in the children and sees them as little human beings... and thinks it is important to familiarize them with as many things as possible. (T/SZ-5)

In connection with the same question, Tilda felt that she was at a turning point: as she did not feel she had a well-developed personality yet, she did not feel she was completely ready to educate children. Nevertheless, she admitted that quite recently she started to enjoy talking about deeper and more educational topics more than simply explaining grammar rules.

In summary, the participating language teachers believe that developing students' global competence is their task, because they are aware that they have the means and the freedom to do it properly in their classes. As described, they also accept the fact that nurturing healthy and conscious young people is part of their job, which is exactly the aim of global competence development.

5.1.1.5 Being a Globally Competent Teacher. The participants were asked to enumerate the characteristics that make someone a globally competent teacher. First, many of the interviewees started to list the characteristics of global citizens, i.e., they should be *open* and *tolerant* (E, É, H, I, L, SZ), *curious* and *well-informed* (E, H, L). One of the features they highlighted was *authenticity* (Á, É, SZ). According to Szilveszter, for the teacher to “show their human side and vulnerability” can be one of the signs of authenticity (T/SZ-7). Nevertheless, a teacher does not need to seem so open as to become inauthentic, and if they think that a topic is too controversial or uncomfortable for them, they should not include it in their lessons because the students will immediately see it. Áron also believes that it is “unnecessary to force such issues” if the teacher does not feel comfortable with them. In Édua's view, the teacher's authenticity lies in the fact that they do not act

differently from what they expect from the students; thus, for instance, when teaching about environmental matters, she should be the one setting an example for her students.

Many participants mentioned the *rappport* between teachers and students. According to Tilda, Leó, and Izabella, a global teacher always considers the students' interest and if they feel the students need it, they are ready to improvise, "throw away the coursebook" (T/T-8) and dedicate the whole class to an issue. Izabella also emphasised that there should be a partnership between teachers and students because this is a feature that affects the atmosphere of the class. As she saw it, in a global teacher's lesson, there is an agreement between the participants and "everyone knows what their role is, what they need to do, and they act accordingly" (T/I-8). Édua and Emma also remarked on the importance of *creating a positive and democratic atmosphere*. Apart from the positive and safe ambiance in a global teacher's classroom, in Tilda's views, *unexpectedness* should also be present, because this is "when students can thrive" and learn (T/T-8). What she was referring to is that for students to learn, creating a *safe space*, where they can genuinely express their opinion, is not always enough, it may be more beneficial to create a *brave space* (Arao and Clemens, 2013), where the teacher moves the students out of their comfort zones.

Global teachers also like to bring local, global, and intercultural issues to their classes, even if they are *controversial* (Á, B, K); or when the students bring them up, they are likely to elaborate on these topics and lead a discussion on them (Á, I, K, T). Tilda regards global teachers as "cool teachers" because they have the right skills and some self-knowledge, they know exactly how to behave and they "have the guts to handle these situations" (T/T-8).

Nevertheless, how can one become a globally competent teacher? All the respondents claimed that they considered themselves to be global citizens, and they listed very similar ways they develop themselves in this role. As being *well-informed* was deemed very important by the participants, Áron, Béla, Édua, Hedvig, Leó and Tilda reported that they *follow the news* on several news platforms and Áron, Hedvig, Izabella, Szilveszter and Tilda *read a lot* about different topics. Áron highlighted that apart from reading, he also watches numerous videos (on Youtube) and listens to podcasts. Édua underlined the importance of self-development and self-reflection in becoming a globally competent teacher, and she justified it by saying that she is consciously working on becoming more open and tolerant. Others emphasised the relevance of interpersonal relationships. Áron,

for instance, loves debating with people. Szilveszter and Leó make every effort to *build intercultural relationships*, so they travel abroad and make friends with pleasure. Izabella, Hedvig and Klára attempt to link this to professional development, and what helps them in becoming globally competent teachers is *belonging to global teacher communities*, e.g., learning together with teachers from different parts of the world and participating in *international projects*.

5.1.1.6 What Hungarian Secondary School EFL Teachers Need to Effectively Develop their Students' Global Competence. Before answering the question (*What do you think teachers would need to effectively develop their students' global competence?*), many participants expressed their *doubts* about making global competence development mandatory and including it in the National Core Curriculum with explicit outcomes. Emma and Tilda were uncertain about the global content (i.e., what content should be taught) and the help provided to the teachers (i.e., whether they would organise professional development workshops). Apart from that, some of them expressed their *fears* about the parents' attitudes (L), the students' attitudes (E), but mostly about teachers' attitudes and preparedness (Á, E, H, K, L). In Klára's views, the biggest issue is that this dimension of education is completely missing from initial teacher training, and today's practising teachers have not heard too much about global education. She went on by saying that including it in teacher training is not enough either, it is essential to make trainees interested in these issues, because "if the teacher receives the training and sees the value in it, they will implement it in class" (T/K-6).

When asked what they would need to effectively develop their students' global competence, the participants compiled a long list. *Time* was highlighted by Béla, Hedvig, Leó and Szilveszter as a decisive factor – they would need more time to prepare for these lessons (to read up on current issues) and time to recharge their batteries (many of them complained about being overworked and drained). They would also need their weekly working hours and administrative duties to be reduced, so that they have more time for the above-mentioned activities (B, Á). The role of *money* was also emphasised in their answers (Á, B, H), as they would need it to subscribe to magazines, participate in conferences and professional development workshops, and travel to develop in their global citizen roles. Áron, Béla, Emma, Édua, Izabella, and Tilda asserted that they would need more *professional development opportunities* in global education because they would need to widen their pedagogical and methodological repertoire. *Developing school resources* and

facilities would also be necessary: participants were complaining about the unstable internet connection, the lack of available computer laboratories (E, K) and the lack of printers, which prevents them from bringing various materials into class.

When it came to answering the question, the interviewees touched upon the needs of the Hungarian teaching community. Many of them mentioned that a generation shift should happen soon, and teachers and educational policy leaders should rethink education. However, just as it has been indicated in the literature (Harris & Lázár, 2011), the participants agreed that changing teachers' beliefs is a hard and lengthy process. As Szilveszter put it, it would be of utmost importance for teachers "to have an inner drive to become well-read and well-informed, and not to think about this as a task" (T/SZ-8). To achieve this, it might be useful for teacher trainees to learn about global education in initial teacher training, and to develop positive attitudes towards talking about global issues during their university years so that they become global citizens as early on in their careers as possible.

5.1.2 Results of the Questionnaire Study

5.1.2.1 The Components of Global Competence. The participants of the survey were shown the same definition of global competence as the participants of the interview studies and the participants of the questionnaire study filled in by teacher trainers. They were asked to list two to four components of the knowledge, skills, and attitudes globally competent adults need to have. Their answers were compiled into a document, and using content analysis, the emerging themes were collected. The emerging themes were then compared to the component matrix proposed by OECD (2018). The emerging themes are shown in Table S1 (Appendix S) together with the number of participants who mentioned them and the OECD component they can be approximated to.

Even though it was possible to categorize the emerging themes according to the OECD classification, it is important to note that in many categories, the numbers are relatively low, and none of the themes was mentioned by more than half of the participants. Looking at the number of participants who mentioned each component, there are observably some elements that are less accentuated in the answers, meaning that fewer participants understood them as important components of GC. It is also important to note here that 12 out of the 182 participants answered each question either by "I do not know" or "I don't understand the question". Considering the knowledge component, as Table S1 shows, there was moderate emphasis put on *knowledge about environmental sustainability*

($n = 29$) and *knowledge of global issues* ($n = 28$), as only approximately one-sixth of the participants mentioned them, but even less emphasis on *intercultural knowledge*, which only figured in approximately 8% of the answers. Instances referring to *knowledge about culture and intercultural relations* ($n = 57$), *knowledge about socio-economic development and interdependence* ($n = 65$), and *knowledge about global institutions* ($n = 40$) appeared more frequently in teachers' answers, in about one-third and one-fourth of the answers. Another emerging theme worth mentioning is *well-informedness*, which cannot be put into the OECD categories; nevertheless, 18% of the participants referred to it straightforwardly as an important part of the knowledge component, in line with the answers of the interview study.

Looking at the skills components, there are some observable shifts in emphasis as well. Given that many of the participating language teachers actually believe that foreign language skills are an important skill for global citizens, the component *communicating effectively and respectfully* received 130 mentions, thus, this emerged as the most commonly mentioned component. Components relating to *reasoning with information* ($n = 83$) and *perspective taking* ($n = 70$) were mentioned by almost half of the participants. Only about one-sixth of the participants listed skills *relating to conflict resolution and management* ($n = 32$) and *adaptability* ($n = 24$).

Considering the attitudes, *open-mindedness* and *acceptance* were listed by most participants ($n = 85$). Even though there were many mentions of the *openness towards people from different cultural backgrounds* ($n = 159$) component, as it is observable in Table S1, the *respect* and *global mindedness* components received less attention.

The participants were also asked to rate on a 5-point Likert scale to what extent they thought they possessed the knowledge, skills, and attitudes they enumerated, i.e., to what extent they regard themselves as global citizens. The participants rather regarded themselves as global citizens than not ($M = 3.70$; $SD = .78$), with 13.2% ($n = 24$) of the participants stating that the characteristics they mentioned were *absolutely true* for them, 49.5 % of the participants ($n = 90$) saying that they were *quite true* for them, 31.9% ($n = 58$) saying that they were *partly true* for them, 4.9% ($n = 9$) claiming they were *rather not true* for them, and only one participant claimed that these characteristics were *not at all true* for them.

5.1.2.2 Being a Globally Competent Teacher. The respondents were also asked to enumerate two to four characteristics of a globally competent teacher. The data provided to this open-ended question were collected into a Microsoft Word document and subjected to content analysis. The emerging themes were then organised in the same manner as described in Section 4.1.2.2. Table S2 (Appendix S) summarises the results of the content analysis: the emerging themes can be found on the right, together with the number of participants who mentioned them in brackets, and my categorisation of the types of characteristics proposed by the respondents can be seen on the left.

As Table S2 shows, five main categories were created, referring to teachers' overall competences, the attitudes, skills, and knowledge they need to be globally competent and the pedagogical content knowledge they need in their classrooms. Many of the characteristics enumerated overlap with the ones they mentioned for global citizens, and some teachers only wrote "the same as above" in response to the question. As it can be seen above, most of the commonly mentioned themes overlap with the characteristics of global citizens, but it is noteworthy to mention that according to the participants, globally competent teachers must be, above all, *open* ($n = 84$), *well-informed* ($n = 42$), *tolerant* ($n = 36$), *accepting* ($n = 36$), and *empathetic* ($n = 20$). Many of the participants only concentrated on the knowledge, skills, and attitudes dimensions, and only a few of them mentioned characteristics that are teaching specific, such as being a *role models for their students* ($n = 5$).

The participants were also asked to rate on a five-point Likert scale to what extent they thought the characteristics they enumerated were true for them, so to what extent they regarded themselves as global teachers. The respondents partially saw themselves as globally competent teachers ($M = 3.87$; $SD = .81$), with 19.2% of the participants ($n = 32$) stating that the characteristics they listed were *absolutely true* for them, 53.8% ($n = 98$) stating that they were *quite true* for them, 23.6% ($n = 43$) stating that they were *partly true* for them, 1.1% ($n = 2$) stating that they were *rather not true* for them, and 2.2% of them ($n = 4$) stating that they were *not at all true* for them. It may be interesting to note at this point that only one participant claimed that they do not consider themselves to be global citizens at all, but four teachers feel that they do not possess the characteristics of a globally competent teacher at all.

5.1.2.3 Global Competence Development in Secondary Schools. In order to enquire into how the teachers see the role of global competence development in secondary schools, they were asked three questions they had to rate on a 5-point Likert scale. In the first question, they were asked about the extent to which they thought it was important for their students to become global citizens. Based on the results of the descriptive statistical test, the secondary school teachers think that it is *important* for their students to become globally competent ($M = 4.35$; $SD = .81$). Most of the participants ($n = 96$) agreed that it was *extremely important* for them to become global citizens, 32% of them ($n = 59$) agreed that it was *quite important*, and only 14.6% of them ($n = 27$) stated that it was either *partially important* or *not important* to become global citizens in today's world.

Then, they were asked about the extent to which they thought it was their task as English teachers to develop their students' global competence. The results of the descriptive statistical tests revealed a 3.97 mean ($SD = .82$) of the answers, meaning that the participants rather agreed that it was their task to develop their students' global competence. 28.6% of the participants ($n = 52$) claimed that it was *absolutely their task*, 43.4% ($n = 79$) claimed that it was *their task*, and 25.3% ($n = 46$) claimed that it was *partially their task* to nurture global citizens in their lessons. Only five (7.5%) participants stated that they did not feel it would be their responsibility to deal with developing students' global competence in their lessons.

Finally, they had to answer a question in connection with the importance of nurturing global citizens in EFL classes. Again, the participants mostly agreed that it was important ($M = 4.16$, $SD = .90$) to incorporate global competence development into ELT. 78 participants (42.9%) claimed that it was *extremely important*, 65 participants (35.7%) claimed it was *important* and 31 participants (17%) claimed that it was *partially important* to deal with global competence development in EFL classes. Only eight people (4.4%) stated that the English class should not be the terrain for nurturing globally competent citizens.

5.2 Developing the Knowledge Component of Global Competence

In this section, the results of the second part of *Study 2* and *Study 3* are presented. The results of the interview study (5.2.1) shed light on what kind of content secondary school teachers like to deal with (5.2.1.1), and what kind of global content they deal with (Section 5.2.1.2) and do not deal with in their classes (Section 5.2.1.3). Secondly, it presents what kind of attitudes teachers have towards dealing with global content in their courses

(Sections 5.2.1.4-5.2.1.6). The last section of the presentation of the results of the interview study describes what aspects influence teachers in the inclusion of the global content in their courses (5.2.1.7). The next section (5.2.2) goes on to present the results of the questionnaire study. First, it presents teachers' likeliness to deal with certain global, local, and intercultural issues (5.2.2.1) and describes what issues they would not deal with in class (5.2.2.2). To unveil teachers' attitudes towards dealing with global, local, and intercultural issues, it presents the analysis of the scales on their feelings about global content (5.2.2.3), the frequency of the inclusion of global content (5.2.2.4) and the importance of dealing with global content (5.2.2.5). Finally, it showcases what aspects influence teachers' decisions to address global issues in their courses (5.2.2.6).

5.2.1 Results of the Interview Study

This section presents the results from the second part of the interview study conducted with ten secondary school EFL teachers, focusing on the global content in their EFL lessons. In the description, their pseudonyms and initials are used, which are Áron (Á), Béla (B), Emma (E), Édua (É), Hedvig (H), Izabella (I), Klára (K), Leó (L), Szilveszter (Sz) and Tilda (T).

5.2.1.1 Topics Teachers Like Dealing with in their Classes. When asked what kind of topics they like to deal with in their English classes, the participating teachers either started to talk about these topics in broader terms or they started to list specific topics. Broadly speaking, for instance, Emma and Izabella both prefer topics students might find *interesting*. Béla, Emma, Hedvig, Izabella, Leó, and Tilda mentioned that they prefer dealing with topics such as *leisure, entertainment, arts, music, and culture*, because these topics can create bonds between the students and them and these topics usually appeal to the students. Szilveszter and Tilda love talking about *controversial or provocative topics* with their students, as they are interested in their students' opinion about them. Emma and Áron mentioned that they prefer discussing the *news* and *topics of local interest* with their students, and Édua and Izabella prefer discussing *topics of global interest*. Other characteristics of preferred topics listed were the following: they should be *thought-provoking* (L), they should be *connected to the core material* (I) or to the topics which may appear in *exams* (B), or they should be *interdisciplinary* (T). Apart from cultural topics, the topic of the environment seems popular among the interviewees, as four participants (E, É, I, L) mentioned it as their favourite one.

The participants were also asked whether there were any topics they do not like discussing. Most of the participants could not mention any such topics, they either stated that “there were no topics [they] would not like” (T/I-2), or “all topics can turn out to be interesting” (T/É-2) or that even “everyday topics can be either banal or interesting” (T/Á-2). There were few commonalities between the participants, and only three topics were mentioned by more than one participant: *sports* (SZ, T), *food* (Á, B), and *politics* (E, T).

5.2.1.2 Global, Local and Intercultural Issues in Secondary School Teachers’ Classes. Just as in the case of the interviewed teacher trainers, it is fair to say that secondary school teachers deal with a variety of global issues in their classes. As it was mentioned above, this cohort of secondary school teachers really appreciates dealing with the topic of the *environment*, so they happily discuss the topic of environmental protection (B, E, É, H, I, T), climate change (Á, SZ), endangered species (H), the environmental impacts of the fast fashion industry (Á) or sustainability (T) with their groups. Another popular topic among the interviewees turned out to be *democracy*, and the teachers who mentioned it (B, H, I) also tend to talk about the elections in general and the European Union with their groups. Topics in connection with the *Internet* were also mentioned by several participants, such as internet safety (H, I), digital pollution (T) and fake news (I). The interviewees also deal with the following global topics in their classes: women’s rights (T), youth (Á), capitalism (Á), migration (E), globalisation (B) or health (K). Áron pointed at the fact that it is important to discuss what the individual could do to tackle these issues to make these topics more relevant for learners. Édua expressed her concern though about the fact that students sometimes hear about certain topics too much (e.g., about the Holocaust or about environmental protection), which can lead to discussions becoming counterproductive. Nevertheless, she pointed out that in such cases, the teacher’s task is to find the point where students can link to each topic and to make them realize that “these issues are part of their lives” (T/É-2).

Fewer local topics were mentioned by the participants, nevertheless, they do address certain topics of local significance in their classes. Leó and Hedvig, for instance, talk about *local events and programmes* with their groups, and Szilveszter and Hedvig also discuss *local sights* and talk about how certain buildings in their neighbourhood should be renovated. Klára, Emma and Leó also address certain *local issues*; for instance, Emma once brainstormed with her students what could be done to improve the infrastructure in the Roma slums in the town where she lives. Áron and Béla both admitted to talking about

political matters in their groups, but mostly when the students bring up the topic and never in connection with their preferences.

The ten participants mentioned various intercultural issues they deal with in class, however, only two topics were mentioned by more respondents: Hedvig, Leó, Béla and Édua all talk about *other cultures and religions* in their groups and Szilveszter and Izabella usually address topics in connection with *gender roles* in society (e.g., changing roles of men and women, differences between the two sexes). Other topics included in their lists were cultural heritage (I), culture clash (SZ), stereotypes (E), and Hungarian habits (SZ).

5.2.1.3 Global, Local, and Intercultural Issues Secondary School Teachers Do Not Deal with in their Classes. The participants were asked whether there are any global, local, or intercultural issues they would not bring into their classes and whether there are any taboo topics they would never talk to with their groups. Eight of the ten participants (Á, B, E, É, H, I, L, SZ) claimed that there are *no taboo topics* in their classes or that they would talk about any topic that crops up in the discussions (Á, É). Édua elaborated on why she never treats any topic as a taboo:

No... there are no taboos and there can't be any taboos. I believe that we need to deal with anything that the students are thinking about or anything they may have the faintest ideas about. I would go even further and say that my task is to make them say it out loud... Because from that point on I can do something with it. If there are secrets, I can't do anything about them. My task is more than teaching them a communication tool, I need to develop their ways of thinking as well (T/É-2).

Áron saw this question quite similarly and asserted that he really opposes the fact that there should be taboos in schools and he “truly love[s] talking about taboos” (T/Á-2), even if whether he does so, depends on “the age group, the group and the language level of the students” (T/Á-2).

Even though most of the interviewees first claimed that there are no taboos in their classes, as the discussions progressed, the admitted that they do not really like talking about *politics* (E, I, SZ, T), mostly about *Hungarian* politics in their classes. Szilveszter put it in the following way:

We don't talk about Hungarian politics in class... well, in our conservative Hungary, there are two things people do not talk about: how much they earn and which party they vote for. These are personal. And the latter can actually tear families apart. And if there's even one student who tells mommy or daddy that their teacher supports FIDESZ or MSZP or whatever and they support the opposition...

and then they will come into the school and complain that I want to brainwash their child with my own political views... (T/SZ-3)

He also added that as an Erasmus coordinator, he has some insight into what happens in Danish schools, and he was surprised to hear that over there, the Danish speak explicitly about politics in schools, and politicians even go to the schools during their campaigns and talk about their programme to the students who are eligible to vote. Tilda admitted that she is very hesitant when it comes to talking about politics and she has ambivalent feelings about whether she should talk about it or not.

My creed is that I cannot declare my opinion about such matters in class [...]. Meanwhile, I feel that the students have this need to understand what is going on around them. I always avoid these issues, which is *dissonant*, because I feel bad about not talking about something that on the one hand, they have a need to talk about and on the other hand, I need to learn about their opinions... but I really do not like to talk about it in school. (T/T-2)

Another topic several teachers highlighted was *sex*, as they claimed that they really do not feel comfortable talking about it with their students. They would not talk about either sexual education (E, K) or sexual orientation (SZ) as they are afraid that their students could not take it seriously, “they would just start blurting out homophobic jokes” (T/SZ-2). Other topics teachers mentioned included immigration (T), the underworld (H), and the parliamentary elections in Hungary (H).

5.2.1.4 Secondary School Teachers’ Feelings about Dealing with Global, Local and Intercultural Issues in their Classes. The interviewees generally reported on having *positive feelings* towards teaching about such complex issues. However, four of the participants (Á, E, H, I) indicated that unfortunately, they *need to prepare a lot* for lessons where they deal with global content, and not only do they need to prepare more for these specific occasions, but they also need to *develop themselves* consciously to be up-to-date and well-read about issues of global significance (Á, SZ). Édua, Leó and Emma stated that they *look forward to* those lessons where they deal with complex issues. Hedvig asserted that at the beginning she was a little afraid whether she would be prepared enough for these lessons and whether she would be able to deal with potential conflicts, and Leó also revealed that at first, he had concerns:

In the beginning, I was reluctant to do it... as I was inexperienced, I did not know what would happen in such classes... what if they say something... not about me or to me because I’m quite flexible... but what if they say something and the other person doesn’t agree with that...and what if there’s a riot in the classroom? (T/L-3)

After a while, he had mainly positive experiences and now he is also looking forward to these lessons. Szilveszter and Áron also expressed quite positive feelings towards dealing with global content, they think that these are topics that are very close to their heart, and they *feel authentic* in their role to discuss such issues with their groups. As Édua put it, she has “made a special point of discussing global topics” with her groups, she “love[s] them very much”, she “feel[s] motivated and excited, not nervous,” and even “high” because she really wants to make a difference by entering discussions on these matters with her groups (T/É-3). All the negative aspects the participants mentioned are in connection with the factors influencing whether they bring in these issues in their groups, therefore, they are to be detailed in that section (2.5.1.8).

5.2.1.5 The Frequency of the Inclusion of Global, Local and Intercultural Issues in English Classes. Some of the participants honestly struggled to estimate how frequently they deal with complex global issues in their classes. Their answers differed considerably, but it must be added that they teach in different contexts and different age groups with different language levels. The answers ranged from *often* (I), *once or twice a week* (L), and *twice a month* (K) to *once a month* (Á, E, SZ) and *rarely* (H). Nevertheless, the participants gave some insight into what the frequency of the inclusion of such issues depends on: first, they mentioned the coursebook which they build the course on (T), the students’ needs to discuss different issues (É) and the relevance of the topic (B). While Szilveszter admitted that he does not incorporate global content into his classes in a planned manner, during the interview, Tilda had a revelation and asserted that she should be building in such topics more consciously. She justified this by saying that if she does not consciously plan to incorporate it, then some groups will never have the opportunity to talk about such issues due to time constraints.

5.2.1.6 The Importance of Dealing with Global, Local and Intercultural Issues in English Classes. All the participants agreed that it is *important* to bring local, global, and intercultural issues into their classes, however, their views differed in the reasons. Leó, Tilda, Béla and Emma all highlighted the importance of talking about issues that surround their students and are *relevant in their lives*. Szilveszter and Klára mentioned another reason: they are certain that *students do not read the news*, they only think that they are well-informed because they are constantly online. Apart from these two emerging themes, the participants mentioned very different reasons for the importance of dealing with complex issues in English classes. Hedvig emphasised that by addressing complex topics

in her classes, she can prepare her students for the future. Szilveszter justified the importance of incorporating the global perspective by mentioning teachers' changing role. As he argued, in today's world, teachers are not the only source of information, and their main role should involve teaching responsible media consumption and media literacy to their students and organising information in their students' heads. Klára stated that it is of utmost importance to nurture responsible citizens and developing students' critical thinking is only feasible through the discussion of controversial issues. Emma saw this matter similarly and said that students should encounter different perspectives to expand their worldview, therefore, it is paramount to bring such topics into the English class. Leó elaborated on the importance of teaching students how to take a stand and express their views on various matters. Tilda added that these topics are also exam topics, so, to prepare students for these exams, it is a must to include them in English lessons.

5.2.1.7 Aspects Influencing the Inclusion of the Global Content in English Classes. Even though there was a participant who said that there are no obstacles when it comes to incorporating the global perspective into her classes, many of the participants managed to list some constraints and factors that influence whether or not they bring in certain issues to their classes. The variable that was mentioned the most frequently was *time* (Á, H, I, SZ, T), whether they have time to prepare for these classes and whether they have time in class to deal with such topics. Áron and Tilda mentioned that sometimes they are just *too tired* to supplement the coursebook or write new materials that would facilitate discussions on global topics. The *coursebook* was also mentioned as an important factor by four participants (É, K, L, SZ), as they tend to include global topics that they can link to what is being discussed in the coursebook.

Áron and Hedvig underscored the importance of *teachers' competence* to deal with such issues in class and Izabella and Tilda confirmed this by saying that they would only bring in issues to discuss with their groups about which they feel knowledgeable. The participants also tend to take *students' interests* into consideration (E, I, L, SZ) and tend to choose topics they know will appeal to their students or at least ones they think their students would be able to relate to. *Students' sensitivities* should also be taken into account (L, T), in connection with which Leó emphasised the usefulness of knowing one's group. He also gave the following example:

If someone's gay, for example... and if the others don't know it about them, or they don't want to talk about it in class because they are not ready... I would try to do

something with this situation. Of course, you can't always do something, and I usually tell them that it's okay not to *want to* or not to *like to* talk about something, or not to be *ready* to do so... but one day you'll have to talk about these things. You should try it out here, among each other, because you know me, you know that you can do it here... because I'm not the sort of teacher who would judge you. (T/NL-4)

Emma and Tilda added that their *relationship with the group* and the *group dynamics* may also have an impact on their decisions to bring different issues into class. Emma recounted that once she had a student who she knew would “completely sabotage the class” and “troll the whole song” (T/HE-4) she wanted to bring in, so in the end, she decided not to work on that material in class. The participants also mentioned the *topicality of the issues* (B, É, L, SZ) and as Béla put it, if the issue is topical enough, he is “ready to put down the coursebook” (T/BÁ-3) and devote a class to examining the issue at hand. Other aspects influencing teachers' decisions included the *students' language proficiency level* (H, I, K), *the availability of materials* (Á) and *devices* (I), *inspiration* (SZ), and *requests from the school's maintainer* (B, E).

5.2.2 Results of the Questionnaire Study

5.2.2.1 Topics Secondary School Teachers Deal with in their Classes. The participants were first asked to rate how likely they are to bring in the topics to their groups of 16-18-year-old students on a six-point Likert scale. The answers ranged from *not at all likely* (1) to *very likely* (5), and they were instructed to mark 6 if they had already dealt with the topic. The following sub-section presents how likely they are to deal with given global, local, and intercultural issues. To make comparisons based on age, gender, location, and school type teachers teach in possible, several Independent Samples t-tests and ANOVA tests were run, however, in this section, only the significant results are reported.

5.2.2.1.1 Global Issues Secondary School Teachers Deal with in their Classes. As reported by Table 5.3, the topic teachers are the most likely to include in their lessons is *climate change*. The result of the Paired Samples t-test also undergirds that there is a significant difference between how likely teachers are to include the topic of *climate change* ($M = 5.78$; $SD = .57$) and the topic of *health* ($M = 5.61$; $SD = .73$), $t = 3.22$, $p < .01$, therefore the topic of climate change can be confidently claimed as the most popular one among EFL teachers. The topic of *decolonisation* seems to be teachers' least favourite one, which was also confirmed by the Paired Samples t-test, where there was a significant difference between how likely teachers are to bring in the topic of *AIDS* ($M = 3.61$; $SD = 1.52$) and the topic of *decolonisation* ($M = 3.29$; $SD = 1.47$), $t = 2.98$, $p < .01$.

Table 5.3

Secondary School Teachers' Likelihood to Include Certain Global Issues in their Classes Based on their Age Groups

| Topic | N = 182 | | Group 1 (n = 28) | | Group 2 (n = 76) | | Group 3 (n = 78) | |
|-------------------|---------|------|---------------------|------|---------------------|------|---------------------|------|
| | M | SD | M | SD | M | SD | M | SD |
| Climate change | 5.78 | .57 | 5.64 | .83 | 5.74 | .61 | 5.89 | .36 |
| Health | 5.61 | .73 | 5.46 | .84 | 5.51 | .81 | 5.76 | .59 |
| Youth | 5.37 | .88 | 5.46 | .58 | 5.26 | 1.06 | 5.45 | .77 |
| Water | 5.30 | .96 | 4.93 | 1.18 | 5.23 | 1.08 | 5.30 | .65 |
| Food | 5.12 | 1.14 | 4.79 | 1.32 | 5.04 | 1.20 | 5.31 | .98 |
| Big data | 4.82 | 1.21 | 4.79 | 1.55 | 4.62 | 1.33 | 5.04 | 1.12 |
| Poverty | 4.82 | 1.19 | 4.68 | 1.02 | 4.80 | 1.22 | 4.89 | 1.21 |
| Sea | 4.79 | 1.27 | 4.46 | 1.32 | 4.74 | 1.32 | 4.96 | 1.18 |
| Population | 4.76 | 1.33 | 4.68 | 1.06 | 4.57 | 1.52 | 5.00 | 1.20 |
| Gender inequality | 4.67 | 1.31 | 4.96 | 1.20 | 4.65 | 1.29 | 4.59 | 1.37 |
| Children | 4.67 | 1.25 | 4.57 | 1.23 | 4.58 | 1.22 | 4.80 | 1.28 |
| Africa | 4.64 | 1.39 | 4.00 | 1.33 | 4.75 | 1.30 | 4.76 | 1.46 |
| Ageing | 4.54 | 1.36 | 4.64 | 1.37 | 4.36 | 1.44 | 4.67 | 1.27 |
| Migration | 4.39 | 1.37 | 4.43 | 1.20 | 4.25 | 1.43 | 4.53 | 1.36 |
| Atomic energy | 4.28 | 1.45 | 4.50 | 1.55 | 4.03 | 1.47 | 4.45 | 1.38 |
| Human rights | 4.27 | 1.23 | 4.50 | 1.07 | 4.05 | 1.29 | 4.39 | 1.18 |
| Democracy | 4.21 | 1.44 | 4.43 | 1.29 | 3.86 | 1.57 | 4.47 | 1.29 |
| Refugees | 4.01 | 1.40 | 4.04 | 1.17 | 3.87 | 1.41 | 4.14 | 1.47 |
| Peace | 3.76 | 1.28 | 3.61 | 1.40 | 3.63 | 1.20 | 3.95 | 1.32 |
| International law | 3.63 | 1.37 | 3.50 | 1.20 | 3.55 | 1.41 | 3.76 | 1.41 |
| AIDS | 3.61 | 1.52 | 3.63 | 1.64 | 3.61 | 1.48 | 3.62 | 1.54 |
| Decolonisation | 3.29 | 1.47 | 3.18 | 1.28 | 3.21 | 1.48 | 3.42 | 1.52 |

Note. Group 1 = Teachers aged below 35. Group 2 = Teachers aged between 35 and 49. Group 3 = Teachers aged above 50.

Based on the results of the One-Way ANOVA test and the post hoc Duncan Tests, some significant differences were found between the age groups in their likelihood to deal with the following global issues in their groups: *Africa* [$F(2,179) = 3.55, p < .05$], *Democracy* [$F(2,179) = 4.09, p < .05$], and *Water* [$F(2,179) = 4.42, p < .05$]. Group 1 was found to be less likely to include the topic of *Africa* ($M = 4.00$) than Group 2 ($M = 4.75$) and Group 3 ($M = 4.76$). Group 2 was found less likely to bring in the topic of democracy ($M = 3.86$) than Group 1 ($M = 4.43$) or Group 3 ($M = 4.47$). In the case of the topic of *Water*, there was a significant difference between Group 1 ($M = 4.93$) and Group 3 ($M = 5.51$) in their likelihood to incorporate this topic.

To see whether there are differences in teachers' likelihood to include local issues based on the type of school they teach in, an Independent Samples t-test was performed. Table 5.4 shows the significant results of the t-test.

Table 5.4

Selected Results of the Independent Samples t-test on the Differences between Secondary Grammar School and Secondary Technical and Vocational School Teachers' Perceptions of Global Issues

| Topic | N = 182 | | Group 1 (n = 132) | | Group 2 (n = 50) | | t | p |
|------------|---------|------|----------------------|------|---------------------|------|------|-----|
| | M | SD | M | SD | M | SD | | |
| Youth | 5.37 | .88 | 5.48 | .73 | 5.10 | 1.17 | 2.14 | .04 |
| Sea | 4.79 | 1.27 | 4.92 | 1.20 | 4.44 | 1.39 | 2.18 | .03 |
| Population | 4.76 | 1.33 | 4.91 | 1.21 | 4.40 | 1.55 | 2.09 | .04 |
| Migration | 4.39 | 1.37 | 4.60 | 1.20 | 3.86 | 1.64 | 3.34 | .01 |
| Democracy | 4.21 | 1.44 | 4.36 | 1.33 | 3.82 | 1.63 | 2.07 | .04 |
| Refugees | 4.01 | 1.40 | 4.24 | 1.24 | 3.40 | 1.60 | 3.33 | .00 |

Note. Group 1 = Secondary grammar school teachers, Group 2 - Secondary technical and vocational school teachers; p (two-tailed). Only the significant results are shown in the table.

Even though there was no significant difference found between how likely teachers working in Church schools and state schools are to incorporate global topics in their classes, there were some differences between technical and vocational school teachers' and secondary grammar school teachers' likeliness to deal with the topics of *democracy, migration, sea, population, refugees, youth*. In each case, secondary grammar school teachers seemed to be more likely to include the topic in their lessons.

5.2.2.1.2 Local Issues Secondary School Teachers Deal with in their Classes. The respondents were also asked to rate their likeliness to deal with certain local issues on a six-point Likert scale. Based on the descriptive statistics of the means and the results of the Paired Samples t-test, from these local issues, teachers are the most likely to address the *state of education* in their classes (see Table 5.5). The results of the t-test point at the fact that there is a significant difference between how likely teachers are to talk about *education* ($M = 5.06$) and *unemployment* ($M = 4.76$), $t = 2.85$; $p < .05$, thus *education* arises as the topic teachers are the most likely to talk about. No significant difference was found between the two topics at the bottom of the list; however, based on the results of the t-test, teachers are significantly less likely to address *LGBTQ rights* ($M = 3.26$) than *corruption* ($M = 3.57$), $t = -2.99$; $p < .05$; thus, *suicide* and *LGBTQ rights* can be regarded as teachers' least favourite local topics to bring into their classes.

Table 5.5*Secondary School Teachers' Likelihood to Include Certain Local Issues in their Classes*

| Topic | M | SD |
|--------------------|------|------|
| Education | 5.06 | 1.18 |
| Unemployment | 4.76 | 1.30 |
| Crime | 4.74 | 1.20 |
| Drugs | 4.69 | 1.20 |
| Poverty | 4.69 | 1.25 |
| Alcohol | 4.52 | 1.29 |
| Health care | 4.56 | 1.26 |
| Emigration | 4.43 | 1.25 |
| Population decline | 4.18 | 1.24 |
| Minorities | 4.01 | 1.45 |
| Immigration | 3.96 | 1.41 |
| Mental health | 3.64 | 1.44 |
| Corruption | 3.57 | 1.42 |
| Suicide | 3.46 | 1.48 |
| LGBTQ rights | 3.26 | 1.64 |

Even though no significant differences were found between male and female teachers' likelihood to include local issues in their lessons, age-related, school-type related, and location-related differences emerged from the data. Based on the results of the ANOVA tests, it seems that teachers' age influences their likelihood to include the following topics in their lessons: *mental health*, *minorities*, *emigration*, *health care*, and *LGBTQ rights*. Table 5.6 reports the significant results of the ANOVA test.

Table 5.6

The Significant Results of the ANOVA Test on Teachers' Likelihood to Include Local Issues in their Classes Based on Age Groups

| Topic | Group 1 (n = 28) | | Group 2 (n = 76) | | Group 3 (n = 78) | | F | p | order (Post-hoc Duncan) |
|---------------|---------------------|------|---------------------|------|---------------------|------|------|-----|-------------------------------|
| | M | SD | M | SD | M | SD | | | |
| Emigration | 4.50 | 1.14 | 4.15 | 1.27 | 4.68 | 1.22 | 3.68 | .02 | 2=1<1=3 |
| Health care | 4.39 | 1.03 | 4.18 | 1.34 | 4.74 | 1.20 | 3.96 | .02 | 2=1<1=3 |
| Minorities | 4.30 | 1.35 | 3.82 | 1.42 | 4.05 | 1.50 | 1.89 | .15 | 2=3<3=1 |
| Mental health | 4.18 | 1.42 | 3.34 | 1.39 | 3.74 | 1.45 | 3.88 | .02 | 2=3<3=1 |
| LGBTQ rights | 3.93 | 1.72 | 3.15 | 1.59 | 3.14 | 1.62 | 2.77 | .06 | 3=2<1 |

Note. Group 1 = Teachers aged below 35. Group 2 = Teachers aged between 35 and 49. Group 3 = Teachers aged above 50.

Group 2, so teachers aged between 35 and 49 were found to be significantly less likely to include the topics of *mental health*, *emigration*, *minorities*, and *health care* than Group 1

and Group 3, and Group 3 was found significantly less likely to include the topic of LGBTQ rights than Group 2 or Group 1.

To find out whether there are significant differences between the likeliness of teachers in secondary grammar schools (Group 1) and in secondary technical and vocational schools (Group 2) to deal with certain local issues, an Independent Samples t-test was performed.

Table 5.7

The Significant Results of the Independent Samples t-test on Teachers' Likelihood to Include Local Issues in their Classes Based on School Type

| Topic | N = 182 | | Group 1 (n = 132) | | Group 2 (n = 50) | | t | p |
|-------------|---------|------|----------------------|------|---------------------|------|------|-----|
| | M | SD | M | SD | M | SD | | |
| Education | 5.06 | 1.18 | 5.21 | .99 | 4.64 | 1.50 | 2.50 | .02 |
| Health care | 4.46 | 1.26 | 4.60 | 1.16 | 4.08 | 1.42 | 2.52 | .01 |
| Emigration | 4.43 | 1.25 | 4.57 | 1.17 | 4.06 | 1.38 | 2.48 | .01 |
| Minorities | 4.01 | 1.45 | 4.16 | 1.39 | 3.62 | 1.55 | 2.26 | .03 |
| Immigration | 3.97 | 1.41 | 4.13 | 1.32 | 3.54 | 1.54 | 2.56 | .01 |

Note. Group 1 = Secondary grammar school teachers; Group 2 = Secondary vocational school teachers and secondary technical school teachers. *p* (two-tailed).

In all cases, the secondary technical and vocational school teachers rated their likeliness to include these topics in their lessons lower than secondary grammar school teachers. As Table 5.7 shows, it was found that secondary technical and vocational school teachers are significantly less likely to deal with the following topics: *minorities, immigration, emigration, the state of the health care system in Hungary and the state of education in Hungary.*

To enquire into the differences between teachers' likeliness to deal with local issues based on the type of town they work in, a One-Way ANOVA test was run. Teachers working in small towns (between 5-20 000 inhabitants) rated all the topics lower than other teachers working in larger settlements, however, they reported being less likely to deal with the following topics: *minorities, suicide, and population decline.* Table 5.8 shows the significant results of the ANOVA test in more detail.

Table 5.8

The Significant Results of the One-Way ANOVA test on Teachers' Likelihood to Include Local Issues in their Classes Based on Settlement Type

| Topic | Group 1 (n = 91) | | Group 2 (n = 37) | | Group 3 (n = 43) | | Group 4 (n = 11) | | F | p | order (Post Hoc Duncan) |
|--------------------|---------------------|------|---------------------|------|---------------------|------|---------------------|------|------|-----|-------------------------------|
| | M | SD | M | SD | M | SD | M | SD | | | |
| Minorities | 4.15 | 1.40 | 4.11 | 1.33 | 3.93 | 1.52 | 2.82 | 1.66 | 2.95 | .03 | 4<3=2=1 |
| Population decline | 3.96 | 1.31 | 4.70 | 1.18 | 4.28 | 1.32 | 3.82 | 1.78 | 3.18 | .03 | 4=1=3<1=3=2 |
| Suicide | 3.40 | 1.45 | 4.00 | 1.45 | 3.28 | 1.48 | 2.82 | 1.47 | 2.67 | .05 | 4=3=1<3=1=2 |

Note. Group 1 = Teachers from the capital. Group 2 = Teachers from large towns (more than 100 000 inhabitants), Group 3 = Teachers from middle towns (between 20-100 000 inhabitants), Group 4 = Teachers from small towns (between 5-20 000 inhabitants). p (two-tailed).

5.2.2.1.3 Intercultural Issues Secondary School Teachers Deal with in their Classes. Finally, the participants were asked to rate how likely they were to include certain intercultural issues in their classes on a six-point Likert scale.

Table 5.9

Secondary School Teachers' Likelihood to Include Certain Intercultural Issues in their Classes

| Topic | M | SD |
|-----------------------------|------|------|
| Celebrations | 5.72 | .72 |
| Generational differences | 5.51 | .85 |
| Stereotypes | 5.46 | 1.01 |
| Nonverbal communication | 5.29 | 1.06 |
| Cultural differences | 5.23 | 1.12 |
| Culture shock | 5.16 | 1.22 |
| Roles in society | 5.13 | 1.09 |
| Intercultural communication | 4.96 | 1.17 |
| Discrimination | 4.94 | 1.22 |
| Diversity | 4.91 | 1.40 |
| Racism | 4.76 | 1.38 |
| Gender equality | 4.75 | 1.27 |
| Religions | 4.65 | 1.28 |
| Identity | 4.46 | 1.31 |
| Class differences | 4.30 | 1.35 |
| Political correctness | 4.04 | 1.45 |
| Ethnocentrism | 3.47 | 1.36 |

As reported in Table 5.9, secondary school teachers are most likely to deal with the topic of *celebrations*, which is also supported by the results of the Paired Samples t-test, as a

significant difference was found between how likely they are to incorporate the topic of *celebrations* ($M = 5.72$) and the topic of *generational differences* ($M = 5.51$), $t = 3.18$, $p < .05$. Secondary school teachers reported to be the least likely to include the topic of ethnocentrism in their classes, which was also corroborated by the Paired Samples t-test, which showed a significant difference between the second least favoured topic, *political correctness* ($M = 4.04$) and their least preferred topic, *ethnocentrism* ($M = 3.47$), $t = 5.92$, $p < .01$.

To see whether there were any significant differences between teachers' likeliness to include intercultural topics based on their age, a One-Way ANOVA test was run. Significant differences were found in the case of three topics: *racism*, *identity*, and *celebrations*. Table 5.10 reports the significant results of the ANOVA test and the post-hoc Duncan test.

Table 5.10

The Significant Results of the ANOVA Test on Teachers' Likelihood to Include Intercultural Issues in their Classes Based on Age Groups

| Topic | Group 1 (n = 28) | | Group 2 (n = 76) | | Group 3 (n = 78) | | F | p | order (Post-hoc Duncan) |
|--------------|---------------------|------|---------------------|------|---------------------|------|------|-----|-------------------------------|
| | M | SD | M | SD | M | SD | | | |
| Celebrations | 5.36 | .91 | 5.72 | .48 | 5.85 | .79 | 5.18 | .01 | 1 < 3 = 2 |
| Racism | 5.18 | 1.12 | 4.88 | 1.26 | 4.50 | 1.54 | 3.01 | .05 | 3=2 < 2=1 |
| Identity | 4.85 | 1.01 | 4.09 | 1.39 | 4.67 | 1.23 | 5.54 | .01 | 2 < 3 = 1 |

Note. Group 1 = Teachers aged below 35. Group 2 = Teachers aged between 35 and 49. Group 3 = Teachers aged above 50.

The analysis of variance showed that teachers over the age of 50 (Group 3) are less likely to include the topic of *racism* in their classes than teachers under the age of 35 (Group 1). Also, it showed that Group 2 is less likely to include the topic of *identity* than the other two groups. Finally, Group 1 reported to be less likely to include the topic of *celebrations* than Group 2 or Group 3.

To enquire into gender-related differences in teachers' likeliness to include intercultural issues in their classes, an Independent Samples t-test was run. Based on the results of the test, female teachers ($M = 5.77$; $SD = .65$) are more likely to include the topic of *celebrations* than their male colleagues ($M = 5.33$; $SD = 1.01$), $t = -2.09$, $p < .01$, and male teachers ($M = 4.58$; $SD = 1.32$) are more likely to address the topic of *political correctness* than their female counterparts ($M = 3.96$; $SD = 1.46$), $t = 2.15$, $p < .05$.

To tap into the differences in teachers' likeliness to include intercultural issues based on what kind of institutions they work in, Independent Samples t-tests were performed. Based on whether teachers teach in secondary grammar schools or secondary technical and vocational schools, several significant differences were found, in the case of the following topics: *class differences*, *ethnocentrism*, *political correctness* and *identity*. In all cases, secondary grammar school teachers were found to be more likely to address these issues in class. Table 5.11 presents the significant results of the t-test in detail.

Table 5.11

The Significant Results of the Independent Samples t-test on Teachers' Likelihood to Include Intercultural Issues in their Classes Based on School Type

| Topic | N = 182 | | Group 1 (n = 132) | | Group 2 (n = 50) | | t | p |
|-----------------------|---------|------|----------------------|------|---------------------|------|------|-----|
| | M | SD | M | SD | M | SD | | |
| Identity | 4.46 | 1.31 | 4.61 | 1.25 | 4.06 | 1.37 | 2.55 | .01 |
| Class differences | 4.30 | 1.36 | 4.53 | 1.21 | 3.72 | 1.55 | 3.30 | .00 |
| Political correctness | 4.04 | 1.45 | 4.21 | 1.36 | 3.62 | 1.60 | 2.46 | .02 |
| Ethnocentrism | 3.47 | 1.37 | 3.60 | 1.32 | 3.12 | 1.44 | 2.13 | .03 |

Note. Group 1 = Secondary grammar school teachers; Group 2 = Secondary vocational school teachers and secondary technical school teachers. *p* (two-tailed).

There were statistically significant differences found in teachers' likeliness to include certain intercultural issues based on where in the country they teach. It was found that teachers working in Budapest (Group 1) are more likely to incorporate the topics of *racism* and *political correctness* than teachers living in the countryside (Group 2). Table 5.12 summarizes the significant results of the Independent Samples t-test.

Table 5.12

The Significant Results of the Independent Samples t-test on Teachers' Likelihood to Include Intercultural Issues in their Classes Based on Whether They Work in the Capital or in the Country

| Topic | Group 1 (n = 91) | | Group 2 (n = 92) | | t | p |
|-----------------------|---------------------|------|---------------------|------|------|-----|
| | M | SD | M | SD | | |
| Racism | 4.99 | 1.29 | 4.54 | 1.45 | 2.22 | .03 |
| Political correctness | 4.31 | 1.40 | 3.78 | 1.45 | 2.49 | .02 |

Note. Group 1 = Teachers working in the capital. Group 2 = Teachers working in the country. *p* (two-tailed).

Only one significant difference was found in teachers' likeliness to include intercultural issues based on school maintenance. Based on the results, teachers working in religious schools ($M = 5.91$; $SD = .29$) are more likely to deal with the topic of *celebrations* than teachers working in state schools ($M = 5.66$; $SD = .79$), $t = -3.03$, $p < .01$.

The participants were asked to list what other global, local, and intercultural issues they deal with in their groups of 16-18-year-olds. Although it was a mandatory question, many participants did not answer it, so the number of mentions remained low. Even though the participants listed a large variety of topics, they were mostly overlapping with the issues already listed in the questionnaire. Table 5.13 presents the topics that were mentioned by several participants and the number of participants who mentioned each topic, and also shows the larger topics they can be categorized into, which do not overlap with the topics in the questionnaire.

Table 5.13

Other Global, Local, and Intercultural Issues Secondary School Teachers Deal with in their Classes

| Topic | Subtopic | No of participants |
|-------------------|-------------------------|---------------------------|
| Ethical issues | Ethics | 14 |
| | Abortion | |
| | Euthanasia | |
| | Artificial intelligence | |
| Consumerism | Bullying | 13 |
| | Food waste | |
| | Fast fashion | |
| | Responsibility | |
| Media | Money-centredness | 11 |
| | Fair trade | |
| | Social media | |
| | Fake news | |
| Political systems | Manipulation | 10 |
| | Advertisements | |
| | EU membership | |
| Animals | Patriotism | 8 |
| | Elections | |
| | Animal protection | |
| | Animal testing | |
| Urban life | Animal rights | 8 |
| | Veganism | |
| | Urbanisation | |
| | Homelessness | |

Most of the topics they mentioned were already enumerated for them in the previous questions; however, the topic of animals, including sub-topics like animal testing and animal rights emerged as a theme some teachers prefer to deal with for nurturing their students' global competence.

5.2.2.2 Topics Secondary School Teachers Do Not Deal with in their Classes.

The participating teachers were asked to list some topics they would not deal with in their classes under any circumstances by answering an open-ended question. Even though it was also a compulsory question, some participants opted out and left it blank. A fifth of the participants ($n = 30$) claimed that there are *no taboos* in their lessons and that they would be willing to talk about anything that comes up in their classes. Even if they stated that there are no topics they regard as taboos, some teachers added that they do not believe that every single topic belongs to EFL classes. As Respondent #139 put it, some topics should not be dealt with in “English classes where the atmosphere is generally joyful and where communication is encouraged”, and they would rather discuss heavier topics in Civilisation, History, Ethics, or the discussion classes with the headteacher. Respondent #134 also pointed at the fact that it is easier to discuss heavier topics in the discussion classes with the headteacher because, in this way, they can ask for help from experts and even invite them to their classes. Nevertheless, some teachers seemed very open towards any topic and in conclusion, Respondent #170 only asked the following question: “Why would there be any taboo topics?”

Most of the participants, however, did list taboos and their answers mostly coincided with the PARSNIP topics. Thirty-nine teachers mentioned that they would not deal with *political matters* in their classes: 4 teachers would not ask their students to talk about their political beliefs, 9 teachers would avoid discussions about party preferences, 16 teachers would not feel comfortable discussing current political issues in Hungary, and 10 would not discuss politics in their classes at all. Only four teachers stated that they would not discuss *religious beliefs* in their classes. The topic of *sexuality* also emerged as a common theme; 26 teachers referred to it in their answers. Nine teachers said that they would not talk about sex at all. Eighteen teachers alluded to the fact that anything to do with the LGBTQ community is a taboo in their classes and in some cases, they even expressed prejudices in their answers referring to the topic as “sexual aberrancies” (#54) and “identity disorders” (#27).

Other topics the participants included in their list of taboos included *abuse*, namely sexual abuse ($n = 2$), child abuse ($n = 3$), paedophilia ($n = 1$), and domestic violence ($n = 2$). Another emerging theme was *mental health problems*, such as psychological problems, e.g., depression ($n = 2$) and eating disorders, e.g., anorexia (2). Closely linked to this topic, *suicide* was also mentioned by two participants. Finally, *personal matters* emerged as a common theme, as five teachers claimed that they would not talk about their personal lives under any circumstances.

When identifying a topic as a taboo, it seems that teachers consider many factors. First, some teachers referred to *current events* in their answers, namely the endeavours of the Hungarian government to ban the topic of homosexuality in schools. As Respondent #147 put it, “according to the new law, the LGBTQ topic should be a taboo, right?”. Other respondents highlighted that usually it is not that they regard something as a taboo, but they do not feel *prepared* enough to tackle some issues in class, that is why they would not like them to crop up during the discussions. As Respondent #128 saw it, “it is not because they are taboos, but there are just some topics I would not feel comfortable with and I am not well-informed enough about (even if I do read up on them) to deal with them confidently in my lessons”. Another such factor turned out to be the *group* that they are teaching. In Respondent #108’s words, “there are some groups with whom I wouldn’t discuss some topics”.

5.2.2.3 Secondary School Teachers’ Feelings in Connection with Global, Local and Intercultural Issues in their Classes. The participants were asked to rate on a five-point Likert scale to what extent they liked dealing with global, local, and intercultural issues and to what extent they liked dealing with them based on whether they initiate the discussion or their students. The order of their preferences does not differ from the university tutors’ answers; however, the secondary school teachers rated every single item lower than their colleagues working at universities.

As reported in Table 5.14, what secondary school teachers prefer the most is dealing with intercultural issues if their students initiate the discussions about these topics, and it is closely followed by dealing with intercultural issues initiated by the teacher. Secondary school teachers’ least preferred discussions seem to concern local issues, and they rated their preference the lowest in case they bring the issues into class.

Table 5.14

Secondary School Teachers' Feelings about Dealing with Global, Local and Intercultural Issues in their English Classes

| Item | Min | Max | M | SD |
|---|-----|-----|-------------|------|
| 6. How much do you like dealing with intercultural issues if the students bring the topic into class? | 1 | 5 | 4.40 | .81 |
| 5. How much do you like dealing with intercultural issues if you bring the topic into class? | 1 | 5 | 4.37 | .78 |
| 4. How much do you like dealing with global issues if the students bring the topic into class? | 1 | 5 | 4.32 | .84 |
| 3. How much do you like dealing with global issues if you bring the topic into class? | 1 | 5 | 4.23 | .86 |
| 2. How much do you like dealing with local issues if the students bring the topic into class? | 1 | 5 | 3.80 | 1.03 |
| 1. How much do you like dealing with local issues if you bring the topic into class? | 1 | 5 | 3.64 | 1.05 |

Note. The results that are significantly different from the rest are in bold.

The results of the Paired Samples t-test also corroborate these results, as there was a significant difference between teachers' preferences in dealing with global issues if they bring the topic to class ($M = 4.23$; $SD = .86$) and their preferences in dealing with local issues if the students initiate the discussions ($M = 3.80$; $SD = 1.03$), $t = -5.09$, $p < .01$. Based on school type, location, gender or age group, no significant differences were found in teachers' preferences.

5.2.2.4 The Frequency of the Inclusion of Global, Local and Intercultural Issues in Secondary School Classes. To enquire into how frequently teachers deal with global content in their classes, the participating secondary school teachers were asked to mark their answers on a 5-point Likert scale to five questions where 1 meant *never* and 5 meant *several times a week*. Table 5.15 presents the means of their answers.

Table 5.15

Descriptive Statistics for The Frequency of the Inclusion of Global Content in Secondary School Teachers' EFL Classes

| Item | Min | Max | M | SD |
|---|-----|-----|-------------|------|
| 1. How often do you deal with global issues in class? | 2 | 5 | 3.41 | .88 |
| 2. How often do you deal with intercultural issues in class? | 2 | 5 | 3.36 | .94 |
| 4. How often do you deal with current public affairs in class? | 1 | 5 | 2.86 | 1.02 |
| 5. How often do you deal with other types of controversial issues in class? | 1 | 5 | 2.81 | .98 |
| 3. How often do you deal with local issues in class? | 1 | 5 | 2.67 | .88 |

Note. The significantly different results are marked in bold.

As presented in Table 5.15, secondary school teachers deal with global issues the most frequently, and the second most frequently with intercultural issues. According to the results of the Paired Samples t-test, there was no significant difference between how frequently teachers deal with these two types of topics, however, there was a significant difference between Item 2 and 4, so how frequently they deal with intercultural issues ($M = 3.36$; $SD = .94$) and current public affairs ($M = 2.86$; $SD = 1.02$), $t = 5.98$; $p < .01$. Therefore, based on the test results, it can be asserted that teachers deal with global and intercultural issues the most frequently from this list. It is also interesting to note here that in the case of these two items, no one marked 1, so all 182 respondents deal with global and intercultural issues to some extent in their classes. Looking at the bottom of the list, the results of the descriptive statistical test show that teachers deal with local issues the least frequently, which was also supported by the results of the Paired Samples t-test, which showed a significant difference between how frequently teachers deal with controversial issues ($M = 2.67$; $SD = .98$) and local issues ($M = 2.67$; $SD = .88$), $t = 2.09$; $p < .05$.

Regarding the frequency of the inclusion of global content in their classes, no significant differences were found between teachers based on whether they teach in Budapest or in the countryside or based on the type of school they teach in. Nevertheless, two differences were found in connection with the frequency of dealing with controversial issues based on gender and age. When it comes to dealing with controversial issues in class, male teachers ($M = 3.25$; $SD = .10$) seem to deal with them more frequently than their female counterparts ($M = 2.74$; $SD = .95$), $t = 2.42$, $p < 0.05$. Considering the age groups, teachers under the age of 35 deal with controversial issues in their classes more frequently ($M = 3.18$; $SD = .98$) than teachers above the age of 50 ($M = 2.60$; $SD = .98$), $F = 4.10$, $p < .05$.

5.2.2.5 The Importance of the Inclusion of Global, Local and Intercultural Issues in Secondary School Teachers' EFL Classes. The participating teachers were asked to rate how important they think it is to deal with global, local, intercultural, and controversial issues in their EFL classes on a five-point Likert scale. The results suggest that the participants feel that it is more important than not to deal with global content in their English classes, as in all four cases, the means of the scales were above 3.00 (*partly important, partly not*). The results of the Paired Samples t-test show that the teachers find it equally important to deal with global and intercultural issues in their classes, and significantly more important to deal with global ($M = 4.40$; $SD = .76$) and intercultural (M

= 4.37; *SD* = .84) than local issues (*M* = 3.87; *SD* = .92), $t = 6.81, p < .01$. There was also a significant difference in how important teachers believe it is to deal with local issues (*M* = 3.87; *SD* = .92) and controversial issues (*M* = 3.62; *SD* = 1.13), $t = 3.10, p < 0.01$, thus, based on the results of the Paired Samples t-test, it can be confidently stated that according to the secondary school teachers in Hungary, dealing with controversial issues is the least important among other global content. The means awarded to each item can be found in Table 5.16 in descending order.

Table 5.16

Descriptive Statistics for The Importance of the Inclusion of Global Content in Secondary EFL Classes

| Item | Min | Max | M | SD |
|--|-----|-----|-------------|------|
| 1. How important is it to deal with global issues in class? | 2 | 5 | 4.40 | .76 |
| 3. How important is it to deal with intercultural issues in class? | 2 | 5 | 4.37 | .84 |
| 2. How important is it to deal with local issues in class? | 1 | 5 | 3.87 | .92 |
| 4. How important is it to deal with controversial topics in class? | 1 | 5 | 3.63 | 1.13 |

Note. The significantly different results are marked in bold.

To find demographical differences in the importance attributed to dealing with global content, Independent Samples t-tests and ANOVA tests were performed. The significant results of the ANOVA test revealed significant differences between how the different age groups view intercultural and controversial issues.

Table 5.17

The Significant Results of the ANOVA test on Teachers' Perceived Importance of Dealing with Intercultural and Controversial issues Based on their Age Group

| Item | Group 1 | | Group 2 | | Group 3 | | F | p | order (Post-hoc Duncan) |
|--|---------|-----|---------|------|---------|------|------|-----|-------------------------------|
| | M | SD | M | SD | M | SD | | | |
| 3. How important is it to deal with intercultural issues in class? | 4.61 | .96 | 4.47 | .77 | 4.19 | .91 | 3.57 | .03 | 3=2<2=1 |
| 4. How important is it to deal with controversial topics in class? | 4.18 | .94 | 3.59 | 1.16 | 3.49 | 1.11 | 4.11 | .02 | 3=2<1 |

Note. Group 1 = Teachers aged below 35. Group 2 = Teachers aged between 35 and 49.

Group 3 = Teachers aged above 50.

As Table 5.17 shows, teachers under 35 think that it is more important to deal with intercultural issues than teachers above 50, and this younger generation of teachers also

think that it is more important to deal with controversial issues than teachers belonging to older generations (Group 2 and Group 3 respectively).

5.2.2.6. Aspects Influencing the Inclusion of Global Content in Secondary EFL Classes. As detailed in Sections 3.4.2.1 and 4.2.2.6, the literature and the qualitative inquiries preceding the questionnaire study helped me compile the part of the questionnaire which enquired into the aspects which influence the inclusion of global content in secondary school teachers' classes. Based on the interviews, *time*, *teachers' competence*, *students' interest*, *the group*, *the topicality of the issues*, and *students' language level* emerged as important factors influencing the incorporation of such topics. This list was compared to variables emerging from the literature, and finally, for the questionnaire, items measuring seven underlying constructs were written: *time*, *group*, *teachers' competence*, *professional development*, *materials*, *students' interest*, and *teachers' attitude*. Following the procedures described in 3.4.2.2, only 6 constructs remained and were subjected to analysis to explain how they influence teachers' decision to incorporate global content in their lessons. The descriptive statistics of the remaining questionnaire constructs can be seen in Table 5.18.

Table 5.18

Descriptive Statistics of the Questionnaire Constructs

| Construct | M | SD |
|-----------------------------|----------|-----------|
| 1. Teachers' competence | 3.64 | .74 |
| 2. Materials | 3.58 | .89 |
| 3. Time | 3.39 | .92 |
| 4. Group | 3.13 | .83 |
| 5. Coursebook | 2.62 | 1.11 |
| 6. Professional development | 2.42 | .93 |

As can be seen in Table 5.18, the teachers rated the items belonging to *teacher competence* the highest, so their capabilities to deal with emerging conflicts ($M = 3.89$; $SD = .86$), their well-informedness in global, local, and intercultural topics ($M = 3.58$; $SD = .89$) and their methodological repertoire ($M = 3.45$; $SD = 1.03$). The average of the *materials* scales came second, as they answered that they supplement the compulsory course materials with extra materials about global content ($M = 4.13$; $SD = 1.01$), they know some websites where they can find such materials ($M = 3.40$; $SD = 1.22$), even though they partly agreed that it is easy for them to access materials with which they could address global content ($M = 3.19$; $SD = 1.20$). In connection with *time*, the participants rather agreed that they have to prepare more

for classes when they deal with global content ($M = 3.44$; $SD = 1.30$) and that they would need more time to prepare for these classes ($M = 3.72$; $SD = 1.18$) but they rather disagreed with the fact that they would only deal with such issues if there is time left for them ($M = 2.54$; $SD = 1.19$). The *group* was rated as a moderate influencing factor in the incorporation of global content into EFL classes, so the participants seem to attach less importance to their relationship with the group ($M = 2.97$; $SD = 1.29$), the group dynamics ($M = 3.25$; $SD = 1.09$), and the possible conflicts which may arise among group members ($M = 2.35$; $SD = 1.25$), but slightly more importance to whether there is a great atmosphere in class ($M = 3.94$; $SD = .97$) when deciding to incorporate global content in their classes. Contrary to what the literature led me to believe, the participants attached less importance to the coursebook, they do not avoid global content because they cannot link them to coursebook texts or activities ($M = 2.26$; $SD = 1.30$) or to coursebook topics ($M = 2.84$; $SD = 1.26$) or because these topics are not even present in the coursebooks ($M = 2.76$; $SD = 1.26$). From all the aspects, teachers rated *professional development* the lowest, mostly in connection with learning about dealing with global content during their university years ($M = 1.68$; $SD = 1.09$), and they mostly did not think that their university studies contributed to them becoming global citizens ($M = 2.21$; $SD = 1.30$). Some of them did and some of them did not learn about how to deal with global content in their classes during continuous professional development sessions, but overall, they also rated this item relatively low ($M = 2.14$; $SD = 1.44$).

To see whether teachers regard these constructs differently based on their demographical characteristics, ANOVA tests and Independent Samples t-tests were performed. The ANOVA test results reveal differences based on the participants' age: Group 1 (teachers under the age of 35) ($M = 2.98$; $SD = 1.06$) rated the construct *professional development* significantly higher than Group 2 (teachers between 35 and 50) ($M = 2.32$; $SD = .81$) and Group 3 (teachers above 50) ($M = 2.32$; $SD = .92$), $F = 6.41$; $p < .01$. The ANOVA test also revealed that Group 1 ($M = 3.55$; $SD = .76$) attributes more importance to the group when deciding to incorporate global content into their lessons than Group 2 ($M = 3.07$; $SD = .74$) and Group 3 ($M = 3.03$; $SD = .89$), which may be due to their fear of potential student conflicts. The Independent Sample t-test revealed differences in how teachers see some variables based on whether they work in the capital or in the countryside and based on their gender. The t-test revealed that male teachers attribute less importance to the *coursebook* ($M = 1.93$; $SD = .84$) than their female colleagues ($M = 2.72$;

SD = 1.11), $t = -3.35$, $p < .05$. Also, the t-test pointed at the fact that teachers working in the countryside ($M = 2.25$; $SD = .79$) rated the items belonging to the professional development construct lower than teachers working in Budapest ($M = 2.59$; $SD = 1.02$), $F = 2.54$, $p < .05$, which may be attributed to the fact that there are fewer professional development opportunities available in the countryside.

Table 5.19

Correlations for the Background Variables Influencing the Incorporation of Global Content

| | 1. | 2. | 3. | 4. | 5. | 6. |
|-----------------------------|--------|--------------|-------|--------------|-------|----|
| 1. COURSEBOOK | - | | | | | |
| 2. MATERIALS | -.46** | - | | | | |
| 3. TIME | .28** | -.20** | - | | | |
| 4. TEACHER COMPETENCE | -.41** | .56** | -.18* | - | | |
| 5. PROFESSIONAL DEVELOPMENT | -.22** | .41** | .03 | .48** | - | |
| 6. GROUP | .13 | .01 | .36** | .05 | .22** | - |

Note. * $p < .05$; ** $p < .01$

In the correlation test, Pearson's Correlation Coefficients were computed to assess the strength and the direction of the relationships between the constructs. The correlation coefficients must vary between +1 and -1, and if the value is between .8 and 1, the correlation is very strong, between .6 and .8 the correlation is strong, between .4 and .6 it is moderate, between .2 and .4 it is weak, and between .0 and .2 there is no correlation. A moderate correlation was found between the *teacher competence* and *materials* variables ($r = .56$; $p < .01$), indicating a moderate relationship between how prepared tutors feel to deal with global content in their classes and whether they bring in materials (and know where to find materials) to deal with these topics. Also, the *teacher competence* and *professional development* variables moderately correlated with each other ($r = .48$; $p < .01$), which signals a moderate relationship between how prepared they feel to deal with global content in their classrooms and the professional development they went through in connection with teaching such topics. Finally, a negative moderate correlation was found between the *materials* and *coursebook* variables ($r = -.46$; $p < 0.01$), and the *coursebook* and *teacher competence* variables ($r = -.41$; $p < 0.01$), which presupposes a moderate relationship between these constructs, even if the direction of these variables is reverse.

5.3 Good Practices in Developing Students' Global Competence

The following section presents the results of *Studies 6* and *8*, the classroom studies conducted in 12 secondary school EFL groups in Hungary, with the participation of 158

students (*Study 6*), and the follow-up two focus group interviews with the 12 teachers of these groups (*Study 8*). Section 5.3.1 is organised around the worksheets used in the study, first presenting which teachers chose the worksheet, and then showcasing the emerging themes from the teachers' reflective journals about the lessons and the results from the students' feedback. Section 5.3.2 presents the results of the focus group interview study organised around the emerging themes from the interviews.

5.3.1 The Results of the Classroom Study

The participants of the study were asked to choose three out of ten activity sequences they wanted to try out with their groups. As explained in Section 3.5.2.4, only seven participants wrote reflective journals of their experiences and only four of them wrote three journal entries and also asked their students to provide feedback about all these classes. Only considering these entries for analysis would not have provided enough data about the activities created for the research project, thus, the activity sequences about which at least two participants wrote a reflective journal entry and about which at least 10 students provided feedback are analysed in the following sections. Quotes from the students' feedback are used in their original form in the presentation of the results, thus they may contain some language mistakes. The results are organised around the activity sequences: first, an overview of the sequence is provided, then the results from the reflective journals organised around the emerging themes and finally, the results of the students' feedback are presented.

5.3.1.1 Activities Based on *Dear Future Generations*.

| Material(s) the sequence is based on | Language aims | GCD aims | Suggested methods and techniques to be used in the sequence |
|---|--|---|---|
| Prince EA – Dear Future Generations (Youtube video) | - to broaden students' vocabulary about global issues and more specifically, climate change - to develop the four language skills | - to raise awareness of an important issue - to expand students' knowledge about current events - to develop students' creative and critical thinking - to develop students' autonomy, presentations skills, research skills and cooperation | - brainstorming - pairwork discussion - labelling images - eliciting ideas based on the title - ordering images (while listening) - gap-fill - matching words with their meaning - discussing quotations from the poem - group work: putting 5 objects into a time capsule - writing a letter/poem to future generations |

5.3.1.1.1. Results from the Reflective Journals. Most teachers chose the activity sequence entitled *Dear Future Generations* (the description of which can be found in 4.3.1.1), therefore it was tried out in seven groups, with the participation of 87 students. Five teachers wrote up their experiences of the lessons where they used the worksheet and using content analysis, and some emerging themes were found about their experiences. In their reflective journals, three teachers addressed why they had selected this worksheet: they all referred to the fact that this is certainly useful for the students, they are already familiar with the issue, but this worksheet approaches the topic from a *newer perspective*. Johanna though mentioned that her students “feel overwhelmed by this topic” as it “comes at them from different directions”, so it may be a better choice for students who have not been exposed to this topic that much as her students in “privileged circumstances” (T/FG-J-1). Two teachers, Bella and Hédi mentioned that their students were already excited by the fact that they were doing *something out of the ordinary* in the lessons and the material “sparked their interest in the very beginning” (J/FG-B-1). Most of the participants stated that the warmer *generated a lot of engagement* from the students as it was about the future, they went into “lengthy conversations” (J/FG-A-1) and some groups mostly depicted a more negative and some groups a more positive future, which the teachers could react to in different ways. Hédi described her experience in the following way: “I was taken aback because they envisaged a dark future. When we shared the ideas, it turned out I was the only optimistic person” (J/FG-H-1). The *video* provoked a strong emotional response from the students; however, this response was different, based on the composition of each group. Bella’s group “enjoyed the video” (J/FG-B-1), and Izabella’s group found it “powerful”, according to her testimony, “you could cut the air in the room” (J/FG-I-1). Alma stated that watching the video kept her students on the edge and they were really “unhappy” (J/FG-A-1) when it had to be stopped for the activities. In Johanna’s group, there were mixed responses to the video: some students found it “phoney and cheesy”, while some students were truly “touched” (J/FG-J-1).

The *vocabulary development activities* posed some challenges in some groups (A, B, H, I), and in Alma’s group, they were found overwhelming, as the poem is quite long. According to her, it may be a better idea to cut up the poem and assign different parts to different groups of students and then check the answers together without stopping the video

after some minutes repeatedly. The participants mostly had good experiences with the *discussion questions*: Izabella's group, for instance, worked on them in discussion circles, and in Bella's group, they found the questions puzzling. Hédi wrote that in her group, the discussions started a bit slowly, so it may be worth providing weaker students with some prompts. Johanna reported on mixed experiences: some students (the shyer ones) had great, meaningful discussion, while some groups sat in complete silence. The students mostly enjoyed the *time-capsule activity*, however both Hédi and Johanna remarked on the fact that they mostly put different COVID-19 related objects into the capsule, and they did not think of putting any events into it. Most of the teachers gave the *creative writing activity* as homework, nevertheless, this was not the case in Johanna's group, as her group never does homework, but in this way, she could reflect on the students' work. The results were quite mixed: some students put effort into their work, so they wrote thoughtful and creative poems and letters, and some students pulled out from the activity or did not put much effort into writing. Most of the teachers did not write about the project, however, from the students' answers it turned out that in some cases, they did the project and the presentations in the follow-up classes.

5.3.1.1.2. Results of the Student Feedback. The students' feedback was analysed using descriptive statistical procedures in the case of the Likert-scale items and using content analysis in the case of the open-ended questions. Eighty-five students gave feedback on the lesson sequence based on the video *Dear Future Generations*. First, they were asked to rate how much they enjoyed the activity sequence on a scale of 5. Based on their answers, they seem to have enjoyed the sequence ($M = 4.00$; $SD = 1.10$), with 35 students (41.2%) stating that they enjoyed it very much and only 4 students (4.7%) saying that they did not enjoy it at all. The students were also asked to what extent the activity sequence helped them develop their language skills, which they rated with an average of 3.65 ($SD = 1.16$), with most students ($n = 32$) rating this question a 4. They were also asked to answer a question about the extent to which the sequence helped them develop their 21st-century skills, which they rated with an average of 3.56 ($SD = 1.09$), with most students ($n = 30$) marking 4. According to the students, the top three skills the activity sequence helped them develop were *communication* (57), *critical thinking* (35) and *perspective-taking* (31).

Some emerging themes were found in the participants' answers. Some students ($n = 4$) really appreciated that the sequence dealt with a topic that is often discussed at language exams too, so it served as *exam preparation* in a more enjoyable way. Some

students ($n = 8$) remarked that they found the activity sequence eye-opening and thought-provoking. As Respondent 62 put it, “we don’t usually notice things around us, as least we happened to know what is happening” (*sic*) and Respondent 1 elaborated in the following way:

It is true that I did know about these problems before as well, but I didn't think much of it. I always thought that there are enough people out there to take care of these problems or even solve them. Turns out there actually are not.

They also mostly found the sequence interesting ($n = 13$) and useful ($n = 38$). Concerning the language development use of the sequence, students noted that it expanded their *vocabulary* ($n = 20$), developed their *speaking* ($n = 8$) and *listening skills* ($n = 11$). Respondent 64 also remarked on how useful the sequence was for speaking skills development: “during these lessons we had lots of oral tasks, such as forming an opinion, discussing, debating. I think these were useful for practising because I tend to stay quiet in class and wait for others to say something.” In their open-ended answers, they also reflected on the 21st-century skills the sequenced aimed to develop: some of them appreciated *working with the other students* ($n = 4$) and some liked that through the writing activity they could boost their *creativity* ($n = 3$). Most students noted that the activity sequence *taught them something about the world*, they learnt new information from each other’s presentations and through researching topics mentioned in the video. Some students though put down *negative comments* about the uselessness of the worksheet and complained that this topic is already known to them, and it is boring to deal with climate change all the time. As Respondent 14 phrased it: “We always talk about global warming and I didn’t like the video either, I found it really annoying. He was overreacting, so I just didn’t pay attention to him.” However, some students really liked the video and the accompanying exercises and felt that it is useful to be *reminded of current issues*. According to Respondent 66, “making a presentation and discussing with classmates help see things from a different perspective” and in Respondent 6’s words, “it is really good to see videos like these because it reminds people to be aware and the health of the Earth is very important.”

5.3.1.2 Activities Based on *From the Encyclopaedia of Alternative Facts*.

| Material(s) the sequence is based on | Language aims | GCD aims | Suggested methods and techniques to be used in the sequence |
|--|---|---|---|
| - From the encyclopaedia of alternative facts (a poem by Brian Bilston) - Hoaxes taken from mentalfloss.com | - to develop student's speaking and writing skills - to develop students' argumentative skills | - to raise awareness of an important issue - to expand students' knowledge about current events - to develop students' creative and critical thinking - to develop students' autonomy, presentations skills, research skills, cooperation and perspective-taking | - recognising common misconceptions based on images - writing creative headlines for these common misconceptions - predicting content based on the title - gap-fill (putting keywords into the poem) - groupwork: jigsaw reading and speaking task - writing a new stanza to the poem - debate: collecting arguments for and against given statements - discussion - rewriting the poem - project: researching and presenting hoaxes |

5.3.1.2.1. Results from the Reflective Journals. The activity sequence entitled *From the encyclopaedia of alternative facts* was first piloted in the university setting, so the aims of the worksheet and its detailed description can be found in 4.3.1.2. In the framework of this study, even though the activity sequence was tried out in four different groups, with the participation of 51 students, only two teachers (Bella and Alma) submitted a research journal, which made content analysis rather difficult. Similar to the university setting, students found the first activity dealing with hoaxes rather *engaging*, and what Bella welcomed most about the activity was that it gave her “insight into how much students read and/or believe the news” (J/AF-B-1). In the activity where students had to come up with creative headlines, mostly the generally “more creative students” participated eagerly, but as Bella remarked, it was “not a task for everybody” (J/AF-B-1). In both groups, the students seemed to enjoy the poem, and they thought that the fill-in-the-gaps activity was easy for them. Alma and Bella both wrote in detail about the *group work activity*, where the students had to engage in a jigsaw reading task, read about different hoaxes, tell each other about their stories and decide on the most interesting hoax. In Alma’s group, she made sure the students read the activities by giving them an extra task, in which they had to write four true and four false sentences about the stories read. Bella raised their interests by announcing the story titles and letting them choose the stories for themselves: in this way, they could pick what to read according to their preferences, and she found it a “perfect

opportunity to differentiate” (J/AF-B-1). Bella also addressed exercise 6 in her journal entry extensively: in this task, the students had to come up with arguments for and against some statements in the poem. As she saw it, this activity created much more involvement in her group than the creative activities, which she put down to the fact that her students either specialize in History or in IT. She remarked that this activity was very similar to the ones they did in preparation for the advanced level language exam, so the students “had a blast” while enumerating the arguments (J/AF-B-1). The following excerpt from her entry vividly captures the way she facilitated this session:

In the end, I initiated a debate on the most controversial one, which they chose to be: *There are fascists on the rise*. (Students specialised in History volunteered to open the debate, which turned into a monologue) I called on the others to add their views for or against and a few did, but the conversation took place between the three most dominant history masters. Others chose another topic and created a small debate around that: *Terror comes from refugees*. This latter debate was very suggestive as it shed light on the extent to which such topics had been discussed before. The typical media narrative about refugees did not mislead the students, they expressed their views of tolerance – and I tried really hard not to take a stand in both debates (*sic!*) – rather supporting it with thought-provoking questions when I thought was needed. (J/AF-B-2)

Both Bella and Alma commented that they loved the activity sequence because the topic was interesting, the activities were varied, and the students seemed genuinely engaged during the session.

5.3.1.2.2. Results of the Student Feedback. From the four groups, 44 students assessed the activity sequence. In response to the first question (How much did you enjoy the activities in the lessons?), they gave it an average of 4.20 ($SD = .97$), which signals that they were quite satisfied with their lessons. The second question enquired into how much they think the sequence helped them develop their language skills, which they rated with an average of 3.86 ($SD = .79$). Finally, they were asked to what extent the activities helped them develop their 21st-century skills, with the average mean of their answers being 3.73 ($SD = .95$). The top 21st-century skills they think the sequence developed were *communication* skills (36), *creativity* (27), and their *researching* (24) and *presentation* (24) skills.

Through content analysis, some common themes were identified in their answers given to the open-ended questions. The students found the activities *useful* ($n = 15$), *fun and entertaining* ($n = 5$), and *interesting* ($n = 16$) and some of them noted that they really appreciated doing *something out of the ordinary* ($n = 6$). In Respondent 43’s words, “I

really like the activities because they were very colourful. They were not boring, and you could enjoy learning English.” They also reflected on the fact that the sequence helped them develop their speaking skills ($n = 20$) and expand their vocabulary ($n = 24$). Three students also straightforwardly expressed that the lesson helped them develop their *critical thinking skills*, and from then on, they will be able to tell real news stories and fake news apart, and as Respondent 4 promised, they “will check facts for their credibility more often from now on.” The students also appreciated that they had to *work with other students in groups* ($n = 4$) and that through these activities, they could develop their *creativity* ($n = 6$). The students gave varied answers to the question in which they were asked whether they think these activities expanded their knowledge about the world and why. Some students felt that the information conveyed through the worksheet *was not useful*, as they already knew that there were fake news (#19) and knowing about hoaxes is not practical (#11). Some students, though, did understand that the question was not about the content of these hoaxes, but how they work and what makes people believe them. Many students remarked that through these activities they learnt about a global issue, and they agreed that it is important to address such issues in class. They also added that they *learnt a lesson* from the cases presented during the sequence. According to Respondent 14, “we learned about fake news and we learned that we shouldn’t believe everything we read”, Respondent 41 stated that “these activities expanded [their] knowledge because they showed [them] how easily people can be manipulated” and finally, in Respondent 7’s words, these activities “were quite useful because [they] showed us how gullible people can be and how we should do our research and fact-check.”

5.3.1.3 Activities Based on *Get Free*.

| Material(s) the sequence is based on | Language aims | GCD aims | Suggested methods and techniques to be used in the sequence |
|--|--|---|--|
| Major Lazer – Get free (video clip on Youtube) Kahoot quiz Infographic (Ways to help the needy people) | - to develop students’ listening skills - to expand their vocabulary (expressions relating to poverty and misery) - to develop students’ speaking skills | - to raise awareness of an important issue - to expand students’ knowledge about poverty - to develop students’ critical thinking - to develop students’ autonomy, presentations skills, | - brainstorming - prediction based on an image - listening (gist, for specific information) - identifying phrases (referring to misery) - creating a mind map (of words referring to misery) - discussion (groupwork) - quiz (researching information and testing recently acquired knowledge) |

| | |
|--|--|
| research skills and cooperation - to develop students' empathy - to encourage students to take some action | - analysing an infographic - project (groupwork: researching organisations helping the needy and giving a presentation) |
|--|--|

5.3.1.3.1. Results from the Reflective Journals. This worksheet was also piloted in the university context; therefore, the description of the aims and main steps of the lesson can be found in Section 4.3.1.3. In the secondary school context, three teachers chose this sequence to try out with their students (Alma, Johanna, and Ubul) and they did the sequence with 39 students, overall. All three teachers wrote entries in their reflective journals about the lessons when they used the worksheet, and as the result of the content analysis, some recurring themes were found. All three of them wrote about their *reason behind choosing this worksheet* to use with their groups, however, their reasons differed: Alma asked her students to choose the tasks they wanted to do from the 10 worksheets offered, Ubul found this worksheet interesting, and finally, Johanna gave the choice to her trainee, who was doing her short teaching practice under her wings, and he chose based on the fact that he liked the song and felt that the topic was important. All three participants noted that the *song really engaged the students*, even if in two groups (Alma's and Johanna's), some students already knew the song. They found the *video clip* gripping; and even though Alma warned the students that the clip may be too harsh, they did not seem to mind it. In connection with the *multiple-choice questions* checking students' understanding of the lyrics, Johanna's group remarked that subtitles would have helped, but Ubul's group did it with ease. Ubul commented that the *vocabulary exercise was easy* for his students, and Johanna's trainee perceived it similarly but added that a bit more guidance would have been needed for the group. Ubul and Johanna's trainee executed the discussion exercise quite differently, in the latter case, they had a mingling activity, in which they were asked to discuss two questions from the list, but in Ubul's group, they discussed all the questions in pairs. He observed that "this topic needs a certain level of maturity" (J/GF-U-1), and he was positively surprised how much of that his students exhibited while discussing the questions. He was happy to hear that his students came up with advantageous ideas to the questions *How could people fight against poverty?* and *What could you, as an individual, do to help?* Both Johanna's trainee and Ubul commented on the *Kahoot! quiz*, which aimed at testing the students' knowledge about poverty-related issues. Johanna's trainee felt that

he should not have left this activity to the end of the class, as it would have energised the students properly and got them into the mood for the topic, even though he admitted that it was a truly enjoyable activity for the students anyway. According to Ubul, the quiz “helped to deepen the issue, but the facts were too difficult” (J/GF-U-1), so the students did not have the feeling of success after guessing the answers. Nevertheless, they were truly surprised by some numbers, and hopefully, the activity made them think. Reflecting on the *whole sequence*, both Alma and Ubul stated that they were happy to see their students’ *engagement*, and Ubul added that it is necessary to deal with such a topic in preparation for the B2 or C1 language exams and “introducing it with a song makes it acceptable and tolerable.” (J/GF-U-1)

5.3.1.3.2. Results of the Student Feedback. Even though all in all, 39 students should have completed the worksheet in their lessons, only 29 students filled in the questionnaire about the activity sequence. When asked how much they enjoyed the activity sequence, most of the students answered with a 4 ($n = 13$) on a scale of five, which amounted to the mean of 4.09 ($SD = .92$). In connection with the language skills the sequence helped them develop, they awarded a mean of 3.75 ($SD = 1.09$) on a scale of 5, with most students either marking 4 ($n = 8$) or 5 ($n = 9$). To the last Likert-scale question about the extent to which the sequence developed their 21st-century skills, they gave a slightly higher average ($M = 3.86$; $SD = .92$). The top three skills the students perceived the lessons developed were *communication* (20), *problem-solving* (18) and *perspective-taking* (15).

In this case, the open-ended answers mostly contained yes or no answers, and few students took the time to elaborate on their views. A few themes were found though: The students noted that the activity sequence was *useful* ($n = 11$), and it actually helped them *understand poverty* a bit more. In Respondent 2’s words,

I think they were useful. It’s a very important topic and we have to talk about it. It’s hard to talk about things like that but I think we have to. Also, I liked the way we learned a lot, it wasn’t boring or slow, it was very interactive.

Respondent 3 elaborated that information did not only come from the activities but from the other students by saying that “even though [they] follow the news about these topics, [they] feel like talking about the issues that came up helped [them] understand other people’s opinions.” Other students remarked that the activities did not provide them with any new information, commenting that they already knew about the situation (#3) or they

“know a lot about the world anyway” (#6). On another note, two students remarked that even though the activities were interesting and engaging, the topic was too *depressing* for them. Finally, other students appreciated that they could *see life through other people’s eyes* (in this case, they could identify with the singer of the song).

5.3.1.4 Activities Based on *High on Humans*.

| Material(s) the sequence is based on | Language aims | GCD aims | Suggested methods and techniques to be used in the sequence |
|---|--|---|---|
| - Oh Wonder – High on humans (video clip on Youtube) - the story behind the song (songfacts.com) | - to develop students’ - to encourage students to ask questions (info-gap activity) | - to raise awareness of the issue of isolation and encourage students to be friendlier to strangers - to develop students’ empathy - to encourage students to take action | - discussion - listening (for gist and for specific information) - matching definitions with key vocabulary - jigsaw reading and information gap - speaking and role-play - service learning: a random act of kindness |

5.3.1.4.1. About the Worksheet. This is the only worksheet subjected to analysis that was not piloted in the university context as its language level was not deemed suitable for first-year English majors. The lesson that was created based on a song by the London-based indie band, Oh Wonder, which addresses the benefits of reaching out to strangers, is an antidote to loneliness and isolation, which can be regarded as modern-day epidemics. The song and its video clip can be used in intermediate and upper-intermediate classes, as the level is set to B1+. The language-related goals of the activity sequence include expanding students’ vocabulary (in connection with communication), developing their listening and their speaking skills. It also aims to develop the students’ global competence: one of the aims is raising awareness to the issue of isolation (knowledge dimension) and another one is developing their enquiry skills (by encouraging them to ask questions). Finally, the sequence is intended to help students develop their empathy and to encourage them to take action.

In the warmer, students have to talk about the last time they had a conversation with a stranger. The feedback session at the end of this speaking activity is intended to make them realize in what diverse situations they had a chat with a stranger and that these encounters can be positive experiences as well. After watching the video clip for the first

time, students are asked about the story the song tells, which aims at developing their overall listening comprehension. They are also asked about how the singer feels, which is intended to develop their empathy, putting themselves in someone else's shoes. During the second listening, students already have to work on a vocabulary activity, where they have to underline the phrases they can hear in the song. After the clarification of the meaning of those phrases, they move on to another vocabulary activity, in which they have to find some phrases in the lyrics corresponding to the definitions listed in exercise 4. The following activity is an information-gap exercise, a jigsaw reading about the background of the creation of the song. Apart from forming the students' attitude with a life-affirming story, this task sets out to encourage students to ask questions about specific details, thus developing their enquiry skills. After putting the story together, students are asked about their own experiences in talking to strangers but are also asked to enumerate the benefits these conversations can have. By listening to each other's stories, they can further develop their empathy and find some inspiration. The final task for the lesson is also intended to develop students' empathy: they have to choose one person from the video clip (they are given their picture) and they either have to imagine a conversation between them and that person or imagine themselves in the shoes of that person and talk about the conversations they have during a day. The home assignment students have is a socially useful one, encouraging them to take action. What they have to do is perform a random act of kindness for a stranger in order to make their days better. The students are provided with a list of activities they can do, or they can come up with their own ideas, but after doing the good deed, they have to talk about what happened and how they felt in the following class. By the end of the activity sequence, the students will hopefully have perceived and realized what joy brief connections with strangers can bring.

5.3.1.4.2. Results from the Reflective Journals. Five teachers selected this worksheet to try out with their groups, therefore, 67 students attended lessons centring around the worksheet. Three teachers uploaded a journal entry to Google Drive, thus, these were subjected to content analysis, as a result of which the following emerging themes were found: *song selection based on the students' personality, personalisation, song appreciation, challenging vocabulary, differentiation* in the jigsaw reading activity, *meaningful discussions*. Two of the participating teachers (Bella and Édua) chose this worksheet because they felt that it would be *helpful for their students* who are generally shy and do not dare to initiate conversations, especially with strangers. The third teacher,

Izabella chose this worksheet because she thought it would be a good introduction to the new module in the coursebook focusing on people. The teachers were pleased by the warmer as it gave students the opportunity to *personalise the topic* and it also enabled the “weaker” students to express their thoughts because, as Izabella put it, “it was about an experience that any of them must have had so far and does not require any additional knowledge or information” (J/HH-I-1). The students also seemed to genuinely *like the song*, even though they had some problems with understanding the lyrics after the first listening. Édua commented that she was slightly afraid that the students would not like the song, and it would hinder them in doing the activities effectively, but fortunately, it was not the case. The *vocabulary development activity* was not easy for either of the groups, they rather regarded it as a challenge. The *jigsaw reading activity* was highly appreciated in Bella’s group and she was grateful for being able to differentiate while using this activity: some students could ask questions to fill in the gaps, some students only used it for reading practice and some students found out the missing information using the Internet. Édua praised this activity for being quite similar to the activities the students are used to from their coursebooks and giving them a sense of success. The *discussion activity* was also deemed a success by both Bella and Édua. They felt that they had meaningful discussions, to which even shyer students contributed. Édua remarked that it was pleasing to see her students rethink their attitudes towards strangers. None of the teachers wrote about their students’ experiences with the random acts of kindness project, only Bella wrote that she assigned this task as homework and she would be interested to see the results. Even though they did not have time for all the activities, both Édua and Izabella commented that they would love to use these tasks in the future. All three teachers felt that the lessons were successful, and in Bella’s words, “the teaching goals were met, attitudes were transformed, attempts will be made to overcome difficulties. We will see how successfully” (J/HH-B-2).

5.3.1.4.3. Results of the Student Feedback. Even though 65 students were exposed to the activity sequence in the five participating groups, only 15 of them filled in the feedback sheet.

Through content analysis, some themes could be identified in the data. Some students ($n = 5$) felt that the topic was *interesting*, *useful* ($n = 6$), and *relevant* in their lives. Even though some students felt that being able to talk to strangers is a useful skill in life, some students clearly stated the *opposite*, similarly to Respondent 2: “I couldn’t to relate

to the topic. I don't talk to strangers.” Some students referred to the fact that they liked the song, and they found the activities *fun*, for example, Respondent 1 put it this way: “For me, the song (High on humans) was very catchy, and I quite liked that, and I learned some new things from it.” They also referred to the perceived language learning benefits of the song. Quite a few of them ($n = 7$) said that they appreciated the *new expressions* they could learn from the song and that they could develop their *speaking skills* ($n = 5$) and their *listening skills* ($n = 4$). When asked what they learned about the world, some of them ($n = 4$) wrote nothing or that there was no new information in the lesson, nevertheless, some of them commented that they learned about human behaviour, feelings, personalities, and conversation skills. In Respondent 3's words: “I learned that other people are also nervous when talking to strangers.”

5.3.1.5 Activities Based on *The Happy Broadcast*.

| Material(s) the sequence is based on | Language aims | GCD aims | Suggested methods and techniques to be used in the sequence |
|---|---|---|---|
| - Images from the news side (Happy Broadcast) - An article about the website - 2 articles on coping with negative news (from aureachout and health.com) | - to develop students' vocabulary - to develop student's reading and speaking skills | - to develop their knowledge about certain global issues - to develop students' critical thinking skills - to develop students' researching and analytical skills - to develop students' communicative and argumentative skills - to develop students' attitudes of openness, curiosity and positivity - to develop group dynamics | - pairwork discussion - gallery walk - researching information and discussion - reading an article - reading comprehension (open-ended questions) - matching definitions with keywords from the text - discussion - jigsaw reading and ranking - project: researching positive news in a given category |

5.3.1.5.1. Results from the Reflective Journals. This worksheet was also piloted in the university context; therefore, its detailed description can be found in Section 4.3.1.5. In the secondary school context, it was tried out in two groups, with Hédi's and Zsóka's 27 students. The two lessons were radically different from each other; thus, it was difficult to find emerging themes in the data. Hédi's group was enthusiastic about the topic and talked

a lot during the whole lesson, they spent more time on the activities than she initially planned to. As she put it, “I let everybody express their opinion and I also shared my thoughts in connection with the topic with them. We turned the sessions into live discussions” (J/HB-H-1). On the other hand, Zsóka’s group did not seem to be too *engaged* by the topic of the news, they established that they read them, but she missed enthusiasm on their part. The only part of the sequence they enjoyed, in Zsóka’s opinion, was when they had to choose the news story they wanted to read based on the colourful images (*the gallery walk activity*), and after that, the whole session became quite stale. Hédi’s group spent a lot of time on this activity as well: they enjoyed writing hashtags, they liked the stories and had lively conversations about them. Based on her testimony, it was a great experience for Hédi as well, which becomes quite apparent from these lines:

I was both surprised and happy when I realised how creative and witty my students are. [...] They googled the news easily and I let everyone tell the others what they found. I turned the pair work into group work to satisfy their curiosity, so we spent a lot of time on the activity. I didn’t mind it, it was so touching to see their enthusiasm. (J/HB-H-1)

In summary, the two lessons were different from each other in terms of student engagement, but the gallery walk activity accompanied by a short research task and some reading worked well in both groups.

5.3.1.5.2. Results of the Student Feedback. 26 students filled in the student feedback form and their answers to the Likert-scale questions were subjected to descriptive statistical procedures and their answers to the open-ended questions, to content analysis. The students seem to have mostly enjoyed the activities, as they awarded the activity sequence a mean of 4.35 ($SD = .64$) out of 5, with the worst score being a 3. In connection with the second question about the language development use of the activities, they awarded quite similar scores, which amounted to an average of 4.12 ($SD = .58$). Finally, when asked to what extent these activities helped them develop their 21st-century skills, they answered with an average of 3.80 ($SD = .90$). The top three 21st-century skills the students perceived the sequence developed were *communication* (13), *collaboration* (12) and *critical thinking* (11).

Some common themes were found in their answers: they mostly appreciated that these activities were *fun* ($n = 4$) and that they were *different from other English lessons* ($n = 3$). As Respondent 7 phrased it, it was great they “had to read happy news, it made [their] day.” Some students ($n = 3$) also positively remarked that they had to *work in groups* and

share their experiences and the results of their little research with other students. In connection with the language development use of the activities, they mostly observed that it expanded their *vocabulary* ($n = 8$) and developed their *speaking skills* ($n = 4$). Most of the students commented that these activities helped them learn something about the world: they appreciated learning about the website, talking about a topic they found interesting, they “learnt about interesting news from around the world” (#21), but some students also added that it helped them *understand stress and mental health issues* more. According to Respondent 13, now they “know why many people [are] so stressed subconsciously”. Respondent 15 disclosed that the activity sequence mostly helped “with [her] mental health and vocabulary”. Some students made another point by saying that they did not learn anything new, as they already knew that news items are usually negative. Other students, though, managed to go one step further and they said that the sequence made them realise that *they should think more positively*. Respondent 15 further elaborated on why it is helpful for her mental health: “I usually don’t see good news about the world and it’s depressing, that lesson made me think more positively.” In a similar vein, some students felt that this sequence open their eyes and as Respondent 4 wrote, these activities “might have helped [them] be more conscious about [their] news consumption.”

5.3.1.6 Activities Based on *What Makes a Good Life*.

| Material(s) the sequence is based on | Language aims | GCD aims | Suggested methods and techniques to be used in the sequence |
|---|---|---|---|
| Robert Waldinger – What makes a good life (TED talk on Youtube) | <ul style="list-style-type: none"> - to develop student’s listening, reading and speaking skills - to expand students’ vocabulary with advanced-level words | <ul style="list-style-type: none"> - to raise awareness of an important issue - to expand students’ knowledge about a widespread phenomenon - to develop students’ self-awareness, emotional intelligence, and empathy - to develop students’ critical thinking - to develop students’ autonomy, presentations skills, research skills and cooperation | <ul style="list-style-type: none"> - Pairwork discussion - Watching the video - Comprehension questions based on the video - Discussion (groupwork) - Matching vocabulary items with their meaning - Filling in questions with key vocabulary and discussing the questions - Filling in quotes with words and reflecting on the quotes - Analysing the infographic - Project 1 – Creating an infographic- Project 2 – Service-learning |

5.3.1.6.1 Results from the Reflective Journals and Focus Group Interviews. The activities centring around the TED talk were tried out in five different groups (Alma, Hédi, Johanna, Klaudia and Zsóka chose this worksheet), with the participation of 72 students. Even though five teachers used the worksheet in their classes, only one of them, Hédi had the time to write a journal entry about the classes. Given the lack of available documents, comparative analysis would be impossible, thus, I decided to complement the journal entry with the transcript from the focus group interview, which was conducted as a follow up to the classroom study. There, the teacher had a question, in which they were asked to say which activity sequences they did with their groups and tell the others about their experiences. During the interview, Hédi, Johanna and Zsóka talked about the lessons centred around the TED talk in detail, thus, after analysing these documents together, some emerging themes were found.

Some of them did mention the *reason behind choosing* this video for their groups: Hédi wanted to give the students an example to follow for finding happiness in their lives, Johanna wanted to give them some comfort during the vicissitudes of the COVID-19 period, and Klaudia could link the topic to the upcoming chapter of the coursebook. They all mentioned that the students *truly enjoyed the video*, they found the speaker's style captivating and in Klaudia's group, they were interested in the longitudinal study presented in the talk (which they discussed in detail later). Both Klaudia and Hédi both found that the activity where the students had to work on *infographics* was extremely useful and thought-provoking. Hédi and Johanna both reflected on the fact that the students enjoyed the *discussions* about the video, even though in Hédi's group, discussing quotes about loneliness turned out to be quite challenging, as it "would have even been difficult for them in their native language" (J/GL-H-1). Based on Klaudia's testimony, there was no time for her group to work on the *project*, and Johanna would have liked to assign it to her group, but they were not eager to do any research as homework. In Hédi's group, all the students chose the infographics task on helping the elderly cope with loneliness. What shone through the teachers' answers was that they also really loved the TED video and they appreciated that their students had meaningful discussions they could easily engage in.

5.3.1.6.2 Results of the Student Questionnaires. All in all, 70 students did the activity sequence under the guidance of five teachers, however, only 43 of them gave feedback on the lessons. They mostly enjoyed the activities, as they rated it with an average of 4.16 ($SD = .81$) on a scale of 5. Regarding the extent to which it developed their language

skills, they gave it an average of 4.23 ($SD = 1.03$), which was relatively high compared to the other worksheets. Finally, they were asked to rate to what extent the activity sequence develop their 21st-century skills, and they awarded it an average of 3.77 ($SD = .98$). By doing the activity sequence, the students think they developed their *communication skills* (28), *presentation skills* (17) and *collaborative skills* (16).

Some common themes were found in the students' answers to the open-ended questions. They assessed the lesson as being *useful* ($n = 18$), *interesting* ($n = 14$) and many of them ($n = 10$) highly *appreciated the TED talk* they had to watch. Concerning the language gains of the activity sequence, they noted that it improved their *vocabulary* ($n = 13$), *speaking* ($n = 10$) and *listening skills* ($n = 6$). While doing the activities, the students could engage in meaningful discussions, and some of them referred to these discussions and the activities as being *eye-opening*, which is clearly shown by the following comments:

I think it was very useful because we could step into each other's shoes and get to know them better. Nowadays a lot of people, especially teenagers consider themselves unhappy but during this lesson, I realised that I actually live a pretty happy life and having a bad day does not mean that my life is unhappy and other people my age should be aware of that too... As I mentioned before I really enjoyed stepping into other people's shoes and I also learned a lot about healthy relationships and why is it important to have them and how do loneliness and toxic relationships affect my life. After learning these I will definitely be careful with my friends and family and show them my love more because they are the source of my happiness. (#10)

I think they were very useful because they helped me take a look into what happiness really is and they gave me some really good tips about my future life. (#11)

It's not just about English. These activities reminded me how much I love my girlfriend and my family and how lucky I am to have them. (#9)

Some students added that they do not think they learnt anything about the world by doing these activities, but they were the minority ($n = 3$). Nevertheless, other students really seem to have appreciated the lesson, felt that they learned about the world by listening to their peers, and as Respondent 22 put it, they did so in a “more interesting and meaningful way than in a regular class”.

5.3.1.7 Activities Based on *The Life Cycle of a T-shirt*.

| Material(s) the sequence is based on | Language aims | GCD aims | Suggested methods and techniques to be used in the sequence |
|--|---|---|---|
| <ul style="list-style-type: none"> - The life cycle of a t-shirt (TED-Ed animation) - Fashion footprint quiz (thredup.com) - The 6Rs of fashion (alternativesjournal.ca) - Your plan your planet (sustainability test by google) | <ul style="list-style-type: none"> - to develop students' listening, reading and speaking skills - to expand students' vocabulary in connection with sustainability | <ul style="list-style-type: none"> - to develop their knowledge about sustainability and pollution - to develop students' critical thinking skills - to develop students' researching and analytical skills - to develop students' communicative and argumentative skills - to encourage eco-conscious behaviour | <ul style="list-style-type: none"> - Discussion - Prediction - Fact-checking information - Explaining words - Watching a video - Ranking the order of events in the video - Note-taking - Discussion - Quiz about one's fashion footprint - Tips for reducing one's fashion footprint – gap-fill - Researching information and reporting to group members - Project 1 – Researching who made their clothes (+ presentation) - Project 2 – Researching the sustainability policy of their favourite clothes brands - Homework: researching how to improve their consumption habits |

5.3.1.7.1. Results from *The Research Journals*. Finally, three teachers chose the worksheet entitled *The Life Cycle of a T-shirt* (which was already piloted in the university context; thus, its description can be found in Section 4.3.1.7.). Two of them, Ubul and Édua wrote and uploaded a journal entry, therefore, their experiences were subjected to analysis. Both participants chose this topic because they wanted to try an *alternative approach to the topic of fashion*, a topic that frequently appears at language exams. Furthermore, Édua believed that this topic would appeal to her students as it fits their interests. Soon she had to realize that even though her students may be interested in clothes, “this sort of alternative approach does not figure in their mindset” (J/LC-É-1). After this realisation, she felt even more strongly about “getting the message across” (J/LC-É-1). In both groups, the students seemed to like the prediction activity and their teachers reported on *surprise* on the students' behalf, as they were “shocked to see that their predictions were less than the real numbers” (J/LC-U-1). The vocabulary activity posed some challenges for the students, but

they were asked to use an online dictionary in both groups to help them find out the meaning of certain words (even though in Édua's group, some extra help from the teacher came in handy). The students seemed to *enjoy the video* too, but while in Ubul's group it was easy to do the while-watching activity, Édua's group struggled with it (soon she realized that she should have played it one more time for them). Both Édua and Ubul wrote about the discussion activity. Based on their answers, it is apparent that the two groups differed a lot from the point of view of *background knowledge*: while Ubul wondered at how smart his students were and how deep their background knowledge was, Édua posited that there were observable gaps, even in their practical knowledge (e.g., they have never heard about darning holes in socks). Both teachers wrote about using the *online resources* they were provided with, apart from the worksheet: Ubul used the interactive handout provided for the prediction activity and Édua used the fashion footprint link for a whole class discussion. What became evident from the entries was that both of them appreciated that they could select freely what to include from the worksheet and what not to: both of them assigned only parts of the research project as *homework* for their students. In their overall assessment of their lesson, both teachers noted that they think the lesson was *eye-opening* for their students and they truly believe they will consider those ideas they were familiarized with during the lessons.

5.3.1.7.2. Results of the Student Feedback. From the three groups, all in all, 39 students took part in the lessons dealing with the TED animation; nevertheless, only 31 of them filled in the feedback sheet. The students, once again, seem to have enjoyed the activities, as they awarded an average of 4.23 ($SD = .68$) to the first question on the feedback sheet, inquiring into how much they enjoyed the activity sequence. Regarding the question asking them about the extent to which they felt the activities helped them improve their language skills, they rated it an average of 4.09 ($SD = .98$). Finally, they felt that the activity sequence helped them improve their 21st-century skills as well to a certain extent, as they gave it an average mean of 3.67 ($SD = 1.11$). The top skills they think the sequence developed were *communication skills* (22), *researching skills* (20) and *problem-solving skills* (18).

Some emerging themes were found, even though observably many students left short and often bland answers to the open-ended questions. What became apparent from their answers is that the video they had to watch and the pre-watching exercise provided them with *interesting new information* about the amount of waste produced by the fashion

industry and the process of making clothes. They generally *liked the video* and liked the fact that most of the worksheet focused on the animation. They also appreciated that they learnt information from the video and from the follow-up activities which may prove to be useful for them in their lives. For example, Respondent 31 noted that doing these activities helped her “in shopping for new clothes”, which may entail that she realised that she should check where her clothes are coming from. Some of them were appreciative of the fact that they had the opportunity to touch upon the topic of *sustainability and the future of the planet* in the lesson. Respondent 9 commented that she felt the activities were useful because they “taught [them] about the world and keeping it safe is our responsibility”. Considering the language skills the sequence developed, they mentioned *listening* and *speaking* skills mostly, and even though the teachers remarked that the vocabulary exercise was challenging for the students, they did not mention learning new words. In summary, only two students wrote that they did not enjoy the lessons that much or they did not find them useful, the other students were mostly satisfied with their experiences and felt that the worksheet not only developed their language skills, but also expanded their knowledge about the world.

5.3.2 The Results of the Focus Group Interview Study

After all the participants had implemented the selected activity sequences in their classes, they were invited to participate in a focus group interview. The participants were divided into two groups: five of them participated in the first session, and seven of them in the second session. The sessions were facilitated by the author with the help of a co-moderator. The following section presents the emerging themes of the two interview sessions.

5.3.2.1 The Optimal Classroom Environment. After the introductions and a warm-up round, where the participants shared what they associate with the notion of *global competence*, the teachers were invited to ponder what the ideal atmosphere in the classroom means to them. Johanna and Klaudia described it as a place where the group *members enjoy being together*, and in the other group, Édua also expressed similar views and added that the group member should *trust* each other (É, J, K). They also mentioned that for them, the ideal class atmosphere is *open* (A, Zs), *respectful* (A, É, L, Zs), and *authentic* (É, H). Moreover, they added that the ideal atmosphere is not only a safe space for students, but students should feel that they can be *brave* and express their views about anything. Apart from these aspects, Bella and Izabella mentioned that such an atmosphere may be best described by students’ *curiosity* and *interest*. As Bella put it, she prefers if the students are

curious about each other's opinion, "if they not only want to share their opinion with [her] but they are willing to ask each other questions" (T/FG-HS2-B-4). In the first focus group interview session, Alma, Édua, Lehel and Zsóka agreed that the classroom set-up also largely influences the environment in the classroom: they believe that it is important to have a room where the desks and chairs can be easily moved and where there is enough space to move around and mingle.

5.3.2.2 Preparing the Group for Challenging Discussions. The participants of the two focus groups were divided on whether it is worth preparing one's group for a discussion about controversial issues. Most of the participants (A, É, I, J, L, Zs) thought that *no preparation* is necessary, as many of these controversial issues crop up during classes spontaneously without any planning on the teacher's part. Édua posited that any topic should be treated naturally, and no topic should be "swept under the rug" (T/FG-HS1-É-5). Izabella did not see the point in preparing her students for these discussions either, as her group is "not the sort that would interrupt each other" (T/FG-HS2-I-5). Two teachers, Johanna and Klaudia both asserted that a lot depends on *the group* that they are teaching and in Johanna's words:

I think we start preparing our groups a lot earlier and of course, we need the sort of mood or a sort of atmosphere in the group... I wouldn't bring a controversial topic to a group where the members don't trust each other or don't trust me. (T/FG-HS2-J-5)

Only three of the twelve participants, Johanna, Bella and Édua said that they tend to discuss the *basic rules of interaction* with their groups. Bella, for instance, usually starts by saying that there are "no right or wrong answers" and by encouraging them to "bravely express their opinions" (T/FG-HS2-B-5). She also finds it important to discourage the students from "reacting to each other negatively" because in such an environment the others would not dare to state their honest opinion. Finally, she added that as a Hungarian language and literature teacher, she feels that it is her job to teach them the rules of "intelligent debates" and that "they should listen to each other first before expressing their own opinion" (T/FG-HS2-B-5). Even though Lehel hardly ever deals with the rules of interaction for preparation, he usually teaches his students useful expressions and debate structures, which will come in handy during the discussion.

5.3.2.3 Fruitful Discussions about Challenging Issues. When asked what they do to make sure the discussion goes smoothly and peacefully, the participants collected a handful of ideas. Those teachers who set the rules for interaction, *remind their students of the rules* (É, J, K). Édua gave the following example, which shows how she reminds her students to listen to each other:

In the four corner activities, where they have to take a stand whether they *completely agree, agree, disagree, or completely disagree* with the statement, they have to justify why they went to each corner, and they have to refer back to the opinion of the person who went before them by repeating it in order to make sure they are listening to each other and they have to show that they are listening to each other. (T/FG-HS1-É-9)

Other teachers *moderate the discussion* by either trying to *get the conversation back on track* (G), by *stepping into the debate* (I, K), *summarising and paraphrasing* what was said before (B, I, K), *setting an example* of expressing their ideas respectfully (B), or by *asking questions* from any agitated student. For the latter, Gloria gave the following example:

If someone gets all hot and bothered, I ask them questions. I try to get them to elaborate on some parts of their arguments and as they need to think a bit more about it, they tend to calm down eventually. (T/FG-HS2-G-6)

For such cases, Klaudia suggested reflecting on the course of the discussion: “let’s stop here for a moment, let’s take a deep breath and let’s think it through...” (T/FG-HS2-K-6). As she saw it, it quite often happens that the students are talking at cross purposes, in which cases it is worth going back to the root of the problem and looking back at the discussion. Finally, in Lehel’s groups, it is usually the students who need to moderate their own discussions, as he is not the one who gives the floor to a student, “but if a student said something and someone wants to react to it, then, the speaker should hand it over to their mates” (T/FG-HS1-L-9).

Finally, the participants talked through two main problems which usually occur while discussing controversial issues in class: *domineering opinions* and *finding what to say*. For not having enough ideas to say during the discussion, Alma suggested brainstorming ideas together before the discussion and Zsóka suggested either asking provocative questions from the students or contributing to the discussion with more controversial statements. To avoid groupthink and balance opinions in the class, Lehel suggested that the students should write down what they think about the topic individually before engaging in conversations, and Alma and Zsóka both suggested working in pairs and smaller groups, to ensure that everyone can express their opinion.

5.3.2.4 Dealing with Conflict in the Classroom. The participants reported on taking radically different approaches to handling conflict in their classes, and their answers varied from completely *avoiding the issue* (É) to *creating teachable moments* out of them (A, B). Alma evoked a class, where one of her students got offended because she was made to work together with a student she did not want to: as a result, she asked everyone to write down something that made them feel hurt. Having written down their feelings, they could tear their slips apart depending on how hurt they felt, into two pieces if they “did not feel that much hurt and many pieces if they were extremely hurt” (T/FG-HS1-A-11). In this way, her students could let go of their grievances and work on their emotions in a memorable way. What became evident was that those who deal with conflict in their classes head-on either discuss the issue with the *student alone*, after class (J, Zs) or with the *whole group* (B, J, K, Zs). In Zsóka’s words,

if someone hurts another student, I would stop the whole thing there and afterwards, I would sit down with those involved to talk it through. I don’t think that it concerns the whole group, or if so, then, I would stop there to discuss what may have provoked it and where it is coming from. Let’s talk it out... I wouldn’t sweep it under the rug... (T/FG-HS1-Zs-11)

Lehel agreed that it is not worth avoiding conflicts and he also asserted that it is advisable to encourage students to show their emotions: as he saw it, students need to understand that “crying is a completely acceptable reaction, no one is going to judge them if they cry... because there are difficult topics, well... in my classes, there are only difficult topics... you CAN cry” (T/FG-HS1-L-10).

Apart from encouraging the students to talk about their feelings, other teachers try to handle conflicts by clearing their own heads and by encouraging their students to calmly reflect on what happened. For example, Johanna claimed that first, she tries to understand where the problematic student is coming from and what their motives might be, and then, tries to slow down and meditate between the students so that they can step into the shoes of the agitated students and understand what their reasons were. Dorka handles problematic, heated discussions by sitting among the students and joining in their discussion so that she could calmly steer the conversation back on track.

The teachers were asked to ponder what they would do if their students expressed racist or sexist views in their classes. Alma, Dorka, Édua, Johanna, Klaudia, Lehel, and Zsóka agreed that they *would not let it pass*, they would deal with the situation head-on. They enumerated different ways they would deal with the issue: they would *try to steer the*

conversation further away from extreme views (Zs), they would *ask questions from the student* expressing extreme views (K), they would *point at the language use* (L), they would *dissect the statement* and help to put the assertion in a non-violent way (I, G), they would *reflect* on what happened and try to find where the violent language may be coming from (J, L) or they would *let the other students react* to these racist and sexist comments (D, L).

5.3.2.4 Revealing One's Opinion in the Classroom. Contrary to what the literature led one to believe (Bayraktar Balkir, 2021; Hess, 2004; Yoshihara, 2013), most of the participants tend to share their opinion about controversial matters with their groups. However, the way they decide to do so tends to differ considerably. Again, the participants represented the two ends of the spectrum: some of them prefer to *tell their opinion about anything* (B, É, L) and some of them prefer *not to share their opinion*, and they only share their views if they are asked (G, Zs). Three teachers, Bella, Édua, and Lehel admitted that for them it is *difficult to hide their opinion* and they really need to control themselves in order not to overshare.

I just cannot not share my own opinion with them because otherwise, they would extract it from me... They just wouldn't calm down if I didn't say what I think... and of course, there are certain topics in connection with which I cannot even hide what I think... (T/FG-HS1-L-11)

I really need to exercise some self-reflection not to dominate my lesson with my views... (T/FG-HS1-É-12)

I need to practise how to stay in the background... (T/FG-HS2-B-9)

Others tend to share their opinion because they believe that *if they expect their students to share*, they should also reveal what they think about given controversial issues:

If I listen to their opinion, obviously they are also curious to know what I think... (T/FG-HS1-U-11)

If I have the right to know their opinion, they also have the right to know mine. (T/FG-HS2-I-9)

What I saw is that they have this need from the teacher to tell them what they think. (T/FG-HS2-D-10)

Probably they are always interested in the teacher's opinion. (T/FG-HS2-B-9)

Nevertheless, they tend to react differently if *the issue is important* for them. For example, in such cases, Lehel tends not to share his opinion: "I know that I'm biased, that's why I want to give them the floor, but it's hard..." (T/FG-HS1-L-12). Klaudia, on the other hand, feels that it is more authentic on her part to share her opinion about matters close to her

heart than not to: “I’m trying to set an example for them... if they know that some issues are important for me, it would not be credible from me not to tell them why it’s important” (T/FG-HS2-K-11). In the other group, both Édua and Alma expressed similar views and posited that the students already know the teacher’s opinion about certain matters if they follow them on social media and they are already “an open book” (T/FG-HS1-A-12). Alma and Lehel both told the group that they tend to share their opinion with their students with the *aim of educating* them. As an example, they told the group that they need to share their views on stereotypes and racism, because some of their students have a fixed mindset which is rather difficult to change, and they need to understand that there are different viewpoints and perspectives.

Gloria and Zsóka represented the other end of the spectrum and said that they prefer *not to share their opinion* about controversial issues with their groups, only if it is necessary or the students ask them to. As Zsóka put it, for her, “it’s more important to let them speak and say what they think, it doesn’t matter what I think about the topic” (T/FG-HS1-Zs-12). Gloria, however, does not share her opinion with her groups because she does not want to influence them in any way. She justified her choice in the following way: “I don’t share my opinion with them... because I’m *the teacher* anyway, and I would be cautious with sharing my views because I think it would silence some of my students...” (T/FG-HS2-G-10). Taking such views into consideration, Ubul, Izabella, and Hédi all said that they prefer to share their views at the *end of the discussion*, rather carefully, in order not to influence the flow of the debate or their students in any way.

The participants were also asked whether there were any topics about which they would not reveal their opinion. At first, some of them said that there were no such topics; however, the moment the topic of *politics* came up in the discussions, they joined the speakers in saying that they would not take a stand on *political issues* (B, D, H, I, K, L). As Hédi put it, “under no circumstances can [her] political opinion influence the children’s” (T/FG-HS2-H-12). Bella joined her in saying that she would rather not express her views in political matters but she also admitted to asking her students probing questions about the world that is around them, because, as she confessed, “... it frightens me how much these children don’t care about everyday politics... that they have an opinion but they are not at all well-informed...” (T/FG-HS2-B-12).

There were two other topics they consider as taboos in their classes and they would not share their views on. Johanna and Dorka said that they would really not like to talk about their *personal life* with the students, and both Dorka and Izabella admitted that they never let the students gossip about *their colleagues* and ask them questions about them. Otherwise, most of the participants did not share topics about which they would not reveal their opinion.

5.3.2.5 Activities Used for Developing Students' Global Competence in Secondary School English Lessons. In the final part of the focus group interview, the participants were asked what kind of activities they use to develop students' global competence. Many of them (D, G, H, I, J, K) stated that what they mostly do is *supplement the coursebook* with interactive materials (e.g., videos, online texts) with the help of which they can broaden students' horizons. Johanna, for example, once had a chapter in an elementary level coursebook focusing on how students learn around the world, with the aim of introducing the present simple. As there was a mention of a young Buddhist monk, she thought it would be a great idea to supplement the reading with a video showing a young monk's daily routine and his reasons for becoming a monk. To her surprise, a very interesting conversation developed around this topic, even at a lower level. As Klaudia saw it, even if the coursebook is dealing with a topic, which may be boring for the students at first sight (e.g., politics), it is possible to supplement it with interactive materials which would *spice it up* for them (e.g., websites, videos). Alma, Dorka, Ubul and Zsóka all mentioned that videos (e.g., TED talks) and songs help them introduce certain issues to their students.

Not many teachers mentioned using experiential learning activities, however, Lehel, Klaudia and Johanna find it important to use *drama* as a tool to bring certain topics closer to their students and build their empathy. Lehel listed two examples of using drama in the classroom: in one of these activities, the students have to imagine that they are a tree in the Amazon rainforest, and they need to convince the other students not to log them; and in the other, they have to imagine that they are bullied, and they need to say what happens to them during a day. According to him, the benefit of using such empathy-building activities is that drama can create a safe space in the classroom, as the students do not necessarily have to share their own opinion about certain issues, they only need to play a role.

Other activities teachers mentioned were *building lessons around special days* (e.g., Thanksgiving) (J), *illustrating* and explaining certain issues (such as collective waste disposal) (A), *polling* students' opinions using applications such as menti.com, using the *world café method* (H) (i.e., a method in which participants explore an issue by discussing it around tables, in an informal, café-like setting), and asking the students to give *presentations* on issues of their choice (Zs).

5.3.2.6 The Usefulness of the Activities Created for the Classroom Research Project. At the end of the interviews, the participants were asked to recall which activity sequences they did with their groups and were asked to say how useful they thought such activity sequences could be for developing students' global competence. What they seem to have appreciated the most was that the worksheet revolved around *materials catering to the students' needs and interests* (B, D, J, K, U). Ubul, for instance, felt that the worksheets offered a fresh take on the topics, and the songs and the awareness-raising questions captured his students' interest and made them engaged during the lessons. Both Hédi and Bella appreciated that these were *ready-made materials*, which did not necessitate much preparation from the teacher. Bella and Gloria agreed that it would be useful to create similar materials, however, there is no time and energy for writing materials when one is overworked. Both Hédi and Dorca pointed out that the students were welcoming with the worksheets because they promised a completely *different lesson* than their regular ones revolving around the coursebook. Lehel and Zsóka were thankful for the worksheets being *modular*: they could use those parts of the worksheets they deemed suitable for their students and easily leave out the parts they had no time to deal with or that did not seem to be beneficial for their students. Apart from these factors, the teachers mentioned that these worksheets were useful for *raising their students' awareness* of different issues (I), they *enabled their students to talk* about complex issues (G), the students could *acquire practical knowledge* (K) from them and that they appreciated working with *authentic materials* (B).

5.3.2.7 Students' Attitudes towards Dealing with Global, Local and Intercultural Issues in Class. Finally, the participants were asked to share their insight into how their students welcome activities with the aim of discussing global, local and intercultural issues. They mostly reported on *everchanging* attitudes (G, L, U, Zs), or in Lehel's words: "it depends on their mood, the alignment of the planets, what happened in their favourite series if there is a Maths test coming up, whether they had a P.E. lesson..."

(T/FG-HS1-L-20). They mostly agreed that the topic itself is not the most important factor forming their attitudes and the success of the lesson is influenced by factors outside of their classroom. Nevertheless, they suggested that the *topicality of the issue* can contribute to a more welcoming reception from the students' part (J, L). The participants of the second focus group session also discussed students' attitudes towards *topics they frequently encounter*. As Johanna saw it, when it comes to topics such as climate change, her students seem to have an overload and if she brings them in, they become hostile and annoyed: "even if I bring in the most creative materials – like the ones you gave us – they will be like: Come on, no! It seems like they have had enough of it" (T/FG-HS2-J-17). Izabella saw it differently and asserted that such "up-to-date materials, like videos and songs can breathe some life into these topics discussed way too many times" (T/FG-HS2-I-18). Finally, Hédi and Glória both added that much depends on the group itself, if the group members are generally motivated to learn English and are open, they have an easier task to engage them with such complex and often recurring topics as well. As can be seen from the above, it is difficult to predict the students' attitudes towards lessons revolving around global content, however, considering their interests and the topicality of the issues may help teachers cater to their students' needs.

6 Discussion of the Results

In the following sections, the results from the eight studies are discussed. The section is organised around the research questions and in each sub-section, first, the discussion of the results from the university context is presented, followed by the discussion of the results from the secondary school context. Then, in each section, some conclusions are drawn and presented together with the implications. As a summary, the answer to each main research question is presented after the discussion of the sub-questions.

6.1 The Views of Secondary School EFL Teachers and University Tutors in EFL Teacher Training on Developing Students' Global Competence

To answer Research Question 1 and its sub-questions, in the university context, data were collected through an interview study involving five university teacher trainers (*Study 1*) and a questionnaire study with the participation of 34 university tutors (*Study 4*), and in the secondary school context, through an interview study involving 10 Hungarian secondary school teachers (*Study 2*) and in a questionnaire study with 182 secondary school teacher respondents (*Study 3*). The results of these studies can be found in sections 4.1 and 5.1 respectively. The following sections discuss the results from the two contexts first separately and then present the implications of the results, together.

6.1.1 What do Hungarian Secondary School EFL Teachers and University Tutors in EFL Teacher Training Understand by Global Competence Development? (RQ1.1)

6.1.1.1. University Tutors' Understanding of Global Competence Development.

6.1.1.1.1 The Interview Study (*Study 1*). The participants had no difficulty mentioning 21st-century skills, which they once again enumerated when they were asked about the components of global competence. The participating tutors seem to have a reasonable understanding of global competence, which they link to 21st-century skills, and which they think is essential for global citizens, but they only mentioned a few important elements of the three dimensions (knowledge, skills, and attitudes). When it comes to the knowledge dimension, the PISA framework includes the *knowledge of global, local, and intercultural issues* and *sustainability*, which were not specifically mentioned by the participants, instead, they only emphasised *knowledge about culture, knowledge of social identity* and *language knowledge*. Nevertheless, two tutors did mention the importance of having *global awareness*. According to OECD (2018), the skills to understand the world and take action include *reasoning with information, efficient and respectful*

communication, perspective taking, conflict management and resolution and adaptability, some of which were not mentioned in the participants' answers. For example, *empathy* and *decentring*, two sub-skills relating to *perspective-taking* were only mentioned once, by two different teachers, and references to *adaptability* were completely missing from their answers. The participants only mentioned one attitude listed by OECD (2018) as well, that of *openness* and did not refer to *respect* or *global mindedness* in their answers.

To see how they translate the concept of global competence development into practice, the participating tutors were asked what activities they do with their students to nurture their global mindset. The emerging themes from the interviews included *bringing global, local, and intercultural issues into their lessons, allowing their students to choose their topics, using student presentations, facilitating debates, projects, and experiential learning activities*. All in all, it is visible that the tutors use a variety of student-centred techniques, where the students are required to take responsibility for their learning and collaborate with other students, in line with the recommendations of Cates (2002), OECD (2018), Oxfam (2018), Sampedro & Hillyard (2004), and UNESCO (2018). Fortunately, the tutors also involve their students in experiential learning activities, mostly in the form of international web-collaboration projects, thus extending learning beyond the classroom. Even though involving the students in such international experiences is advantageous, it would be beneficial to try out experiential learning activities in the students' own communities, to encourage them to make connections between the local and the global contexts.

6.1.1.1.2 The Questionnaire Study (Study 4). In the questionnaire, university tutors working at EFL teacher training institutions, who are also involved in teaching language development courses for first-year students, were asked about their views of global competence development. Like the respondents of the interview study, they also had to enumerate the knowledge, skills and attitudes needed to become a global citizen. As reported in 4.1.2.1, the tutors have a relatively sound understanding of the notion of global competence. Regarding the knowledge component, the *knowledge of global issues* and *knowledge about culture and intercultural relations* components were accentuated most, as they figured in approximately two-thirds of the answers. The *knowledge about sustainable development, intercultural knowledge* and *knowledge about socio-economic development and interdependence* components were barely mentioned though, thus, the participants seem not to have a complete picture of what the knowledge component of

global competence means. Nevertheless, the two new components, which do not figure in the OECD (2018) classification, namely, language knowledge and self-knowledge could be useful new additions to the framework: to communicate effectively and appropriately with people from different backgrounds *language knowledge* is paramount, and to exercise most of the skills needed for global citizens, such as perspective-taking, conflict management and adaptability, *self-knowledge* seems to be a prerequisite.

In connection with the skills, sub-skills relating to *reasoning with information* and *communicating effectively and respectfully* were listed by more than half of the participants but ones relating to *conflict management and resolution* and *adaptability* only figured in less than a third of the answers. Regarding the attitudes, even though almost all participants alluded to *openness towards people from different cultural backgrounds*, the participants hardly mentioned *global mindedness and respect*, even though they are key to the framework. The *desire to stay informed* emerged as an attitude that does not figure in the framework, which this component could be supplemented with, as this attribute can enhance a global citizen's global awareness and knowledge and make them more likely to take action.

6.1.1.2 Secondary School Teachers' Understanding of Global Competence Development.

6.1.1.2.1 The Interview Study (Study 2). It can be concluded that the participating teachers have a reasonable understanding of the notion of global competence. Out of the ten participants, seven mentioned that a global citizen must be *well-informed* about different local and global issues, which is only surprising because the university tutors who participated in the pilot study did not mention this component of global competence (Divéki, 2020). Cultural and intercultural knowledge hardly figured in secondary school teachers' responses, so it might be worth raising awareness of these components in professional development workshops or initial teacher education. When Hungarian EFL teacher trainees finish their university studies, they become teachers of English language and *culture*, so it would be important to enable them to create links between the concept of *global competence* and what they already know about teaching culture so that they could more effectively incorporate the global perspective in their teaching. Regarding the skills, according to OECD (2018), global citizens need to be able to *reason with information*, *communicate effectively and respectfully*, *take different perspectives*, *manage conflicts*, and

adapt to new situations. Out of these skills, *effective communication* and *reasoning with information* were mentioned by several participants, the others were only mentioned by one. In the PISA classification, *openness* (towards different cultures), *respect*, and *global mindedness* are seen as the most important attitudes of a global citizen. The participants saw it similarly; however, they failed to mention *global mindedness* during the interviews, which means that they feel like they are primary citizens of their own country rather than citizens of the world.

To see what the participants mean by global competence development in practice, they were asked what they do in their lessons to nurture global citizens. What all the participating teachers have in common is that they try to use techniques drawing on students' active participation to make them think about different topics and state their opinion about them. The techniques mentioned are in line with Cates' (2004) suggestions for global teachers: The participants emphasise creating an optimal classroom atmosphere and using a *wide range of activities* to address global issues. However, the interviewees did not mention any extra-curricular and experiential activities for global competence development (e.g., service-learning) or activities relying on collaboration with international students (as proposed by Kaçar & Fekete, 2021), so it may be worth presenting these types of activities to teacher trainees and practising teachers alike, creating opportunities for them to try them out (to learn about their benefits through experience), and encouraging them to incorporate them in their practice.

6.1.1.2.1 The Questionnaire Study (Study 2). In the questionnaire study, 182 secondary school teachers were asked about the components of global competence. Based on their answers, teachers seem to have a limited understanding of the notion of global competence: even though their answers could be categorised according to the OECD framework, in many categories the numbers were low and none of the themes was listed by more than half of the participants. 12 participants had little or no understanding of the notion, as they answered with "I don't know" or "I don't understand the question" to the question. Observably, naming the subcomponents of the knowledge dimension of global competence posed problems for the participants: only one-sixth of them mentioned the importance of knowing about *sustainability* and *global issues* and only about 30% of the participants alluded to the importance of having knowledge about *culture and intercultural relations*, and *socio-economic development and interdependence*. Similar to the participants of the interview study, the respondents of the survey also believed that it is

important to be *well-informed*, thus, this quality may be a valuable addition to the framework. Regarding the skills, *effective communication*, *reasoning with information* and *perspective taking* were highlighted by the participants. In connection with the attitudes, even though *openness towards people from other cultures* was mentioned by many participants, the *respect* and *global mindedness* components were mostly disregarded by the respondents.

6.1.1.3 Conclusion and Implications. As can be seen above, the participating tutors and teachers have a different degree 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 citizens' 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 (Kaçar & Fekete, 2021; Lázár, 2015).

To familiarise teachers with the framework and ensure they can nurture its components in their classes, it would be recommended to include global competence development more markedly in teacher education programs: to become global citizens, the trainees could have a first-hand experience of dealing with issues of global, local and intercultural significance (*knowledge*), in democratic classrooms which provide them with a safe space, through activities promoting their active participation they could develop their global skills (*skills*), and through experiential learning, they could form their attitudes and values (*attitudes and values*). Then, in methodology-related courses, they could learn about the theoretical background of the global competence framework and learn how to infuse their classes with the global perspective in practice. In-service teachers could also learn about the global competence framework in continuous professional development workshops and familiarize themselves with activities with which they could develop students' global mindset.

6.1.2 How do Hungarian Secondary School EFL Teachers and University Tutors in EFL Teacher Training View their Role in Developing Students' Global Competence? (RQ1.2)

6.1.2.1. University Tutors' Views about their Role in Developing their Students' Global Competence.

6.1.2.1.1 The Interview Study (Study 1). What emerged from the interview study with the five teacher trainers is that they all believe that educating students is part of being a teacher, thus, they are also responsible for developing their students' global competence. Nevertheless, it should be *every teacher's* task, no matter what their subject matter is, and *students* should all be active participants in developing these knowledge, skills, and attitudes. The way they see globally competent teachers is similar to the profiles drawn up in the literature (Cates, 2004; Longview Foundation, n.d.; Pike & Selby, 1988): they believe that globally competent teachers should above all else, be *authentic* in their role, and also *involve their students in decision-making*, create a *classroom with a democratic atmosphere*, bring in *topics of global interest*, include *experiential learning activities in the classroom* and have a *meta-awareness*, meaning that they should be aware of the power dynamics in their classroom and as critical educators, they should never indoctrinate their students (Freire, 1985).

6.1.2.1.2 The Questionnaire Study (Study 4). To yield qualitative data to answer the research question, the respondents of the questionnaire were asked to enumerate the characteristics of globally competent teachers and then to rate to what extent these characteristics are true for them. Apart from the personality traits the participants mentioned, their answers could be categorised into five main categories: overall *competences*, *attitudes*, *skills*, *knowledge*, and *pedagogical content knowledge*. In line with the literature (Andreotti, 2012; Guo, 2014), almost one-third of the respondents believe that teachers need to become global citizens first to be credible in their global teacher role (*competence*). Open-mindedness emerged as the most mentioned attitude from their answers. They believe that globally competent teachers should have sensitivity and lifelong learning *skills*. Regarding the *knowledge* component, they think that global teachers should be well-informed; nevertheless, they did not make reference to the fact that they should have wide knowledge about global issues, history, geography, cultures, languages, environmental or economic systems (Longview Foundation, n.d.). Very few tutors referred to the importance of having *pedagogical content knowledge* specific to global education: i.e., globally competent teachers should know about the global dimensions of their subject, and they should know how to integrate issues of global significance into their subjects in an engaging way. To ensure the integration of GCED into teacher education, it would be imperative to raise teacher educators' awareness of the characteristics of globally competent teachers so that they could educate globally competent teacher trainees who have GCED content-specific knowledge, who can facilitate student discussions, and who can plan and organise activities catering to their students' 21st-century needs (Lányi & Kajner, 2018; Wiksten, 2020).

Even though it may be worth emphasising some aspects of being a globally competent teacher to them, the tutors do identify with this role: they rated the item inquiring into the extent to which they think globally competent teachers' characteristics are true for them with an average of 4.41 (SD = .68). The implications of this result are quite reassuring: as has been pointed out by several authors (Bourn et al., 2017; Ferreira et al., 2007), those teacher trainers who are interested in the global dimension of teaching are more likely to nurture globally competent teacher trainees. Moreover, the tutors participating in the study believe that it is their task to develop their students' global competence: they rated the question *To what extent do you think it is your task to develop students' global competence?* with an average of 4.14 (SD = .67). The results of the study suggest that the tutors involved

in teacher training are committed to nurturing global citizens and find that GCED is important. Nevertheless, it would be important to examine what they do to this end and how; to be able to outline some suggestions for the long-term incorporation of GCED into teacher education.

6.1.2.2 Secondary School Teachers' Views about their Role in Developing their Students' Global Competence.

6.1.2.2.1 The Interview Study (Study 2). The participating language teachers believe that developing students' global competence is their task because they are aware that they have the means and the freedom to do it properly in their classes, just as it was suggested by UNESCO-MGIEP (2017). As described in 5.1, they also accept the fact that nurturing healthy and conscious young people is part of their job, which is exactly the aim of global competence development. Concerning the research question, the participants think that it would be everyone's task to develop students' global competence; however, they see that they are in a favourable position, because they are quite free to bring almost any topic into a language class. The way they described global teachers is in line with the literature, as they listed many attributes that figure on Pike and Selby's list (1988), such as *authenticity*, *sharing decision-making* with the students, and *creating a positive classroom atmosphere*. What they did not include here concerns being a *community teacher*. Being a community teacher means creating a bridge between the classroom and outside the classroom, the local community. It would be of utmost importance for teachers to embrace this aspect of global education as well, to encourage students to make use of whatever they learn in school and take action for the well-being of the community. Nonetheless, whether teachers are ready to take up the mantle of a global teacher comes down to different factors, mostly to *bravery*, *preparedness*, and *time and money*, which were also corroborated by Başarir's (2017), Guo's (2014), and Skinner's (2012) studies.

6.1.2.2.2 The Questionnaire Study (Study 3). Similar to the tutors involved in teacher training, secondary school teachers were asked what characteristics globally competent teachers possess and to what extent they think they have these characteristics. Many teachers believed that above all, globally competent teachers and global citizens share the same features, as they marked their answers with "*same as above*". From other answers, five categories were created referring to teachers' overall *competences*, *attitudes*, *skills*, *knowledge*, and *pedagogical content knowledge*. It is important to note that even

though there were characteristics mentioned by several participants, these numbers mostly remained under 10 mentions, except for the following characteristics: *openness* ($n = 84$), *well-informedness* ($n = 42$), *tolerance* ($n = 36$); *acceptance* ($n = 36$), *empathy* ($n = 20$) and *curiosity* ($n = 19$). Only a few teachers alluded to the fact that globally competent teachers should have specific pedagogical content knowledge (UNESCO, 2015). Nonetheless, even if it is a prerequisite (Andreotti, 2012), being a globally aware teacher takes more than becoming a global citizen: global teachers can actively model global competence for their students and they have a wide methodological repertoire with activities suitable to engage their students in dealing with global content (Longview Foundation, n.d.). Thus, it would be important to help teacher trainees acquire pedagogical content knowledge specific to GCED (Lányi & Kajner, 2018; Wiksten, 2020), and it would be useful to expand practising teachers' methodological repertoire through continuous professional development opportunities (Cates, 2004) so that they could nurture their students' global competence more effectively.

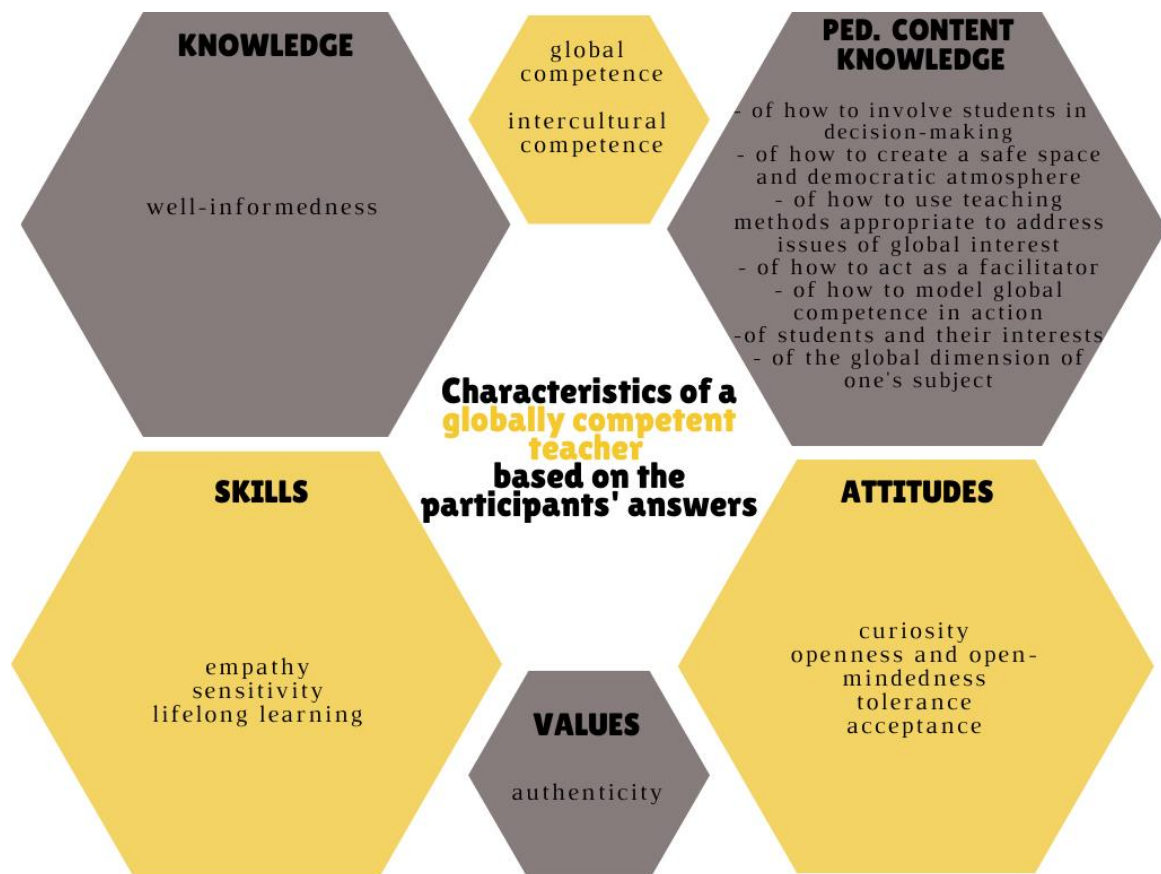
Secondary school teachers were not as confident in identifying with the global teacher role as university tutors: they rated the question referring to what extent they think these characteristics are true for them with an average of 3.87 ($SD = .81$). The reasons for the lower average might be that there were four teachers (2.2%) who rated the question with a 1 (*not at all true*) and two (1.1%) who rated the question with a 2 (*not true*). Nevertheless, most of the teachers (73%) believed that the characteristics of globally competent teachers are either *completely true* ($n = 32$) or *true* ($n = 92$) for them. These results are rather encouraging because they may signal a positive commitment to GCED and a willingness to incorporate the global perspective into one's lessons. The participants also mostly believe that it is their task to develop students' global competence, as they awarded the question with a mean average of 3.91 ($SD = .82$).

6.2.1.3 Conclusion and Implications. What emerged from all the 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). It would be interesting though to compare EFL teacher trainers and EFL teachers' views with the views of teachers of other subjects to see whether EFL teachers are more likely to take on this task and if so, why.

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 6.1 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 6.1

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.

Observably, as shown in Table U.1 (in Appendix U), some characteristics of global teachers were not mentioned by the participants, even if they are heavily emphasised in the literature: apart from these roles, they should have a wide knowledge of history, geography and different cultures, 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.

6.1.3 Summary of The Views of Secondary School EFL Teachers and University Tutors Involved in Teacher Training about Global Competence Development

To answer the first research question, the results of the four studies reveal that university tutors and secondary school teachers have a varying understanding of the notion of global competence: they suppose that it entails knowledge of cultural and global issues, the skills of effective and respectful communication, reasoning with information and perspective-taking and the attitude of openness. It would be beneficial to raise awareness of the other elements of global competence too in both pre-service and in-service teacher training to take a first step towards enabling teachers to develop these knowledge, skills, and attitudes in their students.

Even if the participating teachers and tutors do not necessarily have a full picture of the notion of global competence, they do believe that it is important for their students to become global citizens and their language classes provide terrain for global competence

development. 94.2% of the university tutors participating in the questionnaire study ($n = 32$; $N = 34$) believe that it is either *important* ($n = 11$) or *extremely important* ($n = 21$) for their students to become global citizens, and 88.2% of them think that it is either *important* ($n = 12$) or *extremely important* ($n = 18$) to nurture a global mindset in university language development seminars. These findings are consistent with those of the interview study: university teacher trainers regard GCED as an important component of teacher training, they identify with the role of global teachers, and they would prefer it if it appeared more markedly in teacher training programmes. Naturally, integrating GCED into teacher education is not an easy undertaking; however, by engaging multiple stakeholders (e.g., NGOs, policymakers, teacher associations, teachers, and teacher educators) (Bourn et al., 2017; Tarozzi, 2020) and by following the guidelines proposed by Wiksten (2020) and Goodwin (2019) (see in Section 2.1.4.4), teacher training programmes could be enhanced and infused by the global perspective.

Secondary school teachers ($N = 182$) think rather similarly about GCED: they believe it is important for their students to become global citizens, with 84.7% of them ($n = 155$) either claiming that it is either *quite important* ($n = 59$) or *extremely important* ($n = 96$). Most of these participants ($n = 143$) also believe that it is either *important* ($n = 65$) or *extremely important* ($n = 78$) to nurture global citizens in the EFL class. The participants of the interview study view GCED similarly: they think that it is important to bring issues of global, local, and intercultural significance into their lessons and to develop students' global competence. Also, from the interview study, it has become apparent that even though the participants feel that global competence development is their responsibility and though they feel that they are in a privileged position as language teachers, they would need a myriad of factors for successful implementation. What became evident is that their primary need is to become global citizens, or to develop themselves in this role first, to be authentic in developing their students' global competence. However, for this, they would need time and money, so that they could read, prepare for these lessons, travel, get to know foreigners, and go to professional development workshops.

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 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 sufficient pedagogical content knowledge to implement GCED in their classes.

6.2 The Ways Secondary School EFL Teachers and University Tutors in EFL Teacher Training Develop the Knowledge Dimension of Global Competence in their Students

Similar to Research Question 1, data to answer Research Question 2 were collected in four independent but interrelated studies: in the university context, through an interview study involving five university teacher trainers (*Study 1*) and a questionnaire study involving 34 university tutors (*Study 4*), and in the secondary school context, through an interview study with the participation of 10 Hungarian secondary school teachers (*Study 2*) and in a questionnaire study with 182 secondary school teacher respondents (*Study 3*). The results of these studies can be found in Sections 4.2 and 5.2. In the following sections, the discussion of the results from the two contexts is showcased first separately and then, the implications of the results are presented together.

6.2.1 What Topics do Hungarian Secondary School EFL Teachers and University Tutors in EFL Teacher Training Deal with for Global Competence Development? (RQ 2.1)

6.2.1.1 Topics University Tutors Deal with for GCD.

6.2.1.1.1 The Interview Study (*Study 1*). Based on the tutors' answers, it seems that they deal with a large variety of *global* and *intercultural* topics in their lessons, even though, in most cases, they do not deliberately bring the topics into their classes: either the students bring them up (by selecting their topics for discussion or by giving presentations on them) or they appear in the materials they bring into class with a language development aim. Except for the state of education in Hungary, the participants tend not to discuss any local issues with their groups: The reason for steering away from these issues was not explained by the respondents, but it might be for the same reason why the tutors are also more cautious when a current controversial local issue comes up: they are afraid of the

political overtones (Hunyadi & Wessenauer, 2016) and they do not want to be accused of pushing a certain political agenda.

The participants were also asked what topics they do not talk about with their students: even if at first, three tutors claimed that there were *no taboo* topics for them, they did mention two that they would not like to address in class: *politics* and *religion*. Apart from the fact that these topics belong to the PARSNIP topics that should not appear in ELT publications given that they may be regarded as inappropriate in certain cultures (Gray, 2002), this reluctance to include these controversial topics may also stem from politics being banned from schools in Hungary (Bálint et al., 2020; Hunyadi & Wessenauer, 2016). The tutors also pointed out that they pay attention to their students' sensitivities: they either do not include certain topics because they do not want to upset their students or they deliberately do, because they think their students should also be able to deal with potentially uncomfortable topics. Although both approaches to choosing content for one's lessons have their benefits, in line with what Arao & Clemens (2013), Boler (2004), Henry (1994), and Warren (2007) state, it is not necessarily advantageous to shelter students from these difficult topics, instead, they should encounter these topics frequently so that they learn to recognise their hot buttons and how to manage themselves in such situations (Warren, 2007).

6.2.1.1.2 The Questionnaire Study (Study 4). The participants of the questionnaire study were asked to rate how likely they would be to bring certain global, local, and intercultural issues into their classes. Based on the results presented in 4.2.2.1, Table 6.1 shows the three topics from each category the tutors are most likely to deal with and the three topics they are most unlikely to deal with in their classes. As can be seen from Table 6.1, the participants are most likely to deal with the following global issues: *climate change*, *health*, and *youth*. Even though they were not asked about their reasons for doing so, these answers were corroborated by the interview study, and the participants mentioned these topics because of their *timeliness* and *relevance* in their students' lives. Regarding the local issues, it is apparent that they mostly deal with issues that concern the youth (*education*, *emigration*, and *unemployment*), thus relevance may also play an important role in their topic choice. The answers regarding the intercultural issues they bring into the class were also confirmed by the interview study and given the nature of the programme in which they teach, it is not surprising that tutors involved in EFL teacher training deal with *cultural differences*, *stereotypes*, and *intercultural communication* in their classes. This is also

shown by the fact that the means in this category, even in the second row, were relatively high. Concerning the means, it may be interesting to observe that the highest means in the category of *local issues* do not reach the ones in the other two categories, thus this category seems to be less favoured by the teacher trainers (which has also been confirmed in the interviews).

Table 6.1

An Overview of Tutors' Most Preferred and Least Preferred Global Content in their Language Development Classes

| | Global issues | M | SD | Local issues | M | SD | Intercultural issues | M | SD |
|--|----------------|------|------|--------------|------|------|----------------------|------|------|
| <i>Most likely topics in tutors' classes</i> | Climate change | 5.59 | 1.05 | Education | 5.18 | 1.34 | Cultural differences | 5.71 | .58 |
| | Health | 5.59 | 1.02 | Emigration | 4.79 | 1.34 | Stereotypes | 5.62 | .73 |
| | Youth | 5.38 | 1.81 | Unemployment | 4.68 | 1.36 | Intercultural comm. | 5.50 | .86 |
| | | | | | | | | | |
| <i>Most unlikely topics in tutors' classes</i> | Decolonisation | 3.76 | 1.60 | Corruption | 3.85 | 1.54 | Racism | 4.79 | 1.36 |
| | Peace | 3.74 | 1.69 | Alcoholism | 3.79 | 1.53 | Class differences | 4.76 | 1.26 |
| | AIDS | 3.00 | 1.39 | Suicide | 3.20 | 1.61 | Ethnocentrism | 4.09 | 1.52 |
| | | | | | | | | | |

There may be two reasons for the fact that the topics in the second row are unlikely to appear in language development classes: *irrelevance* and *controversy*. As is suggested by Boix Mansilla and Jackson (2011), the topic the teacher chooses should have *clear local-global connections*: Given that students in Hungary are not directly affected by any of those issues (*decolonisation, peace* (or peacekeeping and war), *AIDS*), they may not choose these topics for discussion and their teachers deliberately do not deal with them. All the local issues that teachers rated low can be considered *controversial* or even *taboo* in some cultures and they belong to the PARSNIP topics, which may be the reason why teachers would be less likely to incorporate them into their lessons.

6.2.1.2 Topics Secondary School Teachers Deal with for GCD.

6.2.1.2.1 The Interview Study (Study 2). The respondents of the interview study also deal with a large variety of global issues – mostly relating to three larger topics, the *environment*, *democracy*, and the *Internet*. Even though it became evident from their answers that they deal with fewer local topics, they did mention more than university tutors: for example, they tend to discuss local events and programmes, local sights, and certain local issues as well. The teachers also shared that they tend to ask their students to brainstorm what could be done to solve these issues (e.g., what should be done to save derelict buildings, or to improve the infrastructure in the Roma slums in their hometown), therefore encouraging students to think beyond the walls of the classroom and creating a link between what is happening in the classroom and the real world (Boix Mansilla & Jackson, 2011; OECD, 2018). The respondents enumerated a large variety of intercultural issues too, but the two larger topics that emerged from their answers were *other cultures and religions* and *gender roles* in society. This can be explained by the fact that the participating teachers prefer discussing cultural topics with their students as these topics usually appeal to teachers and students alike.

Eight out of ten teachers said that there are no taboo topics in their lessons: either because they like discussing everything with their groups or because they believe that there should not be any taboos in school, and they should talk about anything their students are interested in. Nevertheless, after a while, they revealed that they prefer not talking about *politics* or *sex* with their groups. The reasons they mentioned for avoiding politics coincide with what Hunyadi and Wessenauer (2016) suggest: teachers tend to avoid this topic because they are afraid of being accused of having a hidden political agenda. Therefore, even if they think their students should be able to address political issues, they will rather not encourage them to talk about politics in class. The teachers explained their reasons for not discussing *sex* (and also sexual identities) by stating that they are afraid of losing control in the classroom: they are afraid of inappropriate jokes and not having the capacity to deal with heated moments (Warren, 2007; Yoshihara, 2013). Apart from these reasons, both politics and sex belong to the PARSNIPs topics, so there is no mention of them in coursebooks either, therefore, teachers are not even encouraged to bring up these potentially upsetting issues in their classes.

6.2.1.2.2 The Questionnaire Study (Study 3). Similar to the university tutors, the secondary school teacher participants of the questionnaire study had to rate how likely they would be to bring given global, local, and intercultural issues into their classes. Based on the results presented in 5.2.2.1, Table 6.2 showcases the three topics from each category the teachers are most likely to deal with and the three topics they are most unlikely to deal with in their classes.

Table 6.2

An Overview of Secondary School Teachers' Most Preferred and Least Preferred Global Content in their EFL Classes

| | Global issues | M | SD | Local issues | M | SD | Intercultural issues | M | SD |
|--|----------------------|----------|-----------|---------------------|----------|-----------|-----------------------------|----------|-----------|
| <i>Most likely topics in EFL teachers' classes</i> | Climate change | 5.78 | .57 | Education | 5.06 | 1.18 | Celebrations | 5.72 | .72 |
| | Health | 5.61 | .73 | Unemployment | 4.76 | 1.30 | Generational differences | 5.51 | .85 |
| | Youth | 5.37 | .88 | Crime | 4.74 | 1.20 | Stereotypes | 5.46 | 1.01 |
| | | | | | | | | | |
| <i>Most unlikely topics in EFL teachers' classes</i> | International law | 3.63 | 1.37 | Corruption | 3.57 | 1.42 | Class differences | 4.30 | 1.35 |
| | AIDS | 3.61 | 1.52 | Suicide | 3.46 | 1.48 | Political correctness | 4.04 | 1.45 |
| | Decolonisation | 3.29 | 1.47 | LGBTQ rights | 3.26 | 1.64 | Ethnocentrism | 3.47 | 1.36 |
| | | | | | | | | | |

The studies revealed that secondary school EFL teachers prefer the same three global topics, *climate change*, *health*, and *youth*, as university tutors probably due to their topicality and their relevance to students' lives. Concerning the global topics they are not likely to bring into class, there are some overlaps with the university tutors' answers, the only exception being the topic of *international law* (even if a global citizen should have knowledge about *power and governance* (Oxfam, 2015), and *global institutions, conflicts and human rights* (OECD, 2018; Tawil, 2013)). To see whether there are any differences in how likely teachers are to include these topics based on their age, gender, location, or the type of school they teach in, a One-Way ANOVA test was run, and it was found that teachers teaching in secondary technical and vocational schools are less likely to deal with the following topics in class: *youth*, *sea*, *population*, *migration*, *democracy*, and *refugees*. Although at first, they may seem to be random global issues, some of them (e.g.,

democracy, population, migration, and refugees) are hot-button topics in Hungary and they are regarded as highly controversial and potentially risky (Divéki, 2018), which may account for their lower scores among secondary technical and vocational school teachers.

Secondary school teachers almost rated the same topics the highest as university tutors (*education, unemployment*), except for the topic of *crime*, which almost always features in upper-intermediate or advanced coursebooks. Considering the topics they are least likely to include, there are observable overlaps as well, except for the topic of *LGBTQ rights*. Given that in the interview study the teachers mentioned that the relevance and topicality of issues are important for them in the topic choice, this finding is rather controversial: on the one hand, LGBTQ rights is rather a relevant and timely hot-button topic in Hungarian society, so teachers should choose it for discussions, but on the other hand, the Hungarian government banned dealing with LGBTQ-related content in school with students under the age of 18 in 2021. The European Parliament criticised this act for being highly discriminative and called it a “serious breach [...] of the values” on which the Union is founded (Text adopted P9_TA(2021)0362, para 1). Studies (Cossu & Brun, 2020; Evripidou and Çavuşoglu, 2014; Merse, 2015; Nelson, 2015; Tekin, 2011; Yoshihara, 2013) show that students are interested in topics related to gender and sexuality, they would like to learn more about them, and they also believe that discussing such issues in EFL class helps them in language learning. Nevertheless, by making this issue a taboo in schools, students are robbed of the valuable opportunities to discuss such an important matter under teachers’ guidance and acquire the necessary language to address the issue politely and respectfully.

Age-related differences were found in how likely teachers are to include certain local topics: *mental health, minorities, emigration, health care, and LGBTQ rights* (see in 5.2.2.1.2). Based on the results, it seems that the youngest generation of teachers (under the age of 35) is more likely to deal with these relevant and timely issues than their more experienced colleagues, which may have positive repercussions in the future, but it would also be important to encourage experienced teachers not to steer away from discussing these matters. Evripidou and Çavuşoglu (2014) also had similar findings of younger teachers’ willingness to incorporate LGBTQ issues. Significant differences were also found in teachers’ likeliness to deal with the topics of *minorities, immigration, emigration, the state of the health care system in Hungary and the state of education in Hungary* based on the type of school they teach in: it was found that teachers from secondary technical and

vocational schools are less likely to deal with these highly controversial matters in their classes. To enquire into the differences in how likely teachers are to deal with local issues based on the type of town they teach in, another ANOVA test was performed, and it was found that teachers from small towns (between 5000 and 20000 inhabitants) are significantly less likely to deal with issues such as *minorities*, *population decline* and *suicide* than teachers teaching in the capital. These findings concerning technical and vocational school teachers and teachers from small towns may be interesting because they show that they are less likely to deal with controversial and sensitive issues, which they may even be more directly affected by than their colleagues teaching in different contexts.

Secondary school teachers' most preferred intercultural issues can be explained by coursebook use: many ELT coursebooks abound in references to *celebrations*, *generational differences*, and *stereotypes*. The topics they are the least likely to deal with mostly overlap with the ones university tutors admitted to avoiding too (*class differences*, *ethnocentrism*), except the topic of *political correctness*. Given the timeliness and omnipresence of the issue, this finding is somewhat surprising, nevertheless, it may be regarded as a controversial topic, which may account for its low scores in the study. To find differences in how likely teachers are to include intercultural topics based on their age, gender, location, or the type of school they teach in, a One-Way ANOVA test was performed, with the help of which age, gender, location, and school type-related differences were found. Out of these, the most interesting finding was that the younger generation of teachers seems less likely to deal with the topic of *celebrations* (which is a less controversial topic) than their more experienced colleagues, and more likely to address the topic of *identity* or *racism* than the other two age groups. The implications are forward-looking: to implement GCED in schools, it is necessary to have young teachers who are brave enough to address complex, controversial topics in their lessons (Bauermeister & Diefenbacher, 2015; Guo, 2014).

Similar to the respondents of Studies 1, 2 and 4, a fifth of the participants of this study also claimed that there are *no taboo topics* in their classes, and they would be happy to discuss anything that the students bring up. Nevertheless, those teachers who claimed that there should be taboos added that there are some topics they would rather not discuss as generally, during their English lessons, they try to create a joyful space that should not be tainted with discussions about heavier, depressive topics. This claim is quite similar to what one of the participants said in Study 1: he wants the students to come to his lessons to have fun and not to complain about problems in our world. For the taboos, the participants

mostly enumerated the PARSNIP topics (e.g., politics, sexuality), but it is interesting to note that religion was only mentioned by four respondents (2%).

6.2.1.3 Conclusion and Implications. As can be seen from 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, and with one or two exceptions, they would address the same local and intercultural issues. 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.

6.2.2 What Attitudes do Secondary School EFL Teachers and University EFL Teacher Trainers in Hungary Have Towards Dealing with Local, Global, and Intercultural Issues? (RQ 2.2)

6.2.2.1 University Tutors' Attitudes towards Dealing with Global Content.

6.2.2.1.1 The Interview Study (Study 1). To examine the participating university tutors' attitudes towards dealing with global, local, and intercultural issues, they were asked to describe their feelings concerning their incorporation, talk about the frequency of their inclusion and the importance of dealing with such topics in language classes. Based on these aspects, they seem to have reasonably positive attitudes towards dealing with global content in their classes: they have mainly positive feelings towards addressing global, local, and intercultural issues in class, they deal with them quite frequently and they find these topics important. This seems to be imperative in implementing GCED, as it has been suggested in the literature (Bauermeister & Diefenbacher, 2015; Guo, 2014; Longview Foundation, 2008; Merryfield, 2000), teacher trainers have an important role in setting an example to their students when it comes to nurturing global citizens. Even if they are not integrating global citizenship as a topic explicitly in their lessons, by infusing their courses with the global perspective, they are passing on important values to the next generations and providing prospective teachers with examples to follow.

6.2.2.1.2 The Questionnaire Study (Study 4). The results of the statistical test also revealed reasonably positive attitudes towards the integration of global content into language development classes. The type of global content and whether it is the tutor or the students who initiate the discussion about a topic largely influence their feelings about dealing with an issue. The results suggest that tutors prefer dealing with intercultural issues the most and that they relate to dealing with local content differently than to dealing with global or intercultural content. The lower scores awarded to the *extent to which they prefer* dealing with local issues may be in connection with the answer given to research question 2.1: the fact that tutors do not like dealing with them as much as with global or intercultural

issues may account for the fact that they tend not to integrate such a large variety of local issues into their classes. This has also been corroborated by their answers given to the question of *how frequently* they deal with different types of global content. From the results, it became evident that tutors deal significantly less frequently with controversial or local issues or current public affairs than with intercultural or global issues. Regarding the *importance* of dealing with global content, the tutors' answers to the Likert scale questions prove how differently they think about global or intercultural and local or controversial issues: although the scores given to all four types of content were above 4 (important), the tutors scored the importance of dealing with intercultural or global topics significantly higher than that of local or controversial issues.

Some studies from around the world, albeit different in scale and without revealing differences in teachers' preferences in dealing with global, local, and intercultural issues, have shown similar results (Macfarlane, 2015; Yakovchuk, 2004): tutors think that dealing with issues of global, local, and intercultural significance is important, thus they have positive attitudes towards their incorporation in language lessons. The statistical analysis clearly shows that even if teachers think it is important to incorporate local issues, they think rather differently about addressing local topics than dealing with global or intercultural issues. One reason for that may be that local issues are often politicised; thus, tutors may deem them too controversial and risky for classroom discussions. However, in this way, students do not get opportunities to discuss urgent and relevant issues with their peers in a guided manner. It would be beneficial if teacher trainers could find ways to successfully bring local issues into their groups: they could model how to be a facilitator (Griffin & Ouellett, 2007), how to create a safe space for discussions (Griffin & Ouellett, 2007; Szesztay, 2020), how to recognise their hot buttons (Warren, 2007), how to manage themselves during sensitive discussions (Tony Blair Institute for Global Change, 2017; Warren, 2007) and they could show them techniques for discussing and debating controversial issues without losing their head (Tony Blair Institute for Global Change, 2017).

6.2.2.2 Secondary School Teachers' Attitudes towards Dealing with Global Content.

6.2.2.2.1 The Interview Study (Study 2). The ten participants of the interview study also reported reasonably positive attitudes towards dealing with global content. Many of

the respondents have positive *feelings* towards these issues: they look forward to the lessons when they can discuss such complex topics. Nevertheless, they admitted that they need to prepare considerably more for such lessons (similar to the teachers involved in Macfarlane (2015), Skinner's (2012) studies) and they constantly have to develop themselves to seem credible in their role. The teachers' answers varied about how *frequently* they deal with such content in their classes: as they put it, it largely depends on the coursebook they follow, the relevance of the topic and whether the students would like to deal with an issue. Some of them also admitted that they do not incorporate global content into their classes in a planned manner. Nonetheless, they did agree that it is *important* to infuse their lessons with the global perspective to develop their students' global skills.

As has been argued by Goren and Yemini (2017), teacher agency is paramount for the successful implementation of GCED, mostly in contexts where GCED is not markedly present in the National Core Curriculum. As teachers can be regarded as gatekeepers (Thornton, 1991) who choose what content they want to include in their classes and how, these positive attitudes can be highly beneficial for the incorporation of GCED in Hungarian EFL classrooms. Naturally, teachers' fears about the potential incorporation of GCED cannot be disregarded (see in 5.1.1.5): as they disclosed in the interviews, they are uncertain about what content should be taught in the framework of GCED, whether they would receive any further professional development and they also expressed fears in connection with parents' and students' attitudes and teachers' attitudes and preparedness (like the teachers in Başarir (2017), Guo (2014) and Skinner's (2012) studies). Moreover, they stated that first, they would need the time and the money to develop themselves in their role as global citizens to be able to effectively incorporate GCED in their EFL lessons.

6.2.2.2.2 The Questionnaire Study (Study 3). The results of the statistical tests inquiring into teachers' attitudes towards dealing with global content were remarkably similar to the results of the tests in the university context, even if the secondary school teachers awarded lower scores altogether to each item. Secondary school teachers seem to have positive *feelings* towards the incorporation of global content, nevertheless, they rated the extent to which they like dealing with local issues significantly lower than their preferences of intercultural or global issues. Significant differences were found in how *frequently* they deal with local or global and intercultural content and the statistical test clearly shows that their least often included topics are local issues. Another interesting finding, which has already been revealed in the Cypriot context (Evripidou & Çavuşoğlu,

2014), is that younger teachers (under the age of 35) tend to incorporate controversial issues significantly more frequently in their lessons than their more experienced colleagues. It has also been confirmed by teachers' answers to the question of how *important* they think it is to deal with global, local, intercultural, and controversial issues in their classes: the youngest generation of teachers rated the importance of dealing with intercultural and controversial topics significantly higher than the older generation. These results are noteworthy because, in some contexts, it was the novice teachers who reported being afraid of dealing with global content in their classes due to their inexperience, lack of knowledge about the issues and the fear of unexpected situations (Guo, 2014; Gürsoy & Saglam, 2011; Macfarlane, 2015), which has also been confirmed by some younger teachers in the two interview studies.

To further enhance younger teachers' willingness to incorporate global content in their classes, it would be important to address their concerns about addressing controversial topics early on during their university years. Having positive attitudes towards the integration of global content is the first step, nonetheless, as efficacy beliefs play an important role in feeling *agency* (Bandura, 1989), young teachers should feel that they are knowledgeable about issues of global, local, and intercultural interest and that they are equipped with the methodological repertoire to address such issues in their classrooms. Regular continuous professional development workshops could also efficiently help in-service teachers widen their pedagogical content knowledge and familiarise them with materials they can use to introduce global content to their students.

6.2.2.3 Conclusion and Implications. The four studies 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.

6.2.3 What Influences Secondary School EFL Teachers and University Tutors in EFL Teacher Training in Hungary in Dealing with Local, Global, and Intercultural Issues? (RQ 2.3)

This section discusses the results of the interview studies and the questionnaire studies together as by design, the questionnaire study built on the results of the interview study. First, the results from the university context are discussed, followed by the results from the secondary school context.

6.2.3.1 Aspects Influencing University Tutors to Include Global Content (Studies 1 and 4). What emerged from the interview study with the five university teacher trainers was that when choosing the topics of global, local, and intercultural interest, they mostly consider the *book*, the *relevance and topicality* of the issues, the *students’ interest*, and the *language value* of the materials. Other authors have also pointed at the influence of the coursebook (Evrpidou & Çavuşoglu, 2014) and students’ interests (Divéki, 2018; Macfarlane, 2015) in choosing the materials. From the interviews with secondary school teachers and the literature, other aspects influencing one’s decision to deal with global content were added to this list and based on these underlying constructs, the questionnaire was developed. As detailed in 3.4.2.3 and 4.2.2.6, unfortunately, two constructs had to be deleted from the analysis, namely the items relating to *students’ interests* and *topicality*, as they turned out to be unreliable. It would be, however, worth reconstructing the questionnaire with these constructs as well, to understand how they influence teachers’ decisions to deal with global content. Finally, the following constructs were subjected to analysis: *coursebook*, *professional development*, *time*, *group*, *materials*, *teacher’s*

competence and *teacher's attitude*. As reported in 4.2.2.6, university tutors rated the *teacher's attitude*, *teacher's competence*, and *materials* components the highest, thus, these aspects influence their decisions the most to deal with global content in their classes. Consequently, it seems that they mostly bring in such complex topics if they like dealing with such issues in class (*teacher's attitude*), if they feel equipped to deal with potentially hot situations and they feel knowledgeable about the topic at hand (*teacher's competence*) and if they think they can access materials relating to global content relatively easily (*materials*). Contrary to what the literature suggests (Başarir, 2017; Evripidou & Çavuşoglu, 2014; Guo, 2014; Skinner, 2012, Yoshihara, 2013), the tutors do not seem to be much influenced by the *group*, *time*, or *coursebook* components, which may be because tutors teaching first-year language development courses are relatively free to choose their content (some of them have to and some of them do not have to build their course on a coursebook), and that they already feel competent to deal with conflicts arising in their groups. Considering the *time* aspect, even if they think they need to prepare more for lessons revolving around global content, they deal with such issues regardless of time constraints and they even prioritize such issues if needed. Finally, the study shed light on the fact that tutors think their university studies contributed to their becoming global citizens, however, only some of them received training on how to incorporate global content into their lessons.

The correlation test gave further insight into the relationships between the aspects that influence teachers' likeliness to bring given issues to class. A strong correlation was found between the *teacher's attitude* and *materials* variables, which entails that there is a strong relationship between how much tutors like dealing with global content and whether they are willing to look for materials revolving around them and bring them into class. This has also been corroborated by the results of the descriptive statistical tests discussed in 6.2.2.1 (tutors' attitudes towards dealing with global, local, and intercultural issues). Furthermore, it has also been suggested by multiple authors (Bourn et al., 2017; Ferreira et al., 2007; Goodwin, 2019, Mónus, 2020) that global citizens, who feel strongly about global, local, and intercultural issues are more likely to deal with such content in their classes. This finding implies that to encourage teachers to infuse their lessons with the global perspective, such positive attitudes should be nurtured in them from early on in their career, possibly during initial teacher training. There was also a strong correlation found between the *time* and the *group* variables, entailing a positive relationship between how

much time teachers are willing to spend on preparing for lessons and the group they teach: teachers who have a group with good group dynamics tend to put the time and the energy into preparing for lessons revolving around global content. Finally, the *teacher's competence* and *materials* variables correlated strongly, meaning that teachers who feel prepared to deal with global content in their classes, also tend to know where to find materials with the help of which they can address global content and they also bring that global content into their lessons. This finding also reinforces what is posited by Andreotti (in Bourn, 2015), Guo (2014), and Pantić (2015): feeling equipped to address complex topics in their classes will contribute to teachers' sense of agency and as a result, they will be more likely to act as change agents by nurturing their students' global skills.

6.2.3.2 Aspects Influencing Secondary School Teachers to Include Global Content (Studies 2 and 3). The final part of the interview study with the ten secondary school teachers enquired into what aspects influence their decisions to include global content in their lessons. The most frequently mentioned themes from the interviews included *time* and the *coursebook*, similar to what was revealed by Evripidou & Çavuşoğlu (2014) and Skinner (2012). Other emerging themes included *teachers' competence*, including how knowledgeable they feel about the topics and their pedagogical and methodological skills to deal with them, *students' interests*, the *topicality* of the issues, *group dynamics*, *students' language proficiency level*, and the *maintainer's demands*.

As detailed in 3.4.2.2 and 5.2.2.6, these aspects were compared to the emerging themes from the literature and for the questionnaire, items measuring seven underlying constructs were written. Given that the *students' interest* construct turned out to be unreliable, only six constructs remained for analysis: *time*, *group*, *teachers' competence*, *professional development*, *materials*, and *coursebook*. Out of the six constructs, teachers rated the items relating to *teachers' competence*, *materials* and *time* the highest: these means mean that teachers bring global content into their lessons if they feel well-informed about these issues and they think they are capable to deal with them in class successfully (*teachers' competence*), they know how to supplement their coursebooks with supplementary materials revolving around global, local and intercultural issues (*materials*) and they also tend to spend more time preparing for such lessons (*time*). Similar to university tutors, they attributed moderate importance to the influence of the *group* and the *coursebook* on their decision to include global content in their lessons (even if these aspects are highly emphasised in the literature). Out of all the constructs, they rated the items

belonging to professional development the lowest: most of them did not learn to deal with global content during their university years and they did not think that their university studies contributed to them becoming global citizens.

The ANOVA test revealed some interesting results concerning age-related differences in the aspects influencing teachers to incorporate global content into their EFL lessons: the younger generation of teachers (Group 1) rated the items belonging to the *professional development* and *group* constructs higher than the older age groups (Groups 2 and 3). These results entail that the younger participants may have already received some training at university about dealing with such issues in class, and their studies have partly contributed to them becoming global citizens, even if the means are still relatively low (below 3.00), and they may have rated the group construct higher because they still fear potential student conflicts. These results mostly have implications for teacher education: it would be important to infuse teacher training programmes with the global perspective so that trainees receive training in dealing with global content in class and prepare them to create good group dynamics and deal with conflicts when they arise. Other than the age-related differences, the ANOVA test also shed light on the fact that teachers teaching in the countryside may have fewer professional development opportunities than teachers working in the capital, as they rated the items relating to professional development significantly lower than their colleagues from Budapest. Consequently, it would be important to infuse teacher training programmes with the global perspective in all teacher training institutions in Hungary. Moreover, it would be paramount to provide teachers in the whole country with affordable continuous professional development opportunities, organised either by teacher associations or by official bodies. These workshops or conferences could provide teachers with networking opportunities during which they could encounter like-minded colleagues, learn about good practices, try out new materials, experiment with new techniques and possibly also develop their global competence. Nevertheless, it would be important to move these opportunities beyond the borders of the capital so that teachers working in the countryside also feel included.

The correlation test only revealed moderate relationships between the aspects influencing teachers' decisions to bring global content into their classes. As in the case of university tutors, a correlation, albeit moderate, was found between the *teacher competence* and *materials* variables, signalling a relationship between teachers' preparedness to bring global content into their classes and their readiness to supplement their coursebooks with

extra materials revolving around such issues. There was also a moderate relationship found between the *teacher competence* and *professional development* aspects, which may signal that even if these two factors usually correlate with each other, a teacher's competence to deal with global content does not necessarily reflect whether they were trained to do so: receiving training may contribute to one's success in implementing GCED but it does not necessarily result in successful implementation, and one can also become a successful global teacher without ever receiving training in dealing with global issues. Negative moderate correlations were found between the *coursebook* and *materials* and the *coursebook* and *teacher competence* variables. From the data, it seems that teachers who rely less on their coursebooks tend to supplement it more with extra materials with which they can address global issues and they tend to feel more competent in dealing with global content too.

6.2.4 Summary of the Ways Secondary School EFL Teachers and University Tutors in EFL Teacher Training in Hungary Develop the Knowledge Dimension of Global Competence in their Students

Based on the findings of the four studies, it seems that both university tutors and secondary school teachers deal with a variety of global and intercultural issues in their lessons; however, they tend to steer away from certain local ones (mostly if they have political overtones). Secondary school teachers mostly tend to avoid hot button issues in Hungarian society, especially if they teach in secondary technical and vocational schools or if they teach in small towns. Moreover, concerning the second sub-research question (RQ 2.2), they have a reasonably positive attitude towards dealing with global content in class: they have mainly positive feelings towards dealing with complex issues in class, they deal with the global and intercultural issues quite frequently and they find these topics important. The youngest generation of teachers reported more positive attitudes towards dealing with controversial topics. Finally, as regards the third sub-research question (RQ 2.3), what emerged was that when choosing the topics, university tutors consider *students' interest, their own attitude and competence, the relevance and timeliness of the issues* and whether they can find engaging *materials* the most, while secondary school teachers consider their *competence, the materials, whether they have time* to prepare for such lessons and *students' interest*.

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.

6.3 Good Practices in the Ways Secondary School EFL Teachers and University Tutors in EFL Teacher Training Develop their Students' Global Competence in Practice

6.3.1 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 3.1)

The reason for inquiring into what approach tutors and teachers take when dealing with global content was that the fear of indoctrinating students by revealing one's opinion is a recurrent theme in the literature (Bayraktar Balkir, 2021; Hess, 2004). The next two sections discuss the results of the focus interview studies with the four teacher trainers and 12 secondary school teachers, before some final conclusions and implications are presented.

6.3.1.1 University Tutors' Approaches to Discussing Controversial Global Content (Study 7). The four teacher trainers unanimously agreed that it is not a problem to share one's views in class, but it is important to pay attention to how and when. They do

not always share their opinion, but if so, they seem to be aware of the power dynamics: they stated that they have to be careful not to impose their views on their students because they know that if the teacher says something, it weighs more in the discussion. The approaches they take can be categorised as the *balanced* approach (Hess, 2004) or the *impartial chairperson* approach (Oxfam, 2018) or when they reveal their views at the end of the discussion, either as the *privilege* approach (Hess, 2004) or the *advocate* role (Oxfam, 2018). One of the emerging themes from the interview study was that when deciding to reveal one's opinion about an issue, it is important to decide whether it is a *value* or a *view* one is forming an opinion about: if they want to safeguard a value in their group (e.g., diversity, respect), they are more vocal about it. For example, as they view it, in case of racist remarks or when human rights are threatened, one cannot remain neutral. This approach can be categorised as the *privilege* approach (Hess, 2004) or the *committed* approach (Oxfam, 2018) or in Bigelow and Petersen's (2002) term, it is an instance of *partisan teaching*. The latter approach can be regarded as controversial, given that by adopting this stance, teachers teach towards one perspective, nevertheless, as Bigelow and Petersen (2002) and Noddings and Brooks (2017) argue, it is important to alert students to injustice and promote activism by modelling how to take a stand in social issues.

The tutors were also asked about topics they would not reveal their opinions about. Even though at first, two of them could not mention any such topics, eventually they agreed that they would not necessarily share their opinion about topics they are not knowledgeable about and about *politics*. In their discussion, the tutors also touched upon the fact that they see politics as *taboo* and that avoiding politics as a discussion topic is "an inherently cultural issue" (Ulrich, T/FG-TT-16), just as it is posited by Hunyadi & Wessenauer (2016). The same ideas have been underscored by Studies 1 and 2, in which tutors and secondary school teachers also pointed at the taboo nature of politics and stated that they would rather avoid them in their lessons in order not to open a can of worms and upset the students. Therefore, the approach they take in connection with politics can be regarded as *avoidance*.

6.3.1.2 Secondary School Teachers' Approaches to Discussing Controversial Global Content (Study 8). The focus group interview study with the twelve secondary school teachers yielded similar results to the study with the teacher trainers. Most of the teachers tend to share their views with their students, nevertheless, they tend to do it in different ways. Many of them share because they find it hard to hide their opinion and because they believe that if they expect their students to share, they should also take a

stance. In these cases, they either adopt the *balanced* (Hess, 2004) or *impartial chairperson* (Oxfam, 2018) approach, when they are endeavouring to present both sides of the argument, or the *privilege* (Hess, 2004) or *committed* (Oxfam, 2018) approach when they share their views. If the issue is important for them, they either take a *committed* or a *declared interest* approach (i.e., declaring their views to show that they are biased but trying to present the other sides of the argument as well) (Oxfam, 2018) or they may even take an *academic or objective* approach in order not to influence their students with their opinion. In some cases, when they aim to educate their students about an issue, e.g., a human rights matter, their approach can be identified as *partisan teaching* (Bigelow & Petersen, 2002). Other teachers though tend not to share their opinion about controversial issues, because in their opinion, what they think about the issue is not important. This is an example of the *academic or objective* approach (Oxfam, 2018), which is considered the safest since the teacher cannot be accused of indoctrinating the students.

When asked what topics they would not reveal their opinion about, first, many participants said that there were no such topics. Nevertheless, as the discussion unfolded, they agreed that they would not like to take a stand on *political issues* and they would not reveal much about their *personal life* or gossip about their *colleagues*. Similar to the teacher trainers, the teachers also agreed that politics is a hot button topic and even if it is important to talk about such matters, they would rather not. As one of the reasons, they asserted that they are afraid of influencing the students in any way and possibly being accused of having hidden political motives. Consequently, their stance on politics can be considered as *avoidance*.

6.3.1.3 Conclusion and Implications. As can be seen from the results of 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.

6.3.2 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 3.2)

6.3.2.1 The Ways University Tutors Create a Safe Space for Challenging Discussions (Study 7). At the beginning of the focus group interview, the four teacher trainers were asked to describe the optimal classroom environment for them, which they characterised as a comfortable, *safe space* infused with democratic values, where students trust each other, like being together, and do not feel pressured to contribute to the

discussions. Their definition of a safe space thus mostly coincided with what the literature proposes (Gayle et al., 2013), even though they did not make any explicit references to the diversity of the students.

While two participants agreed that it is important to create ground rules with their groups to create a safe space for discussions, the other two tutors did not think it necessary. Several authors underscore the importance of preparing and carefully planning those lessons where controversial issues are raised, e.g., by creating ground rules together (Council of Europe, 2016; Griffin & Ouellett, 2007; Oxfam, 2018; Szesztay, 2020), which, apart from providing students with a safe space, also helps them develop their global skills (e.g., effective and respectful communication, conflict resolution) and their language skills. As the other tutors argued, these issues crop up during the discussions anyway and it may be more important to react to them and reflect on the discussion afterwards so that next time these activities go more smoothly. Nevertheless, as the critical incidents (see 4.3.1.1.2 and 4.3.1.2.2) from the classroom study prompted, both approaches may be helpful: it seems crucial to prepare for such situations beforehand, to teach students how to listen to each other and react properly to avoid tension, but if students engage in heated debates, it is important to reflect on their discussions (Warren, 2007) to create *teachable moments* instead.

The tutors agreed that discussions do not necessarily need to be peaceful, and conflicts may turn out to be beneficial, in accordance with Arao and Clemens (2013), Boler (2004), Boostrom (1998), Henry (1994), and the Tony Blair Institute for Global Change (2017). The results of the classroom study also show that those discussions where the students had conflicts turned out to be fruitful and contributed to the students' sense of learning. The tutors listed different ways of handling conflict, e.g., discussing the problem *with the whole group* or with *individual students*, pointing out racist comments indirectly by *addressing language use*, *inviting other students* to contribute, and emphasising that the students are in a *safe space*. These strategies could be complemented with the ones proposed by the Tony Blair Institute for Global Change (2017) and Warren (2007): as they see it, it would be helpful to embrace complexity over conflict and encourage the students to observe what is happening during the discussions, deconstruct their own views, and explore potential threats so that they learn how to manage themselves in these situations.

6.3.2.2 The Ways Secondary School Teachers Create a Safe Space for Challenging Discussions (Study 8). The 12 secondary school teachers characterised their optimal classroom atmosphere similarly to university tutors: in such an open, respectful, and authentic space, the members enjoy being together, their curiosity is raised, and they can express their views about anything. These components also have some overlap with the definitions of safe and brave spaces proposed by Arao and Clemens (2013), Gayle et al. (2013), and Holley and Steiner (2005). When the participants were asked how they create such a safe space for their students to engage in challenging discussions, most of them agreed that *no preparation* is necessary, contrary to what the literature proposes (Council of Europe, 2016; Griffin & Ouellett, 2007; Oxfam, 2018; Szesztay, 2020). Only three out of 12 participants claimed that they discuss the basic rules of interaction with their groups, and they try to encourage them to keep to the rules. The participants explained their decision not to prepare their groups for such discussion by saying that the students would not interrupt each other anyway and that controversial issues are raised by the students frequently, so they cannot always prepare the group. In the reflective journals, there were hardly any instances of heated debates mentioned and not even in these few cases had the teachers prepared their groups by discussing the guidelines.

The participants collected a long list of techniques with the help of which they ensure that the discussion goes smoothly and peacefully, e.g., *reminding students of the ground rules*, *moderating* the discussion (stepping into the debate, summarising and paraphrasing what was said beforehand), *setting an example* of respectful communication, *reflecting on heated moments* during debates and asking probing questions. The teachers did not seem to embrace conflict as much as teacher trainers, but they reported on different techniques of handling them in class. These techniques included discussing the issue with the *whole group*, discussing it with the *students involved in the conflict* after class, encouraging the students to *show their emotions*, *reflecting* on what happened during the discussion, *dissecting problematic language use* together, and *inviting the other students* to react to discriminative language use.

6.3.2.3 Conclusion and Implications. The findings of both 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.

6.3.3 What Activity Types do Hungarian Secondary School EFL Teachers and University Tutors in EFL Teacher Training Use to Develop their Students' Global Competence? (RQ 3.3)

6.3.3.1 Activity Types University Tutors Use to Develop their Students' Global Competence (Study 7). Teacher trainers use a wide range of activities to develop their students' global competence. One of the most popular activity types they mentioned was *debates*: they ask their students to debate controversial topics either in pairs, in smaller groups or with the whole group. As has been argued by OECD/Asia Society (2018), by

using structured debates, the students may need to articulate views that are different from their own and thus, they are encouraged to develop their perspective-taking skills. Another advantage of using debates, from a language learning point of view, is that it encourages learners to take a stand in a foreign language and engage in meaningful discussions with their peers. The teacher trainers also tend to use experiential learning activities, such as *role-plays, drama activities and simulations*, to generate a deeper level of engagement from their students, build their empathy, and form their attitudes. It has also been advocated by several authors (Brender et al., 2015; Hennesy, 2007; Pike & Selby, 1988; Sampedro & Hillyard, 2004) that drama in the classroom is a perfect vehicle for exploring global content and engaging with controversial issues from a safe distance. It is somewhat unfortunate though that the tutors did not refer to using other types of experiential learning activities, such as service-learning activities or web-collaborations projects in their groups, with the help of which students could develop their global skills and learn to act for collective well-being, possibly beyond the walls of the classroom. The tutors often ask their students to *give presentations* on subjects of their choice, making them bring in content for further discussions in this manner. By asking the students to choose their own topics, tutors shift the focus of power and decision-making in the classroom (Pike & Selby, 1988) and develop students' autonomy. Moreover, they frequently use different *opinion line activities* (Oxfam, 2018; Szesztay, 2020), with the help of which they gently inspire their students to take a stand on controversial matters. As can be seen from the above, the tutors use various student-centred activities to engage their students in discussions about issues of global, local, and intercultural significance.

6.3.3.2 Activity Types Secondary School Teachers Use to Develop their Students' Global Competence (Study 8). The most common technique the 12 secondary school teachers use to develop their students' global competence is *supplementing the coursebook* with interactive materials, such as videos, songs, and online texts. Their reason for supplementing the coursebook is that they think the reading and listening texts about certain topics are rather bland and they need more interesting materials to spice them up and make them appealing and relevant for their students. They use authentic *videos*, such as animations, TED talks and advertisements (as suggested by Aljoani, 2019; Davis, 1997; Keddie, 2014, Stempleski & Tomalin, 1990), *songs* (Divéki, 2019; Sampedro & Hillyard, 2004) and different *text types* (Ghosn, 2002; Valente, 2004) to this end, to raise their

students' interest and global awareness while also developing their language skills (e.g., vocabulary, listening and reading skills).

Experiential learning activities were only mentioned by three participants, who think that using *drama* in the classroom is an excellent tool for developing their students' global competence and most specifically building their empathy. In accordance with the literature (Krepelková et al., 2019; Hennesy, 2007), they also posited that the most beneficial aspect of using drama is that it creates a safe space for discussing issues, without asking the students to reveal their opinion about the topic. Other activities they mentioned included building lessons around *special days* (as suggested by IATEFL GISIG, n.d.), *illustrating* issues (Sampedro & Hillyard, 2004), *polling* the students' opinion (Sampedro & Hillyard, 2004), giving *presentations* (UNESCO, 2014) and the *world café* method. This list suggests the secondary school teachers also use a wide variety of student-centred activities to develop their students' global skills.

6.3.3.3 Conclusion and Implications. 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.).

6.3.4 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 3.4)

6.3.4.1 A University Tutor's Views on Activities Aimed to Develop Students' GC (Study 5). Given that in the university context, there was no follow-up focus group interview study for the classroom study, and it was only the author of the dissertation who reflected on the activity sequences, conclusions were only drawn from the research journal. Seven activity sequences were piloted in the university context, revolving around different issues, with the participation of 13 groups (140 students). As some worksheets were created with specific groups in mind, they were tailored to their curriculum and their language level (even if it was reasonably heterogeneous). Considering that the worksheets and the teacher guides were written up prior to conducting the lessons, no extra preparation whatsoever was needed before the lessons.

After rereading the research journals and analysing the main themes, some commonalities were found in the lessons. First, *student engagement* was highly visible during these lessons (perhaps, not every student was engaged, but the groups, on the whole, seemed eager and interested). They highly appreciated the different videos they were shown (e.g., Robert Waldinger TED talk on what makes a happy life, the Heineken advertisement) and it felt satisfying to know that they fancied the material the lesson was built around. They were particularly excited when they were asked to listen to a song in class (which was also made clear in their feedback), even more so because the song was close to their world (Divéki, 2019; Sampedro & Hillyard, 2004). The *atmosphere of the lessons* was another recurring theme in the journals: even though the activities revolved around serious global issues, some lighter activities (e.g., writing sensationalist headlines for hoaxes, writing hashtags under happy news items) made the students think that the lessons were *fun* and *out of the ordinary*. Seeing their engagement and good mood also made the lessons more enjoyable for the tutor (the author).

Some activities were deemed extremely successful based on the students' facial expressions, performance, and feedback. These included the *gallery walk activity* (as recommended by Gimenez et al., 2011) with the students' poems displayed during the lesson on hoaxes (see 4.3.1.2), the *opinion line activity* (Oxfam, 2018; Szesztay, 2020) from the Open your World sequence (see 4.3.1.4), the *Kahoot quiz* (Sampedro & Hillyard, 2004) on poverty from the Get Free sequence (see 4.3.1.3) and the *service-learning activity* from the What makes a good life sequence (see 4.3.1.6). Fortunately, the students were asked to give feedback on the lessons: based on how they reflected on these activity sequences, they discernibly enjoyed the lessons, but also developed their global awareness and learned a lot about the world. Consequently, it would be valuable to ask the students to reflect on any sequence aimed at developing their GC, even if they are not taking part in the research project, so that they realise what they developed and what they learnt in the lesson (either as homework, they could answer some open-ended questions, or write a paragraph, or as a cooler, everyone could say what they are taking away).

Overall, the main benefits of the activity sequences include that they are student-centred and engage the students in developing their global competence through modern, appealing materials. From the teacher's point of view, their use lies in the fact that they do not have to prepare much for these lessons (all the necessary information is in the teacher's guide) and the worksheets develop many aspects of students' global competence, in an engaging way.

6.3.4.1 Secondary School Teachers' Views on Activities Aimed to Develop Students' GC (Studies 6 and 8). The classroom research took place with the participation of 12 secondary school EFL teachers (from 12 secondary schools around the country) and 158 students. As detailed in 3.5.2.4, the teachers had to choose three out of 10 worksheets to try out in their groups, write reflective journal entries after each lesson and collect feedback from their students. Out of the 10 worksheets, one was not used by any of the participants: the worksheet based on Hozier's Cherry Wine, which addressed the topic of domestic violence. There was another worksheet that was only used in Gloria's group (Glasgow snow), thus subjecting it to analysis was made impossible. Even though the participants were not asked about their reasons for not choosing these worksheets, the results of Studies 1-4 imply that the topics they addressed (domestic violence, refugees) were deemed too controversial and sensitive by the participants.

To answer RQ 3.4, the emerging themes from the reflective journals and focus group interviews were collected and analysed together. The participating teachers emphasised that they highly appreciated that the worksheets *catered to their students' needs and interests*. They acknowledged that the lessons were based on up-to-date, authentic materials, which were also close to their students' world (e.g., songs, videos, colourful images). Moreover, they were appreciative of the fact that the materials were *ready-made*: they did not have to prepare too much for these lessons, they were provided with a key and even some methodological tips. Furthermore, they appreciated that the worksheets were *modular*: even though the activities were varied and to some extent, they built on each other, they could leave out the parts that did not seem to be beneficial for their students. They also commented on the fact that these lessons were *out of the ordinary*: these lessons were different to the ones their students are used to, which already generated a lot of engagement and excitement from them. The level of *engagement* was a recurrent theme in their reflective journals as well: they commented on both the activities and the materials being engaging judged by the students' performance and facial expressions. In addition, they were grateful to perceive that even though the primary aim of these worksheets was to develop students' global competence and language skills, they could also be used to prepare for *language examinations*. Many of the activities (e.g., coming up with arguments for or against statements, taking notes while listening) and the topics may figure either in language proficiency exams or the Matura examination. The teachers appreciated that with the help of these activities, they could provide their students with a fresh take on these possibly already boring topics (e.g., fashion). Finally, the teachers also reflected on the *COVID-19* situation and the depressed and hopeless mood it generated among the learners. As they put it, they chose some of the activity sequences (e.g., the Happy Broadcast, What makes a good life) to raise their students' spirits and these endeavours were usually successful (even if only for a short time).

6.3.4.3 Conclusion and Implications. 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.

The participants suggested further tips to spice up some activities in their research journal entries and during the focus group interview as well (e.g., in the case of *Dear Future Generations*, cutting up the poem and assigning different parts of the poem to different groups) which should be added to the teacher guides accompanying the worksheets. 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.).

6.3.5 What are the Students' Views on Activities Aimed to Develop Global Competence? (RQ 3.5)

6.3.5.1 University Students' Views on Activities Aimed to Develop their GC (Studies 5 and 7). To examine students' views on activities aimed at developing their global competence from two aspects, feedback was collected from the students after each sequence and the teacher trainers were asked about their impressions of students' attitudes towards such activities in the focus group interviews. These sets of data were analysed together with the data recorded in the researcher's reflective journal. The focus group

interview shed light on two main attitudes the students show towards such activities: they are either *open and welcoming* or they feel *uncomfortable* discussing global content. As has been argued in the literature (Arao & Clemens, 2013; Boler, 2004; Goodwin, 2019), both attitudes are natural, and even though feeling discomfort has negative connotations, it does not necessarily entail that the lesson is not going to be a fruitful experience for the students. On the contrary, as Goodwin (2019) sees it, the personal dimension of the global mindset involves self-work (e.g., confronting long-held truths) which is rarely easy. Therefore, it is the tutor's job to reassure the students that feeling discomfort is completely normal (Boler, 2004) and, in this case, it should be embraced; thus, to create a brave space for challenging discussions.

Few of the 140 participating students in the classroom study *expressed discomfort* in the feedback, even though judged by their facial expressions, some of them felt unease during the critical moments which were detailed in 4.3.1.1 and 4.3.1.2. Nevertheless, these hot moments were very memorable for the group members, and they even referred back to them in the course feedback round as fond but illuminating memories. What became clear from their feedback is that they truly appreciated the *up-to-date and relevant materials* they were presented with. They found them useful, engaging, and informative and they particularly enjoyed the fact that these lessons served them with a new take on topics they had already discussed many times. They were appreciative of the *videos and songs* the lessons revolved around, they felt that they were out of the ordinary and they made it easier to relate to the topic, as observed by many in the literature (Keddie, 2014; Sampedro and Hillyard, 2004; Stempleski & Tomalin, 1990). The *awareness-raising* nature (Boix Mansilla & Jackson, 2011; Longview Foundation, 2008; Stroller, 1997) of the activities was underlined in their feedback: they realised how much they learnt about some topics and vowed to change some of their behaviours and attitudes as a result, such as fact check news items more frequently, donate to the needy, be more conscious about their consumption, and appreciate their relationships more. Some students admitted that they would have never dealt with such topics had it not been for the lessons, and overall, they were grateful for these classes having opened their eyes. Many of them wrote that these lessons expanded their *knowledge* about the world: they learnt new, surprising, and sometimes even shocking information about these topics, and they also learnt about peers' worldviews. Some of the activities they truly enjoyed were the *infographics presentation* (Ruas, 2017) in the Dear Future Generations lesson, *listening to the Major Lazer song* (Get

Free), doing the *Kahoot quiz* (Get Free), doing *one of the projects* from the What makes a good life lesson (creating infographics on loneliness among the elderly, or chatting with an elderly acquaintance). Their enjoyment was also reflected in the author's reflective journal. Some students also put forward some *constructive criticism* (e.g., allocating more time for some activities) but there were few students who did not think the activities were useful, who did not like the creative activities (e.g., rewriting the Brian Bilston poem), or who thought that they were asked to do too much (e.g., researching and presenting the eco-conscious behaviour of companies). Even though these students were not completely satisfied with the lessons, it is much hoped that they still developed their language proficiency in the activities.

The majority of the students also felt that the activities contributed to developing their language skills. They mostly commented that their reading, listening, and speaking skills improved and that the activities helped them with argumentation in English and expanded their vocabulary. Overall, even if not every student filled in the feedback sheets, what became clear from their reflections and their classwork was that most of them appreciated the activities and profited from these lessons, given that they put hard work into developing their global competence and language skills equally.

6.3.5.2 Secondary School Students' Views on Activities Aimed to Develop their GC (Studies 6 and 8). With the help of the feedback sheets at the end of each session and their teachers' insight into students' attitudes towards activities aimed at developing their global competence in the focus group interviews and their reflective journals, some conclusions can be drawn about how they view such activities. As their teachers put it, the students have ever-changing attitudes towards such lessons, which is largely determined by factors outside the classroom. In the classroom, they are most interested in topics that are topical and relevant in their lives and they have quite negative attitudes toward frequently recurring topics that are not dealt with in an interactive, novel way. The implication of these results is that teachers need to endeavour hard to always bring creative activities and up-to-date materials into their classes to capture their students' interest.

The aims of the classroom study were to familiarise teachers and their students with such sequences: relying on up-to-date, pop-cultural materials and using interactive (and sometimes creative) activities, it attempted to bring the global perspective closer to the students. Most of the students seem to have appreciated these endeavours. After each class,

the worksheets enquired into the extent to which they liked the activity sequences, the extent to which they think they developed their language skills and 21st-century skills, and what they learned about the world while doing these activities. The students seem to have enjoyed these lessons, as they awarded a mean above 4.00 to every sequence. The words *enjoyable, fun and entertaining* appeared on many feedback sheets. They also appreciated that the lessons were *out of the ordinary*: they did not have to open their coursebook and they could instead, discuss issues with their partners. Many students alluded to the fact that they enjoyed *pairwork and groupwork* a lot, listening to each other's opinions and working on the tasks together. They acknowledged that they *acquired a lot of knowledge* about certain issues, and the activities helped them understand certain phenomena better (e.g., how t-shirts are made, what could be done to help the poor, why many people have mental health issues). From this respect, they found the activities *eye-opening*, and, in their reflections, they promised to take some action, e.g., appreciate more what they have, fact-check information more often, and think more positively. Some students also commented that they developed their *perspective-taking* skills and learnt to see things from other people's perspectives. Many students thus acknowledged that these lessons helped them develop their global competence in different ways, even if there were some *negative comments*. Some students found the activities depressing (e.g., the quiz on poverty-related issues), could not relate to the issues at hand (e.g., talking to strangers) and a few students stated that they did not learn anything from doing these sequences and they already knew *everything* that was addressed during the lessons. Aside from the fact that the latter comments were most likely not true, they came from those groups where, based on their teacher's reflective journals, the students were not willing to do the activities properly (because they were undermotivated). As it is posited by Oxfam (2015), in the framework of GCED, learners have to take an active role, ask questions, take responsibility for their own learning, collaborate with others, listen to others actively and connect their local experiences to the global and if they do not participate actively, they cannot get the best out of their learning experiences.

Many students acknowledged that the sequences helped them develop their language skills as well, such as their reading, listening, and speaking skills. Many of them explicitly referred to expanding their vocabulary, and when they learnt many new expressions, they tended to rate the question referring to the extent to which they developed their language skills higher. Overall, despite the few negative comments, the students seem

to have enjoyed the sequences and if they contributed actively, they could develop both their language skills and their global competence.

6.3.5.3 Conclusion and Implications. As the international empirical studies presented in Section 2.2.2 show, students express mainly positive views on the incorporation of controversial global content into their EFL lessons (Bayraktar Balkir, 2021; Gimenez et al., 2011; Hillyard, 2008; Nelson, 2008; Tarasheva, 2008; Tekin, 2011). 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 (see Section 5.1.1.6 and 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.

6.3.6 Summary of the Good Practices in the Ways Secondary School EFL Teachers and University Tutors in EFL Teacher Training in Hungary Develop their Students' Global Competence

Studies 5-8 shed light on the good practices used by EFL teacher trainers and secondary school EFL teachers to develop their students' global competence in practice. First, the approaches they take when discussing controversial issues were examined. The results revealed that both teacher trainers and EFL teachers take varying approaches, depending on the issue at hand and the aim of the activity. If their aim is to educate, they tend to take a committed approach, however, when they encourage their students to explore issues, they are likely to take a balance or objective approach. There is one issue in the case of which

their approach could be characterised as avoidance: neither tutors nor teachers like talking about politics in their classes. The results of this study imply that in teacher training programmes, it would be advisable to address how to introduce controversial issues and how to facilitate discussions about challenging topics in a critical, objective manner, without imposing one's views on the students.

Second, Studies 7 and 8 enquired into how EFL teacher trainers and secondary school teachers create safe spaces for challenging discussions. Based on the results, it seems that university tutors tend to embrace conflict more, thus, they are more likely to create a brave space, while secondary school teachers are not particularly fond of tense moments, but they have a wide repertoire of techniques to dissolve conflict. Although the importance of creating ground rules to prepare the group for such discussions is heavily underscored in the literature (Griffin and Ouellett, 2007; Oxfam, 2018; Szesztay, 2020), it turned out to be a divisive issue among the participants. These results imply that it would be beneficial to develop teacher trainees' understanding of controversy, and skills to create good group dynamics, and manage controversial discussions.

Third, the focus group studies intended to reveal what activity types EFL teacher trainers and EFL teachers use to develop students' global competence. The studies have shown that they use a wide range of activities relying on their students' active participation, such as debates, drama, presentations, and they supplement their coursebooks with interactive, appealing materials (e.g., videos, songs, interactive texts). Even though these activities are valuable, neither tutors nor teachers made references to using activities beyond the walls of the classroom, with the aim of creating a link between the classroom and the real world. Therefore, it would be beneficial to show trainees the use of experiential learning activities (e.g., ethnographic research, field trips, online collaboration with students from different backgrounds) and train them in bringing such activities revolving around global content into their classes.

Fourth, in the two classroom studies, 13 first-year university language practice groups and 12 secondary school EFL groups had the opportunity to try out activity sequences aimed at GCD and language skills development. Overall, the teachers had positive views on the worksheets created for the research project, they appreciated the ready-made and up-to-date materials and the varied activities. They had satisfying experiences with the sequences, even though it is worth mentioning that many of them did

not do the experiential learning activities (the projects and service-learning activities) with their groups. Also, considering which worksheets they chose to try out, it must be mentioned that they opted for the safer topics (e.g., climate change, fake news, happiness) and avoided the highly controversial, sensitive topics (e.g., refugees, domestic violence) (for the possible reasons, see Section 6.2). One of the implications of these studies is that there is a need for teacher friendly, easy to use, free materials that cater to their students' needs and realities. The other one is that it would be highly beneficial to train novice teachers on how to make use of experiential learning activities in their classes.

Finally, to explore students' views on activities aimed at developing their GC, they were asked to give feedback on the lessons they participated in, and their teachers were asked about their general attitudes in the focus group interviews. The teachers reported on ever-changing attitudes from their students' part, and tutors posited that their trainees are either open and welcoming or feel discomfort during such lessons. The studies have indicated that most students have positive views on activities aimed at GCD and they realise that these lessons can both improve their GC and their language skills. Given that the students tend to be enthusiastic about activities developing their global competence, it would be paramount to exploit these positive feelings and incorporate the global dimension into TEFL by actively involving students in activities based on modern and relevant materials.

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 6.2 (on page 308) 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. 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.

Figure 6.2

Good Practices for Global Competence Development in ELT



7 Conclusion

7.1 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. This sub-section presents the summary of the main findings, following the order of the main research questions.

The first research question enquired 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 studies revealed that the participants have different degrees of understanding of GC, and they mostly struggle with defining its knowledge component. Even though many of the participants do not mention some inherent parts of the model (e.g., knowledge of global and sustainability-related issues, conflict resolution, adaptability, global-mindedness) (OECD, 2018), they believe that *well-informedness*, *language-* and *self-knowledge* (knowledge) and *the desire the stay informed* (attitude) could be valuable additions to the global competence framework. The interview studies revealed that the participating teachers use a myriad of student-centred activities to develop their students' GC. However, as the respondents did not report on conducting activities with the help of which they could encourage their students to take action outside the classroom, hence linking the classroom with the outside world, the extramural dimension of GCED does not seem to be incorporated into EFL classrooms. Even though these results suggest that participants do not have a full picture of what GCD means, they do believe that it is important to raise global citizens (even more so in the university context) and feel that they can contribute to this in their EFL classes. Moreover, they think that they have an easier task as language teachers because they are not as constrained by the curriculum as teachers of other subjects. From the participants' characterization of globally competent teachers, it became apparent that they regard them as globally competent individuals, but they do not clearly understand what distinguishes them from other teachers and what specific pedagogical content knowledge they should have to nurture global citizens effectively.

Given that based on empirical studies (Evrpidou & Çavuşoğlu, 2011; Haynes, 2009; Yoshihara, 2013), one of 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. From the results of the four studies (Studies 1-4), it became clear that both university tutors and EFL teachers deal with a wide variety of relevant and timely global and intercultural issues, but they tend to avoid local issues, especially if they are regarded as highly controversial or have political overtones. Secondary school teachers and university teachers tend to prefer similar topics (e.g., climate change, health, youth, education), which may result in students encountering the same topics several times, which could even lead to a lack of engagement and potential overload. The statistical tests have revealed that the type of school they work in, the type of settlement they teach in and their age also influence Hungarian teachers' topic choice: if they teach in smaller towns or secondary vocational or technical schools, they are less likely to incorporate hot button topics in Hungarian society into their classes (e.g., migration, threats to democracy); however, if they belong to the younger generation of teachers (under the age of 35), they are more likely to integrate controversial topics (e.g., sexual identities, negative stereotypes, and discrimination) into their EFL lessons. The participants reported reasonably positive attitudes towards integrating global content into their EFL lessons, nonetheless, they prefer dealing with intercultural and global issues significantly more than with issues of local significance or issues they deem controversial. The statistical test showed that not only are younger teachers more likely to integrate controversial topics into their classes, but they also have more positive attitudes towards such issues, they deal with them more frequently and think that these are more important than their more experienced colleagues do. 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 on 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.

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. The two focus group interview studies revealed that both university tutors and teachers take various approaches to discussing CI with their groups, depending on the aim of the activities: when they are endeavouring to educate their students, they tend to take the committed or partisan approach; however, when they aim to encourage their students to explore different views, they are more likely to take the balanced or objective approach. The focus group studies also shed light on the fact that the participants' definitions of the ideal classroom atmosphere coincide with those of a safe space, and they are attempting to create a safe, respectful, and inclusive atmosphere for their students. There seems to be a slight difference in university tutors' and secondary school teachers' perceptions of safe spaces: teacher

trainers tend to believe that conflict and tension are also essential elements of an ideal classroom, thus, their idea of a safe space approximates the concept of a *brave space*. The idea of creating ground rules for successful discussions divided the participants in both studies, contrary to the recommendations of the literature. Nevertheless, the participants use a wide range of conflict management techniques to ensure that the discussions go smoothly and fruitfully. The respondents from both contexts use a wide array of student-centred techniques and activities in their classrooms to address global issues, nonetheless, they do not seem to use transformative learning practices, e.g., storytelling, service-learning, online collaboration, project-based learning with which they could encourage their students to take action for collective well-being and sustainability. In the classroom studies, the participants had the opportunity to try out ten activity sequences based on authentic pop-cultural materials. Their reflective journals and the focus group interviews revealed that they appreciated the worksheets, they thought that these were teacher-friendly materials, catering to their students' needs and interests as they were out of the ordinary and made use of materials that are close to their students' world (e.g., songs, animations, colourful images). The university and secondary school students were also enthusiastic about the lessons where they used the worksheets: they felt that the lessons were enjoyable, engaging, and eye-opening, and the materials enabled them to learn a lot about the world and at the same time, develop their language proficiency.

7.2 The Main Pedagogical Implications and Recommendations

In Chapter 6, I endeavoured to discuss and explain the findings and link them to the implications of the research project. 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.

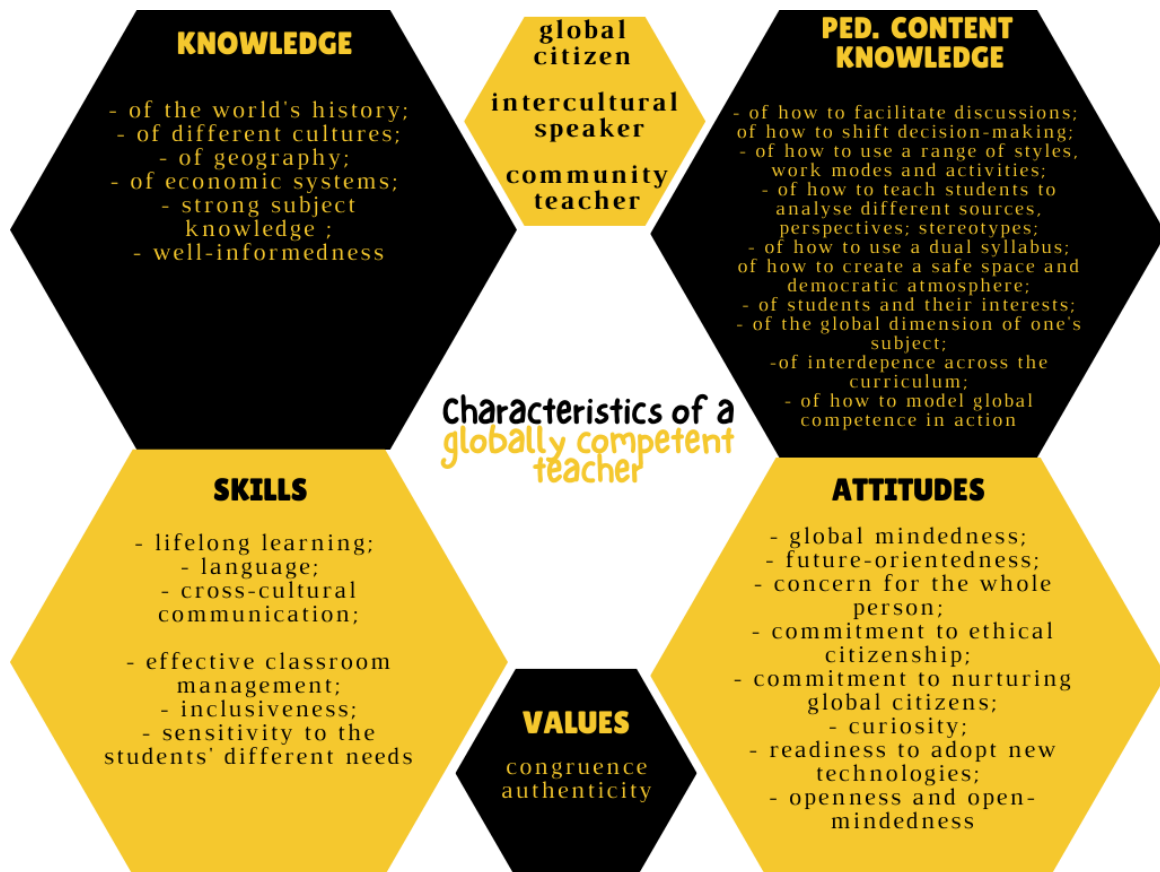
Making Trainees Think about New Teacher Roles

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. 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 7.1 could be used as a guide to this end. As shown in Table U.1 in Appendix U, 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.

Figure 7.1

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



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. Consequently, having been familiarised with the main premises of GCED and having experienced it in practice, hopefully, young teachers will feel empowered to act as critical educators (Giroux, 2021) and change agents for a more sustainable and just future, even at the beginning of their teaching career.

Making Global Competence a Vital Part of Teacher Education Programmes

As 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 6.2) with good practices (see Section 6.3.6), 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 practicing 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. 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.

7.3 Limitations and Future Research Directions

Even though the studies have brought novel results, the research project is subject to certain limitations. Three of these limitations were discussed with possible solutions to them in Section 3.7. To recapitulate, one of these limitations concerned sampling, more specifically participant self-selection in the large-scale questionnaire studies (Studies 3 and 4), thus the results must be interpreted with caution, and they could not be generalised to the whole

population. Another limitation concerned the classroom studies: due to the COVID-19 pandemic, classroom observations were virtually impossible, which made triangulation more difficult. The third limitation concerned the focus of the studies: instead of measuring all dimensions, I decided to focus on the knowledge component of the global competence framework in some of the research questions, so this dimension appears very emphatically, which may have given a skewed picture of GCD to the reader throughout the dissertation.

There are two more limitations which may be worth addressing in connection with the questionnaire studies. One of them is in connection with the distinction between global, local, and intercultural issues: as I pointed out in the review of the literature, defining global, local, and intercultural issues is no mean feat, there are some overlaps, and 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 (see Appendices F and G), 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. The second limitation concerns one of the findings of the questionnaire, namely 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 explore whether research in other contexts with other participants would yield similar results and to reveal the possible reasons for the difference between teachers in the two types of school.

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 on 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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- EMMI rendelet a tanári felkészítés közös követelményeiről és az egyes tanárszakok képzési és kimeneti követelményeiről [EMMI decree about the common requirements of teacher training and the training and outcome requirement of each teacher training programme] 8/2013. (I. 30.). (2013). <https://net.jogtar.hu/jogszabaly?docid=a1300008.emm>
- Text adopted P9_TA(2021)0362. Breaches of EU law and of the rights of LGBTIQ citizens in Hungary as a result of the adopted legal changes in the Hungarian Parliament. European Union, European Parliament. https://www.europarl.europa.eu/doceo/document/B-9-2021-0412_EN.html

Appendices

Appendix A

The Overview of the Research Design

| Research questions | Methods of data collection | Methods of data analysis |
|--|---|---|
| <p>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?</p> <p>RQ 1.1 What do Hungarian secondary school EFL teachers and university tutors in EFL teacher training understand by global competence development?</p> <p>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?</p> | <p>Large-scale questionnaire study with secondary EFL teachers and university tutors in EFL teacher training</p> | <p>Statistical analysis using SPSS to find tendencies, explore issues and examine relationships (e.g., descriptives, frequencies, T-tests, ANOVA, correlation test)</p> <p>Content analysis of open-ended questions</p> |
| <p>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?</p> <p>RQ 2.1 What topics do Hungarian secondary school EFL teachers and university tutors in EFL teacher training deal with for global competence development?</p> <p>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?</p> <p>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?</p> | <p>Interview study with secondary EFL teachers and university tutors</p> | <p>Content analysis of the interviews</p> |
| <p>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?</p> <p>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?</p> <p>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?</p> <p>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?</p> <p>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?</p> <p>RQ 3.5 What are the students’ views on activities aimed to develop global competence?</p> | <p>Focus group interview with secondary EFL teachers and university tutors</p> <p>Activities designed by the researcher and given to teachers teaching in different institutions</p> <p>Reflective journals</p> <p>Feedback from the students participating in classroom research</p> | <p>Content analysis of the focus group interviews</p> <p>Analysis of reflective journals</p> <p>Statistical analysis to find tendencies</p> <p>Content analysis</p> |

Appendix B

Interview Guide for Teacher Trainers (Translated to English)

Dear Colleague,

Thank you for accepting the interview and contributing to my doctoral research. I'm Rita Divéki, a second-year student in the Language Pedagogy PhD Programme at ELTE. My research field is global competence development, and these interviews aim to explore teachers' views on global competence development and dealing with global issues in class. There are no right answers, I'm interested in your experiences and your attitudes towards these issues. I'm going to use what you're saying for research purposes. You're going to be assigned a pseudonym during the research project and no third parties will be able to identify you. After the recording, I'm going to transcribe the interview and send it back to you for member checking. If you were interested, I would gladly share the results with you and if you consent to the interview being recorded, we can start.

Background questions:

1. How long have you been teaching?
2. Where did you go to university?
3. What subjects do you teach?
4. Where and in which institute?
5. How long have you been teaching here?
6. Have you ever taught or lived abroad?

Interview questions:

1. What do you enjoy most in teaching language practice for first-year students?
2. How do you design the course? (*How do you choose the topics?*)
3. What topics do you most enjoy dealing with in class? (*Could you list some please?*)
4. Are there any topics you don't particularly enjoy dealing with in class? (*Could you list some please?*)
5. Are there any taboo topics in your classes? (*Why wouldn't you bring them in class?*)
6. What global, local and intercultural issues do you usually deal with in class?
7. What global, local and intercultural issues would you never bring into class?
8. How do you feel about dealing with global, local and intercultural issues in class?
9. How often do you deal with such issues in class?
10. How important do you think it is to deal with such issues in class and why?
11. What does it depend on whether you bring in global, local and intercultural issues to deal with in class? (*What influences your decision in bringing in such issues? What do you take into consideration when selecting the topic? What prevents you from bringing in certain issues to class?*)
12. Do you consider yourself to be a language teacher exclusively or more like an educator?
13. What knowledge, skills and attitude do you think university students need to succeed in the 21st century?

You might have heard about the fact that from 2018 on the OECD PISA has started to assess students' global competence. According to my definition, global competence comprises the knowledge, skills and attitudes which make enable students to succeed in the 21st-century labour market and empower them to live as democratic, active, conscious and globally aware citizens. For the latter, the literature uses the term *global citizen*.

14. What do you think makes someone a global citizen? (*What knowledge do they have? What attitudes do they have? What skills do they have?*)

15. Do you consider yourself to be a global citizen? (*To what extent do you consider yourself to be a global citizen? What do you do to be one? How do you develop yourself in this role?*)

16. What are the characteristics of a globally aware teacher or a global teacher?

17. What opportunities do your students have in your class to develop their above-mentioned knowledge, skills and attitudes?

Students taking part in the programmes run by the Institute are going to become language teachers and other English-speaking experts (interpreters, translators...etc.)

18. Do you think it is important to deal with global competence development in this context? Why?

19. Whose responsibility and task do you think it is to develop their global competence?

20. To what extent do you think it is important to involve global competence development in EFL teacher training?

Thank you for the interview. Should you want to say anything else in connection with the topic, you're welcome.

Appendix C

Interview Guide for Secondary School Teachers (Translated to English)

Dear Colleague,

Thank you for accepting the interview and contributing to my doctoral research. I'm Rita Divéki, a second-year student in the Language Pedagogy PhD Programme at ELTE. My research field is global competence development and the aim of these interviews is to explore teachers' views on global competence development and dealing with global issues in class. There are no right answers, I'm interested in your experiences and your attitudes towards these issues. I'm going to use what you're saying for research purposes. You're going to be assigned a pseudonym during the research project and no third parties will be able to identify you. After the recording, I'm going to transcribe the interview and send it back to you for member checking. If you were interested, I would gladly share the results with you and if you consent to the interview being recorded, we can start.

Background questions:

1. How long have you been teaching?
2. Where did you go to university?
3. What subjects do you teach?
4. Where and in which institute?
5. How long have you been teaching here?
6. Have you ever taught or lived abroad?

Interview questions:

1. What do you enjoy most about teaching English?
2. What topics do you most enjoy dealing with in class? (*Could you list some please?*)
3. Are there any topics you don't particularly enjoy dealing with in class? (*Could you list some please?*)
4. Are there any taboo topics in your classes? (*Why wouldn't you bring them in class?*)
5. What global, local and intercultural issues do you usually deal with in class?
6. What global, local and intercultural issues would you never bring into class?
7. How do you feel about dealing with global, local and intercultural issues in class?
8. How often do you deal with such issues in class?
9. How important do you think it is to deal with such issues in class and why?
10. What does it depend on whether you bring in global, local and intercultural issues to deal with in class? (*What influences your decision in bringing in such issues? What do you take into consideration when selecting the topic? What prevents you from bringing in certain issues to class?*)
11. Do you consider yourself to be a language teacher exclusively or more like an educator?
12. What knowledge, skills and attitude do you think university students need to succeed in the 21st century?

You might have heard about the fact that from 2018 on the OECD PISA has started to assess students' global competence. According to my definition, global competence comprises the knowledge, skills and attitudes which make enable students to succeed in the 21st-century labour market and empower them to live as democratic, active, conscious and globally aware citizens. For the latter, the literature uses the term *global citizen*.

14. What do you think makes someone a global citizen? (*What knowledge do they have? What attitudes do they have? What skills do they have?*)

15. Do you consider yourself to be a global citizen? (*To what extent do you consider yourself to be a global citizen? What do you do to be one? How do you develop yourself in this role?*)

16. What are the characteristics of a globally aware teacher or a global teacher?

17. What opportunities do your students have in your class to develop their above-mentioned knowledge, skills and attitudes?

You might have heard that the government has committed to introducing the global perspective at all levels of the education system and it might even appear in the next National Core Curriculum.

18. What do you think about this?

19. What might be the advantages of such an initiative?

20. What might be the difficulties? (What sort of problems might it cause for the teachers? For the students? How would the parents react to this?)

21. What would teachers need to effectively develop their students' global competence?

Thank you for the interview. Should you want to say anything else in connection with the topic, you're welcome.

Appendix D

Call for Participation in the Questionnaire Study for Secondary School Teachers (Translated to English)

Dear Colleague,

My name is Rita Divéki, I teach at the Department of Language Pedagogy at the Faculty of Humanities at ELTE, and I'm a fourth-year PhD student at the Language Pedagogy PhD programme at ELTE.

I would like to ask you for help in my doctoral research, in case you teach 16–19-year-old students. With this research project, I aim to gain insight into what *global, local, and intercultural issues* secondary school teachers bring into their English classes and what their attitude is towards developing their *students' global competence*.

The questionnaire is anonymous and voluntary, and the data yielded by the instrument is going to be solely used for research purposes.

Filling in the questionnaire takes 20-25 minutes. I know it is a lot to ask (especially as it is the end of the school year), nevertheless, I would like to return the favour: at the end of the questionnaire, you may find a link to my webpage, where you can find worksheets revolving around global, local, and intercultural issues (e.g., poverty, climate change, fake news). The worksheets have been piloted by university tutors and secondary school teachers too. The worksheets centre around videos and songs, they can be used in online classes as well, they require minimum preparation on the teacher's part, and they are accompanied by teacher's guides.

Thank you in advance for your help.

You can find the questionnaire here: <https://forms.gle/3ZgHSMmkmwPeefXT8>

Yours faithfully,

Divéki Rita

Appendix E
Calls for Participation in the Questionnaire Study Sent out to University Teacher Trainers

Appendix E1
The First Call

Dear Colleague,

My name is Rita Divéki and I teach at the Language Pedagogy Department at ELTE-BTK and I am a fourth-year PhD student in the Language Pedagogy Programme at ELTE-PPK. As part of my doctoral research, I aim to gain insight into what *global, local, and intercultural issues* university tutors involved in teacher training bring into their language development seminars and what their attitude is towards developing their *students' global competence*.

Hence, if you are teaching/have taught a course focusing on the language development of students in the past 3-5 years, I would like to ask you to take 20 minutes of your time and contribute to my research project by filling in this questionnaire on the topic.

https://docs.google.com/forms/d/e/1FAIpQLSem01E7DTUbdtRyQoRuheevVUJZnWthaBfzNpFbek0rFjF4VA/viewform?usp=sf_link

Thank you for your help in advance.

Best wishes,
Rita Divéki

Appendix E2
The Second Call

Dear Colleague,

You may have already received an e-mail inviting you to participate in my questionnaire study. If you have already completed and returned the questionnaire, I am grateful. If you have not completed the questionnaire, please take the time to consider helping me with this important research project.

With this study, I aim to gain insight into what global, local, and intercultural issues university tutors involved in teacher training bring into their language development seminars and what their attitude is towards developing their students' global competence. Therefore, if you have taught/teach language development seminars to teacher trainees, could you please fill in this questionnaire?

The questionnaire is strictly confidential and anonymous and filling it in takes approximately 20 minutes.

Thank you very much for giving your time to help me with my research.

https://docs.google.com/forms/d/e/1FAIpQLSem01E7DTUbdtRyQoRuheevVUJZnWthaBfzNpFbek0rFjF4VA/viewform?usp=sf_link

Do not hesitate to contact me if you have any questions or if you need participants for your research projects.

Best wishes,
Rita Divéki

Appendix F

Questionnaire for Secondary School Teachers

Global, Local, and Intercultural Issues in the EFL Class

Questionnaire for Secondary School Teachers (Translated to English)

Dear Colleague,

My name is Rita Divéki, and I am a 4th year PhD student at the Doctoral School of Education at ELTE. My main research field is global competence development in the EFL class. With this questionnaire, my main aim is to gain insight into secondary school EFL teachers' attitudes towards dealing with global, local and intercultural issues in their lessons. The questionnaire consists of different parts and filling it in takes approximately 20-25 minutes. The mandatory questions are marked with an asterisk, they must be filled in so that you can proceed. The questionnaire is anonymous, and its completion is voluntary. Thank you in advance for your help.

I. Possible topics in the lesson:

How likely are you to bring these topics into your classes?

1. How likely are you to bring these global issues into your classes with 16–18-year-old-students?

Please mark your answers on the following scale. 1 = I am not at all likely; 2 = I am not really likely; 3 = I am partly likely and partly not; 4 = I am likely; 5 = I am very likely.

If you have already dealt with this topic in class, please mark 6.

| | | | | | | | |
|-----|---|---|---|---|---|---|---|
| 1. | Africa (e.g., poverty, diseases, desertification, famine) | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. | Ageing (e.g., ageing society, demographic transition) | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. | AIDS (e.g., prevention of AIDS/HIV, HIV and pregnancy) | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. | Atomic energy (e.g., nuclear weapons, nuclear waste) | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. | Big data (e.g., data protection, digital footprint, digital citizenship) | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. | Children (e.g., child poverty, child labour, child abuse, child mortality, global education) | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. | Climate change (e.g., environmental pollution, deforestation, forest fires, the rise of sea levels, melting ice caps, glaciers) | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. | Decolonisation (e.g., exploitation) | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. | Democracy (e.g., democratisation, the main values of democracy, the deficits of democracy) | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. | Poverty (e.g., eradicating poverty, slums) | 1 | 2 | 3 | 4 | 5 | 6 |
| 11. | Food (e.g., missing food security, sustainable agriculture, world hunger) | 1 | 2 | 3 | 4 | 5 | 6 |
| 12. | Gender equality (e.g., gender pay gap, feminism, eliminating violence against women) | 1 | 2 | 3 | 4 | 5 | 6 |
| 13. | Health (e.g., pandemics, healthy lifestyle, obesity, mental health) | 1 | 2 | 3 | 4 | 5 | 6 |
| 14. | Human rights (e.g., Universal Declaration of Human Rights, human rights violations) | 1 | 2 | 3 | 4 | 5 | 6 |
| 15. | International law (e.g., war crimes, discrimination, the UN) | 1 | 2 | 3 | 4 | 5 | 6 |
| 16. | Migration (e.g., the reasons for migration, displacement) | 1 | 2 | 3 | 4 | 5 | 6 |
| 17. | Oceans and the Law of the Sea (e.g., marine pollution, ocean governance, overfishing, protection of biodiversity) | 1 | 2 | 3 | 4 | 5 | 6 |
| 18. | Peace and security (e.g., peacekeeping, peacebuilding, demining) | 1 | 2 | 3 | 4 | 5 | 6 |
| 19. | Population (e.g., overpopulation, longevity, pension, ageing society) | 1 | 2 | 3 | 4 | 5 | 6 |
| 20. | Refugees (e.g., refugee camps, refugee rights, refugee crisis) | 1 | 2 | 3 | 4 | 5 | 6 |
| 21. | Water (e.g., water pollution, water quality, water scarcity, the lack of sanitation) | 1 | 2 | 3 | 4 | 5 | 6 |
| 22. | Youth (e.g., quality of education, unemployment, participation in public affairs) | 1 | 2 | 3 | 4 | 5 | 6 |

2. How likely are you to bring these local issues into your classes with 16-18-year-old students?

Please mark your answers on the following scale. 1 = I am not at all likely; 2 = I am not really likely; 3 = I am partly likely and partly not; 4 = I am likely; 5 = I am very likely.

If you have already dealt with this topic in class, please mark 6.

| | | | | | | | |
|-----|------------------------------------|---|---|---|---|---|---|
| 1. | Poverty | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. | Unemployment | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. | Population decline | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. | Crime | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. | Alcoholism | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. | Substance abuse | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. | Suicide | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. | Mental illnesses | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. | The state of minorities | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. | Immigration | 1 | 2 | 3 | 4 | 5 | 6 |
| 11. | Emigration | 1 | 2 | 3 | 4 | 5 | 6 |
| 12. | The state of Hungarian health care | 1 | 2 | 3 | 4 | 5 | 6 |
| 13. | The state of Hungarian education | 1 | 2 | 3 | 4 | 5 | 6 |
| 14. | Corruption | 1 | 2 | 3 | 4 | 5 | 6 |
| 15. | LGBTQ rights | 1 | 2 | 3 | 4 | 5 | 6 |

3. How likely are you to bring these intercultural issues into your classes with 16-18-year-old students?

Please mark your answers on the following scale. 1 = I am not at all likely; 2 = I am not really likely; 3 = I am partly likely and partly not; 4 = I am likely; 5 = I am very likely.

If you have already dealt with this topic in class, please mark 6.

| | | | | | | | |
|-----|---|---|---|---|---|---|---|
| 1. | Stereotypes | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. | Discrimination | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. | Racism | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. | Diversity | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. | Class differences | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. | Roles in society | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. | Gender equality | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. | Intercultural communication | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. | Nonverbal communication | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. | Generational differences | 1 | 2 | 3 | 4 | 5 | 6 |
| 11. | Ethnocentrism | 1 | 2 | 3 | 4 | 5 | 6 |
| 12. | Political correctness | 1 | 2 | 3 | 4 | 5 | 6 |
| 13. | Identity | 1 | 2 | 3 | 4 | 5 | 6 |
| 14. | Cultural differences (e.g., in values, behaviours, attitudes towards time, work and others) | 1 | 2 | 3 | 4 | 5 | 6 |
| 15. | Culture shock | 1 | 2 | 3 | 4 | 5 | 6 |
| 16. | Religions and different world views | 1 | 2 | 3 | 4 | 5 | 6 |
| 17. | Celebrations | 1 | 2 | 3 | 4 | 5 | 6 |

4. Apart from the ones mentioned above, what other global, local, and intercultural issues would you deal with in class? (Please list maximum three)

5. Are there any taboo topics that you would never discuss with your students? (Please list maximum three such topics)

II. The frequency of the inclusion of global, local and intercultural topics in the EFL class

Please mark your answer on the following scale:

1 = never; 2 = once or twice a year ; 3 = once or twice a month; 4 = once a week; 5 = multiple times a week

| | | | | | |
|---|---|---|---|---|---|
| 1. How often do you deal with global issues in class? | 1 | 2 | 3 | 4 | 5 |
| 2. How often do you deal with intercultural issues in class? | 1 | 2 | 3 | 4 | 5 |
| 3. How often do you deal with local issues in class? | 1 | 2 | 3 | 4 | 5 |
| 4. How often do you deal with current public affairs in class? | 1 | 2 | 3 | 4 | 5 |
| 5. How often do you deal with other types of controversial issues in class? | 1 | 2 | 3 | 4 | 5 |

III. The importance of dealing with global, local, and intercultural issues

Please mark your answer on the scale.

1 = not at all important; 2 = not really important; 3 = partly important, partly not; 4 =important; 5 = very important

| | | | | | |
|--|---|---|---|---|---|
| 1. How important is it to deal with global issues in class? | 1 | 2 | 3 | 4 | 5 |
| 2. How important is it to deal with local issues in class? | 1 | 2 | 3 | 4 | 5 |
| 3. How important is it to deal with intercultural issues in class? | 1 | 2 | 3 | 4 | 5 |
| 4. How important is it to deal with controversial topics in class? | 1 | 2 | 3 | 4 | 5 |

Should you have any comments regarding your answers in this section, please write them here:

IV. Teacher's preferences

Please mark your answer on the scale:

1 = I do not like it at all; 2 = I do not really like it; 3 = I partly like it, partly not; 4 = I like it; 5= I like it very much

| | | | | | |
|---|---|---|---|---|---|
| 1. How much do you like dealing with global issues if you bring the topic into class? | 1 | 2 | 3 | 4 | 5 |
| 2. How much do you like dealing with global issues if the students bring the topic into class? | 1 | 2 | 3 | 4 | 5 |
| 3. How much do you like dealing with local issues if you bring the topic into class? | 1 | 2 | 3 | 4 | 5 |
| 4. How much do you like dealing with local issues if the students bring the topic into class? | 1 | 2 | 3 | 4 | 5 |
| 5. How much do you like dealing with intercultural issues if you bring the topic into class? | 1 | 2 | 3 | 4 | 5 |
| 6. How much do you like dealing with intercultural issues if the students bring the topic into class? | 1 | 2 | 3 | 4 | 5 |

V. Background variables influencing the incorporation of global, local and intercultural issues

To what extent are the following statements true for you?

Please mark your answer on the following scale: 1 = not at all true; 2 = not really true; 3 = partly true, partly not; 4 = quite true; 5 = absolutely true

| | | | | | |
|---|---|---|---|---|---|
| 1. I only discuss global, local, and intercultural issues in class with my groups if the topic appears in the texts or questions of the coursebook. | 1 | 2 | 3 | 4 | 5 |
| 2. We only deal with global, local, and intercultural issues in class if there is time left. | 1 | 2 | 3 | 4 | 5 |
| 3. I bring global, local, and intercultural issues into the classroom even if I know that my students will have completely different opinions about them. | 1 | 2 | 3 | 4 | 5 |
| 4. I only bring global, local, and intercultural issues into class if I am almost sure that there will be no conflicts among the students while/after dealing with the topic. | 1 | 2 | 3 | 4 | 5 |
| 5. I think I am well-informed about global, local, and intercultural issues. | 1 | 2 | 3 | 4 | 5 |
| 6. I love those classes when we deal with global, local, and intercultural issues. | 1 | 2 | 3 | 4 | 5 |
| 7. During my initial teacher training, I learnt about how to successfully deal with global, local, and intercultural issues in class. | 1 | 2 | 3 | 4 | 5 |
| 8. I learnt about how to successfully deal with global, local, and intercultural issues in class in continuous professional development sessions. | 1 | 2 | 3 | 4 | 5 |
| 9. I only bring global, local, and intercultural topics into class if I am interested in them. | 1 | 2 | 3 | 4 | 5 |
| 10. I only bring global, local, and intercultural issues into the classroom, if I feel prepared in the given field. | 1 | 2 | 3 | 4 | 5 |
| 11. I only bring global, local, and intercultural issues into class if I have a good relationship with the group. | 1 | 2 | 3 | 4 | 5 |
| 12. I bring global, local, and intercultural issues into the classroom if I am sure my students are interested in the topic. | 1 | 2 | 3 | 4 | 5 |
| 13. I need to prepare more than usual for a class when we are dealing with global, local, and intercultural topics. | 1 | 2 | 3 | 4 | 5 |
| 14. I only bring global, local, and intercultural issues into class if I can link them to a topic in the coursebook. | 1 | 2 | 3 | 4 | 5 |
| 15. It is easy to get materials with which I can teach about global, local, and intercultural issues. | 1 | 2 | 3 | 4 | 5 |
| 16. I do not bring in global, local, or intercultural issues if I cannot link them to a topic in the coursebook. | 1 | 2 | 3 | 4 | 5 |
| 17. In my lessons, I often do not have enough time to deal with global, local, or intercultural issues. | 1 | 2 | 3 | 4 | 5 |
| 18. I bring global, local, and intercultural issues into the classroom even if some of my students might find them sensitive. | 1 | 2 | 3 | 4 | 5 |
| 19. I only bring global, local, and intercultural issues into class if we have good classroom dynamics. | 1 | 2 | 3 | 4 | 5 |
| 20. I think that I would be able to deal with potential conflicts which arise when dealing with global, local, and intercultural issues. | 1 | 2 | 3 | 4 | 5 |
| 21. I feel apprehensive about those lessons when we deal with global, local, or intercultural topics. | 1 | 2 | 3 | 4 | 5 |
| 22. My university studies contributed to my becoming a global citizen. | 1 | 2 | 3 | 4 | 5 |
| 23. I actively work on developing myself as a global citizen. | 1 | 2 | 3 | 4 | 5 |
| 24. In my free time, I love getting informed, reading and talking about global, local and intercultural issues. | 1 | 2 | 3 | 4 | 5 |
| 25. I think that I have a wide enough methodological repertoire to effectively deal with global, local, and intercultural issues in class. | 1 | 2 | 3 | 4 | 5 |
| 26. For me, having a great atmosphere is a prerequisite for bringing global, local, and intercultural issues into class. | 1 | 2 | 3 | 4 | 5 |
| 27. When choosing a topic, I consider my students' interests. | 1 | 2 | 3 | 4 | 5 |
| 28. I would need more time to prepare for classes when we are dealing with global, local, and intercultural issues. | 1 | 2 | 3 | 4 | 5 |
| 29. I know some websites containing resources I can use to deal with global, local, and intercultural issues in class. | 1 | 2 | 3 | 4 | 5 |
| 30. I gladly supplement the coursebook with materials with the help of which we can deal with global, local, and intercultural issues. | 1 | 2 | 3 | 4 | 5 |

VI. Global Competence Development

You might have heard about the fact that from 2018 on the OECD PISA started to measure students' global competence. According to my definition, global competence comprises the knowledge, skills and attitudes which enable students to succeed in the 21st-century labour market and empower them to live as democratic, active, conscious and globally aware citizens. For the latter, the literature uses the term global citizen.

What do you think makes someone a global citizen?

1. What knowledge does a globally competent adult have?

(Please list minimum 2 and maximum 4 components.)

2. What skills does a globally competent adult have?

(Please list minimum 2 and maximum 4 components.)

3. What attitudes does a globally competent adult have?

(Please list minimum 2 and maximum 4 components.)

4. To what extent do you consider yourself a global citizen?

Please mark your answer on the following scale:

1 = Not at all, 2 = Not really, 3 = Partly, 4 = Quite, 5 = Absolutely

1 2 3 4 5

5. What do you think are the most important characteristics of a globally aware teacher?

(Please list minimum 2 and maximum 4 characteristics.)

6. To what extent do you have the characteristics you listed above (in your previous answer)?

Please mark your answer on the following scale:

1 = Not at all, 2 = Not really, 3 = Partly, 4 = Quite true for me, 5 = Absolutely

1 2 3 4 5

7. How important do you think it is for students to become global citizens?

Please mark your answer on the following scale:

1 = Not at all important, 2 = Not really important, 3 = Partly important, partly not, 4 = Quite important, 5 = Absolutely important

1 2 3 4 5

8. To what extent do you think it is your task to develop students' global competence?

Please mark your answer on the following scale:

1 = Not at all, 2 = Not really, 3 = Partly, 4 = Quite, 5 = Absolutely

9. How important do you think it is to develop students' global competence in secondary school English classes?

Please mark your answer on the following scale:

1 = Not at all important, 2 = Not really important, 3 = Partly important, partly not, 4 = Quite important, 5 = Absolutely important

1 2 3 4 5

VII. Biodata

1. What's your age? (*Please only write numbers*)

2. What gender do you identify with? male/female/other

3. How many years of teaching experience do you have? (*Please only write numbers*)

4. What type of secondary school do you teach at?

secondary grammar school

secondary vocational school

Church secondary grammar school

independent secondary school

bilingual secondary grammar school

other:

secondary technical school

5. What type of settlement do you teach in?

capital city

larger town (more than 100 000 inhabitants)

middle town (between 20 000 and 100 000 inhabitants)

small town (5 000 and 20 000 inhabitants)

village

6. Which county do you teach in?

Budapest

Jász-Nagykun-Szolnok

Bács-Kiskun

Komárom-Esztergom

Baranya

Pest

Békés

Somogy

Borsod-Abaúj-Zemplén

Szabolcs-Szatmár-Bereg

Csongrád-Csanád

Tolna

Fejér

Vas

Győr-Moson-Sopron

Veszprém

Hajdú-Bihar

Zala

Heves

7. Which subjects do you teach other than English?

8. Do you take on other roles in your school? (*e.g., headteacher, teacher team leader, headmaster, student volunteer work coordinator, helping the work of the students' council*)

9. Do you take on any public roles?

10. Have you ever participated in any professional development workshops focusing on teaching controversial topics?

11. If yes, what workshops?

Appendix G

Questionnaire - Global, Local, and Intercultural Issues in the EFL Class Questionnaire for University Teacher Trainers

Dear Colleague,

My name is Rita Divéki, and I am a 4th year PhD student at the Doctoral School of Education at ELTE. My main research field is global competence development in the EFL class. With this questionnaire, my main aim is to gain insight into secondary school EFL teachers' attitudes towards dealing with global, local and intercultural issues in their lessons. The questionnaire consists of different parts and filling it in takes approximately 20-25 minutes. The mandatory questions are marked with an asterisk, they must be filled in so that you can proceed. The questionnaire is anonymous, and its completion is voluntary. Thank you in advance for your help.

I. Possible topics in the lesson:

How likely are you to bring these topics into your classes?

1. How likely are you to bring these global issues into your classes?

Please mark your answers on the following scale. 1 = I am not at all likely; 2 = I am not really likely; 3 = I am partly likely and partly not; 4 = I am likely; 5 = I am very likely.

If you have already dealt with this topic in class, please mark 6.

| | | | | | | | |
|-----|---|---|---|---|---|---|---|
| 1. | Africa (e.g., poverty, diseases, desertification, famine) | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. | Ageing (e.g., ageing society, demographic transition) | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. | AIDS (e.g., prevention of AIDS/HIV, HIV and pregnancy) | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. | Atomic energy (e.g., nuclear weapons, nuclear waste) | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. | Big data (e.g., data protection, digital footprint, digital citizenship) | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. | Children (e.g., child poverty, child labour, child abuse, child mortality, global education) | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. | Climate change (e.g., environmental pollution, deforestation, forest fires, the rise of sea levels, melting ice caps, glaciers) | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. | Decolonisation (e.g., exploitation) | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. | Democracy (e.g., democratisation, the main values of democracy, the deficits of democracy) | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. | Poverty (e.g., eradicating poverty, slums) | 1 | 2 | 3 | 4 | 5 | 6 |
| 11. | Food (e.g., missing food security, sustainable agriculture, world hunger) | 1 | 2 | 3 | 4 | 5 | 6 |
| 12. | Gender equality (e.g., gender pay gap, feminism, eliminating violence against women) | 1 | 2 | 3 | 4 | 5 | 6 |
| 13. | Health (e.g., pandemics, healthy lifestyle, obesity, mental health) | 1 | 2 | 3 | 4 | 5 | 6 |
| 14. | Human rights (e.g., Universal Declaration of Human Rights, human rights violations) | 1 | 2 | 3 | 4 | 5 | 6 |
| 15. | International law (e.g., war crimes, discrimination, the UN) | 1 | 2 | 3 | 4 | 5 | 6 |
| 16. | Migration (e.g., the reasons for migration, displacement) | 1 | 2 | 3 | 4 | 5 | 6 |
| 17. | Oceans and the Law of the Sea (e.g., marine pollution, ocean governance, overfishing, protection of biodiversity) | 1 | 2 | 3 | 4 | 5 | 6 |
| 18. | Peace and security (e.g., peacekeeping, peacebuilding, demining) | 1 | 2 | 3 | 4 | 5 | 6 |
| 19. | Population (e.g., overpopulation, longevity, pension, ageing society) | 1 | 2 | 3 | 4 | 5 | 6 |
| 20. | Refugees (e.g., refugee camps, refugee rights, refugee crisis) | 1 | 2 | 3 | 4 | 5 | 6 |
| 21. | Water (e.g., water pollution, water quality, water scarcity, the lack of sanitation) | 1 | 2 | 3 | 4 | 5 | 6 |
| 22. | Youth (e.g., quality of education, unemployment, participation in public affairs) | 1 | 2 | 3 | 4 | 5 | 6 |

2. How likely are you to bring these local issues into your classes?

*Please mark your answers on the following scale. 1 = I am not at all likely; 2 = I am not really likely; 3 = I am partly likely and partly not; 4 = I am likely; 5 = I am very likely.
If you have already dealt with this topic in class, please mark 6.*

| | | | | | | | |
|-----|------------------------------------|---|---|---|---|---|---|
| 1. | Poverty | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. | Unemployment | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. | Population decline | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. | Crime | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. | Alcoholism | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. | Substance abuse | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. | Suicide | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. | Mental illnesses | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. | The state of minorities | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. | Immigration | 1 | 2 | 3 | 4 | 5 | 6 |
| 11. | Emigration | 1 | 2 | 3 | 4 | 5 | 6 |
| 12. | The state of Hungarian health care | 1 | 2 | 3 | 4 | 5 | 6 |
| 13. | The state of Hungarian education | 1 | 2 | 3 | 4 | 5 | 6 |
| 14. | Corruption | 1 | 2 | 3 | 4 | 5 | 6 |
| 15. | LGBTQ rights | 1 | 2 | 3 | 4 | 5 | 6 |

3. How likely are you to bring these intercultural issues into your classes?

*Please mark your answers on the following scale. 1 = I am not at all likely; 2 = I am not really likely; 3 = I am partly likely and partly not; 4 = I am likely; 5 = I am very likely.
If you have already dealt with this topic in class, please mark 6.*

| | | | | | | | |
|-----|---|---|---|---|---|---|---|
| 1. | Stereotypes | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. | Discrimination | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. | Racism | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. | Diversity | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. | Class differences | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. | Roles in society | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. | Gender equality | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. | Intercultural communication | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. | Nonverbal communication | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. | Generational differences | 1 | 2 | 3 | 4 | 5 | 6 |
| 11. | Ethnocentrism | 1 | 2 | 3 | 4 | 5 | 6 |
| 12. | Political correctness | 1 | 2 | 3 | 4 | 5 | 6 |
| 13. | Identity | 1 | 2 | 3 | 4 | 5 | 6 |
| 14. | Cultural differences (e.g., in values, behaviours, attitudes towards time, work and others) | 1 | 2 | 3 | 4 | 5 | 6 |
| 15. | Culture shock | 1 | 2 | 3 | 4 | 5 | 6 |
| 16. | Religions and different world views | 1 | 2 | 3 | 4 | 5 | 6 |
| 17. | Celebrations | 1 | 2 | 3 | 4 | 5 | 6 |

4. Apart from the ones mentioned above, what other global, local, and intercultural issues would you deal with in class? (Please list maximum three)

5. Are there any taboo topics that you would never discuss with your students? (Please list maximum three such topics)

II. The frequency of the inclusion of global, local and intercultural topics in the EFL class

Please mark your answer on the following scale:

1 = never; 2 = once or twice a semester; 3 = once or twice a month; 4 = every second class; 5 = every class

| | | | | | |
|---|---|---|---|---|---|
| 1. How often do you deal with global issues in class? | 1 | 2 | 3 | 4 | 5 |
| 2. How often do you deal with intercultural issues in class? | 1 | 2 | 3 | 4 | 5 |
| 3. How often do you deal with local issues in class? | 1 | 2 | 3 | 4 | 5 |
| 4. How often do you deal with current public affairs in class? | 1 | 2 | 3 | 4 | 5 |
| 5. How often do you deal with other types of controversial issues in class? | 1 | 2 | 3 | 4 | 5 |

III. The importance of dealing with global, local and intercultural issues

Please mark your answer on the scale.

1 = not at all important; 2 = not really important; 3 = partly important, partly not; 4 = important; 5 = very important

| | | | | | |
|--|---|---|---|---|---|
| 1. How important is it to deal with global issues in class? | 1 | 2 | 3 | 4 | 5 |
| 2. How important is it to deal with local issues in class? | 1 | 2 | 3 | 4 | 5 |
| 3. How important is it to deal with intercultural issues in class? | 1 | 2 | 3 | 4 | 5 |
| 4. How important is it to deal with controversial topics in class? | 1 | 2 | 3 | 4 | 5 |

Should you have any comments regarding your answers in this section, please write them here:

IV. Teacher preferences

Please mark your answer on the scale:

1 = I do not like it at all; 2 = I do not really like it; 3 = I partly like it, partly not; 4 = I like it; 5 = I like it very much

| | | | | | |
|---|---|---|---|---|---|
| 1. How much do you like dealing with global issues if you bring the topic into class? | 1 | 2 | 3 | 4 | 5 |
| 2. How much do you like dealing with global issues if the students bring the topic into class? | 1 | 2 | 3 | 4 | 5 |
| 3. How much do you like dealing with local issues if you bring the topic into class? | 1 | 2 | 3 | 4 | 5 |
| 4. How much do you like dealing with local issues if the students bring the topic into class? | 1 | 2 | 3 | 4 | 5 |
| 5. How much do you like dealing with intercultural issues if you bring the topic into class? | 1 | 2 | 3 | 4 | 5 |
| 6. How much do you like dealing with intercultural issues if the students bring the topic into class? | 1 | 2 | 3 | 4 | 5 |

V. Background variables influencing the incorporation of global, local and intercultural issues

To what extent are the following statements true for you?

Please mark your answer on the following scale.

1 = not at all true; 2 = not really true; 3 = partly true, partly not; 4 = quite true; 5 = absolutely true

| | | | | | |
|---|---|---|---|---|---|
| 1. I only discuss global, local, and intercultural issues in class with my groups if the topic appears in the texts or questions of the coursebook. | 1 | 2 | 3 | 4 | 5 |
| 2. We only deal with global, local, and intercultural issues in class if there is time left. | 1 | 2 | 3 | 4 | 5 |
| 3. I bring global, local, and intercultural issues into the classroom even if I know that my students will have completely different opinions about them. | 1 | 2 | 3 | 4 | 5 |
| 4. I only bring global, local, and intercultural issues into class if I am almost sure that there will be no conflicts among the students while/after dealing with the topic. | 1 | 2 | 3 | 4 | 5 |
| 5. I think I am well-informed about global, local, and intercultural issues. | 1 | 2 | 3 | 4 | 5 |
| 6. I love those classes when we deal with global, local, and intercultural issues. | 1 | 2 | 3 | 4 | 5 |
| 7. During my initial teacher training, I learnt about how to successfully deal with global, local, and intercultural issues in class. | 1 | 2 | 3 | 4 | 5 |
| 8. I learnt about how to successfully deal with global, local, and intercultural issues in class in continuous professional development sessions. | 1 | 2 | 3 | 4 | 5 |
| 9. I only bring global, local, and intercultural topics into class if I am interested in them. | 1 | 2 | 3 | 4 | 5 |
| 10. I only bring global, local, and intercultural issues into the classroom, if I feel prepared in the given field. | 1 | 2 | 3 | 4 | 5 |
| 11. I only bring global, local, and intercultural issues into class if I have a good relationship with the group. | 1 | 2 | 3 | 4 | 5 |
| 12. I bring global, local, and intercultural issues into the classroom if I am sure my students are interested in the topic. | 1 | 2 | 3 | 4 | 5 |
| 13. I need to prepare more than usual for a class when we are dealing with global, local, and intercultural topics. | 1 | 2 | 3 | 4 | 5 |
| 14. I only bring global, local, and intercultural issues into class if I can link them to a topic in the coursebook. | 1 | 2 | 3 | 4 | 5 |
| 15. It is easy to get materials with which I can teach about global, local, and intercultural issues. | 1 | 2 | 3 | 4 | 5 |
| 16. When choosing a topic for classroom discussion, the topicality of the issue plays an important role for me. | 1 | 2 | 3 | 4 | 5 |
| 17. In my courses, I often do not have enough time to deal with global, local, or intercultural issues. | 1 | 2 | 3 | 4 | 5 |
| 18. I bring global, local, and intercultural issues into the classroom even if some of my students might find them sensitive. | 1 | 2 | 3 | 4 | 5 |
| 19. I only bring global, local, and intercultural issues into class if we have good classroom dynamics. | 1 | 2 | 3 | 4 | 5 |
| 20. I think that I would be able to deal with potential conflicts which arise when dealing with global, local, and intercultural issues. | 1 | 2 | 3 | 4 | 5 |
| 21. I feel apprehensive about those lessons when we deal with global, local, or intercultural topics. | 1 | 2 | 3 | 4 | 5 |
| 22. My university studies contributed to my becoming a global citizen. | 1 | 2 | 3 | 4 | 5 |
| 23. I actively work on developing myself as a global citizen. | 1 | 2 | 3 | 4 | 5 |
| 24. In my free time, I love getting informed, reading, and talking about global, local and intercultural issues. | 1 | 2 | 3 | 4 | 5 |
| 25. I think that I have a wide enough methodological repertoire to effectively deal with global, local, and intercultural issues in class. | 1 | 2 | 3 | 4 | 5 |
| 26. For me, having a great atmosphere is a prerequisite for bringing global, local, and intercultural issues into class. | 1 | 2 | 3 | 4 | 5 |
| 27. When choosing a topic, I consider my students' interests. | 1 | 2 | 3 | 4 | 5 |
| 28. I am more likely to bring an issue into the classroom if it is a current topic. | 1 | 2 | 3 | 4 | 5 |
| 29. I know some websites containing resources I can use to deal with global, local, and intercultural issues in class. | 1 | 2 | 3 | 4 | 5 |
| 30. I would need more time to prepare for classes when we are dealing with global, local, and intercultural issues. | 1 | 2 | 3 | 4 | 5 |
| 31. I gladly supplement the coursebook with materials with the help of which we can deal with global, local, and intercultural issues. | 1 | 2 | 3 | 4 | 5 |
| 32. I do not bring any global, local, and intercultural issues into class if I cannot link them to the texts or questions in the textbook. | 1 | 2 | 3 | 4 | 5 |
| 33. If the topic at hand is a hot topic in our society, I am less likely to bring it into class. | 1 | 2 | 3 | 4 | 5 |

VI. Global Competence Development

You might have heard about the fact that from 2018 on the OECD PISA started to measure students' global competence. According to my definition, global competence comprises the knowledge, skills and attitudes which enable students to succeed in the 21st-century labour market and empower them to live as democratic, active, conscious, and globally aware citizens. For the latter, the literature uses the term global citizen.

What do you think makes someone a global citizen?

1. What knowledge does a globally competent adult have?

(Please list minimum 2 and maximum 4 components.)

2. What skills does a globally competent adult have?

(Please list minimum 2 and maximum 4 components.)

3. What attitudes does a globally competent adult have?

(Please list minimum 2 and maximum 4 components.)

4. To what extent do you consider yourself a global citizen?

Please mark your answer on the following scale:

1 = Not at all, 2 = Not really, 3 = Partly, 4 = Quite, 5 = Absolutely

1 2 3 4 5

5. What do you think are the most important characteristics of a globally aware teacher?

(Please list minimum 2 and maximum 4 characteristics.)

6. To what extent do you have the characteristics you listed above (in your previous answer)?

Please mark your answer on the following scale:

1 = Not at all, 2 = Not really, 3 = Partly, 4 = Quite true for me, 5 = Absolutely

1 2 3 4 5

7. How important do you think it is for students to become global citizens?

Please mark your answer on the following scale:

1 = Not at all important, 2 = Not really important, 3 = Partly important, partly not, 4 = Quite important, 5 = Absolutely important

1 2 3 4 5

8. To what extent do you think it is your task to develop students' global competence?

Please mark your answer on the following scale:

1 = Not at all, 2 = Not really, 3 = Partly, 4 = Quite, 5 = Absolutely

9. How important do you think it is to develop students' global competence in university language development classes?

Please mark your answer on the following scale:

1 = Not at all important, 2 = Not really important, 3 = Partly important, partly not, 4 = Quite important, 5 = Absolutely important

1 2 3 4 5

VII. Biodata

1. What's your age? *(Please only write numbers)*

2. What gender do you identify with? male/female/other

3. How many years of teaching experience do you have? *(Please only write numbers)*

4. Which university do you teach at?

University of Debrecen

Eötvös Loránd University

Eszterházy Károly University

Károli Gáspár University of the Reformed Church in Hungary

Kodolányi János University

University of Miskolc

University of Nyíregyháza

University of Pannonia

Pázmány Péter Catholic University

University of Sopron

University of Szeged

University of Pécs

5. Have you ever received any pre-service or in-service training on dealing with global, local and intercultural issues in ELT?

Appendix H

Overview of the Activity Sequences Created for the Classroom Research Project

| Title | Topic | Materials Needed | Level | Aims |
|---|--|---|-------------|---|
| Dear Future Generations | Climate change, the future | Video (Spoken poetry), S worksheet, T guide | B2, B2+, C1 | <ul style="list-style-type: none"> - to raise awareness of an important issue - to expand students' knowledge about current events - to develop students' creative and critical thinking <ul style="list-style-type: none"> - to develop the four language skills - to broaden students' vocabulary about global issues and more specifically, climate change - to develop students' autonomy, presentations skills, research skills and cooperation |
| From the Encyclopaedia of Alternative Facts | Fake news, hoaxes | S worksheet, T guide, 6 hoax stories | B2, B2+, C1 | <ul style="list-style-type: none"> - to raise awareness of an important issue - to expand students' knowledge about current events - to develop students' creative and critical thinking <ul style="list-style-type: none"> - to develop student's speaking and writing skills - to develop students' autonomy, presentations skills, research skills and cooperation - to develop students' argumentative skills and perspective-taking |
| Hozier – Cherry Wine | Domestic violence, ending violence against women | Video (video clip) S worksheet, T guide, slides with the pictures | B2+, C1 | <ul style="list-style-type: none"> - to raise awareness of a global issue and to develop students' knowledge about it (domestic violence) - to develop students' vocabulary in connection with violence <ul style="list-style-type: none"> - to develop students' media literacy - to develop students' analytical and interpreting skills - to develop students' critical thinking skills and creativity - to develop students' researching and synthesising skills - to develop students' communicative and presentation skills |
| Jackie Kay – Constant and Glasgow Snow | Migration, human rights | S worksheet, T guide | B2, B2+, C1 | <ul style="list-style-type: none"> - to raise awareness of a current issue - to develop students' critical thinking and creativity <ul style="list-style-type: none"> - to develop students' communicative skills - to develop students' empathy and tolerance - to expand students' knowledge about human rights |

| | | | | |
|--|--|---|--------------|---|
| Major Lazer – Get Free | Poverty, power, oppression | Video (video clip), S worksheet, T guide, Kahoot | B2+, C1 | <ul style="list-style-type: none"> - to expand students' vocabulary - to raise awareness of an important issue - to expand students' knowledge about poverty - to develop students' critical thinking - to develop student's listening skills - to develop students' autonomy, presentations skills, research skills and cooperation - to develop students' empathy - to encourage students to take some action |
| Oh Wonder – High on Humans | Talking to strangers, conversations, random acts of kindness | Video (video clip), S worksheet (A and B), T guide | B1+, B2, B2+ | <ul style="list-style-type: none"> - to raise awareness of the issue of isolation and encourage students to be friendlier to strangers - to develop students' vocabulary in connection with the topic of communication - to encourage students to ask questions (info-gap activity) <ul style="list-style-type: none"> - to develop students' empathy - to encourage students to take action |
| Open your World - a Heineken Advertisement | Bridging our differences, feminism, climate change, transgender issues | Video (advertisement), S worksheet, T guide, menti.com word cloud | B2+, C1 | <ul style="list-style-type: none"> - to develop students' vocabulary (personality adjectives, global issues) - to develop students' listening skills (listening for specific information) <ul style="list-style-type: none"> - to develop their knowledge about certain global issues - to develop students' critical thinking skills - to develop students' researching and analytical skills - to develop students' communicative and argumentative skills <ul style="list-style-type: none"> - to make students take a stand on certain issues - to develop students' attitudes of openness and curiosity <ul style="list-style-type: none"> - to develop group dynamics |
| Robert Waldinger – What Makes a Good Life? | Ageing, happiness, fighting loneliness | Video (TED talk), S worksheet, T guide | B2+, C1 | <ul style="list-style-type: none"> - to raise awareness of an important issue - to expand students' knowledge about a widespread phenomenon |

| | | | | |
|-----------------------------|--|---|-----------------|--|
| | | | | <ul style="list-style-type: none"> - to develop students' self-awareness, emotional intelligence, and empathy <ul style="list-style-type: none"> - to develop students' critical thinking - to develop student's listening, reading and speaking skills <ul style="list-style-type: none"> - to develop students' autonomy, presentations skills, research skills and cooperation |
| The Happy Broadcast | The news, anxiety, coping strategies, positivity | S worksheet, T guide, 2 articles | B2+, C1 | <ul style="list-style-type: none"> - to develop students' vocabulary <ul style="list-style-type: none"> - to develop student's reading and speaking skills - to develop their knowledge about certain global issues <ul style="list-style-type: none"> - to develop students' critical thinking skills - to develop students' researching and analytical skills - to develop students' communicative and argumentative skills - to develop students' attitudes of openness, curiosity and positivity <ul style="list-style-type: none"> - to develop group dynamics |
| The Life Cycle of a T-shirt | Sustainability, fashion, fast fashion, fashion footprint | Video, S worksheet, interactive worksheet, wifi, smartphone for each pair of students | B2, B2+, C1, C2 | <ul style="list-style-type: none"> - to develop students' listening, reading and speaking skills <ul style="list-style-type: none"> - to develop their knowledge about sustainability and pollution <ul style="list-style-type: none"> - to develop students' critical thinking skills - to develop students' researching and analytical skills - to develop students' communicative and argumentative skills <ul style="list-style-type: none"> - to encourage eco-conscious behaviour |

Appendix I
The Activity Sequences Used for the Classroom Study

Appendix II

Dear Future Generations – Prince EA

1. The world in 50 years

Imagine that you're living in the future, 50 years from now. Look around, what can you see?

-
-
-

2. How would you label the following images?



Ehadi Alsaah

How well do they represent today's global issues?

Would you add anything else?

3. The title of the text is “*Dear Future Generations*”. Based on this title, what do you think, what kind of text are you going to read?
4. Listen to the first part of *Dear Future Generations* and put the pictures in the order they are referred to. (0:00-1:33)



5.1. Fill in the text - Put the keywords into the text.

PROFIT, EXTINCTION, MINDSET, POISON, THE GOLDEN RULE, DESTRUCTION, CONSIDERATION, SORROW, GENERATIONS,

and that wouldn't make me so sad,
if there weren't so many pictures of leaves on it.
You know when I was a child,
I read how the Native Americans had such (1)_____,
for the planet that they felt (2)_____,
for how they left the land for the next 7 (3)_____.
Which brings me great (4)_____, because most of us today,
don't even care about tomorrow.
So I'm sorry, I'm sorry that we put (5)_____ over people,
greed over need, the rule of gold above (6)_____.
I'm sorry we used nature as a credit card with no spending limit.
Over drafting animals to (7)_____,
stealing your chance to ever see their uniqueness,
or become friends with them.
Sorry, we (8)_____ the ocean so much that you can't even swim in them.
But most of all, I'm sorry about our (9)_____,
cause we had the nerve to call this (10)_____,
progress.

5.2. Choose from the lines (a-e) the one which fits each gap (1-5).

Hey Fox News, if you don't think climate change is a threat.
(1)_____,
see while you was in your penthouse nestled,
(2)_____
beneath their feet due to the rising sea levels,
and Sara Palin, you said that you love the smell of fossil fuels,
(3)_____
who are forced to wear pollution masks just to go to school.
You see you can ignore this, but the thing about truth is,
(4)_____.
so I'm sorry future generation,
I'm sorry that our footprints became a sinkhole and not a garden.
I'm sorry that we paid so much attention to ISIS,
and very little how fast the ice is melting in the arctic.
(5)_____.
and I'm sorry we didn't find another planet in time to move to.
I am s...

- (a) I'm sorry we doomed you
- (b) their homes were literally washed away
- (c) well I urge you to talk to the kids of Beijing
- (d) It can be denied, not avoided
- (e) I dare you to interview the thousands of homeless people in Bangladesh

5.3. What do the following expressions mean?

- | | |
|--------------|---|
| 1. penthouse | a. to rest yourself or part of your body in a warm, comfortable, and protected position |
| 2. to nestle | b. used to emphasise what you are saying |
| 3. literally | c. an expensive apartment or set of rooms at the top of a hotel or tall building |
| 4. sinkhole | d. to make something bad certain to happen |
| 5. to doom | e. a large hole that suddenly appears in the ground when the surface of the ground is no longer supported |

6. Watch the rest of the video and then, read the rest of the poem.

You know what, cut the beat, I'm not sorry
This future I do not accept it
Because an error does not become a mistake
Until you refuse to correct it
We can redirect this, how?
Let me suggest that if a farmer sees a tree that is unhealthy
They don't look at the branches to diagnosis it
They look at the root, so like that farmer
We must look at the root
And not to the branches of the government
Not to the politicians run by corporations
We are the root, we are the foundation, this generation
It is up to us to take care of this planet
It is our only home, we must globally warm our hearts
And change the climate of our souls
And realize that we are not apart from nature
We are a part of nature
And to betray nature is to betray us
To save nature, is to save us
Because whatever you're fighting for:
Racism, Poverty, Feminism, Gay Rights
Or any type of Equality
It won't matter in the least
Because if we don't all work together to save the environment
We will be equally extinct

7. Answer the following questions:

- What makes this video effective?
- How does the speaker feel?
- How does it make you feel?

8. Comment on the following quotations from the poem.

- a. *We just didn't realize how special the earth was
Like a marriage going wrong
We didn't know what we had until it was gone.*
- What does the speaker mean by these lines?
 - Have you ever had something you didn't realise you had until it was gone?
- b. *I'm sorry we used nature as a credit card with no spending limit*
- What does the speaker mean by this line?
 - How could you link this line to the concept of geological footprint?
- c. *See, you can ignore this, but the thing about truth is
It can be denied, not avoided*
- What does the speaker mean by these lines?
 - Can you mention some instances something similar happened to you? Or to someone famous?
- d. *Because an error does not become a mistake
Until you refuse to correct it*
- What does the speaker mean by these lines?
 - Have you ever encountered someone who refused to correct their mistakes?

9. **What would you put in a time capsule from this year? Can you think of events/objects that would represent what life is like today for future generations?**

10. **What would you say to future generations? Write a letter/poem to them, starting with *Dear future generations,***

11. PROJECT

In the poem, there are lots of references to current issues (e.g. deforestation, global warming, fighting for gender equality, terrorism, fake news...etc.). Choose an issue and in small groups, create an infographic (<https://piktochart.com/>) on the issue and present it to your group mates.

Hey! Thank you for participating in my study and I hope you enjoyed doing these activities. Would you please devote 3 minutes to filling in this feedback form?

<https://forms.gle/ZPffXXi5GFKMzRvC9>

Thank you! 😊

* *Worksheet created with my colleague, Anna Pereszlényi*

Appendix I2

From the Encyclopedia of Alternative Facts – Brian Bilston

1. News

Below you can see some pictures that (probably) do not reflect reality.

What do you think about them?

Discuss them in pairs.



How would these stories be presented in the news? Write news headlines based on the sentences.

LIVE



BREAKING NEWS

7:01 PM
CST

LIVE



BREAKING NEWS

7:01 PM
CST

LIVE



BREAKING NEWS

7:01 PM
CST

LIVE



BREAKING NEWS

7:01 PM
CST

2. *From the Encyclopaedia of Alternative Facts* – based on the title, what do you think you're going to read (genre, content)?

3. Fill in the gaps - Put the keywords into the text.

| |
|---|
| POLITICIAN, EQUAL, TERROR, CLIMATE, CHANGE, RISE, DODGY, LEGAL, MONSTER, AFFECTS |
|---|

Frankenstein was the _____'s name.
There's no such thing as _____ change.
A solero is a type of hat.
The planet is not round but flat.

Six is the _____ drinking age.
Women are paid an _____ wage.
Elvis was influenced by Take That.
The planet is not round but flat.

Achilles had a _____ knee.
_____ comes from refugees.
Insomnia _____ most cats.
The planet is not round but flat.

There are no fascists on the _____.
A _____ never lies.
It's impossible to _____ a fact.
The planet is not round but flat.

4. **Group work:** You are going to read about different hoaxes. After reading your text, please tell the others about what you've read and then together, choose the best hoax. What do you think made them believable?

5. **Can you add some common misconceptions, hoaxes to the poem? Write a new stanza in pairs on the post-it given to you.**

Stand up and walk around in the classroom with your partner, read all the stanzas and choose your favourite one. Why did you pick this particular stanza? What do you like about it?

6. Statements: Choose a statement and they collect arguments for and against it. (It's compulsory to come up with at least 2 in each column)

There is no such thing as climate change.

Women are paid an equal wage.

Terror comes from refugees.

There are no fascists on the rise.

A politician never lies.

| Selected line: | |
|----------------|--------------------|
| Arguments for: | Arguments against: |
| | |
| | |
| | |

7. Discussion

- Why would someone believe these lines?
- Do these hoaxes and misconceptions represent danger to our societies? Why (not)?
- What can you do to avoid believing these pieces of information?
- What can you do to avoid spreading these pieces of information?

8. Hoaxes vs. reality

Could you transform the poem so that it reflects reality? In pairs, rewrite the poem so that it shows reality.

9. PROJECT Read about more hoaxes from the 21st century, choose one and present it and debunk it next time in a 3-minute-long presentation.

Hey! Thank you for participating in my study and I hope you enjoyed doing these activities. Would you please devote 3 minutes to filling in this feedback form?

<https://forms.gle/ZPffXXi5GFKMzRvC9>

Thank you! 😊

** Worksheet created with the help of my colleague, Anna Pereszlényi*

Appendix I3

Hozier – Cherry wine

1. Warmer

The title of the song is “Cherry wine”. What images does it bring to your mind? What kind of song do you expect to hear?



2. First listening and watching

Identify the characters and the nature of their relationship. Who is the abuser and who is the victim?

3. Second listening

Listen to the song again. Please, identify the phrases that refer to violence.

"Cherry Wine"

*Her eyes and words are so icy
Oh but she burns
Like rum on a fire
Hot and fast and angry
As she can be
I walk my days on a wire*

*It looks ugly, but it's clean
Oh mamma, don't fuss over me*

[Chorus:]

*The way she tells me I'm hers and she is mine
Open hand or closed fist would be fine
The blood is rare and sweet as cherry wine*

*Calls of guilty thrown at me
All while she stains
The sheets of some other
Thrown at me so powerfully
Just like she throws with the arm of her brother*

*But I want it, it's a crime
That she's not around most of the time*

[Chorus:]

*Way she shows me I'm hers and she is mine
Open hand or closed fist would be fine
The blood is rare and sweet as cherry wine*

*Her fight and fury is fiery
Oh but she loves
Like sleep to the freezing
Sweet and right and merciful
I'm all but washed
In the tide of her breathing*

*And it's worth it, it's divine
I have this some of the time*

[Chorus:]

*Way she shows me I'm hers and she is mine
Open hand or closed fist would be fine
The blood is rare and sweet as cherry wine*

4. Discussion

- a. Are the roles in the song and the clip identical? How would you explain it?
- b. In the clip, what might have motivated the man to abuse his girlfriend? Can his reasons be justified? Usually, what are the main reasons for domestic violence? Why do some people abuse their loved ones?
- c. What are the different forms of domestic violence?

We define domestic violence as a pattern of abusive behavior in any relationship that is used by one partner to gain or maintain power and control over another intimate partner. Domestic violence can be physical, sexual, emotional, economic, or psychological actions or threats of actions that influence another person. This includes any behaviors that intimidate, manipulate, humiliate, isolate, frighten, terrorize, coerce, threaten, blame, hurt, injure, or wound someone.

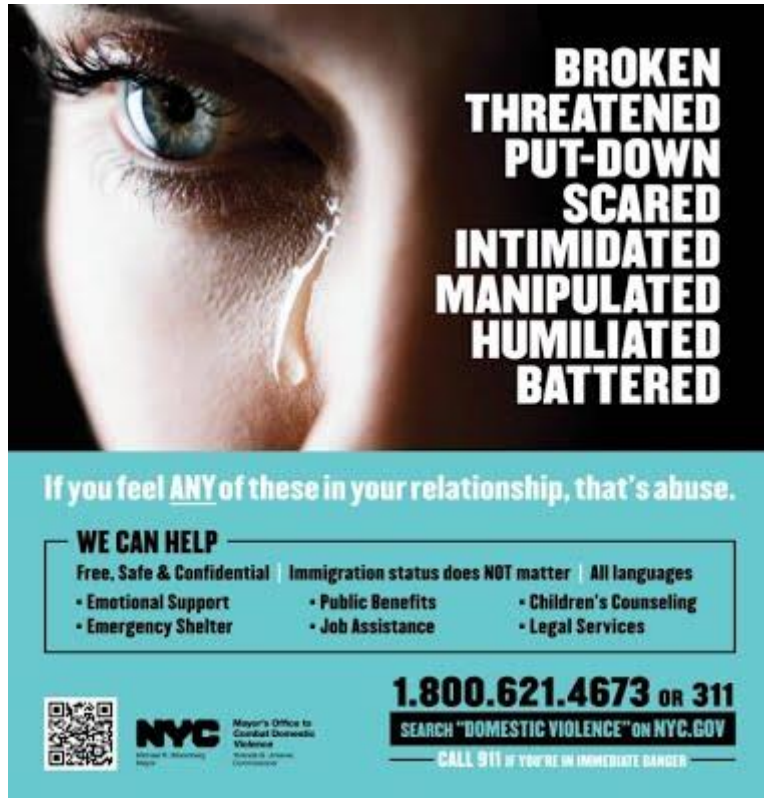
Match the type of abuse with its definition.

Sexual Abuse, Economic Abuse, Psychological Abuse, Physical Abuse, Emotional Abuse

- (1) _____: Hitting, slapping, shoving, grabbing, pinching, biting, hair pulling, etc are its types. This type of abuse also includes denying a partner medical care or forcing alcohol and/or drug use upon him or her.
- (2) _____: Coercing or attempting to coerce any sexual contact or behavior without consent. It includes, but is certainly not limited to, marital rape, attacks on sexual parts of the body, forcing sex after physical violence has occurred, or treating one in a sexually demeaning manner.
- (3) _____: Undermining an individual's sense of self-worth and/or self-esteem is abusive. This may include, but is not limited to constant criticism, diminishing one's abilities, name-calling, or damaging one's relationship with his or her children.
- (4) _____: Is defined as making or attempting to make an individual financially dependent by maintaining total control over financial resources, withholding one's access to money, or forbidding one's attendance at school or employment.
- (5) _____: Its elements include – but are not limited to – causing fear by intimidation; threatening physical harm to self, partner, children, or partner's family or friends; destruction of pets and property; and forcing isolation from family, friends, or school and/or work.

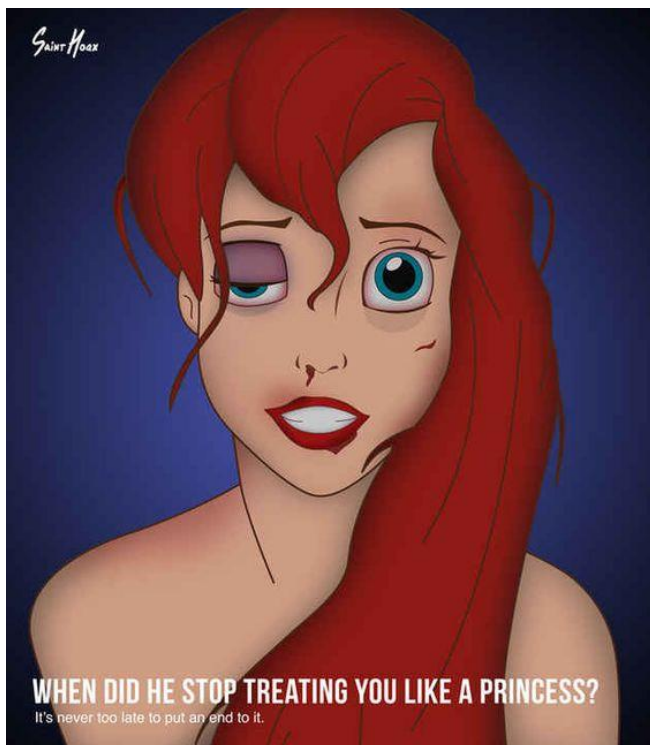
(adapted from: justice.gov)

- d. How might the victim feel in an abusive relationship?
 - d/1. Collect some adjectives and justify them.
 - d/2. Have a look at this advertisement and underline any new words you encounter.



Do you think that this targeted advertisement is effective?

Which one of the following awareness raising advertisements do you feel the most effective and why? Work in pairs or in groups, try to agree on one and then, report back what you have agreed on.





Source: <https://hu.pinterest.com/anneerdman/domestic-violence/>

f. Are people raising awareness of domestic abuse in your country? How can it be done? Who should be responsible for it?

g. Here are some statistics. Guess the correct numbers.


a.,



On average the police in the UK receive an emergency call relating to domestic abuse every [redacted] seconds.

#FaceUpToDomesticViolence hozier.com/cherrywine

b.,



1 in [redacted] women and 1 in [redacted] men have been victims of physical violence by an intimate partner in the United States within their lifetime.

#FaceUpToDomesticViolence hozier.com/cherrywine

c.,



As many as [redacted] million children worldwide are exposed to violence in the home.

#FaceUpToDomesticViolence hozier.com/cherrywine

d.,



While violence affects both men and women, [redacted] % of victims of domestic violence are women.

#FaceUpToDomesticViolence hozier.com/cherrywine

g. In some countries, domestic violence isn't a crime. What do you think of it? How would you punish those who committed this act of violence?

h. What would you do if someone close to you were a victim of domestic abuse? Would you report it? What can you do if someone you know is in an abusive relationship? How can you help them?

PROJECT

What could we do to stop violence against women?

Imagine that you are working for an NGO which aims to help women who are victims of domestic violence. They advocate for ending violence against women: You have to organise a campaign in which you are raising awareness of the different ways of eliminating violence against women. You have to brainstorm and collect some ideas from other sources to be able to present them in front of your community leaders.

Collect ideas from different sources and present them in either a poster format or as a sway presentation. (<http://sway.com>)

Think of what we could do at a societal, at an individual, at a business and at a systems level as well.

Some places where you can find ideas:

<http://www.unwomen.org/-/media/headquarters/attachments/sections/library/publications/2013/10/voicesagainstviolence-handbook-en%20pdf.pdf?la=en&vs=1455>

http://www.unwomen.org/-/media/headquarters/attachments/sections/library/publications/2013/12/un%20women%20evaw-thembrief_us-web-rev9%20pdf.pdf?la=en

<http://www.care2.com/greenliving/22-ways-to-stop-violence-against-women.html>

http://www.huffingtonpost.com/entry/how-to-stop-domestic-violence-murder_us_56ceb745e4b09bf44a9d85f6

<http://www.abc.net.au/radionational/programs/bigideas/fiona-mccormack-preventing-violence-against-women-in-australia/6552078>

Hey! Thank you for participating in my study and I hope you enjoyed doing these activities. Would you please devote 3 minutes to filling in this feedback form?

<https://forms.gle/ZPffXXi5GFKMzRvC9>

Thank you! 😊



Appendix I4
Glasgow Snow; Constant – Jackie Kay

1. Make a list of the things you do not have right now but you would like to have one day.

-
-
-

- a. Why did you pick these items?
- b. Which of these items are needed so that you feel comfortable or happy?
- c. Which of these items are needed so that you feel safe?
- d. Look at your list: which items are absolutely necessary for life? Which ones are not important?

2. The title of the poem we are going to read is “Glasgow Snow”, written by Jackie Kay. Based on the title and the pictures below, what do you think the poem is about?



3. Look at the excerpt below. Who do you think would say that?

No public fund, no benefit, no home, no sanctum,
No haven, no safe port, no support,
No safety net, no sanctuary, no nothing.

4. Read the first stanza of the poem “Glasgow Snow” and underline the keywords that refer to the main character.

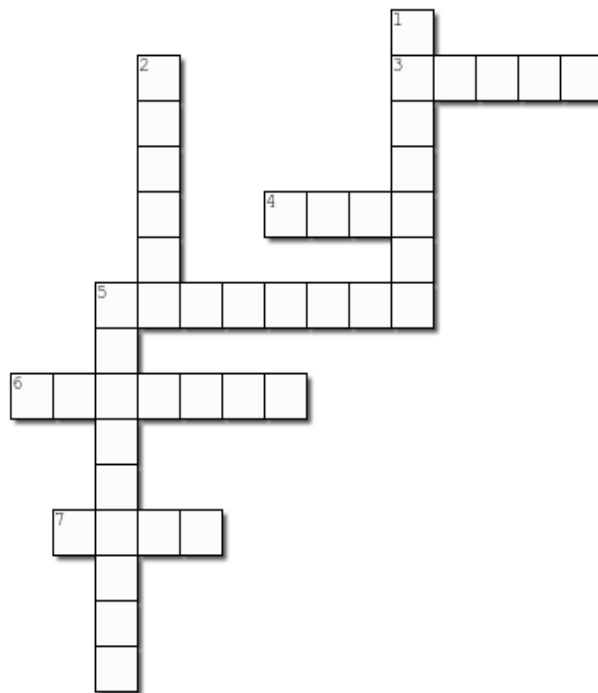
You were found in the snow in Glasgow
Outside the entrance to Central Station.
Your journey took you from an Ethiopian prison
To the forests in France where luck and chance
Showed you not all white men are like the men
In *Roots* - a film you watched once.
The people smugglers didn't treat you like Kizzy
Or Kunta Kinte, brought you food and water by day,
Offered you shelter in a tent, and it was sanctuary.
And you breathed deep the forest air, freely.

5. Read the rest of the poem and fill in the gaps. What are the missing words?

But when you were sent here, Glasgow,
In the dead winter: below z_____, no place to go,
You rode the b_____ to keep warm: *X4M, Toryglen,*
Castlemilk, Croftfoot, Carbrain, Easter
House, Moodiesburn, Red road flats, Springburn,
No public fund, no benefit, no home, no sanctum,
No haven, no safe port, no support,
No safety net, no sanctuary, no nothing.
Until a girl found you in the s_____, frozen,
And took you under her w_____, singing.

Oh... would that the Home Office show
 The kindness of that stranger in the w_____ snow!
 Would they g_____ you asylum, sanctum,
 For your twenty- seventh birthday?
 On March 8th, two thousand and thirteen,
 You could become, not another figure, sum, unseen,
 Another woman sent h_____ to danger, dumb, afraid,
 At the mercy of strangers, no crib, no bed,
 All worry: next meal, getting fed, fetching up dead.
 And at last, this winter, you might lay down your sweet h_____.

6. Complete the crossword puzzle below using the words from the poem.



Created using the Crossword Maker on TheTeachersCorner.net

Across

- 3. a place of safety or refuge
- 4. harbour
- 5. a person who smuggles goods
- 6. a sacred place
- 7. temporarily unable or unwilling to speak

Down

- 1. a place giving temporary protection from bad weather or danger
- 2. the protection granted by a state to a political refugee
- 5. safety from pursuit, persecution, or other danger

7. Read the poem again and fill in the table below. What do you know about the character? What are your suspicions? What would you like to know about him/her?

| What I know... | What I suspect... | What I would like to know... |
|----------------|-------------------|------------------------------|
| | | |

8. Discuss the following questions.

- a. What questions would you ask from a person who has left their country?
- b. What do you think these people's feelings are when they have to leave their homes and move to a different country?
- c. What are their daily struggles?

9. Read another poem also written by Jackie Kay, "Constant".

It is following you and you can't escape.
 You cannot hold your head up or be happy.
 You lose your confidence. You turn a corner: it is there.
 You cannot step on it; make it disappear.
 You are feeling many complicated things.
 Dawn raids strike and you are terrified.
 You are imprisoned in your own life.
 Every time you go to the Home Office, there it is.
 They make you feel inhuman. Every word you speak,
 A complete lie. An untruth. You cannot begin
 To imagine. It is always there. Constant.

It is your only companion. There is no freedom.
There is just this _____. You can't really describe it.
It gets everywhere. It gets in your hair.
Under your arms; between your legs.
It gives you a bad taste in your mouth.
You can see it in your eyes; hear it in your voice.
It is hard to describe. It never takes a break.
When you walk away, it follows you. When you
Stay inside; it stays by your side, so quiet.
It is under your skin. It is your heartbeat.
Never leaves you be. *It is you. It is me.*
It will stroke your hand when you die.

Answer the following questions.

- What is the missing word which refers to an emotion?
- Which words and phrases describe the emotion?
- How do these poems make you feel?

10. Discussion.

- What is the difference between immigrants, emigrants and refugees?
- Look at the infographic on the next page. Which human rights are usually violated in the case of immigrants, migrants and refugees?

11. PROJECT

Collect interesting stories about immigrants, emigrants, or refugees. Pick your favourite story and summarise it in 3 minutes for your group. The following questions might help you.

- Why did you choose this particular story?
- What makes it interesting?
- How does it make you feel?

Hey! Thank you for participating in my study and I hope you enjoyed doing these activities.
Would you please devote 3 minutes to filling in this feedback form?

<https://forms.gle/ZPffXXi5GFKMzRvC9>

Thank you! 😊



** Worksheet created with the help of my colleague, Anna Pereszlenyi*

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS



Adopted by the General Assembly of the United Nations in 1948, the Universal Declaration states fundamental rights and freedoms to which all human beings are entitled.

You have the responsibility to respect the rights of others.

We are all born free and equal.

Everyone is entitled to these rights no matter your race, religion, sex, language, or nationality.

No one can take away any of your rights.

Everyone has the right to life, freedom, and safety.

| | | |
|--|---|--|
| No one has the right to hold you in slavery. | You have the right to seek asylum in another country if you are persecuted in your own. | Every adult has the right to a job, a fair wage, and membership in a trade union. |
| No one has the right to torture you. | Everyone has the right to a nationality. | You have the right to leisure and rest from work. |
| You have a right to be recognized everywhere as a person before the law. | All consenting adults have the right to marry and to raise a family. | Everyone has the right to an adequate standard of living for themselves and their family. |
| We are all equal before the law and are entitled to equal protection of the law. | You have the right to own property. | Everyone has the right to an education. |
| You have the right to seek legal help if your rights are violated. | Everyone has the right to belong to a religion. | Everyone has the right to freely participate in the culture and scientific advancement of their community, and their intellectual property as artist or scientist should be protected. |
| No one has the right to wrongly imprison you or force you to leave your country. | You have the right to think and voice your opinions freely. | We are all entitled to a social order in which we may enjoy these rights. |
| You have a right to a fair, public trial. | Everyone has the right to gather as a peaceful assembly. | Everyone's rights and freedoms should be protected unless they obstruct the rights and freedoms of others. |
| Everyone is innocent until proven guilty. | You have the right to participate in the governance of your country, either directly or by helping to choose representatives in free and genuine elections. | No State, group, or person can use this Declaration to deny the rights and freedoms of others. |
| You have the right to privacy. No one can interfere with your reputation, family, home, or correspondence. | You have the right to social security and are entitled to economic, social, and cultural help from your government. | |
| You have the right to travel. | | |

This is a simplified version of the UDHR. For the complete text, visit www.un.org

(Source: <https://www.facinghistory.org/resource-library/image/udhr-infographic>)

Appendix 15

Major Lazer ft. Amber – Get free

1. Warmer

Observe the cover of the single. Collect all the words that come to your mind as you look at the picture.



What kind of song do you think we will listen to?

2. First listening & watching

What's the ambiance of the video like?

Where was the video shot? Could you recall some scenes?

3. Second listening & watching

Answer the following questions about the song:

1. Why is the singer desperate?
 - a. She doesn't have friends.
 - b. Nobody believes her.
 - c. Her boyfriend left her.
 - d. She doesn't have money.
2. What does she compare her life to?
 - a. Falling from a rock.
 - b. Wading through deep water.
 - c. Being stuck in the mud.
 - d. Watching the sunrise.
3. Who caused her sufferings?
 - a. her boyfriend
 - b. her friends
 - c. the government
 - d. her parents
4. What gives her comfort in her sufferings?
 - a. they will elect a new government
 - b. she has dreams
 - c. she has a boat
 - d. knowing that she's not alone

4. Vocabulary

Collect all the words and expressions from the lyrics that refer to the singer's misery. Try to find synonyms and antonyms for the collected words.

"Get Free"

(feat. Amber of Dirty Projectors)

Never got love from a government man
Heading downstream till the levee gives in
What can I do to get the money
We ain't got the money, we ain't gettin' out

Heading downstream till the levee gives in
And my dreams are wearin' thin
All I need's relief
I need, I need some sympathy

Look at me
I just can't believe
What they've done to me
We could never get free
I just wanna be, I just wanna be
Look at me
I just can't believe
What they've done to me
We could never get free
I just wanna be,
I just wanna dream

All of my life been wadin' in
Water so deep now we got to swim
Wonder will it ever end
How long, how long till we have a friend

Comin' down, feelin' like a battery hen
Waves won't break till the tide comes in
What will I do in the sunrise
What will I do without my dreams

Look at me
I just can't believe
What they've done to me
We could never get free
I just wanna be, I just wanna be
Look at me
I just can't believe
What they've done to me
We could never get free
I just wanna be
I just wanna dream

We're all together in the same boat
I know you, you know me
Baby, you know me
We're all together in the same boat
I know you, you know me
Baby, you know me
We're all together in the same boat
I know you, you know me
Baby, you know me
I just wanna dream...
Baby, you know me

Words and expressions referring to misery:

Group the words into meaningful units, add some more expressions with the help of your teacher and your peers and draw a mind-map!

5. Discussion

1. Can you find any connections between the following concepts? Please explain.

MONEY

FREEDOM

OPPRESSION

GOVERNMENT

2. What does freedom mean to the singer of the song?
3. What does poverty mean? What does extreme poverty mean?
4. What kind of problems do poor people have to face?
5. Do people have any interests in maintaining poverty in a country? If so, please explain.
6. How could people fight against poverty?

7. What could you, as an individual do to help?

6. How much do you know about poverty? Take the quiz and find it out!

1. *How many children are living in extreme poverty?*

- a. Nearly 400 million
- b. Nearly 220 million
- c. Nearly 50 million
- d. Nearly 800 million.

2. *Most children live in poverty because their parents don't work.*

- a. True
- b. False

3. *Half of all deaths of children under the age of 5 are attributable to:*

- a. Malaria
- b. Undernutrition
- c. AIDS
- d. Polio

4. *How many children of primary school age are not in primary school?*

- a. 100 million
- b. 65 million
- c. 10 million
- d. 59 million

5. *Over a quarter of children in the UK are in poverty.*

- a. False
- b. True

6. *How many million children under the age of 14 are engaged in child labour?*

- a. Around 22 million
- b. Around 100 million
- c. Around 150 million
- d. Around 5 million

7. *Based on current trends, what proportion of the world's children in extreme poverty will live in Africa by 2030?*

- a. 1/10
- b. 9/10
- c. 6/10
- d. 5/10

8. *What are the three biggest poverty-related diseases?*

- a. Bronchitis, Ebola, chicken pox
- b. HIV/AIDS, malaria, tuberculosis
- c. Whooping cough, Zika, measles
- d. diabetes, stroke, cirrhosis

9. *Disabled children are more likely to live in poverty than children without disabilities.*

- a. True
- b. False

10. *How many people lack sanitation at home?*

- a. 3 billion
- b. 4.5 billion
- c. 2 billion
- d. 500 million

11. *How many people lack safe drinking water at home?*

- a. 2.1 billion
- b. 4.2 billion
- c. 1 billion
- d. 3 billion

12. *What's the extreme poverty line? (People who live on less than this amount live in extreme poverty)*

- a. 3 USD
- b. 10 USD
- c. 1.9 USD
- d. 5.6 USD

11

Ways to Help the Poor and Needy People



Helping the poor and needy people is a good deed and a noble aim. There are many ways that you can utilize or contribute towards the cause of further eliminate poverty from the world.

Ways to Help the Needy People

1. One of the easiest and most obvious way of helping the poor and needy people is through donation.

2. Education is the basis of getting out from hardships of life

3. When we understand their needs, we can help them to achieve their desires

4. Fundraising can also involve donating items for free and holding auctions for those items. These things would help in funds raising.

5. One of the simplest ways to help the poor and needy people is to stay informed about issues related to them.

6. Social Media has become one of the most used, easiest and quickest way to help the poors.

7. You can share your information on different poverty-fighting organizations with your colleagues, family, and friends and also on social platforms like "We Help App".

8. Individuals can also help the poor and needy people instantly by providing financial assistance

9. Giving moral support, showing heartfelt humility and respect to the poor people.

10. Start an organization or create a group by gathering like-minded individuals.

11. Can contact the organizations who work for poor and needy people to find out what they need and then organize collection drive.

7. How could you help the poor? Look at the infographic and put the labels to the right place.

Collection Drive:

Raise Awareness:

Education:

Social Media:

Help as an Individual:

Fundraising:

Stay Updated:

Join an Organization:

Donation:

Better Understanding:

Moral Consolation:

What do you think of these ways of helping the poor?

Which three do you think are the most useful?

Which advice would you be willing to follow?

Source:

<http://www.quranreading.com/blog/11-ways-to-help-the-poor-and-needy-people/>

8. Project

Work in groups. With the help of the links below, discover some organisations helping people living in extreme poverty.

Choose an issue poor people have to face around the world and in 10 minutes, present what the different organisations do in order to facilitate their lives.

<http://www.globalpovertyproject.com/>

<https://www.livebelowtheline.com.au/>

<http://www.oxfam.org/en>

<http://www.salvationarmy.org/ihq/projects>

<http://outreach-international.org/5-ways-to-fight-poverty/>

<https://www.one.org/us/about/>

Are there any similar organisations in the country where you live? Brainstorm the different measures your government or these organisations could take in order to improve the life standards of those living in extreme poverty. Inquire into the ongoing activities of these organisations.

Hey! Thank you for participating in my study and I hope you enjoyed doing these activities. Would you please devote 3 minutes to filling in this feedback form?

<https://forms.gle/ZPffXXi5GFKMzRvC9>

Thank you! 😊

Appendix I6
Oh Wonder – High on Humans



0. Warmer:

0. In what kind of situations do you have to talk to strangers?
1. When was the last time you talked to a stranger?
2. What was the function of the conversation? (if it had any)
3. Who started the conversation?
4. What was the conversation like?
5. What did you learn from it?

1. First listening

What story does the song tell?
How are the singers feeling?

2. Second listening

Check the phrases that you can hear in the song:

Express yourself
Locking eyes with a silent stranger
Body language
Get your message across
Making waves of conversation
Animate the air with a stone cold question
Talk me through it
Tell the world
Every time I meet your eyes
Make contact

What do these expressions have in common?

Check them in the lyrics:

I'm getting high, getting high
Getting high on humans

Sitting in the backseat, dead heat summer
Staring at the ground in a lucid light
I can feel a heartbeat built like thunder
Running round my head in a holy fire

Open up the doors, let me feel that zephyr
Freshen up the air underneath the streets
Now I'm **locking eyes with a silent stranger**
Don't run, don't hide

And I can feel the static rising up and out
your mouth
We're **making waves of conversation**, got
a rush of energy

'Cause I'm getting high, getting high
I'm getting high on humans
I'm getting high, getting high
I'm getting high on humans

Elevate the headstrong dead long halo
Caught up in our skin, gotta fight the grind
I can make your day go sun to rainbow
Colour in your step, let me lose your mind

Animate the air with a stone cold question
Do you have the time? Do you hate your
life?
Now I'm locking eyes with a silent stranger
Don't run, don't hide

And I can feel the static rising up and out
your mouth
We're making waves of conversation, got a
rush of energy

'Cause I'm getting high, getting high
I'm getting high on humans
I'm getting high, getting high
I'm getting high on humans
Every time I meet your eyes
I can feel life come alive
And I'm getting high, getting high
I'm getting high on humans

We ride up, we slide up
We won't stop, we won't stop
We ride up, we slide up
We won't stop, no, we won't stop
We ride up, we slide up
We won't stop lighting our minds up
We ride up, we slide up
We won't stop lighting our minds up

'Cause I'm getting high, getting high
I'm getting high on humans
I'm getting high, getting high
I'm getting high on humans
Every time I meet your eyes
I can feel life come alive
And I'm getting high, getting high
I'm getting high on humans
'Cause I'm getting-getting high on humans

3. Working on the vocabulary

Find the corresponding expressions in the lyrics:

1. to travel toward somebody -
2. to move slowly in a slippery way -
3. to look for a long time with the eyes open -
4. to achieve a state of mental euphoria (feeling extremely happy) -
5. to make eye contact -
6. to shock people with something new or different -
7. to fight the daily struggles of life, boredom -

What does the expression "to be high on humans" mean?

4. Jigsaw reading – Student A

(Ask your partner questions to be able to fill in the gaps.)

Josephine Vander Gucht explained the story behind the song:

"'High On Humans' was inspired by a tube journey. On the way back from (1)_____, I **eavesdropped on a conversation** between two girls who worked in a sunglasses shop at the terminal. They were happily going back and forth discussing (2)_____. When one girl declared that she didn't like avocados, I rudely **interrupted** and said 'what do you mean you don't like avocados?!'. We then **proceeded to** have a twenty-minute conversation about (3)_____ and condiments, and the three of us exited the carriage high on adrenaline having connected with strangers.

I then **went on to** talk to a man who had knocked all his (4)_____ out and was covered in blood. It created a carriage-wide conversation about (5)_____. Everyone's mood seemed lifted by this random interaction with the unknown. On the way back home from the station, I sang 'I'm getting high on humans' into voice notes on my phone and sat down with Anthony to fully write it the next day."

This song celebrates the potential to 'get high' and feel liberated by talking to strangers. It's something we all fear, and something we should all do more of!"

(source: songfacts.com)

5. Discussion questions

1. When did you last have a lengthy conversation with a stranger?
2. How do you usually feel when you talk to strangers?
3. Can you recall any situations when you felt pressure to talk to strangers?
4. Has anyone ever told you that *you should never talk to strangers*? What do you think about this piece of advice or warning?
5. What benefits can conversations with strangers have?

6. Speaking

Choose the picture of a person from below. Elaborate on these questions to the person sitting next to you.

- If you had the chance to talk to this person, what would you talk about? What would you tell them?
- Imagine yourself in the shoes of this person. What kind of conversations do you have during a day?



7. Challenge (homework)

Make someone's day by doing a random act of kindness. Be as nice as possible (or as generous as possible) toward a stranger.

You can find some ideas here: <https://www.buzzfeed.com/jessicamisener/101-easy-ideas-for-random-acts-of-kindness>

Next lesson, you'll have to talk about what you did and how the person reacted.

Appendix I7
Heineken – Open your world

1. Warmer

Pair work:

1. Describe what it is like to be like you in 5 adjectives.
2. Name three things you and I have in common.

Full class work:

1. What do we, the group, have in common?

Go to [menti.com](https://www.menti.com) enter the code your teacher shows and submit the 3 things you have in common. How do you feel looking at the word cloud?

2. Definition of some key terms

Put the words in the right place.

patriarchy, feminism, transgender, activist, misogyny, misandry, climate change denier, environmentalist

- a. _____ is the belief in social, economic, and political equality of the sexes.
- b. _____ is the hatred of, contempt for or prejudice against boys or men; manhating.
- c. _____ is the hatred of, contempt for or prejudice against girls or women.
- d. _____ people have a gender identity or gender expression that differs from their assigned sex.
- e. _____ is a person who does not believe that climate change exists.
- f. _____ is a social system in which men hold primary power.
- g. An _____ is a person who believes strongly in political or social change and takes part in activities such as public protests to try to make this happen.
- h. An _____ is a person who is interested in or studies the environment and who tries to protect it from being damaged by human activities.

3. Watch the video

4. While watching - Underline the adjectives you can hear in the video

frustrated, dedicated, determined, conscientious, opinionated, ambitious, straightforward, offensive, solemn, bright, attacked, misunderstood, confident, outspoken, spontaneous, positive, negative, proud, grateful, resourceful

With your partner, try to agree which one of these is positive, negative, or neutral.



5. Post watching discussion:

1. How did this video make you feel?
2. Have you ever been in a situation when you had to talk to someone who had completely different views than you? How did the discussion go? How did you feel? (Please tell your partner about your experiences. If you don't have such an experience, imagine you were in such a situation.)
3. Have you ever unfriended someone on Facebook (unfollowed someone on Instagram) or avoided talking to them just because they had different views than you do?

6. Post watching (or watch the video again):

Complete the following sentences from the video.

1. I would describe myself a 100% _____.
2. We are not _____ on climate change.
3. It's absolutely critical that _____ people have their own voice.
4. Could I be friends with someone who thinks that a woman's _____? Ehhmm... No.

Form an opinion line based on each sentence. (one side of the room is agree, the other one is disagree)

For each statement, pair up with a student who is standing the furthest from you and have a discussion on the question in 3 minutes.

7. How could we bridge the divide? How could we fight political polarization?

If you still have time during the lesson, brainstorm some ideas and do some research on the topic with a partner. Try to think about the personal and societal level as well.

If you don't have time during the lesson, do it as HW – look for some solutions and be ready to present it to your peers the next lesson.

Hey! Thank you for participating in my study and I hope you enjoyed doing these activities. Would you please devote 3 minutes to filling in this feedback form?

<https://forms.gle/ZPffXXi5GFKMzRvC9>

Thank you! 😊



Appendix I8

Robert Waldinger – *What makes a good life? Lessons from the longest study on happiness*

1. **Warmer** - *What makes a good life?* What do you think are the ingredients of a so-called good life? Please list 5 things that come to your mind.



Do you consider yourself a happy person? What makes you happy?

2. **Watch** the TED talk.

3. Comprehension questions

1. When millennials were polled about their life goals, what did 80% of them claim to be their life goal?

- a. get married
- b. get rich
- c. have children
- d. eat healthier

2. How long has the Harvard Study of Adult Development been tracking the lives of these men?

- a. 25 years
- b. 50 years
- c. 75 years
- d. 100 years

3. Why do long-term studies like this typically not work?

4. Briefly describe the 3 big lessons about relationships the study has offered.

- 1.
- 2.
- 3.

4. Discussion questions

1. What would be your answer to the first question in the previous exercise? Which one is your life goal?
2. What do you think about this study? Do you agree with the findings? Would you participate in a similar study?
3. “The good life is built with good relationships.” – Do you agree with this statement? Is it enough? What else is needed for a good life?
4. The speaker implies that all you have to do to have a good life is work on your relationships and it’s not that difficult. What about those people with low EQ, for whom building relationships is quite difficult? Could they ever be happy?

4. Vocabulary - Match the word with its meaning.

- | | |
|---|---|
| 1. <i>millennial</i> | a. to advance |
| 2. <i>hindsight is 20/20</i> | b. a second-year university or high-school student |
| 3. <i>to dry up</i> | c. a person between 80 and 89 years old |
| 4. <i>to move the ball further down the field</i> | d. a person’s occupation or position in society |
| 5. <i>sophomore</i> | e. to have a negative effect |
| 6. <i>hold the grudge</i> | f. to argue about petty and trivial matters |
| 7. <i>a walk of life</i> | g. continuously over a longer period of time |
| 8. <i>octogenarian</i> | h. a prolonged and bitter quarrel |
| 9. <i>to bicker</i> | i. to decrease or to stop |
| 10. <i>day in, day out</i> | j. to stay angry at someone |
| 11. <i>to take a toll</i> | k. it’s easy to be knowledgeable about an event after it has happened |
| 12. <i>feud</i> | |

5. Vocabulary

Fill in the questions with one of the words/expressions from the previous exercise.

1. Do you have a family member/friend you always _____ with? Who is this person? What do you usually ~ about?
2. Can you recall a moment when you felt that _____ _____? Have you also felt any regret?
3. Are you somebody who tends to _____ _____ or do you forgive people easily?
4. What are the things that _____ _____ on your health? What do you/should you do to eliminate these things from your life?

Discuss these questions with a partner.

6. Discussion

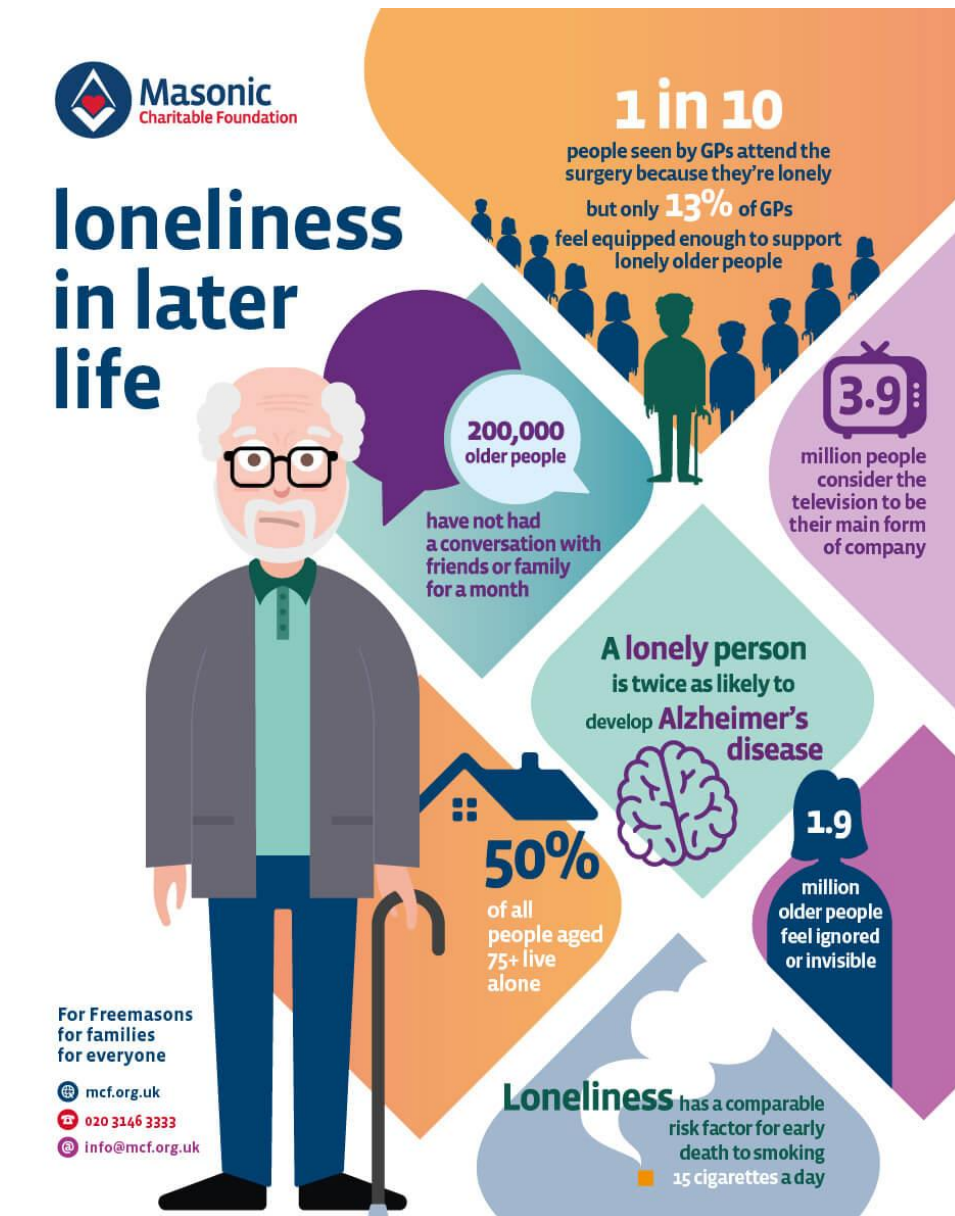
As the speaker put it, one of the findings of the study was that “loneliness kills”. Here you can find some quotes on loneliness. Fill them in with a suitable word from the box.

experience, poverty, over, disappoint, communities, marriage, company

1. There is no loneliness like that of a failed _____. - Alexander Theroux
2. The most terrible _____ is loneliness, and the feeling of being unloved. - Mother Theresa
3. Let me tell you this: if you meet a loner, no matter what they tell you, it's not because they enjoy solitude. It's because they have tried to blend into the world before, and people continue to _____ them. – Jodi Picoult
4. Life is full of misery, loneliness, and suffering—and it's all _____ much too soon. – Woody Allen
5. What should young people do with their lives today? Many things, obviously. But the most daring thing is to create stable _____ in which the terrible disease of loneliness can be cured. – Kurt Vonnegut
6. If you're lonely when you're alone, you're in bad _____. – Jean-Paul Sartre
7. Loneliness is and always has been the central and inevitable _____ of every man. – Thomas Wolfe

Now choose 2-3 quotes and discuss what you think about them.

7. Loneliness and ageing



1. According to this infographic and the TED talk, why is it a problem that ageing people feel lonely?
2. How do they try to substitute their family's and friends' presence?

PROJECT 1

What do you think could be done to tackle the epidemic of loneliness among the elderly?

What do you think they should do?

How could other people help them?

Your task is to create an infographic on loneliness in later life. First, try to find some statistics on loneliness among the elderly in your country and also look for different ways of helping them feel less lonely. Look for great initiatives with good results and present them to your classmates.

PROJECT 2

When was the last time you talked to an ageing person? Your task is to interview one of your ageing relatives/your ageing neighbour about the important milestones in their lives and the moments they felt the happiest. Next time, you should talk about your findings in class in a short presentation.

Hey! Thank you for participating in my study and I hope you enjoyed doing these activities.
Would you please devote 3 minutes to filling in this feedback form?

<https://forms.gle/ZPffXXi5GFKMzRvC9>

Thank you! 😊



Appendix 19

The _____ broadcast

1. Warmer

1. Do you follow the news? If yes, how regularly do you do so and what platforms do you use?
2. How do the news make you feel?
3. How do you feel if you see that something bad happens in the world (far-far away from you)? How does it affect you?

2. Gallery walk

Go around in the room with a partner, look at the pictures on the wall and discuss the images and the headlines.

Write a #hashtag under three images.

Agree on the headline you would like to learn more about and stand next to it.

What do these pieces of news have in common? How would you complete the title of the worksheet?

Which image/news headline did you pick and why did you choose it?

What do you expect to read in the news story?

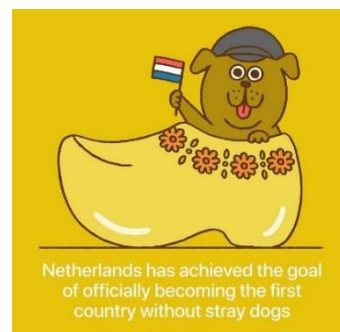
3. Do some research and read the story!

Google the news story you picked, read it and then, compare your guesses and the facts.

Sit next to another partner and share what you've read about.

Go back to your original partner and tell them what you've learnt from the others.

4. Read about an interesting project (see the other side of the page).



Italian Illustrator Mauro Gatti Was Fed Up With Hearing All The Bad News So He Created ‘The Happy Broadcast’

Bad news is everywhere and it’s almost impossible to bear the amount of negativity in the world. In order to show that there is also good in this world, Italian creative artist Mauro Gatti created *The Happy Broadcast*. This series of illustrations shows some of the positive news of 2019 that media failed to broadcast. Indeed, when you turn on the news, it feels like the world is crumbling. Natural calamities, killings, corruption, economic problems and more. These heart-breaking headlines can really get us down. To make it worse, bingeing on the news cycle can be bad for mental health. When it seems like everything is bad it can make us feel a little overwhelmed, stressed and even depressed.

But aren’t good things happening too?

In this world full of negative news, are there any positive things happening? Truth be told, there is so much good in this world. But these inspiring stories just don’t make it to the headlines as much as the negative ones do. People tend to pay more attention to bad news. This is mainly because the human brain is simply built with a greater sensitivity to unpleasant news. In his attempt to balance the good and the bad, the artist aims to acknowledge the positive events happening around the world.

“A potential solution could be to limit the amount of bad news, basically slow down our personal news cycle, adding some positive news to our “news diet” to make sure that our outlook on the world is more optimistic. Also, it’s very important to invest time to deal with misinformation and the reliability of news sources.”, Gatti explains.

Together with his fellow artists, Gatti came up vibrant illustrations to emphasise some of the most uplifting news from different parts of the world. Through this project the public can discover the brighter side of the coin that mainstream media often overlooks. If you’re also fed up with all the negativity, it’s time to look away from the bad news for the meantime. And focus more on the good news for a change. Besides, having our daily dose of heart-warming news can also prove beneficial to our mental health and overall wellbeing.

We’ve picked out the best illustrations to help restore your faith in humanity once again (see on the previous page). You can also follow their official Instagram page to browse the entire collection and see their latest posts. From animal rights promotion, clever eco-solutions, equality and scientific innovations.

Source: <https://www.awesomeinventions.com/the-happy-broadcast/>

5. Reading comprehension

1. What’s the problem with the news, according to the article?
2. Why do people pay more attention to bad news?
3. What advice does Gatti give to people following the news?
4. What benefits does reading positive news have?

6. Vocabulary – What do these definitions refer to? Find the words/expressions among the highlighted words.

1. to fail to notice, ignore-
2. a person's way of understanding and thinking about something -
3. to break into small pieces -
4. to accept, admit, or recognize something -
5. to believe in something or someone again
6. to arrive successfully or on time, or succeed in something -
7. to cause someone to feel unhappy and negative -
8. a serious accident or bad event causing damage or suffering -
9. feeling sudden strong emotion (adj.) -
10. to consume too much of something –

7. Discussion

1. In what ways do you find Gatti’s advice useful? Would you be interested in following his website/Instagram?
2. According to the American Psychological Association (APA)’s 2019 survey, more than half of the respondents (54%) say that they want to stay informed about the news, but following it causes them stress. Many people choose to deal with this issue by avoiding the news. What do you think about this “excuse” for not following the news?
3. How do you usually cope with bad world news?

8. Reading and speaking – Coping with bad news

1. With your partner, you’ll read two different articles on coping with bad news. After reading your article, be ready to summarise what advice the author gives.
2. Discuss the pieces of advice from the articles and try to rank them according to their usefulness.

9. Project

With your partner, choose a topic you’re interested in (e.g., education, sport, environmental issues, celebrities, media... etc.) and collect positive news items from around the world from the past month. Present your collection of headlines in a short creative presentation.

Hey! Thank you for participating in my study and I hope you enjoyed doing these activities. Would you please devote 3 minutes to filling in this feedback form?

<https://forms.gle/ZPffXXi5GFKMzRvC9>

Thank you! 😊



Appendix I10

The life cycle of a T-shirt

1. Warmer

1. How would you characterize your relationship with clothes? How important are clothes to you?
2. How often do you buy clothes? When was the last time you bought a clothing item?
3. What do you take into consideration when you buy a clothing item? (e.g., necessity, fashion, status, the environment)



2. Prediction

Here you can see some facts about the fashion industry. Could you predict the numbers in them? Please underline your solution.

The fashion industry produces *2/5/10* % of all humanity's carbon emissions and is the *first/second/third*-largest consumer of the world's water supply.

It takes about *500/700/900* gallons of water to produce one cotton shirt. That's enough water for one person to drink at least eight cups per day for three-and-a-half years.

It takes about *550/1400/2000* gallons of water to produce a pair of jeans. That's more than enough for one person to drink eight cups per day for 10 years.

In Europe, fashion companies went from an average offering of two collections per year in 2000 to five in 2011. Some brands offer even more. Zara puts out *15/20/24* collections per year, while H&M offers between 12 and 16.

30/55/85% of all textiles go to the dump each year. The equivalent of one garbage truck full of clothes is burned or dumped in a landfill every *second/minute/hour*.

Washing clothes, meanwhile, releases 500,000 tons of microfibers into the ocean each year — the equivalent of 50 *thousand/million/billion* plastic bottles.

Sources: <https://www.weforum.org/agenda/2020/01/fashion-industry-carbon-unsustainable-environment-pollution/>

Check the answers either by clicking on the source and reading the article or with the help of your teacher. Which is the most shocking fact for you?

3. Pre-watching activity

Do you know what these words mean?

garment, to irrigate, pesticide, insecticide, carcinogenic, ecosystem, contamination

Discuss the meanings with a partner and then check them with your teacher.

4. Watch the video for the first time and then put the different life phases of a T-shirt into the right order (1-13)

_____ The T-shirt is sold

_____ The finished T-shirts travel by ship, train and truck to be sold in high-income countries

_____ Machines harvest the fluffy balls

_____ The cotton bales are shipped to a spinning facility

_____ The fabric is treated with heat and chemicals until they turn soft and white

_____ The finished cloth travels to factories often in Bangladesh, China or Turkey where workers stitch them up into T-shirts

_____ Cotton seeds are sown, irrigated and grown for the fluffy balls they produce

_____ The cotton lint is pressed into 225 kg bales

_____ The yarns are sent to mills, where they are woven into sheets of greyish fabric

_____ The fabric is dipped into bleaches and azo dyes

_____ The balls are separated from the seeds

_____ The machines blend, card, comb, pull, stretch and finally twist the cotton into snowy ropes of yarn

_____ In the consumer's home, the T-shirt is washed several times

5. Watch the video again and take notes on in what ways the different stations in the life cycle of a t-shirt are harmful for the environment/people.

Growing cotton:

Creating fabrics:

Manufacturing t-shirts:

T-shirts travelling from factories to the shops:

Washing t-shirts:

6. Discussion questions

1. At the end of the video, you could hear some ideas about what to do to reduce your fashion footprint. E.g. consider buying second hand, look for textiles made from recycled or organic fabric, wash clothes less and line dry to save resources, instead of throwing them away reuse, recycle or donate them) Which ones of these would you like to try out or have already tried out? What were your experiences?
2. What do you think would make people change their clothes shopping habits?
3. Take the quiz here and find out about your fashion footprint:

<https://www.thredup.com/fashionfootprint>

Did you find anything surprising about your habits? How do you score compared to the rest of the world?

7. The 6 Rs of fashion

Please fill in the article extract with useful guidelines with its labels:

rent, replace, repurpose, reclaim, repair, restyle

1. _____ - Turn old socks into puppets or toys for your pet iguana. Shred that worn-out “I climbed the CN Tower for WWF” shirt into cleaning cloths.
2. _____ - Remember the wool sweater you accidentally felted by putting it in the dryer? Cut off the sleeves and you’ll have stylish leg warmers – or make DIY Sweater Mittens!
3. _____ - Pass on your treasures by organizing a clothing swap with friends or neighbours. Buy and sell clothes at a consignment or thrift shop.
4. _____ - Dust off your grandmother’s darning egg and fix those holey socks tucked in the back of your drawer. Online DIY videos can walk you through a range of clothing repairs.
5. _____ - Don’t just add a new piece of clothing to your closet. Choose a languishing item already there, replace it with your new find – then use the first four Rs to send old clothes on a new journey.
6. _____ - Rather than buy a new outfit for a special occasion, consider renting. A number of online stores offer this service.

Source: <https://www.alternativesjournal.ca/sustainable-living/strut-lightly-17-simple-solutions-reducing-your-fashion-footprint>

10-minute phone slot

You have 10 minutes to research one of the above-mentioned ideas. Your task is to find out about the possibilities you have in your area (e.g. How can you recycle your clothes? Where could you drop them off once you don’t need them anymore? How could you repair your clothes? Where would you take them? Can you find any cool second-hand shops in your area? Are there any places where you can swap your clothes?)

When finished, report back your ideas to your classmates.

8. RESEARCH PROJECT

Option 1 -

Where do your clothes come from? What are they made of? Have a look at the clothing items you are wearing at the moment and try to look up where the materials came from and who was working on them. Could you have bought these items if you were paid as much as those people working on your clothes? Then, report back your findings to your group mates in a 3-minute presentation.

Option 2 -

What's your favourite clothing brand? What do you know about their eco-conscious behaviour? Pick a company and investigate into their sustainability policy. Then, report back your findings in a short presentation.

9. HOMEWORK

Spend at least 10 minutes on this website and then talk about what you found out about your consumption habits to a group mate in the next lesson.

<https://yourplanyourplanet.sustainability.google/>

Hey! Thank you for participating in my study and I hope you enjoyed doing these activities. Would you please devote 3 minutes to filling in this feedback form?

<https://forms.gle/ZPffXXi5GFKMzRvC9>

Thank you! 😊



Appendix J

Help Provided to the Participating Secondary School Teachers

Appendix J1

Variations of the Activity Sequences for Online Classes

Some ideas about how to use these worksheets in the online sphere

(Translated to English)

- If you're using Zoom, Microsoft Teams, or any other video conferencing platform, your students can do the speaking activities in breakout rooms

Dear Future Generations:

1. **Task 1:** collect students' answers using padlet.com or menti.com
2. **Task 4** – audio file uploaded to Google Drive
3. **Task 10** – collect the students' answer in your online classroom or an interactive notebook (class notebook, OneNote, Evernote) – so that they can read each other's letter and comment on them
4. **Project:** the students can communicate with each other using any other platform (Messenger/Google Hangouts...etc.), and the online sphere actually facilitates research. Students can upload their infographics onto your online classroom, or they could present it in a video call or record it using loom (<https://www.loom.com/>)

From the encyclopaedia of alternative facts

1. **Task 1:** After writing up the sensationalist headlines, students could check how sensationalist they were: <https://www.aminstitute.com/headline/> - you could even start a discussion about clickbait
2. **Group work:** students can do it on a group chat/call each other and record their discussion and send it to you - then, you don't have to monitor them
3. **Tasks 6 + 7** – breakout rooms in smaller groups (Skype, Messenger... etc)
4. **Task 8:** collect the students' answer in your online classroom or an interactive notebook (class notebook, OneNote, Evernote) – so that they can read each other's letter and comment on them
5. **Project** : Students can create a video in which they tell others about the hoax they found

Open your world

1. Instead of the opinion line, using menti.com, the students could rate the extent to which they agree with certain statements
2. **Task 7** – students could present what they found using infographics (piktochart.com), posters (canva.com), videos (loom.com/record via their smartphones), presentation (sway.com / a ppt voice recording)

Cherry wine

1. Given the sensitive nature of the topic, I wouldn't ask my students to do it alone – ask them to go through the worksheet together (in a video call)
3. **Project:** students could present what they found using infographics (piktochart.com), posters (canva.com), videos (loom.com/record via their smartphones), presentation (sway.com / a ppt voice recording).
2. As there is an ongoing campaign, you may want to show them this website: <https://www.segelyszervezet.hu/aszeretetnemart>

Constant and Glasgow snow

1. To bring the topic even closer to your students, you can show them this game: <https://www.bbc.com/news/world-middle-east-32057601>. Afterwards, they could record a short video on the decisions they made.

Get free

1. **Task 4** - mindmap – here are some apps they could use: <https://www.mindmup.com/>, <http://www.wisemapping.com/>, <https://www.mindomo.com/hu/>, <https://www.canva.com/graphs/mind-maps/>
2. **Quiz - Kahoot!** (have a look at the teacher's guide)
3. **Project** - students could present what they found using infographics (piktochart.com), posters (canva.com), videos (loom.com/record via their smartphones), presentation (sway.com / a ppt voice recording).

High on Humans

1. Ask your students to work together and do the tasks while talking to each other on Skype/Messenger/Zoom... etc. (If you want to listen in, you can ask them to record given parts of their asynchronous lesson)
2. **Homework challenge:** some COVID-related RAKs: <https://www.mentalhealth.org.uk/coronavirus/random-acts-kindness>
<https://www.elle.com/uk/life-and-culture/a31803574/individual-heroes-love-wins-coronavirus/>

The happy broadcast

You can create a gallery on Padlet, and the students can comment and react there, or you can use any notetaking app (OneNote, EverNote)

1. There is a COVID News version of Happy Broadcast (this may raise their spirits): <https://www.facebook.com/thehappybroadcast/posts/1049969298691829>
2. Ask your students to work together and do the tasks while talking to each other on Skype/Messenger/Zoom... etc. (If you want to listen in, you can ask them to record given parts of their asynchronous lesson)

3. Last task: they can collect the links using a digital bookmark application - e.g., www.booky.io , <https://www.diigo.com/> , <https://evernote.com/> then, they can present their findings in a video

What makes a good life?

1. Students can choose a partner, and record how they discuss the discussion questions, and then send it to the teacher.
2. **Project 1** - Students can upload their infographics onto your online classroom, or they could present it in a video call or record it using loom (<https://www.loom.com/>)
3. **Project 2** – In this situation, it's not advisable to meet elderly relative... However, they could call them up and record their findings as a voice note (2-3 mins). They voice notes could be shared in the online classroom.

Appendix J2

An Example of a Teacher's Guide Accompanying the Worksheets

Heineken – Open your world

Topic: bridging our differences, feminism, climate change, transgender issues

Level: B2+

Objectives:

- to develop students' vocabulary (personality adjectives, global issues)
- to develop students' listening skills (listening for specific information)
- to develop their knowledge about certain global issues
- to develop students' critical thinking skills
- to develop students' researching and analytical skills
- to develop students' communicative and argumentative skills
- to make students take a stand on certain issues
- to develop students' attitudes of openness and curiosity
- to develop group dynamics



Equipment needed: computer, internet access and a downloaded version of this video: <https://www.youtube.com/watch?v=yyDUOw-BIM>, projector, a mentimeter.com account and presentation set up in advance, students' smartphones with internet access, some space in the classroom, agree and disagree sign

Activity sequence:

1. Warmer

Pair work (*Give students approx. 5 minutes to discuss these questions*)

3. Describe what it is like to be like you in 5 adjectives.
4. Name three things you and I have in common.

Full class work:

1. What do we, the group, have in common?

Set up a word cloud on mentimeter.com before the lesson. Enter the question – What do we have in common? After creating the poll, your students will be able to access it by entering the code.

Go to menti.com, enter the code and submit the 3 things you have in common.

It should look like this (the most common adjectives are bigger and bolder):

What do we have in common?

Mentimeter



3

How do you feel looking at the word cloud? (They can either share it with the partner or with the group – it depends on the atmosphere)

3. Definition of some key terms

Before watching the video, ask the students to put the following terms to the right place in pairs. Check the answers, provide them with clarification and further explanation if necessary. (Pay extra attention to the terms *feminism*, *transgender*.)

Put the words to the right place.

patriarchy, feminism, transgender, activist, misogyny, misandry, climate change denier, environmentalist

- ___*Feminism*___ is the belief in social, economic and political equality of the sexes.
- ___*Misandry*___ is the hatred of, contempt for or prejudice against boys or men; manhating.
- ___*Misogyny*___ is the hatred of, contempt for or prejudice against girls or women.
- ___*Transgender*___ people have a gender identity or gender expression that differs from their assigned sex.
- ___*Climate change denier*___ is a person who does not believe that climate change exists.
- ___*Patriarchy*___ is a social system in which men hold primary power.
- An ___*activist*___ is a person who believes strongly in political or social change and takes part in activities such as public protests to try to make this happen.
- An ___*environmentalist*___ is a person who is interested in or studies the environment and who tries to protect it from being damaged by human activities.

3. Watching the video for the first time

While watching: ask them to underline the adjectives they can hear. Check answers later.

Frustrated, dedicated, determined, conscientious, opinionated, ambitious, straightforward, offensive, solemn, bright, attacked, misunderstood, confident, outspoken, spontaneous, positive, negative, proud, grateful, resourceful,

4. Discussion question 1 (give them max 2 minutes to reflect on the video):

How did this video make you feel?

5. Work on the vocabulary

Check what they have underlined in the previous activity.

Check the meaning of the words where necessary.

Ask them to mark in pairs which adjective is positive, negative or neutral. (Check in pairs, and ask them to justify their answers, as they have to use their critical thinking in this case.)

Extra questions que can ask: Which adjectives would you use to describe yourself? Which of these qualities is important for a friend to have?

6. Discussion questions

Give students some time (6-8 minutes to discuss the following questions):

1. Have you ever been in a situation when you had to talk to someone who had completely different views than you? How did the discussion go? How did you feel? (Please tell your partner about your experiences. If you don't have such an experience, tell imagine you were in such a situation.)
2. Have you ever unfriended someone on Facebook (unfollowed someone on Instagram) or avoided talking to them just because they had different views than you do?

Ask for feedback if necessary.

7. Watch the video again. Complete the following sentences from the video.

5. I would describe myself a 100% feminist.
6. We are not taking enough action on climate change.
7. It's absolutely critical that trans people have their own voice.
8. Could I be friends with someone who thinks that a woman's place is at home?
Ehhmm... No.

8. Opinion line activity

Make some space in the room so that the students can line up. Mark one side as the room as agree and the other one as disagree. Ask them to stand up based on to what extent they agree with the statements from the previous activity.

Read out a sentence, ask them to line up and then pair them up in a way that they have a discussion with the person standing the furthest from them. Give them 2 minutes to have a discussion on a given question and then either ask for some feedback or make them line up again.

9. Follow-up activity - How could we bridge the divide? How could we fight political polarization?

If you still have time during the lesson, ask the students to brainstorm some ideas and do some research on the topic with a partner. They should try to think about the personal and societal level as well.

If you don't have time during the lesson, make them do it as HW – ask them to look for some solutions and be ready to present it to their peers the next lesson. You should also look up some ideas to be able to help them next time.

Appendix K
Feedback Sheet for the Students

Hello! My name is Rita Divéki and I'm a 4th year PhD student at the Language Pedagogy PhD Programme at ELTE. Thank you for participating in my study. I hope you enjoyed the activities! Could you please fill in this feedback form?

(Filling in this feedback sheet is voluntary and anonymous. Your data is not going to be handed over to a 3rd party, and it will only be used for research purposes).

Your email address: _____

What's your teacher's name? _____

Which activity sequence have you done?

Dear Future Generations (climate change)

From the encyclopaedia of alternative facts (hoaxes)

Hozier – Cherry wine (domestic violence)

Constant and Glasgow Snow (refugees)

Major Lazer – Get free (poverty)

Oh Wonder – High on Humans (conversations with strangers)

Open your world – Heineken advertisement (building bridges between people)

The Happy Broadcast (dealing with bad news)

The life cycle of a T-shirt (sustainability, fast fashion)

What makes a good life? (happiness)

To what extent do you think these activities helped you develop your language skills (e.g., vocabulary, speaking, listening, reading)? (1 = not at all; 5 = very much)

1 2 3 4 5

What language skills do you think these activities developed? (You can select more than one.)

vocabulary
grammar

reading
writing

speaking
listening

other:

To what extent do you think these activities helped you develop other 21st-century skills (presentation skills, critical thinking, researching skills, argumentation...etc)? (1 = not at all; 5 = very much)

1 2 3 4 5

What 21st-century and global skills do you think these activities developed?

You can select more than one.

| | | | |
|---------------------|-------------------|---------------|---|
| presentation skills | critical thinking | collaboration | perspective-taking (stepping into other people's shoes) |
| researching skills | creativity | communication | problem solving |

How much did you enjoy the activities in the lesson(s)?

(1 = not at all; 5 = very much)

1 2 3 4 5

Do you think these activities were useful? Why? (Why not?)

Do you think these activities expanded your knowledge about the world? Why?

Appendix L

Focus Group Interview Guide for Teacher Trainers

Good afternoon everyone and welcome to our session. Thanks for taking the time to join us to talk about global competence development in teacher training. My name is Rita Divéki and assisting me is Anna Pereszlényi. With this research I intend to map ways in which EFL education provides and can provide ways to develop Hungarian students' global competence. I'm going to ask you questions in connection with your classroom practices, mostly in connection with how you create a safe space for your students in your classes, what activities you use to develop their global competence and what stance you take when dealing with global, local, and intercultural issues in class.

My role as a moderator will be to guide the discussion but you should talk to each other. There are no wrong answers but rather differing points of view. Please feel free to share your point of view even if it differs from what others have said. Please keep in mind that we're just as interested in negative comments as positive comments, and at times the negative comments are the most helpful. I'm going to record the session (using the recording function of Zoom and our phones) because we don't want to miss any of your comments. We will be on a first name basis, but I won't use any names in my report, only pseudonyms. You can be assured of complete confidentiality.

Do you consent to being recorded?

Then, let's start us off with the first question.

Safe space

1. How would you describe the perfect classroom environment for you?
2. When you are planning to deal with a controversial (or global, local or intercultural) issue in class, how do you prepare your group for that? (*e.g. Do you have rules? Do you create the rules together? When do you create the rules?*)
3. When dealing with controversial issues, how do you ensure that the discussion goes smoothly and peacefully? (*Do you help them with questions? Do you intervene or do you just let them work?*)
4. Supposing a problem occurred while dealing with controversial (global, local, intercultural) issues, how would you deal with this situation? (*e.g. the discussion gets too heated, students call each other names, a student starts crying...etc.*)

Stance

5. When dealing with controversial (global, local and intercultural) issues in class, should the teacher reveal their opinion? Why?
6. When dealing with controversial (global, local, and intercultural) issues in class, in what cases would you reveal your own opinion? In what cases would you not? (*In the case of issues that you feel strongly about... do you reveal your opinion?*)
7. How would you react in case one of your students made a racist or sexist comment?

Activities

8. What kind of activities do you use to deal with global, local and intercultural issues? Why? Could you mention any specific examples?
9. What's your students' attitude towards these activities?
10. What difficulties might occur while doing activities which aim at developing students' global competence in class? *Have you ever encountered such difficulties?*
11. What might be the benefits of dealing with such activities in class?

Could you mention any activities you did in class with the aim of developing students' global competence that gave you a sense of achievement/success? What went particularly well?

Is there anything else that you'd like to mention in connection with the topic?

Appendix M

Focus Group Interview Guide for Secondary School Teachers (Translated to English)

Good afternoon everyone and welcome to our session. Thanks for taking the time to join us to talk about global competence development in teacher training. My name is Rita Divéki and assisting me is Anna Pereszlényi/Melinda Mikus. With this research, I intend to map ways in which EFL education provides and can provide ways to develop Hungarian students' global competence. I'm going to ask you questions in connection with your classroom practices, mostly in connection with how you create a safe space for your students in your classes, what activities you use to develop their global competence and what stance you take when dealing with global, local, and intercultural issues in class.

My role as a moderator will be to guide the discussion but you should talk to each other. There are no wrong answers but rather differing points of view. Please feel free to share your point of view even if it differs from what others have said. Please keep in mind that we're just as interested in negative comments as positive comments, and at times the negative comments are the most helpful. I'm going to record the session (using the recording function of Zoom and our phones) because we don't want to miss any of your comments. We will be on a first-name basis, but I won't use any names in my report, only pseudonyms. You can be assured of complete confidentiality. Do you consent to being recorded?

To warm you up, I'd like to ask each of you to introduce yourself in half a minute and say one word that comes to your mind when you hear the notion *global competence development*.

Then, let's start us off with the first question.

Safe space

1. How would you describe the perfect classroom environment for you?
2. When you are planning to deal with a controversial (or global, local or intercultural) issue in class, how do you prepare your group for that? (*e.g. Do you have rules? Do you create the rules together? When do you create the rules?*)
3. When dealing with controversial issues, how do you ensure that the discussion goes smoothly and peacefully? (*Do you help them with questions? Do you intervene or do you just let them work?*)
4. Supposing a problem occurred while dealing with controversial (global, local, intercultural) issues, how would you deal with this situation? (*e.g. the discussion gets too heated, students call each other names, a student starts crying...etc.*)

Stance

5. When dealing with controversial (global, local, and intercultural) issues in class, should the teacher reveal their opinion? Why?
6. When dealing with controversial (global, local, and intercultural) issues in class, in what cases would you reveal your own opinion? In what cases would you not? (*In the case of issues that you feel strongly about... do you reveal your opinion?*)
7. How would you react in case one of your students made a racist or sexist comment?

Activities

8. What kind of activities do you use to deal with global, local and intercultural issues? Why? Could you mention any specific examples?
9. What's your students' attitude towards these activities?
10. What might be the benefits of dealing with such activities in class?
11. Could you mention any activities you did in class with the aim of developing students' global competence that gave you a sense of achievement/success?

Classroom study

13. Which activity sequences have you done with your groups out of the 10? What experiences do you have from these lessons?
 14. To what extent do you believe such activity sequences can be helpful in developing students' global competence?
- Is there anything else that you'd like to mention in connection with the topic?

Appendix N

The Emerging Themes from the Interview Study with University Tutors Involved in Teacher Training

Table N1

Tutors' Views on Global Competence Development

| Themes | Sub-themes |
|--|--|
| <i>Global Competence Development in University Tutors' Lessons</i> | Bringing the global content into class (everyone) Students choose their own topics (SI, SK, SR, SU) Student presentations (SI, SK, SR) Debating (SI, SK, SM, SR) Projects (SI, SR) Experiential learning (SK, SR) |
| <i>Responsibility to Develop Students' Global Competence</i> | Educating students (everyone) More easily done in language classes (SI, SU) Every teacher's responsibility (everyone) Students' own responsibility (U, I) University's role (SI, SK, SM) |
| <i>Language Teacher or Educator?</i> | Educator (SI, SM, SR, SU) |
| <i>Profile of a Globally Competent Teacher</i> | Democratic, authentic atmosphere (SM, SR) Democratic decision-making in the classroom (SI, SK) Meta-awareness (SI, SU) Experiential learning (SK, SR) |
| <i>Global Competence Development in Teacher Education</i> | Essential (everyone) It is already present (SK, SU) Should be present more markedly (SM, SR) |

Table N2

Developing the Knowledge Component of Global Competence

| Themes | Sub-themes |
|---|--|
| <i>Teaching First-Year Language Development Classes</i> | Really love teaching these courses (everyone) Transformation (SI, SK, SU) Free to select what to cover (everyone) Topics at the exam (SI, SK, SU) Coursebook (SI, SM, SU) Students' interest (SK, SR) |
| <i>Global Issues</i> | A variety of issues: migration, gender equality, climate change, poverty, financial inequality, world politics, world conflicts, globalisation, bullying, mental health issues, recycling, and global health issues (SI, SM, SR, SU) No deliberate inclusion (SK, SR) |
| <i>Local Issues</i> | Hardly any (everyone) Education (SM, SR) |
| <i>Intercultural Issues</i> | No explicit mention (SI, SU) |

| | |
|---|---|
| | Cultural differences (everyone) |
| <i>Topics Tutors Do Not Include</i> | No taboos (SM, SR, SU) Politics and religion (SK, SM, SU) |
| <i>Feelings in connection with Teaching Global Content</i> | Generally positive feelings (SI, SM, SR, SU) Anxiety (SI, SM). |
| <i>Frequency of the Inclusion of Global Content</i> | Regularly (SI, SR, SU) |
| <i>Importance of Dealing with Issues of Global Significance</i> | Extremely important (SI, SM) Unavoidable (SI, SK, SR) |
| <i>Background Variables Influencing the Inclusion of Global Content</i> | The topicality of the issue (SI, SK, SM, SU) The core material (SI, SM, SU) Students' interests (SK, SM, SU) Language value (SI, SM, SR, SU) |

Appendix O

Tables from the Questionnaire Study with University Teacher Trainers

Table O1

The Components of Global Competence According to OECD and the Participating Tutors
(N = 34)

| Component | OECD components | Tutors' answers |
|------------------|--|--|
| Knowledge | Knowledge about environmental sustainability | Environmental knowledge/Knowledge about sustainable development (2) |
| | Knowledge of global issues | Knowledge of global issues (8) Knowledge of current affairs (11) |
| | Intercultural knowledge | Sociocultural knowledge (2) |
| | Knowledge about culture and intercultural relations | Knowledge of one's own country (2) Historical knowledge (6) Cultural knowledge and awareness (9) Knowledge of different religions (7) |
| | Knowledge about socio-economic development and interdependence | Economical knowledge (2) Geographical knowledge (2) |
| | Knowledge about global institutions, conflicts, and human rights | Knowledge of human rights (2) Political knowledge (4) Knowledge of democracy/citizenship (4) Language knowledge (11) Self-knowledge (4) |
| Skills | Reasoning with information | Comprehending and analysing the news/current events (2) Evaluating sources (3) Critical thinking (10) Critical literacy (2) Staying informed about current events (2) Research skills (3) Digital skills (3) Media/digital literacy (2) |
| | Communicating effectively and respectfully | Communication (11) Argumentation and debating skills (4) Intercultural communicative competence (3) Diplomatic conversational skills (2) |

| | | |
|----------------------|---|--|
| | Perspective-taking | Perspective-taking (3) Empathy (8) |
| | Conflict management and resolution | Cooperation (2) Conflict resolution skills (2) Problem-solving (2) |
| | Adaptability | Adaptability and flexibility (4) Reflexivity (6) Creativity (2) |
| Attitudes and Values | Openness towards people from different cultural backgrounds | Open-mindedness (10) Openness to (different cultures) (13) Curiosity (8) |
| | Respect | Acceptance (3) Tolerance (7) |
| | Global mindedness | |
| | Values human dignity and diversity | Commitment to social justice and human rights (2) Critical mindset (5) Positivity (3) Willingness to participate actively as a citizen (2) Desire to stay informed (4) |

Appendix P
University Students' Creations
Appendix P1
Letters and Poems to Future Generations

A Student from Group A

Dear Future Generations,

If you have a minute, please go through this.

First of all, you all should be creative. Why? The answer is easy. When you are creative, you can solve your problems and you can open ways of thinking. It helps you to be unique and encourages your self-expression as well.

Secondly, keep learning. And I'm not talking about grades. I'm talking about your knowledge, your perspective, your self-confidence, and your career. It develops all of these, and you will be a better human. Trust me.

Thirdly, do not be afraid to ask and listen to older people. There are people who know things better. Facts. What about listening to them? What about asking for their opinions and thoughts? I am sure, it is not a shame.

And last but not least, love people and love yourself. Love the people around you. Love your parents who support you in all situations and teach you life-lessons. Love your friends, who give you the best advice and stand next to you when there is a trouble. And love your fellow-creatures. Help them, teach them and make them better.

Yours sincerely,

The Past Generation

A Student from Group C

Dear Future Generations,

When I look around, I see big trees, blue sky and I breathe fresh air. Everything seems calm and safe, it's almost a perfect place. So why am I worried? Why do I feel like something is not like it should be?

When I look around, I'm not paying enough attention, so I look again.

What do I see now? Forests that burn down, animals that go extinct because of poaching, the air that I'm breathing is polluted due to CO2 emission.

The Earth is not a safe place. You can get attacked in the streets, you will be judged because of your skin colour, your sexuality, and your religion. Kids are bullying each other, lot of them drop out of school, others get depression and/or anxiety, no one is fully happy.

Dear Future Generations, when you look around, I hope you see a better place. A place where you don't have to worry about your children's future, a place where it doesn't matter where you come from, who do you love or what do you believe in. I hope the world

will be a home for everyone and you don't have to see oceans full of plastic or dying animals.

I hope the future of humanity is brighter.

A Student from Group H

Dear Future Generations...

*Well, to hear this, it may be tough.
And I know very well that you'll have it rough.
What you may see all around is desert and stone,
As the trees that once were there, are now gone.*

*Earth is changing from day to day.
I still don't know how we could look away
From the issue, that was so on the nose.
But people tend not to see the most obvious, so who knows?*

*We denied scientific facts and logic,
only to support something – we were yet to know – tragic.
We made a mistake, a terrible one.
But it was not only one people's fault. It was everyone's.*

*So if I can give you one advice.
Please, I beg to you: just be wise.
Wiser than we were, back then.
Wiser than when we made this hell's den.*

A Student from Group B


Dear future generations,

Man has always been afraid of the unknown. The reason people are afraid of darkness is the same reason they are afraid of strangers. We fear the unknown. Technology brought us multiple ways to communicate with each other but at the same time it teared us apart. Isolation and the loss of ability to connect with one another emotionally inevitably results in fear. Fear is the most dangerous feeling because it turns people against each other. Fear creates mass panic and inconsiderate actions. Being afraid makes us vulnerable to manipulation. Fear causes hatred and aggression. It's a virtuous circle.

Future generations please aim to get to know each other, to really listen and care. Try to think in terms of "we" rather than "I".

Appendix P2
 Infographics from the Dear Future Generations Project

AMAZON RAINFOREST IS ON FIRE



Nearly 40,000 fires are burning in Brazil's Amazon rainforest


Don't blame dry weather, say the environmentalists.

These Amazonian wildfires are a human-made disaster.

- On the afternoon of Aug. 19, the sky over São Paulo, Brazil's largest city, went dark.
- 80,000 fires (has been an 85 percent increase in fires since last year)
- The fires were caused by dry weather, wind, and heat. However, CNN meteorologist Haley Brink said the fires are "definitely human-induced," and cannot be attributed to natural causes like lightning strikes.
- The Amazon rainforest is typically wet and humid but July and August seem to be the region's driest months.


REASONS:

- Farming in the jungle (12 percent of Amazonian forest - about 93 million acres - is now farmland)
- Infrastructure development and deforestation (webs of waterways, rail lines, ports and roads)-If Bolsonaro's plan moves forward, he estimates that fully 40 percent of the Amazon could be deforested



CONSEQUENCES:

- the loss of trees and other vegetation can cause:
- climate change,
- desertification,
- soil erosion,
- fewer crops,
- flooding,
- increased greenhouse gases in the atmosphere,
- host of problems for indigenous people.




WHAT CAN YOU DO?

- DONATE TO AN EMERGENCY APPEAL**
- SHOW YOUR OUTRAGE (SOCIAL MEDIA)**
- SIGN THE PETITION**
- EDUCATE YOURSELF**
- BE PART OF THE CHANGE (CIVIL SOCIETY GROUPS)**

420


GENDER ROLES



55% of young women surveyed in 2012 said that they don't feel that they have enough positive female role models

do girls aspire female jobs?

at the age of 11-12, less than 50% of young women aspire to traditionally female jobs. By the age of 16-17, this figure rises to 60%




are we born with it?

the concepts of masculine and feminine are not present at birth instead these ideas are rooted in societies definition that an individual learns throughout their life


problems

- different behaviour towards our children
- buying different toys
- emphasising the importance of each gender



solutions


- books and toys that show non-stereotypical gender roles
- wide range of toys to choose from
- allowing children to make choices
- playing together
- point out the negative gender stereotypes
- be an example
- speak up




what are we influenced by?

- social media
- family and friends
- environment and society

76% of young people would like to know more about jobs traditionally done by the opposite sex

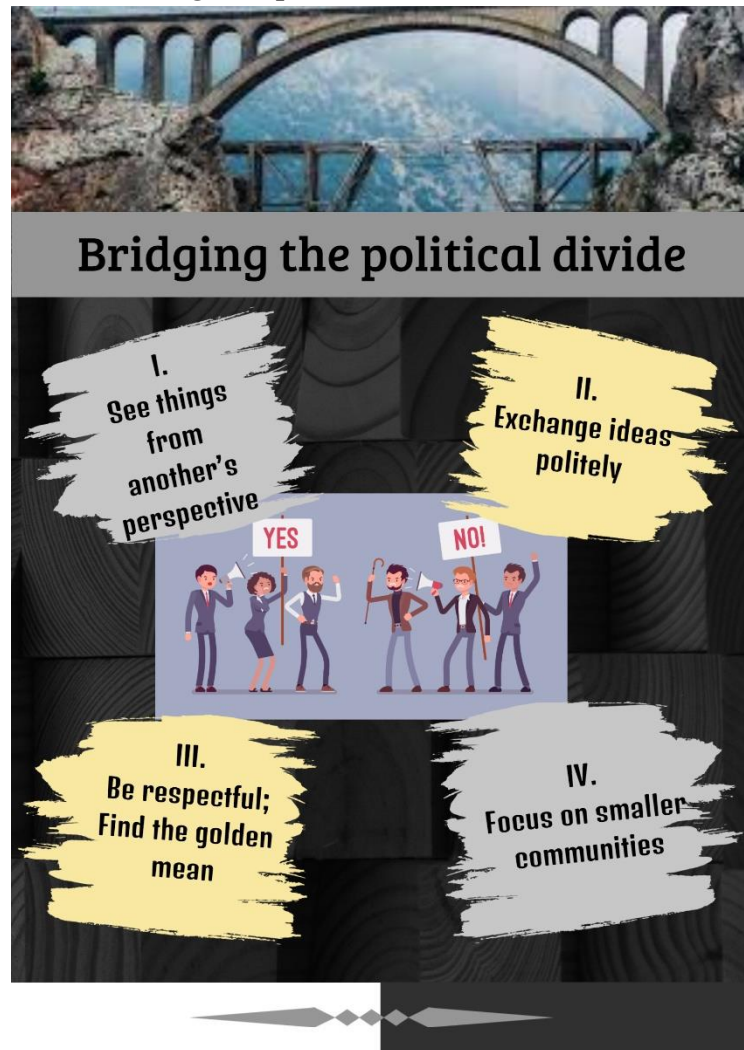


70% of girls would be interested in doing male jobs if they had more information about it



Appendix P3

Open your world – How to bridge the political divide?



„There are many ways to fight political polarization, but the best system is probably to combine many of these. For example, the constant contact between different groups is very important to get to know other's opinion, views and learn empathy. People should have a kind of mindset not to start arguments about everything and if they do, they should do it politely. Also, it would be very effective if people had common goals, habits and traditions to have something that makes a connection between them, for example celebrations, festivals, cultural programs etc. As we were doing our research, we realised that some people think that people should not vote for parties but rather for policies. This way one party would not determine the country's policies, but many of them would mix to create a peaceful environment for everybody.”

Appendix P4

What makes a good life? – Students' Interviews with their Elderly Relatives and Infographics on Loneliness among the Elderly in Hungary



Ageing People Granny

My contact with elderly people

- regular
- grandparents
- neighbours

Granny

our bond

grandad's stories

Milestones: a quiet life

Childhood: Borsod second youngest six children

A New Era: heart disease, accountant

Happiest Moments

- Having a son
- Grandchildren
- Family

All about loneliness among the elderly in Hungary

1. They have to prepare them-self for those days

2. They don't have to be alone

Statics

- 700 thousand 65 year old or older people lived alone.....
- Out of the elderly people who live alone 46% woman.....
- Out of the elderly people who live alone 20% men.....

Causes in health

- Isolation increase the possibility of stroke by 39%
- Isolation also enhance untimely death by 50%.....
- Solitude raise the chance of a first heart attack by 43%.....

My tips:

- SMILE
- LOOK OUT FOR YOUR GRANDCHILD
- DRAWING
- DISCUSS THE NEWS
- START CONVERSATION
- LISTEN TO MUSIC

They can do a lot of free and simple activities to have fun and keep themselves company.

What they need from themselves:

- Being open-minded, creative, fenceless for new friends
- Do not be stubborn, try something new.

Appendix P5
Sustainability Projects Created for the Life Cycle of a T-shirt Lesson

REFORMATION
 sustainability

"makes killer clothes that don't kill the environment"

Made by Jm

1

ABOUT THE ECO-CONSCIOUS BEHAVIOUR OF THE BRAND:

This brand calculates the **environmental footprint** based on the carbon dioxide emissions, water usage, and waste produced in what it calls the "Refscale" to help understand the impact of each garment.

For each item listed on the website, you can see the savings for these areas.

You'd never suspect they're from a sustainable brand because they are very fashionable.

2

They put together five categories of fibres:

- A-Better**
Natural fibres that are rapidly renewable, plant-based and have a potential for circularity.
- B-Better than most**
B fibres are almost all natural or recycled fibres.
- C-Could be better**
Fibres in the C category are better alternatives than more commonly used fibres, but not as innovative.
- D-Don't use unless certified**
D's require certifications for raw material cultivation (i.e. organic), animal welfare, traceability or wet processing (i.e. BlueSign)
- E-Eave, never**
E fibres are too environmentally or socially intensive, and don't meet our sustainability criteria. They'll only source these fibres if they are necessary for specific fabric constructions and performance and we try to use <10%.

Their goal is to make 75% of our products with A & B fibres.

All in all, Reformation is committed to minimizing our environmental impact and achieving fair, safe and healthy working conditions. They share a vision of sustainability, accountability and transparency.

The truth about our clothes

Option:
 Borbála Tóth

Where do clothes come from?

- Jeans: H&M - China
- T-Shirt: Decathlon - China

Materials

- Jeans:
 - 97% cotton
 - 3% other fibres
- T-shirt:
 - No information
 - Based on touch: cotton

Materials & Labourers

- No information on origins
- H&M: -Cambodia
- Bangladesh
- Myanmar
- Decathlon: -Sri Lanka (?)

3

Wages

- Average: 2\$ per day
- ↳ 60\$ per month (=18000 ft)
- Not able to buy clothes THEY make;

5

Appendix Q
Emerging Themes from the Focus Group Interview with Teacher Trainers

| Themes | Sub-themes |
|-------------------------------------|---|
| Optimal classroom atmosphere | Comfort (F, I, U) Safety (F, I, U) Importance of the physical environment (I, F, U) A group where people like being together (F, I, U, M) Democratic atmosphere (I, U) No pressure (U, M) |
| How to have fruitful discussions | Rarely prepares for CI discussions (U, F) Interaction guidelines (I, M) beforehand Reflecting on the interaction afterwards (U, I) |
| What to do when conflict arises | No need for smooth and peaceful discussions (M, I) Handling the conflict as a group (F, U) |
| Different ways of handling conflict | Dealing with the problem outside of class (U, F, M) Making them feel that it's a safe space (U, M) and they can choose their next step Trusting one's intuition (U) and addressing the issue in class (I) |
| Racist/sexist comments | Addressing the issue indirectly (short discussion) (M, U, I) Cancel culture? (U + F agrees) YES (I, U, M) |
| Revealing one's opinion | When is the question (everyone) Views and values should be distinguished (F, M) |
| When not to reveal their opinion | Sg they don't know much about (M, U) Party politics (M) |
| Activities used for GCD | Debates (I, F, M) Experiential (U, I) |
| Student attitudes | You need to generate an emotional response Transition Some students are not interested Empathy |
| One activity | Professional presentations (F) Ranking sources of stress (M) Letter writing activity (M) Opinion-line activity (I) Trading with values (I) Online web-collab project (I) |

Appendix R

The Emerging Themes from the Interview Study with Secondary School Teachers

Table R1

Teachers' Views on Global Competence Development

| Themes | Sub-themes |
|--|---|
| <i>Global Competence Development in School Teachers' Lessons</i> | Discussing global issues using thought-provoking videos or readings (Á, B, L) Discussing global issues using engaging materials (students' interests) (E, É) Creating an optimal environment and using activities which encourage that students take a stand (E, L, T) Presentations (Á, H, K, L, SZ) Student-centred techniques (everyone) |
| <i>Responsibility to Develop Students' Global Competence</i> | Everyone's task (everyone) Easier for language teachers (B, K, SZ) |
| <i>Language Teacher or Educator?</i> | Educator (everyone) |
| <i>Profile of a Globally Competent Teacher</i> | Open and tolerant (E, É, H, I, L, SZ) Curious and well-informed (E, H, L) Authenticity (Á, É, SZ) Rapport (I, L, T) Positive and democratic atmosphere (E, É) Bring controversial issues into class (Á, B, K) Elaborates on topics the students bring up (Á, I, K, T) |
| <i>Developing as Global Citizens</i> | Following the news (Á, B, É, H, L, T) Reading a lot (Á, H, I, SZ, T) Interpersonal relationships (Á, L, SZ) Professional development (H, I, K) |
| <i>Teachers' Needs</i> | Time (B, H, L, SZ) Money (Á, B, H) Professional development (Á, B, E, É, I, T) Developing school resources (E, K) |

Table R2*Developing the Knowledge Component of Global Competence*

| Themes | Sub-themes |
|---|---|
| <i>Teaching English</i> | Freedom (I, SZ, T) Talking to the students (Á, H, I, T) Getting to know the students (Á, H) Teaching a motivating subject (E, É, I) Opening students' eyes (Á, É) Using pop-culture (E, L) |
| <i>Topics Teachers Love Dealing with</i> | Interesting (E, I) Leisure, entertainment, arts, music, culture (B, E, H, I, L, T) Controversial and provocative topics (SZ, T) Topics of local interest (E, Á) Topics of global interest (É, I) The environment participants (E, É, I, L) |
| <i>Topics Teachers Do NOT Like Dealing with</i> | Like dealing with almost everything (Á, É, I) Sports (SZ, T) Food (Á, B) Politics (E, T) |
| <i>Global Issues</i> | Environmental matters (Á, B, E, É, H, I, SZ, T) Democracy, elections, the EU (B, H, I) Internet safety, digital pollution, fake news (I, H, T) |
| <i>Local Issues</i> | Local events and programmes (H, L) Local sights and buildings (H, SZ) Local issues (E, K, L) Political matters (Á, B) |
| <i>Intercultural Issues</i> | Other cultures and religions (B, É, H, L) Gender roles (I, SZ) |
| <i>Topics Teachers Do Not Include</i> | No taboos (Á, B, E, É, H, I, L, SZ) Politics (E, I, SZ, T) Sex (E, K, SZ) |
| <i>Feelings in connection with Teaching Global Content</i> | A lot of preparation (Á, E, H, I) Being up-to-date all the time (Á, SZ) Looking forward to those lessons (E, É, L) Being afraid at first (H, L) Personally important (Á, É, SZ) |
| <i>Frequency of the Inclusion of Global Content</i> | Once a month (Á, E, SZ) Not consciously (SZ, T) |
| <i>Importance of Dealing with Issues of Global Significance</i> | Relevant in their students' life (B, E, L, T) Students do not read the news (K, SZ) Encountering different viewpoints (E, K, L) |

*Background Variables
Influencing the
Inclusion of Global
Content*

Time (Á, H, I, SZ, T)
Teacher's energy level (Á, T)
Coursebook (É, K, L, SZ)
Teacher's competence (Á, H)
Teacher knowledge (I, T)
Students' interests (E, I, L, SZ)
Students' sensitivities (L, T)
Relationship with the group, group dynamics (E, T)
Topicality of the issues (B, É, L, SZ)
Language proficiency (H, I, K)
Maintainer's demands (B, E)

Appendix S

Tables from the Results of the Questionnaire with Secondary School Teachers

Table S1

The Components of Global Competence According to OECD and the Participating Secondary School Teachers (N = 182)

| Component | OECD components | Secondary School Teachers' answers |
|------------------|--|---|
| Knowledge | Knowledge about environmental sustainability | Sustainability (3) |
| | | Natural sciences (8) |
| | | Ecological knowledge (18) |
| | Knowledge of global issues | Knowledge of global challenges (18) |
| | | Knowledge of local and global issues (10) |
| | Intercultural knowledge | Intercultural knowledge (14) |
| | Knowledge about culture and intercultural relations | Historical knowledge (18) |
| | Knowledge of literature (2) | |
| | Cultural knowledge (37) | |
| | Knowledge about socio-economic development and interdependence | Geographical knowledge (11) |
| | | Economic knowledge (15) |
| | | Sociological knowledge (34) |
| | | Understanding global-economic links (2) |
| | | Understanding global causes and effects (3) |
| | Knowledge about global institutions, conflicts, and human rights | Knowledge of legal systems (3) |
| | | Human rights (6) |
| | | Politics (29) |
| | | Citizenship (2) |
| | | Psychological knowledge (2) |
| | | General knowledge (12) |
| | | Self-knowledge (2) |
| | | Well-informedness (32) |
| Skills | Reasoning with information | Ability to choose and compare information (2) |
| | | Reading comprehension (7) |
| | | ICT (21) |
| | | Media literacy (2) |
| | | Critical thinking (30) |
| | | Logical thinking (5) |
| | | Source criticism (5) |
| | | Rational decision making (11) |
| | Communicating effectively and respectfully | Communication (28) |
| | | Being able to have effective interactions (2) |
| | | Argumentation (17) |
| | | Intercultural skills (4) |
| | | Cooperation (17) |

| | | |
|----------------------|---|---|
| | | Foreign language skills (52) |
| | Perspective taking | Social sensitivity (3) Attentiveness (2) Empathy (62) Emotional intelligence (3) |
| | Conflict management and resolution | Conflict management (3) Creativity (7) Problem solving (11) Assertiveness (9) Taking the initiative (2) |
| | Adaptability | Flexibility (4) Adaptability (20) |
| Attitudes and Values | Openness towards people from different cultural backgrounds | Openness towards different cultures (2) Open-mindedness (85) Tolerance (32) Curiosity (40) Acceptance (85) |
| | Respect | Respect (3) |
| | Global mindedness | Global mindedness (3) Green attitude (7) |
| | Values human dignity and diversity | Caring about collective well-being (6) Altruism (5) Benevolence (2) Responsibility (9) Being pro-active (5) Well-grounded moral values (3) |
| | | Optimism (8) Mindfulness (2) Motivation (2) LLL (7) |

Table S2

The Characteristics of a Globally Competent Teacher as Seen by the Respondents of the Questionnaire Study

| Themes | Sub-themes |
|--------------------------------------|---|
| Competence | Global citizen (3) |
| Skills | Empathy (20) Flexibility (9) Adaptability (3) Sensitivity (5) Taking a stand in an objective manner (2) Argumentation skills (2) Good communication skills (6) Responsible critical thinking (3) Perspective-taking (7) Problem-solving (2) Analysing information (4) Assertiveness (2) Conflict management (2) Creativity (2) LLL (4) |
| Attitudes/Values | Openness (84) Open-mindedness (7) Readiness to sensitize the students (2) Readiness to debate and enter discussions (4) Critical mindset (4) Curiosity (19) Acceptance (36) Tolerance (36) Versatility (3) Authenticity (2) Commitment to social justice (2) Free of judgement (4) Being unbiased/objective (4) Positivity/Optimism (3) Being committed and responsible (2) Having the desire to learn (2) |
| (Content) knowledge | Well-informed (42) Well-read (3) Knowledge about the most important social issues (2) |
| Pedagogical content knowledge | Moderating discussions (4) Making everyone feel safe (2) Showing the importance of their subject (3) Pointing to the relevance of global matters (2) Capturing students' interests (3) Choosing topics based on students' interests (2) Being a facilitator (2) Encouraging students to think autonomously (3) |

Encouraging the students to think in systems (2)
Sensitizing the students (2)
Developing students' global competence (2)
Being a role model for students (5)

Appendix T
Emerging Themes from the Focus Group Interviews with Secondary School Teachers

| Themes | Sub-themes |
|--|---|
| The ideal atmosphere | Trust (É, J, K) Openness (A, Zs) Respectful (A, Zs, L, É) Authentic (É, H) Brave (H, Zs) Curiosity, interest (B, I) Classroom set-up is important (A, É, L, Zs) |
| Preparing for challenging discussions | No preparation necessary (A, É, I, J, L, Zs) Depends on the group (J, K) Basic rules of interaction (B, É, J) |
| Fruitful discussions | Reminding the students of the rules (É, J, K) <i>Moderating the discussion:</i> Stirring back the conversation (G) Stepping into the debate (I, K) Summary and paraphrasing (B, I, K) Setting an example (B) Asking questions (G) Students moderate the discussion (L) Reflecting on the discussion (K) Suggestions for domineering opinions (L, Zs, A) Suggestions for finding what to say (A, Zs) |
| Dealing with conflict in the classroom | Creating teachable moments (A, B) Discussing the issue with the student alone, after class (J, Zs) Discussing the issue with the whole group (B, J, K, Zs) |
| Racist/sexist comments | Would not let it pass (A, D, É, J, K, L, Zs) Dissect the statement (I, G) Reflect on what happened (J, L) Let other students react (D, L) |
| Revealing one's opinion in class | Reveal their opinion about anything (B, É, L) Only share if asked (G, Zs) Difficulties in hiding their opinion (B, É, L) Two-way street: if they expect students to share... (B, D, I, U) The issue is important (K, L) Teacher is an open book (A, É) Educational aim (A, L) Sharing at the end of the discussion (H, I, U) |
| Not revealing one's opinion about... | Politics (B, D, H, I, K, L) Personal life (D, J) Colleagues (D, I) |
| Activities for developing students' GC | Supplementing the coursebook (D, G, H, I, J, K) Introducing global issues through videos and songs (A, D, U, Zs) Drama (J, K, L) |

| | |
|---|---|
| Usefulness of the worksheets | Materials catering to the students' needs and interests (B, D, J, K, U) Ready-made materials (B, H) Similar worksheets would be needed (B, G) Different from a regular class (D, H) Modular (L, Zs) |
| Students' attitudes towards dealing with global content | Everchanging (G, L, U, Zs) Topics students frequently encounter (I, J) Depends on the group (H, G) |

Appendix U
The Profile of a Globally Competent Teacher
Table U1

Comparison of the Participating Tutors and Teachers' Description of Globally Competent Teachers with the Literature

| Component | Characteristics in the Literature | Emerging Characteristics in Teachers' and Tutors' answers |
|------------------|---|--|
| Knowledge | Knowledge of world history (Longview Foundation, n.d.) Knowledge of geography (Longview Foundation, n.d.) Knowledge of cultures (Longview Foundation, n.d.) Knowledge of economic systems (Longview Foundation, n.d.) Strong subject knowledge (UNESCO, 2018) | Well-informedness |
| Skills | Lifelong learning (Pike & Selby, 1988) Language skills (Longview Foundation, n.d.) Cross-cultural skills (Longview Foundation, n.d.) Effective classroom management skills (UNESCO, 2018) Inclusiveness (UNESCO, 2018) Sensitivity to students' different needs (UNESCO, 2018) | Lifelong learning Intercultural skills Sensitivity Empathy |
| Attitudes | Global-mindedness (Pike & Selby, 1988) Future-orientedness (Pike & Selby, 1988) Concern for the development of the whole person (Pike & Selby, 1988) Commitment to ethical citizenship (Longview Foundation, n.d.) Commitment to nurturing global citizens (Longview Foundation, n.d.) Curiosity (Longview Foundation, n.d.) Readiness to adopt new technologies (UNESCO, 2018) | Curiosity Openness and open-mindedness Tolerance Acceptance |
| Values | Congruence (Pike & Selby, 1988) | Authenticity |

| | | |
|-------------------------------|--|---|
| Pedagogical content knowledge | <p>Facilitating discussions (Pike and Selby, 1988)</p> <p>Seeking functional interdependence across the curriculum (Pike and Selby, 1988)</p> <p>Shifting the focus and locus of decision-making (Pike and Selby, 1988)</p> <p>Employing a range of teaching and learning styles (Pike and Selby, 1988)</p> <p>Employing a range of work modes and activities (Cates, 2014; UNESCO, 2018)</p> <p>Teaching students to analyse different primary sources, perspectives and stereotypes (Longview Foundation, n.d.)</p> <p>Using a dual syllabus (Cates, 2004; OUP, 2021)</p> <p>Knowledge of the global (international) dimensions of one's subject (Longview Foundation, n.d.)</p> | <p>Involving students in the decision-making</p> <p>Creating a safe and democratic atmosphere</p> <p>Using teaching methods appropriate to address issues of global interest</p> <p>Knowledge of the students and their interests</p> <p>Modelling global competence in action (being a role model)</p> |
| Other dispositions | <p>Being a community teacher (Pike & Selby, 1988)</p> <p>Being a global citizen (Andreotti, 2012)</p> | <p>Global competence</p> <p>Intercultural competence</p> |
