

IMPLEMENTATION OF TEACHING PRACTICES WITH RESPECT TO THE INTEGRATION OF GLOBAL CITIZENSHIP: ELT CONTEXT

¹Yee Mon Cho, ²Akkarapon Nuemaihom, ³Kampeeraphab Intanoo

¹Ph.D. Scholar, English Language Teaching Program, Buriram, Rajabhat University, Thailand, 640427092011@bru.ac.th

²English Language Teaching Program, Faculty of Humanities and Social Sciences, Buriram Rajabhat University, Thailand, akkarapon.nm@bru.ac.th

³English Language Teaching Program, Faculty of Humanities and Social Sciences, Buriram Rajabhat University, Thailand, kampeeraphab.it@bru.ac.th

Abstract

Global citizenship education is essential that English language teachers should take it into consideration in order to implement their teaching practices with respect to the integration of global citizenship with ELT. The aim of this study is to explore the perceptions of English language teachers regarding integrating global citizenship education into ELT courses. The data were collected using a questionnaire survey, and a semi-structured interview form was also used. The participants were selected via a convenience sampling method, which is one of the purposeful sampling methods, was used in the research. They comprise of 122 English teachers who have worked at higher education institutions in the states and regions in the academic year 2019-2020. In implementing the global citizenship education, positive attitudes of teachers can change in today's society through empowering and engaging the youths in the field of English Language Teaching (ELT). As a result, it was found that English language teachers have insufficient levels of knowledge, skills, attitude and action related with global citizenship education. Moreover, most of the participants stated that they partially understood the roles and responsibilities of Global Citizenship Education. They involved only partial implementation in specific teaching practices in their classes to educate students as global citizens addressing global issues in the courses, and role modelling was partially implemented by few teachers to promote global citizenship.

Keywords: Global Citizenship, Global Education, Global Issues in ELT.

INTRODUCTION

Due to the importance of teaching global issues, it is recommended by some scholars that foreign-language instructors integrate global issues and global education into their teaching in a variety of ways. Teaching English demands different ways, appreciable experiences, great efforts, and the way of teaching. English should be suitable according to different factors such as the nature of the course, lessons, skills, and exercises. It also

depends on the needs of students themselves. Regardless of the curriculum worthiness, teachers play a crucial and active role in teaching. They should use different techniques and develop methods that in turns will enhance the students' learning process in the classrooms. Teachers should be well qualified to produce quality active learners. Moreover, a professional teacher should connect matters outside classroom with the course inside classroom during teaching. None can deny that

the world around the people faces different worrying problems such as terrorism, ethnic clash, social discrepancy, and environmental destruction. Such problems, and more others, are defined as global issues. Teaching a language in a global context is pedagogically important for the students. Indeed, those problems might not be around the society or community or far from the surrounding but the effort to introduce the students to the issues that happen all over the world has important impact to the development of the world and to the students' knowledge.

It would not be wrong to say that one of the areas, in which global citizenship education can be effectively implemented, is foreign language programs. Indeed, in recent years, many educators in the field of English Language Teaching (ELT) around the world have touched on the importance of global (citizenship) education for English as a Second Language (ESL) and English as a Foreign Language (EFL) (Cates, 2009; Chowdhury, 2013). According to Cates (1997), there is a certain subject flexibility in foreign language courses which does not exist in others. In accordance with Pramata and Yulianti (2016), they noted that the sole task of foreign language teachers is not to teach vocabulary, grammar, pronunciation, listening, speaking, reading and writing; they have a responsibility to train students who will actively participate in the solution of global issues or at least develop awareness and understanding of these issues. This responsibility may challenge the teacher to be more resourceful and creative on the latest global issues; not only educating students but also conducting teachers' growth (Sato, 1999). Hosack (2012) suggests that global issues should be addressed in ELT courses as a way of teaching for global citizenship. Even though it is possible to mention a certain level of awareness about integrating global citizenship education and ELT courses around the world, there is limited study on this subject. For this reason, teachers should have a positive attitude towards global citizenship; be knowledgeable about designing an educational environment that integrates global citizenship education into their courses and arranging the classroom

environment to implement these practices. The following are the objectives of this study: to define English language teachers' role and responsibility as an English instructor in preparing students as global citizens, and to explore types of teaching practices used by English teachers in the classrooms in preparing students for being global citizenship.

RESEARCH METHODOLOGY

1. Population and Sample

The population consists of English teachers who work at higher education institutions in Myanmar in the academic year 2019-2020. The participants were purposively selected via a convenience sampling method. They comprise of 122 English teachers who have worked at higher education institutions in the states and regions. A convenience sampling method, which is one of the purposeful sampling methods, was used in the research. The method gives speed and practicality to the researchers because in this method the researchers can select a situation that is close and easy to access.

2. Data Collection

The data were collected by using the two research tools i.e. questionnaires and semi-structured interview. A convenience sampling method was used which allowed the researchers to collect data from key informants. A mixed-method approach was adopted in this study. A questionnaire with predominantly closed ended questions was used to collect quantitative data with self-administered questionnaire, and qualitative data were collected by conducting semi-structured interviews with 122 English teachers who have worked at higher education institutions in the states and regions in the academic year 2019-2020.

3. Data Analysis

The data were collected through the interview and were analyzed with a content analysis technique. The data were transferred to the computer and raw data texts were prepared for

data analysis. The responses of the teachers were examined and coded one by one, and these codes were associated with each other and brought together and categorized. Codes and categories were edited. Findings were presented in tables and interpreted. A voice recorder was also used with the permission of the participants in order to prevent data loss in the study. In qualitative research, the involvement of more than one researcher is a measure taken to increase internal credibility. The Statistical Package for the Social Sciences (SPSS) was used to analyze quantitative data. Some frequencies and percentages generated using SPSS were exported to MS Excel to produce charts and MS Word to produce tables.

RESEARCH RESULTS

Global issues are considered to be an up-to-date branch in the field of English language teaching. By integrating global issues in classroom instruction, students will be exposed to a global perspective. Global education is imperative to the development of skills, knowledge, and attitudes of students who need to recognize a lot of things around them through the global education approach while studying English in classrooms.

1. Findings regarding Perceived Roles and Responsibilities of ELT Teachers in preparing Students as Global Citizens

Table 1 shows categories attained according to the opinions of the teachers who think that they have a role and responsibility in this issue.

Table 1: Interview Responses (n=57)

SN	Interview questions based on category	Code	Responses		Calculation		Interpretation
			Negative	Positive	Mean	SD	
1.	Category 1: An Informer	Teaching about national and global citizenship	50%	50%	1.50	0.50	Partially understand the roles and responsibilities of GCE
	Question 2:	Teaching about different cultures	50%	50%	1.50	0.50	Partially understand the roles and responsibilities of GCE
2.	Category 2: A Role-model	Behaving and speaking in a less	50%	50%	1.50	0.50	Partially understand the roles and responsibilities of GCE
	Question 3:	discriminative manner					Not understand the roles and responsibilities of GCE
	Question 4:	Being conscious about global issues	66.67%	33.33%	1.33	0.47	Partially understand the roles and responsibilities of GCE
		Being respectful of diversities	50%	50%	1.50	0.50	Partially understand the roles and responsibilities of GCE
Average			53%	47%	1.47	0.50	Partially understand the roles and responsibilities of GCE

Note:

1.00-1.33 = Not understand the roles and responsibilities of GCE

1.34-1.66 = Partially understand the roles and responsibilities of GCE

1.67-2.00 = Fully understand the roles and responsibilities of GCE

According to Table 1, a large group of teachers expressed that they have roles and responsibilities in preparing students as global citizens, and they have been identified as an informer and a role model. It was determined that being an informer was applied by; teaching about national and global citizenship (Mean= 1.50), and teaching about different cultures (Mean= 1.50). Below are the opinions of

teachers expressing their roles and responsibilities as an informer: Role modelling was practiced by behaving and speaking in a more discriminative manner (Mean= 1.50), being conscious about global issues (Mean= 1.33) and being respectful of diversities (Mean= 1.50).

2. Findings regarding the Implementation of Teaching Practices with

Respect to the Integration of Global Citizenship with ELT

The categories attained according to the implementation of teaching with respect to the integration of global citizenship with ELT in this issue are presented in Table 2.

Table 2: *Questionnaire Responses (n=122)*

SN	Category	Code	Teacher participants' responses		Calculation		Interpretation
			No, I don't.	Yes, I do.	Mean	SD	
1	Category 1: Addressing global issues	Making discussions about global issues	58%	42%	1.42	0.49	Partial implementation
		Using reading texts about global issues	26%	74%	1.74	0.44	Adequate implementation
		Average 1	42%	58%	1.58	0.49	Partial implementation
2	Category 2: Role Modelling	Reflecting global citizenship on one's behaviour	53%	47%	1.47	0.50	Partial implementation
		Average 2	53%	47%	1.47	0.50	Partial implementation
		Average 1&2	46%	54%	1.54	0.50	Partial implementation

Note:

1.00-1.33 = Lack of implementation of teaching practices with respect to the integration of GCE

1.34-1.66 = Partial implementation of teaching practices with respect to the integration of GCE

1.67-2.00 = Adequate implementation of teaching practices with respect to the integration of GCE

As can be seen in Table 2, two categories were reached namely, addressing global issues and role modelling in line with the responses of the teachers who said that they integrated global citizenship education with ELT courses. It was found out that while addressing global issues were practiced by making discussions about global issues (Mean= 1.42) and using reading texts about global issues (Mean= 1.74), role modelling is implemented by reflecting global citizenship on one's behaviour (Mean= 1.47) respectively. The result of average scores was found on two categories regarding the implementation of teaching practices with respect (Average Mean= 1.54).

Table 3 shows questionnaire and interview responses of English language teachers in integration of global citizenship with ELT.

Table 3: *Questionnaire and Interview Responses*

Categories	Mean	SD	Interpretation
Roles and Responsibilities of ELT Teachers in preparing students as global citizens (n=57)	1.47	0.50	Partially understand the roles and responsibilities of GCE
The Implementation of Teaching Practices with Respect to the integration of global citizenship with ELT (n=122)	1.54	0.50	Partial implementation

The fact that global citizenship education is a very new concept in the field of ELT corresponds to the other findings of the study. Teachers' opinions were taken regarding how they (1) define ELT teachers' role and responsibility as an English Instructor in preparing students as "global citizens" and how they (2) explore which types of teaching practices that English language teachers involve in the classrooms in preparing students for "global citizenship". The research findings also revealed that according to the teachers' responses, they were reluctant to receive global citizenship education and they partially understand the roles and responsibilities of GCE in preparing students as global citizens.

They were in partial implementation regarding to the implementation of teaching practices with respect to the integration of global citizenship with ELT. It is thought that English language teachers have great roles and responsibilities in educating students as global citizens.

DISCUSSION AND CONCLUSION

In this context, many researchers argue that one of the best ways to address global issues in class is content-based/theme-based instruction (Gursoy, 2010; Serrano, 2008). Content based instruction refers to a language teaching approach in which teaching is organized around themes and topics, instead of grammar, functions or situations. Content educators such as Brinton, Snow & Wesche (1989) and Mohan (1986) emphasize that language is an instrument in learning the world and suggest the use of motivational themes and authentic materials in classroom teaching. These studies have revealed that students develop a positive attitude towards the course, learn the foreign language meaningfully and purposefully, and gain awareness of global issues. This research was conducted by filling up the questionnaire survey from 122 teachers and by interviewing 57 teachers working at higher education institutions in Myanmar to examine their perceptions regarding to the integration of global citizenship education into ELT. This paper reviewed the importance of integrating education which focuses on global issues and problems into ELT as a means of guiding students to have knowledge about world issues and becoming responsible world citizens. In this context, Rivers (1976, 96) expressed his thoughts as the following:

"As language teachers, we are the most fortunate of teachers-all subjects are ours. Whatever [the students] want to communicate about, whatever they want to read about, is our subject matter".

(as cited in Jacobs & Cates, 1999).

On the other hand, Hosack (2012), noted that foreign language teachers' use of content on

global issues would contribute to global citizenship. According to him, working with content designed to increase student awareness of issues such as climate change, biodiversity loss, refugee welfare, international health problems is a way of teaching for global citizenship. Byram (2003) suggests that the main task of language educators is not to teach only language; but rather to teach young people, the experience of thinking, valuing and behaving in other ways. Similarly, Jacobs and Cates (1999) state that language teachers may play a role in making the world a better place while they develop their students' language competencies. Similarly, in Jing's (2013) study, some English teachers expressed that they initially introduced local issues as a method of handling global issues in the class. However, when the literature is examined, it can easily be understood that ELT educators can do much more in this regard. According to Cates (1997), Focho (2010) and Marshal (2007), foreign language courses have certain flexibility in subjects that is not available in other courses.

The findings of the research also show that most of the ELT teachers, who are unconscious of their role and responsibilities in the development of global citizenship in their students, reflect their ideas into their classroom practices. However, global citizenship education is considered to be too wide-ranging to cover a single course or unit, and can also be integrated as a common area of connection within the scope of many disciplines, including ELT. Concordantly, it seems possible to mention an increasing awareness in the literature which integrate global (citizenship) education with ELT (Omidvar & Sukumar, 2013; Pramata & Yuliati, 2016). While some of these studies emphasize how global issues will provide meaningful content for language lessons, others underline the tasks of language teachers in teaching for a better world.

Teachers who practice global citizenship education in their courses stated that they did it by addressing global issues in the classes and role modelling. Addressing global issues is implemented by making discussions and using reading texts about global issues. Similar to this finding, Hosack (2011) noted that foreign

language teachers' use of content on global issues would contribute to global citizenship. Using global issues as the main theme in language classes may be one of the practical ways of doing this. In this context, many researchers advocate content-based and theme-based instruction in the methodology of foreign language teaching, particularly in connection with teaching global issues (Cates; 1997, 2000; Crandal, 1993). It is expected that students will not only develop language skills but also develop awareness, skills and positive attitudes towards these problems with this kind of approach (Gürsoy & Sali, 2014).

Teaching a language in a global context is pedagogically important for the students. Global education is significant to the development of the skills, knowledge, and attitudes of students who need to recognize a lot of things around them through the global education approach while studying English in classrooms. Most academic programs now include global education which is considered to be an important feature of their official curriculum. Due to the importance of teaching global issues, this study aims to examine the perceptions of teachers about integrating global citizenship education into ELT courses through reviewing the essential benefits and advantages of learning global issues in the language classrooms.

The research findings revealed that the teachers who thought that they had a role and responsibility in preparing students as global citizens deemed themselves as informers and role-models. It is thought that English language teachers have great roles and responsibilities in educating students as global citizens. However, it has been concluded from the study that English language teachers need to understand more about their roles and responsibilities of Global Citizenship Education and they should try to succeed in implementation of their teaching practices with respect to the integration of global citizenship with ELT. Students should try to enjoy the global citizenship education that will help them to be more successful in their learning process. It is through the education that will develop the next generation of youth and adults form their

values, principles and knowledge of peaceful futures and develop their sense of responsibility and accountability as well to take personal and social actions for transformation toward a culture of peace.

In doing so, teachers should show more positive attitudes for motivating their students' performance. The lack of teacher's capacity has been identified as one of the barriers to Global Citizenship Education Development. As key actors in ensuring quality education, it was found that some teachers are facing a lot of pressure and challenges in integrating global citizenship in ELT courses. They are required to deepen their knowledge base and pedagogic skills in response to new demands and changing curriculum. Great teaching needs practice and teachers must be nurtured through high-quality training and continuous learning.

RECOMMENDATIONS

However, it should be reminded that this study was carried out through questionnaire survey and semi-structured interviews with some teachers working in higher institutions of Myanmar. Similar studies with larger samples with experimental method through GCE training course can provide significant contributions in terms of clarifying the subject in larger groups of other language teachers. In addition, other qualitative studies to be carried out at primary, secondary and high school level can be useful in explaining the issue in depth. It is important to offer a valuable contribution for curriculum developers and teachers at international or private schools, presenting a nuanced and detailed analysis of students' perceptions with respect to the commonly perceived inherent nature of global citizenship at such schools.

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