

2022

2nd International Symposium on Social Justice in ELT: Promoting Social Issues in Language Education

Proceedings



October 21-22, 2022

Sinop, Türkiye



PROCEEDINGS

2ND INTERNATIONAL SYMPOSIUM ON SOCIAL JUSTICE IN ELT: “PROMOTING SOCIAL ISSUES IN LANGUAGE EDUCATION”

EDITORS

DENİZ ORTAÇTEPE HART
ADNAN YILMAZ
SERVET ÇELİK

Copyright © Vizetek

Bu kitabın basım, yayım ve satış hakları Vizetek Yayıncılık Sanayi ve Ticaret Limited Şirketi'ne aittir. Vizetek Yayıncılık'ın izni alınmadan kitabın tümü ya da bölümleri, kapak tasarımı, elektronik, mekanik, fotokopi, manyetik, kayıt ya da başka yöntemlerle çoğaltılamaz, basılamaz, dağıtılamaz.

Bu kitap T.C. Kültür Bakanlığı bandrolü ile satılmaktadır.

Sayın okuyucularımız, bandrolsüz yayınları satın almamanızı diliyoruz.

Kitap içeriğinin tüm sorumluluğu yazarına aittir.

Yayın Koordinatörü: Ferit Resuloğulları

Yayına Hazırlayan: Sadık Hangül

ISBN: 978-625-8499-83-4

Materyal Türü: Elektronik Kitap (Çevrim içi / Web tabanlı)

Yayın Tarihi: Aralık, 2022

Elektronik Yayın Formatı: PDF

Elektronik Yayın Tipi: Adobe Ebook Reader

İnternet Adresi: www.vizetek.com.tr

Yayınevi Sertifika No: 41575



Seyranbağları Mah. İncesu Cad. 10/2 Çankaya/ANKARA

Tel. : (0312) 482 00 11

Web: www.vizetek.com.tr

E-mail: vizetkyayincilik@gmail.com

SCIENTIFIC COMMITTEE

Ahmet Çekiç, Sivas Cumhuriyet University, Turkiye
Alan Thomas, University of Arizona, USA
Amanda Yeşilbursa, Bursa Uludağ University, USA
Banu Inan Karagül, Kocaeli University, Turkiye
Beatrice Dupuy, University of Arizona, USA
Bill Snyder, Soka University in Hachiōji, Japan
Diego Fernando, Universidad Surcolombiana, Colombia
Doğan Yüksel, Kocaeli University, Turkiye
Elizabeth Tso, Lancaster University, UK
Hakan Demiröz, Social Sciences University of Ankara, Turkiye
Kenan Dikilitaş, University of Stavanger, Norway
Kristian Adi Putra, Prince Sattam Bin Abdulaziz University, Saudi Arabia
Leisy T. Wyman, University of Arizona, USA
Linda Lemus, Georgetown University, USA
Martha Nyikos, Indiana University, USA
Mary Carol Combs, University of Arizona, USA
Mehmet Takkaç, Atatürk University, Turkiye
Mohammed Tamimi, Palestine Polytechnic University, Palestine
Nemira Macianskiene, Vytautas Magnus University, Lithuania
Olcay Sert, Mälardalen University, Sweden
Perry Gilmore, University of Arizona, USA
Sansanee Punyalert, University of the Thai Chamber of Commerce, Thailand
Sari Pöyhönen, University of Jyväskylä, Finland
Savaş Yeşilyurt, Atatürk University, Turkiye

ORGANIZING COMMITTEE

- **Deniz Ortaçtepe Hart**, University of Glasgow, Scotland
- **Adnan Yılmaz**, University of Stirling, Scotland
- **Servet Çelik**, Trabzon University, Turkiye

SYMPOSIUM CHAIR

- **Adnan Yılmaz**, University of Stirling, Scotland

SYMPOSIUM ASSISTANT

- **Eyyüp Yaprak**, Independent Scholar, UK

EDITORIAL

It is with great pleasure that we present to you the abstracts and full texts for the studies presented during the 2nd International Symposium on Social Justice in ELT: “Promoting Social Issues in Language Education” that was held on November 21-22, 2022, in Sinop, Turkiye.

This symposium was the product of “Social Justice in ELT - Volume II (SJELT-Vol II),” a social responsibility project we conducted between 2019 and 2022. The project was funded by the U.S. Embassy Ankara, Public Affairs Office of the U.S. Department of State, through a grant offered to reinforce U.S.-Turkish shared values and build mutual understanding between the two countries.

Our project had two overarching purposes. First, it aimed to integrate social justice issues into English language teaching curricula in Turkiye by training pre-service teachers across four different universities in the country. Second, it attempted to reduce social injustice and increase equality in socio-economically disadvantaged areas in Turkiye by supporting these pre-service teachers to identify specific instances of social injustice in their surroundings and execute their own small-scale social responsibility projects to address them, and thus, become agents of change in their classrooms and communities.

This succeeding two-day international event featured a plenary, a workshop, an invited seminar, presentations of the project participants, and in-person and virtual oral and poster presentations of research on social issues in language education from language professionals across the board.

We would like to take this opportunity to thank the U.S. Embassy and the Regional English Language Office in Ankara for the opportunity of cooperation, and Dr. Cristyn L. Elder, the English Language Specialist (ELSpec) in our project, for her support throughout our project. Next, we are grateful to each and every one involved in the planning and organization of this symposium—from anonymous reviewers of abstracts to the Sinop University officials for hosting the event. Your support is greatly appreciated. Finally, we would like to express our deepest gratitude to all the contributors and participants in this global gathering, which stimulated lively discussions and debates on a timely theme.

We look forward to seeing you in our next symposium!

Deniz Ortaçtape Hart, Adnan Yılmaz, Servet Çelik
SJELT-Vol II Team and Symposium Organizers

SYMPOSIUM PROGRAM

DAY 1 (OCTOBER 21, 2022)		
08:00-09:00	Registration	
09:00-09:30	Welcome Remarks	
09:30-10:30	Plenary <i>Cristyn L. Elder, The University of New Mexico, United States</i>	
10:30-11:00	Coffee/Tea Break	
11:00-12:00	Social Justice Project Presentations <i>Fahri Yesil, Gizem Balta, Kadir Anapali, Gokce Cicek Cevher</i>	
12:00-13:30	Lunch	
13:30-14:10	Parallel Sessions	
	Room #1	Room #2
13:30-13:50	Critically-designed L2 Writing Classrooms: A Systematic Review <i>Aysel Saricaoglu Aygan</i>	Algerian Overseas Ph.D. Students in the UK: Issues of Ethnicity and Language <i>Ikram Youcef</i>
13:50-14:10	Exploring Acculturation Attitudes and Knowledge of Pre-service English Language Teachers: Can Language Offer a Compromise? <i>İlknur Civan, Serap Atasever Belli, Sibel Söğüt</i>	Preparing English Teachers for Social Issues in the Classroom: A Case of an English Language Teaching Program <i>Servet Çelik, Handan Çelik, Bilal Karaca, Serdar Takva</i>
14:10-14:30	Coffee/Tea Break	
14:30-15:30	Workshop <i>Cristyn L. Elder, The University of New Mexico, United States</i>	

DAY 2 (OCTOBER 22, 2022)		
10:00-11:40	Parallel Sessions	
	Room #1	Room #2
10:00-10:20	Teaching Sustainability in Language Classes but How? <i>Arzu Ekoç Özçelik</i>	Examining Coursebook Content Through Social Justice <i>Elif Burhan-Horasanlı</i>
10:20-10:40	Eco-pedagogy: An Ecological Perspective in English Language Classrooms <i>Ram Chandra Pokhrel, Manusha Paudel</i>	The Representation of Female and Male Social Actors in EFL Textbooks: A Critical Perspective on Functionalization and Identification <i>Sibel Söğüt</i>
10:40-11:00	Humanizing the Qualitative Research Methods with and for In-Service EFL Teachers <i>Ufuk Keleş</i>	The Representation of Relationships in ELT Materials <i>Elizabeth S. Coleman</i>

11:00-11:20	A Single Case Study: Emotional Conflict and the Language Attitudes of a Bilingual Child After Her Relocation to Türkiye <i>Elif Aydın Yazıcı, Kenan Dikilitaş</i>	An Examination of an ELT Coursebook on the Basis of 21st Century Issues <i>Muhammed Fatih Gökmen</i>
11:20-11:40	An Integrative Research Review on the Intersectionality of Gender and Nativeness in Native English-Speaking Teachers' Identities in EFL Contexts <i>Necati Sönmez, Ece Zehir Topkaya</i>	Global Issues and English as a Foreign Language (EFL) Education: Examining Secondary School English Textbooks <i>Sümeyye Akyasan, Sedanur Akyol, Servet Çelik</i>
12:00-13:30	Lunch	
13:30-15:00	Invited seminar: <i>Yecid Ortega & Sultan Turkan, Queen's University Belfast, United Kingdom</i>	
15:00-15:30	Closing remarks	
15:30-16:00	Coffee/Tea	

VIRTUAL ORAL PRESENTATIONS

#1	How Can Linguistic Diversity in ELT Support Environmental Justice? <i>Victor Carraeo, State University of Campinas, Brasil</i>
#2	Being a Queer Teacher in Türkiye: The Case of Gloin and Purple <i>Nihan Bursalı, Ufuk University, Türkiye</i> <i>Cemre Çiçek-Tümer, Ankara University, Türkiye</i>
#3	LGBTQIA+ Student Perspectives and Experiences in University-level English Language Programs in Türkiye <i>Alp Akarçay, Sabancı University, Türkiye</i> <i>T. Billur Kaya, Istanbul Technical University, Türkiye</i>
#4	The Neoliberal Blow to English Language Teaching: Deconstructing the Teacher Academy Program in Chile <i>Gloria Romero, University of Santiago, Chile</i>
#5	Encouraging Critical L2 Writing Through Critical Pedagogy: Perceptions of Pre-service ELT Teachers on the Critical Writing Process <i>Zeynep Bilki, TED University, Türkiye</i>
#6	Examining EFL Students' Perspectives on the Development of Their Intercultural Competence <i>Maroua Talbi, Eötvös Loránd University, Hungary</i>
#7	Critical Multicultural Education in English Language Teacher Education in Türkiye <i>Dila Bozkurt, Ece Zehir Topkaya</i> <i>Çanakkale Onsekiz Mart University, Türkiye</i>
#8	Lessons from Research on Social Justice in the Teaching of Japanese as a Foreign Language <i>Zoya Erdevig, Tokyo International University, Japan</i>
#9	Attitudes Towards Social Justice in ELT <i>Hakan Süren, Songül Şahin</i> <i>Kocaeli University, Türkiye</i>
#10	From Sanitized to Situated: Developing a Social Justice-oriented TESOL Teacher Education <i>Ozgehan Ustuk, Balıkesir University, Türkiye</i>

#11	The Beliefs, Attitudes, and Approaches of Parents on Teaching English to Young Learners at the Primary School Level <i>Fatma Kimsesiz, Fatma Solmaz</i> <i>Kırşehir Ahi Evran University, Türkiye</i>
#12	Significant Factors for Developing Effective Intercultural Communication and Their Inclusion in the Language Learning Process <i>Sopiko Dumbadze, Nino Putkaradze, Leila Khardina</i> <i>Batumi State Maritime Academy, Georgia</i>
#13	Social Justice in Teacher Education: Exploring Social Justice Understanding Through Student Writing Samples <i>Cemre İşler, Fırat University, Türkiye</i>
#14	Addressing Sustainable Development Goals Through Project-based Learning in the EFL Classroom <i>Tamari Dolidze, Natia Vasadize</i> <i>Batumi State Maritime Academy, Georgia</i>
#15	Kazakh EFL Teachers' Beliefs About Social Justice <i>Meruyert Seitova, Khoja Akhmet Yassawi International Kazakh-Turkish University, Kazakhstan</i>
#16	Positive Impacts of Multiculturalism on Community Development – ETS (Empathy, Thoughtfulness, Security) <i>Elena Tsatsua, Ivane Javakhishvili Tbilisi State University, Georgia</i>
#17	Interculturality as Professional Practice of Activism in ELT <i>Pattamawan Jimarkon, University of Stavanger, Norway</i>
#18	Ensuring Social Justice Through Linguistic Integration in Higher Education: Challenges and Solutions <i>Nemira Macianskiene, Vytautas Magnus University, Lithuania</i>
#19	Fostering Intercultural Competence through Popular Culture Resources in EFL/ESL Classroom <i>Samina Rana, Higher Education Department, Punjab, Pakistan</i>
#20	Culturally Sustainable Mall Pedagogies for Migrant Children <i>Kathryn DePietro, Stevenson College, USA</i> <i>Deniz Ortaçtepe Hart, University of Glasgow, Scotland</i> <i>Xinxin Liu, Yu Ming Charter School, USA</i>
#21	Environmental Justice Education through English Language Teaching: Teachers' Perspectives <i>Tamari Dolidze, Batumi State Maritime Academy, Georgia</i>

POSTER PRESENTATIONS

#1	How Can Linguistic Diversity in ELT Support Environmental Justice? <i>Manusha Paudel, Tribhuvan University, Nepal</i> <i>Ram Chandra Pokhrel, Kathmandu University, Nepal</i>
----	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

PLENARY

Defining, Locating, and Addressing Bullying in Higher Education

Cristyn L. Elder, Associate Professor, The University of New Mexico, USA

Abstract: In the introduction to Workplace Bullying in Higher Education, Jamie Lester cites studies that estimate the incidence of workplace bullying in higher education to be anywhere between 32% and over 80% (viii). In addition, a growing body of research documents myriad negative consequences for targets of bullying (spanning mental and physical health and a negative impact on earning) and the institution (employee turnover, reduced work productivity, and more bullying). Finally, “there is growing evidence suggesting that minority status could be a contributing factor to receiving differential treatment in the workplace” (Lewis et al., 2010, p. 271). As such, the issue of workplace bullying is an issue of social justice, as minority and disenfranchised faculty and students may be targeted, silenced, or excluded through these practices.

Given the prevalence and negative effects of workplace bullying in higher education, it is important to define behaviors and patterns of bullying and create specific strategies for agentive responses. In this keynote address, Dr. Cristyn L. Elder will provide an overview of the patterned behaviors through which bullying in the workplace is manifested and suggest ways for addressing these patterns.

WORKSHOP

Defining, Locating, and Addressing Bullying in My Local Institution

Cristyn L. Elder, Associate Professor, The University of New Mexico, USA

Abstract: As a follow-up to the above keynote address, this workshop seeks to provide immediate support to participants in terms of identifying and responding to workplace bullying. The workshop will begin with asking participants to generate definitions of bullying, in pairs and small groups, along with a list of behaviors or patterns they view as related to bullying. In groups, participants will share their definitions and lists of behaviors, then similarities and differences from the discussion will be identified. The facilitator will highlight the (assumed) range and lack of agreement among definitions, arguing that these differences can contribute to the difficulty of addressing bullying on a personal and institutional level.

Following this initial discussion, participants will review case studies of bullying and be invited to discuss how they might respond to each case. Next, participants will review an example institutional anti-bullying policy that they might adapt for their own classroom, program, department, or institution. The workshop will conclude with time for Q&A.

BIOGRAPHY FOR THE PLENARY SPEAKER

Dr. Cristyn L. Elder is an Associate Professor and Director of Rhetoric and Writing and the Director of Writing Across the Curriculum for the Center for Teaching and Learning at the University of New Mexico. Her research and teaching focus on supporting historically underrepresented student populations through writing program administration, writing across the curriculum, composition, and writing center theory and practice. She earned her MA in TESOL from the Middlebury Institute of International Studies at Monterey with a specialization in Language Program Administration and her doctorate in English from Purdue University with a specialization in Rhetoric and Composition and a focus on Writing Program Administration and Second Language Studies/ESL. Cristyn has taught English language and teacher education courses in Morelia, Mexico; as a Peace Corps Master's Internationalist in Ukraine; as an English Language Fellow in Guatemala; and as an English Language Specialist in Tajikistan, Panama, El Salvador, and Brazil. In the U.S., she has taught courses in composition, professional writing, teacher education, and public speaking for both native and non-native speakers of English at the postsecondary level.

Cristyn has published in WPA: Writing Program Administration, Composition Studies, Composition Forum, Across the Disciplines, and the Writing Center Journal. She is co-editor with Dr. Bethany Davila of the collection [Defining, Locating, and Addressing Bullying in the WPA Workplace](#) (2019) published by Utah State University Press. She is also a co-founder and editor of Present Tense: A Journal of Rhetoric in Society and a co-founder of WPA-GO (the Council of Writing Program Administrators Graduate Student Organization). Cristyn received UNM's 2018-2019 Outstanding Teacher of the Year Award, 2015-2016 Outstanding New Teacher of the Year Award, and 2015 Golden Louie for Outstanding Faculty Student-Service Provider. She is also co-recipient with Dr. Bethany Davila of the 2016 Award for Innovation from the Council on Basic Writing.



INVITED SEMINAR

Engaging educators with social Justice for language teaching

Dr. Yecid Ortega & Dr. Sultan Turkan, Queen's University Belfast, UK

Abstract: As English language educators, we are competent, socially just and politically conscious, capable and courageous to make personal and professional transformations and as such our classrooms become hubs for fostering those transformations. Social justice reminds us that we can use our classroom as a platform to promote actions that embody treating all people with fairness, respect, dignity and generosity (Nieto & Bode, 2012). This presentation will discuss issues of social justice and how English teachers can engage students in conversations about diversity, equality, race, human rights, immigration, 2SLGBTQA+, and multiculturalism. Johannessen (2010) motivates us to fight passionately for a just and open world. With this in mind, this seminar will discuss classroom practices and experiences on how to set up the ground for meaningful and provocative hands-on lessons. The four objectives of this seminar are to (1) present the audience with various social justice concepts and how to use them as lesson themes, (2) provide the benefits of collaborating with students for hands-on activities, (3) showcase possible lessons that can be implemented in the TESOL classroom, and (4) highlight some resources for educators. Ultimately, this seminar aims to encourage TESOL educators to value students' linguistic and cultural background and use it as a resource for lessons that inspire critical thinking and promote social justice for a more democratic world.

BIOGRAPHIES FOR THE INVITED SEMINAR SPEAKERS

Dr. Yecid Ortega holds a Ph.D. from the University of Toronto, Canada, with a focus on Language and Literacies Education. Dr. Ortega is interested in social justice approaches to teaching through a critical and decolonial lens. With more than 20 years of international experience, he uses critical ethnographic and creative methods to understand how language policies affect students' learning experiences and teachers' practices, especially for those living in marginalized conditions. He is currently exploring how sound, street art and tattooing are experienced as multiliteracies practice to celebrate the linguistic and cultural identities of diverse communities in multilingual cities.

Dr. Sultan Turkan draws on a decade long teaching and research experience across academic and corporate contexts in the US to examine and promote bilinguals' participation and engagement in the formal and informal processes of schooling and other sociocultural landscapes. Since commencing work in Belfast in 2020, she has led research in the northern and southern Irish borderlands on using simulated teacher learning environments to provide pre-service teachers opportunities to engage English as Additional Language students in scientific argumentation. Sultan currently leads research in an EU wide study investigating Irish teachers' attitudes to multilingual students in their classrooms. In the UK context, Turkan serves as an advisor to Quality Assurance Agency for Higher Education for the Linguistics Subject Benchmark Statement.



IN-PERSON ORAL PRESENTATIONS

Global Issues and English as a Foreign Language (EFL) Education: Examining Secondary School English Textbooks

Sümeyye Akyasan, Sedanur Akyol, Servet Çelik
Trabzon University, Turkiye

Abstract: Today global issues have an increasing impact on English as a foreign language (EFL) learning and teaching. English has been and continues to be the common language of today's societies, both as an essential means of communication to interact with different communities and cultures and as an effective tool to enable students to take responsibility and develop their critical thinking and problem-solving. Within this framework, the role of global issues in the EFL classroom is twofold: First, they provide an authentic learning experience for learners to acquire and develop their English language skills in context. Next, they contribute to the education of learners as world citizens by fostering a sense of responsibility to be aware of and find solutions to problems across the globe. Accordingly, it is crucial to analyze how the English language textbooks approved by the Turkish Ministry of National Education (MoNE) and currently in use in schools as primary sources and aids of instruction in Türkiye approach global issues. Traditionally, English language textbooks have included neutral subjects on which everyone agrees and those that do not require critical thinking and discussion, rather than discussing global issues that affect societies. Therefore, it is necessary to examine the scope of the textbooks to see if and how they address global problems and to produce reports and suggestions for future improvements and adjustments. For this purpose, this study, designed as the first part of a larger project funded by the Technological and Research Council of Türkiye (TÜBİTAK) through the 2209-A Undergraduate Student Research Support Program, explored the extent to which the English textbooks in secondary education (grades 9-12) in Türkiye dealt with global issues, using qualitative content analysis. The findings and conclusions drawn from this study will help identify and improve any potential limitations of the textbooks concerning the coverage of global issues and have implications for teachers and teacher educators.

Keywords: Activism, language education, EFL, social responsibility, teachers of English

Eco-pedagogy: An Ecological Perspective in English Language Classrooms

Ram Chandra Pokhrel, Kathmandu University, Nepal

Manusha Paudel, Tribhuvan University, Nepal

Abstract: In this presentation, I shall focus on the integration of eco pedagogy in the ELT classroom. Eco-pedagogy is a discourse, movement, and a critical approach to education that emerged from educator Paulo Freire in the late 19th century. I will primarily share the incorporation of the eco-pedagogical issue in ELT classrooms at the high school level and will comparatively analyze the international practices on eco-pedagogy. It will highlight the significance of eco pedagogy in ELT classrooms in the Nepali context which could ultimately create feelings in learners on ecology through eco pedagogy.

Eco pedagogy is a study on the environmental issue. It is a movement and a way of looking critically at education. Given that human existence is intertwined with the environment, environmental education cultivates responsibility in today's youth. Language teachers are free to choose the content in teaching and learning, so focusing on environment-related issues helps to act out responsibly against global threats; climate emergencies along with language competency in vocabulary, writing, and reading. This study aims to explore the situation of environmental education in ELT classroom teaching practices in Nepal. This qualitative research has used narrative inquiry as a research design. I recorded four ELT teachers teaching experiences at the secondary level. Results found that integration of environmental education in ELT classrooms is not prioritized in Nepal. International studies demonstrate that a youngster who grows up around nature—through lullabies, photos, outdoor play, studies, quizzes, and school field trips; develops a sense of love and responsibility for nature as well as increased self-assurance in their language skills. Different conferences and workshops should be conducted at the policy level and among practitioners which could help to uplift the condition of integrating eco-pedagogy in language classrooms in Nepal. Thus, eco-pedagogy is essential for quality and behavioral education focusing on practical and activities-based teaching on the environment.

Keywords: Eco-pedagogy, critical pedagogy, English language teaching, curriculum

Exploring Acculturation Attitudes and Knowledge of Pre-service English Language Teachers: Can Language Offer a Compromise?

İlknur Civan, Anadolu University, Turkiye

Serap Atasever Belli, Erzurum Technical University, Turkiye

Sibel Söğüt, Sinop University, Turkiye

Abstract: Learning a language entails linguistic and cultural competence (Culhane, 2004), and language and culture play a complementary role (Brown, 1994), which can bring forward the close relationship between learning a language and acculturation (Spenader, 2011). This significant relationship and identifying another culture facilitate learning a language (Ricento, 2005). Drawing on the definition of acculturation which is “the social and psychological integration of the learner with the target language (TL) group” (Schumann, 1978, p. 29), this study adopts a qualitative and descriptive approach while examining the acculturation attitudes of pre-service English language teachers with reference to their perspectives about the role of teaching and learning a foreign language in acculturation. Considering that acculturation is one of the factors influencing second language acquisition (Schumann, 1986; Spenader, 2011), uncovering their attitudes can allow these students as prospective language teachers to understand better and be much more aware of the relationship between culture and language and it would provide crucial and valuable implications for future teaching practices. In line with this scope, semi-structured interviews were used to gather the data, and convenience sampling was adopted with a focus on the phenomenological orientations of pre-service teachers’ acculturation attitudes, knowledge, and perspectives. Relying on an insider emic perspective (Creswell & Poth, 2018), the data were analyzed through identifying codes and themes to generate an overall interpretation and to identify the shared patterns. The findings showed that the pre-service teachers have a more positive attitude towards integrating into other cultures, which may directly influence their students in the future. Besides, they consider that teaching and learning a second language in a multicultural society serves as a foundation to establish an inclusive, dynamic, and peaceful setting for different learner groups. Overall, the reflections of prospective teachers unveil potential factors impeding cross-cultural adaptation and language learning.

Keywords: Acculturation, phenomenological orientations, pre-service English language teachers, multicultural society

Algerian Overseas Ph.D. Students in the UK: Issues of Ethnicity and Language

Ikram Youcef, University of Oran 2 Mohamed ben Ahmed, Algeria

Abstract: Ethnicity shapes everyone's identity. It symbolizes a set of aspects that gather culture, language, and religion under one single dimension. Ethnic groups are mainly multi-faceted and they mirror the nation's background and even language. Overseas students tend to represent their ethnic belonging to a given cultural profile that can be hardly given a second thought. However, such a difference may be a reason for the existence of stereotypes and prejudice that can be developed by the people of the target culture who possess a subjective idea about the way they perceive these foreigners, and even the language that is purely connected to its people and hence, any idea to be drawn about its concern, is merely found in its culture. This study aims to explore Algerian overseas Ph.D. students'- particularly in the UK- perceptions of ethnicity and whether it represents a burden against reaching cultural tolerance and mutual understanding with the target culture and its people. It also tries to evaluate these learners' awareness and expectancy of such a real context where different cultures meet and coexist. Via this study, the researcher seeks to develop concrete evidence of how can ethnic groups build a sense of acceptance and peace despite prior value judgments and cultural beliefs.

Keywords: Cultural awareness, cultural tolerance, ethnicity, mutual intelligibility, overseas students

A Single Case Study: Emotional Conflict and the Language Attitudes of a Bilingual Child After Her Relocation to Turkiye

Elif Aydın Yazıcı, Trabzon University, Turkiye
Kenan Dikilitaş, Stavanger University, Norway

Abstract: This case study explores the language attitudes of an English-Turkish simultaneous bilingual child who was born and spent five years in the United States and had to relocate to Turkiye as her parent's graduate study ended there. However, children born in a host country and raised in two languages (in family and social/formal environments) may experience some emotional and identity conflicts when they are back to their parent's home country without completing their acquisition process. By focusing on the possible dynamics playing effective roles in constructing her language attitudes towards her heritage and host community language, the study also aims to delve into the emotional fluctuations and identity dilemma of the child. The study follows a qualitative research design, and employs data triangulation including semi-structured interviews, drawing tasks, and stimulated recall interviews. The data were analyzed through inductive thematic analysis. The results imply that the child does not develop an equal positive emotional attachment to English and Turkish despite her native-like competence in both languages. The findings indicate that the language attitudes of the child are possibly shaped by her language environment and her cultural alignment with the host community. Additionally, her lack of psychological readiness for the sudden relocation seems to have an effective role in her identity conflict. Finally, the study hopes to create awareness, especially among the parents who raise bilingual children.

Keywords: Bilingualism, simultaneous bilingualism, language attitudes, identity, and emotional conflict

Humanizing the Qualitative Research Methods with and for In-Service EFL Teachers

Ufuk Keleş, Bahçeşehir University, Türkiye

Abstract: In this practitioner-oriented qualitative study, I report on the findings of an action research I conducted in my Qualitative Research Methods course at a foundation university in İstanbul, Türkiye. The participants were MA students who were also in-service EFL teachers at various private schools or universities. Inspired mainly by Freirean pedagogy, the underlying rationale of this study was to seek innovative ways to change my instructional practices in order to a) establish a dialogic communication with my students, b) reframe the dichotomous view of teacher/student relationship, c) demystify the theory and practice binary, and d) humanize the course content and its delivery. I incorporated several strategies to achieve these goals that include adding a “breaking news” session to the weekly plan, using a sound machine (a tool that makes 16 distinct sounds), asking students to write autoethnographic reflections, and having students fill in a feedback form for their peers’ end-of-semester presentation. I gathered data from the students’ course assignments, peer evaluation feedback forms, course evaluation reflections, our WhatsApp group correspondence, and the university’s student satisfaction surveys. The findings showed that the students found the course humanizing as they stated that they felt seen, valued, and understood while at the same time they learned the course content in constructive ways. Although they found the number of assignments and the required workload for each assignment quite exhausting, I believe we touched on each other’s lives in ways that are beyond academic and professional relationships. Over the course of the semester, we not only co-created an interactive learning environment but also learned about our own and each other’s emotions, thoughts, and experiences regarding our language learning, using, and teaching histories through critical autoethnographic narratives.

Keywords: In-service EFL teachers, dialogic communication, critical autoethnographic narratives

An Integrative Research Review on the Intersectionality of Gender and Nateness in Native English-Speaking Teachers' Identities in EFL Contexts

Necati Sönmez, Ece Zehir Topkaya
Çanakkale Onsekiz Mart University, Türkiye

Abstract: This integrative research review (IRR) explores the factors affecting the native English-speaking teachers' (NESTs) identity construction and whether they are emancipated, or they feel a need to be privileged in EFL contexts through a focus on intersectionality theory (Collins & Bilge, 2016). To this aim, a five-step IRR process was utilized (Cooper, 1982; Torraco, 2016): a) problem formulation, b) data collection from the relevant literature, c) data evaluation for eligibility for the topic, and d) data analysis through inductive content analysis, consisting of open coding followed by the axial coding and documentation of the data (Elo & Kyngäs, 2008). 18 peer-reviewed articles were submitted to analysis and male dominance was found to be a major factor affecting NESTs' identities in EFL contexts, leading to the marginalization of female NESTs through traditional role attribution by the locals. Likewise, NESTs, in most studies, believed that language education was traditional, and teacher-centered in EFL contexts. Therefore, NESTs exhibited resistance to the imposed norms of language education in EFL contexts and adopted different activities. In addition, the most recent studies revealed that black NESTs faced prejudices about their origin, physical appearances, and blackness, indicating that whiteness was promoted in EFL contexts. Regarding the privileged identities, some studies revealed that local people's wish to learn English to go abroad for job opportunities, NESTs' culturally rich background, and their inner-circle nationality (Kachru, 1992) were key indicators for NESTs' desire to be treated as superior to the local teachers. Considering the emancipation of NESTs, teaching experience was found to promote their critical awareness of the differences between their own background and local contexts' norms. For further research, it is suggested that a critical ethnography research design is used to reveal insights into gender-related aspects in EFL contexts.

Keywords: Integrative review research, identity construction, native English-speaking teachers, privileged identity, emancipation

References

- Collins, P. H., & Bilge, S. (2016). Intersectionality. Polity Press.
- Cooper, H. M. (1982). Scientific guidelines for conducting integrative research reviews. *Review of Educational Research*, 52(2), 291-302. <https://doi.org/10.3102/00346543052002291>
- Elo, S., & Kyngäs, H. (2008). The qualitative content analysis process. *Journal of Advanced Nursing*, 62(1), 107-115. <https://doi.org/10.1111/j.1365-2648.2007.04569.x>
- Kachru, B. B. (1992). World Englishes: Approaches, issues and resources. *Language Teaching*, 25(1), 1-14. <https://doi.org/10.1017/S0261444800006583>
- Torraco, R. J. (2016). Writing integrative reviews of the literature: Methods and purposes. *International Journal of Adult Vocational Education and Technology*, 7(3), 62-70. <https://doi.org/10.4018/IJAVET.2016070106>

Teaching Sustainability in Language Classes but How?

Arzu Ekoç Özçelik, Yıldız Technical University, Turkiye

Abstract: As language teachers, we cannot hope to totally alter the current uneven structure of the world. Yet since many little drops add up to fill a bucket, even our tiny actions may and will have an impact. Learning to utilize language rather than just learning "about" is important when learning a language. More significantly, we must develop learners who are capable of critical thinking, problem-solving, and becoming global citizens in a rapidly evolving world. In light of this thought, this session focuses on actions we can take in language classes, such as bringing up the Sustainable Development Goals (SDGs) in class, structuring teaching around those goals, and talking with our students about the current problems in the world without trivializing them or acting them as only gap-fillers. There are several additional potential and far-reaching advantages of giving the floor to sustainability. Equipping students with the language they need to discuss these subjects is one of them. Acquiring social skills including turn-taking, listening, sharing ideas and cooperating with others to complete tasks, and encouraging constructive attitudes like respect for other people's opinions and tolerance are among the significant ones. The practical exercises in this session are intended to help teachers in assisting students in better understanding SDGs, why they are important, how to encourage students to take immediate action by finding peaceful, inclusive, innovative, and equitable solutions, and how to have a deeper engagement with the Global Goals for a sustainable world. To sum up, we can make the classroom a place where students stop to consider topics that are not covered much by the media or are underrepresented in coursebooks and hone their productive abilities by speaking and writing about important topics to contribute to a world that is fairer, healthier, and more sustainable.

Keywords: Sustainability, sustainable development goals, global goals

References

United Nations. The 17 goals | sustainable development. United Nations. Retrieved August 10, 2022, from <https://sdgs.un.org/goals>

The Representation of Female and Male Social Actors in EFL Textbooks: A Critical Perspective on Functionalization and Identification

Sibel Söğüt, Sinop University, Turkiye

Abstract: Gender is a powerful ideological device, which produces, reproduces, and legitimates the choices and limits (Cahill, 1986). Gender-biased content in language teaching materials is an important construct with crucial negative behavioral influences on learners. The textbooks contain various forms of gender bias such as exclusion (i.e. males are over-presented), subordination and distortion (i.e. gender-stereotypical activities), and degradation (women tended to be stereotypically emotional) (Sunderland, 2000, p.151). These stereotypical representations are part of the hidden curriculum (Lee, 2014) which pose stumbling blocks in learners' sense of identity. Although recent research entails a change in representations and professional practices (Goyal & Rose, 2020) and presents substantial changes, gender-biased content is deeply entrenched within educational materials (Cook, 2015) and such representations in textbooks regenerate and reinforce sexism in society (Zhen, 1995). Considering that textbooks not only teach language but also convey different hidden agendas (Widodo, 2018), a critical investigation of gender portrayals would unveil how potential stereotypes are (un)challenged. In line with this need, this study particularly investigates activities and definitions of social actors represented in the EFL textbooks for high school students in Turkiye. Using CDA as a theoretical framework, representations of social actors are examined by adapting van Leeuwen's (1996) System Network of Social Actors. Specifically, functionalization (i.e. what activity they perform) and identification (i.e. how social actors are defined) of social actors in textbooks are investigated. The analysis revealed physical identification is relatively more commonly used with female characters whereas male characters are mostly associated with greater responsibility, bodily gestures, and interaction. Overall, the explicit gender-stereotypical portrayals seem to diminish although the textbooks convey implicit gender-biased representations maintaining male dominance in the activities they perform. This study points to the suggestions about the roles of gender portrayals in textbooks in the construction of gender identity.

Keywords: Gender portrayal, functionalization, identification, textbooks

References

- Cahill, S. E. (1986). Childhood socialization as recruitment process: Some lessons from the study of gender development. *Sociological Studies of Child Development*, 1, 163-186.
- Cook, M. (2015). Gender bias in ESL/EFL textbooks: 10 years later. *JALT Materials Writers SIG*, 23(3), 4-7.
- Goyal, R., & Rose, H. (2020). Stilettoed Damsels in Distress: the (un) changing depictions of gender in a business English textbook. *Linguistics and Education*, 58, 100820.

- Lee, J. F. K. (2014). A hidden curriculum in Japanese EFL textbooks: Gender representation. *Linguistics and Education*, 27, 39-53.
- Sunderland, J. (2000). New understandings of gender and language classroom research: Texts, teacher talk and student talk. *Language Teaching Research*, 4(2), 149-173.
- Zhen, T. (1995). On Gender Prejudice in the Textbook Culture. *Journal of North-west Normal University (Social Science Edition)*, 32(4), 34-39.
- van Leeuwen, T. (1996). The representation of social actors. In C. R. Caldas-Coulthard & M. Coulthard (Eds), *Texts and practices: Readings in critical discourse analysis* (pp. 32-70). Routledge.
- Widodo, H. P. (2018). A critical micro-semiotic analysis of values depicted in the Indonesian Ministry of National Education-endorsed secondary school English textbook. In H. P. Widodo, L. V. Canh, M. R. G. Perfecto, & A. Buripakdi (Eds.), *Situating moral and cultural values in ELT materials* (pp. 131-152). Springer.

An Examination of an ELT Coursebook on the Basis of 21st Century Issues

Muhammed Fatih Gökmen, Siirt University, Turkiye

Abstract: As global or survival issues around the world are becoming the core hot topics in education in general and in foreign language teaching in specific, publications including research, approaches, and materials have emerged recently to train students via global issues by also raising their awareness in them. With the aim of observing the concrete incorporation of global issues in an instructional material, this paper will present the results of an examination of one of the textbooks that was utilized in the ELT prep class of a Turkish state university between the 2021-2022 academic year. The book is Navigate coursebook series published by Oxford University Press and advised by Catherine Walter. While the pre-intermediate B1 book (Krantz & Norton, 2015) was covered in the fall semester, intermediate B1+ (Roberts, Buchanan, & Pathare, 2015) was studied in the spring semester. The book was found worthy to be examined and presented here because the contents of the book were organized around 21st century world issues and skills such as health, living without the internet, monetary issues, natural matters, canned food, survival issues, work environments and so forth covered in the B1 book and spending styles, machine and man, life skills, happiness, advertising, outlaws, and so on dealt in the B1+ book. These and other contents will be examined in relation to the global issues as pre-set themes and will be presented with excerpts from the book. This examination will serve as a first step for a more comprehensive study including the views of the ELT students in the prep class who studied the book series.

Keywords: Global issues, coursebooks, coursebook evaluation, ELT

The Representation of Relationships in ELT Materials

Elizabeth S. Coleman, Istanbul Medipol University, Turkiye

Abstract: Relationships are a common topic in ELT, from discussing family setups and dating to even using relationship story arches as a device through which to deliver the target language. However, when examined, we see that these relationships follow certain patterns. They are heteronormative and often display what can be considered problematic behavior. As language educators, we are not only responsible for delivering language content but fostering and supporting ideas.

This paper provides a critical examination of relationships in course books. It explores the ideas presented in modeled relationships in ELT course books, the messages they send, and the potential harms they could deliver. It draws on qualitative first-hand observations made over the course of several years while teaching at a higher education institution in Turkiye. In particular, the paper will explore ideas of manipulation within relationships in the Cambridge University Press' *Empower*, and Oxford University Press' *English File* series. Both of these offerings model characters displaying questionable behavior towards their partner, which goes unchecked, and can be argued forces the partner into actions they would not otherwise take. Considering that these materials are frequently used by teens and young adults, it is necessary to consider what subconscious lessons learners may be adopting from these scenarios.

The paper also looks at how educators can work with the materials to facilitate critical thinking in their classrooms to explore the presented ideas. How can we encourage our learners to be confident in their relationships and facilitate understanding of what is and is not acceptable within in partnership?

Keywords: Instructional materials, ELT course books, course book evaluation, representation of relationships

Critically-designed L2 Writing Classrooms: A Systematic Review

Aysel Saricaoglu Aygan, Social Sciences University of Ankara, Turkiye

Abstract: The changing educational landscape continues to emphasize the need for educating individuals as more critically-engaged citizens. Critical pedagogies center on critical consciousness which aims to promote a deeper understanding of the world and its social, cultural, political, and economic issues (Freire, 2006). There is evidence of critical pedagogies being successfully implemented in second language education (e.g., Abedniaa & Izadinia, 2013; Rashidi & Safari, 2011). However, such pedagogies have been given less explicit attention in L2 writing classrooms.

Through a systematic analysis of L2 writing research on critical consciousness, this study aims to better understand how critical pedagogies are implemented in L2 writing classrooms and how such pedagogies affect students' L2 writing development and level of critical consciousness. Each study is coded for characteristics regarding theoretical frameworks (e.g., feminist pedagogy, creative writing, critical literacy, etc.), tasks (e.g., written reflections, blog posts, etc.), critical issues addressed (e.g., environmental, political, economic, language, etc.), teaching contexts (i.e., study level, target language), the focus of investigation (i.e., student and/or teacher perspectives, writing processes, written products, development of writing skills, learning experiences, development of critical skills and/or global competences, etc.), and research methodology (i.e., research design, research approach, statistical analyses).

Findings from this review are expected to provide insights for the effective implementation of critical pedagogies in teaching L2 writing, point out the gaps in the literature, and guide future research efforts in this domain with some specific recommendations.

Keywords: L2 writing, critical pedagogies, writing skills

References

- Abednia, A., & Izadinia, M. (2013). Critical pedagogy in ELT classroom: Exploring contributions of critical literacy to learners' critical consciousness. *Language Awareness*, 22(4), 338–352. <http://dx.doi.org/10.1080/09658416.2012.733400>
- Freire, P. (2006). *Pedagogy of the oppressed* (M. B. Ramos, Trans.). Continuum.
- Rashidi, N., & Safari, F. (2011). A model for EFL materials development within the framework of Critical Pedagogy (CP). *English Language Teaching*, 4(2), 250–259.

Examining Coursebook Content Through Social Justice

Elif Burhan-Horasanlı, Yuksek Ihtisas University, Turkiye

Abstract: Coursebooks are indispensable for language classrooms since they serve as ready-made teaching materials – if not prescribed curricula – that help teachers with their lesson plans, activities, and so on. They, however, are not neutral teaching artifacts. Coursebooks are inherently shaped by multiple hegemonic ideologies and economic motives (Gray & Block, 2014; Pennycook, 2001; Risager, 2021). Therefore, language teachers need to employ a critical lens towards choosing and implementing coursebooks in English language teaching (ELT) classrooms.

Addressing this issue, this presentation aims to inform participants about conducting coursebook evaluation utilizing social justice language education as its pedagogical lens. I will first provide a critical framework for coursebook evaluation and adaptation that will help teachers engage in ‘guided’ coursebook evaluation from a social justice perspective. Second, I will conduct a sample coursebook evaluation and adaptation process focusing on how environmental justice as part of social justice can be conveyed in language coursebooks. Finally, I will offer several strategies for social justice language education that will allow language teachers to consider the many stakeholders involved in the process of schooling and work towards building a community that is driven toward social action.

The contributions of this study can be twofold for the symposium. First, it discusses one of the underrepresented areas, environmental justice, and thus it might add to the breadth and depth of conversations and discussions on social justice. Second, the presentation might contribute to the development of social justice agents, mainly teachers and teacher educators, who might take their learning to their institutions and promote environmental justice in their teaching/learning settings.

Keywords: Coursebook evaluation, social justice, environmental justice

Preparing English Teachers for Social Issues in the Classroom: A Case of an English Language Teaching Program

Servet Çelik, Handan Çelik, Bilal Karaca, Serdar Takva
Trabzon University, Türkiye

Abstract: Social issues are becoming increasingly prominent in schooling nowadays, as societies' expectations for education to place a greater emphasis on those issues have been on the rise. Thus, contemporary curricula focus on going beyond merely transferring content knowledge to students and seek to contribute to the development of individuals as advanced intellectuals and responsible citizens. Accordingly, teachers are now expected to raise the type of individuals who can depict social problems, make disciplined inquiries, collect and analyze information about such problems from reliable sources, and develop relevant solutions to them, instead of memorizing ready-made information in textbooks.

This situation is no different in foreign language education—a natural setting to introduce social issues in the classroom—and for language teachers. However, integrating social issues into instructional practices and the development of students' foreign language skills is not straightforward. It requires a conscious effort and informed decisions on the part of teachers to decide how to equip their students with the information, skills, and resources needed to address global challenges, as they go about helping those students advance and succeed in the foreign language. Therefore, language teacher education programs have a pivotal role in training teachers for social issues.

This qualitative case study, adopting qualitative survey methodology (Braun et al., 2021), explored if and to what extent an English language teaching (ELT) program in Türkiye prepared its graduates to address social issues in language classrooms. In this regard, the views of newly-graduated English teachers regarding social issues and the integration of such issues into their teaching were collected. Additionally, faculty members' assessment regarding the social issues and their incorporation into their teacher education courses were elicited. In view of both parties' opinions and experiences regarding the specific English language teacher education program's strength and weaknesses to prepare its graduates for the integration of social issues in the language classroom were considered.

The findings revealed that although social issues were included in different courses, they were not considered sufficient by the teachers, and the teachers felt inadequate about which methods and strategies they could use while implementing social issues teaching. On the other hand, the faculty members emphasized that the knowledge and attitudes of pre-service teachers on social issues should be improved. Both the teachers and faculty members believed that the course materials, and otherwise opportunities, to support pre-service teachers for social issues were limited. It was concluded that increasing the number of courses to expand the preservice teachers' theoretical and practical knowledge of social issues and creating a safe environment for them to comfortably discuss their ideas on such issues would be important steps to encourage the integration of social issues into their future classes.

Similar investigations of the effectiveness of initial teacher education programs in preparing future teachers for teaching social issues will provide important information to faculty members, administrators, and decision-makers for the development of teacher education curricula and course materials. Finally, having a critical eye on teaching education courses and programs from the perspective of students is a good example of critically reflective practice and will give program faculty a chance to recognize their shortcomings and take action to maximize the opportunities and minimize the limitations of their specific programs on anticipated learner outcomes.

Keywords: Teacher preparation, social issues education, ELT, qualitative survey

References:

Braun, V., Clarke, V., Boulton, E., Davey, L., & McEvoy, C. (2021). The online survey as a qualitative tool. *International Journal of Social Research Methodology*, 24(6), 641-654.

<https://doi.org/10.1080/13645579.2020.1805550>

VIRTUAL ORAL PRESENTATIONS

How Can Linguistic Diversity in ELT Support Environmental Justice?

Victor Carreao, State University of Campinas, Brasil

Abstract: Many of the world's poorest people live in areas of high linguistic diversity and high biodiversity. Some of these places have also seen violent processes of colonization, which made many languages vanish. In this process, the colonizer's language was forced upon originary peoples around those lands, but their accent is undeniable proof of the resistance of their cultures in the face of linguisticism. One of the byproducts of colonization, as stated by Liboiron (2021), is pollution and the destruction of the environment. In this talk, we shall look into an example involving the English language and its connection to environmental justice. As global warming effects increase yearly, the small country of Tuvalu (in Oceania) may be one of the first nations to sink and disappear. Such a destiny is ultimately linked to linguistic diversity. As a matter of fact, one of Tuvalu's official languages is English, but few have heard of the "Tuvaluan English." Why is that? Portraying linguistic diversity in English classes can also work as a beacon to show the dangers our world face. After all, if linguistic variety disappears, so do their people, nation, and culture. By putting it under the spotlight, it is possible to tackle important and sensitive topics of the planet whilst promoting and celebrating linguistic diversity: a powerful tool to help fight not only social prejudice but also in promoting environmental awareness.

Keywords: Linguistic diversity, environmental justice, English classes

Being a Queer Teacher in Turkiye: The Case of Gloin and Purple

Nihan Bursalı, *Ufuk University, Turkiye*

Cemre Çiçek-Tümer, *Ankara University, Turkiye*

Abstract: Queer people can be regarded as a marginalized subgroup within the broader Turkish society. Consequently, they tend not to disclose their identities and sexual orientations owing to social exclusion and stigmatization they may encounter (Kabacaoğlu, 2015). Since educational spaces are also hostile environments for queer people, queer teacher identity has not been studied profoundly in this context. Hence, the present study aims at scrutinizing the queer teachers' identities and experiences at the Turkish educational and societal level by adopting a qualitative exploratory case study design (Duff, 2012). The participants (Gloin and Purple) were selected via purposive sampling method according to two criteria: (1) being a teacher in Turkiye and (2) self-identification as queer. The data were gathered through semi-structured interviews including 10 questions regarding the participants' social and educational background, childhood, and interactions with friends, family, colleagues, and students. Then, the data were transcribed orthographically and analyzed thematically (Braun & Clarke, 2006). The findings revealed that both participants as teachers separated their sexual identity from their teacher identity due to avoiding of jeopardizing their job stability. Furthermore, it was found that neither of the participants claimed membership in LGBTQI+ community. Apart from these similarities, the study indicated that due to different experiences and beliefs they had, whereas Gloin hid their queer identity strictly in their school, Purple preferred to disclose their queer identity in these contexts except from their students. They also indicated various opinions regarding emancipatory educational practices (e.g. queer visibility and inclusion in education, curriculum, and materials). Overall, despite the limited number of participants, the findings demonstrated that each individual had unique experiences in different cities in Turkiye. Thus, it is believed that the study may provide information on what being a queer teacher is like in Turkiye by highlighting challenges that they encounter and possible suggestions for a gender-equal society.

Keywords: Teacher identity, sexual identity, LGBTQI+

References:

- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101.
- Duff, P. A. (2012). How to carry out case study research. In A. Mackey & S. M. Gass (Eds.), *Research methods in second language acquisition a practical guide* (pp. 95-116). Wiley-Blackwell.
- Kabacaoğlu, G. (2015). Gey ve lezbiyenlerde açılma süreci: Nitel bir çalışma [Coming-out process of gays and lesbians: A qualitative study] (Unpublished master's thesis). Hacettepe University, Ankara, Turkiye.

LGBTQIA+ Student Perspectives and Experiences in University-level English Language Programs in Turkiye

Alp Akarçay, Sabancı University, Turkiye

T. Billur Kaya, Istanbul Technical University, Turkiye

Abstract: The LGBTQIA+ community in Turkiye is being increasingly targeted and marginalized in the political and societal discourse and mainstream media. Thus, it is more important than ever for educators to not only be informed but to also actively seek ways to raise awareness on local LGBTQIA+ issues. Even though queer pedagogies offer teachers a roadmap for building a more equitable and inclusive learning environment, it is still imperative to look into the experiences of LGBTQIA+ students to gain a deeper understanding of their realities. There is a growing body of research on queer topics in ELT in Turkiye; however, there is little research on the experiences, perspectives, challenges, and needs of local LGBTQIA+ students in university-level English language programs. This paper aims to report local LGBTQIA+ students' needs and challenges in the language classroom to help provide a compass for language teachers to adapt or adjust learning and teaching materials and/or develop pedagogical strategies, methods, and approaches that foster more diverse and inclusive teaching and curriculum. We first describe the design and the implementation of the study, in which thirty-two queer-identifying respondents participated in an online survey that included four close-ended and four open-ended questions. We then discuss the following findings by referring to the survey participants' responses: a) teachers' attitudes towards LGBTQIA+ topics, b) LGBTQIA+ visibility, c) inclusion of LGBTQIA+ topics, d) participation in class activities, e) creating an inclusive environment and including LGBTQIA+ topics in the curriculum. The results show that in general language teachers are accepting and supportive or display neutrality; LGBTQIA+ topics are often initiated by queer students themselves, and there is little inclusion and visibility in instructional materials and curricula. We conclude by offering some pedagogical implications that teachers may incorporate into their curriculum and/or practice.

Keywords: LGBTQIA+ students, queer pedagogies, language classrooms, inclusive curriculum

The Neoliberal Blow to English Language Teaching: Deconstructing the Teacher Academy Program in Chile

Gloria Romero, University of Santiago, Chile

Abstract: Imposed by force and shock during Pinochet's dictatorship, Chile became the first laboratory for radical free-market experiments. Neoliberalism policies in education have created a system of castes and socioeconomic segregation that is also present in English language teaching. Drawing on Sen's Capability Approach, particularly the conceptualizations of capabilities (or opportunities and freedoms) and functionings (or valued beings and doings), this chapter aims to deconstruct the Teacher Academy (TA) program – a neoliberal professional development venture that entails the re-education of teachers from the public sector by their colleagues from elite private schools on how to teach the English language to public-school language learners. A series of electronic documents (newspaper articles, open letters, a video, and official documents from the Chilean Ministry of Education) were critically analyzed following a document analysis research approach. I argue here that the Teacher Academy program is problematic because it privatizes knowledge construction and perpetuates the neoliberal model rooted in Chile with the idea that what comes from the private arena is always better than what the public world can offer.

Keywords: Neoliberalism, English language teachers, professional development

Encouraging Critical L2 Writing Through Critical Pedagogy: Perceptions of Pre-service ELT Teachers on the Critical Writing Process

Zeynep Bilki, TED University, Turkiye

Abstract: In the field of English Language Teaching (ELT), in addition to improving L2 learners' language proficiency and helping them acquire effective literacy in English, one of the skills ELT teachers need to focus on developing is to nurture students' reasoning and critical thinking skills (Amrous & Nejmaoui, 2016; De Costa & Norton, 2017), which precede and is supported by critical reading and writing. L2 writing and its development process are especially essential in turning L2 writers into critical individuals and enhancing their awareness and potential for critical reflection (Britton & Leonard, 2020). However, many L2 writers including pre-service ELT teachers are not aware of what critical writing entails, nor do they know how to approach their academic texts in an efficient manner (Wingate, 2011) critically. This present study has been designed as part of an academic L2 writing course in which critical pedagogy has been followed to support critical thinking and reflection. Data included 40 pre-service ELT teachers' critical reflections on their writing development supported by critical writing tasks (e.g., argumentative papers in which writers developed a critical argument on a global topic or challenge). The data analyzed using thematic analysis (Braun & Clarke, 2006) revealed that with the instruction of L2 academic writing enriched with critical pedagogy, pre-service ELT teachers have had a clear sense of criticality in the way of their L2 writing practices. The findings have implications for providing a pedagogical framework to foster critical writing skills through more closely guided and informed critical reflections.

Keywords: Critical writing, critical pedagogy, L2 writing, L2 writers

Examining EFL Students' Perspectives on the Development of Their Intercultural Competence

Maroua Talbi, Eötvös Loránd University, Hungary

Abstract: The present case study explores the development of students' intercultural competence (IC) in BA, MA, Ph.D., and the Teacher Training program at a Hungarian university. It examines the attitudes of students regarding the implementation of IC in their English language courses. It also aims to scrutinize the influence of cultural and intercultural courses on students' IC. To achieve these objectives, the IC definition and model proposed by Barrett et al. (2014) were used. Group interviews were conducted with the students participating in courses at BA, MA, and Ph.D. levels, and in the Teacher Training program between December 2019 and July 2020. They were Hungarians as well as international students, and their participation was voluntary. The results indicated that the interviewees had mixed attitudes towards the courses. Some of the positive aspects that they appreciated about the courses were the knowledge of the course tutor that raised their awareness about some of the racist expressions that they used unintendedly. They also praised the use of cultural products which developed the interviewees' knowledge of the target culture. Concerning the activities used in the classroom, the respondents appreciated role-plays. All of them articulated the significance of learning about different cultures. For example, the students in the Teacher Training program expressed their future careers as teachers of English language and culture. They highlighted that it was important to develop their IC to be able to include aspects of interculturality in their courses. Other students acknowledged the need to be interculturally competent to have successful intercultural interactions with people from different cultures. This was also reflected in the materials they suggested to be used to develop their IC such as role-plays and watching videos from the target culture.

Keywords: Intercultural competence, interculturality, English classes

Critical Multicultural Education in English Language Teacher Education in Turkiye

Dila Bozkurt, Ece Zehir Topkaya
Çanakkale Onsekiz Mart University, Turkiye

Abstract: Globally, teacher education programs have begun to acknowledge the diversity training component of teacher education since socio-culturally diverse classrooms are continuously increasing in number. In terms of discussing diversity in educational settings, it is seen that identities like gender, sexual orientation, or social class can influence individuals' individual development, social life, educational opportunities, or daily routines and relationships. Therefore, regarding the increasingly diverse context in educational settings, the need for constructing knowledge to critique inequalities in the education system from a transformative and critical perspective is present. With this goal in mind, teacher education programs use different types of critical multicultural education approaches to prepare teachers. Just like many countries that experience multicultural settings, Turkiye has a growing diverse population as well. However, there is no component of teacher education programs that explicitly deals with critical multicultural education in Turkiye apart from the possibility of some elective courses which depend on the initiatives of teacher educators. Besides, regarding the ELT field specifically, there is no research found dealing with critical multicultural education in Turkiye. Yet, language teaching cannot be left out in the process of critical multicultural education since language learning and language teaching are not apolitical processes: they also help to construct how language learners perceive themselves, their social surroundings, their past, and their future. Therefore, language learning needs to consider the social and political complexity of its nature and should offer approaches to language learning in diverse learning conditions. Thus, this study aims to prepare a critical multicultural education course module that can potentially impact the pre-service English language teachers' perceptions and attitudes towards critical multicultural education.

Keywords: Critical multiculturalism, diversity, pre-service English teachers

Lessons from Research on Social Justice in the Teaching of Japanese as a Foreign Language

Zoya Erdevig, Tokyo International University, Japan

Abstract: When it comes to social justice in additional language pedagogy, English Language Teaching (ELT) and the teaching of other World Languages should be treated as parts of the same whole. Inspired by my two years of experience teaching Japanese as a Foreign Language (JFL) and 10 years of learning it, I conducted a literature review on social justice issues in the teaching of JFL in Fall 2021. The findings have implications for ELT as well as other world languages. The review reveals a dearth of research on LGBT, race, and class issues in JFL, and that researchers to date have mainly focused on issues of gender identities, cultural identities, and linguistic variety in JFL due to the specific linguistic features of Japanese as well as the specific culture(s) and history(ies) of Japan. The review findings, which are highly applicable to ELT, include critical language teaching strategies to challenge monolithic and idealized portrayals of a certain language, culture, or country, an approach for addressing colonial histories through the analysis of historical memory, and strategies for language learners to empower themselves by exploring and constructing identities in an additional language.

Keywords: Critical language teaching, social justice, teaching Japanese

Attitudes Towards Social Justice in ELT

Hakan Süren, Songül Şahin
Kocaeli University, Turkiye

Abstract: Issues related to social justice have not been clearly defined or explored in the field of English language teaching and learning, especially in Turkiye, even though there has been a recent global trend in the field. Motivated by the scarcity of previous research in Turkiye, this study focused on the perceptions of pre-service English language teachers on various issues regarding social justice. Specifically, it aimed to identify and assess pre-service teachers' attitudes towards the idea of social justice by utilizing Teacher Social Justice Attitude Scale (Enterline et al., 2008). The participants were 110 pre-service English Language Teaching program students from 17 different universities all over Turkiye. Correlation analysis and descriptive statistics results are presented in the study. Our results revealed that pre-service teachers reflected an unfavorable attitude regarding the item that defends preparing students only for the life they are likely to lead. Moreover, our results imply that pre-service teachers generally demonstrated a positive attitude about being open to discussing diversities in the classroom, bringing them as a part of the content, and being responsible teachers to challenge classroom opportunities for social equities. Finally, the correlation analysis disclosed that, when the year of studies of the pre-service teachers were compared, there were some significant differences, implying a gradual development in some aspects of social justice. Our findings also imply that further research is needed to explore the attitudes and perceptions of pre-service and in-service English language teachers and learners towards social justice.

Keywords: Pre-service teachers, English language teaching, social justice

References:

Enterline, S., Cochran-Smith, M., Ludlow, L. H., & Mitescu, E. (2008). Learning to teach for social justice: Measuring change in the beliefs of teacher candidates. *The New Educator*, 4(4), 267-290.

From Sanitized to Situated: Developing a Social Justice-oriented TESOL Teacher Education

Ozgehan Ustuk, Balıkesir University, Turkiye

Abstract: Educating TESOL practitioners as strategic thinkers, exploratory researchers, and transformative intellectuals is a critical mission for teacher educators (Kumaravadivelu, 2012) if teachers are to promote social justice in ELT. However, a technicist and prescriptive approach has traditionally been adopted in the initial TESOL teacher education context in Turkiye (Tezgiden-Cakcak, 2019). Such an approach presents methods in a sanitized way and trains teachers as deliverers of so-called best practices. In tandem with this, teacher educators need to find innovative ways to help teacher candidates develop reflexivity and enact a critically-oriented identity while developing their knowledge base in TESOL. In this presentation, which is a self-study of teacher education practices, the presenter reports on his use of critical autoethnography as a teacher learning pedagogy (Yazan, 2019) to inform a case-participant's process of understanding translanguaging as pedagogy and practice in the context of his TESOL methodology module. The presenter drew on the case participant's autoethnographic narratives, field inquiry reports, lesson plans, and mentor-mentee sessions that were recorded throughout the 2022 Spring Semester. The findings demonstrated that the process of authoring critical autoethnographic narratives scaffolded by field engagements transformed teacher learning from sanitized to situated. This situated learning supported the teacher-candidate to develop an ecological understanding of translanguaging: she understood the target pedagogy in relation to her language learning history and the ongoing educational policies influenced by the refugee crisis in Turkiye after the Syrian Civil War. As a result of this process, she enacted a translanguaging-inspired user identity (Yuzlu & Dikilitas, 2022) and transferred her situated understanding into her practice as well.

Keywords: TESOL, critical autoethnography, translanguaging, identity

The Beliefs, Attitudes, and Approaches of Parents on Teaching English to Young Learners at the Primary School Level

Fatma Kimsesiz, Fatma Solmaz
Kırşehir Ahi Evran University, Türkiye

Abstract: Teaching English at an early age has attracted a detailed focus on teaching English as a foreign language (EFL) effectively, though the debate about the earlier the better still goes on. Relating this issue, the practitioners, learners, and also parents tend to follow the most efficient techniques and principles for a successful learning outcome. Hence, parents may need to direct their children with out-of-school implementations. This study aims to investigate the beliefs, attitudes, and approaches of parents whose children learn English at the primary school level in Turkey. 200 parents voluntarily participated in the study. In the course of the study, a mixed-method research design was conducted. To obtain data, an online questionnaire was submitted to all of the participants and three parents with different socio-economic statuses were interviewed. The data analysis involved descriptive statistics. As revealed by the findings, the majority of the participants stated that they were in favor of English as a foreign language courses at the primary school level. Moreover, the findings displayed that parents followed a variety of techniques for an efficient language-learning process for their children. The results from the interviews situated different tendencies in terms of the socio-economic status of the parents and their beliefs, attitudes, and approaches to EFL teaching. The study also suggests implications for parents who want to direct their children for learning EFL at early ages.

Keywords: English as a foreign language, socio-economic status, young learners

Significant Factors for Developing Effective Intercultural Communication and Their Inclusion in the Language Learning Process

Sopiko Dumbadze, Nino Putkaradze, Leila Khardina
Batumi State Maritime Academy, Georgia

Abstract: In the modern world, intercultural relations has become a more intense and almost inevitable part of our lives. The main purpose of obtaining knowledge of a foreign language is to establish successful communication globally. When we think of teaching general English, four skills emerge in our mind—receptive skills of listening and reading, and productive skills of speaking and writing. In terms of professional communication (e.g., maritime), standard business words and phrases are at the center. However, major misunderstandings may occur between people of different nations due to various factors, even if they use the language quite well and they are confident in their accuracy and fluency.

Accordingly, this study aimed to identify the significant issues for developing effective communication in the global business world, at sea, or in some other work-related domains, and underscore their involvement in the language learning process. The survey data obtained from professionals and students indicated substantial issues faced regarding effective communication. The researchers also utilized the observation method that helped disclose some problems concerning language comprehensibility and intelligibility. The research overall revealed the role of English after the pandemic to depict the consequences it caused. It showed foreign language teaching as something complex, as the essence of teaching was directly linked to developing skills to build rapport successfully. Finally, the study emphasized the significance of the inclusion of all the uncovered aspects in the learning process from a teacher's angle.

Keywords: Communication, language peculiarities, cultural intelligence, body language

Social Justice in Teacher Education: Exploring Social Justice Understanding Through Student Writing Samples

Cemre İşler, Fırat University, Türkiye

Abstract: Public school teachers in Türkiye are encountering substantial challenges in their increasingly heterogeneous classrooms where the presence of refugees is becoming an unavoidable fact. These refugee students tend to be much more disadvantaged than their classmates due to language barriers, emotional trauma, bullying, socioeconomic resources, etc., and thus rely more on their teachers/principals to guide them through their educational experiences. This situation has given rise to the question of whether teacher education programs are preparing teacher candidates to possess and demonstrate the knowledge, skills, and dispositions needed to create equity and social justice in such classroom environments. This study represents a beginning effort to answer the question of how to assess teacher candidates' social justice understanding to improve the teaching practice curriculum for teacher education. At the beginning of the semester, 12 teacher candidates were asked to watch an Oscar-nominated short film "New Boy" which shows a refugee's first-day experience at school, and then required to respond to three social justice writing prompts about how they define social justice, in what specific ways their experiences or education shaped this definition and how teacher education programs better address the issue. These written responses were qualitatively analyzed and interpreted using an emergent theme protocol. Various dimensions of student understanding of social justice were acknowledged. The findings emphasize the importance of integrating social justice in teacher preparation programs so that teacher educators prepare teacher candidates to meet the shifting needs of changing student populations.

Keywords: Public school teachers, refugees, student writing

Addressing Sustainable Development Goals Through Project-based Learning in the EFL Classroom

Tamari Dolidze, Natia Vasadize
Batumi State Maritime Academy, Georgia

Abstract: Project-Based Learning (PBL) has become a particularly added-valued element to the EFL curriculum due to its nature of boosting learner autonomy and leading our students to apply the language in the actual environment. This can be best achieved by placing the students in the center of the language classroom. Student-centered classes should primarily meet the learners' diverse needs and interests, supporting their engagement, participation, and performance during Project-Based Tasks; moreover, they should focus on boosting their 21st-century skills, i.e., critical thinking, creativity, collaboration, and communication that is based on real-life experiences. Therefore, we as instructors of the English language should not only be limited to teaching language skills but also should be helping our learners find solutions to real-life problems.

With this in mind, this qualitative research explored the views of EFL instructors at the higher education level in Georgia regarding the utilization of PBL to realize the major goals of sustainability to help achieve a better and more sustainable future for all. Responses to the written interview questions revealed a tendency on the part of the participants to disregard the integration of sustainable development goals (SDGs) in their classes due to perceived barriers such as fixed curriculum and time limitations, although most considered SDGs a much-needed and natural part of language education. It is concluded that major changes should take place in the instructors' classroom practices to make a conscious attempt to include topics and content necessary to diversity the classroom and respond to the ongoing needs of citizens to reach SDGs and that PBL might be a good method to do that by engaging students through real-world and consequential projects. The study has implications for pre-service and in-service teacher preparation and training institutions to equip the EFL teachers with awareness and skills to shift traditional practices and master creative approaches, such as PBL, to help students explore and respond to real-world issues and challenges, as they advance their language-related knowledge and skills.

Keywords: Sustainable development, project-based learning, EFL classroom, Georgia

Kazakh EFL Teachers' Beliefs About Social Justice

Meruyert Seitova, Khoja Akhmet Yassawi International Kazakh-Turkish University, Kazakhstan

Abstract: Incorporating the notions of fairness and justice into English classes is no longer a choice and teachers' motivation to use their classroom and time for instruction to promote social action is instrumental in this regard. Therefore, the current study aimed to investigate English as a foreign language (EFL) teachers' beliefs regarding teaching for social justice. To accomplish this aim, the study was designed as qualitative research. Twelve local school EFL teachers participated in the study. The study data was gathered through an interview. The results indicated that the participants' beliefs in teaching for social justice remained low. In addition, the participants stated that the university should include the course "Social Justice" into the curriculum, as they believed integrating social justice into the field of education in general and English language teaching (ELT) in particular has a crucial importance to foster the learning outcomes in the recently growing multicultural classroom settings.

Keywords: EFL teachers, social justice, local, school, curriculum

Positive Impacts of Multiculturalism on Community Development – ETS (Empathy, Thoughtfulness, Security)

Elena Tsatsua, Ivane Javakhishvili Tbilisi State University, Georgia

Abstract: In previous centuries, small countries like Georgia were restricted to their traditional and more conservative development in any social field. In the epoch of the Soviet Union, the limitations were so strict that citizens were not allowed to travel overseas. That made society create the identity of one country, which did not have many opportunities for being shared with a large number of people or nations. However, there were significant changes in the life of citizens after the collapse of the Soviet Union. This fact brought changes in various fields of society, including education, economy, and culture. Foreign lifestyles and cultures began to intrude into the citizens' everyday life. Technological development and tourism played a big role for Georgia to reach the outside world, especially, European countries. Nowadays, multicultural environment is dominant even in educational settings like schools and universities. In 2022, English Teachers' Space, a non-profit organization, implemented an international online project called "Exploring, Sharing, and Saving Culture" and invited other teachers of English to participate. During my presentation, I will talk about the aims and outcomes of the project. It turned out that ETS (Empathy, Thoughtfulness, Security) concept strategy provided a different type of attitude to English language teaching (ELT) during multicultural relations (Bangladesh, India, Georgia). My presentation will introduce the project stages, methods, and findings of effective ELT practices. As a result of our experience, we found out that language teaching is not about me, as a teacher or a student; it is about us, the world nations. Consequently, we all need the skills, which will unite us and help us find commonalities to solve critical world issues together.

Keywords: Community, commonalities, empathy, thoughtfulness, security, communication

Interculturality as Professional Practice of Activism in ELT

Pattamawan Jimarkon, University of Stavanger, Norway

Abstract: In this presentation, I remind English teachers of their crucial role as activists, who hold their professional knowledge, practice, and inquiry conducive to political and social change. The talk stresses why intercultural competence is not only the ability to function effectively across cultures, to communicate with people from other cultures, and to think and act appropriately. Interculturality is the mindset of social justice, an essential element in international as well as domestic higher education in the preparation of global-ready graduates for the modern world. I discuss the myths of sameness and differences and what it means when we talk about integrating intercultural competence in our English teaching practice drawing on some cases that are familiar to the audience to highlight some theoretical underpinnings teachers should keep in mind. The audience is encouraged to reflect on how to implement these insights to make the theories meaningful in their specific contexts.

Keywords: Interculturality, social change, teachers as activists

Ensuring Social Justice Through Linguistic Integration in Higher Education: Challenges and Solutions

Nemira Macianskiene, Vytautas Magnus University, Lithuania

Abstract: Migration is a natural phenomenon of the human race. People have migrated for diverse reasons throughout the centuries, but the 21st-century migration has affected almost all countries across the globe: Economic migration, refugee crises, and, since 2014 and, in particular, 24 February 2022, global migration due to the brutal aggression that Europe has not seen for 70 years – the war in Ukraine. The study focuses on the issues emerging due to this catastrophe from a perspective of a higher education institution that aims at ensuring social justice through the linguistic integration of immigrant students in Lithuania. The research questions center on equal and equitable rights, opportunities, and treatment provided to immigrant students, their experiences, observations, perceptions, challenges, language needs, and issues of identity. A qualitative research method – explanatory focus group research – was employed for the study, using stratified sampling (recruiting students from Ukraine studying at the university). Research findings reveal difficulties in safeguarding the rights of immigrants, ensuring ethical considerations in class and communities, issues in learning the host country's language, and preservation of their home languages as well as the development of immigrants' additional languages. Linguistic integration proved to be, as generally accepted, not a symmetrical process. Problems can be caused by at least three reasons: the Lithuanian language being an ancient and difficult one and spoken by a small number of people (over 2.8 mln), thus seen as not such a great return to human capital by immigrants; issues of preservation of the national identity; and lack of awareness of teachers about the importance of the use of plurilingual approaches in class which allow the employment of the students' multiple languages (including home languages) as a learning resource in teaching at HE. Finally, the implementation of the Erasmus+ APATCHE project (Adding Plurilingual Approaches to language Teacher Competences in Higher Education) is presented as a solution to immigrants' linguistic integration that leads to ensuring social justice in HE.

Keywords: Immigrants, plurilingual approach, language repertoire, home languages, teacher competences

Fostering Intercultural Competence through Popular Culture Resources in EFL/ESL Classroom
Samina Rana, Higher Education Department, Punjab, Pakistan

Abstract: Egocentrism and cultural misinterpretation are those stumbling blocks which may obstruct the whole teaching-learning process in EFL classroom. In such situation, as the English Language teachers, we can integrate Popular Culture resources in the form of graphics, images and music which may help in acquiring better intercultural understanding, cultural- tolerance and mutual intelligibility through modelling, practice and interpretation of multiple available art resources which are readily available on different websites.

This presentation will demonstrate the transformational potential of *popular culture resources in EFL classroom* as an intervention in instruction. The use of different web sources not only activate the learners' schemata by inviting them to visit in groups by focusing on related diverse intercultural aspects but also gradually remove the negative egocentric cultural perspectives among young ELLs and their ultimate transition into more positive and pacified learners while developing their linguistic and creative skills too. For the effective use of popular culture material, the presenter will use the (SAMR) Model (2014) as a four-level, taxonomy-based approach for selecting, using, and evaluating technology use in class practice. This includes Substitution, Augmentation, Modification, and Redefinition.

Substitution: At start the practice of intercultural differences and similarities through the description of images in class.

Augmentation: Through popular culture in order to learn about the value of individual's identity in local and global culture.

Modification: Present the rationale of introducing images, jazz chants, music, international news, movies and advertisement for developing the understanding of global culture;

Illustrate the idea by introducing music-based media files with interpretation of intercultural competence.

Redefinition: Relate the learners' local examples with global culture: looking for similarities and differences in south Asian music and international music.

Ultimately, the attendees will reform their cultural and critical concepts to practice tolerance, social responsibility and intercultural concepts as the global citizens.

Keywords: Intercultural competence, popular culture, web sources

Culturally Sustainable MALL Pedagogies for Migrant Children

Kathryn DePietro, Stevenson College, USA

Deniz Ortaçtepe Hart, University of Glasgow, Scotland

Xinxin Liu, Yu Ming Charter School, USA

Abstract: In U.S. schools, a particularly marginalized group of emergent learners are the children of migrant farm workers who move regularly to follow the crop seasons. Migrant families share characteristics similar to those of immigrants and refugees. These include fear of deportation, psychological stress from illegal entry, limited access to healthcare, parent's ineligibility for driver's licenses and bank accounts, and lack of financial aid (Arzubiaga, Noguerón, & Sullivan, 2009; Free, Križ, & Konecnik, 2014). There are also a separate set of issues that make migrant children's educational experiences a bit more challenging. The instability of their family life, health concerns related to farm work (e.g., pesticide exposure), absence from or tardiness to school, interrupted schooling, and different conceptualizations of social worlds are some of the factors that threaten migrant students' educational and life trajectories (Green, 2003; Nevárez-La Torre, 2012).

Mobile-assisted language learning (MALL) is "learning mediated via handheld devices" which are "potentially available anytime, anywhere" (Kukulka-Hulme & Shield, 2008, p. 273). MALL can provide affordances for language teachers to promote culturally sustaining pedagogies for migrant children. This presentation will first discuss the importance of culturally sustaining pedagogies for the biliteracy development of migrant children. Next, it will introduce MALL and its affordances for culturally sustaining pedagogies in English language classrooms as well as in mainstream education. In the last section, the principles for instructional design for culturally sustaining MALL pedagogies especially for novice teachers will be discussed.

Keywords: MALL, culturally sustaining pedagogies, migrant learners

References

- Arzubiaga, A. E., Noguerón, S. C., & Sullivan, A. L. (2009). The education of children in im/migrant families. *Review of Research in Education*, 33(1), 246–271.
- Free, J. L., Križ, K., & Konecnik, J. (2014). Harvesting hardships: Educators' views on the challenges of migrant students and their consequences on education. *Children and Youth Services Review*, 47, 187–197.
- Green, P. E. (2003). The undocumented: Educating the children of migrant workers in America. *Bilingual Research Journal*, 27(1), 51–71.
- Kukulka-Hulme, A., & Shield, L. (2008). An overview of mobile assisted language learning: From content delivery to supported collaboration and interaction. *ReCALL*, 20(3), 271–289.
- Nevárez-La Torre, A. A. (2012). Transiency in urban schools: challenges and opportunities in educating ELLs with a migrant background. *Education and Urban Society*, 44(1), 3–34.

Environmental Justice Education through English Language Teaching: Teachers' Perspectives

Tamari Dolidze
Batumi State Maritime Academy, Georgia

Abstract: Environmental justice is the idea that all people are entitled to an equal opportunity to live in an environment that is safe, clean, and healthy. It signifies that we are all responsible for the environmental quality of our communities and that we must all take action to ensure that our communities are sustainable. Therefore, we must be doing our part to reduce our impact on the environment by doing the least we can do, e.g., reuse plastic bags instead of using new ones, or purchase a reusable water bottle instead of buying bottled water. It is particularly important, however, that we, as teachers, are doing more than just protecting the environment ourselves, but rather educating our students about the social and economic rights of individuals and communities so they contribute to the belief that everyone deserves a fair chance at living a healthy and happy life. Correspondingly, this study, through multiple open-ended interviews, explores how two teachers of English at a public high school in Georgia consider their instructional goals, course content, and materials in relation to environmental justice education. Suggestions for teachers, administrators, policy-makers, and program and material developers are discussed.

Keywords: Environmental justice, environmental health, ELT

IN-PERSON POSTER PRESENTATIONS

Zero Violence Through Language Teaching in Nepal

Manusha Paudel, Tribhuvan University, Nepal

Ram Chandra Pokhrel, Kathmandu University, Nepal

Abstract: Violence starts from early life span from gender disparity level to violence level. It focuses on unnoticed system which are the part of fabric society and it undermines dignity, security and autonomy. Discrimination, poor parenting, childhood abuse, neglect, climate of fear, as well as knowledge gap helps to uphold Violence and need to focus on early prevention effort through school levels. Hence, Social justice as developed by Paulo Freire in language education can help to instruct against any form of discrimination in ELT classroom going beyond to language competency only.

The purpose of this study is explore knowledge, perception and integration of violence among ELT teachers and students as well as standing of secondary school English language curriculum. The study was based on qualitative study (FGDs with students and KIIs with ELT teachers) on four secondary level school teachers and two FGDs with same level students from different schools.

From the ELT teachers' perspectives, secondary level English language curriculum is more oriented toward language competency than widespread social justice issues. Teachers can deliver issues of violence by using four components (listening, reading, writing, and speaking) of English teaching methodology and need not to limit on course book only. Although none of the teachers received violence related teachers' trainings and its essentiality in ELT and consequently teachers confined on text books and examination sheets only. Likewise, students raised the issues regarding discrimination, bullying, harassment, violence and received least knowledge on it which was insufficient for educational social justice. Inclusion of violence related issues can be addressed in English language teaching through four components. Most of the students were unaware and lacked on violence related education.

Issue of violence in ELT is prime concern to expand teaching skills, learning skills, provide broad balanced curriculum and achieve recognized practical education. ELT remains crucial to eradicate all types of violence from long term basis.

Keywords: Violence, ELT, curriculum, social justice, secondary school

FULL PAPERS

Being a Queer Teacher in Turkiye: The Case of Gloin and Purple*Nihan Bursalı, Ufuk University, Turkiye**Cemre Çiçek-Tümer, Ankara University, Turkiye*

Abstract: Queer people can be regarded as a marginalized subgroup within the broader Turkish society. Consequently, they tend not to disclose their identities and sexual orientations owing to social exclusion and stigmatization they may encounter (Kabacaoğlu, 2015). Since educational spaces are also hostile environments for queer people, queer teacher identity has not been studied profoundly in this context. Hence, the present study aims at scrutinizing the queer teachers' identities and experiences at the Turkish educational and societal level by adopting a qualitative exploratory case study design (Duff, 2012). The participants (Gloin and Purple) were selected via purposive sampling method according to two criteria: (1) being a teacher in Turkiye and (2) self-identification as queer. The data were gathered through semi-structured interviews including 10 questions regarding the participants' social and educational background, childhood, and interactions with friends, family, colleagues, and students. Then, the data were transcribed orthographically and analyzed thematically (Braun & Clarke, 2006). The findings revealed that both participants as teachers separated their sexual identity from their teacher identity due to avoiding of jeopardizing their job stability. Furthermore, it was found that neither of the participants claimed membership in LGBTQI+ community. Apart from these similarities, the study indicated that due to different experiences and beliefs they had, whereas Gloin hid their queer identity strictly in their school, Purple preferred to disclose their queer identity in these contexts except from their students. They also indicated various opinions regarding emancipatory educational practices (e.g. queer visibility and inclusion in education, curriculum, and materials). Overall, despite the limited number of participants, the findings demonstrated that each individual had unique experiences in different cities in Turkiye. Thus, it is believed that the study may provide information on what being a queer teacher is like in Turkiye by highlighting challenges that they encounter and possible suggestions for a gender-equal society.

Keywords: Teacher identity, sexual identity, LGBTQI+

Introduction

Queer people in Turkey can be regarded as a marginalized subgroup within the broader society. Consequently, they tend not to disclose their sexual orientations and identities owing to the social exclusion and stigmatization they encounter (Kabacaoğlu, 2015). In the international arena, queer people also have a minority status. For more than twenty-five years, by withstanding advocacy endeavors by the LGBTQI+ movement, the socio-political and legal position of queer people has thrived considerably. Nevertheless, they still face othering and discrimination at the societal level

daily. There may be several reasons for such attitudes towards queer people. For example, the social representation of being homosexual still has some negativity and anti-gay attitudes continue to be ubiquitous and excessive (Anderson & Koç, 2015; Saraç & McCullick, 2015). The common assumption of the vast majority of society still stems from the idea that all people are "inherently heterosexual" (Kozik-Rosabal, 2000, p. 369). When the educational spaces are considered, this transcends the level of assumption and becomes an expectation. Therefore, educational space becomes a hostile environment for queer people regardless of their positions, such as students or teachers (Endo et al., 2009).

According to the literature, queer language teacher identity has been investigated in different contexts profoundly. The studies indicated that teachers have different opinions about disclosing or coming out in the workplace. The literature review also indicated that no direct study focuses on queer language teacher identity in Turkish context. The studies focusing on queer people generally showed different aims, such as career development (Ulaş-Kılıç et al., 2021), sexual orientation discrimination in the workplace (Öztürk, 2011), or more general topics such as being a gay man in Turkey (Eslen-Ziya & Koç, 2016) and LGBT policies and experiences (Engin, 2015). Accordingly, there is a research gap on queer teacher identity and an urgent need to scrutinize queer teachers' identities and experiences at the Turkish educational and societal level. Therefore, the following research question is regulated to guide the current study: What is it like to be a queer English language teacher in Turkey?

Methodology

This preliminary study adopted a qualitative exploratory case study methodology (Duff, 2012). As Creswell (2013) suggests, the case was bounded by place and by profession.

On the ground of the stated aim of the present study, the two participants were selected through purposeful sampling with two criteria: (1) being a teacher in Turkey and (2) self-identification of queer identity. However, the participants' workplace and the cities they live in were different. This heterogeneity contributed to our study by allowing us to explore various aspects coming into existence due to contextual issues.

Data Collection & Analysis

Following the aim of the research, the data were gathered through semi-structured interviews which had been revised upon initial piloting process. In the interviews, the participants were asked ten questions regarding the participants' social and educational background, childhood, queer identity disclosure, and teacher identity. Then, the data were transcribed orthographically.

During the initial coding phase, the researchers submerged themselves in the data by reading and re-reading the transcriptions and exchanging opinions with each other, as Tracy (2013) suggests. Afterward, the researchers individually coded the salient statements via thematic analysis approach (Braun & Clark, 2006). Finally, the researchers compared their themes and arrived at the saturation phase, where the final five themes occurred.

Findings

1. Early Life & Schooling

Although both Gloin and Purple spent their childhood in small districts, we found that whereas Purple experienced a happy childhood, Gloin's childhood stories seemed hostile. To explain, Purple stated that he was pampered when he was a child by his parents. He also said his relationships with his friends and neighbors were sincere and close. On the other hand, Gloin experienced othering because he used to get along better with his female friends, and instead of playing football, he would play volleyball.

Moreover, he stated that he had homophobic teachers in his primary, middle and high schools. He felt social pressure when he was not doing 'men-like' activities or not having a girlfriend in high school. He even expressed that he tried having girlfriends, which he defines as 'zoraki' (forced) and 'formalite' (perfunctory), just to satisfy the people around him and convince them that he was heterosexual.

When it comes to their life at the university, Purple mentioned that his level of social life was boosted when he started university. In other words, although he had already had friends before, he said he had been much less social before starting university. He explained that his life started to change once he became a university student, thanks to his friends' awareness and closeness. Purple also stated that being away from family affected him positively. However, Gloin mentioned that he occasionally heard homophobic jokes while spending time with his close friends, which upset him. Furthermore, he tried not to be alone to avoid the thoughts of his sexual orientation. Instead, he directed himself toward reading books, watching movies, and making many friends.

2. Acceptance of Queer Identity & the Challenges

To start with, Purple discovered himself when he was in primary school. However, his acceptance process, which took many years, encapsulated multiple layers of pressure, such as religion, society, and family. Purple defined this process as thorny:

First, you are afraid of the family, you can never tell them. You are creating distance. You can never be yourself. Because the pressure of religion is given in such a dominant way like 'you are a Muslim' you try something that is forbidden in Islam, you search, you have other fears in you, you think about the other world. You fight for these for too long (Purple)¹.

Purple accepted his sexual identity after he graduated from university, and he started to disclose himself as being gay to his closest friends. Gloin discovered himself in puberty; however, it seems as if he compared himself with his heterosexual peers:

You realize that in adolescence, something is different because you are not like the others... You see, you are a normal person, you have normal friends, you have male friends, I don't know, you play football, I mean, you do this and that, but you can't be involved in their conversation (Gloin)².

Having accepted himself almost a year ago (at the age of 27), Gloin expressed that he had experienced deep emotional challenges throughout this process. Moreover, this process was full of dilemmas for Gloin, who also suffered psychologically. After his acceptance of his sexual identity, he shared his sexual identity only with his close friends.

Both Purple and Gloin feel insecure about their sexual identity because they live in Turkey. For example, Gloin explicitly stated that he feared losing his life. Moreover, both Purple and Gloin reported that with their queer teacher identity, they are afraid of losing their jobs. Consequently, they developed specific strategies to cope with this. Purple chooses to be open with his colleagues but rigorously hides his queer identity from his students. He explains that he does so because he is afraid of being humiliated by his pupils who see Purple as an 'idol' in the classroom. For the administration, he says that since they do not contact much, they do not share such things, but he says I do not try to hide my sexual identity from the administration, either.

When it comes to Gloin, he does not disclose his sexual identity to anyone in his workplace. He presents several reasons why he prefers not to disclose his sexual orientation. Firstly, he emphasizes that there is no need to discuss sexuality within school boundaries since nobody else talks about their sexual life. Thus, he says he does not try to hide. Instead, sexual orientation is kind of a taboo topic in his workplace. Secondly, he finds it impossible to pursue his career if anyone from his workplace discourse knows about his LGBTQI+ identity.

3. Relationships with Others

In the workplace, according to Purple, his relationship with his students and administrators is affected by his queer identity because he states that he cannot be himself with them as he is hiding from them. He thinks that Purple, who could be more fun, cannot appear in the classroom, or Purple, who is usually more kind, cannot talk to the administrators that way. He also says that his lessons could be much more fun if he were open with his students. What is more, although he would like to answer the questions coming from his students about his private life, he cannot answer them because he hides his LGBTQI+ identity, which sometimes causes stress. Consequently, he feels that he cannot be as close as he wants with them. On the other hand, Gloin, who leaves his LGBTQI+ identity at home while working, expresses that he has good relationships with everyone. He also gives examples of how his students and parents celebrated his last teachers' day. However, he states that they love him as long as they think he is a heterosexual man. Otherwise, he thinks everything would change.

Purple hides their sexual identity from his family. Therefore, he stated that his relationship with his family is limited and not as close and intimate. Thus, Purple puts his friends in the place of family. He says that having people with whom he might socialize, share, ask for help, or travel is the most important thing for him. In Gloin's case, we do not know his ties with his family as he has never mentioned anything about his relationships with family members. However, Gloin is also grateful for his supportive friends who got even closer to him, let alone abandoning him, when he came out to them about his queer identity. He said that before revealing his identity, it felt like there had been a curtain between him and his friends, but after his coming out, it was gone.

4. Awareness & Attitudes

The self-reports of Gloin and Purple revealed that they do not regard themselves as members of the LGBTQI+ community. Purple explains that he does not support this community, as disclosing his sexual identity to others is risky. Gloin's attitude towards the LGBTQI+ community is more negative since he believes that Turkish society has a false consciousness about the LGBTQI+ community in that this community is associated with a rebellious, perverted, twisted group of people. According to Gloin, it is also thought that people become members of this group not because of their sexual orientations but rather they 'choose' to be homosexual. This societal attitude towards the LGBTQI+ community affects Gloin, and he defines himself as a 'normal' person, not as an LGBTQI+ community member considered by society.

In terms of students' LGBTQI+ awareness, Purple indicates a variance among students. However, they are not ready for LGBTQI+ inclusion at the societal level, and his perception of this issue is bounded by his earlier negative experiences with a student as a teacher. The question of student awareness initially got the reaction of laughter from Gloin. He stated that the students have no awareness of LGBTQI+; furthermore, their behaviors and reactions depend on stereotypical masculinity and femininity ideologies, and they do not acknowledge social gender equality. Gloin then explained the reasons behind this attitude by associating geography and limited resources in the region where he works.

-Gloin laughs- noo, no. I mean, students make fun of each other for being girl, for example, to a friend, even being a woman for them (laughable) – I know, it has nothing to do with homosexuality, but- it's a behavior. For example, a few students listen to BTS, then the students, my teacher, they put earrings, there are faggots, I mean, you know my children, I mean, a man wears earrings in his ears, that is a sentence like that man is faggot. (Gloin)⁶

Regarding colleagues' awareness and attitudes towards LGBTQI+, Purple and Gloin depict very different portrayals. Purple believes that most of his colleagues have higher levels of awareness since they are all educated and working in higher education settings. Yet, he is not sure whether all of them are aware or not. Gloin, on the other hand, indicates that there is a low level of awareness among his colleagues. He explains their low awareness level by associating it with ignorance, being close to learning, having false consciousness (perversion), bigotry, and intolerance to differences. He also mentions a subgroup of his colleagues, which he defines as “a male, Anatolian male crew who is only interested in football and builds his life on getting married and having children” (Gloin)⁷. Even though Gloin does not mention a particular memory with this subgroup, he perceives some negative attitudes towards this group of people himself.

5. LGBTQI+ Discourse, Educational Materials, & Suggestions

Since both participants of the study were ELT teachers, we asked them about LGBTQI+ visibility and inclusion in the education, curriculum, or materials. Both Purple and Gloin, who teach English at different institutions and consequently follow different curricula and materials, reported that LGBTQI+ has no place in the education system and is neither mentioned in the books nor curricula.

However, the participants' orientations to the inclusion of LGBTQI+ visibility are quite different. Purple thinks LGBTQI+ issues can be added to textbooks and his students are open to such ideas. However, for Gloin, there is no place for LGBTQI+ inclusion and gender issues in his courses. When the participants were asked about their suggestions for betterment, Gloin did not believe there could be any betterment initiative in the educational sphere; what needs to be done is to eliminate the hate discourse and speech around LGBTQI+ people. On the other hand, Purple recommended that there is a need for support from heterosexual teachers. He also emphasized that betterment depends on administrative staff as people can be encouraged to act regarding LGBTQI+ issues with administrative support.

Discussion & Conclusion

The findings of the current study revealed that both participants as teachers separated their sexual identity from their teacher identity due to the potential risk of losing their jobs, which was found in previous studies as well (Endo et al., 2009; Ulaş-Kılıç et al., 2021). Furthermore, the study revealed that participants do not see themselves as part of the LGBTQI+ community, which could be linked with ubiquitous and excessive negativity and anti-gay attitudes at the societal level (Anderson & Koç, 2015; Saraç & McCullick, 2015).

Despite these similarities between the participants, they mostly have different experiences and beliefs that determine disclosing or hiding their LGBTQI+ identities and consequently affect their relationships with others. Gloin mainly acts under the influence of society which imposes the idea that all people are "inherently heterosexual" (Kozik-Rosabal, 2000, p. 369). Thus, disclosing any actor in the workplace is impossible for him. Besides, Purple's lack of sincerity with his students due to his inability to disclose himself has been mentioned by Kupher (2000) as well.

As well as the differences in their relationships with others, they had various opinions about LGBTQI+ and its visibility and inclusion in education, curriculum, and materials. Thus, it is clear that each LGBTQI+ individual has unique experiences, and the societies' perceptions in different cities of the same country can be different. In addition, different school settings might also affect the choices of LGBTQI+ teachers. Especially, Gloin's argumentation on LGBTQI+ visibility and inclusion are affected by the hate discourse created by society.

Since the current study adopted a case study approach with small number of participants, the insights shown in the current study is limited by the self-reports of two participants. However, more studies need to be carried out to fill the research gap in the literature.

References

- Anderson, J., & Koç, Y. (2015). Exploring patterns of explicit and implicit anti-gay attitudes in Muslims and Atheists. *European Journal of Social Psychology*, 45(6), 687-701.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101.
- Creswell, J. W. (2013). *Qualitative inquiry & research design*. SAGE.

- De Lauretis, T. (1991). Queer theory: Gay and lesbian sexualities. *Differences: A Journal of Feminist Cultural Studies*, 3(2), iii-xviii.
- Duff, P. A. (2012). How to carry out case study research. In Mackey, A. and Gass, S. M. (Eds.). *Research methods in second language acquisition a practical guide* (pp. 95-116). Wiley-Blackwell.
- Endo, H., Reece-Miller, P. C., & Santavicca, N. (2010). Surviving in the trenches: A narrative inquiry into queer teachers' experiences and identity. *Teaching and teacher education*, 26(4), 1023-1030.
- Engin, C. (2015). LGBT in Turkey: Policies and experiences. *Social Sciences*, 4(3), 838-858.
- Eslen-Ziya, H., & Koc, Y. (2016). Being a gay man in Turkey: Internalised sexual prejudice as a function of prevalent hegemonic masculinity perceptions. *Culture, Health & Sexuality*, 18(7), 799-811.
- Kabacaoglu, G. (2015). *Gey ve lezbiyenlerde açılma süreci: Nitel bir çalışma* [Coming-out process of gays and lesbians: A qualitative study] (Unpublished master's thesis). Hacettepe University, Ankara, Turkey.
- Kupher, R. (2000). Retracing my journey toward self- acceptance and effectiveness as a lesbian teacher. In J. S. Ritchie & D. S. Wilson (Eds.), *Teacher narrative as critical inquiry: Rewriting the script* (pp. 150-170): Teacher's College Press.
- Kozik-Rosabal, G. (2000). "Well, we haven't noticed anything bad going on," said the principal: Parents speak about their gay families and schools. *Education and Urban Society*, 32, 368-389.
- Öztürk, M. B. (2011). Sexual orientation discrimination: Exploring the experiences of lesbian, gay and bisexual employees in Turkey. *Human Relations*, 64(8), 1099-1118.
- Sarac, L., & McCullick, B. (2017). The life of a gay student in a university physical education and sports department: a case study in Turkey. *Sport, education and society*, 22(3), 338-354.
- Tracy, S. J. (2013). *Qualitative research methods: Collecting evidence, crafting analysis, communicating impact*. Wiley-Blackwell.
- Ulaş-Kılıç, Ö., Bayar, Ö., & Koç, M. (2021). The career stories of LGB-Q in Turkey. *Journal of Homosexuality*, 68(10), 1699-1726.

An Examination of an ELT Coursebook on the Basis of 21st Century Issues

Muhammed Fatih Gökmen, Siirt University, Turkiye

Abstract: As global or survival issues around the world are becoming the core hot topics in education in general and in foreign language teaching in specific, publications including research, approaches, and materials have emerged recently to train students via global issues by also raising their awareness in them. With the aim of observing the concrete incorporation of global issues in an instructional material, this paper will present the results of an examination of one of the textbooks that was utilized in the ELT prep class of a Turkish state university between the 2021-2022 academic year. The book is Navigate coursebook series published by Oxford University Press and advised by Catherine Walter. While the pre-intermediate B1 book (Krantz & Norton, 2015) was covered in the fall semester, intermediate B1+ (Roberts, Buchanan, & Pathare, 2015) was studied in the spring semester. The book was found worthy to be examined and presented here because the contents of the book were organized around 21st century world issues and skills such as health, living without the internet, monetary issues, natural matters, canned food, survival issues, work environments and so forth covered in the B1 book and spending styles, machine and man, life skills, happiness, advertising, outlaws, and so on dealt in the B1+ book. These and other contents will be examined in relation to the global issues as pre-set themes and will be presented with excerpts from the book. This examination will serve as a first step for a more comprehensive study including the views of the ELT students in the prep class who studied the book series.

Keywords: Global issues, coursebooks, coursebook evaluation, ELT

Introduction

The value of education cannot be degraded to its apparent mission of training students about subject knowledge; on the contrary, it should be overvalued by incorporating the 21st global issues into classrooms to help human survival and world existence. The rationale behind the integration of global issues was long before stated by Giroux and McLaren (1989) in their dictum advising that we as teaching professionals should hold a vision of a more humane and better life in our teaching acts. To have a more peaceful life requires us to deal with 21st century issues in our micro community as classrooms so as to have an impact on macro environment, say society, around us. Therefore, global or survival issues around the world have become the core hot topics in mainstream education in general and in foreign language teaching in specific; and accordingly, publications including research, approaches, and materials have emerged recently to train students on language via global issues and also by raising their awareness in them.

Though there are inexhaustive lists of 21st century global issues in the literature, specifically 17 global issues were signified by Maley and Peachey (2017) in the scope of United Nations Sustainable Development Goals and published by British Council. The global issues encompass the themes of (1) no poverty, (2) zero hunger, (3) good health and well-being, (4) quality education, (5) gender

equality, (6) clean water and sanitation, (7) affordable and clean energy, (8) decent work and economic growth, (9) industry, innovation, and infrastructure, (10) reduced inequalities, (11) sustainable cities and communities, (12) responsible consumption and production, (13) climate action, (14) life below water, (15) life on land, (16) peace, justice, and strong institutions, and (17) partnerships for the goals.

One of the agencies in this process is naturally textbooks harnessed in classrooms by language practitioners. The role of textbooks in the integration of global issues could be justified with the definitions of textbooks. Besides being reliable, compulsory, and all-inclusive sources for subject matter education, textbooks also serve to an ideology (Cortazzi, 2000), are ambassadorial cultural artifacts (Grey, 2000, cited from Gholami, Noordin, & Rafik-Galea, 2017), are agents for social routinization into a specific ideology and worldview (Richards & Renandya, 2002; Shardakova & Pavlenko, 2004), embody political and cultural matters (Mohammadi & Abdi, 2014), and hold universal and community-specific values (Gebregeorgis, 2017).

Methodology

With the aim of observing the tangible incorporation of global issues in the language textbook, this paper presents the results of an examination of one of the textbooks that was utilised in the ELT prep class of a Turkish state university between 2021-2022 academic year. The analysed textbooks for adult learners are Navigate coursebook series published by Oxford University Press including pre-intermediate B1 book (Krantz & Norton, 2015) covered in the fall semester and intermediate B1+ (Roberts, Buchanan, & Pathare, 2015) studied in the spring semester. The textbook series were found worthwhile to be examined and presented here because the contents of the book were organized around 21st century world issues and skills as health, living without internet, monetary issues, natural matters, canned food, survival issues, work environments and so forth covered in the B1 book and spending styles, machine and man, life skills, happiness, advertising, outlaws, and so on dealt in the B1+ book. These books were also chosen because these books were used in the prep classes of a Turkish state university encompassing ELT program within the reach and disposal of the researcher. Out of a number of models for textbook evaluation, the textbooks were evaluated cursorily and retrospectively on the basis of a set of criteria (Gholami, Noordin, & Rafik-Galea, 2017), that is the possible inclusion of global issues. As for the research theory behind the research design for this small-scale and superficial analysis of the textbooks, since textbooks are already materialized forms of ideologies, critical discourse analysis (Kumaravadivelu, 1999, 2006) was employed to find out any discursal patterns of textbooks with reference to global issues. As regards the data collection and data analysis procedures, the 17 global issues (Maley & Peachey, 2017) served as pre-set themes for the analysis of the textbook contents as such applied in a typical content analysis. The audio-visual and written texts and exercises were examined according to the level of inclusion of global issues in the textbooks with reference to 17 global issues. This examination will serve as a first step for a more comprehensive study including more in-depth analysis of the contents and the views of the ELT students in the prep class to be presented in future publications.

Findings

The contents of the textbook was adequately found to encompass the recurring and trending themes as stated by Maley and Peachey (2017), that is good health and well-being, quality education, gender equality, clean water and sanitation, affordable and clean energy, decent work and economic growth, industry, innovation, and infrastructure, reduced inequalities, sustainable cities and communities, responsible consumption and production, climate action, life below water, life on land, peace, justice, and strong institutions, and partnerships for the goals. However, the handling of those above global issues in two levels of the textbooks was superficial and factual coverage with statistical data and on the knowledge level. The other interesting outcome of the analysis was found to be of no coverage of political issues in both series of course books not to mention the non-inclusion of poverty and hunger.

The finding that global issues were sufficiently incorporated into the textbooks was also corroborated by Hassan's (2020) exploration of global citizenship in the Moroccan ELT textbooks. However, the findings of both studies were in unison in that the textbooks were bare of inclusion of political issues as democracy, human rights, and conflict resolution. This lack of political considerations could be rendered with socio-political complexities in African, Middle-Eastern, and some European countries as Turkey, Morocco. Another explanation is that the covered issues were neutral because of the publishers' goal to sell their books across the world in all socio-political contexts. The other reason of such low or superficial coverage of global issues in the textbooks to be tackled by teachers in the classroom could be associated with teachers' burnout and being left as an outsider from the curriculum design process (Yamashiro, 1996).

The findings of the current ongoing study were found to be in congruent with the study conducted by Bori (2020) in most respects. The textbooks in both studies met the main assumptions of neoliberal governmentality as entrepreneurship, personal and social liabilities, consumptive rage in their factual coverage of the issues, albeit without any indications of inequality in social and economic systems by way of critical reflections and active dialogue. The reason why ELT textbooks deal with individualism, consumerism, and stories of successful entrepreneurs lies on the supposed inspirations of language learners who are motivated with this sort of lifestyle to learn a foreign language as English (Gray, 2010).

Conclusion

In conclusion, the integration of global issues into classrooms through textbooks might have two benefits. One is that they can serve as linguistic input as well as learning strategies. Textbooks should enable students to use language learning strategies effectively. Good or proficient learners are the ones who balance their positive or negative attitudes or tendencies in an effective way to reach their utmost capability (Elcin & Sahinkarakaş, 2021). It would be more appropriate for learners having differing language learning capacities to challenge their learning strategies while adopting or adapting new ones if the textbooks included a big variety of challenging activities. The other is to raise students' awareness in those issues. The responsibility of achieving those benefits falls on teachers and their choice of textbooks. If we as teachers could succeed in the inclusion and

discussion of global issues in the classrooms, “those students taught to think critically learn how to listen better, read more carefully, pay closer attention, and react more knowledgeably to media, government, and commercial propaganda” (Anderson, 1996, p. 3). Integrating global issues into our classroom should not lead us to seize the teaching as a power to impose our ideas; instead, we should take a mediocre stance in this integration not to mention the textbooks as well (Brown, 1997). This mediocre stance would permit us to usurp our liability as agents of change while accepting the autonomy of the learners through a set of principles to espouse in the classroom. These principles are to “allow students to express themselves openly, genuinely respect students’ points of view, encourage both/many sides of an issue, don’t force students to think just like you” (Brown, 1997, p.25). Nevertheless, even though language teachers may not put efforts to incorporate global issues into their classrooms, leaving important decisions or thought to learners’ mind (Freire, 1972) would be helpful as well.

As for the research suggestions, the questionnaire in the Language Teacher journal formed by Dyer and Bushell (1996) could be suggested for further research to have more quantitative data. Teachers who used and learners who studied this book could be consulted for their perspectives in interviews. As the textbooks were examined on the basis of aforementioned methods, further research could be conducted within the framework of in-depth, micro-evaluation, and in-use evaluation. The themes in the textbooks could be analysed in terms of their focus of learning as cognitive, behavioural, and socio-emotional aspects not to mention some other broad categories as social, economic, personal, political, and environmental issues. The inclusion of the global issues in the activities could be subjected to critical discourse analysis to examine the implied meaning in the discourse.

References

- Anderson, G. G. (1996). Global issues in the university ESL classroom. *The Language Teacher*, 20(11), 20-26. <https://jalt-publications.org/tlt/articles/2066-global-issues-university-esl-classroom>
- Bori, P. (2020). Neoliberal governmentality in global English textbooks. *Classroom Discourse*, 11(2), 149-163. <https://doi.org/10.1080/19463014.2020.1755327>
- Brown, H. D. (1997). The place of moral and political issues in language pedagogy. *Asian Journal of English Language Teaching*, 7, 21-33. <https://www.cuhk.edu.hk/ajelt/vol7/art2.htm>
- Cortazzi, M. (2000). Languages, cultures, and cultures of learning in the global classroom. *Anthology Series-Seameo Regional Language Centre*, 75-103.
- Dyer, B., & Bushell, B. (1996). World issues or a global perspective? *The Language Teacher*, 20(11), 10-19. https://jalt-publications.org/old_tlt/files/96/nov/global.html
- Elcin, D., & Sahinkarakas, S. (2021). Self-regulatory capacity of learners' with differing proficiency levels in vocabulary acquisition during three periods. *Shanlax International Journal of Education*, 9(1), 162-197. <https://doi.org/10.34293/education.v9iS1-May.4011>
- Freire, P. (1972). Education: domestication or liberation? *Prospects*, 2(2), 173-181.

- Gebregeorgis, M. Y. (2017). Peace values in language textbooks: The case of English for Ethiopia Student Textbook. *Journal of Peace Education*, 14(1), 54-68. <https://doi.org/10.1080/17400201.2016.1228526>
- Gholami, R., Noordin, N., & Rafik-Galea, S. (2017). A thorough scrutiny of ELT textbook evaluations: A review inquiry. *International Journal of Education and Literacy Studies*, 5(3), 82-91. <http://dx.doi.org/10.7575/aiac.ijels.v.5n.3p.82>
- Giroux, H. A., & McLaren, P. L. (1989). *Critical pedagogy, the state, and cultural struggle*. State University of New York Press.
- Gray, J. (2010). The branding of English and the culture of the new capitalism: Representations of the world of work in English language textbooks. *Applied linguistics*, 31(5), 714-733. <https://doi.org/10.1093/applin/amq034>
- Hassan, A. B. (2020). Exploring global citizenship as a cross-curricular theme in Moroccan ELT textbooks. *Eurasian Journal of Applied Linguistics*, 6(2), 229-242. <https://doi.org/10.32601/ejal.775801>
- Krantz, C., & Norton, J. (2015). *Navigate Coursebook with Video and Oxford Online Skills: Pre-intermediate B1*. Oxford University Press.
- Kumaravadivelu, B. (1999). Critical classroom discourse analysis. *TESOL Quarterly*, 33(3), 453-484. <https://doi.org/10.2307/3587674>
- Kumaravadivelu, B. (2006). TESOL methods: Changing tracks, challenging trends. *TESOL Quarterly*, 40(1), 59-81. <https://doi.org/10.2307/40264511>
- Maley, A., & Peachey, N. (2017). *Integrating global issues in the creative English language classroom: With reference to the United Nations Sustainable Development Goals*. British Council.
- Mohammadi, M., & Abdi, H. (2014). Textbook evaluation: A case study. *Procedia-Social and Behavioral Sciences*, 98, 1148-1155. <https://doi.org/10.1016/j.sbspro.2014.03.528>
- Richards, J. C., & Renandya, W. A. (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge University Press.
- Roberts, R., Buchanan, H., & Pathare, E. (2015). *Navigate Coursebook with Video and Oxford Online Skills: Intermediate B1+*. Oxford University Press.
- Shardakova, M., & Pavlenko, A. (2004). Identity options in Russian textbooks. *Journal of Language, Identity, and Education*, 3(1), 25-46. https://doi.org/10.1207/s15327701jlie0301_2
- Yamashiro, A. (1996). Integrating global issues into high school EFL. *The Language Teacher*, 20(11), 62-65. https://jalt-publications.org/old_tlt/files/96/nov/integrate.html

Addressing Sustainable Development Goals through Project-based learning in the EFL classroom

Tamari Dolidze & Natia Vasadze
Batumi State Maritime Academy, Georgia

Abstract: Project-Based Learning (PBL) has become a particularly added-valued element to the EFL curriculum due to its nature of boosting learner autonomy and leading our students to apply the language in the actual environment. This can be best achieved by placing the students in the center of the language classroom. Student-centered classes should primarily meet the learners' diverse needs and interests, supporting their engagement, participation, and performance during Project-Based Tasks; moreover, they should focus on boosting their 21st-century skills, i.e., critical thinking, creativity, collaboration, and communication that is based on real-life experiences. Therefore, we as instructors of the English language should not only be limited to teaching language skills but also should be helping our learners find solutions to real-life problems.

With this in mind, this qualitative research explored the views of EFL instructors at the higher education level in Georgia regarding the utilization of PBL to realize the major goals of sustainability to help achieve a better and more sustainable future for all. Responses to the written interview questions revealed a tendency on the part of the participants to disregard the integration of sustainable development goals (SDGs) in their classes due to perceived barriers such as fixed curriculum and time limitations, although most considered SDGs a much-needed and natural part of language education. It is concluded that major changes should take place in the instructors' classroom practices to make a conscious attempt to include topics and content necessary to diversity the classroom and respond to the ongoing needs of citizens to reach SDGs and that PBL might be a good method to do that by engaging students through real-world and consequential projects. The study has implications for pre-service and in-service teacher preparation and training institutions to equip the EFL teachers with awareness and skills to shift traditional practices and master creative approaches, such as PBL, to help students explore and respond to real-world issues and challenges, as they advance their language-related knowledge and skills.

Keywords: Sustainable development, Project-based learning; EFL classroom; Georgia

Introduction

21st Century education demands from educators integrating basic skills, i.e. critical thinking, creativity, collaboration and communication by addressing global goals, widely referred to as sustainable development goals which leads to improving our overall quality of life through quality education, being one of its basic goals. This naturally results in proposing necessary changes into existing teaching practice and corresponding the curriculum, in particular going beyond the textbooks, integrating materials dealing with real-life situations and challenges and responding to them via English. English Language teaching has always been characterized by adaptability to meeting recent

needs and constraints faced in the academic reality as the latter is not only limited to teaching language but fostering the above-mentioned 4C with most appropriate methods.

With this purpose will aim at demonstrating the essence of sustainability and the experience of addressing sustainable development goals through PBL. In order to identify the attitudes of EFL teachers acting in Georgia towards EFL instructors in Addressing Sustainable Development Goals through Project-based learning a qualitative survey was carried out. The survey was of a small scale though it explored the views of EFL instructors at the higher education level in Georgia regarding the utilization of PBL to realize the major goals of sustainability to help achieve a better and more sustainable future for all.

To highlight the interrelation between the concept of Sustainable Development, Its Goals and EFL education via exploiting Project Based Learning, we will summarize each of the mentioned concepts and attempt to show its connection with EFL Education.

SDGs and EFL Education

The history of sustainable development goals takes its first steps back in 2012 at the United Nations conference in Rio de Janeiro, Brazil. The objective principles were to generate global goals linked to the ‘environmental, political and economic challenges that we face as humanity’.

The United Nations Development Programme (UNDP) (2022) states that “the Sustainable Development Goals (SDGs), also known as the Global Goals, were adopted by the United Nations in 2015 as a universal call to action to end poverty, protect the planet, and ensure that by 2030 all people enjoy peace and prosperity.” According to the UNDP, there are 17 goals:

1. No poverty;
2. Zero hunger;
3. Good health and well-being
4. Quality education
5. Gender equality
6. Clean water sanitation
7. Affordable and clean energy
8. Decent work and economic growth
9. Industry, innovation and infrastructure
10. Reduced inequalities
11. Sustainable cities and communities
12. Responsible consumption and production

13. Climate action
14. Life below water
15. Life on land
16. Peace, justice and strong institutions
17. Partnerships for the goals.

All these, goals are well-illustrated on the picture below:



Source: <https://www.enelamericas.com/en/investors/a202107-sustainable-development-goals-sdgs-our-history-and-close-relationship.html>

Since education liberates the intellect, mind, and creativity, it is crucial for maintaining one's sense of self-respect. It is the secret to success and opens up a world of opportunities, allowing each of us to contribute significantly to a developed, healthy society. Learning should be accessible to everyone since it benefits all living things.

It is worthy that education and sustainability are closely linked with each other through English in a complex way (Kumari, 2020). Since According to the same author and based on the research, basic education serves as a basis for a nation's striving to reach Sustainable Development Goals. With this in mind, EFL Education serves as an effective means for addressing SDGs through exploiting topics around the above-mentioned goals. At the same time, we as educators should acknowledge and always remember the central role of Education in enhancing the quality of life which is best addressed by one of SDGs, in particular Quality Education. In this regard, due to growing demand for English globally and locally and its status as a Lingua Franca offers new opportunities to its learners as it greatly contributes to advancing economic status of the families, which leads to improved access to healthcare and correspondingly increasing well-fare of its learners and (Kumari, 2020). Therefore, quality education and in our case English Language education serves to achieve SDGs.

PBL and EFL Education

Project Based learning can be an effective supplement to raising EFL learners' awareness around SDGs, as instructors can focus on a variety of challenges while addressing these Goals at the global and local level. Therefore, students can develop their critical thinking, collaboration, communication and creativity when engaged in solving real-life problems for addressing SDGs through Project Based Learning.

Project Based Learning represents an academic method which simulates students' engagement in real-work tasks and in particular, projects, which are in compliance with their interests and needs. Often students are allocated various amounts of time and commitment to fulfilling the projects, which is primarily dependent on the specific aims and objectives of the project. Project work sometimes can be performed during a week or during a semester. By presenting the project in the form of face-to-face or virtual presentation students demonstrate the knowledge and expertise acquired throughout the work.

PBL is considered as the best tool to facilitate learners in getting informed around the searched topic or problem which they study during the project. At the same time, it facilitates them in developing so-called 21st-century skills - 3Cs, by boosting critical thinking, communication, creativity and collaboration. Besides, Project Centered Learning being considered to be more student -driven results in developing learner autonomy by placing the instructor in the second place (Machemer et al., 2007, p.9).

To summarize key characteristics of PBL, it is widely considered as to be an effective way of incorporating 21st century skills into the EFL classroom via fostering “team working, problem solving, communication (including oral presentation), leadership, interpersonal relationships, research and analysis, planning, organizing, and prioritizing” according to the Education Endowment Foundation (Education Endowment Foundation, 2016). From this viewpoint, PBL can be also a very effective tool for addressing Sustainable Development Goals in EFL education by going beyond the text books, tasking the students to get engaged in resolving real-life problems while working on specific project/problem and finally contributing to second language acquisition in tandem to boosting essential life skills.

Survey Method

In order to highlight the ways of addressing SDGs in EFL Classroom via PBL a qualitative survey was carried out among the teachers of English located in Georgia, which was descriptive in nature. Therefore, respondents' answers were analyzed by coding the keywords provided by them and interpreting the qualitative counts of the codes. Taking into account the topics of the study the following codes were identified in general and analyzed based on keywords. Online survey was distributed online among 10 teachers with the following link: https://docs.google.com/forms/d/e/1FAIpQLSf2TQiD98QhjLJCcUNoxRHTn-xfRAL3VY5Qa-8FNcmkc8N3Q/viewform?fbclid=IwAR18al2cku9TV-ibEVDIDstFm7-euhELK_yXTrMroAbtoU5QnbqY9ySEwdl and it consisted of 5 open ended questions:

1. What do you understand from project based learning (PBL)?
2. Do you incorporate project-based learning in your classroom? If yes, how?
3. What do you understand from sustainable development goals (SDGs)?
4. To what extent do you believe you include SDGs in your classes?
5. How applicable would you say PBL is to achieve SDGs in the foreign language classroom?

Discussion of results

75 % of the surveyed teachers were female, whereas 25 % were male with a wide range of teaching experience of English, i.e. starting from 8 years and the oldest with 20n years. Content analysis of the respondents' answers was carried out which reveals that all the surveyed teachers presented their individual input by answering open ended questions. On the first question - What do you understand from project based learning the following answers were obtained:

- *'Project Based learning is learning around projects'.*
- *'it is a teaching method in which students learn how to get engaged in a real-world situation; 'Personalized learning';*
- *'PBL contributes a lot to increase students' awareness of the issue they are given to work on. It is quite effective', 'The method is based on inquiry',*
- *'PBL is a method in which students obtain knowledge and expertise by working for an extended period of time to investigate and respond to an original, engaging, and complex question, problem, or challenge. They demonstrate their knowledge and skills by creating a public product or presentation for an audience'.*
- *'It is a teaching method in which students gain knowledge and skills'.*
- *'Project-based learning is a dynamic classroom approach in which students actively explore real-world problems and challenges and acquire transferable knowledge'.*
- *'I can say that it is something like a real task (tasks, learning activities) for students to solve. PBL is generally done by groups of students working together toward a common goal'.*

Based on the keywords from provided responses, we can conclude that general understanding of PBL by the surveyed teacher is associated with learning around real-life situations; exploring real-life problems; finding solutions; also inquiry based learning. They refer to PBL as 'effective learning', which results in creating a product and group work done for reaching common goals. At the same time, teachers note about the extended term of PBL for obtaining knowledge and expertise; They also consider this method to be effective for gaining skills and knowledge. So, all the surveyed teachers are well-aware of the essence and main characteristics of PBL and the procedure of its integration into the EFL classroom.

On the second question - Do you incorporate project-based learning in your classroom? If yes, how? the following answers were obtained:

- *I do incorporate especially in ESP Classroom.*
- *Since it is a recent method, I try to adopt it in my classes at this stage via presentations.*
- *Yes, students are given a task to complete and assessment is conducted afterwards*
- *Sometimes. They are given a project with clear instructions, so they have time to work on it*
- *Yes, a lot! Creating a blog, interview, recording a video, etc.*
- *Yes. They are given independent or group works like surveying, interviewing, creating, translating, photographing about certain interesting or problematic issues (which is relevant in a particular culture and environment) and then presented to an audience, where the teacher applies the situation as needed (according to the syllabus requirements).*
- *Yes. it can be perfectly done in simulator classes. where students are given a problem, and they use their knowledge to solve it.*
- *My main focus is on collaboration, communication and critical thinking. Students investigate and respond to an authentic, engaging, and complex question, problem, or challenge.*
- *Not often but I do (as using the PBL approach requires a proper English language level).*

As seen from the given responses, the majority of the surveyed teachers integrate PBL in their classrooms via exploiting different methods, i.e. some being asked to prepare presentations, blogs, interviews, or surveying, translating, and photographing problematic issues which are finally presented to the class. Some teachers mentioned performing PBL in simulator classes in Maritime Education and training, which definitely shows its very practical importance and usefulness for employment purposes. One of the teachers considers it to be necessary to have sufficient language proficiency to integrate the method into the teaching practice, which is absolutely understandable and makes more sense. As integration of PBL really requires expertise in terms of its understanding and effective integration into teaching practice.

Teacher offered a set of very interesting ideas towards their understanding of Sustainable Goals; In particular; according to the surveyed teachers

- *SDG are ones transforming the world for the better as they are definitely very importance values including all 17 goals, i.e. healthcare, quality education, justice, gender equality, poverty reduction, environment protection, climate actions, CSR, and many others.*
- *main aims are to transform the word. for instance, to end poverty and inequality, protect the planet, and ensure that all people enjoy health, justice and prosperity.*
- *Quality, inclusive and effective education*
- *Their inclusion in a class will benefit students' future success*
- *Long term goals.*
- *The SDGs are also known as the global goals and they were adopted by the United Nations (tat is what I have heard about it)*
- *It is a goal to achieve more and become better.*
- *no poverty, good health, quality education, gender equality*

- *I'm not sure what you mean by this question but it was adopted by the General Assembly of the UN. These goals are for achieving a better and more sustainable world for all nations by 2030. As I remember there are 17 goals and the 4th is education (I mean the quality of it).*

As we see from a diversity of responses provided by the teachers we can identify key messages by addressing SDGs via PBL i.e. transformation, achieving more and becoming better together while speaking 17 goals adopted by UN GA, which means that teachers acknowledge the importance of SDGs for changing the world for the better by educating the learners around the topics addressing these goals.

It is interesting to hear to what extent teachers believe they include SDGs in the classes, a majority of them do their best to do one which can be justified by the responses:

- *I do incorporate topics such as freedom of speech and expression in Legal English Class, as well as circular economy, pollution issues, economic welfare in Business English Classes.*
- *I am not sure yet.*
- *I do include every student in the education process, close gapping the inequalities, and integrate students to task based and individualized learning.*
- *Sometimes*
- *Through measuring the learning outcomes related to values, responsibilities and autonomy.*
- *Our textbooks more or less address these objectives and therefore, in the process of classroom teaching, it is impossible to avoid this direction.*
- *if we need progress, development we need proper teaching strategy and methods and SD awareness raising activities, focused classroom discussions, quizzes, games like hotspot image - which includes some sustainable development examples so that students understand the context better, etc.*
- *Tasks and activities that we incorporate during the lessons bring challenges for students to solve. These approaches generally reflect the types of activity people do in everyday life, outside the classroom.*

As we see an absolute majority of the respondents attempt to integrate SDGs via authentic materials by going beyond the textbooks, whereas others simply rely on the textbooks as the latter also include the topics and problems addressing them. Also one teacher agrees that for progress and development we do need to address SDGs in the teaching practice by demonstrating good examples and best practices.

On the last open-ended question which was aiming at measuring applicability of PBL for achieving SDGs in the foreign language classroom, the following responses were provided by teachers:

- *PBL definitely plays an important role for achieving some of SDGs in ELT classroom, as students are asked to develop projects by engaging high order and low order skills around very important topics.*
- *could be a little bit difficult but is adoptable.*

- *I would, it is possible to shift from traditional, heavy memorization learning, to student based, individualized educational learning process.*
- *To my mind, it is quite efficient*
- *They have close ties.*
- *It is absolutely useful, desirable and essential in the modern world.*
- *Any class needs a motivated teacher and student, and a goal for moving ahead and developing.*
- *applying different engaging and awareness raising topics and activities , e.i.: empowering children with language to talk about such issues in a confident way; developing critical thinking and problem-solving skills through enquiry-based discussion; developing social skills such as listening, turn-taking, sharing ideas and co-operating with others; fostering positive attitudes such as tolerance and respect for the views of others, encouraging the belief that it is the responsibility of everyone to meet the Global Goals.*
- *PBL teaches students important skills which help them to take their place in our society. Like communication skills, organization and time management skills, self-assessment skills, group participation and leadership skills, critical thinking skills, and so on.*

Thus, all of the responses highlight a significant role played by PBL for addressing SDG in the EFL classroom and its efficient nature; Though, they realize that it is “a little bit difficult” but at the same time ‘useful, desirable and essential in the modern world’. At the same time, the surveyed note that by addressing SDG teachers are empowering the learners via the English language, which is definitely one of the benefits of it. Surveyed teachers are also well aware that PBL helps learners to develop 21st century skills, i.e. communication skills, organization and time management skills, self-assessment skills, group participation and leadership skills, critical thinking skills, and so on through meeting Global goals.

Conclusion

Based on the findings of a small-scale data obtained from practitioner EFL teachers in Georgia and observations made during the study period, we can conclude that major changes should take place in the instructors’ classroom practices to make a conscious attempt to include topics and content necessary to diversity the classroom and respond to the ongoing needs of citizens to reach SDGs and that PBL might be a good method to do that by engaging students through real-world and consequential projects.

The study has implications for pre-service and in-service teacher preparation and training institutions to equip EFL teachers with awareness and skills to shift traditional practices and master creative approaches, such as PBL, to help students explore and respond to real-world issues and challenges, as they advance their language-related knowledge and skills.

References

Beckett, G.H. (2006). *Project-based second and foreign language education: Past, present, and future*. Information Age Publishing.

- Church, R.L. & Sedlak, M.W. (1977). *Education in the United States: An interpretative history*. Free Press.
- Dewey, J. (1897). My pedagogic creed, John Dewey's famous declaration concerning education. *School Journal*, 54(3), 77-80. Retrieved from http://playpen.meraka.csir.co.za/~acdc/education/Dr_Anvind_Gupa/Learners_Library_7_March_2007/Resources/books/readings/17.pdf
- Education Endowment Foundation. (2016). *Project based learning*, evaluation report and executive summary. Durham University. Retrieved from <https://files.eric.ed.gov/fulltext/ED581257.pdf>
- Fried-Booth, D. L. (2002). *Project work* (2nd ed.). Oxford University Press.
- Gomez, L. A. B. (2016). *Problem-based learning: Enhancing oral communication in the EFL classroom*. MA thesis. Bogota, Columbia: Universidad Externado de Colombia.
- Hedge, T. (1993). Key concepts in EFL: Project work. *ELT Journal*, 47(3), 275-277.
- Hira, A., & Anderson, E. (2021). Motivating online learning through project-based learning during the 2020 COVID-19 pandemic. *International Academic Forum Journal of Education*, 9(2), 93-110.
- Holec, H. (1981). *Autonomy and foreign language learning*. Pergamon. (First published 1979). Council of Europe.
- Jaleniauskiene, E. & Lisaite, D. (2021). Online project-based language learning during the COVID-19 pandemic: university EFL students' perceptions of content, process and development of competences. *English as a Foreign Language International Journal*, 25(5), 64-78.
- Kavlu, A. (2017). Implementation of Project Based Learning (PBL) in EFL (English as a Foreign Language) classrooms in Fezalar educational institutions (Iraq). *International Journal of Social Sciences and Educational Studies*, 4(2, Special Issue), 67-79.
- Kalvu, A. (2015). Project-based learning assessment methods comparison in undergraduate EFL classes. *International Journal of Social Sciences & Educational Studies*, 1(4), p.47-56.
- Kilpatrick, W. H. (1918.). The Project Method. *Teachers' College Record*, 19, 319-334.
- Knoll, M. (1997). The Project Method: Its vocational education origin and international development. *Journal of Informatics and Technology Education (JITE)*, 34(3). Retrieved from <https://scholar.lib.vt.edu/ejournals/JITE/v34n3/Knoll.html#:~:text=It%20was%20described%20in%20detail,1918%20%3B%20R%C3%B6hrs%2C%201977%20>
- Kurniawati, F. N., Susanto, S., & Munir, A. (2019). Promoting students' communication skill through the application of project based learning. *Linguistic, English Education, and Art (LEAA) Journal*, 3(1), 26-44. <https://doi.org/https://doi.org/10.31539/leaa.v3i1.970>
- Machemer, P. L., & Crawford, P. (2007) Student perceptions of active learning in a large cross-disciplinary classroom. *Active Learning in Higher Education*, 8(1), 9-30.

- Muniandy, B. (2000). *An Investigation of the use of constructivism and technology in project-based learning*. PhD Thesis. University of Oregon.
- Machemer, P. L., & Crawford, P. (2007) Student perceptions of active learning in a large cross-disciplinary classroom. *Active Learning in Higher Education*, 8(1), 9-30.
- Othman, N., & Ahmad Shah, M. I. (2013). Problem-based learning in the English language classroom. *English Language Teaching*, 6(3), 125-134.
- Peterson, B. (2012). Uncovering the progressive past: The origins of project based learning. *Unboxed*, 8. Retrieved from https://hthunboxed.org/unboxed_posts/uncovering-the-progressive-past-the-origins-of-pbl/
- Poonpon, P. (2016). Enhancing English skills through project-based learning. *The English Teacher*, 40, 1-10.
- Stoller, F. (2006). Establishing a theoretical foundation for project-based learning in second and foreign language contexts. In G.H. Beckett & P. C. Miller (Eds.), *Project-based second and foreign language education: Past, present, and future* (pp. 19-40). Information Age.
- Thomas, J. W. (2000). A review of research on project-based learning. Retrieved from http://www.ri.net/middletown/mef/linksresources/documents/researchreviewPBL_070226.pdf
- Thuan, P. (2018). Project-based learning: From theory to EFL classroom practice. *Proceedings of the 6th International Open TESOL Conference*, Ho Chi Minh City, Vietnam. Retrieved from <https://www.researchgate.net/publication/331071691>
- The United Nations Development Programme (UNDP). (2022). *What are the sustainable development goals?* <https://www.undp.org/sustainable-development-goals>
- Wahbeh, D. G., Najjar, E. A., Sartawi, A. F., Abzumant, M., & Daher, W. (2021). The role of project-based language learning in developing students' life skills. *Sustainability*, 13(12), 6518. <https://doi.org/10.3390/su13126518>

How Can Linguistic Diversity in ELT Support Environmental Justice?

Victor Carreao, State University of Campinas, Brasil

Abstract: Many of the world's poorest people live in areas of high linguistic diversity and high biodiversity. Some of these places have also seen violent processes of colonization, which made many languages vanish. In this process, the colonizer's language was forced upon originary peoples around those lands, but their accent is undeniable proof of the resistance of their cultures in the face of linguisticism. One of the byproducts of colonization, as stated by Liboiron (2021), is pollution and the destruction of the environment. In this talk, we shall look into an example involving the English language and its connection to environmental justice. As global warming effects increase yearly, the small country of Tuvalu (in Oceania) may be one of the first nations to sink and disappear. Such a destiny is ultimately linked to linguistic diversity. As a matter of fact, one of Tuvalu's official languages is English, but few have heard of the "Tuvaluan English." Why is that? Portraying linguistic diversity in English classes can also work as a beacon to show the dangers our world face. After all, if linguistic variety disappears, so do their people, nation, and culture. By putting it under the spotlight, it is possible to tackle important and sensitive topics of the planet whilst promoting and celebrating linguistic diversity: a powerful tool to help fight not only social prejudice but also in promoting environmental awareness.

Keywords: Linguistic diversity, environmental justice, English classes

Introduction

Many of the world's poorest people live in areas of high linguistic diversity and high biodiversity (Romaine, 2008). Some of these places have also seen violent processes of colonization, which made many languages to vanish. In this process, the colonizer's language was forced upon originary peoples around those lands, but their accent is undeniable proof of the resistance of their cultures in the face of linguisticism. One of the byproducts of colonization, as stated by Liboiron (2021), is pollution and the destruction of the environment. In this paper, we shall look into an example involving English language and its connection to environmental justice.

As global warming effects increase yearly, the small country of Tuvalu (in Oceania) may be one of the first nations to sink and disappear. Such a destiny is ultimately linked to linguistic diversity: as a matter of fact, one of Tuvalu's official languages is English, but few have heard of the "Tuvaluan English". Why is that? Portraying linguistic diversity in English classes can also work as a beacon to show the dangers our world face. After all, if a linguistic variety disappears, so do their people, nation and culture. By putting it under the spotlight, it is possible to tackle important and sensitive topics of the planet whilst promoting and celebrating linguistic diversity: a powerful tool in order to help fighting not only social prejudice, but also in promoting environmental awareness.

The past years have presented many challenges to us all. Among them, it is impossible not to remember the constant reminders of activists, scientists and other civil institutions regarding the

endangerment of the environment and the imminent possibility of extinction for hundreds of species around the globe. Global warming (to cite one of these threats more specifically) will be also responsible for the displacement of hundreds of people who live in coastal cities in different corners of the world as well. It is hard to imagine, for instance, Rio de Janeiro, Venice and Hawaii being submerged into oblivion. And here comes the question: what is there to say about their cultures? Will it be possible for the (now) nomad inhabitants of these places to carry them wherever they go?

Such a question may seem far from the issues English Language Teaching (henceforth ELT) should tackle in the first place, but we beg to differ. In this sense, our goal here is to show how ELT, language variation and environmental issues are connected and how we can approach them in our English classes to foster critical thinking. Language is part of culture and it is a reflex of our history. To show this, we would like to briefly illustrate this idea with an anthropological view. Edward Sapir and Benjamin Lee Whorf were renowned linguists whose studies were focused on “Linguistic Relativity”: how the structure of a language affects its speakers’ worldview. One example is related to the Eskimos, who have several words for “white” - as they use snow for their survival in their homes. This would imply in seeing different characteristics and, therefore, classifying “snow” in a range of “white”. Such a thing does not happen in Brazil with Portuguese, for example. What would happen if these indigenous peoples were displaced and did not have the opportunity to admire the beautiful differences in snow, in “white”?

Environmental issues are directly related to language. As we all know, more than 50 countries speak English as a native or official language of instruction (NC STATE UNIVERSITY, 2020). Due to colonization, many coastal nations in different continents speak English. The language encyclopedia, Ethnologue (2021), points that 7139 languages are spoken around the world nowadays, and that more than 40% of them are endangered and in risk of disappearing. It is always important to remember that Ethnologue is powered by the Summer Institute of Linguistics (SIL), whose approach to evangelism towards indigenous people may be seen from different perspectives (for more insights on this, check Stoll, 1982). In that sense, languages can be considered living species and Biolinguistics can shed some light on this matter. In our next section of this chapter, we will show how languages can be seen as such. As an example of the importance of bringing linguistic diversity into the classroom to help tackling environmental problems, we will show some information about Tuvalu, an archipelago in Oceania whose population speaks English as one of their native languages and also the first country in the world that will disappear due to global warming.

Languages as living beings

Nature is diverse around the globe and the same can be said about language. According to August Schleicher (1863, pp. 6-7. Our translation), “languages are natural organisms that, without being determined by man's will, their schedules, or according to their laws, will develop and, in turn, grow and die; in them is found a series of phenomena that is understood by name of 'life'”. In other words, languages are born, grow up and die. This cycle is studied by Salikoko Mufwene, a linguist who studies creole languages and how language contact creates new linguistic varieties. One of his most interesting researches is related to classifying language as parasites.

In Mufwene's book, "The ecology of language evolution", we get more details on how language can be understood from this perspective: "I argue that language is a Lamarckian species, whose genetic make-up can change several times during its lifetime. It is also a parasitic species, whose life and vitality depends on the (acts and dispositions of) its hosts, i.e. its speakers, society they form, and the culture in which they live" (Mufwene, 2001, p. 16). As we know, Lamarck's theory of evolution defends that some changes in the development of a species could be transmitted to their offspring.

Mufwene (2001, p. 152) cites five main characteristics that would classify languages as parasites:

- 1) Language disappears when its speakers die;
- 2) If speakers change territory, the language may suffer friction and vary;
- 3) Social habits of speakers reflect on language use (e.g. formality of the communication context);
- 4) Parasites adapt to the behavior of their hosts (e.g. physical changes in the vocal organs can change the realization of sounds);
- 5) The history of the parasite and the host can change its characteristics (e.g. what is the origin of the speaker's language?);
- 6) Parasite populations can diversify into subspecies (e.g. different dialects may emerge from languages).

Among the different loci for studying language contact, Mufwene (2000) cites colonial plantations the most. The original inhabitants of colonized territories have their freedom, culture and language taken away from them and are forced into a different socioeconomical dynamic. The colonizers' language becomes the language the colonized are forced to learn. Such a violent and oppressive process gives birth to new language varieties. Such is the case of Tuvalu, colonized by the British in the end of 19th century, whose official language became English later. Even though English varieties have been getting their space in ELT (in a very slow and selective pace), Tuvaluan English is rarely (if ever) mentioned. Hence the importance of talking about linguistic diversity: it opens our eyes to peoples and their hardships; it makes our thoughts and ideas converge into debates and (maybe) possible solutions; it calls out for responsibility and action. Let's look a little more into this issue in our next section.

Sinking islands and language varieties

Maurizzio Gnerre (1985), in his book "Language, writing and power", says that a linguistic variety is "worth" what its speakers are "worth" in society, that is, it is a reflection of the power and authority they have in economic and social relations. Eleanor Ainge Roy's article for The Guardian (2019) on how the climate crisis will affect Tuvalu has the headline "One day we'll disappear". By this vanishing, Tuvalu's culture and language are included. As mentioned previously, what is Tuvalu's English variety worth (and its speakers)? Silva (2019) poses this question brilliantly: "How to deal with the legacy of the colonizer's language(s) and its (their) relation to the language(s) of the colonized"? English varieties that emerged from language contact situations carry (just like any other language in this context) linguistic features from the original inhabitants of a territory. This embedment of history,

culture and environment can be cast aside by standardized language norms that are based on the colonizer's language variety: this is (linguistic) colonialism all over again.

Putting linguistic variation on the spotlight is (somehow) fighting colonialism in its different forms. Environmental issues per se are also part of colonialist practices. Max Liboiron's book (2021, n.p.), "Pollution is Colonialism", deals with this matter as he points, in its introduction, that "Colonialism is more than the intent, identities, heritages, and values of settlers and their ancestors. It's about genocide and access". It is genocide of the environment and languages; it is the access to lands, but also access to foreign learning syllabi by dictating what is language and what it is not.

Final remarks

Our aim here was to show how languages and the environment are connected. In the middle of the way, it was possible to see how this connection was also rooted in social and colonial issues. Language teaching, social and environmental justice are closer to each other than we imagine and it is possible for us as ELT educators to be part of the movement to fight (within our possibilities) against the storms that keep closing in on the world.

In time, we would like to present an interesting website that can provide teachers and students with language examples from different English varieties. International Dialects of English Archive (IDEA) is a free website on which short interviews with people from different speaking countries (and territories with different accents) can be found. This is a great material that can be used in ELT classes, whether the teacher is presenting a new dialect or working different issues (such as means of transportation in different places, school systems or even politics). Its content can be accessed on <https://www.dialectsarchive.com/>.

Another interesting material that may be used in ELT classrooms is the United Nation's Sustainable Development Goals, a list with 17 objectives regarding several challenges the world is facing right now. Students may use these objectives as a model for their writing, reading, listening or speaking activities. Goal 6 in this list, for instance, states that it is important for people to have "clean water and sanitation" (United Nations, 2022). Students may refer to this information to practice sustaining their writing with reasons and examples whenever they have to write something about the environment.

As state previously, some English varieties contain features of other languages that may be in course of disappearing. Celebrating them is a way to help protecting other languages that are endangered. By acknowledging different linguistic varieties, we also create awareness on a range of social, environmental and decolonial issues.

References

- Ethnologue (2021). How many languages are there in the world? Ethnologue. Retrieved Dec 27 2021 from <https://www.ethnologue.com/guides/how-many-languages>
- Gnerre, M. (1985). *Linguagem, escrita e poder*. Martins Fontes.

Liboiron, M. (2021). *Pollution is colonialism*. Duke University Press.

Mufwene, S. (2001). *The ecology of language evolution (Cambridge approaches to language contact)*. Cambridge University Press.

NC State University. (2020). *Countries with English as an official language and the language of Instruction in higher education*. Retrieved Dec 28 2021 from https://projects.ncsu.edu/grad/handbook/docs/official_language_english.htm

Romaine, S. (2008). Biodiversity, linguistic diversity and poverty: Some global patterns and missing links. In W. Harbert, S. McConnel-Ginet, A. Miller, & J. Whitman (Eds.), *Language and poverty* (pp. 127-146). Multilingual Matters.

Roy, E. A. (2019). 'One day we'll disappear': Tuvalu's sinking islands. *The Guardian*. Published 16 May 2019. Retrieved Dec 28 2021 from <https://www.theguardian.com/global-development/2019/may/16/one-day-disappear-tuvalu-sinking-islands-rising-seas-climate-change>

Schleicher, A. (1863). *Die Darwinsche Theorie und die Sprachwissenschaft: Offenes Sendschreiben an Herrn Dr. Ernst Hckel, a.o. Professor der Zoologie und Direktor des zoologischen Museums an der Universitt Jena*. Bhlau.

Silva, D. B. (2019). Language policy in Oceania: In the frontiers of colonization and globalization. *Alfa: Revista de Linguística*, 63(2), 327–356. <https://doi.org/10.1590/1981-5794-1909-4>

Stoll, D. (1982). The Summer Institute of Linguistics and Indigenous Movements. *Latin American Perspectives*, Vol. 9, No. 2, Minorities in the Americas (Spring, 1982), pp. 84-99. Retrieved Dec 29 2021 from <https://sites.middlebury.edu/dstoll/files/2018/01/LAP-SIL.pdf>

United Nations (2022). Take action for the sustainable development goals. Retrieved Nov 14 2022 from <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>

Preparing English Teachers for Social Issues in the Classroom: A Case of an English Language Teaching Program

Servet Çelik, Handan Çelik, Bilal Karaca, Serdar Takva
Trabzon University, Türkiye

Abstract: Social issues are becoming increasingly prominent in schooling nowadays, as societies' expectations for education to place a greater emphasis on those issues have been on the rise. Thus, contemporary curricula focus on going beyond merely transferring content knowledge to students and seek to contribute to the development of individuals as advanced intellectuals and responsible citizens. Accordingly, teachers are now expected to raise the type of individuals who can depict social problems, make disciplined inquiries, collect and analyze information about such problems from reliable sources, and develop relevant solutions to them, instead of memorizing ready-made information in textbooks.

This situation is no different in foreign language education—a natural setting to introduce social issues in the classroom—and for language teachers. However, integrating social issues into instructional practices and the development of students' foreign language skills is not straightforward. It requires a conscious effort and informed decisions on the part of teachers to decide how to equip their students with the information, skills, and resources needed to address global challenges, as they go about helping those students advance and succeed in the foreign language. Therefore, language teacher education programs have a pivotal role in training teachers for social issues.

This qualitative case study, adopting qualitative survey methodology (Braun et al., 2021), explored if and to what extent an English language teaching (ELT) program in Türkiye prepared its graduates to address social issues in language classrooms. In this regard, the views of newly-graduated English teachers regarding social issues and the integration of such issues into their teaching were collected. Additionally, faculty members' assessment regarding the social issues and their incorporation into their teacher education courses were elicited. In view of both parties' opinions and experiences regarding the specific English language teacher education program's strength and weaknesses to prepare its graduates for the integration of social issues in the language classroom were considered.

The findings revealed that although social issues were included in different courses they were not considered sufficient by the teachers, and the teachers felt inadequate about which methods and strategies they could use while implementing social issues teaching. On the other hand, the faculty members emphasized that the knowledge and attitudes of pre-service teachers on social issues should be improved. Both the teachers and faculty members believed that the course materials, and otherwise opportunities, to support pre-service teachers for social issues were limited. It was concluded that increasing the number of courses to expand the preservice teachers' theoretical and practical knowledge of social issues and creating a safe environment for them to comfortably discuss their ideas on such issues would be important steps to encourage the integration of social issues into their future classes.

Similar investigations of the effectiveness of initial teacher education programs in preparing future teachers for teaching social issues will provide important information to faculty members, administrators, and decision-makers for the development of teacher education curricula and course materials. Finally, having a critical eye on teaching education courses and programs from the perspective of students is a good example of critically reflective practice and will give program faculty a chance to recognize their shortcomings and take action to maximize the opportunities and minimize the limitations of their specific programs on anticipated learner outcomes.

Keywords: Teacher preparation, social issues education, ELT, qualitative survey

Introduction

Social issues, commonly referred to as social problems, have always been there, and have a long history in the sociology and social psychology research arena (Fuller & Myers, 1941; Lauer, 1976; Schwartz, 1997). Social problems are known to range on a very broad spectrum, from poverty to hunger. Scholars even consider that there is no consensus yet on what social problems are (Mary & Senn, 1995). However, social problems are defined as “a combination of objective and subjective elements, namely, certain objective conditions which are subjectively perceived to be undesirable and therefore defined as a problem ... [t]hat is social problems are said to exist when people *define* conditions as problematic” (Lauer, 1976, p. 122). Stafford and Warr (1985) stated that “any phenomenon will be perceived as a social problem to the degree that people (1) condemn it (i.e., view it as wrong or hazardous), (2) perceive it to be frequent or prevalent, and (3) consider it mutable” (p. 307). In this regard, in their what worries the World survey, the market research and public opinion company IPSOS (2022) reported that inflation, poverty, and social inequality are the top worrying problems, followed by financial and political corruption, unemployment, and crime and violence for people from India to Argentina.

Despite the depth and variety of conditions such as violence in different walks of life, war, and refugee crisis which societies and people perceive as worrying and therefore define as problems, the COVID-19 pandemic has been a social problem that “is a human, economic and social crises ... attacking societies at their core” (The United Nations Department of Economic and Social Affairs, n.d.). However, before the World has recovered from such large a large-scale crisis, we are going through one more unfortunate political and social crisis, Russia’s war of aggression in Ukraine, which goes beyond being a local problem between these two border countries and resulting in the suffering of millions of people who already had to and still have to flee from their homes. Moreover, the UNICEF (2022) reported that “the Ukraine war and subsequent cost-of-living crisis means that the poorest children are even less likely to access essential services and are more at risk of child marriage, violence, exploitation, and abuse” (para. 4). Besides, migrants’ and refugees’ health (Matlin et al., 2018), and child poverty (UNICEF, 2022) are mentioned among the social problems resulting from wars or political conflicts. In the case of war, we already know, from the Syrian civil war, that there is an influx of refugees firstly to the border countries, which unfortunately results in

various social problems such as "food, housing problems, employment rates, and internal migration patterns" (Akgündüz et al., 2015, p. 1).

Therefore, schools and school systems, without a doubt, are one of the most affected parties in such a globally impacting crisis. Because there is a cost of it on schools and teachers for the education and integration of immigrant children into the host countries. Therefore, the education and preparation of teachers both to raise their awareness of global and social problems and respond to them competently in their teaching is a must. However, social problems and if and how teachers can address them seem to be very hot and recent issues in teacher education. A recent study conducted with pre-service teachers of social studies reported that their definitions of social problems included many issues ranging from unemployment to discrimination and gender inequality which they do not consider themselves competent for addressing in their teaching (Eryilmaz et al., 2022). Another study revealed that pre-service teachers defined social problems as caused by various issues, such as conflict and lack of communication among people, therefore resulting in unrest, harm, disturbance, and suffering (Taneri, 2021).

As these very few studies show, teachers seem to have limited conceptualizations regarding social problems, and they are further found to feel incompetent to address them in their teaching. At this point, the role carried by teacher educators and the teacher education programs is to enable pre-service teachers to have a better and more solid understanding of social issues and to train them to be equipped with knowledge and skills to teach them in their classes. To the best of our knowledge, there has been no study yet reporting how English teachers define social issues and their preparedness to address these issues in their classrooms.

With this gap in mind, in the current study, we elicited a group of newly qualified English teachers' (NQETs) and their faculty teachers' (FTs) conceptualizations of social issues and the need to integrate them into language classrooms. We addressed the following research questions:

1. How do faculty teachers at an English language teacher education department and newly graduated English teachers conceptualize social issues?
2. What are their thoughts regarding the need to integrate social issues into foreign language classrooms and if the ELT teacher education program prepares them to do so?

Methodology

In the current study, we adopted qualitative survey methodology (Braun et al., 2021) and convenient sampling based on our easy access to the participants (Dörnyei, 2007), who were the NQETs (N=14) and the FTs (N=5) teaching at the ELT program at a state university in northeastern Türkiye. To collect the data, we prepared open-ended questions that we asked both parties. For the data analysis, we employed inductive qualitative content analysis (Saldaña, 2009).

Participants

Although all NQETs are very new in the profession, eight of them had teaching experience through one-on-one private tutorials. On the other hand, the FTs were experienced with 20 to 10 years of

teaching experience. They were in their 30s, the youngest at the age of 33 and the oldest at 38. The great majority of the NQETs were females ($n=12$), while a small portion ($n=3$) were females who were between 21 and 24.

Findings

In this section, we present both parties' conceptualizations of social issues and cross-comparison of their answer to make more sense of their understandings of the issue (see Table 1).

Table 1

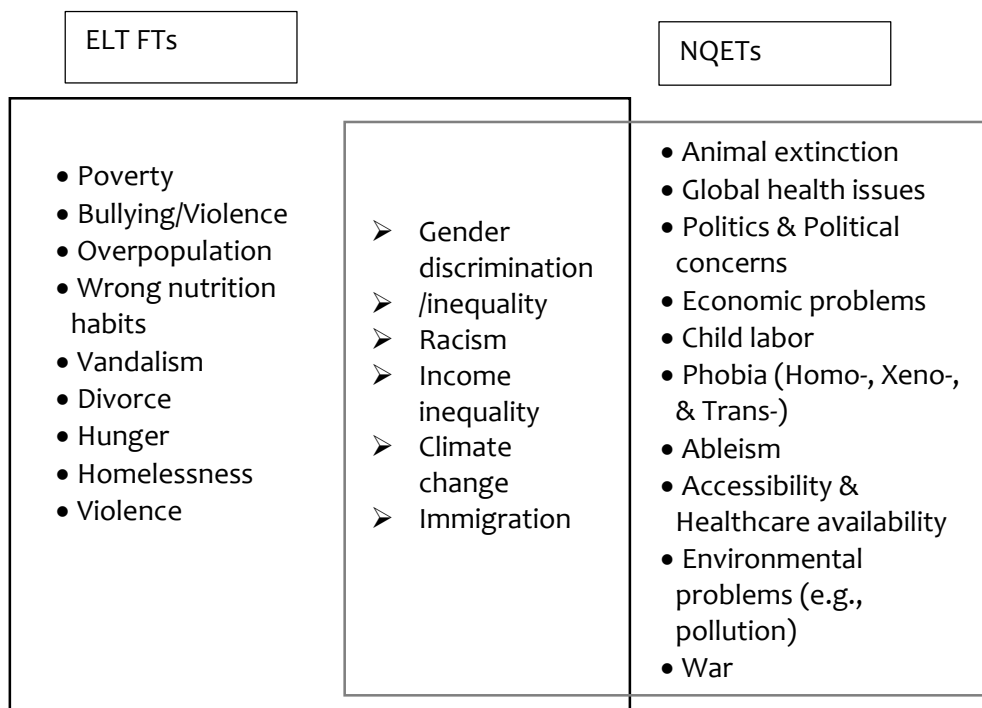
Both Parties' Conceptualizations of Social Issues

ELT FTs		NQETs	
Theme	<i>f</i>	Theme	<i>f</i>
Bullying/Violence	5	Gender issues/discrimination	7
Poverty	4	Racism	2
Racism	3	Environmental problems (e.g., pollution)	3
Gender discrimination/inequality	3	Politics & Political concerns	2
Climate change	2	Climate change/Global warming	2
Overpopulation	1	Economic problems	1
Immigration	1	Wage inequality	1
Wrong nutrition habits	1	Animal extinction	1
Vandalism	1	Child labor	1
Divorce	1	Phobia (Homo-, Xeno-, & Trans-)	1
Hunger	1	War	1
Homelessness	1	Ableism	1
Income inequality	1	Accessibility/Healthcare availability	1
		Major global health issues	1
		Immigration	1

As seen, their conceptualizations cover many issues ranging from bullying to ableism. For ELT FTs, bullying, violence, poverty, racism, and gender discrimination and inequality are the predominant issues besides many others such as vandalism, hunger, or overpopulation. Despite some overlapping issues such as gender discrimination, racism, or immigration, for NQETs, these issues included many other issues such as environmental problems, animal extinctions, wage inequalities, any kind of phobia, or even ableism. To make more sense of this divergence in their conceptualizations, we put their answers together (Figure 1).

Figure 1

Cross-case Analysis Regarding Both Parties' Conceptualization of Social Issues



What this cross-comparison further reveals is the gap between how both parties conceptualize social issues. Because the NQETs are seen to have a much broader understanding of the issue and seem to be more critical of it as they named many issues which are not mentioned by the FTs. The emphasis the graduates put on a variety of issues can be a reflection of their generation (Generation Z's teachers) which enables them to be more into these issues in society, witness them through the diversity around them, and suffer from some of them as we know gender issues and equalities are on the rise. Besides, their conceptualizations regarding income inequality also make sense as there is a deeper gap in income compared to the past, and unemployment is a serious issue and threat for the youth. Moreover, phobias are also very observable nowadays possibly because of social media use and the easy spread of violence towards people of any kind of difference "from the rest of the society" and hateful language.

Both parties' thoughts regarding the need to integrate social issues into FL classrooms and if the ELT teacher education program prepares its graduates

In this second question, we asked both parties what they considered regarding the need to integrate social issues into foreign language classrooms and if a teacher education program prepares its graduates to do so. Their answers revealed both agreement and disagreement based on a number of reasons (Table 2).

Table 2*Both Parties' Thoughts Regarding the Need to Integrate Social Issues into Foreign Language Classrooms*

ELT FTs	NQETs
Yes; <ul style="list-style-type: none"> ▪ to inject and raise awareness ▪ to address not only the issues in one's own society but also in the whole world (=shared) ▪ to strengthen the bond between the individual and society ▪ to better educate future generations (=transmission of values across generations) 	Yes; <ul style="list-style-type: none"> ▪ to raise students' awareness ▪ to enable students to deal with these issues (=social reality) ▪ to develop critical thinking & global problem-solving skills ▪ to enable learners to gain both knowledge of their own society and the global world (=issues of the 21st century) ▪ to avoid racism & discrimination ▪ to educate intellectual and conscious individuals ▪ to create an inclusive classroom No; <p>1 participant gave no reason, but the other thought such problems should be addressed through L1.</p>

Their answers revealed a consensus regarding the need for the integration of social issues into foreign language classrooms due to various reasons. For the FTs, these reasons included the need to raise awareness for these issues, to strengthen the bond between the individual and the society or to better educate future generations as values are transmitted across generations through education. One of the educators emphasized that social issues exist as global issues, therefore, when they are addressed in foreign language classes, this will represent other societies sharing the same issue.

NQETs also suggested similar reasons which included some other reasons such as the need to develop critical thinking and problem-solving skills, to avoid racism or discrimination, as a result of awareness regarding these issues. However, one of them stated that these issues need to be addressed through learners' first languages rather than a foreign language. Considering that language is part of identity, such as response could make sense.

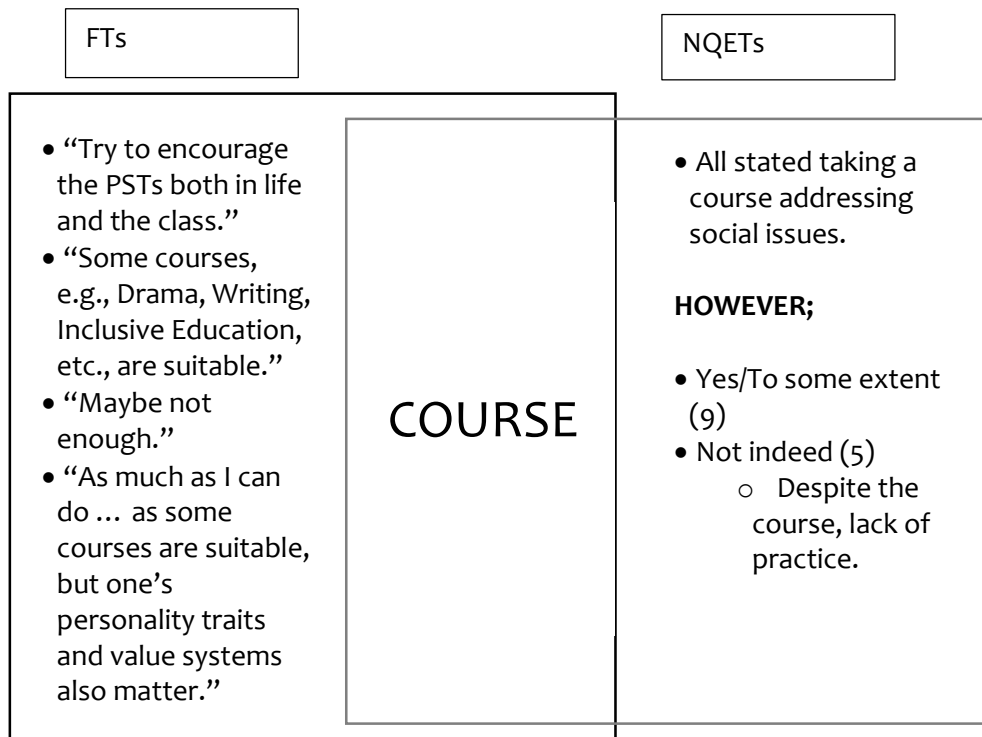
As a sub-question to this, we asked both parties if they perceived themselves as competent to integrate social issues into their classrooms. The results revealed that the FTs felt confident, despite a tentative language, while the great majority ($n=8$) of the graduates were unsure of their confidence and competences. On the other hand, some felt adequately confident, and some others felt somehow confident. Table 3 presents further details.

Table 3*Both Parties' Perceptions of Self-confidence Regarding Integrating Social Issues in Their Classrooms*

ELT FTs	NQETs
<ul style="list-style-type: none"> • Confident??? <ul style="list-style-type: none"> ○ "...usually ... through sample text images or a work of art." ○ "... try my best to create learning environments to reduce prejudice and oppression and develop equitable pedagogy for all." ○ "... try to mention such problems as much as possible in the presentation and task I give in my lectures." ○ "... I don't avoid talking about or discussing these issues in appropriate classes." ○ "... can regard myself adequately confident ... for many years these issues in my classes." 	<ul style="list-style-type: none"> • Adequately confident (f3) <ul style="list-style-type: none"> ○ Believe in their importance. ○ Students need them. • Somehow confident (f3) <ul style="list-style-type: none"> ○ took a course! ○ try to do my best! ○ but need practice! • Not sure (8) <ul style="list-style-type: none"> ○ "Can only handle as an average person." ○ "I don't think I am qualified enough." ○ "Just would search on Twitter and make small speeches." ○ "... don't have any experience yet."

The FTs' tentative language which included expressions like "try my best ...", "try to ...", or "don't avoid ..." seems to indicate that even if they regarded themselves as confident, they might not be so in reality. On the other hand, the graduates suggested such reasons as lack of experience and knowledge which made them consider that they would handle them like an average person would do and use social media to find examples of social issues and prepare speeches.

Additionally, we asked their thoughts regarding if the ELT teacher education program prepares its graduates to address social issues in the foreign language classroom, and how so, if they consider it does (see Figure 2).

Figure 2*Cross-case Analysis of Both Parties' Thoughts*

Despite some minor differences such as their personal efforts and initiatives to encourage the graduates to address social issues both in life and in the class, being unsure of if the program addresses them, both parties seemed to have a consensus on the role of some courses which are thought to provide the graduates with some room to be engaged in and respond to social issues. These courses are known to be limited to only a few such as service learning or critical and reflective thinking as the graduates have mentioned.

To make more sense of their answers to this question, we asked them one more question to learn what they would wish to do differently to address social issues in teacher education and teacher education programs.

Table 4*The Things that Both Parties Would Wish to Do Differently*

ELT FTs	NQETs
<ul style="list-style-type: none"> ○ “I wish I had shown more examples of social issues.” (f2) ○ “I wish I had enough economic power to equip classes with the necessary equipment.” (f1) 	<ul style="list-style-type: none"> ○ Room for social issues in teaching practicum (f3) ○ More discussion of social issues (e.g., real-life examples) (f2)

-
- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> ○ “I would like to take part in scientific research ... and provide support to decision makers...” (f1) ○ “A course designed to address social issues and how to implement them.” (f1) | <ul style="list-style-type: none"> ○ More practice opportunities (e.g., a simulation class) (f2) ○ A course combining social skills, lesson planning, and micro-teaching (f2) ○ Conferences (f1) |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
-

As the table shows, both parties had different ideas. While the FTs were seen to use “I” language more which indicates that they attach some roles to themselves to better and more address social issues in the classroom, the graduates expected outer factors such as the ELT teacher education program which they wanted to give them more room for social issues through the teaching practicum, more discussion of them through the courses which could teach them how to plan a lesson to address social issues in their classrooms.

Conclusion and Implications

There are some major conclusions to draw. Firstly, the NQETs seem to be more critical of social issues which can be attached to different reasons such as generation, and more social connection with society and peers. Both parties support the integration of social issues into the foreign language classroom at least to inject and raise awareness; even more, these issues are shared and are the social realities of the 21st century. On the other hand, one of the critical conclusions is the FTs' seeming unconfident of their skills to integrate social issues in their classrooms as they used «try to ...», «try my best...» or «don't avoid...». However, the majority of the NQETs, compared to their teachers, stated to be unsure of their skills to address them, with few saying that they are confident as they have taken a course on that. Both parties emphasized that some existing courses could serve well to familiarize the pre-service teachers with social issues in the classroom. However, they further added that a course designed primarily to teach social issues and how to integrate them into foreign language classrooms would be essential. The NQETs suggested that the ELT practicum could become an effective venue to address social issues in the classroom by offering preservice teachers the chance to have some preliminary experience in putting their theoretical information about social issues into practice and addressing social issues in foreign language classrooms in real settings.

Additionally, FTs call for in-service training on this issue, which shows the desire for continuous training of ELT professionals regarding trending issues in society. Last but not least, projects/cooperation with governmental and non-governmental organizations are necessary to provide all parties the chance to engage in social issues and empathize with society and respond to their needs through language education.

References

Akgündüz, Y. E., van den Berg, M., & Hassink, W. (2015). *The impact of refugee crisis on host labor markets: The case of the Syrian refugee crisis in Turkey*. The Institute for the Study of Labor (IZA) Discussion Report No. 8841. Available at <https://repec.iza.org/dp8841.pdf>

- Braun, V., Clarke, V., Boulton, E., Davey, L., & McEvoy, C. (2021). The online survey as a qualitative tool. *International Journal of Social Research Methodology*, 24(6), 641-654.
<https://doi.org/10.1080/13645579.2020.1805550>
- Dörnyei, Z. (2007). *Research methods in applied linguistics*. Oxford University Press.
- Eryılmaz, Ö., Pehlivan Yılmaz, A., & Günel, E. (2022). Pre-service social studies teachers' perceptions of social studies. *Kastamonu Education Journal*, 30(2), 459-472.
- Fuller, R. C., & Myers, R. R. (1941). The natural history of a social problem. *American Sociological Review*, 6(3), 320-329.
- IPSOS. (2022). What worries the World? September 2022. Available at <https://www.ipsos.com/en/what-worries-world-september-2022>
- Lauer, R. H. (1976). Defining social problems: Public and professional perspectives. *Social Problems*, 24(1), 122-130.
- Mary, S., & Senn, R. (1995). What is a social problem? A history of its definition. In C. Klingemann, M. Neumann, K. S. Rehberg, I. Srubar, & E. Stölting (Eds.), *Jahrbuch für Soziologieggeschichte* 1993. VS Verlag für sozialwissenschaften. https://doi.org/10.1007/978-3-322-97304-7_9
- Matlin, S. A., Depoux, A., Schütte, S., Flahault, A., & Saso, L. (2018). Migrants' and refugees' health: towards an agenda of solutions. *Public Health Review*, 39(27), 1-55. <https://doi.org/10.1186/s40985-018-0104-9>
- Saldaña, J. (2009). *The coding manual for qualitative researchers*. SAGE.
- Schwartz, H. (1997). On the origin of the phrase “social problems”. *Social Problems*, 44(2), 276-296.
- Stafford, M. C., & Warr, M. (1985). Public perceptions of social problems: Some propositions and a test. *The Journal of Applied Behavioral Science*, 21(3), 307-316.
<https://doi.org/10.1177/002188638502100306>
- Taneri, A. (2021). Turning social problems determined by pre-service teachers into course content in primary education. *International Journal of Education & Literary Studies*, 9(2), 151-160.
- The United Nations Department of Economic and Social Affairs. (n.d.). *Everyone included: Social impact of COVID-19*. <https://www.un.org/development/desa/dspd/everyone-included-covid-19.html>
- UNICEF. (2022, November). *The impact of the war in Ukraine and subsequent economic downturn on child poverty in Eastern Europe and Central Asia*. <https://www.unicef.org/eca/reports/impact-war-ukraine-and-subsequent-economic-downturn-child-poverty-eastern-europe>

Global Issues and English as a Foreign Language (EFL) Education: Examining Secondary School English Textbooks

Sümeyye Akyasan, Sedanur Akyol, Servet Çelik
Trabzon University, Türkiye

Abstract: Today global issues have an increasing impact on English as a foreign language (EFL) learning and teaching. English has been and continues to be the common language of today's societies, both as an essential means of communication to interact with different communities and cultures and as an effective tool to enable students to take responsibility and develop their critical thinking and problem-solving. Within this framework, the role of global issues in the EFL classroom is twofold: First, they provide an authentic learning experience for learners to acquire and develop their English language skills in context. Next, they contribute to the education of learners as world citizens by fostering a sense of responsibility to be aware of and find solutions to problems across the globe. Accordingly, it is crucial to analyze how the English language textbooks approved by the Turkish Ministry of National Education (MoNE) and currently in use in schools as primary sources and aids of instruction in Türkiye approach global issues. Traditionally, English language textbooks have included neutral topics on which everyone agrees and those that do not require critical thinking and discussion, rather than discussing global issues that affect societies. Therefore, it is necessary to examine the scope of the textbooks to see if and how they address global problems and to produce reports and suggestions for future improvements and adjustments. For this purpose, this qualitative content analysis study, designed as the first part of a larger project funded by the Technological and Research Council of Türkiye (TÜBİTAK) through the 2209-A Undergraduate Student Research Support Program, explored the extent to which the English textbooks in secondary education (grades 9-12) in Türkiye dealt with global issues. The findings and conclusions drawn from this study will help identify and improve any potential limitations of the textbooks concerning the coverage of global issues and have implications for teachers and teacher educators.

Keywords: Activism, language education, EFL, social responsibility, teachers of English

Introduction

It would be reasonable to argue that we all have equal responsibilities on the earth we live. To convey this sense of responsibility to individuals from an early age, global issues concerning all humanity must be conveyed in schools, where individuals gain full social awareness for the first time after their own families and begin to establish social relations. According to Pike and Selby (1988), a global issue is “a contemporary phenomenon affecting the lives of people and/or the health of the planet in a harmful or potentially harmful way” (p. 22). It is essential in today's society that children as the decision-makers of the future build critical thinking skills early on, and display a critical consciousness of global problems and a commitment toward helping solve those problems. They should thus be encouraged through schooling to take a leading role in action and transformation.

Global education, as a new approach to language teaching, tries to find solutions to everyday issues and contribute to the well-being of society through education. It aims to enable students to acquire foreign languages effectively while empowering them with the knowledge, skills, and commitment that world citizens need to solve global problems (Cates, 1990). Global education has also been defined as "education that develops the knowledge, attitudes, and skills to live responsibly in a multicultural and interdependent world" (Fisher & Hicks, 1985, p. 8). According to Tye and Knip (1991), global education encompasses understanding the common social, environmental, financial, political, and technological grounds and links between these transnational problems.

According to Cates (2000), one should know about the countries and cultures of the world, global problems, their causes, and solutions; develop skills to think critically, solve problems collaboratively, and see problems from multiple perspectives. In addition, the ultimate goal of global learning, along with acquiring attitudes of global awareness, cultural appreciation, respect for diversity, and empathy, is to get students to think globally and act locally, putting all these goals into action. Foreign language teaching, especially teaching English as a foreign language, has an important role in bringing global problems to the classroom, thanks to the important role of English as a global communication language. Norton and Toohey (2011) emphasize that a foreign language can be an effective motivation and empowerment tool in this context. English language textbooks which are the primary materials presented to students can be very effective in improving students' knowledge, attitudes, and global skills. However, even today, English textbooks deal with impartial subjects, on which everyone agrees, that do not require discussion and critical thinking, rather than dealing with global issues that affect societies in real terms (Erfani, 2012). There is a rich body of literature on global education, its aims, methods, and content (Cablesudo, et al., 2008; Cates, 1990, 2000, 2002; Jacobs & Cates, 2002). In the Turkish context, where the current research was carried out, if and how global issues are treated in coursebooks is a popular topic of investigation. Toprakçı and Özyaydın (2021) examined the cultural content of ninth-grade textbooks used in teaching English based on the world-readiness standards for learning languages. They suggested that the regulations on textbook preparation issued by the MoNE should be revised to address the inclusion of social issues. Another study, which is similar to our research in design, was conducted by Ertürk (2020) to examine values-based education in secondary school EFL textbooks, including those published by the MoNE, and that we examined. We also examined, interpreted, and coded the content of various textbooks to elicit meaning and gain an understanding, but of global issues. Finally, Çetin Köroğlu and Elban (2020) studied, using content analysis, identity perspectives in high school preparatory class textbooks. Unlike all these studies, our study includes both textbooks published by private publishing houses and approved by the MoNE Board of Education (BoE), as well as textbooks published by the MoNE itself.

Within this context, the study aims to answer the following research question:

To what extent do secondary school (Grades 9-12) English textbooks in our country address global issues?

Methodology

The data for this study were collected from a book series consisting of six Turkish-authored textbooks. They are used in schools affiliated with the MoNE for secondary education (grades 9-12). For each level, one is prepared by the MoNE, and the other is prepared by a private publishing house and approved by the Board of Education (BoE). However, there is only one textbook for the 10th and 12th grades. The rationale underlying the book selection for the study is based on the fact that these textbooks were designated as the primary resources in English education and were freely distributed by the same institution to high schools in Turkiye. Researchers utilized online channels (e.g., EBA) to access these resources.

To collect data, document analysis was used. For the analysis of the textbooks' content, content analysis was utilized as "a research method for the subjective interpretation of the content of text data through a systematic classification process to encode and identify themes or patterns" (Hsieh & Shannon, 2005, p. 1278). Conventional content analysis is usually used when there is no existing theory or research on a phenomenon being studied (Hsieh & Shannon, 2005). Therefore, in this study conventional content analysis approach was employed to determine to what extent secondary school (9-12 grades) English textbooks in Turkiye deal with global problems. Initially, the issues in the series were determined in line with classifications proposed by Mark (1993), Swenson and Cline (1993), and Yoshimura (1993). According to this classification, the issues were categorized as environmental issues, peace education issues, human rights issues, intercultural communication issues, socio-economic issues, health concerns, and linguistic imperialism. Every category had been subcategorized with related key terms. In addition to the key terms suggested by the above-mentioned classification, some other subcategorized terms were determined by the researchers' interpretations. In the next step, the researchers determined the codes and identified these codes in each theme in the textbooks individually. After the individual analysis of every textbook, the researchers cross-checked the findings.

Initial Results

For 9th-grade textbooks, Relearn and Teenwise, intercultural communication issues are the most repeated ones. For instance, there are themes called Bridging Cultures and World Heritages including many cultural elements. Environmental issues are the second most common issues included. For example, the theme called Human in Nature is self-explanatory and covers nearly all subcategorized terms. The rest, that is socio-economic issues, peace education issues, and health concerns, also have a place in the textbooks. On the other hand, linguistic imperialism and human rights issues have no room among the themes in both of the textbooks.

As for the 10th grade, there was just one textbook, and it was prepared by the MoNE. When we started this project, there was one more textbook prepared by a private publishing house in the 2021-22 education year for that grade level. However, it was then taken off of the list of textbooks for the next school year, and therefore, excluded from our analysis for this study. Similar to the 9th-grade-related results, intercultural communication issues were found to exceed all other issues, and

environmental issues followed them. All issues were present in this textbook. However, it was the first time issues of human rights and linguistic imperialism had emerged.

There were two textbooks for 11th grade: Silver Lining 11 and Sunshine English, where the distribution of the global issues across the themes appeared to be more balanced. Still, we observed that environmental and intercultural communication issues had a bigger piece. For instance, intercultural communication issues were constantly presented in the section called Culture Corner at the end of every theme in the Silver Lining textbook. In both 11th-grade textbooks, linguistic imperialism issues were not present at all.

There was only one textbook for grade twelve, which was Count Me In. Environmental issues still had bigger room throughout the textbook. However, our analysis indicated that linguistic imperialism issues were given much more coverage than in the other previously mentioned textbook.

Discussion

For the research question "To what extent do secondary school (Grades 9-12) English textbooks in our country address global issues?", it is seen that environmental issues and intercultural communication issues are the most highlighted ones for all grades in the textbooks analyzed. Accordingly, it could be inferred that these issues are mostly encountered in our daily lives, so it might be easier to cover them for both teachers and students. In this stance, it is important for teachers to have recognition of global issues and to foster students' awareness by integrating these issues into the EFL classes. On the other hand, linguistic imperialism is the least mentioned issue of all. Here we associate this scarcity with the fact that linguistic imperialism issues may require higher English language proficiency, which may lead the textbooks' creators to include less linguistic imperialism-related content.

Besides, the analysis shows that it is Count Me for 12th grade, which gives the most place to the subject of Linguistic Imperialism compared to other books. On the other hand, a study conducted by Çetin Köroğlu and Elban (2020) claims that the textbooks except for 10th-grade textbooks include more topics related to global identity. In this basement, it can be argued that the reason why the 10th-grade textbook, Count Me In, was withdrawn might be due to such deficiencies in coverage of a global identity. The textbook for 10th graders by Gizem Publishing House, on the other hand, gives more room for global issues.

Conclusion

Using qualitative content analysis, the current study aimed to explore the extent to which English textbooks in secondary education (grades 9-12) in Türkiye dealt with global issues. Overall, it was found that the textbooks designated by the Board of Education (BoE) cover global issues to some extent. However, there seems to be another dimension that needs to be mentioned at this very point. The textbooks may address global issues in one way or another, but it is also very crucial to determine how competent English language teachers are in integrating global issues into their lessons. Accordingly, the teachers as the agents of change are here to carry these issues out, so we suggest that teacher training programs should include some courses focusing on preparing teacher

candidates for the evaluation of the content of textbooks and adapting and supplementing them, if necessary. Additionally, in-service training on integrating global issues into EFL classes can be organized for English language teachers who have just started or have been working in the profession for a while.

References

- Cabezudo, A., Christidis, C., Carvalho de Silva, M., Demetriadou-Saltet, V., Halbartschlager, F. & Mihai, G.-P. (2008). *Global education guidelines. A handbook for educators to understand and implement global education*. North-South Centre of the Council of Europe. <https://rm.coe.int/168070eb8>
- Cates, K. A. (1990). Teaching for a better world: Global issues and language education. *The Language Teacher*, 14(5), 41-52.
- Cates, K. (2000). Entry for 'global education'. In M. Byram (Ed.), *Routledge encyclopedia of language teaching and learning* (pp. 241-243). Routledge.
- Çetin Köroğlu, Z., & Elban, M. (2020). National and global identity perspectives of textbooks: Towards a sense of global identity. *Advances in Language and Literary Studies*, 11(5), 55- 65.
- Erfani, S. M. (2012). The rationale for introducing "global issues" in English textbook development. *Theory & Practice in Language Studies*, 2(11), 2412-2416.
- Ertürk, G. T. (2020). Scrutinizing values-based education in secondary grade EFL coursebooks. *International Dialogues on Education Journal*, 7(2), 130-149.
- Fisher, S. & Hicks, D. (1985). *World studies, 8-13: A teacher's handbook*. Oliver & Boyd.
- Hsieh, H. F., & Shannon, S. E. (2005). Three approaches to qualitative content analysis. *Qualitative Health Research*, 15(9), 1277-1288.
- Mark, K. (1993). Some thoughts about "global" content. *The Language Teacher*, 17(5), 37-40.
- Norton, B., & Toohey, K. (2011). Identity, language learning, and social change. *Language Teaching*, 44(4), 412-446.
- Özaydinli, B., & Toprakci, N. (2021). Textbooks in English language teaching in view of globalisation, localisation and glocalisation. *International Online Journal of Education and Teaching*, 8(2), 853-883.
- Pike, G., & D. Selby. (1988). *Global teacher, global learner*. Hodder and Stoughton.
- Swenson, T., & Cline, B. (1993). Global issues in a content-based curriculum. *The Language Teacher*, 17 (5), pp. 27-40.
- Tye, K. A., & Kniep, W. M. (1991). Global education around the World. *Educational Leadership*, 48, 47-49.
- Yoshimura, M. (1993). Teaching global issues to children. *The Language Teacher*, 17(5), pp. 11-15.

A Single Case Study: Emotional Conflict and the Language Attitudes of a Bilingual Child After Her Relocation to Turkiye

Elif Aydın Yazıcı, Trabzon University, Turkiye
Kenan Dikilitaş, Stavanger University, Norway

Abstract: This case study explores the language attitudes of an English-Turkish simultaneous bilingual child who was born and spent five years in the United States and had to relocate to Turkiye as her parent's graduate study ended there. However, children born in a host country and raised in two languages (in family and social/formal environments) may experience some emotional and identity conflicts when they are back to their parent's home country without completing their acquisition process. By focusing on the possible dynamics playing effective roles in constructing her language attitudes towards her heritage and host community language, the study also aims to delve into the emotional fluctuations and identity dilemma of the child. The study follows a qualitative research design, and employs data triangulation including semi-structured interviews, drawing tasks, and stimulated recall interviews. The data were analyzed through inductive thematic analysis. The results imply that the child does not develop an equal positive emotional attachment to English and Turkish despite her native-like competence in both languages. The findings indicate that the language attitudes of the child are possibly shaped by her language environment and her cultural alignment with the host community. Additionally, her lack of psychological readiness for the sudden relocation seems to have an effective role in her identity conflict. Finally, the study hopes to create awareness, especially among the parents who raise bilingual children.

Keywords: Bilingualism, simultaneous bilingualism, language attitudes, identity, and emotional conflict

Introduction

Definitions of bilingualism in the literature are varied in accordance with the degrees of a person's mastery in two languages. Ela, the participant of this research, is a simultaneous bilingual since she has an equal mastery in both English and Turkish. While she was exposed to English as a host community language outside her home from a very early age, she learnt Turkish as her heritage language from her parents. Additionally, she engaged with both Turkish and American culture and language in a natural setting, and she had the opportunity to acquire the two languages with natural input.

There is a gap in the literature in terms of the studies on bilingual children experiencing a sudden relocation for any reason and their subsequent emotional and identity conflicts. Such children born in a host country and raised in two languages (in family and social/formal environments) may face with some problems when they are back to their parents' home country without completing their acquisition process. In this study, Ela witnessed a similar emotional and identity conflict with her relocation to Turkiye at the age of 4,5 when her parents' graduate study ended in America. However,

the child's bilingual acquisition was not completed by then, and was not maintained and supported as much as it would be in the host country. The attempts in this study were thus made to reveal how such a sudden relocation along with some other factors may shape a child's language attitudes towards her heritage and host community language.

Language Attitude

There are some factors shaping the attitudes such as childhood and adolescence experiences (McKenzie, 2010; Baker, 1988). In addition to experience, Choudry (1993) emphasizes the factors like motivation, prestige, identity and language loyalty. With a broader perspective, he also points out the factors like the population of the minority group, their way of settlement and the duration of stay, their social and political power, their socio-economic status and also some linguistic factors like patterns of language use in various domains. Lastly, how the individuals react to the host community culture can be also linked to how they develop an attitude to that language (Fasold, 1984; Ammon, 2004).

We argue that it would be illuminating to study the reflections of a sudden relocation on a bilingual child in terms of her language attitudes and emotions. For a variety of reasons, a relocation can be challenging for children especially for the ones about 6 years old because of Vulnerability Age effect suggested by Inbar (1977) who also adds that children at this age need stability, and relocation can cause them to lose their sense of control.

Research Methodology

This qualitative research employs three qualitative data collection tools which are semi-structured interviews, drawing task and stimulated recall interview. The following research questions were addressed throughout the study:

1. What attitudes does Ela display towards Turkish as her heritage language and English as her host community language?
2. What are some possible factors shaping these language attitudes?

Results

Lack of Psychological Readiness for the Relocation

The data from the zoom interviews explicitly reveals how Ela was unaware of a permanent relocation. While the parents were engaged with their intense work pressure, they could not prepare her for a new life and a new culture psychologically.

Q: How did you prepare Ela to this relocation?

Mother: We didn't have enough time to prepare her actually. My husband and I were very busy and dealing with our PhD thesis to submit on time. We had some conversations like "when you go to Turkiye, you will have a chance to meet your cousins, which made her excited". However, we told her that we would come back again after a certain time of staying

in Turkiye. That's why she started to ask when we would go back after a few months later in Turkiye. (Interview 2- via zoom)

Alignment with the Host Community

The data gathered from the drawings and stimulated recall process also supports the findings in the interviews in terms of how she suffers from an emotional conflict and how she develops a positive attitude towards English with a strong alignment with the American culture. In the following picture (*drawing 1*), Ela draws a setting in which she is celebrating Halloween in America with his father and some people in the street. She is wearing a costume and holding some candies in her hand. With this drawing, she reflects how she has become integrated with American identity.



Drawing 1: Celebrating Halloween in America

Language Environment

As a response to the question “What do you miss most about America?”, Ela described her setting in America like this:

Ela: I miss my small class, my teachers. My friends... We had a small house. There was a sand pitch in the garden. I miss it.

Q: If you had such a small house with a sand pitch in Turkiye, would you still miss it?

Ela: Yes. I miss my friends; we were playing together. (Interview 1)

The effect of language environment in Ela's attitude towards her host community language is also reflected in the following picture (*drawing 3*) which illustrates Ela, her friends and her teachers playing together in the garden of her school in America.



Drawing 2: Ela's school in America

Discussion

This unique case study reveals how a bilingual child who has not completed her bilingual development yet and was taken to her parents' home country feels some emotional and identity fluctuations with this relocation and adaptation.

Although she has lost her tie with America physically, she has a strong language and cultural affiliation with the host country. Additionally, the study holds a mirror to the painful process in which Ela has to break loose from her bilingual identity gained in America. The research data also points that language environment, cultural alignment and being unaware of a migration are likely to have a considerable effect on Ela's language attitudes towards English and Turkish. With respect to the first research question, the discussion is as follows.

What attitudes does Ela display towards Turkish as her heritage language and English as her host community language?

As attitudes towards a language cannot be directly observed but can be inferred from the inner world of the speaker (McKenzie 2010), the study utilized the drawing task and stimulated recall process to unbury the feelings of Ela about the languages she speaks. Based upon the data gathered from interviews, drawing tasks and stimulated recall process, it can be stated that she doesn't have a strong emotional attachment to Turkish while she displays a very favorable language attitude towards English as a result of her strong language affiliation for her host community language. As Leung (et al., 1997, 555) defines, language affiliation is "the attachment or identification (people) feel for a language whether or not they nominally belong to the social group customarily associated with it". In this case, although the relocation to Turkiye after 5 years in America has interrupted her bilingual development, Ela's language affiliation with English is a crucial aspect of her bilingual identity. On the other hand, Turkish is a language which has always been attributed to Ela by her family. Based upon one of the interview questions 'if you had only one choice, which language would you prefer to communicate, English or Turkish?', Ela's answer 'I would choose English and I would give you Turkish'(interview 1) shows her clear preference between these two languages. Although the most common adjective that she used to describe her feelings about English during our conversations was *happy*, there was a time when she felt a *bit bored* with the language learning process in Turkiye. She expresses the reason why she feels like that in the following way: 'In America we are learning new things like trees can change color, but not talking English' (data from stimulated recall process). Her mixed feelings arise from the difference between the acquisition and learning process. Krashen's theory of second language acquisition suggests while learning is a conscious process and about the rules of a language, acquisition is unconscious and natural process. Similarly, speaking English in America for Ela was about the meaningful interaction in a natural context; however, this natural process turns into an explicit learning process in Turkiye where her language concern has become about the form of the utterances rather than the interaction. Ela left her swift memories in America where she acquired English in an enjoyable way with her peers and teachers. Maybe, English is a medium for her which connects Ela to her past memories.

What are some possible factors shaping these language attitudes?

Considering the point that people don't bring attitudes from birth but they are shaped in time (McKenzie, 2010), it is likely that there are some factors that have played an important role for Ela in developing some favorable or less favorable attitudes towards English and Turkish. Firstly, being born in America and spending a considerable amount of time there compared to the one in Türkiye has possibly resulted in developing a strong tie with the host community, which is also in line with the study by Oliver and Purdie (1998) which shows how the children born in host community develop a more positive language attitude towards the host community language compared to the ones who spent a limited time there. Secondly, partly because Ela is aware that she is doomed to lose her fluency in English day by day in Türkiye due to the limited exposure to that language, she tries not to lose her ties from her host community language. All the things providing an opportunity for her to practice English are very precious for her including the English lessons at school or home activities with her family in English.

I prefer my mother speaks English with me while playing games. My favorite lesson at school is English. I like speaking. I became translator of my teacher. She needs me. (interview 1)

In this context, Ela is also aware of the social advantageous of English in a Turkish-speaking community, which is also revealed in Şenaydın and Dikilitaş's study (2019) of a Turkish-English bilingual child who was born into a Turkish-speaking community and felt prestigious developed a string affiliation for English partly because of her mastery in English in a Turkish context. Additionally, based upon the expression of being translator, it can be stated that she acts as a translator between the languages, which stresses role of intercultural competence which needs a conscious effort to become a mediator between the speakers of two languages and cultures (Byram & Fleming, 1998). Similarly, while she was completing the sentence that starts with "*using two language is good because...*" in our interview, Ela seemed to accept bilingualism or bilingual competence as a skill to be celebrated:

if someone knows English but not Turkish, you can speak, or vice versa. I also want to learn Japanese because I want to understand all things. (interview 1)

Thirdly, as apparently seen in the drawings, Ela's language attitude development cannot be separated from her language environment. With his Social Constructivism Theory, Vygotsky (1978) who supports that language cannot be separated from its social context puts forward that language development for a child has two main dimensions which are interpsychology and intrapsychology. That means each function related to language development occurs first on the social level and then on the individual level with a special effort of memory, attention and formation of concepts. This specific effort entails meaningful relationships among individuals. Hence, language is partly constructed by our environments, and in which setting the language is acquired is also a crucial factor in forming the language attitudes. For Ela's case, speaking English in America means becoming socialized with her peers and teachers as well. However, she has not found an opportunity in Türkiye neither to practice English in a natural environment nor to make friendship, which results in a lack of

emotional attachment to her heritage language for Ela. Additionally, she is well aware that she has a limited English exposure with her relocation to Turkiye, which is most likely to cause her to lose her dominance in English day by day. This awareness strengthens her touch with English and enables her to develop a positive language affiliation for it.

The data gathered from the interviews and drawings also point that another factor which seems to have an effective role for the occurrence of such a strong language affiliation with English is Ela's strong tie with American culture and identity. As Persoons (1998) demonstrates with his study, there is an undeniable relation between the attitudes towards the linguistic community and the language attitude towards that community, which can be concluded in the present study. Ela's vivid depiction of Halloween celebration with its every detail and her statements about how she misses these kinds of specific events belonging to American culture apparently show us the importance of culture not only for an identity construction but also for a language affiliation. Although Turkish community has also some authentic special day events like each community, Ela does not interiorize any of them and she gets bored of being in Turkiye. While her strong sense of belonging to American culture and society results in a positive attitude towards the language itself, her unfamiliarity with Turkish culture and community has probably caused not to create a strong tie with Turkish as her heritage language. In some cases, host community language acquisition results in some losses in one's heritage language culture (Lambert, 1990). For Ela's case, her acculturation process seems to be more like in the way of assimilation rather than gaining an additive identity. After spending 5 years in American culture, it is quite natural for Ela to gain an American identity as well. As Northon (1997) states, speaking process is not only for the exchange of information with people but also a continuous phenomenon for an identity construction. In other words, there is a mutual relationship among language, identity and culture. Especially, being bilingual is something beyond being able to speaking two languages as the bilinguals feel the sense of belonging to the two cultures to different degrees (Bakic & Skific, 2017). As Licciardello and Damigella (2013) refers, each bilingual is like a 'cultural mediator'. With her relocation to Turkiye, Ela is expected to abandon this identity like a property that can be easily left while moving to another country. However, identity is a multi-dimensional phenomenon which is constructed with society through communication and language (Ciepiela, 2012) and this construction takes time, which is why leaving behind the bilingual identity may cause some emotional and identity conflicts for some bilingual children like Ela.

Lastly but maybe the most importantly, the study shows the importance of psychological preparation of the bilingual children who have to leave their host communities permanently with any reason. As it is seen in Ela's case, although she has to relocate her own home country and she has the opportunity of practicing her own language, the lack of a pre-adaptation process ignored by her parents resulted not only in less favorable language attitudes towards Turkish but also some emotional and identity conflict for Ela.

Conclusion

With a specific focus on an English-Turkish bilingual child's language attitudes towards her heritage and host community languages, the study aimed to get involved into the bilingualism story of its little

participant in terms of her language affiliation and the possible reasons lying behind her attitudes in an introspectionistic way. The findings revealed how the language environment, the cultural alignment and the lack of psychological readiness occupied a crucial aspect in constructing Ela's language attitudes. With the obligation of leaving the country where she was born and raised until the age of 5 and settling down her parents' home country, she finds herself in an identity and cultural dilemma. Despite her native-like competence in both languages, she does not develop an equal positive emotional attachment to these languages, which shows that the ability of speaking two languages does not guarantee the same affiliation for the languages a person speaks.

References

- Ammon, U. (2004). *Sociolinguistics: An international handbook of the science of language and society*. Walter de Gruyter.
- Baker, C. (1988). *Key issues in bilingualism and bilingual education*. Multilingual Matters.
- Bakic, A., & Skific, S. (2017). The relationship between bilingualism and identity in expressing emotions and thoughts. *Ikala, Revista de Lenguaje y Cultura*, 22(1), 33-54. <https://doi.org/10.17533/udea.ikala.v22n01a03>
- Byram, M., & Fleming, M. (1998). *Language learning in intercultural perspective: Approaches through drama and ethnography*. Cambridge University Press.
- Choudry, A. (1993). *Language interference and mother tongue maintenance: A case study of Bengali speaking children in Telugu speaking areas of Hyderabad and Secunderabad*. Ph.D. Dissertation, Osmania University.
- Ciepiela, K. (2012). Narrative as a toolkit for identity performance. *Poznan Studies in Contemporary Linguistics*, 48(1), 103-125. <https://doi.org/10.1515/psicl-2012-0006>
- Fasold, R. W. (1984). *The sociolinguistics of society*. Wiley-Blackwell.
- Inbar, M. (1977). Immigration and learning, vulnerable age. *Canadian Review of Sociology*, 14(2), 218-234. <https://doi.org/10.1111/j.1755-618X.1977.tb00343.x>
- Lambert, W. E. (1990). Culture and language as factors in learning and education. In J. R. Mallea & J. C. Young (Eds), *Cultural diversity and Canadian education. Issues and innovations* (233-261). Carleton University Press.
- Leung, C., Harris, R., & Rampton, B. (1997). The idealized native speaker, reified ethnicities and classroom realities. *TESOL Quarterly*, 31(3), 543-560. <https://doi.org/10.2307/3587837>
- Northon, B. (1997). Language, identity, and the ownership of English. *TESOL Quarterly*, 31(3), 409-427. <https://doi.org/10.2307/3587831>
- Oliver, R. & Purdie, N. (1998). The attitudes of bilingual children to their languages. *Journal of Multilingual and Multicultural Development*, 19(3), 199-211. <https://doi.org/10.1080/01434639808666352>

McKenzie, R. M. (2010). *The social psychology of English as a global language. Attitudes, awareness and identity in the Japanese context*. Springer.

Persoons, Y. (1988). Identity and projection: The projected attitudes of Flemish high school students in Brussels. In R. van Hout and U. Knops (Eds), *Language attitudes in the Dutch language area* (39-53). Foris Publications.

Şenaydın, F., & Dikilitaş, K. (2019). Exploring child bilingual identity in Turkish context: A single case study. *International Journal of Bilingual Education and Bilingualism*, 25(1), 131-147. <https://doi.org/10.1080/13670050.2019.1639130>

Vygotsky, L. (1978). *Mind in society. The development of higher psychological process*. Harvard University Press.

CONTRIBUTORS

Alp Akarçay, Sabancı University, Turkiye
Arzu Ekoç Özçelik, Yıldız Technical University, Turkiye
Aysel Saricaoglu Aygan, Social Sciences University of Ankara, Turkiye
Bilal Karaca, Trabzon University, Turkiye
Cemre Çiçek-Tümer, Ankara University, Turkiye
Cemre İşler, Fırat University, Turkiye
Cristyn L. Elder, The University of New Mexico, USA
Deniz Ortaçtepe Hart, University of Glasgow, Scotland
Dila Bozkurt, Çanakkale Onsekiz Mart University, Turkiye
Ece Zehir Topkaya, Çanakkale Onsekiz Mart University, Turkiye
Elena Tsatsua, Ivane Javakhishvili Tbilisi State University, Georgia
Elif Aydın Yazıcı, Trabzon University, Turkiye
Elif Burhan-Horasanlı, Yüksek İhtisas University, Turkiye
Elizabeth S. Coleman, Istanbul Medipol University, Turkiye
Fatma Kimsesiz, Kırşehir Ahi Evran University, Turkiye
Fatma Solmaz, Kırşehir Ahi Evran University, Turkiye
Gloria Romero, University of Santiago, Chile
Hakan Süren, Kocaeli University, Turkiye
Handan Çelik, Trabzon University, Turkiye
Ikram Youcef, University of Oran 2 Mohamed ben Ahmed, Algeria
İlknur Civan, Anadolu University, Turkiye
Kathryn DePietro, Stevenson College, USA
Kenan Dikilitaş, Stavanger University, Norway
Leila Khardina, Batumi State Maritime Academy, Georgia
Manusha Paudel, Tribhuvan University, Nepal
Maroua Talbi, Eötvös Loránd University, Hungary
Meruyert Seitova, Khoja Akhmet Yassawi International Kazakh-Turkish University, Kazakhstan
Muhammed Fatih Gökmen, Siirt University, Turkiye

Natia Vasadize, Batumi State Maritime Academy, Georgia
Nemira Macianskiene, Vytautas Magnus University, Lithuania
Nihan Bursalı, Ufuk University, Turkiye
Nino Putkaradze, Batumi State Maritime Academy, Georgia
Ozgehan Ustuk, Balıkesir University, Turkiye
Pattamawan Jimarkon, University of Stavanger, Norway
Ram Chandra Pokhrel, Kathmandu University, Nepal
Samina Rana, Higher Education Department, Punjab, Pakistan
Sedanur Akyol, Trabzon University, Turkiye
Serap Atasever Belli, Erzurum Technical University, Turkiye
Serdar Takva, Trabzon University, Turkiye
Servet Çelik, Trabzon University, Turkiye
Sibel Söğüt, Sinop University, Turkiye
Songül Şahin, Kocaeli University, Turkiye
Sopiko Dumbadze, Batumi State Maritime Academy, Georgia
Sultan Turkan, Queen's University Belfast, UK
Sümeyye Akyasan, Trabzon University, Turkiye
Tamari Dolidze, Batumi State Maritime Academy, Georgia
T. Billur Kaya, Istanbul Technical University, Turkiye
Ufuk Keleş, Bahçeşehir University, Turkiye
Victor Carrao, State University of Campinas, Brasil
Xinxin Liu, Yu Ming Charter School, USA
Yecid Ortega, Queen's University Belfast, UK
Zeynep Bilki, TED University, Turkiye
Zoya Erdevig, Tokyo International University, Japan

