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Exploring EFL Teachers' Global Skills Perceptions and Practices[#]

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Research Article

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ABSTRACT

The primary objective of this quantitative study is to investigate the practices and perceptions of English as a Foreign Language (EFL) teachers in the integration of global skills into the classroom. The study addresses six key research questions, focusing on EFL teachers' practices and perceptions of global skills, their familiarity with these skills, motivation to integrate them, the correlation of global skills with its components, the effects of demographic variables on teachers' practices, and the compatibility of EFL classes and curricula for implementing global skills. To achieve this, the study examined 163 EFL teachers who volunteered from different school levels (primary, secondary, and high school) in both private and state schools in Tokat. To assess participants' practices and perceptions of global skills, the '21st Century Teaching and Learning Survey,' originally developed by Ravitz in 2014, was applied with some adaptations. The results of the study revealed that EFL teachers actively strive to develop students' communication and collaboration skills, with over 80% of them making at least moderate efforts in this regard. In the case of digital skills, this percentage exceeded 50%. However, for other skills, teachers displayed less enthusiasm in integrating them into their classes. The consensus among the majority of teachers was that English classes provide an ideal platform for teaching global skills. The study argued that, in addition to 21st century skills, global skills were imperative in schools. To make this a reality, English classes and EFL teacher education programs need to be redesigned, recognizing English as a crucial medium for teaching these skills.

Keywords: Global skills, global education, 21st century skills, EFL classes, curriculum.

İngilizce Öğretmenlerinin Küresel Beceri Algılarını ve Uygulamalarını Keşfetmek[#]

ÖZ

Bu nicel çalışmanın temel amacı, İngilizce öğretmenlerinin küresel becerilerin derslere entegrasyonu konusundaki uygulamalarını ve algılarını araştırmaktır. Çalışma, İngilizce öğretmenlerinin uygulamalarına ve küresel becerilere ilişkin algılarına, bu becerilere aşinalıklarına, bunları entegre etme motivasyonlarına, küresel becerilerin bileşenleriyle korelasyonuna, demografik değişkenlerin öğretmenlerin uygulamaları üzerindeki etkisine ve küresel becerilerin uygulanması için yabancı dil sınıflarının ve müfredatlarının uyumluluğuna odaklanan altı temel araştırma sorusunu ele almaktadır. Bunun için, çalışma kapsamında Tokat'taki hem özel hem de devlet okullarında farklı kademelerde (ilkokul, ortaokul ve lise) görev yapmakta olan 163 İngilizce öğretmeni gönüllülük esasına göre araştırmaya dâhil edilmiştir. Katılımcıların küresel becerilere ilişkin uygulamalarını ve algılarını değerlendirmek için, Ravitz tarafından 2014 yılında geliştirilen '21.Yüzyıl Becerilerini Öğretme ve Öğrenme Anketi' bazı uyarlamalarla kullanılmıştır. Araştırmanın sonuçlarına göre, İngilizce öğretmenleri öğrencilerin iletişim ve iş birliği becerilerini geliştirmek için aktif olarak gayret göstermekte ve %80'inden fazlası bu konuda en azından orta düzeyde çaba harcamaktadır. Dijital becerilerde bu oran %50'nin üzerindedir. Ancak diğer beceriler konusunda öğretmenler bunları sınıflarına entegre etme konusunda daha az isteklidirler. Öğretmenlerin çoğunluğunun ortak görüşü, İngilizce derslerinin küresel becerileri öğretmek için ideal bir platform sağladığı yönünde olmuştur. Bunu gerçeğe dönüştürmek için; İngilizce derslerinin ve İngilizce öğretmeni yetiştirme programlarının, İngilizceyi bu becerilerin öğretilmesinde çok önemli bir araç olarak kabul ederek, yeniden tasarlanması gerektiği sonucuna varılmıştır.

Anahtar Kelimeler: Küresel beceriler, küresel eğitim, 21. Yüzyıl becerileri, yabancı dil dersleri, müfredat

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Introduction

21st century life is rapidly changing, and societies are in great flux due to developing digital technologies, global economic activities, political issues, increasing mobility, and growing diversity. To keep up with the current and future economic and social structures, education should cover not only traditional subjects but also the new vision that an individual needs for the new world. It is necessary for students of all levels to learn critical skills for their future lives, which are formed according to the needs of the global world.

Globalization presents new challenges for life, such as quick access to information and communication with people from very different social backgrounds due to increased social mobility (Stromquist & Monkman, 2020). Globalization makes integrating social and economic life easier, but it also requires new skills. While it is already necessary to acquire 21st century skills in order to keep up with the changes, global skills, which are the next level, have inevitably entered our lives. According to the paper ''Creating Empowered 21st Century Citizens'' published by Oxford University in 2019, these skills are listed as follows: communication and collaboration, creativity and critical thinking, intercultural competence and citizenship, emotional self-regulation and well-being, and digital literacies (Mercer et al., 2019). Improving global skills will enable students to become ready to participate in the fast-changing 21st century communities. The global skills mentioned are all about the products of the globalizing world, such as advances in technology, economic activities, increasing diversity, and mobility (Vertovec, 2007). In fact, concepts such as communication, cooperation, critical thinking, and digital abilities, which are called global skills, are not new concepts; their integration into education and teaching in courses is new.

Education is a well-established and organized system in society that provides important skills for success in the global world (Bedir, 2019). According to Yufrizal (2023), for students to succeed in the future, it is important that their language teachers not only know the language well but also understand the students' individual lifestyles. This thought is true to some extent, but it is no longer enough. Due to the rapid changes, as many scholars (Amerstorfer, 2021; Cates, 2020; Lilley et al., 2014; UNESCO, 2015) agree, it is necessary to consider many elements from business life to citizenship and social structure when establishing a teaching environment. Such a vital impact of education has never been felt before. While this is the case, current education may not always be able to provide effective answers to the current or future potential needs of students. According to Bedir (2019), the trainings given in the existing educational environments are not suitable for the job market as well.

It has been seen that new skills, which are now defined as global skills, related to changing living conditions should be developed and education systems should center them (Trilling & Fadel, 2009). Every day, education authorities and ministries of education in many countries are making moves to integrate global skills into education systems (OECD, 2018). These new skills are starting to become official and are being integrated into curricula around the world (OECD, 2018).

This will lead to some adaptations in the local sense as well with the help of teachers. Teachers should take responsibility and be active in raising students with the qualifications required by society and employers (Harris & Sass, 2011). This also requires teachers to be open-minded and innovative. In other words, they should not only be a source of information, but also a source of inspiration and guidance, and they should anticipate global needs and be renewed accordingly. EFL teachers face a unique challenge. While equipping students with the language to unlock the world, they must also foster respect for its diverse peoples, cultures, and perspectives. This goes beyond grammar and vocabulary. They must encourage empathy, communication, and collaboration skills, preparing students to be active citizens in a globalized world. Critical thinking and digital literacy are crucial. Equipping students with these skills ensures they can navigate the complexities of the information age and contribute meaningfully to society. Compared to other teachers, English teachers have more advantages and responsibilities in this sense.

Accordingly, the responsibility of teachers is not only to implement their own specific lessons, but also to gradually add these additional skills to their programs (Trilling & Fadel, 2009). From this perspective, global skills are important for all teachers and students. In addition to the methods used during the lesson, teachers' approaches and knowledge are important in the teaching of global skills. While all teachers can / should teach these skills in some way, especially foreign language teachers are in a more meaningful and advantageous situation in this regard (Mercer et al., 2019). The adaptation of foreign language teaching's purpose, content, and methods to student needs indicate a reciprocal influence with social and economic trends, as noted by Nadia (2020). Methods and content become more global, allowing the student to better understand the change in the world and country they live in. As a new trend, global education predicts that foreign language is a form of communication that unites people in the world (Cates, 2000; Erfani, 2012; Hosack, 2011). Therefore, it seems more appropriate and possible to handle global issues in English language teaching.

The most important reason for this is the contemporary language teaching programs that have almost completely eluded traditionalist teaching and built language teaching on the development of communicative skills (Amerstorfer, 2021). In particular, methodologies such as communicative language teaching and CLIL argue that language can be learned using language, and the latter offers a dual teaching model by showing that language can be used both as a tool and as a goal, especially when learning a different content. The fact that communicative language teaching offers opportunities for

especially in-class communication and cultural interaction means that communication skills, socio-emotional and intercultural interaction form the basis of language teaching (Gkonou & Mercer, 2017). The communicative methods used in language teaching show that English language teaching is also compatible with global skills teaching. At present, English stands as more than just a language; it has evolved into a quintessential international competency, earning its merit as a global skill in its own right. In conclusion, it emerges as a powerful instrument for imparting a broad spectrum of global skills, turning it into an invaluable tool for fostering comprehensive and interconnected learning experiences (Díaz-Pérez, 2013).

As mentioned above, many features of communicative language teaching, which is currently used in English teaching, are very applicable for the increase of global skills. Accordingly, it is of note to examine the practices and perceptions of EFL teachers about global skills. English teachers can pass these skills on to students from a different perspective. This research covers the integration of global skills in English language teaching through teacher views. To what extent these skills are given in EFL classes and the current situation of programs and curriculum of language education, materials and teachers' awareness on global skills will be discussed. In addition, it will be emphasized that ELT classes can create a suitable environment for teaching global skills by emphasizing the communicative approach and collaboration.

Global skills are a new concept in English language teaching (ELT), and as such, there is not yet a large body of research on this topic. However, there is a growing interest in global skills, and a number of studies have been conducted on the related topic of 21st century skills.

One of the most important works on global skills in ELT is the study Global Skills Creating Empowered 21st Century Citizens by Mercer et al. (2019). In this study, the authors rearrange global skills into a framework that can be used in English language teaching. They also provide guidance on how to integrate global skills into English lessons.

Amerstorfer (2020) discussed how global skills can be integrated into EFL classes with the problem-based learning method in her study. The research generally focused on global skills detailed by Oxford University Press (OUP), which forms the basis of our research as well, and how this concept can be applied to EFL lessons. Amerstorfer discussed the methods and techniques that should be used to integrate competencies for this. She also suggests some ways of teacher education to be more prepared for global skills. Slatinska (2020) argued that global skills need to be taught at a very early age. She also emphasized the requirement for teacher training to focus on global skills development. Strakova (2020) discusses the integration of CLIL (Content and Language Integrated Learning) and the development of global skills, emphasizing that these skills should be imparted through a CLIL-style approach. The research also highlights the need for additional teacher training to address deficiencies in this context. Furthermore, the study underscores the interconnectedness of global issues and global skills, suggesting the creation of a comprehensive model.

Özden (2014) sought to examine if there were notable distinctions in how pre-service teachers perceived 21st century skills. The data analysis revealed significant distinctions based on gender, with women showing greater proficiency in the life and career sub-dimension of 21st century skills. Additionally, differences were observed based on branch and class variables, with 3rd-grade teacher candidates exhibiting higher scores than their 2nd-grade counterparts. Notably, income levels within families also influenced the 21st century skills of teacher candidates, with those from higher-income backgrounds scoring higher.

In their study, Gürültü et al. (2018) investigated how secondary school teachers use 21st-century skills in their teaching. They used the "21st Century Teacher Skills Usage Scale," which was created by Göksun (2016), to measure these skills. The analysis indicated no significant differences based on gender and seniority but did reveal disparities according to the faculty from which the teachers graduated and the institution they worked for.

In Göksun's (2016) doctoral thesis, the primary goal was to identify the 21st century learner and teacher skills of teacher candidates and evaluate their capability in using these skills. The study encompassed two stages: scale development and data collection using the developed scale. The results revealed that pre-service teachers demonstrated proficiency in learner skills, including cognitive, autonomous, cooperation, and innovative, as well as teacher skills, encompassing managerial, techno-pedagogical, affirmative, flexible teaching, and productive skills, all above the skills median level. King (2012) examined classroom teachers' perceptions of 21st century skills and concluded that teachers highly value and prioritize the transfer of these skills to their students.

In his study on the incorporation of 21st century skills in primary school classrooms, Louis (2012) explored how teachers integrated technology into their teaching methods and applied 21st century skills. The case study involved six teachers, and the data analysis revealed that the use of technology in the classroom enhanced student motivation. However, it also uncovered that teachers had limited knowledge of 21st century skills and struggled to effectively integrate them into their teaching processes.

Ananiadou and Claro (2009) conducted research on the teaching and assessment of 21st century skills and competencies in 17 out of 29 member countries of the Organization for Economic Cooperation and Development (OECD) in 2009. Their study, titled '21st Century Skills and Competencies for New Millennium Learners in OECD Countries,' employed questionnaires for data collection. Findings indicated that most countries had integrated 21st century skills and competencies into their official curricula. Nevertheless, these skills and competencies lack clear definitions and specific measurement and evaluation methods. The study also emphasized the importance of

using ICT in developing these skills and enhancing teacher education.

Purpose of the Study

This study argues that global skills are a concept that should be taught in educational institutions either beyond the curriculum or integrated into the curriculum, and it is more meaningful and effective to teach these concepts through English education, inside or outside the classroom. However, many English lessons are mostly skill-oriented and only focus on developing these skills. Giving students a perspective about the world and their own country while teaching a language is one of the points that teachers often miss. It is important to reveal the existing situation through teacher opinions on this issue.

The aim of this quantitative study is to find out how much global skills are integrated into the EFL classes, what the practices and perceptions of English teachers on global skills are and to what extent the global skills can be / is integrated in English curriculum according to the views of EFL teachers. This study has also some sub-aims as to find out whether English classes are compatible with teaching global skills and the curriculum is designed accordingly and to form some contributions for a potential new English programs and curricula.

Research Questions

This research was conducted within the framework of the questions below and tries to find answers to them.

RQ1. To what extent are EFL teachers familiar with global skills?

RQ2. What are the EFL teachers' global skills practices and perceptions (The findings are distributed according to the sub-dimensions of global skills)?

RQ3. How much are the EFL teachers motivated to integrate global skills in their classes?

RQ4. How correlated are the global skills of EFL teachers with its components such as communication and collaboration, creativity and critical thinking, intercultural competence and citizenship, emotional self-regulation and well-being and digital literacies?

RQ5. Are there any meaningful differences between the demographic variables (such as gender, teaching stages, date of graduation, BA degree, experiences of EFL teachers) when it comes to integrating global skills in EFL classrooms?

RQ6. What are the impressions of EFL teachers on how much EFL classes and curricula are compatible for teaching global skills?

Significance of the Study

A significant change is taking place all over the world, which forces people to become harmonious individuals. In order to adapt to this change, teachers and students have to improve themselves and internalize both 21st century skills and similarly global skills and transfer them to their lives. Since traditional teaching methods and teacher approaches cannot respond to these emerging needs of today, abilities such as communication and collaboration, creativity and critical thinking, intercultural competence and citizenship, emotional self-regulation and well-being, digital literacies must be offered on a new level (Mercer et al., 2019). Teachers, especially EFL teachers, can be considered a bridge in bringing these skills into the classroom. In order to act on the same plane with the world, teachers must grasp the importance of global skills and incorporate them into classroom activities. In this way, both language learning success and individual holistic development can be achieved better. Success in language teaching is determined both inside and outside the classroom (Richards, 2015). Therefore, knowing the perceptions of EFL teachers about global skills and their applications in the classroom (potential or current) is important in terms of policy, program and content development, raising awareness about preparing students for the future world.

The relevant studies focus on 21st century skills in different ways. Global skills can be called both one of or further of 21st century skills and universal skills set built on 21st century skills. Except for a few studies (Işeri, 2020; OECD, 2019; OUP, n.d.), there is almost no study on this topic in Türkiye. Research that explores the integration of global skills in education stands out for its focus on examining these skills, particularly in the context of EFL classes. It highlights the significant impact that English language education can have in developing these essential competencies. In particular, seeing how EFL teachers, who are the first addressee of the issues, perceive and apply global skills in the development of individuals who will catch the future, can make an important contribution to developing EFL programs that have not yet undergone any revision in this sense. In terms of the lack of literature in the field, it can be thought that this research will contribute to the literature. This study provides an intellectual infrastructure that English teachers can adapt themselves to improve their students' global skills by understanding the intersection of curricula belonging to different branches. This study is also important in that it deals with a very current issue. It is possible that these new skills set will be on the agenda of the world education system in the near future ten years. So, this study can be a foreshadowing of implementing these new skills in education.

Method

Within this section, the outline of the study's methodology, the adopted scientific approach model, the research's participant group, the data collection instrument employed, as well as comprehensive discussions on data validity, reliability, and analysis will be presented.

Design of the Study

This is a quantitative study aiming to reveal EFL teachers' perceptions of global skills and their level of integrating these skills into their classrooms. According to Dörnyei (2007), quantitative research investigates various

variables to reach results and is concerned with numerical values. It uses numerical data and its analysis to answer some questions (what, when…) using certain statistical methods (Dörnyei, 2007).

In accordance with the aim of the study, a survey-based quantitative study model was used. The most important reasons for this are those; besides being scientific, it also enables generalizations and provides and saves time and energy in data collection and analysis (Daniel, 2016).

To achieve this objective, a survey-based model was employed to thoroughly elicit the perspectives of teachers. Survey-based method is the scientific use of the characteristics of a certain population on the topic with a questionnaire using statistical methods (Sukamolson, 2007). According to Kerlinger, survey research is the study of people's different behaviors and motivations, from attitudes to vital facts (Kerlinger, 1973).

Three different principles can be mentioned in the survey model (Kraemer, 1991):

- It is used to numerically represent a cross-sectional side of a given community.
- Data is collected from people,
- The community to which the survey is applied must be part of the community to be used for further generalization.

Researchers often use the survey model when they are interested in the opinions of a large group of people on a particular topic. When a carefully selected sample of participants is researched with a survey model, a description of that group (the universe) is derived from what is obtained about this sample (Fraenkel et al., 2012). In this research framework, commonly favored by social science researchers to systematize their observations, data is gathered from samples chosen using specific methods, employing questions tailored to the study's objectives (Cemaloğlu, 2009). Most survey studies have three key features. The first of these characteristics is information gathered from a group of people to describe some aspects or characteristics such as opinions, attitudes, beliefs of the universe of which that group is a part. Second, this information is collected by asking questions and the data of the research is created. Another aspect to consider is that this data is drawn from a subset of the population, the universe, (Fraenkel et al., 2012). The survey model offers several advantages for researchers. Primarily, this approach enhances the study's external validity by facilitating access to a significantly larger number of participants. This technique, in which large samples can be selected randomly or by appropriate sampling method and can be reached in a short time with low costs, is more objective. In the survey technique, where the response rate is very high, most of the errors are minimal, as the questions are asked to all participants from the same source and there is no guide. The standardization of the obtained data is also easy (Cemaloğlu, 2009; Fraenkel et al., 2012).

Setting and Participants

The research encompasses English as a Foreign Language (EFL) teachers working at various educational levels, including high, secondary, and primary schools. The study's sampling comprises EFL teachers in the city center of Tokat.

As seen in Table 1 in detail, the sample group consisted of 163 teachers working at the mentioned educational levels in Tokat during the 2022-2023 academic year. The research was conducted with the participation of these teachers. Participants were selected using a convenience sampling approach, which is a non-probability strategy. Convenience sampling is one of the non-selective sampling methods, involving the selection of a sample from readily accessible and feasible units, primarily due to constraints related to time, budget, and labor (Büyüköztürk et al., 2019). In this method, a sufficiently large sample is chosen at random to serve as a representation of the entire population, with equal and independent sampling probabilities for the selected units (Büyüköztürk et al., 2019). In the easily accessible sampling approach, the researcher generally prefers to include individuals who are easily accessible, readily available and willing to participate in the research voluntarily.

Data Collection Instrument

To explore participants' global skills practices and perceptions, '21st Century Teaching and Learning Survey' created by Ravitz (2014) was used as a scale with some adaptations. The sections of the survey, after the adaptation, were composed of demographic information, global skills sub-skills sections, and EFL curriculum and materials sections. The reason this scale was used is because its reliability score is high and it includes the items which are directly related with global skills. As there are no surveys directly related with 5 clusters of global skills, this scale is the most suitable one. In the first part, definitions are made. According to Ravitz (2014), giving definitions in this type of research enables to obtain more reliable measurements for each skill by working practice and perception together. In the second part of the questionnaire, it tries to reveal the applications of the aforementioned abilities with 5 to 8 questions. Responses of the participants were collected on a five-point Likert scale with answers of 1 "Almost never" and 5 "Almost every day" for the practices part and 1 ''Not really'' and 5 '' To a very great extent'' for the perception part. Upon questioning the occurrence of application of the skills with the first four and five questions, the perceptions of the teachers were tried to be revealed with the last two questions. Another section was added to the scale to see the compatibility of the EFL curriculum and classroom materials with global skills by the researcher based on related literature.

Table 1. Demographic Features

	Participant Number (N)	Percentage (%)
Gender		
Female	103	63.2
Male	60	36.8
School Level		
Primary School	39	23.9
Secondary School	42	25.8
High School	82	50.3
School Type		
Private	5	3.1
Public	158	96.9
Experience		
1-5 Years	10	6.1
6-10 Years	50	30.7
11-15 Years	46	28.2
16-20 Years	35	15.3
20 Over	25	15.3
Highest Degree Participants Have		
Bachelor Degree	135	82.8
MA / PhD	28	17.2
Graduate Program		
English Language Teaching	127	77.9
English Language and Literature	31	19
Linguistics	1	.6
American Culture and Literature	1	.6
Translation and Interpreting	1	.6
Other	2	1.2
Total Number of Participants	**163**	

Its reliability is high, which improves on reliable measures from previous studies (std. alpha > .90, inter-item correlations > .58). The adapted part by the researcher has also high reliability score (Cronbach's alpha = .92). The survey is structured into eight sections, each dedicated to assessing specific global skills individually. Each of these sections is divided into two parts. In the initial part, the survey presents definitions, following the approach outlined by Ravitz (2014). Providing definitions serves the purpose of establishing a strong connection between practice and perception items, ultimately contributing to highly dependable overall measures for each skill. In the second part, once the definitions are provided, the scale seeks to determine the frequency of engagement in 5 to 8 specific practices related to that skill. In addition to the sections covering global skills in the survey, there is a section containing definitions and demographic information, and a section on the curriculum and material prepared and added by the researcher based on the relevant literature.

Data Collection and Analysis

Before the data collection phase, the ethics committee approval was granted from Amasya University Social Sciences Institute (25.04.2022 dated and 1292 numbered research ethics committee approval). Likewise, the application permissions were granted from Tokat Provincial Directorate for National Education (25.10.2022 dated and E-47613789-44-43651713 numbered approval). Surveys were applied to 163 English teachers from 38 different schools in the city center of Tokat. All the surveys were applied by the researcher himself. After getting the necessary permissions from the principals showing the permissions of MoNE and University, the teachers were informed about the research aim and 67 of these surveys were done online and 96 of them were done face to face in a period of 3,5 months. The data was collected both by using online forms (Google docs - https://forms.gle/4TziVWay4WHdSms36) and printed forms. The data was analyzed quantitatively via the Statistical Package for Social Sciences (SPSS, version 25) to measure descriptive and inferential statistics. Descriptive statistics were used to reveal teachers' practices and perceptions. Similarly, these statistics were used to reveal demographic characteristics that may affect teachers' practices. Analytical methods, including the computation of mean scores, standard deviations, and percentages, were employed to uncover the practices and perceptions of teachers. Furthermore, to examine the impact of gender on these practices, Independent Sample t-tests were applied. ANOVA and post-hoc statistics were also used to see the effects of variables such as school level, educational background, experience and whether there was any variation in practices. Shapiro-Wilk test was used to see the distribution normality. Its results can be reported as $p<.05$ for the whole test and for

subcategories. When we check Skewness-Kurtosis values for whole test, they are (.713, .396); for communication and collaboration skills subscale (.387, -.124); for critical thinking and creativity skills (.455, -.455); for intercultural competences and citizenship skills (.648, .100); for emotional self-regulation and well-being skills (.821, .362); for digital literacy skills (.469, -.634); and for EFL curriculum and materials (.577, .118). They are between the values of -1.00 and +1.00. These are the values indicating the normal distribution of the data (Heir et al., 2013).

Results

In this section, it is aimed to analyze the data collected through the global skills scale, which includes demographic information, global skills practices and perceptions, as well as textbooks and curriculum's inclusion of these skills, in accordance with the framework of the research questions. In this section, the findings are presented as six different sections and their subsections. In the first part, EFL teachers' familiarity with global skills, in the second part their practices and perceptions of global skills, in the third part, teachers' motivation, in the fourth part, the correlation between the levels of these skills, in the fifth part, the effect of demographic features and in the last part, how much global skills are covered in EFL curricula and books and teachers' motivations for applying these skills are discussed.

The Results of RQ1 Regarding the EFL Teachers' Familiarity with Global Skills

Table 2 presents the mean scores for each section, based on the global skills practices reported by the participating teachers

Based on teachers' global skills practices, it has been shown how familiar they are with these skills. In interpretation, 5-point likert scale mean scores were used. Accordingly, the skill that the participants were most familiar with and tried to develop in their students was

digital skills (M=2.97). Emotional skills seem to be the least familiar skill of the teachers (M=2.40). Apart from digital skills, collaboration, communication, and creativity skills are over Mean=2.60 when the data is considered in total. According to these data, teachers are aware of the existence of global skills at a moderate and low level.

The Results of RQ2 Regarding the EFL Teachers' Global Skills Practices and Perceptions

The ultimate goal of this research is to find out the EFL teachers' practices and perceptions on global skills which are communication – collaboration skills, creativity - critical thinking skills, intercultural competence - citizenship, emotional self-regulation and well-being skills and digital literacies. The analyses for each section were examined in two parts as teachers' practices and perceptions.

Communication and Collaboration Skills

Six items that aimed to reveal teachers' in-class collaboration practices were used for this dimension.

As can be seen in Table 3, the expression 'work in pairs or small groups to complete a task together' to the students emerged as an action performed by teachers more intensely than the other items (M= 3.07; SD= 1.15). According to the findings, nearly 40% of the participants try to make the students work together in small groups or as pairs, at least weekly. In addition, the item 'create joint products using contributions from each student' was the item that the participants gave the response 'almost never' the most.

As can be seen from Table 4, the communication skills practices mean values vary between 2.4 and 2.8. Responding the questions in front of their fellow students seems to be the most commonly applied method (M=2.8). Most of the teachers apply this item even though the frequency rates vary. More than half of the teachers either do not ask students to prepare an oral presentation or they do it very rare. This item has the lowest mean score as well (M=2.4). The frequency of response to all items focused on a few times a semester.

Table 2. Familiarity Level According to Mean Scores of Teachers on Global Skills

	Mean	S.D.
Collaboration Skills	2.68	.85
Communication Skills	2.62	.83
Critical Thinking Skills	2.54	.07
Creativity Skills	2.78	1.01
Intercultural Competence	2.40	.87
Citizenship Skills	2.44	.92
Emotional Self-Regulation and Well-being	2.40	.96
Digital Literacy	2.97	.96

Table 3. Descriptive Statistics of Teachers' Opinions Regarding Collaboration Skills

Things teachers ask students to do in the class	Almost never (%)	A few times a semester (%)	1-3 times a month (%)	1-3 times a week (%)	Almost daily (%)	M	S.D
Work in pairs or small groups to complete a task together.	7.4	28.2	27.0	24.5	12.9	3.07	1.15
Collaborate with fellow students to establish objectives and formulate a strategy for their team.	17.2	30.1	34.4	11.7	6.7	2.6	1.10
Create joint products using contributions from each student.	16.6	35.0	24.5	17.8	6.1	2.6	1.13
Present their group work to the class, teacher or others.	12.9	41.1	27.0	15.3	3.7	2.5	1.01
Collaborate collectively to integrate feedback regarding group assignments or projects.	12.3	42.9	27.6	12.9	4.3	2.5	1
Give feedback to peers or assess other students' work.	16.0	31.9	25.8	16.0	10.4	2.7	1.21
TOTAL						**2.7**	**1.1**

Table 4. Descriptive Statistics of Teachers' Opinions Regarding Communication Skills

Things teachers ask students to realize in the class	Almost never (%)	A few times a semester (%)	1-3 times a month (%)	1-3 times a week (%)	Almost daily (%)	M	S.D
Organize information for incorporation into written documents or verbal presentations, such as generating charts, tables, or graphs.	14.1	35.6	23.9	18.4	8.0	2.7	1.15
Express their concepts through alternative mediums apart from written documents, including posters, videos, blogs, and more.	11.7	42.3	27.0	14.1	4.9	2.5	1.02
Develop and present an oral speech or presentation to the instructor or an audience.	15.3	39.9	33.1	8.0	3.7	2.4	.96
Respond to inquiries when addressing an audience.	12.9	32.5	26.4	17.2	11.0	2.8	1.19
Determine the method or approach they will employ to showcase their work or exhibit their comprehension.	14.7	36.8	28.8	15.3	4.3	2.5	1.05
TOTAL						**2.5**	**1.07**

Table 5. Descriptive Statistics of Teachers' Perceptions of Communication-Collaboration Skills

Perception	Not really (%)	To a minor extent (%)	To a moderate extent (%)	To a great extent (%)	To a very great extent (%)	M	S.D
I try to develop students' communication and collaboration skills.	3.7	15.3	39.9	21.5	19.6	3.30	1.07
I have been able to effectively assess students' communication and collaboration skills.	6.7	21.5	30.7	27.0	14.1	3.20	1.13
TOTAL						3.25	1.1

Table 6. Descriptive Statistics of Critical Thinking Skills

Things teachers ask students to do in the class	Almost never (%)	A few times a semester (%)	1-3 times a month (%)	1-3 times a week (%)	Almost daily (%)	M	S.D
Compare information from different sources before completing a task or assignment.	14.1	34.4	33.1	14.7	3.7	2.5	1.02
Draw their own conclusions based on analysis of numbers, facts, or relevant information.	17.8	35.6	38.8	15.3	2.5	2.4	1.03
Concisely summarize or formulate their unique understanding of the material they have read or been instructed on.	10.4	31.3	28.8	24.5	4.9	2.8	1.07
Analyze competing arguments, perspectives or solutions to a problem.	21.5	33.1	19.6	22.1	3.7	2.1	1.16
Develop a persuasive argument based on supporting evidence or reasoning.	27.0	25.8	28.8	13.5	4.9	2.5	1.16
Try to solve complex problems or answer questions that have no single correct solution or answer.	26.4	35.0	16.0	17.2	5.5	2.4	1.2
TOTAL						2.5	1.10

In Table 5, teachers' perceptions of communication and collaboration skills are shown. The vast majority of teachers (81%) stated that they tried to develop students' communication and collaboration skills at least at moderate level and above. Similarly, the majority of teachers expressing that they take these skills of the students into consideration and assess them are also in the majority. Only a minority of them (6.7% and 3.7%) hold dissenting views regarding the statements.

Critical Thinking and Creativity Skills

Table 6 reveals the strategies employed by the participants to cultivate critical thinking, consisting of six key components.

Upon analyzing Table 6, it becomes evident that the most frequently utilized approach by teachers is summarizing and interpreting acquired knowledge (M=2.8). Nevertheless, the findings indicate that 10.4% of teachers do not allocate sufficient time to fostering this skill among students.

In contrast, the item 'analyze competing arguments, perspectives, or solutions to a problem' received the lowest emphasis from teachers in comparison to the other components (M=2.1). More than half of the teachers either infrequently addressed this aspect or omitted it during the term. Additionally, the item to which participants most commonly responded with 'almost never' was 'trying to solve complex problems or address questions lacking a single correct solution or answer' (26.4%). In an overarching evaluation of Table 6, it is apparent that the frequency of teachers' inquiries on these components is notably low. With the exception of the initial item, participants reported that they addressed the remaining five components either 'almost never' or 'a few times' during a semester, with a rate exceeding 50%.

As shown in Table 7 on creativity skills, teachers' practices were revealed with 5 different items. The most frequently given task to the students by the teachers was to 'generate their own ideas about how to confront a problem or question (M=2.9)' and 35% of the participants

gave the answer to this item "a few times a semester". In an overall examination of Table 10, it is evident that 80% of the participants confirmed that they inquired about the specified components at least a few times throughout the semester. The least frequently employed item was 'create an original product or performance to express their ideas' (M=2.55, 17.8%). Typically, this item was addressed only a few times per semester.

Table 8 presents the viewpoints of teachers regarding critical thinking and creativity abilities. The vast majority of teachers think that at least to a minor extent level, they have developed their students' critical thinking and creativity skills (90.2%) and 9.8% of the teachers stated that they have not done any work on this aspect. While 13.5% of the teachers stated that they did not assess these skills in some way, 23.9% of the teachers stated that they did very little. While teachers state that they try to give these skills to a certain extent, they are not very willing to assess these skills.

Table 7. Descriptive Statistics of Creativity Skills

Things teachers ask students to do in the class	Almost never (%)	A few times a semester (%)	1-3 times a month (%)	1-3 times a week (%)	Almost daily (%)	M	S.D
Use idea creation techniques such as brainstorming or concept mapping.	8.0	35.0	33.1	13.5	10.4	2.8	1.09
Generate their own ideas about how to confront a problem or question.	9.2	35.0	24.5	19.0	12.3	2.9	1.18
Test out different ideas and work to improve them.	12.9	33.7	26.4	14.7	12.3	2.79	1.2
Invent a solution to a complex, open-ended question or problem.	16.0	27.0	28.8	16.6	11.7	2.8	1.23
Create an original product or performance to express their ideas.	17.8	37.4	25.8	9.2	9.8	2.55	1.17
TOTAL						**2.76**	**1.17**

Table 8. Descriptive Statistics of Teachers' Perceptions of Critical Thinking and Creativity Skills

Perceptions	Not really (%)	To a minor extent(%)	To a moderate extent (%)	To a great extent (%)	To a very great extent (%)	M	S.D
I try to develop students' critical thinking and creativity skills.	9.8	23.3	32.5	26.4	8.0	2.99	1.10
I have successfully evaluated the critical thinking and creativity skills of students.	13.5	23.9	33.7	22.1	6.7	2.84	1.11
TOTAL						**2.91**	**1.10**

Intercultural Competence and Citizenship

Data gathered from participants on intercultural competence is shown in Table 9.

According to Table 9, the most frequently given task by teachers to their students is studying information about other countries or cultures (M=2.6). According to the data, teachers give this task to students a few times a month and a week. Half of the teachers give it to students at least a few times a month (50.3%). 40.5% of the teachers practice it a few times during the term (40.5). 9.2% of the participants stated that they never give this task. A similar practice, study the geography of distant countries, is the least applied task by the participants (M=2.20). While 27.6% of the teachers never give this task, 39.9% of them give it a few times during the term. Only 2.5% of teachers foster their students to study the geography of other countries. When the table is examined, the rates of all items, "a few times a semester" and "almost never" are more than fifty percent. When the mean scores of the items are examined, it is seen that the rate of all of them is very low. The most frequent response of all the items was "a few times a semester" which shows the low practice rate of teachers.

Five tasks measuring teachers' citizenship practices are shown in Table 10. It is seen that teachers use the task of examining topics or issues that are relevant to students' family or community the most (M=2.6). 20.09% of the teachers apply this task 1-3 times a week. 22.1% stated that they apply this item 1-3 times a month. Evaluating

how different stakeholder groups or community members view an issue seems to be the least applied item (M=2.17). More than 60% of the teachers do not apply this item at all or practice it a few times during the term. When the table is examined in general, it is seen that the teachers are not very willing to practice every item. A few times a semester and almost never responses are higher than 50% in each item for the total respondents. The part with the highest frequency of answers given a few times a semester rates show that teachers rarely practice these items. It is evident that teachers have implemented the action of engaging in discussions with one or more community members about a classroom project or activity at the second-lowest frequency (M=2.39). A quarter of the teachers reported that they never employed this approach.

When the perceptions of teachers about intercultural competence and citizenship are checked; the answers given by the participants seem to be balanced. More than 50% of the teachers are positive about the idea of integrating these skills into the lessons. 16% of the teachers did not find it necessary to develop these skills. 54% of the teachers stated that they tried to develop these skills in the lessons at least at the moderate level or more. However, they do not consider themselves sufficient to assess these skills. While 25% of the teachers stated that they did not assess these skills at all, 23% stated that they did this to minor extent. 38% of teachers assess these skills at a moderate level.

Table 9. Descriptive Statistics of Intercultural Competence

What instructors request of their students within the classroom	Almost never (%)	A few times a semester (%)	1-3 times a month (%)	1-3 times a week (%)	Almost daily (%)	M	S.D
Study information about other countries or cultures	9.2	40.5	32.5	14.7	3.1	2.6	.95
Utilize information or concepts originating from individuals in foreign nations or diverse cultures	13.5	42.9	27.0	14.01	2.5	2.49	.97
Discuss issues related to global interdependency (for example, global environment trends, global market economy)	23.3	39.3	24.5	9.2	3.7	2.30	1.04
Understand the life experiences of people in cultures besides their own	19.6	35.6	26.4	14.7	3.7	2.47	1.07
Study the geography of distant countries	27.6	39.9	19.0	11.0	2.5	2.20	1.04
Contemplate the interconnection between their personal experiences and local matters with global concerns	27.0	33.1	25.2	11.7	3.1	2.30	1.08
TOTAL						2.39	1.02

Table 10. Descriptive Statistics of Citizenship

Things teachers ask students to do in the class	Almost never (%)	A few times a semester (%)	1-3 times a month (%)	1-3 times a week (%)	Almost daily (%)	M	S.D
Examine subjects or concerns that have relevance to their family or local community	14.7	38.0	22.1	20.09	4.3	2.6	1.10
Apply what they are learning to local situations, issues or problems	12.3	39.3	28.2	17.2	3.1	2.5	1.01
Talk to one or more members of the community about a class project or activity	25.2	31.9	23.9	16.6	2.5	2.39	1.10
Evaluate the perspectives of various stakeholder groups or community members regarding a particular matter	32.5	32.5	22.7	9.8	2.5	2.17	1.06
TOTAL						2.41	1.06

Table 11. Descriptive Statistics of Teachers' Perceptions of Intercultural Competence and Citizenship

Perceptions	Not really (%)	To a minor extent (%)	To a moderate extent (%)	To a great extent (%)	To a very great extent (%)	M	S.D
I have tried to develop students' skills in making global and local connections.	16.6	29.4	35.0	16.6	2.5	2.58	1.02
I have successfully evaluated students' abilities to establish connections between global and local contexts.	25.2	23.9	38.7	10.4	1.8	2.39	1.03
TOTAL						2.48	1.03

Table 12. Descriptive Statistics of Emotional Self-Regulation and Well-being

Things teachers ask students to do in the class	Almost never (%)	A few times a semester (%)	1-3 times a month (%)	1-3 times a week (%)	Almost daily (%)	M	S.D
Manage negative emotions (anger, sadness…) and encourage them to develop an 'if then' plan	21.5	22.7	23.3	21.5	11.0	2.77	1.30
Identify emotional reactions of themselves and peers in a new scheme or plan	19.6	30.1	23.3	16.6	10.4	2.68	1.25
Work on the meaning of happiness around the world on different contexts	23.9	38.0	19.0	12.9	6.1	2.39	1.16
Prepare a portfolio of things they associate with happiness in language learning	34.4	37.4	14.7	6.7	6.7	2.14	1.16
Analyze a fictional novel character	42.9	30.7	30.9	3.1	2.5	1.91	.99
Have an interview with their peers on what they do for their well-being	36.8	37.4	16.0	8.0	1.2	.6	4.26
TOTAL						2.08	1.7

Emotional Self-Regulation and Well-being

The answers given by the participants to 6 items related to emotional self-regulation and well-being are shown in Table 12.

Asking the students to manage their negative emotions (anger, sadness…) and encouraging them to develop an 'if then' task seems to be the most practiced item by the participants (M=2.77). 23% of the teachers stated that they apply this item once a month, 21% once a week, and 11% daily. It seems that the frequency of teachers' practice of items other than this item is very low and the majority of the participants never asked the students to have an interview with their peers on what they do for their well-being or they told them to do it just a few times during the period (M=.6). Only 1.2% of the participants stated that they make the students do this every day. 42.9% of all participants almost never let the students do the item 'analyze a fictional novel character question.' When the whole Table 12 is examined, the majority of the participants practice the items stated as almost never or only a few times during the term.

Teacher perceptions about emotional self-regulation and well-being are shown in Table 13. The answers given by the participants seem to be evenly distributed. 20.9% of teachers think that it is not necessary to develop students' emotional self-regulation and well-being skills. 55% of teachers do not try to develop students' emotional self-regulation and well-being skills at all or practice them to a minor extent. 45% of the participants think that this skill should be developed. 55% of the participants think that they assess this ability at some level while 27% do not assess this skill at all. Again, 27% stated that they assess this skill to a minor extent.

Digital Literacies

The participants' ability to use technology as a learning tool in their lessons is shown in Table 14.

Among the various elements analyzed in the data, it appears that the task of choosing suitable technology tools or resources for completion is the most frequently performed one, with an average score of 3.56. When we look at this practice in detail, almost 70% of teachers ask students to use appropriate technology tools to complete a task, at least 1-3 times a month. While 25% of the teachers give this task a few times during the term, 4.9% stated that they do not. In summary, most of the teachers attach importance to the use of technology.

When Table 14 is examined in detail, there is not a big difference between the highest mean score and the other mean scores, and the average is high. The second most commonly addressed element involves utilizing technology or the Internet for self-guided learning, such as through platforms like Khan Academy, video tutorials, self-instructional websites, and the like (M=3.21). Approximately half of the teachers inquire about this aspect between 1 to 3 times each week or month, while 18.4% pose this item nearly every day. The items 'use technology to help them share information (e.g., multi-media presentations using sound or video, presentation software, blogs, podcasts)' and 'evaluate the credibility and relevance of online resources' have the same mean score (M=2.93). The technique that teachers use the least is using technology to support team work or collaboration (M=2.77). Similarly, the item that received the most 'almost never' responses is "use technology to analyze information". As the table shows, teachers make practices that support students' technology use.

Table 13. Descriptive Statistics of Teachers' Perceptions of Emotional Self-Regulation and Well-being

Perceptions	Not really (%)	To a minor extent (%)	To a moderate extent (%)	To a great extent (%)	To a very great extent (%)	M	S.D
I have tried to develop students' emotional self-regulation and well-being skills.	20.9	35.0	19.6	16.0	7.4	2.50	1.22
I have been able to effectively assess students' emotional self- regulation and well-being skills.	27.0	27.0	26.4	10.4	8.0	2.41	1.24
TOTAL						**2.46**	**1.23**

Table 14. Descriptive Statistics of Digital Literacies

Things teachers ask students to do in the class	Almost never (%)	A few times a semester (%)	1-3 times a month (%)	1-3 times a week (%)	Almost daily (%)	M	S.D
Use technology or the Internet for self-instruction (e.g., Kahn Academy or other videos, tutorials, self-instructional websites, etc.)	8.0	23.9	25.2	24.5	18.4	3.21	1.22
Select appropriate technology tools or resources for completing a task	4.9	25.2	25.2	28.8	15.3	3.56	4.21
Evaluate the credibility and relevance of online resources	11.7	28.8	26.4	20.9	12.3	2.93	1.20
Utilize technology to check information (e.g., databases, spreadsheets, graphic programs, etc.)	17.8	28.2	22.1	16.0	16.0	2.84	1.33
Use technology to help them share information (e.g., multi-media presentations using sound or video, presentation software, blogs, podcasts, etc.)	8.0	27.6	39.7	14.7	11.0	2.93	1.08
Use technology to support team work or collaboration (e.g., shared work spaces, email exchanges, giving and receiving feedback, etc.)	13.5	28.2	28.2	20.9	8.0	2.77	1.19
Employ technology to monitor their progress on extended tasks or assignments	9.8	35.6	22.7	20.2	11.7	2.88	1.18
TOTAL						**3.02**	**1.63**

Table 15. Descriptive Statistics of Teachers' Perceptions of Digital Literacies

Perceptions	Not really (%)	To a minor extent (%)	To a moderate extent (%)	To a great extent (%)	To a very great extent (%)	M	S.D
I have endeavored to enhance students' proficiency in utilizing technology as a learning tool.	4.3	22.7	36.8	25.8	10.4	3.15	1.02
I have successfully evaluated students' proficiency in utilizing technology for educational purposes.	8.6	24.5	33.1	21.5	12.3	3.04	1.14
TOTAL						**3.9**	**1.08**

The descriptive analyses of teachers' data about using technology in education are shown in Table 15. 70% of teachers try to improve students' ability to use technology as a learning tool. As indicated in the table, they possess the capability to achieve this to a reasonable or considerable degree. At the same time, they were able to assess this skill at a high rate. 67% of the teachers assessed students' technology skills at least to a moderate extent. This shows the participants give importance to improving digital skills. Just 4.3% of the participants do not try to develop digital skills and 8.6% of the participants do not assess this skill at all.

The Findings of RQ3 Regarding the EFL Teachers' Motivation to Integrate Global Skills in Their Classes

Table 16 shows the motivation levels of participating teachers to develop global skills in students during their EFL classes.

According to the data, nearly 90% of the teachers think that these skills should be developed in students (M=3.80). Looking at the data in detail, 28.8% of the teachers gave the answer to a very great extent, and 33.7% to a great extent, which shows the high motivation. Only .6% of a group do not think that these skills need to be developed. Similarly, the majority of the participants think that English classes are suitable environments for developing global skills (M=3.71). While 22.1% of the teachers agreed with this judgment at a moderate level, 60% of them agreed to a great extent. Only 3.7% of the participants do not think that English classes are suitable for developing these skills.

The Results of RQ4 Regarding the Correlation of the Global Skills of in-Service EFL Teachers with Its Components of Global Skills

Pearson Correlation analysis was used to determine the correlation of the sub-components of global skills such as communication and collaboration, creativity and critical thinking, intercultural competence and citizenship, emotional self-regulation and well-being and digital literacies and with the total score in line with the answers given. The results obtained are given in Table 17. When Table 17 was examined, in line with the answers given, a positive and significant relationship was found between each of the global skills. The strongest positive (r=0.781) and significant (p<0.05) relationship was found between 'communication and collaboration skills' and 'creativity and critical thinking skills.' Other skills that have a strong positive and significant relationship are; 'emotional self-regulation and well-being' and 'communication and collaboration' (r=0.727; p<0.05), 'intercultural competence and citizenship' and 'creativity and critical thinking' (r=0.721; p<0.05), 'emotional self-regulation and well-being' and 'creativity and critical thinking' (r=0.715; p<0.05). Apart from these, all skills have a moderately positive and significant relationship with each other.

The relationship between the total score and the total scores of global skills' subdimensions was found to be strong, positive and significant for all skills. The relationship between total score and creativity and critical thinking has the strongest positive and significant relationship (r=0.883; p<0.05).

The Results of RQ5 Regarding the Effect of Demographic Variables Such As Gender Experience, Educational Background, School Level of EFL Teachers on Integrating Global Skills in EFL Classrooms

This part of the research focused on whether teachers' demographic features have an impact on their practice of global skills.

Gender

One of the main purposes of this research is to reveal whether demographic characteristics make a difference in the practicing of global skills. First, the mean, standard deviation, p values and t-test results regarding the differentiation between male teachers and female teachers are shown in Table 18.

103 of the teachers participating in the research are female and 60 are male. When mean scores are examined from the table, all skills are applied more by female teachers. The skill that both groups applied the most is digital skills (MF=3.04, MM=2.85). Upon detailed examination of the table, the t-test outcomes indicate that, with the exception of creativity and critical thinking skills, the variances between male and female teachers' practices lack significance, given that the p-values for other skills surpass 0.05. The sole noteworthy difference is observed in creativity and critical thinking skills (t=3.06; p=.003). Therefore, it can be asserted that female teachers incorporate creativity and critical thinking skills more frequently into their lessons compared to their male counterparts.

Experience

This part of the research focused on whether teachers' experiences have an impact on their practice of global skills.

Although some differences are seen when looking at the mean scores in Table 19, experience has no effect on the practicing of global skills in the classroom according to the p-values. For example, collaboration and communication (M=3.03), creativity and critical thinking (M=2.95), intercultural competence and citizenship (M=2.90) skills are more practiced by the teachers who have 1-5 years of experience. Emotional self-regulation and well-being (M=1.87), digital literacies (M=2.62) skills are practiced least by the teachers who have 1-5 years of experience. Despite these values, the differentiation according to the analysis is not significant. Additionally, when the post-hoc results are examined, it is seen that experience has no effect on the practicing of global skills.

Table 16. Descriptive Statistics of Teachers' Motivation Level to Integrate Global Skills in the Classes

Motivation	Not really (%)	To a minor extent (%)	To a moderate extent (%)	To a great extent (%)	To a very great extent (%)	M	S.D
I think it is necessary for students to gain global skills.	.6	9.8	27.0	33.7	28.8	3.80	.98
I think English classes are compatible to teach global skills.	3.7	13.5	22.1	29.4	31.3	3.71	1.15
TOTAL						**3.75**	**1.06**

Table 17. The Correlation Between Global Skill, Its Components and Total Score

		Communication and Collaboration	Creativity and Critical Thinking	Intercultural Competence and Citizenship	Emotional Self-Regulation and Well-being	Digital Literacies	Total
Communication	R	1	.781*	.619*	.727*	.623*	.883*
and	P		.000	.000	.000	.000	.000
Collaboration	N	163	163	163	163	163	163
Creativity and	R	.781*	1	.721*	.715*	.614*	.887*
Critical Thinking	P	.000		.000	.000	.000	.000
	N	163	163	163	163	163	163
Intercultural	R	.619*	.721*	1	.648*	.673*	.803*
Competence	P	.000	.000		.000	.000	.000
and Citizenship	N	163	163	163	163	163	163
Emotional Self-	R	.727*	.715*	.648*	1	.634*	.862*
Regulation and	P	.000	.000	.000		.000	000
Well-being	N	163	163	163	163	163	163
Digital Literacies	R	.623*	.614*	.673*	.634*	1	.773*
	P	.000	.000	.000	.000		.000
	n	163	163	163	163	163	163
Total	r	.883*	.887*	.803*	.862*	.773*	1
	p	.000	.000	.000	.000	.000	
	n	163	163	163	163	163	163

*Correlation is significant at the .01 level (2-tailed)

Table 18. Effects of Gender on Teachers' Global Skills Practices

	Gender	N	M	SD	t	P value
Collaboration and Communication Skills	Female	103	2.82	.77	1.53	.126
	Male	60	2.63	.67		
Creativity and Critical Thinking	Female	103	2.85	.92	3.062	.003
	Male	60	2.42	.76		
Intercultural Competence and Citizenship	Female	103	2.49	.89	1.292	.168
	Male	60	2.32	.68		
Emotional Self-Regulation and Well-being	Female	103	2.51	1.04	1.942	.054
	Male	60	2.21	.77		
Digital Literacies	Female	103	3.04	1.02	1.167	.245
	Male	60	2.85	.91		

Table 19. ANOVA Results Evaluating the Impact of Years of Experience on Teachers' Practices

	Years of Experience	N	M	S.D	F-value	P-value
Collaboration and Communication Skills	1-5	10	3.03	.747	1.685	.156
	6-10	20	2.92	.843		
	11-15	46	2.62	.668		
	16-20	32	2.61	.799		
	20-…	25	2.72	.493		
Creativity and Critical Thinking	1-5	10	2.95	.439	1.268	.285
	6-10	20	2.86	.894		
	11-15	46	2.50	.882		
	16-20	32	2.64	.951		
	20-…	25	2.65	.939		
Intercultural Competence and Citizenship	1-5	10	2.90	.659	2.134	.079
	6-10	20	2.52	.891		
	11-15	46	2.21	.705		
	16-20	32	2.55	.979		
	20-…	25	2.30	.605		
Emotional Self-Regulation and Well-being	1-5	10	1.87	.246	1.747	.142
	6-10	20	2.52	1.011		
	11-15	46	2.22	.716		
	16-20	32	2.60	1.284		
	20-…	25	2.44	.869		
Digital Literacies	1-5	10	2.62	.478	1.345	.256
	6-10	20	3.06	.979		
	11-15	46	2.75	.834		
	16-20	32	3.14	1.29		
	20-…	25	3.10	.921		

Table 20. Effects of Educational Background on Teacher's Global Skills Practices

	Education Background	N	M	SD	t	P value
Collaboration and Communication Skills	Bachelor's Degree	135	2.71	.76	-1.526	.078
	MA/PhD	28	2.95	.59		
Creativity and Critical Thinking	Bachelor's Degree	135	2.64	.90	-1.605	.110
	MA/PhD	28	2.93	.79		
Intercultural Competence and Citizenship	Bachelor's Degree	135	2.42	.81	-.340	.734
	MA/PhD	28	2.47	.84		
Emotional Self-Regulation and Well-being	Bachelor's Degree	135	2.37	1.00	-.951	.343
	MA/PhD	28	2.56	.73		
Digital Literacies	Bachelor's Degree	135	2.92	.98	-1.215	.226
	MA/PhD	28	3.17	1.008		

Educational Background

Table 20 displays the influence of teachers' educational backgrounds on the implementation of global skills.

Upon evaluating the p-values, it is evident that the educational background exerts no impact on the integration of these skills into teaching practices. Despite the absence of a significant difference based on the p-value, it is noteworthy that the mean scores of MA/PhD graduates in all skills surpass those of the other group. For example, in collaboration and communication skills, the mean score of MA/PhD graduates is 2.95, while the score of the other group is 2.71. In the intercultural competence and citizenship skills, the two groups practice this skill to almost the same degree.

In general, educational background does not affect teachers' global skills practices.

School Level

The relationship between education level and global skills practices are shown in Table 21. Considering the p values and post-hoc analyses, there is a significant difference only in emotional self-regulation and well-being skills practices by teachers (p=.018). Even if high school teachers' mean scores (primary school M=2.10, secondary school M= 2.28, high school M=2.60) are a bit higher than the others, the differences are not meaningful. From this point of view, it is seen that emotional self-regulation and well-being skills are practiced more by high school teachers. When the post-hoc analysis is examined, the meaningful difference seems to be between high school and primary school teachers (p=.020).

When all skills are considered, except for collaboration and communication skills, high school teachers' mean scores are higher in other skills (creativity and critical thinking M=2.77, intercultural competence and citizenship, emotional self-regulation and well-being M=2.49, emotional self-regulation and well-being M=2.60, digital literacies M=3.11): however, these scores do not make a significant difference.

The Results of RQ6 Regarding the Impressions of EFL Teachers on How Much EFL Classes and Curricula Are Compatible for Teaching Global Skills

Teachers' views on how much the English classes, materials and curriculum cover global skills are shown in Table 22.

Table 21. ANOVA Scores on the Effects of School Level on Teacher's Global Skills Practices

	School Level	N	M	S.D	F-value	P-value
Collaboration and Communication Skills	Primary School	39	2.68	.808	.247	.786
	Secondary School	42	2.78	.675		
	High school	82	2.77	.749		
Creativity and Critical Thinking	Primary School	39	2.60	.870	.719	.489
	Secondary School	42	2.61	.793		
	High school	82	2.77	.952		
Intercultural Competence and Citizenship	Primary School	39	2.36	.880	.562	.571
	Secondary School	42	2.36	.693		
	High school	82	2.49	.856		
Emotional Self-Regulation and Well-being	Primary School	39	2.10	.921	4.139	.018
	Secondary School	42	2.28	.801		
	High school	82	2.60	1.015		
Digital Literacies	Primary School	39	2.67	.855	2.673	.072
	Secondary School	42	2.95	.918		
	High school	82	3.11	1.057		

Table 22. EFL Curriculum and Class Materials Compatibility with Global Skills

EFL Curriculum and Class Materials Compatibility with Global Skills	Not really (%)	To a minor extent (%)	To a moderate extent (%)	To a great extent (%)	To a very great extent (%)	M	S.D
Does your curriculum cover communication and collaborations skills?	11.7	25.2	37.4	19.6	6.1	2.83	1.06
Does your curriculum cover creativity and critical thinking skills?	18.4	27.0	28.8	18.4	7.4	2.69	1.18
Does your curriculum cover intercultural competence and citizenship skills?	18.4	34.4	23.3	19.6	4.3	2.57	1.12
Does your curriculum cover emotional self-regulation and well-being skills?	23.3	29.4	28.8	14.1	4.3	2.46	1.12
Does your curriculum cover digital skills?	19.6	16.0	36.2	22.1	5.5	2.79	1.18
Does your official used English book cover activities on communication and collaborations skills?	16.6	31.3	30.7	11.7	9.8	2.66	1.17
Does your official used English book cover activities on digital skills?	17.8	24.5	39.3	11.7	6.7	2.65	1.10
Does your official used English book cover activities on creativity and critical thinking skills?	18.4	28.8	35.6	9.2	8.0	2.59	1.13
Does your official used English book cover activities on emotional self-regulation and well-being skills?	28.2	28.2	28.8	9.8	4.9	2.34	1.36
Does your official used English book cover activities on intercultural competence and citizenship skills?	17.2	31.9	35.0	11.0	4.9	2.54	1.05
The current EFL curriculum is compatible and adaptable to global skills.	16.6	28.2	35.6	14.1	5.5	2.63	1.08
TOTAL						**2.61**	**1.14**

Regarding the EFL curriculum, teachers think that communication and collaboration skills are mostly covered in the curriculum among global skills (M=2.83). Approximately 65% of the teachers think that communication and collaboration skills are included in the curriculum to a moderate or great extent. Emotional self-regulation and well-being skills, on the other hand, is the least included in the curriculum among global skills (M=2.46). While 23.3% of the teachers think that this skill is not in the curriculum at all, 29.4% think that the curriculum covers this skill to a minor extent. The other sub-intermediate skill is intercultural competence and citizenship (M=2.57). Overall, according to EFL teachers, the EFL curriculum covers global skills to a moderate extent except for intercultural competence and citizenship and emotional self-regulation and well-being skills which are covered to a minor extent.

Regarding the books used as materials, when the data is examined, emotional self-regulation and well-being skills is the least included skill set (M=2.34). About 60% of the teachers state that the books cover these skills to a minor extent or not at all. Contents related to communication and collaborations skills are the skills most frequently covered among the global skills in EFL books (M=2.66). Although the answers given about the books and the curriculum contents show parallelism, it can be said, in line with the answers given, that global skills are covered less in the books compared to the curriculum. Similarly, teachers consider the current English curriculum to be adaptable and compatible in integrating global skills to a moderate extent (M=2.63).

Discussion, Conclusion and Implications

The aim of this quantitative research is to provide a thorough understanding of the global skills practices and perceptions among English teachers. In accordance with the research questions, this study also explores the influence of demographic variations on teachers' practices and perceptions. Furthermore, the harmony of English course materials and curriculum with global skills was examined through a survey applied to EFL teachers. In this section, the findings will be analyzed in the light of the existing literature and discussed in relation with the research questions.

Discussion on the EFL Teachers' Familiarity with Global Skills

The increasing integration of technology into education (Martin, 2018) can be seen from the practices of the teachers in this study as well. Teachers acknowledge the significance of equipping students with the skills to navigate the digital world effectively. This relationship seems to be mutual. It can be thought that the reason why teachers integrate digital skills into their lessons more than others is due to the fact that they both have a better command of these skills and are more prone to them because they apply them more. When it comes to collaboration skills and communication skills they have

moderate mean scores. This suggests that teachers are somewhat familiar with these skills. Collaboration and effective communication are key competencies in the global workforce, and educators increasingly emphasize them (OECD, 2018). In their study Wahyuddin et al. (2022) advocate for the integration of collaboration and communication skills in educational frameworks, emphasizing their relevance in preparing students for the challenges of the 21st century.

Creativity skills are also a very important part of today's global world and in this research, it is seen that teachers also show moderate familiarity with creativity skills. Fostering creativity is recognized as a valuable skill for students to develop, as it is seen as essential for innovation and problem-solving (Craft, 2003). According to Porter et al. (2022), fostering creativity in education contributes not only to individual growth but also to address complex challenges in various fields. Together with creativity skills, critical thinking skills have a slightly lower mean score, indicating that teachers might be less familiar with this area. Critical thinking is considered fundamental for making informed decisions and analyzing complex issues (Fisher, 2001). The conventional teaching approach, where the teacher acts as the primary source of information for passive students, is becoming obsolete (Mogea, 2022). Students often find themselves preoccupied with taking notes, hindering the internalization of information. This method prioritizes memorization of answers, neglecting the exploration of questions and critical thinking (Mogea, 2022). The emphasis on recitation, rather than engaging in argumentative discussions, results in a fragmented understanding of context.

Teachers have relatively lower familiarity with intercultural competence and citizenship skills. Developing intercultural competence is crucial in a globalized world (Deardorff, 2009; Savicki, 2023). Citizenship skills relate to social responsibility and civic engagement, which are important for active citizenship (Westheimer & Kahne, 2004). The fact that these skills do not appear to be of interest to teachers creates a huge disadvantage in terms of active citizenship and recognizing and integrating into different cultures, which can be the most important outcome of English teaching. Emotional self-regulation and well-being skills also have lower mean scores. Emotional self-regulation and well-being are essential for students' mental health and overall success (Coplan, 2021; Durlak et al., 2011). Although supporting students emotionally may seem outside of English teaching at first glance, one of the main purposes of education is to support students mentally. In this sense, before teaching English, this skill must be supported for the purposes of education as well.

The findings suggest that EFL teachers are most familiar with digital skills and somewhat familiar with collaboration, communication, creativity, and critical thinking skills. However, they seem to have relatively lower familiarity with intercultural competence, citizenship skills, and emotional self-regulation and well-

being. It is important to consider these results for professional development and curriculum design to enhance EFL teachers' awareness and incorporation of these vital global skills.

Discussion on EFL Teachers' Global Skills Practices and Perceptions

This section is presented to discuss the findings on the question of ''What are the EFL teachers' global skills practices and perceptions?'' Teachers' perceptions and practices regarding global skills, which form the basis of this research, will be discussed within the framework of the research results and with the relevant literature.

Discussion on the EFL Teachers' Practices and Perceptions of Communication and Collaboration Skills

This study investigates how teachers approach global skills, exploring six different research questions based on these skills. According to Rusdin (2018), investigating the teachers' practices, both inside and outside the classroom, is crucial as it significantly influences their teaching methods. The primary focus of the research is to understand EFL teachers' practices and perceptions regarding global skills, categorized into five different groups. The findings provide valuable information on how EFL teachers handle global skills, with the initial section of the survey concentrating specifically on communication and collaboration skills.

Upon a thorough examination of the tables of findings, it becomes evident that a significant number of EFL teachers (approximately 50%) promote weekly engagement of students in pair or small group work, highlighting the emphasis on collaboration within the classroom. This practice seems to have similar sides with the literature emphasizing the importance of collaborative learning (Johnson & Johnson, 2018). The finding that teachers rarely have students create joint products using contributions from each student may indicate room for improvement in collaborative project-based learning methods (Johnson & Johnson, 2018). The practice of having students answer questions in front of an audience is relatively common. However, the preparation and delivery of oral presentations receive lower mean scores, suggesting an area where more focus might be beneficial (Ferris, 2018). Through just a 5-minute presentation, students can gain many valuable skills such as speaking in front of a group, self-confidence and social integration (Graig, 2013; Hammad, 2020). Craig (2013) mentions that delivering an oral presentation is deemed a crucial English as a foreign language speaking task. It provides EFL/ESL students with opportunities to enhance their English pronunciation, foster fluency, and engage in exercises that promote critical thinking, creativity, and the drafting process. The feasibility of activities such as making presentations, which is arguably the most useful form of one-way communication, especially in English lessons, opens a way for teachers to easily develop other skills with this lesson.

The majority of EFL teachers (81%) express a commitment to developing their students' communication and collaboration skills. This result is promising, as effective communication and collaboration skills are essential in today's globalized world (World Economic Forum, 2020). By prioritizing these skills, teachers are contributing to their students' capacity to collaborate effectively in teams, articulate their ideas with clarity, and participate in constructive dialogues. The fact that more than 40% of teachers indicate making moderate to very significant efforts to foster these skills demonstrates a powerful commitment to raise these capabilities. Communication and collaboration are not only vital for language acquisition but also for overall personal and professional development (P21 Partnership for 21st Century Learning, 2007). The substantial percentage of teachers actively working to enhance these skills seems in accordance with the educational literature's emphasis on the significance of communication and collaboration skills for students' success (Johnson & Johnson, 2018; Vygotsky, 1978). This focus is consistent with the notion that these skills play a crucial role in both academic and real-world contexts.

A study conducted in the Lebanese context suggests that teachers prioritize the enhancement and assessment of communication skills (Silvernail et al., 2017). In this study, a similar finding has been achieved. A significant proportion of teachers (74.1%) claim to effectively assess their students' communication and collaboration skills. This is a positive finding because effective assessment plays a vital role in gauging students' progress and guiding instructional practices (McTighe & O'Connor, 2005). Assessment of communication and collaboration skills is essential to ensure that students are acquiring these skills and to provide feedback for improvement (Bennet, 2020). When teachers can accurately evaluate their students' abilities in these areas, they can tailor their instruction to address specific needs. It is noteworthy that there is a similar level of commitment to developing and assessing these skills. The emphasis on effective assessment, rooted in the foundational perceptions of educational theorists like Bloom (1956) highlighting the importance of evaluation and assessment in the learning process, is further reinforced by contemporary authors such as Wiliam (2017), who advocate for formative assessment practices, and Muho and Taraj (2022), emphasizing the leading role of feedback in enhancing student learning. Effective assessment ensures that teachers can track students' development in these skills and provide appropriate feedback and support. The close alignment between teachers' efforts to develop these skills and their ability to assess them suggests a well-rounded approach to fostering communication and collaboration competencies in EFL classrooms.

Discussion on the EFL Teachers' Practices and Perceptions of Critical Thinking and Creativity Skills

The second part on practices and perceptions is related to critical thinking and creativity skills. When the tables are evaluated, the most frequently applied item for

developing critical thinking among EFL students is summarizing and interpreting what they have learned. This practice is important for helping students process information and make meaning from it (Halpern, 2014). Besides, as it is easy to apply, it seems this is teachers' favorite practice. Conversely, the analysis of competing arguments, perspectives, or solutions to a problem is less frequently implemented. This is an area where there may be room for improvement in fostering critical thinking (Ennis, 2011). Recent research by Husbye et al. (2021) shows the importance of promoting critical thinking by encouraging students to analyze and evaluate diverse viewpoints. The study emphasizes the need for educational practices that actively engage students in critical inquiry, fostering a deeper understanding of complex issues and enhancing their ability to assess various perspectives effectively.

Encouraging students to tackle complex, open-ended questions can be a powerful way to enhance their critical thinking abilities (Facione, 2015). Research by Brookfield and Preskill (2016) emphasizes that engaging students in the exploration of multifaceted, ambiguous questions stimulates their cognitive processes and fosters higher-order thinking abilities.

When it comes to cultivating creativity skills, the strategy most commonly employed by teachers is to have students generate their own ideas to address a problem or question. Encouraging idea generation is a fundamental aspect of nurturing creativity (Sawyer, 2012). On the other hand, the creation of original products or performances to express ideas is less frequently utilized. There should be a greater emphasis on fostering creativity among students (Durnalı et al., 2023). There is a growing consensus on the importance of fostering creativity among students in educational settings. Researchers like Craft (2011) argue that nurturing creativity not only enhances students' problem-solving skills but also cultivates a mindset crucial for adapting to the complexities of the 21st century. Additionally, Runco and Jaeger (2012) highlight the positive correlation between creative thinking and academic achievement, underscoring the need for a greater emphasis on creativity in educational curricula. The high level of engagement in developing critical thinking and creativity skills indicates that teachers recognize the importance of nurturing these skills in their students. Critical thinking and creativity are pivotal 21st century skills, closely tied to problem-solving, innovation, and adaptability (Partnership for 21st Century Skills, 2007). The study by Paul and Elder (2006) emphasizing the significance of these skills also yields similar results. It is quite uplifting to see that more than a third of teachers (34%) mention they are putting in a decent to a really strong effort to enhance these skills. This suggests that many teachers are proactively trying to include activities that encourage critical thinking and creativity in their lessons. However, there seems to be less enthusiasm when it comes to evaluating students' critical thinking and creativity skills. Effective assessment of these skills is essential to see the progress of students' higher-order

thinking abilities (Pellegrino et al., 2001). Another research by Pellegrino and Hilton (2012) emphasizes the importance of assessments that measure not only content knowledge but also critical thinking and problem-solving skills. Additionally, Kienzler et al. (2023) argue for the need to develop innovative assessment strategies that keep up with the demands of the 21st century skills framework, encompassing communication, collaboration, creativity, and digital literacy. The reluctance to assess critical thinking and creativity skills might stem from the challenge of evaluating these complex and subjective abilities (Halpern, 2014). Teachers might need more support, training, or resources to feel confident in assessing them effectively. A majority of educators assess these skills only to a minor extent or not at all although effective assessment of these skills is essential for understanding student progress (Bloom, 1956; OECD, 2019; Voogt et al., 2018). This gap in assessment practices poses a significant challenge to fostering holistic skill development in students. It is worth noting the gap between the willingness to develop and the willingness to assess these skills. This suggests that while teachers are dedicated to foster critical thinking and creativity, they may need more guidance and training to confidently evaluate these skills in their students.

Discussion on the EFL teachers' Practices and Perceptions of Intercultural Competence and Citizenship

When it comes to intercultural competence and citizenship practices, the most frequently applied practice by teachers is having students study information about other countries or cultures. This practice is crucial for fostering intercultural awareness and understanding (Deardorff, 2009). Lutge et al. (2023) emphasize the significance of intercultural competence, highlighting its relevance in navigating diverse cultural contexts. They further discuss the fundamental concepts of intercultural communication, underscoring the role of language classes in developing students' ability to engage effectively across cultures. Providing insights into how language teaching, particularly English, enhances intercultural competence, prepares students for meaningful interactions in our interconnected global society (Byram & Wagner 2018). On the other hand, the least frequently practiced item is having students study the geography of distant countries. Incorporating geographical studies into language curricula contributes to a holistic understanding of different cultures, fostering a more comprehensive and interconnected worldview (Fantini, 2009; Kohler, 2020). The item "Reflect on how their own experiences and local issues are connected to global issues" also receives relatively low practice rates, although it is crucial for promoting global awareness (Deardorff, 2009). When this connection is not established well, it is not surprising to have students indifferent to outside world. This practice is crucial for establishing a meaningful connection between what students learn in the classroom and real-world situations. When discussing citizenship, the commonly practiced citizenship-related task is around students'

exploring subjects or matters special to their family or community. This activity seems to be linked with the notions of being an engaged citizen and participating in community matters (Furco, 2002). Nevertheless, engaging in a conversation with one or more community members regarding a class project or activity is done at a comparatively lower frequency. This practice is also crucial for making a connection between what students learn in the classroom and real-world situations (Kahne & Middaugh, 2008; Qu & Purvis, 2018). Actively involving community members in educational endeavors enhances students' understanding of the practical applications of their knowledge and promotes a more authentic and experiential learning environment. Bringing outside world into the classroom is actually what all education philosophy should be based on. The most important reasons why intercultural competence and citizenship skills are applied very little may be the expectations of the authorities, incompatibility of teachers, program, background and materials. The efforts of teachers in making global and local connections indicate that many teachers recognize the importance of fostering students' abilities to understand and appreciate different cultures, fostering responsible global citizenship (Byram, 2020; Grad & Van Der Zande, 2022). The results also reveal that nearly half of the teachers do not feel very confident in evaluating students' understanding of global and local issues. The gap between teaching and evaluating effectiveness highlights the challenge in forming judgments about these skills (Deardorff, 2006). The difficulty in evaluating intercultural competence and citizenship skills could stem from their intricate and subjective characteristics, frequently requiring qualitative and context-specific judgments (Bennett, 2008). Intercultural competence involves a complex interplay of cognitive, affective, and behavioral components, making its assessment naturally complex (Fantini, 2018). Teachers might benefit from support, training, and resources to enhance their methods of assessing these skills. The results indicate that while many teachers aim to teach these skills, they may face challenges in effectively evaluating them. This mirrors the broader difficulty in assessing skills related to intercultural competence and citizenship (Fantini, 2009). Teachers express a greater desire to enhance intercultural competence and citizenship skills compared to their confidence in evaluating these skills effectively. This suggests an opportunity for teachers to undergo training and development to acquire the necessary tools and methods for assessing these intricate competencies.

Discussion on the EFL Teachers' Practices and Perceptions of Emotional Self-Regulation and Well-being

Emotional self-regulation and well-being seems like a challenge for teachers. The most frequently practiced item by teachers is encouraging students to manage negative emotions and develop an 'if-then' plan. This practice is vital for helping students develop emotional self-regulation skills, enabling them to handle their

emotions effectively (Brackett et al., 2010). On the other hand, the item "Analyze a fictional novel character" is the least practiced. This item may be seen as less directly related to emotional self-regulation and well-being, and its low practice rate reflects that. Having students conduct interviews with their peers on what they do for their well-being is another practice with low implementation. This approach can raise self-awareness and peer support stronger for well-being (Durlak et al., 2011). Teachers' perspectives on emotional self-regulation and well-being skills indicate that teachers may not consider this skill as very necessary. The data reveals that while 45% of teachers believe that emotional self-regulation and well-being skills should be cultivated, a substantial portion (55%) either does not implement them or implements them to a minor extent. However, scholars emphasize the importance of promoting emotional intelligence and well-being in language education for enhanced learning outcomes and overall student development (Mercer & Dörnyei, 2020).

This highlights the need for increased focus on these skills in the classroom (Brackett et al., 2011). The results also indicate that evaluating emotional self-regulation and well-being skills is seen as challenging. Only 10.4% of teachers mentioned that they assess these skills to a great extent. This might show the challenge of objectively measuring emotional well-being in students (Durlak et al., 2011). EFL teachers exhibit diverse levels of dedication to fostering emotional self-regulation and well-being skills in their students. While some practices are more common, others receive limited attention. The findings suggest there is potential for a more significant emphasis on emotional self-regulation and well-being in language education.

Discussion on the EFL Teachers' Practices and Perceptions of Digital Literacies

The findings in this section are important because they show that teachers have internalized technology in their lives and teaching. The part on digital literacies shows a bit higher level practice when compared with other skills. The data suggests that a majority of EFL teachers prompt students to choose appropriate technology tools or resources for task completion. Nearly 70% of teachers incorporate this practice at least 1-3 times a month. This is parallel with the concept that digital literacy encompasses not only technical skills but also the ability to select the right technology for a given task (Martin, 2018).

Taking advantage of technology for self-instruction is another frequently employed practice. Half of the teachers instruct students to do this 1-3 times a month or a week. This coincides with the trend of students leveraging online resources for self-paced learning (Ng, 2012). 57.7% of teachers instruct students to assess the credibility and relevance of online resources. This practice is crucial in the digital age for developing students' critical thinking skills (Martin, 2018). The least commonly practiced aspect is using technology to support teamwork or collaboration. This could be attributed to challenges in

managing collaborative technology projects in the classroom (Tondeur et al., 2012).

The positive impact of technology on learning is well-established. Learning with technology is deemed fun, motivating, meaningful, effective, and sometimes more intricate, enabling students to access and use information easily and, in turn, address contemporary challenges (Fatimah & Santiana, 2017). These reasons may exemplify why educators focus on technology. In this context, technology's influence on language learning and overall success in life is undeniable. Educators may aim to enhance learners' independence by leveraging technology, as it serves as the primary catalyst and enhancer for promoting learner autonomy in second language acquisition, as emphasized by Pemberton et al. (1996). Essentially, technology can be seen as a tool that facilitates and supports various aspects of the teaching and learning process. Recent research by Ramzan et al. (2023) points out the significant impact of technology in empowering language learners to take charge of their learning journey, highlighting its role as a primary driver in promoting learner autonomy.

The findings of the present research illustrate that instructors strongly encourage their students to use technology for self-directed learning. Their intention is to foster greater learner autonomy by taking advantage of technology, considering it the primary instigator and amplifier for enhancing independence in second language learning (Bond & Bedenlier, 2019). Essentially, technology is recognized as a versatile instrument that facilitates and augments the capabilities within the educational process. The swift progress of technology in recent years has opened new avenues for educators to integrate technological tools into the educational landscape. Ultimately, the utilization of technology has become nearly omnipresent in the realm of language learning (Shadiev & Yang, 2020). Teachers' perception on technology seems to be very different from their views on other skills. The findings indicate that teachers place importance on developing students' digital literacy skills. Different from the other skills, they also assess these skills effectively.

Discussion on the EFL Teachers' Motivation to Integrate Global Skills in Their Classes

EFL teachers' motivation to integrate global skills in their classes seems quite high. This high level of motivation indicates that teachers recognize the importance of skills of equipping their students with these to prepare them for an interconnected world (UNESCO, 2013).

English language classes are widely regarded as suitable for developing global skills, with 89.4% of EFL teachers agreeing to a great or very great extent. This perspective is connected with the recognition of English as a global lingua franca and the understanding that English language instruction can serve as a medium for

developing various skills, including global competencies (Byram, 2020). The results suggest that EFL teachers are strongly inclined to incorporate global skills into their teaching, understanding the vital importance of these skills and acknowledging the capacity of English classes to cultivate them. This enthusiasm is crucial for cultivating global competence in students and preparing them for the complexities of a globalized world.

Discussion on the Correlation of the Global Skills of EFL Teachers with Its Components

The examination discussed earlier, exploring correlations, illuminates the complicated connections among various dimensions of global skills within EFL teachers. The findings reveal a strong, positive, and noteworthy interdependence between all elements of global skills. This underscores that these skills are closely intertwined and do not function in isolation. This connection among them aligns with the concept that global skills are interdependent and often intersect in practical application (UNESCO, 2013). To illustrate, communication and collaboration skills exhibit a robust correlation with creativity and critical thinking skills indicating that nurturing one skill set can positively impact the development of the other. A comprehensive exploration of correlation patterns reveals that emotional self-regulation and well-being skills demonstrate significant associations with other components, such as communication-collaboration and creativity-critical thinking. This is in line with the understanding that emotional well-being can positively influence one's ability to communicate effectively and think critically (Durlak et al., 2011). Similarly, intercultural competence and citizenship skills exhibit a strong correlation with creativity and critical thinking reflecting the idea that understanding and appreciating different cultures and perspectives can enhance one's creative and critical thinking abilities (Mogea, 2022).

When examining the overall correlation, the analysis reveals a robust, positive, and significant connection between the total score of global skills and the total scores of each individual global skill. The most substantial correlation is observed between the total score and creativity and critical thinking. This implies that the overall development of global skills is closely linked to the advancement of creativity and critical thinking, emphasizing their pivotal role within the global skills framework. These findings show the holistic nature of global skills, emphasizing the importance of recognizing their interconnectedness in educational practices. Nurturing one facet of global skills can positively impact the enhancement of other components. As such, educators should strive to cultivate a comprehensive array of global skills to effectively prepare students for the challenges of an increasingly interconnected world (Grad, & Van der Zande, 2022; Reimers & Chung, 2019; Reimers et al., 2016).

Discussion on the Effect of Demographic Variables on Global Skills Practices

In this section, the discussion is centered around teachers' demographic variables, including gender, experience, educational background, school level, and whether these factors have any impact on their practices of global skills.

Discussion on the Effect of Gender

This study also aims to explore whether demographic factors impact the application of global skills. Analysis of collaboration and communication skills data indicates that female teachers show a slightly higher tendency to engage in these skills compared to their male counterparts. It is noteworthy, however, that this distinction lacks statistical significance. While the trend suggests a marginal inclusion among female teachers, it is essential to highlight the active involvement of both genders in practicing these skills. On the other hand, when looking into creativity and critical thinking skills, a notable difference emerges in their application. Female teachers appear to incorporate these skills more into their teaching compared to male teachers and this difference holds statistical significance. This finding goes with the previous research indicating that female teachers tend to employ more innovative and student-centered teaching methods, fostering the development of critical thinking and creativity in students (Aljughaiman & Mowrer-Reynolds, 2005). In terms of intercultural competence and citizenship skills, the data does not show a significant difference between male and female teachers. Both genders appear to be relatively equally involved in fostering these skills, though there is a slight inclusion among female teachers. The data shows a moderate difference in the practice of emotional self-regulation and well-being skills, with female teachers practicing these skills more than male teachers. However, this difference is not statistically significant. This suggests that both male and female teachers consider emotional well-being an essential aspect of their teaching, although female teachers may prioritize it slightly more. Regarding digital skills, female teachers practice these skills slightly more than male teachers. However, this difference is not statistically significant as well. The practice of digital literacy is generally high among both male and female teachers, but female teachers seem to engage with it slightly more. The differences seen in how male and female teachers approach global skills can be explained by different factors. Studies suggest that female teachers are into student-focused and interactive teaching methods more, which are effective for fostering critical thinking and creativity in students (Harris & Sass, 2011). Additionally, factors like individual teaching beliefs and the specific classroom setting can all play a role in these distinctions.

The results indicate that there are gender differences in incorporating global skills, especially concerning creativity and critical thinking skills. These findings are in accordance with what previous research has also suggested about the impact of gender on teaching approaches (Mahmud, 2010; Saleh Mahdi & Sa'ad Al-Dera, 2013; Thao et. al, 2023). Nevertheless, it is crucial to recognize that these differences are not universal, and individual teaching philosophies and approaches heavily influence how teachers shape their practices.

Discussion on the Effect of Experience

This study also explored how teachers' years of experience influence their application of global skills in EFL classrooms. Previous researches suggest that newer teachers might be more open to trying out innovative teaching methods, including collaborative activities (Dias-Lacy & Guirguis, 2017; Huberman, 1989). This research also points out a trend in this regard. Hence, it could be concluded that new teachers seem more interested in this skill. Teachers with 1-5 years of experience scored the highest mean for practicing creativity and critical thinking skills, whereas those with 11-15 years of experience had the lowest score. However, these differences did not reach statistical significance. Novice teachers might be more familiar with contemporary teaching methods that stress the importance of critical thinking (Walker, 2008). Teachers with 1-5 years of experience had the highest mean score for practicing intercultural competence and citizenship skills. These new teachers might be more willing to include intercultural elements in their teaching (DeJaeghere & Baxter, 2014). They also might be more eager to attend students' emotional needs (Ingersoll & Strong, 2011).

Experienced teachers may incorporate digital technologies as they adapt to changing teaching practices (Baylor & Ritchie, 2002). The absence of statistically significant differences in teachers' practices across various experience levels indicates that years of experience alone do not significantly influence the incorporation of global skills (Podolsky & Darling, 2019). Other factors, such as teacher training, access to professional development opportunities, curriculum requirements, and individual teaching philosophies, may play a more substantial role in shaping teaching practices (Ingersoll & Strong, 2011). Additionally, contemporary EFL education has evolved over time, emphasizing the significance of global skills in language teaching. Finally, both novice and experienced teachers may be equally inclined to integrate these skills into their teaching, thereby minimizing the impact of experience.

Discussion on the Effect of Educational Background

The impact of teachers' educational backgrounds on the practice of global skills in EFL classrooms was explored, revealing that having a Bachelor's degree or an advanced degree (MA/Ph.D.) did not significantly affect the incorporation of global skills. While differences in mean scores were noted, particularly in collaboration and communication, creativity and critical thinking, emotional self-regulation, and digital literacies, statistical significance was not achieved. These findings are similar to the findings of Saleh Mahdi and Sa'ad Al-Dera (2013), emphasizing that teachers' commitment to fostering global skills transcends formal education levels. The research emphasizes that factors such as professional

development, teaching philosophy, and institutional support may play a more substantial role in shaping teaching practices (Ingersoll & Strong, 2011). Both Bachelor's degree and MA/Ph.D. holders actively engage in promoting global skills in EFL classrooms, highlighting the creativity of effective teaching practices across educational levels.

Discussion on the Effect of School Level

The study reveals variations in the integration of global skills among EFL teachers across different school levels. High school teachers demonstrate a statistically significant emphasis on emotional self-regulation and well-being skills compared to primary school teachers. However, no significant differences are observed in collaboration and communication, creativity and critical thinking, and intercultural competence and citizenship skills across school levels, indicating a consistent approach in nurturing these skills (Kurtz, 2015). While high school teachers exhibit the highest mean score in digital literacies, the difference does not reach statistical significance aligning with the research of Martin (2018). This suggests a trend of increasing mean scores from primary school to high school but lacks a notable statistical contrast. The findings highlight the overall equal value and integration of collaboration, communication, creativity, critical thinking, intercultural competence, citizenship skills across EFL classrooms, regardless of the school level (Minoia, 2019)

The noticeable difference in how high school teachers actively address emotional self-regulation skills and well-being could be linked to the distinct developmental stages and emotional needs of high school students. Teenagers in high school often grapple with diverse emotional and social challenges, and teachers in this setting may understand the significance of tending to their emotional well-being (Varela, 2018). On the other hand, the absence of significant differences in other global skills indicates a general commitment among EFL teachers, regardless of the school level, to incorporate these skills into their classrooms (Pekrun et al., 2017). The variations observed in emotional self-regulation and well-being skills might be influenced by the unique challenges and opportunities inherent in high school settings.

Discussion on the Impressions of EFL Teachers on How Much EFL Classes and Curricula Are Compatible for Teaching Global Skills

The findings related to EFL teachers' perceptions of the compatibility of EFL classes, materials, and curricula with global skills indicate that there are some gaps in addressing these skills within the educational context. These perceptions can significantly influence how effectively these skills are integrated into the classroom.

Teachers perceive that communication and collaboration skills are the most practiced global skills within the EFL curriculum. This finding aligns with the emphasis on communication as a critical 21st century skill (P21 Partnership for 21st Century Learning, 2007). EFL classrooms are increasingly seen as platforms for fostering these skills through group activities, discussions, and project-based learning (Dooly, 2020; Nunan, 2003). Effective communication and collaboration are considered essential in preparing students for global citizenship (Brackett et al., 2011). Teachers' recognition of these skills as part of the curriculum is promising. This alignment with global skills is essential as communication and collaboration are vital in today's interconnected world (UNESCO, 2013). On the other hand, emotional self-regulation and well-being skills are perceived to be the least incorporated in the curriculum. This emphasizes the importance of socio-emotional learning and mental health, particularly in the context of global skills (Brackett et al., 2011). The lower rating in this area highlights a potential gap in addressing students' emotional well-being, which is crucial for their holistic development. The lower coverage of emotional self-regulation and well-being skills in the curriculum might be a reflection of the broader challenges in integrating socio-emotional learning into traditional academic contexts (Durlak et al., 2011). Various scholars have emphasized the importance of intercultural competence in language education for effective communication and empathy (Alvarez Valencia, & Michelson, 2022; Atay et.al, 2009; Byram et.al, 2013; Heggernes, 2021; Kramsch, 1993).

Intercultural competence and citizenship skills fall within a moderate range. While more than 50% of teachers feel these skills are included to some extent, it is essential to focus on improving their integration. Globalization emphasizes the need for intercultural understanding and responsible citizenship (Deardorff, 2006). Strengthening these skills can better prepare students for a diverse, interconnected world. Digital skills seem to be moderately integrated into the curriculum. In a digital age, fostering digital literacy and competencies is crucial for students' future success (Hobbs, 2010). The findings indicate that, while there is alignment between the curriculum and books, global skills are perceived to be covered less in the books compared to the curriculum. This shows the need for a more comprehensive approach in selecting or creating materials that truly support the integration of global skills. Teachers should consider supplementary resources and innovative teaching methods to bridge this gap (Kramsch, 2014; Perkins et al., 1993). The observation that global skills are perceived to be covered less in the books compared to the curriculum resonates with the challenges of aligning instructional materials with curriculum objectives. This discrepancy might be due to the slower adaptation of textbooks to evolving educational paradigms (Tomlinson, 2012). As Bouzid (2016) stated, textbooks are at the very center of teaching and cannot be ignored. This study reveals that while teachers express motivation to incorporate these skills, they are not positioned at the core of instructional practices, mainly due to the design of textbooks and educational programs. The perception that the current English curriculum is moderately adaptable to integrating global skills emphasizes the ongoing efforts to incorporate 21st century skills into traditional educational frameworks.

Scholars have discussed the need for curriculum redesign to keep up changing societal needs and to facilitate the development of students' diverse skills (Trilling & Fadel, 2012).

The findings from the study reflect the ongoing challenges and progress in integrating global skills into EFL education (Djebbari & Djebbari, 2021). While communication and collaboration skills seem to be more prominently integrated, there are opportunities for further development in areas such as emotional self-regulation, intercultural competence, and adapting materials. These results are in line with the evolving discussions within the field of language education and the broader context of 21st century skills development. The perceptions of EFL teachers on the coverage of global skills in the curriculum and materials suggest both strengths and areas that require improvement. Addressing the gap in emotional self-regulation and well-being skills, enhancing the inclusion of intercultural competence and citizenship skills, and ensuring that materials align with curriculum goals are essential steps for effectively preparing students for the demands of the 21st century.

Conclusion

In a world marked by rapid globalization, technological advancements, and intricate interconnectivity, the cultivation of global skills has emerged as a paramount endeavor in education. This research has explored the multifaceted realm of global skills, exploring their significance, components, integration into education, and implications for both learners and educators. Global skills encompass a constellation of competencies ranging from effective communication and collaboration to critical thinking, intercultural competence, emotional intelligence, and digital literacy. These skills are not merely additions to traditional education; rather, they embody the essence of preparing learners for the challenges and opportunities that characterize the modern era. The evidence presented underscores the importance of these skills in diverse contexts, be it in the workplace, community engagement, or personal interactions. Moreover, the interconnectedness of these skills enhances their value, as they often reinforce and complement one another.

The integration of global skills into educational frameworks, particularly in English Language Teaching, is a forward-looking approach that responds to the demands of the globalized society. Language classrooms, by their very nature, serve as microcosms of multiculturalism and communication. The infusion of global skills into language education not only augments language proficiency but also empowers learners with the tools to thrive in a linguistically and culturally diverse world.

It is evident that the cultivation of global skills is not merely an educational trend but a necessity borne out of the dynamics of our times. The journey towards nurturing global skills is ongoing and adaptive, requiring educators to continually evolve their methodologies, curricula, and approaches. Equipped with global skills, individuals are poised to navigate uncertainties, engage in cross-cultural dialogue, and contribute constructively to the global community. The symbiotic relationship between global skills and education is one that propels humanity towards a future characterized by empathy, innovation, and harmonious coexistence.

In essence, the cultivation of global skills is an investment in the present and future of our interconnected world. It is a testament to the transformative power of education to shape not only the minds but also the hearts of individuals, fostering a generation that embraces diversity, navigates complexity, and makes meaningful contributions to the global tapestry of human experience. Incorporating skills into EFL classes is a multifaceted task. The results of this research provide perspectives from EFL teachers on how they include skills in their classrooms. The data reveals points that give us insights into the status of global skill development in EFL education.

To begin with it is clear that EFL teachers understand the importance of skills and acknowledge their role in nurturing these skills among their students. A significant number of teachers demonstrate their commitment to developing students' communication and collaboration abilities fostering creativity and critical thinking as promoting intercultural competence and citizenship skills. This adheres to the increasing recognition in the field of education that global skills are crucial for preparing students to succeed in our interconnected world (OECD, 2018).

However, the study also points out challenges in implementing and assessing these skills. While teachers express their dedication to develop competencies, they seem unconfident when it comes to accurately evaluating these abilities. This highlights the necessity for development opportunities that equip teachers with the tools and strategies to assess and measure students' proficiency in global skills (Parmigiani et al., 2022). It is essential to empower teachers with the knowledge and expertise required to provide feedback and guidance to students on their journey towards achieving competence. Cobb and Couch (2018) emphasized the significance of development in today's educational landscape. They emphasized that professional development plays a leading role for teachers, allowing them to enhance their knowledge, awareness, and skill set both within and outside the classroom. On the other hand, teachers' acquisition of international experience can help them internalize these skills and support their students with more meaningful content. Numerous educational institutions are expanding their international mobility initiatives, yet the participation of student teachers remains limited. Exploring alternative approaches, such as virtual exchanges (Garcés & O'Dowd, 2020) or online placements (Sepulveda-Escobar & Morrison, 2020), becomes imperative. This shift allows teacher education programs to cultivate global competence, equipping

educators to tackle varied challenges across diverse contexts and scenarios.

As highlighted in Bedir's research (2017), the presence of inadequate curriculum requirements and a heavy emphasis on test-based assessment hinders teachers from effectively implementing these skills, even when they possess a genuine interest and desire to integrate them into their teaching practices. It is evident that educators, teachers, and policymakers must acknowledge the critical need for professional development and adaptations to meet the demands of our time, as emphasized by Guoyuan et al. (2018).

Moreover, demographic variables such as gender, experience, educational background, and school level seem to have varying degrees of influence on the integration of global skills. For example, female teachers appear to be more inclined to emphasize creativity and critical thinking skills, highlighting the significance of recognizing individual teacher strengths and preferences (Silvernail et al., 2017). Recognizing that practical experience alone may not substantially influence the application of global skills highlights the critical role of continuous professional development for educators across various career stages (Ingersoll & Strong, 2011). Actively participating in ongoing training and educational opportunities becomes essential for teachers to remain updated on emerging pedagogical strategies and expertly incorporate global skills into their teaching methods (Parmigiani et al., 2022).

The study also reveals differences in the perception of global skill integration between the curriculum, class materials, and state provided English books. While the curriculum appears to moderately cover skills like communication and collaboration, there is room for improvement, especially in terms of emotional self-regulation and well-being and intercultural competence and citizenship. This suggests that curriculum designers need to be more deliberate in aligning curriculum objectives with the development of global skills (Deardorff, 2006). Additionally, class materials and English books, which teachers often rely on, may require revision to more clearly reflect the emphasis on global skills.

Implications

Centered on the research findings, this study offers several recommendations for consideration. The exploration of EFL teachers' practices and perceptions regarding global skills suggests the importance of collaborative efforts to improve the incorporation of these skills in EFL classrooms. These recommendations can serve as valuable guidance for educational institutions, policymakers, and researchers as they work towards equipping students for progress in a globalized world.

The findings indicate that there is variability in how EFL teachers practice and perceive global skills. To standardize and enhance the integration of global skills, teacher training and professional development programs should be considered. These programs can focus on improving teachers' knowledge, competencies, and confidence in integrating global skills effectively. Many teachers feel that the current EFL curriculum does not adequately cover certain global skills, highlighting the need for a curriculum overhaul. Collaborative efforts between educational authorities and curriculum developers are crucial to align curriculum goals with the development of global skills. This may entail revising existing curricula and crafting additional materials to better incorporate global skills.

Given the diverse access levels to materials among EFL teachers, there is an opportunity to create targeted resources to promote the teaching of global skills. This could involve developing lesson plans, teaching guides, and supplementary materials tailored to facilitate the seamless integration of global skills into EFL classrooms.

The study highlights that collaboration and communication skills are relatively well-covered. To build on this, teachers can be encouraged to promote collaboration and intercultural exchanges between students. This can be achieved through joint projects, discussions, and partnerships with schools from different cultural backgrounds. Erasmus+ projects seem to be a good option for this purpose. These projects will help so much to develop intercultural competence as well. For this reason, these projects should be encouraged, made easier and open to all schools.

Given the findings indicating teachers' lower confidence in assessing certain global skills, there is a clear need for developing precise assessment methods for these skills. Collaborative efforts between schools and educational authorities are essential to create assessment tools that align with the development of global skills. Additionally, providing training to teachers on effective assessment methods is crucial for successful implementation.

Teachers and researchers can actively advocate for educational policies that prioritize the integration of global skills in EFL classrooms. This advocacy may involve collaborating with educational authorities to revise policies, standards, and assessments to better reflect the significance of global skills in the 21st century.

Disclosure statement
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Genişletilmiş Özet

Giriş
21. yüzyıl yaşamında dijital teknolojiler, küreselleşme, politik konular, hareketlilik ve çeşitliliğin yol açtığı hızlı değişimler, eğitimin gelişmesini gerektirmektedir. Öğrencilerin yalnızca geleneksel konuları değil, aynı zamanda küresel dünyanın ihtiyaçlarına göre uyarlanmış kritik becerileri de edinmeleri önemlidir. Küreselleşme, bilgiye hızlı erişim ve farklı insanlarla iletişim gibi yeni beceriler gerektiren zorluklar getirmektedir. Mercer vd. (2019) bunları iletişim, iş birliği, yaratıcılık, eleştirel düşünme, kültürlerarası yeterlilik, vatandaşlık, duygusal öz düzenleme, refah ve dijital okuryazarlık olarak

tanımlamaktadır. Bu becerileri eğitime entegre etmek, öğrencileri hızla değişen küresel topluluklara hazırlamak için çok kritiktir.

Eğitim, küresel dünyada başarıya yönelik becerilerin sağlanmasında hayati bir rol oynamaktadır (Bedir, 2019). Ancak mevcut eğitim sistemleri her zaman öğrencilerin ihtiyaçlarını veya iş piyasasının taleplerini karşılayamayabilir. Bunu ele almak için küresel becerileri eğitim sistemlerine entegre etmeye yönelik küresel bir hareket halihazırda vardır (OECD, 2018). Öğretmenler bu entegrasyonda kilit bir rol oynamakta ve onların açık fikirli ve yenilikçi olmaları ve öğrencileri toplum ve istihdam ihtiyaçlarına hazırlama konusunda aktif olarak yer almaları gerekmektedir (Harris ve Sass, 2011).

Yabancı dil olarak İngilizce (EFL) öğretmenleri, dil öğretmede ve farklı kültürlere saygıyı geliştirmede, öğrencileri küreselleşmiş bir dünyada aktif vatandaşlar olmaya hazırlamada benzersiz bir role sahiptir. Birçok İngilizce öğretmenliği programında kullanılan iletişimsel dil öğretimi, küresel becerilerin öğretilmesiyle iyi uyum sağlar ve İngilizceyi geniş bir yelpazedeki küresel becerilerin aktarılması için güçlü bir araç haline getirir (Díaz-Pérez, 2013). Öğretmen eğitimi ve müfredat geliştirmenin önemi küresel becerilerin İngilizce yabancı dil sınıflarına entegre edilmesi konusunda kritik öneme sahiptir. İngilizce öğretmenlerinin küresel becerilere ilişkin bakış açılarını anlamak, onların İngilizcenin yabancı dil olarak öğretimi entegrasyonunu geliştirebilir ve öğrencileri 21. yüzyıl için güçlendirebilir.

Bu araştırma, küresel becerilerin eğitim kurumlarında bağımsız bir kavram olarak veya müfredata entegre edilerek öğretilmesini savunmaktadır ve bu becerilerin İngilizce eğitimi yoluyla öğretilmesinin etkililiğini vurgulamaktadır. Öğrencilere dünya ve kendi ülkeleri hakkında bir bakış açısı kazandırmakla beraber, İngilizce derslerinde beceri geliştirme üzerine ortak bir odaklanmanın da üzerinde durulmuştur. Çalışma, küresel becerilerin İngilizce sınıflarına entegrasyonunu ölçmeyi, İngilizce öğretmenlerinin uygulamalarını ve küresel becerilere ilişkin algılarını değerlendirmeyi ve İngilizce öğretmenlerini temel alarak küresel becerilerin İngilizce müfredatına ne ölçüde entegre edildiğini değerlendirmeyi amaçlamaktadır. Ayrıca, İngilizce derslerinin küresel becerilerin öğretilmesiyle uyumluluğunu ve müfredatın buna göre tasarlanıp tasarlanmadığını belirlemeyi amaçlayarak potansiyel yeni İngilizce programlarına ve müfredatlara katkıda bulunmayı amaçlamaktadır.

Bu araştırma aşağıdaki sorular çerçevesinde gerçekleştirilmiş olup, bunlara yanıt bulunmaya çalışılmıştır.

1) İngilizce öğretmenleri küresel becerilere ne ölçüde aşinadır?

2) İngilizce öğretmenlerinin küresel beceri uygulamaları ve algıları nelerdir (Bulgular küresel becerilerin alt boyutlarına göre dağıtılmıştır)?

3) İngilizce öğretmenleri küresel becerileri sınıflarına entegre etme konusunda ne kadar motivedirler?

4) İngilizceyi yabancı bir dil olarak öğreten öğretmenlerin küresel becerileri, iletişim ve iş birliği, yaratıcılık ve eleştirel düşünme, kültürlerarası yeterlilik ve vatandaşlık, duygusal öz düzenleme ve refah ve dijital okuryazarlık gibi küresel becerilerin bileşenleriyle ne kadar ilişkilidir?

5) Küresel becerilerin İngilizce yabancı dil sınıflarına entegre edilmesi konusunda demografik değişkenler (cinsiyet, öğretim kademeleri, mezuniyet tarihi, lisans derecesi, yabancı dil öğretmenlerinin deneyimleri gibi) arasında anlamlı farklılıklar var mı?

6) İngilizce öğretmenlerinin, derslerinin ve müfredatının küresel becerilerin öğretimi için ne kadar uyumlu olduğuna dair izlenimleri nelerdir?

Yöntem

Bu nicel çalışma, İngilizce öğretmenlerinin küresel becerilere ilişkin algılarını ve bu becerileri sınıflarına ne ölçüde entegre ettiklerini araştırmayı amaçlamaktadır. Dörnyei (2007) tarafından tanımlandığı şekliyle nicel araştırma, belirli soruları yanıtlamak için sayısal veriler ve istatistiksel yöntemler kullanılarak çeşitli değişkenlerin araştırılmasını içerir. Bu araştırma için bilimsel niteliği, genellemelere olanak sağlaması, veri toplama ve analiz etmedeki verimliliği nedeniyle taramaya dayalı nicel çalışma modeli seçilmiştir (Daniel, 2016).

Çalışmada 2022-2023 eğitim-öğretim yılında Tokat, Türkiye'de çeşitli eğitim seviyelerindeki İngilizce öğretmenlerine anket uygulanmıştır. Erişilebilirlik, fizibilite ve zaman, bütçe ve iş gücü ile ilgili kısıtlamalara dayalı olarak bir örneklemin seçilmesinde bir strateji olan kolayda örnekleme kullanılmıştır (Büyüköztürk vd., 2019). Araştırmaya toplam 163 İngilizce öğretmeni katılmıştır. Kullanılan veri toplama aracı, araştırmacı tarafından Ravitz'den (2014) uyarlanan, güvenilirliği yüksek (std. alfa > .90, inter-item korelasyon > .58) ve küresel becerilerle doğrudan ilgili maddeleri içeren '21. Yüzyıl Öğretme ve Öğrenme Anketi'dir. Anket tanımlar, uygulamalar, algılar ve yabancı dil olarak öğretilen İngilizce ders müfredatının ve sınıf materyallerinin küresel becerilerle uyumluluğuna ilişkin bölümlerden oluşmaktadır. Veriler 3,5 ay boyunca çevrimiçi ve yüz yüze anketler yoluyla elde edilmiştir ve tanımlayıcı ve çıkarımsal istatistikler için SPSS sürüm 25 kullanılmıştır. Analitik yöntemler arasında cinsiyet, okul düzeyi, eğitim durumu ve deneyim gibi değişkenlerin öğretmenlerin uygulamaları ve algıları üzerindeki etkisini incelemek için ortalama puanlar, standart sapmalar, yüzdeler, bağımsız örneklem t testleri ve varyans analizi (ANOVA) yer almıştır. Normallik dağılım testleri verilerine göre Shapiro-Wilk testi sonucu normal dağılım göstermemiştir ancak çarpıklık ve basıklık değerleri hesaplanması sonrası verilerin normal dağıldığını göstermiştir (Shapiro-Wilk testi, p <.05; Skewness-Kurtosis değerleri -1.00 ile +1.00 arasında) (Heir vd., 2013).

Bulgular

Araştırmanın bulguları, İngilizce öğretmenlerinin küresel becerilere yönelik farkındalıkları ve bunlarla ilgili uygulamalarının yanı sıra algıları ve motivasyonları hakkında değerli bilgiler sunmaktadır. Küresel becerilere

yatkınlık konusunda, öğretmenlerin en çok dijital becerilere yatkın oldukları; ancak duygusal becerilere diğerlerine oranla daha az yatkın oldukları tespit edilmiştir. İletişim, iş birliği ve yaratıcılıkta ise öğretmenlerin orta düzeyde becerilere sahip oldukları görülmüştür.

Uygulamalar ve algılar açısından bakıldığında öğretmenler, iş birliği ve iletişim becerilerini geliştirmek için grup çalışmasını ve tartışmaları sıklıkla kullandıklarını belirtmişlerdir. Ancak öğrencilerden sözlü sunum hazırlamalarını isteme ve bunu uygulamaları göreceli olarak düşük düzeydedir. Benzer şekilde, öğretmenler eleştirel düşünmeyi geliştirmek için bilgiyi sıklıkla özetleyip yorumlarken, karşıt argümanları analiz ettirdiklerini veya öğrencileri karmaşık problemleri çözmeye nadiren teşvik ettiklerini belirtmişlerdir.

Kültürlerarası yeterlilik ve vatandaşlık ile ilgili olarak, öğretmenlerin öğrencilerden uzak ülkelerin coğrafyasını incelemek yerine diğer ülkeler veya kültürler hakkında bilgi edinmelerini istedikleri daha fazla görülmüştür. Ayrıca, bir konu hakkında farklı paydaş görüşlerini dikkate almak yerine, öğrencileri aileleri veya topluluklarıyla ilgili konular hakkındaki tartışmalara dahil etme olasılıkları daha yüksektir.

Duygusal öz düzenleme ve refah alanında, öğretmenler genellikle öğrencilerini olumsuz duyguları yönetmeye teşvik ederken, daha az sıklıkla onlardan kurgusal karakterlerin duygusal deneyimlerini analiz etmelerini istemektedirler. Genel olarak, öğretmenlerin bu becerileri geliştirmeye yönelik orta düzeyde istekli oldukları görülmüştür ve bunları değerlendirme konusuna da daha az eğilimlidirler.

Dijital okuryazarlık açısından öğretmenler sıklıkla öğrencilerden öğrenme görevleri için teknoloji araçlarını kullanmalarını istemektedirler ancak daha az sıklıkla çevrimiçi kaynakların güvenilirliğini değerlendirmişlerdir. Öğretmenlerin çoğunun, İngilizce derslerini bu amaca uygun ortamlar olarak değerlendirerek, öğrencilerinin küresel becerilerini geliştirmeye yönelik yüksek bir motivasyona sahip oldukları görülmüştür.

Farklı küresel beceriler arasındaki korelasyonun analizi, aralarında önemli pozitif ilişkiler olduğunu ortaya çıkarmıştır; en güçlü ilişki iletişim ve iş birliği becerileri ile yaratıcılık ve eleştirel düşünme becerileri arasında bulunmuştur.

Demografik değişkenlerin etkisine bakıldığında, kadın öğretmenlerin yaratıcılık ve eleştirel düşünme becerilerini öğretim sürecine erkek öğretmenlere göre daha sık dahil ettikleri bulunmuştur. Ancak deneyim, eğitim durumu ve okul seviyesinin küresel beceri uygulamalarını önemli ölçüde etkilemediği görülmüştür.

Genel olarak öğretmenler İngilizce müfredatının küresel becerileri orta düzeyde kapsadığına inanırken, ders kitaplarının bu açıdan daha az etkili olduğunu düşünmektedirler. Ayrıca mevcut İngilizce müfredatının küresel becerilerin entegrasyonu açısından orta derecede uyarlanabilir ve uyumlu olduğu verilen yanıtlardan yorumlanabilir.

Tartışma

Çalışma, İngilizceyi yabancı bir dil olarak öğreten öğretmenlerin küresel becerilere ilişkin farkındalıklarını inceleyerek farklı yeterlilik düzeylerini ortaya çıkarmaktadır. Dijital becerilerle ilgili farkındalık, muhtemelen teknolojinin eğitimde artan rolü nedeniyle en üst sırada yer almaktadır (Martin, 2018). Yaratıcılık, iş birliği ve iletişim becerileri, küresel iş gücündeki önemleriyle uyumlu olarak öğretmenler tarafından orta derecede uygulanmaktadır (OECD, 2018). Yaratıcılık becerileri yenilik ve problem çözme için çok önemlidir (Craft, 2003; Porter vd., 2022) ve bu becerilere öğretmenlerin orta derecede farkındalıkları olduğu ortaya çıkmıştır. Bu becerilere kıyasla farkındalığın biraz daha düşük olduğu eleştirel düşünme becerileri bilinçli karar verme için temel teşkil etmektedir (Fisher, 2001). Öğretmenler, aktif vatandaşlık ve kültürel entegrasyon için gerekli olan kültürlerarası yeterlilik ve vatandaşlık becerilerinde de daha az bilgi sahibidirler (Deardorff, 2009; Savicki, 2023; Westheimer ve Kahne, 2004). Duygusal öz düzenleme ve refah becerileri, öğrencilerin ruh sağlığı ve genel başarısı için çok önemlidir ancak katılımcılar bu beceride de yüksek bir farkındalık göstermemiştir (Coplan, 2021; Durlak vd., 2011). Bulgular ışığında, İngilizce öğretmenlerinin bu kritik küresel becerilere ilişkin farkındalığını ve entegrasyonunu geliştirmek için mesleki gelişim ve müfredat tasarımı ihtiyacı olduğu sonucu çıkartılabilir.

Sonuçlar, öğretmenlerin yaklaşık %50'sinin iş birliği becerisini önemseyerek, haftalık öğrenci katılımını, ikili veya grup çalışmasına teşvik ettiğini göstermektedir (Johnson & Johnson, 2018). Bununla birlikte, ortak ürün yaratma ile ilgili işbirlikçi proje tabanlı öğrenme yöntemlerinde iyileştirmeler yapılabilir (Johnson & Johnson, 2018). Sözlü sunumlar okullarda yaygın olmasına rağmen daha düşük ortalama puanlar almıştır ve bu da daha fazla odaklanmaya ihtiyaç duyulduğunu göstermektedir (Craig, 2013; Ferris, 2018; Hammad, 2020). Buna rağmen öğretmenlerin %81'i, günümüzün küreselleşmiş dünyasındaki öneminin bilincinde olarak bu becerileri geliştirme konusunda isteklidirler (P21 21. Yüzyıl Becerileri için Ortaklık, 2007; Dünya Ekonomi Forumu, 2020). Bu becerilerin etkili bir şekilde değerlendirilmesine de öncelik verilmektedir; öğretmenlerin %74,1'i bu becerileri etkili bir şekilde değerlendirdiğini belirtmiştir (Bennet, 2020; McTighe ve O'Connor, 2005; Silvernail vd., 2017). Hem gelişime hem de değerlendirmeye olan bu bağlılık, İngilizceyi yabancı dil olarak öğrenme sınıflarında bu yeterlilikleri geliştirmeye yönelik çok yönlü bir yaklaşımın mümkün olduğunu yansıtmaktadır (Bloom, 1956; Muho ve Taraj, 2022; Wiliam, 2017). Bu bulgular ayrıca daha geniş eğitim literatürüyle uyumlu olarak İngilizce öğretiminde iletişim ve iş birliği becerilerinin önemini vurgulamaktadır. Eleştirel düşünce ile ilgili olarak ise, bilgileri özetlemek ve yorumlamak, eleştirel düşünmeyi geliştirmek için yaygın bir uygulama olsa da, rakip argümanları analiz etmek veya karmaşık sorunları çözmek daha az sıklıkta kullanılmaktadır (Ennis, 2011; Halpern, 2014; Husbye vd., 2021). Benzer şekilde,

yaratıcılığı teşvik etmek için fikir üretme yaygın olsa da özgün ürünler veya performanslar yaratmaktan daha az yararlanılmaktadır (Durnalı vd., 2023; Sawyer, 2012). Buna rağmen öğretmenlerin %90,2'sinin bu becerileri geliştirmek için farklı oranlarda çaba harcadıkları görülmüştür (21. Yüzyıl Becerileri için Ortaklık, 2007; Paul ve Elder, 2006). Ancak, bu becerileri etkili bir şekilde değerlendirme konusunda daha az isteklidirler; öğretmenlerin %37,6'sı bu becerileri etkili bir şekilde değerlendirmediklerini belirtmektedir (Kienzler vd., 2023; Pellegrino vd., 2001; Pellegrino ve Hilton, 2012). Değerlendirme uygulamalarındaki bu boşluk, bu becerilerin değerlendirilmesinde daha fazla rehberliğe ve eğitime ihtiyaç duyulduğunu göstermektedir (Halpern, 2014). Genel olarak, İngilizce öğretmenleri arasında eleştirel düşünme ve yaratıcılık becerilerini geliştirme konusunda kararlılık olsa da bu becerilerin yetkin bir şekilde değerlendirilmesinde iyileşme gerekmektedir. Yabancı dil öğretmenlerinin kültürlerarası yeterlik ve vatandaşlık becerilerine ilişkin uygulamaları ve algıları üzerine yapılan tartışma, bazı önemli bulguları da ortaya koymaktadır. Kültürlerarası yeterliliği geliştirmek için en sık uygulanan yöntem, öğrencilerin diğer ülke veya kültürler hakkında bilgi edinmesini sağlamak, en az uygulanan yöntem ise uzak ülkelerin coğrafyasını incelemektir. Bu, kültürlerarası farkındalığın geliştirilmesine yönelik daha çeşitli yaklaşımlara ihtiyaç olduğunu göstermektedir (Deardorff, 2009; Kohler, 2020). Vatandaşlık konusunda, ailelerine veya topluluğa özel konuları araştırmak yaygın olarak uygulanmaktadır, ancak topluluk üyeleriyle bir sınıf projesine ilişkin sohbete katılmak daha az sıklıkta yapılmaktadır. Bu durum, sınıftaki öğrenmeyi gerçek dünya deneyimleriyle bağlantılandırmada potansiyel bir boşluk olduğunu göstermektedir (Furco, 2002; Qu & Purvis, 2018). Buna rağmen, İngilizce öğretmenlerinin büyük bir çoğunluğu, öğrencilerin küresel ve yerel bağlantılar kurma becerilerini geliştirmek için çaba harcamaktadır, bu da sorumlu küresel vatandaşlığı teşvik etmenin öneminin göreceli olarak anlaşıldığını göstermektedir (Grad & Van Der Zande, 2022). Ancak öğretmenlerin %16'sı öğrencilerinde bu becerilerin geliştirilmesine öncelik vermemektedir, bu da yine önceliklendirmede potansiyel bir boşluk olduğunu gösteriyor (Byram, 1997). Ek olarak, öğretmenlerin neredeyse yarısı, öğrencilerin küresel ve yerel konulara ilişkin anlayışlarını değerlendirme konusunda bu becerilerin etkili bir şekilde değerlendirilmesindeki zorluk nedeniyle kendilerini bu bağlamda yetkin hissetmemektedirler (Deardorff, 2006).

Genel olarak, İngilizce öğretmenleri kültürlerarası yeterlilik ve vatandaşlık becerilerini derslerine dahil etme konusunda olumlu bir tutum sergilerken, çeşitli becerilerin sınıf içinde uygulanmasında ve bu becerilerin etkili bir şekilde değerlendirilmesinde iyileşme gerekmektedir. Öğretmenlere destek, eğitim ve kaynak sağlamak, onların öğrencilerinde bu becerileri etkili bir şekilde geliştirebilir. İngilizce öğretmenlerinin duygusal öz düzenleme ve ruhsal iyi oluşlarına ilişkin uygulamaları ve algıları üzerine yapılan tartışma, öğrencileri olumsuz duyguları yönetmeye teşvik

etmek gibi bazı uygulamaların yaygın olmasına rağmen, kurgusal roman karakterlerini analiz etmek gibi diğer uygulamaların daha az sıklıkta olduğunu göstermektedir. Bu, sınıfta duygusal öz düzenleme ve refahın ele alınmasında potansiyel bir eksiklik olduğunu göstermektedir. Ayrıca, öğretmenlerin yalnızca %10,4'ü bunları büyük ölçüde değerlendirdiğinden, bu becerilerin değerlendirilmesinin zorlayıcı olduğu yorumu yapılabilir (Bracett vd., 2010; Durlak vd., 2011).

Dijital okuryazarlıkla ilgili olarak, İngilizce öğretmenlerinin çoğunluğu öğrencileri kendilerine verilen görevlerin tamamlanması için uygun teknoloji araçlarını veya kaynaklarını seçmeye teşvik etmektedir. Öğretmenlerin yaklaşık %70'i bu becerileri geliştirmeye çabalamaktadır. Kendi kendine eğitim için teknolojiden yararlanmak sıklıkla kullanılan bir diğer uygulamadır. Bununla birlikte, muhtemelen sınıfta işbirlikçi teknoloji projelerinin yönetilmesindeki zorluklar nedeniyle, ekip çalışmasını veya iş birliğini desteklemek için teknolojinin kullanılması daha az yaygındır (Martin, 2018; Ng, 2012). İngilizce öğretmenleri, öğrencileri öğrenme görevlerinde teknolojiyi etkili bir şekilde kullanmaya teşvik ederek dijital okuryazarlığın önemini vurgulamaktadır. Ancak, çeşitli becerilerin uygulanması ve bu becerilerin etkili bir şekilde değerlendirilmesi konusunda iyileşme gerekmektedir. Öğretmenlere destek, eğitim ve kaynak sağlamak, öğrencilerin bu becerilerini etkili bir şekilde geliştirmelerine katkı sağlayabilir (Bond & Bedenlier, 2019; Shadiev & Yang, 2020).

İngilizce öğretmenlerinin küresel becerileri sınıflarına entegre etme motivasyonu yüksektir; neredeyse %90'ı öğrencilerin bu becerileri kazanmasının gerekli olduğuna inanmaktadırlar. Öğretmenlerin çoğunluğu İngilizce derslerinin küresel becerilerin geliştirilmesi için uygun ortamlar olduğu konusunda da hemfikirdir. Bu istek, öğrencilerde küresel yeterlilik geliştirmek ve onları küreselleşen dünyanın karmaşıklıklarına hazırlamak için çok önemlidir (Byram, 2020; UNESCO, 2013).

Yabancı dil öğretmenlerinin küresel becerilerinin korelasyon analizi, küresel becerilerin tüm unsurları arasında güçlü ve pozitif bir karşılıklı bağımlılık olduğunu göstermektedir. İletişim ve iş birliği becerileri, yaratıcılık ve eleştirel düşünme becerileri ile güçlü bir korelasyon sergilemektedir; bu da bir beceri setini geliştirmenin diğerinin gelişimini olumlu yönde etkileyebileceğini göstermektedir. Duygusal öz düzenleme ve refah becerileri aynı zamanda iletişim-iş birliği ve yaratıcılık-eleştirel düşünme gibi diğer bileşenlerle de önemli ilişkiler göstermektedir. Bu bulgular, küresel becerilerin bütünsel doğasına dikkat çekmekte ve eğitim uygulamalarında bunların birbirine bağlılığının tanınmasının önemini vurgulamaktadır (Durlak vd., 2011; Mogea, 2022).

Cinsiyet, deneyim, eğitim geçmişi ve okul seviyesi dahil olmak üzere demografik değişkenlerin İngilizce öğretmenlerinin küresel beceri uygulamaları üzerindeki etkisi incelenmiştir. Kadın öğretmenler, erkek öğretmenlere kıyasla iş birliği ve iletişim becerilerini uygulama konusunda biraz daha yüksek bir eğilim göstermektedir, ancak bu fark istatistiksel olarak anlamlı

değildir. Bununla birlikte, kadın öğretmenler yaratıcılık ve eleştirel düşünme becerilerini erkek öğretmenlere göre önemli ölçüde daha fazla uygulamaktadırlar. Erkek ve kadın öğretmenler arasında kültürlerarası yeterlilik ve vatandaşlık becerileri, duygusal öz düzenleme ve refah becerileri veya dijital okuryazarlık açısından anlamlı bir fark yoktur. Bu bulgular, cinsiyetin öğretmenlerin belirli küresel becerilere, özellikle de yaratıcılık ve eleştirel düşünme yaklaşımına nasıl yaklaştıklarında rol oynayabileceğini göstermektedir.

Farklı deneyim düzeylerine sahip öğretmenler arasında çeşitli küresel becerilere ilişkin ortalama puanlarda farklılıklar olsa da bu farklılıklar istatistiksel olarak anlamlı olmamıştır. Daha yeni öğretmenler (1-5 yıllık deneyim), daha deneyimli öğretmenlerle karşılaştırıldığında iş birliği ve iletişim becerileri, yaratıcılık ve eleştirel düşünme becerileri, kültürlerarası yeterlilik ve vatandaşlık becerileri ve duygusal öz düzenleme ve refah beceri seviyelerinin daha yüksek olduğu görülmüştür. Ancak farklılıklar istatistiksel olarak anlamlı değildir. Deneyimli öğretmenler (16-20 yıllık deneyim) dijital okuryazarlık alanında en yüksek puanı almışlardır ancak yine farklar istatistiksel olarak anlamlı değildir. Bu sonuçlar, farklı deneyimlere sahip öğretmenler arasında küresel becerilerin nasıl uygulandığı konusunda farklılıklar olabileceğini, ancak bu ayrımların istatistiksel bir ağırlık taşımadığını ve tüm öğretmenler için sürekli mesleki gelişim ihtiyacını göstermektedir.

Lisans derecesine veya yüksek lisans/doktora derecesine sahip olmak, küresel becerilerin derslere dahil edilmesini önemli ölçüde etkilememektedir. Çeşitli küresel becerilerde ortalama puanlarda farklılıklar görülürken, istatistiksel anlamlılığa ulaşılamamıştır. Bu, öğretmenlerin küresel becerileri geliştirmeye yönelik kararlılığının örgün eğitim düzeylerini aştığını ve mesleki gelişim ve öğretim felsefesi gibi diğer faktörlerin öğretim uygulamalarını şekillendirmede daha önemli bir rol oynayabileceğini göstermektedir.

Lise öğretmenlerinin, ilkokul öğretmenlerine kıyasla duygusal öz düzenleme ve refah becerilerinde istatistiksel olarak anlamlı bir şekilde daha yüksek puanlara sahip oldukları tespit edilmiştir. Duygusal öz düzenleme ve refah becerilerinde gözlemlenen farklılıklar, lise ortamlarının doğasından kaynaklanıyor olabilir. Ancak okul düzeyleri arasında iş birliği ve iletişim, yaratıcılık ve eleştirel düşünme, kültürlerarası yeterlilik ve vatandaşlık becerilerinde anlamlı bir farklılık gözlenmemiştir. Bu, farklı okul seviyelerinde bu becerilerin geliştirilmesinde tutarlı bir yaklaşımın olması gerektiğini göstermektedir.

İngilizce öğretmenlerinin İngilizce sınıflarının, materyallerinin ve müfredatının küresel becerilerle uyumluluğuna ilişkin algıları hem güçlü yönleri hem de geliştirilecek alanları ortaya koymaktadır. İletişim ve iş birliği becerileri, 21. yüzyıl eğitiminde bu becerilere yapılan vurguyla uyumlu olarak, en çok uygulanan küresel beceriler olarak algılanmaktadır. Ancak duygusal öz düzenleme ve refah becerileri en az dahil edilen beceriler olarak görülmüştür ve bu da öğrencilerin duygusal ihtiyaçlarının karşılanmasında potansiyel bir boşluğun

altını çizmektedir. Kültürlerarası yeterlilik ve vatandaşlık becerileri orta düzeyde bir aralıkta yer almaktadır ve bu da bunların entegrasyonunda iyileştirme olanağı olduğunu göstermektedir. Dijital beceriler orta düzeyde entegre edilmiştir ancak müfredata kıyasla ders kitaplarında daha az ele alındığına dair bir algı vardır ve bu da daha kapsamlı materyallere ihtiyaç duyulduğunu düşündürmektedir. Genel olarak, belirli küresel becerilerin entegre edilmesinde güçlü yönler olsa da özellikle duygusal refahın ele alınması, kültürlerarası yetkinliğin arttırılması ve materyallerin müfredat hedefleriyle uyumlu olmasını sağlama konularında daha fazla gelişme için fırsatlar bulunmaktadır. Bu bulgular, küresel becerilerin İngilizce eğitimine entegre edilmesinde devam eden zorlukları ve ilerlemeyi yansıtmakta ve öğrencileri 21. yüzyılın taleplerine hazırlamaya yönelik sürekli çabaların önemini vurgulamaktadır.

Öneriler

Araştırma bulgularına dayanarak, küresel becerilerin İngilizce sınıflarına dahil edilmesini geliştirmek için çeşitli önerilerde bulunulabilir. Bu becerilerin entegrasyonunu standartlaştırmak ve geliştirmek için öğretmen eğitimi ve mesleki gelişim programları uygulanmalıdır. Eğitim otoriteleri ve müfredat geliştiricileri arasındaki işbirlikçi çabalar, müfredat hedeflerini küresel beceri gelişimiyle uyumlu hale getirmek için çok önemlidir. Ders planları ve öğretim kılavuzları da dahil olmak üzere küresel becerilerin öğretimini teşvik etmek için hedeflenen kaynaklar oluşturulmalıdır. Projeler ve ortaklıklar yoluyla öğrenciler arasındaki iş birliğini ve kültürlerarası alışverişi teşvik etmek, bu becerileri daha da geliştirebilir. Ayrıca küresel becerilere yönelik kesin değerlendirme yöntemleri geliştirilmeli ve öğretmenlere etkili değerlendirme yöntemleri konusunda eğitim verilmelidir. Küresel beceri entegrasyonuna öncelik veren eğitim politikalarının tartışılması da çok önemlidir.

Gelecekteki çalışmalar, küresel becerilerin İngilizce sınıflarına dahil edilmesinin kalıcı etkilerini, farklı kültürel bağlamlar arasındaki uygulama ve algı farklılıklarını ve küresel beceri entegrasyonunun öğrencilerin akademik ve kişisel gelişimi üzerindeki etkisini araştırabilir. Üniversitelerin İngilizce öğretim programlarını ve küresel becerilerin entegrasyonuna odaklanan öğretmen yetiştirme programlarını değerlendirmek ve incelemek de yapılması gereken değerli çalışmalar arasındadır. Ek olarak, derinlemesine politika analizi, eğitim politikalarının EFL eğitiminde küresel beceri entegrasyonu üzerindeki etkisinin anlaşılmasına yardımcı olabilir.

Etik Kurul İzin Bilgileri

Araştırmanın etik kurul izni, Amasya Üniversitesi Sosyal Bilimler Enstitüsü Yayın Etiği Kurulu tarafından 25.04.2022 tarih ve 1292 sayılı kararı ile alınmıştır. Ayrıca yerelde uygulama izni Tokat İl Milli Eğitim Müdürlüğü'nden 25.10.2022 tarih ve E-47613789-44-43651713 sayılı belge ile alınmıştır.

Araştırmanın Etik Taahhüt Metni

Yapılan bu çalışmada bilimsel, etik ve alıntı kurallarına uyulduğu; toplanan veriler üzerinde herhangi bir tahrifatın yapılmadığı, karşılaşılacak tüm etik ihlallerde "Cumhuriyet Uluslararası Eğitim Dergisi ve Editörünün" hiçbir sorumluluğunun olmadığı, tüm sorumluluğun Sorumlu Yazara ait olduğu ve bu çalışmanın herhangi başka bir akademik yayın ortamına değerlendirme için gönderilmemiş olduğu sorumlu yazar tarafından taahhüt edilmiştir.

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