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RESUMEN

Este estudio de caso es de forma mixta de cuantitativo descriptivo (encuestas) y cualitativo (entrevistas y grupos de enfoque) que examina la posibilidad de incorporar la educación global al currículo de estudios en el *Language Centre* de Quito, Ecuador. El estudio se llevó a cabo con diez y ocho experimentados profesores de inglés quienes vienen de otros países o han vivido y estudiado en el extranjero y también diez y ocho estudiantes de inglés quienes estaban matriculados en los más altos niveles que ofrece el *Language Centre*. El objetivo de este estudio es de investigar las percepciones de parte de los educadores y los estudiantes respecto a la educación global como parte del aprendizaje por contenidos en la enseñanza de inglés como idioma extranjero (el enseñar el idioma junto con temas valiosos). Se hicieron tres preguntas de investigación: (1) Cómo se pueden aplicar temas globales en un currículo de inglés en una institución de idiomas, (2) Cómo se pueden aplicar los valores globales en un currículo de inglés en una institución de idiomas, y (3) Cuál mecanismo perciben ellos es el más apropiado para la fusión de la educación global y la enseñanza de idiomas. Se diseñó un cuestionario para cada objetivo y se realizaron entrevistas posteriormente. Se analizaron los resultados según las repuestas de parte de los participantes y se los categorizaron según su profesión y género. Los resultados sobre las percepciones que tienen los educadores y estudiantes fueron altamente significativos. Casi todos los participantes estuvieron de acuerdo que los temas y los valores globales eran de alta importancia y deben incluir serlos en la enseñanza de idiomas. Para añadir temas de educación global exitosamente, todos los participantes estuvieron de acuerdo que los estudiantes son el factor más importante al decidir cuáles temas y valores mundiales se deben incluir en el currículo. Con respecto a la pregunta número 3, un resultado importante fue que, con la excepción de uno, todos los participantes escogieron el método de infusión para combinar la educación global y la enseñanza de idiomas. Además, todos los participantes, con la excepción de uno, opinaron que este estudio y la encuesta contribuyen a elevar su concientización sobre el posible espacio de la educación global dentro de su enseñanza.

ABSTRACT

This study is a mixed design descriptive case study – descriptive quantitative (survey) and qualitative (interviews and focus groups) – which examines the possibility of incorporating global education into the language curriculum at the *Language Center*, Quito, Ecuador. The study was conducted with 18 experienced English teachers who have either come from different countries or have lived and studied abroad and 18 language students who were all matriculated in the highest level of English. The goal of this study is to investigate the perceptions of language educators and students regarding global education as part of the content-based learning in Teaching English as a Foreign Language (teaching the language along with valuable topics.) Three research questions were made: (1) How global issues can be applied in an English curriculum in a language institution, (2) How global values can be applied in an English curriculum in a language institution, and (3) what mechanism they perceive is more appropriate for the fusion of global education and language teaching. A questionnaire was designed for each goal and follow-up interviews were undertaken. The results were analyzed according to the total response of the participants and also categorized by profession and gender. The results on the perceptions of the language educators and students about the study were highly significant. Almost all the participants agreed that the global issues and global values in the first two research questions were of paramount importance and should be included in a content-based language teaching. In order to successfully add global education themes, all participants agreed that students are the prime factor in deciding what world issues and values should be included in the curriculum. Concerning research question #3, an important result was that all but one participant selected the infusion method to combine global education and language teaching. In addition, all participants except one felt that this study itself, and the accompanying survey, contributed to raising their awareness of the possible place of global education in their teaching context.

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PERCEPTIONS OF LANGUAGE EDUCATORS ABOUT GLOBAL EDUCATION AS PART OF THE CONTENT-BASED LEARNING IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

CHAPTER I INTRODUCTION

It may be well to ask whether international understanding, let alone world peace, can be said to have been promoted by foreign language teaching in schools around the world. Diligent learning of foreign words and phrases, laborious copying and recitation of irregular verb paradigms, and the earnest deciphering of texts in the foreign language, can hardly be considered powerful devices for developing international understanding and good will (Rivers quoted in Cates, 2005).

As language educators and students in the 21st century, we are living in a crucial, yet decisive period of humanity. Our world faces real global problems and issues such as inequality of rights between men and women, overpopulation, constant threat of war and terrorism, continuing deforestation, ongoing extinction of animal species, increasing competition for resources, and the widening gap of extreme wealth and poverty. What is our responsibility as language educators in a war-weary world stricken by poverty, prejudice, and pollution? Can we just concentrate on teaching the four language skills (speaking, reading, listening, and writing), segregate our English classroom from the reality surrounding us, and pretend these problems do not exist? Or, can we incorporate these themes into our curriculum? What can the teachers of English as a foreign language do to make students language competent and, at the same time, enlightened citizens in a global age? The aims of this study will attempt to answer these questions.

A. General Problem Statement

The researcher's own experience as a language coordinator and language educator for eight years suggests to him that in Ecuador, English is not viewed as an international language to study world themes such as global issues, but rather it is viewed in different perspectives. First of all, It is taken by students as a mandatory subject in universities. Students majoring in different areas have to pass a certain level of English as a requirement for their own departments. The textbooks used by university students are chosen by language administrators and are not content-based language curriculum. Also, English is viewed as a language for "daily conversation" and a mother tongue for

native speaking countries like England, the United States, Canada, and Australia. These means that students need to learn EFL basically to be able to communicate to people who speaks the language for personal, professional, or business purposes. All university students are required to take English as a Foreign Language (EFL) for no obvious global-embarking reason, but rather to learn the language. So, the language curriculums are designed mainly to develop language skills such as speaking, listening, writing, and reading. In contrast, the fusion of global education and language teaching offer far-reaching goals at various levels. At the individual level, students will be able to effectively acquire a foreign language while developing the *knowledge*, *skills*, and *attitudes* needed by responsible world citizens (Cates, 2005; Merryfield, 1994; Rodriguez, 2004). At the societal level, students will be able to make significant contributions to the transformation of society (Cates, 2005; Kirkwood, 2001; Merryfield, 1997).

1. Thesis Statement

This study seeks to investigate the perceptions of language educators and students regarding global education as part of content-based learning in Teaching English as a Foreign Language. Specifically, questions about their perceptions regarding global education themes such as global issues, global values, and curriculum planning approaches shall be answered.

B. Literature Review

1. Global Education background

The historical experience of the United States in the devastating Second World War has added impetus to search for a kind of education where global consciousness can be taught to prepare students in a world characterized by global interdependence. The impact of WWII made some US educators look for a new kind of education in search of a better global understanding. About 20 years later, the nascent global education manifested itself in the terms “world cultures” and “cultural exchange,” which were focused mainly on the students of social studies and second language programs. However, the inherent qualities of the *new* type of education are far more complex and profound in character than mere exchanges of information about cultures. Global education, a term which is now enriched with new meanings, is adapted to the needs of a global age and has gathered momentum in world educational systems around the world.

2. *Perceptions of Global Scholars on the Definitions and Themes of Global Education*

Definitions of global education are rich and varied; however, for the sake of this study, Hendrix's definition will be used. "Global education," in general terms, "is concerned with the survival of the human species, with the prospect of the development of every individual, and with the improvement of the quality of life for all humankind....It helps realize that all nations have common problems, such as poverty, disease, overpopulation, war, and political strife" (Hendrix, 1998, p1).

An all-inclusive definition of global education was made by Merryfield (1997). She combined the themes advanced by the global scholars, and included eight elements:

- 1) Human beliefs and values
- 2) Global systems
- 3) Global issues and problems
- 4) Cross-cultural understanding
- 5) Awareness of human choices
- 6) Global history
- 7) Acquisition of indigenous knowledge
- 8) Development of analytical, evaluative, and participatory skills

Merryfield (1997) explained that Hanvey's definition is one of the first scholarly explanations and one of the most applied in schools. Hanvey (1976), in *An Attainable Global Perspective*, proposed five dimensions, namely perspective consciousness, "state-of-the-planet" awareness, cross-cultural awareness, knowledge of global dynamics, and awareness of human choices. The first dimension – perspective consciousness – can be attained by making the student understand that multiple perspectives are held by different peoples and nations about the world. The second dimension – "state-of-the-planet" awareness – can be attained by understanding the prevailing world conditions, development, trends, and problems facing the world. The third dimension – cross-cultural awareness – can be attained by acknowledging the existence of the diversity of ideas and practices in human societies, and how these ideas and practices are perceived from other vantage points. The fourth dimension – knowledge of global dynamics – is the acquisition of modest understanding about the world as an interconnected system of complex traits and mechanisms and unexpected consequences. The last dimension – awareness of human choices – makes the students realize the problem of choice confronting the individuals and nations as consciousness and knowledge of global systems expands.

Kirkwood (2001) analyzed Hanvey's definition and discovered the similarities with the existing global definitions by Anderson (1990), Becker (1979), Hendrix (1998), Kniep (1987), and Tye (1999). He explained that global education has four major themes: multiple perspectives, comprehension and appreciation of cultures, knowledge of global issues, and the world as interrelated systems (Anderson, 1990; Becker, 1979; Kniep, 1987). Kirkwood (2001) clarified:

The theme multiple perspectives concurs with Hanvey dimension of perspective consciousness, the theme of comprehension and appreciation of culture corresponds with Hanvey's cross-cultural awareness, the global issues theme aligns with the Hanvey definition of state-of-the planet awareness, and the fourth theme of the world as interrelated systems correlates with Hanvey's knowledge of global dynamics (p.12).

Kirkwood's (2001) analysis included new elements in the definition of global education not addressed by Hanvey definition. The first element is the global history, which is continuously intersected by historical and social phenomena across time and space (Hendrix, 1998; Kniep, 1987; Tye, 1999). The second new element is the necessity to know the global key players such as the non-governmental organizations (Kniep, 1987; Tye, 1999). The third new element is the study of universal values which focuses on many commonalities of shared cultural elements, problems, needs, and wants (Hendrix, 1998; Kniep, 1987; Tye, 1999). After having analyzed the early definitions of global education by Hanvey and subsequently by other global scholars and after having examined the Merryfield definition as constituting the all-encompassing up-to-date framework for global education, Kirkwood (2001) concluded that the "path is cleared to facilitate global education in a global age" (p.13).

3. Global Education and Related Fields

Global education is closely related to other fields such as peace education, human rights education, and environmental education. Cates (2004), in relation to language teaching, explained each one of these fields.

- Global education aims to develop the knowledge, skills and attitudes needed by responsible world citizens. Global education can provide language teachers with ideas, techniques and resources for designing lessons on world religions, for creating units on Asia or Africa and for teaching about global issues such as AIDS, refugees and world hunger.
- Peace education deals with the knowledge, skills and attitudes necessary to build a peaceful world. Peace education can provide language teachers with ideas, techniques and resources to design lessons on topics such as war, peace, conflict, violence, Gandhi and the Nobel Peace Prize.

- Human rights education aims to inspire students with the knowledge and commitment required to protect human rights. Human rights education can provide language teachers with ideas, techniques and resources for teaching about topics such as prejudice, sexism, ethnic minorities, Martin Luther King and organizations such as Amnesty International.
- Environmental education aims to develop the knowledge, skills and commitment needed to protect our home, Planet Earth. Environmental education can provide language teachers with ideas, techniques and resources to teach about such topics as pollution, endangered species, solar energy, and recycling.

Clustering all these *educations* – developmental education, environmental education, human rights education, and peace education – into one inclusive title such as world studies or global education is an important development (Vulliamy & Webb, 1993). This may be due to the extensive nature of global education.

4. Global Education Contents

A global education approach towards language teaching necessarily means making the education “content-based learning.” In the researcher’s review of the global authors, global education contents can be divided into four areas: (1) The study of world history such as world geography, world countries, world peoples, and world cultures (Broyles & Krawic, 1990; Cates, 2005; Hendrix, 1998); (2) The study of world themes such as world languages, world religions, world flags, world foods, world music, and world arts (Broyles & Krawic, 1990; Cates, 2005); (3) The study of world problems and issues such as human rights, overpopulation, peace education, environmental, energy, health and nutrition, global economics and global security (Diaz, Massialas, & Xanthopoulos, 1999; Gaudellie & Fernekes, 2004; Hendrix, 1998) and, (4) The study of human and global values (Chumakov, nd; Hendrix, 1998). These values, which are also called goals or standards, may include justice, freedom, peace, dignity, equality, rights, democracy, social responsibility, tolerance, independence, environmentalism, multiculturalism, and anti-consumerism (Colero, 2000; Juhasz & Shepard, 2000; Mayor, 2000). In addition, these core values are defined in the Charter of United Nations, in the Universal Declaration of Human Rights, and in other international agreements that have been negotiated over the past half century (Annan, 1999, 2003).

5. *Organizing A Global Education Curriculum*

Two common approaches can be adapted to incorporate global education into language teaching. The first is the creation of a separate unit as an addition to the core curriculum (Diaz, Massialas, & Zanthopoulos, 1999). This approach has the advantage of being simple to implement. A teacher could research world issues, trends and statistics and apply global education as a separate unit. With the implementation of this approach, there is no holistic effect on the rest of the institution. The second is the infusion approach (Diaz. et al., 1999). This approach is more comprehensive. Here, global issues information, readings, and perspectives are incorporated into the lesson plans of the core curriculum. The advantages of the infusion approach are that global materials and global perspectives have a clear connection with the material in the discipline and would affect the entire curriculum and reach all students.

6. *Importance Of Linking Global Education To Language Teaching*

Infusing global education into language teaching is a relatively new trend. However, for almost twenty years now, some very prestigious international organizations have made it one of their top priorities. TESOL (Teachers of English to Speakers of Other Languages) and IATEFL (the International Association of Teachers of English as a Foreign Language) have taken an interest in global issues and global education. The efforts of these prestigious organizations can be documented in their journals and conference programs Cates (1997). However, the most important attempt to deal with language teaching and world problems is that of the United Nations Educational, Scientific and Cultural Organization's (UNESCO) Linguapax project. As one of its responsibilities, UNESCO has taken the responsibility as an international organization to promote worldwide undertaking of world issues and problems through language learning. The project's name comes from the Latin words *lingua* (language) and *pax* (peace) and consists of a series of seminars dealing with language teaching for international understanding (Cates, 1996). Cates (1996) explains:

Linguapax principles and practices have been documented in a number of publications, beginning with the 1987 Linguapax Kiev Declaration entitled Content and Methods that Could Contribute in the Teaching of Foreign Languages and Literature to international Understanding and Peace (p.212).

Linguapax has since published several books including *International Understanding through Foreign Language and Literature*, *Language Teaching in a World Without Peace*, *We live in Just One World*, and others.

7. *Definition of English in Global Education*

In Japan, Cates (2005) explains the importance of having a new concept of English in order to merge the language with global education. English, he explains, is much more than a subject matter, a topic on university entrance examinations, a language for “daily conversation”, or a mother tongue for native speaking countries. English, he argues, should be viewed as an international language of communication with people from around the world; and as a language for learning about world peoples, cultures, countries and problems (Cates, 2005). It gives global perspectives to language teaching. In this way, language teaching becomes a content-based EIL (English as an International Language) education where EFL/ESL (English as a Foreign/Second Language) students raise their global literacy. According to Nakamura (2002), content-based EIL is a new paradigm in global education.

8. *Twin Goals of Global Education and Language Teaching*

The rationale in infusing global education through language teaching requires changing our educational goals. The researcher has summarized them into two general objectives:

1. At the individual level: To effectively acquire a foreign language while developing the *knowledge, skills, and attitudes* needed by responsible world citizens (Cates, 2005; Merryfield, 1994; Rodriguez, 2004)
2. At the societal level: To make significant contributions to the transformation of society (Cates, 2005; Merryfield, 1997).

At the individual level, language students can acquire *knowledge* by tackling the world regions such as world geography, world countries, world cultures, and world peoples. They can develop *skills* such as communication, critical thinking, problem solving, and multiple perspectives by tackling persistent global problems and issues. They will be able to acquire the right *attitudes* of worldmindedness, cultural respect, and tolerance, which only come by accepting that mankind is one. But without applying their newly acquired knowledge, skills, and attitudes into the society where they belong, students may not accomplish the second goal of global education. At the societal level, language students should have the ability to *act* and be involved in making a better world. In other words, by integrating topics such as global, peace, and environmental issues into language teaching, students will not only be competent in language skills – speaking, writing, listening, and reading – but also become socially responsible world citizens.

C. Research Questions

The research questions are adopted from the methodology used by Yakovchuk (2004). Yakovchuk had the same case study that she had applied to the University of Warwick, United Kingdom. Her study investigated the attitude of 22 English language teachers who came from a wide variety of nationalities. She focused her study on global issues and global values as ways of incorporating global education into language teaching. Some modifications are made to fit the context of this study, however. The research questions are as follows:

1. Global Issues:

How can global issues be applied in an English curriculum in a language institution?

2. Global Values:

How can global values be applied in an English curriculum in a language institution?

3. Curriculum Planning Approaches:

Which approach is better suited to combine global education and language teaching, (1) create a separate unit to provide global perspectives and information *or* (2) incorporate global information, readings, and perspectives into lesson plans of the core curriculum?

D. Significance of the Proposed Study

1. Importance in Relation To Previous Studies

Much more research must be done in Ecuador to determine the possible fusion of global education and language teaching. Even in other countries, there have been limited studies which have been done to raise student awareness of global and future issues (Decker, 1995), to develop a global perspective so that students are able to function effectively as individuals and citizens in an international community (HelmKamp, 1991). In the United States, there was a study called “Survey of Global Awareness” which surveyed 1,500 students in nine states. The results showed that most successful programs were aimed at advanced students and the least successful global education programs were newly created, but traditional, courses that focused on one area or region (Torney-Purta, cited in Diaz. et al., 1999).

This study is a response to the limitations of studies in the area of Global education content-based EIL (English as International Language). So far, the researcher has read limited research studies about the incorporation of global education into language teaching. This study is a response to that gap in the literature.

2. Importance for Teaching Practice

The significance of this study is intertwined with the formation of students as citizens of the world and the importance of understanding the age we live in. The educational goals of global education are embedded with the acceptance of world citizenship. Global scholars explained:

In classrooms across the globe, young people's eyes must be open to the world and its people. Without appreciating diverse cultures locally and globally and without knowing more than one language or understanding multilateral institutions and their work, young people cannot develop the *knowledge, skills, and attitudes* necessary to function as citizens of a global community (Rodriguez, 2004, p. 19)

A global education approach to language teaching aims at enabling students to effectively acquire a foreign language while empowering them with the knowledge, skills and commitment required by world citizens for the solutions of global problems (Cates, 2005, p. 21).

E. Conceptual Framework for the Possible Fusion of Global Education and Language Teaching

The researcher supports the study with Bloom's Taxonomy (1984). Although Bloom's Taxonomy is relatively old, it can be very useful, especially in developing the cognitive and affective domains of the students. Diaz, Massialas & Xanthopolous (1999) added the participatory domain to complete the learning process. By preparing instructional objectives around these three domains, students will be able to acquire knowledge, attitudes, values, and skills needed to become active citizens of the world. The learners' global literacy and awareness can be better developed, and their capacity to act for social change can also be enhanced. For the purpose of this study, this conceptual framework is applied to the lesson plan (See Appendix A), which was used for focus groups and individual interviews.

CHAPTER II

METHOD

A. Research design

The researcher has applied a mixed design descriptive case study – descriptive quantitative (survey) and qualitative (interviews and focus groups) – which examines the possibility of incorporating global education into the language curriculum at the *Language Center*, Quito, Ecuador. The researcher has employed triangulation (Stake, 1995) of survey, interviews, and focus groups for accuracy purposes and to avoid interpretation based on mere intuition and good intention. Also, purposeful sampling (McMillan & Schumacher, 2000) is used for this study. This strategy means obtaining small deliberately chosen samples of information-rich cases of individuals, social scenes, or processes.

B. Context

The researcher has chosen one of the language centers of a polytechnic university, which from hereon will be called the *Language Centre*. The *Language Centre* is a pseudonym, and by being so, the researcher has the advantage of critically saying what he feels without any limitations. Also, as participant-observer, the researcher has freed himself of any misunderstanding with the institution's authority which may arise because of the researcher's interpretation of the present study.

The *Language Centre* is located in the city of Quito, in the country of Ecuador. Ecuador is a developing country in South America with a population of 13 million, the majority of whom are in abject poverty and have no opportunity for a quality education. Considering the economic situation of the country, the *Language Centre* is a fast growing center for continuing education. In 2003, 2004, and 2005, it had 9,808, 11,441 and 13,108 total students, respectively with an average of 13.4, 13.8, and 13.9 students per class, respectively. With 829 classes in 2004, 941 classes in 2005, and 1,025 classes in 2006, there is a strong possibility for continued growth in the future. The *Language Centre* has more than 100 language instructors, more than half of whom are native speakers who come to the *Language Centre* as volunteers from English-speaking countries like the United States, United Kingdom, and Canada. About fifty percent of the instructors have a linguistics degree, a masters degree, or PhD; some have studied or were born in the US, Europe, or Canada. Some instructors come from countries where English is spoken as a second language.

C. Participants

In this study, thirty-six participants were selected from among over 100 teachers and 3000 students: 18 (nine male and nine female) language educators and 18 (nine male and nine female) students. An even number of male and female respondents is chosen to see if there are differences in their perspectives about the incorporation of global education and language teaching.

With respect to the 18 language teacher participants, the criteria for selection were as follows. The participants' levels of English teaching experience varied from 1 year to 20 years. Whenever possible, the respondents who come from English speaking countries and who are Ecuadorians that were either born in English speaking countries, or who have traveled/studied/taught abroad, were chosen. In addition, the participants' education was also varied. Most of the teacher participants have a B.A. or M.A. related to education such as M.A. in English Grammar & Composition, M.A. in Critical Theory/M.A., in English, M.A., in Education, M.A., in English, B.A. in International Studies & English, B.A. in English and Political Science, B.Ed., in Pedagogy, B.A., in Applied Linguistics, and B.A. in English and Political Science. Some participants have a Teaching English as a Foreign/Second Language (TEFL/TESL) certificate with other degrees such as M.B.A. Agronomy, B.A. in Middle Eastern Politics, B.A. in Romance Languages, and B.A. Geography. Due to the fact that the participants come from different countries and cultures, that they have acquired a broad range of education, that they have different English teaching experiences, and that they represent a wide range of ages, the researcher assumes that they will provide a rich variety of comments and ideas.

With regard to the language learners, 18 students who are in the highest levels of English (12th and 13th level) were chosen. The reason the investigator chose these students is that that they have been through the program and their experience in using the current English textbooks enriches this study. They can compare this study (the fusion of global education and language teaching) and the *Language Center's* current language curriculum. Another reason is that the survey questionnaire, focus groups, and interviews were in English. Most students are university graduate. A few are still studying at the university.

D. Role of the Investigator

The researcher's role will be primarily as a participant-observer. "Participant observation is an interactive technique of 'participating' to some degree in naturally occurring situations over an extended time" (McMillan & Schumacher, 2000, p. 41). In connection with this study, the researcher has been working as an academic coordinator at the *Language Centre* for eight years. He provides academic and administrative support in one of the *Language Center's* buildings. Aside from having the administrative position, he also teaches one English class. As a participant-observer, the researcher participated as one of the teachers and analyzed, synthesized, and evaluated the result of the survey as objectively as possible.

The researcher acknowledges using his biases to set the criteria in choosing the participants. The participants were chosen purposely and not randomly, and this method may greatly affect the findings of this study.

E. Data Collection, Data Analysis, and Instruments To Be Used

1. Data Collection

McMillan & Schumacher (2000) mention qualitative techniques that can be used for gathering information: participation observation, field observation, in-depth interviews, and documents and artifacts. In this study, the researcher used a triangulation (McMillan et al, 2000) of survey questionnaire, focus groups, and in-depth interviews to collect data to determine the perceived understanding of the respondents. Different types of closed-ended questions were used: Likert scale, multiple-choice, ordinal, and interrogative questions (McMillan et al, 2000). Likert-scale, multiple-choice, and ordinal were used for global issues and values while one interrogative question was used for studying the preferred curriculum planning approach. Semi-structured interviews were also undertaken. The researcher prepared a lesson plan and open-ended questions which were used for the interviews and focus groups.

2. Survey

All participants were asked to read the cover letter (see Appendix B) first and then complete a survey consisting of four parts: background information, global issues, global values, and curriculum planning approaches. Part One was designed to focus on the general information about the teacher participants (see Appendix C), and student participants (see Appendix D). Questions for background information were different for each group of participants because of their professions.

However, Parts Two, Three, and Four were the same for all the participants; they were designed to answer the research questions (see Appendix E). In the cover letter and throughout the questionnaire, the participants were given some theoretical input clarifying the issues being addressed. For reference purposes, the investigator has included in the appendices the raw data (see Appendix F), teachers' answers to open-ended questions (see Appendix G), students' answers to open-ended questions (see Appendix H), and other written comments (see Appendix I).

3. Focus Groups

Following the surveys, twelve teacher participants and twelve student participants were chosen to participate in separate focus groups. The researcher conducted one focus group for teacher participants and another for student participants. These groups were used as a technique in order for them to further discuss the concept of global education as applied to language learning. Since global education is a new concept, especially in Ecuador, focus groups ensured the validity of their answers. The researcher used a lesson plan adopted from Cates (2004) (see Appendix A) and open-ended questions (see Appendix J) to guide the discussion during the focus groups which, lasted 30 minutes. Focus groups were carried out with a recording device to make accurate interpretations.

4. Individual Interviews

Eight participants who had not been included in the focus groups were chosen for individual interviews. During the interview, the lesson plan and follow up questions used for focus groups were also used to gather data. Four (two male and two female) teachers and four (two male and two female) students were chosen among the participants. It was possible for the researcher to choose an even number of students and teachers who are for and against the global approach towards language teaching because almost all participants were in favor of the possible fusion of global education and language learning. Interviews were carried out with a recording device to make accurate interpretations; each interview took about 30 minutes.

5. Data Analysis

The findings were analyzed according to the participants' perspectives. "This is sometimes referred to as the *emic*, or insider's perspective" (Merriam, nd, p6). In addition, the researcher used the *etic* or outsider's perspective (Merriam, nd, p6) to give his own opinion in the discussion and conclusion. The following procedures were used: first, a spreadsheet to analyze the gathered data from the survey. The raw data was analyzed according to occupations and gender to see if the

participants have the same perception about global education and language teaching. Focus groups and interviews were transcribed before identifying main themes, interpreting and synthesizing them into general conclusions or understanding. Some participants were given electronic copies for their input. This was to ensure that the interpretation of the researcher was also evaluated.

F. Ethical Considerations

For ethical considerations and confidentiality purposes, the researcher distributed a consent form (see Appendix G) for all the respondents of the study to sign before participating in the research. It included an ethical waiver which stipulates the terms and conditions that guided the researcher and the participants throughout the research process.

CHAPTER III

RESULTS

The findings in the present study on (1) how can global issues be applied in an English curriculum in a language institution, (2) how global values can be applied in an English curriculum in a language institution, and (3) which approach is best suited to combine global education and language teaching are divided into three categories, which were used as tools to gather the information: survey, focus groups, and individual interviews. The results are as follows:

A. SURVEY

1. Survey Results on Global Issues

In your opinion, how important is it to develop the following global issues in an English classroom? (Survey question #8)

Table 1:

	Instructors	Students	Instructors	Students	Instructors	Students	Instructors	Students
Global Issues	Very Important		Important		Unimportant		Very Unimportant	
Human Rights	100%	44.44%	-	50.00%	-	5.56%	-	-
Population	83.33%	16.67%	16.67%	61.11%	-	22.22%	-	-
Peace Education	72.22%	27.78%	27.78%	50.00%	-	22.22%	-	-
Environmental	94.44%	50.00%	5.56%	38.89%	-	5.56%	-	5.56%
Energy	88.89%	27.78%	11.11%	50.00%	-	16.67%	-	5.56%
Health and Nutrition	88.89%	33.33%	11.11%	50.00%	-	11.11%	-	5.56%
Global Economics and Global Security	55.56%	27.78%	44.44%	61.11%	-	11.11%	-	-
Intercultural Communication	88.89%	50.00%	11.11%	44.44%	-	5.56%	-	-
Socio-Economic	83.33%	44.44%	16.67%	50.00%	-	-	-	5.56%

Classified by occupation, the instructors and students had different perceptions on nine global issues. All the instructors selected all global issues as either important or very important while only fifteen to seventeen student participants considered all global issues as either important or very important. Not even once did the instructors and participants' opinions coincide as to which world issues are more important to develop in an English classroom.

Classified by occupation, all global issues were considered by the teacher participants as either important or very important. The most essential issue for instructors was human rights. All the instructors considered it as *very important*. The second most essential issue was environmental issues. Seventeen out of eighteen (94.44%) instructors chose it as *very important*. The third most essential topics were three issues: energy, health and nutrition, and intercultural communication. Sixteen out of eighteen (88.89%) instructors chose them as *very important*. The fourth on the lists were population and socio-economic issues. Fifteen out of eighteen (83.33%) instructors perceived them as *very important*. The lowest on the lists were peace education, as well as global economics and global security issues. Only thirteen out of eighteen (72.22%) and ten out of eighteen (55.56%) instructors, respectively, chosen them as *very important*. Nonetheless, all instructors voted all of the global issues as either important or very important.

In contrast, although most student participants favored all global issues, some of the students considered the world issues non-essential. Contrary to instructors' perceptions, there were three issues which tied as the most essential: human rights, intercultural communication, and socio-economic. Seventeen out of eighteen (94.44%) selected these issues as either *important* or *very important*. Two issues were tied as the second most essential issues. Sixteen out of eighteen (88.89%) student participants chose environmental and global economics and global security as either *important* or *very important*. The third most essential topic is health and nutrition. Fifteen out of eighteen (83.33%) selected it as either *important* or *very important*. The fourth most relevant topics were three issues: population, peace education, and energy. Fourteen out of eighteen (77.78%) students chose population, peace education, and energy issues as either *important* or *very important*.

Although there was a discrepancy in perceptions on which world issues are more important, all the professors and most of the students considered the aforementioned global issues as either important or very important.

Table 2

	Male	Female	Male	Female	Male	Female	Male	Female
Global Issues	Very Important		Important		Unimportant		Very Unimportant	
Human Rights	66.67%	77.78%	33.33%	16.67%	-	5.56%	-	-
Population	55.56%	44.44%	33.33%	44.44%	11.11%	11.11%	-	-
Peace Education	50.00%	50.00%	38.39%	38.89%	11.11%	11.11%	-	-
Environmental	72.22%	72.22%	22.22%	22.22%	5.56%	-	-	5.56%
Energy	55.56%	61.11%	27.78%	33.33%	16.67%	-	-	5.56%
Health and Nutrition	61.11%	61.11%	27.78%	33.33%	5.56%	5.56%	5.56%	-
Global Economics and Global Security	44.44%	38.89%	50.00%	55.56%	5.56%	5.56%	-	-
Intercultural Communication	61.11%	77.78%	33.33%	22.22%	5.56%	-	-	-
Socio-Economic	66.67%	61.11%	27.78%	38.89%	-	-	5.56%	-

Classified by gender, there was a smaller discrepancy regarding which global issues are more important to include in an English classroom. The male and female participants coincided on four global issues. Seventeen out of eighteen (94.44%) male and female participants chose environmental and global economics and global security issues as either *important* or *very important*. The same is true with two other issues. Sixteen out of eighteen (88.89%) male and female participants selected population and peace education issues as either *important* or *very important*.

The male and female participants' answers on five other issues varied slightly. For instance, all male participants chose human rights as either *important* or *very important* while seventeen out of eighteen (94.44%) female participants chose it as either *important* or *very important*. In addition, all female participants selected intercultural communication and socio-economic issues as either *important* or *very important* while seventeen out of eighteen (94.44%) male participants chose them as either *important* or *very important*. Also, male and female participants differed in health and nutrition and energy issues. Seventeen out of eighteen (94.44%) female participants chose these issues as either *important* or *very important* while sixteen out of eighteen (88.89%) and fifteen out of eighteen (83.33%) male participants selected health and nutrition and energy issues, respectively, as either *important* or *very important*.

In your opinion, what might be the appropriate criteria for deciding what global issues to focus on in a foreign language teaching? Number the options below from the most important to the least important (1 to 4). (Survey question #9)

Table 3

Criteria	<i>36 participants</i>			
	<i>Profession</i>		<i>Gender</i>	
	<i>Instructors</i>	<i>Students</i>	<i>Male</i>	<i>Female</i>
Students' characteristics	1	1	1	1
Context (the society and culture)	2	3	2	3
Availability of teaching materials	4	4	4	4
Teacher's knowledge	3	2	3	2

Table 3 shows that the criteria chosen by all participants did not vary greatly. Instructors and student participants chose *students' characteristics* as the first criterion. Teacher and student participants differed on second and third criteria. Teachers selected context as the second criterion and teacher's knowledge as the third. Student participants answered inversely. They selected availability of materials as the second criterion and context as the third. The last criterion chosen by all participants was availability of materials.

Table 3 also shows that male participants coincided with instructors' answers while female participants matched with students' answers. It means that either by profession or by gender, students' characteristics are the most appropriate criteria for deciding what global issues to focus on in a foreign language teaching, followed by context and teacher's knowledge as the second or third criterion. By profession or by gender, availability of the materials was the last criterion or the least important.

In your opinion, who should decide what particular global issues to include in the foreign language curriculum? (You can check more than one.) (Survey question #10)

Table 4

Criteria	<i>36 participants</i>			
	<i>Profession</i>		<i>Gender</i>	
	<i>Instructors</i>	<i>Students</i>	<i>Male</i>	<i>Female</i>
Students	72.22%	72.22%	66.67%	77.78%
The individual teachers	61.11%	22.22%	33.33%	55.56%
Teachers as a group	61.11%	66.67%	72.22%	55.56%
School administration	27.78%	38.89%	38.89%	27.78%
Higher governmental level	0.00%	11.11%	11.11%	0.00%
International Organizations (e.g. European Union, United Nations, etc.)	11.11%	11.11%	5.56%	16.67%

Classified by profession, table 4 shows that 13 out of 18 (72.22%) instructor and student participants coincided on choosing *students* as the key players in deciding what particular global issues to include in a foreign language curriculum. The second criterion or key players were the individual teachers and teachers as a group. Eleven out of eighteen (61.11%) teacher participants chose these criteria. On the other hand, twelve out of eighteen (66.67%) student participants selected teachers as group as the second criterion. Instead of the individual teachers, which were chosen by the teacher participants as one of the second criterion, school administration was chosen as the third criterion by seven out of eighteen participants. Below are some comments on the first and second criteria:

Students and individual teachers: you have to integrate global issues into the program and not see them isolated. It is better to see the interests of the students first. Then, your own interests as teacher.

As a group we can discuss several global issues, especially because we are from different countries and have different backgrounds, cultures, ideas, and education to share ideas.

Students and individual students – it is their class.

The criteria – school administration, higher governmental level, and international organizations – received very low answers from teacher and student participants alike. Only five out of eighteen (27.78%) and two out of eighteen (11.11%) teacher participants selected school administration and international organizations, respectively. No teacher participants chose higher

governmental level. On the other hand, seven out of eighteen (38.89%) student participants selected school administration and two out of eighteen (11.11%) international organizations. In contrast to instructors' response to the individual teachers as the second criteria or key players, only four out of eighteen (22.22%) student participants selected it. Below are some of the comments from the teachers and students on these criteria:

I think it is too dangerous to let the government or international organizations decide. International organizations can only give a professional point of view.

I believe allowing an international organization to decide what happens in English class is too complicated. Those organizations have their own agenda and it is not fair to subject English students to that agenda.

With regard to gender classification, fourteen out of eighteen (77.78%) female participants chose students as key players to decide which global issues should be included in a foreign language curriculum, followed by the individuals teachers and teachers as a group (Ten out of eighteen (55.56%)). Thirteen out of eighteen (72.22%) male participants saw teachers as a group as the most important factor in decision making, followed by students (twelve out of eighteen or 66.67%).

The other criteria received far below 50% which may mean a skeptical decision on the part of the subjects. For example, only 7 out of eighteen (38.89%), 6 out of 18 (33.33%), 3 out of 18 (16.67%), and one out of eighteen male participants chose school administration, the individual teachers, higher governmental level, and international organizations, respectively. In contrast, only 5 out of 18 (27.78%) and 3 out of 18 (16.67%) female participants chose school administration and international organizations. No female participants selected high governmental organizations. Here are some of the explanations given by teacher participants:

Students and the individual teachers have more flexibility and are easier to respond to specific student needs rather than improve stuff from above.

Including global issues in the foreign language curriculum solely depends on the teacher or the school administration to analyze the issue depending on the country, culture, needs, etc.

Students can give an excellent, objective, and clear idea of their own needs. Teachers should work cooperatively to have a unification of vision. International organizations can give a professional point of view.

2. Survey Results on Global Values

In your opinion, how important is it to develop the following global values in an English classroom? (Survey question #13)

Table 5

	Instructors	Students	Instructors	Students	Instructors	Students	Instructors	Students
Global Values	Very Important		Important		Unimportant		Very Unimportant	
Justice	77.78%	77.78%	16.67%	44.44%	5.56%	-	-	-
Freedom	61.11%	66.67%	38.89%	22.22%	-	11.11%	-	-
Peace	83.33%	61.11%	16.67%	33.33%	-	5.56%	-	-
Dignity	94.44%	66.67%	5.56%	33.33%	-	-	-	-
Equality	83.33%	72.22%	16.67%	27.78%	-	-	-	-
Rights	77.78%	66.67%	22.22%	27.78%	-	5.56%	-	-
Democracy	55.56%	55.56%	33.33%	38.89%	11.11%	5.56%	-	-
Social Responsibility	77.78%	61.11%	16.67%	33.33%	5.56%	5.56%	-	-
Tolerance	77.78%	55.56%	16.67%	33.33%	-	11.11%	5.56%	-
Independence	50.00%	38.89%	33.33%	38.89%	16.67%	22.22%	-	-
Environmental ism	72.22%	44.44%	22.22%	44.44%	5.56%	11.11%	-	-

Classified by profession, teacher and student participants coincided on six global values. All teacher and student participants selected dignity and equality as either important or very important. Seventeen out of nineteen (94.44%) teacher and student participants selected justice, peace, rights, and social responsibility as either very important or important.

Teacher and student participants did not concur on the following global values. While all teacher participants chose freedom, sixteen out of eighteen (88.89%) student participants chose it either as important or very important. Also seventeen out of eighteen (94.44%) teacher participants selected tolerance and environmentalism as either important or very important while sixteen out of eighteen (88.89%) student participants chose these same world values as either as important or very important. Independence as a global value is the least favored. Fifteen out of eighteen (83.33%) teacher participants selected independence as either important or very important while fourteen out of eighteen (77.78%) student participants it as either important or very important. In both cases, the majority of instructors and students favored all the global issues.

Table 6:

	Male	Female	Male	Female	Male	Female	Male	Female
Global Values	Very Important		Important		Unimportant		Very Unimportant	
Justice	77.78%	77.78%	16.67%	22.22%	5.56%	-	-	-
Freedom	55.56%	72.22%	33.33%	27.78%	11.11%	-	-	-
Peace	61.11%	83.33%	33.33%	16.67%	5.56%	-	-	-
Dignity	72.22%	88.89%	27.78%	11.11%	-	-	-	-
Equality	66.67%	88.89%	33.33%	11.11%	-	-	-	-
Rights	55.56%	88.89%	38.89%	11.11%	-	-	-	-
Democracy	55.56%	55.56%	27.78%	44.44%	16.67%	-	-	-
Social Responsibility	66.67%	72.22%	27.78%	22.22%	5.56%	5.56%	-	-
Tolerance	61.11%	77.78%	27.78%	16.67%	11.11%	-	-	5.56%
Independence	27.78%	61.11%	38.89%	33.33%	33.33%	5.56%	-	-
Environmental ism	66.67%	50.00%	16.67%	50.00%	11.11%	-	5.56%	-

With regard to gender classification, Table 6 shows that male and female participants differed in their perceptions on the importance of the above-mentioned global values. For example, all female participants selected eight values as the most relevant, namely justice, freedom, peace, dignity, equality, rights, democracy, and environmentalism. Male participants coincided with female participants on three global values: dignity, equality, and rights. All male participants chose these values as either important or very important. For female participants, the next most important global principles were the remaining three global values: social responsibility, tolerance, and independence. Seventeen out of eighteen (94.44%) female participants selected these values as either important or very important. In contrast, male participants chose justice, peace, and democracy as the second most relevant. Seventeen out of eighteen (94.44%) male participants chose these principles as important or very important. Three global values coincided as the third most relevant for male respondents. Sixteen out of eighteen (88.89%) male participants selected freedom, tolerance, and environmentalism as either important or very important. The fourth most relevant values were democracy and independence, respectively. Fifteen out of eighteen (83.33%) participants selected democracy as either important or very important while twelve out of eighteen (66.67%) participants chose independence as either important or very important.

The overall result by occupation and gender shows highly favorable response which is similar to that of global issues.

In your opinion, what might be appropriate criteria for deciding what global values to infuse in a foreign language education? (Research question #6)

Table 7

Criteria	36 participants			
	Profession		Gender	
	Instructors	Students	Male	Female
Students' characteristics	66.67%	61.11%	50.00%	77.78%
Context (the society and culture)	66.67%	50.00%	50.00%	66.67%
Local needs and interests	44.44%	33.33%	33.33%	44.44%
The developmental objectives of the whole country	33.33%	27.78%	22.22%	38.89%
Target culture	11.11%	27.78%	11.11%	27.78%

Classified by profession, Table 7 shows that the criteria chosen by subjects were almost similar. The first most important criteria for instructors were students' characteristics and context. Twelve out of eighteen (66.67%) teacher participants selected these criteria as the most appropriate criteria for deciding what global values to infuse in a foreign language curriculum. Student participants put these two world values in the same category. Eleven out of eighteen (61.11%) and nine out of eighteen (50.00%) chose students' characteristics and context. The third, fourth, and fifth criteria did not have the support of the majority of the subjects. Only eight out of eighteen (44.44%) teachers and six out of eighteen (33.33%) students chose local needs and interests, which occupied the third criterion. The least chosen criteria were the developmental objectives of the whole country and target culture, which occupied the fourth (and final) criterion. Only six out of eighteen (33.33%) and two out of eighteen (11.11%) teacher participants chose the developmental objectives of the whole country and target culture, respectively. On the other hand, only five out of eighteen (27.78%) student participants selected each of these criteria.

The same is true with gender classification. Table 7 also shows that students' characteristics and context were the most important criteria for deciding what global values to infuse in a foreign language education. Nine out of eighteen (50.00%) male participants selected these criteria. For female participants, the first most important criterion is students' characteristics followed by context. Fourteen out of eighteen (77.78%) and twelve out of eighteen (66.67%) female participants selected students' characteristics and context, respectively. The other criteria – local needs and interests, the developmental objectives of the whole country, and target culture – occupied the third, fourth and the last criteria for both male and female subjects. Only six out of eighteen (33.33%)

teacher participants and eight out of eighteen (44.44%) student participants chose the developmental objectives of the whole country. Just four out of eighteen (22.22%) teacher participants and seven out of eighteen (38.89%) student participants chose the developmental objectives of the whole country. The least favored criterion was target culture. Only two out of eighteen (11.11%) male participants and five out of eighteen (27.78%) participants chose this criterion.

In your opinion, who should decide what particular global values to include in the foreign language curriculum? (You can check more than one.)

Table 8:

Criteria	<i>36 participants</i>			
	<i>Profession</i>		<i>Gender</i>	
	<i>Instructors</i>	<i>Students</i>	<i>Male</i>	<i>Female</i>
Students	61.11%	55.56%	61.11%	55.56%
The individual teachers	55.56%	22.22%	33.33%	44.44%
Teachers as a group	55.56%	50.00%	44.44%	61.11%
School administration	33.33%	11.11%	16.67%	27.78%
Higher governmental level	11.11%	0.00%	0.00%	11.11%
International Organizations (e.g. European Union, United Nations, etc.)	11.11%	5.56%	5.56%	11.11%

Table 8 shows that eleven out of eighteen (61.11%) teacher participants chose students as the key players in deciding which particular global values to include in a language classroom. It is followed by the individual teachers and teachers as a group who got 55.56% (10 out of 18 participants.) School administration, international organizations, and higher government level received far below 50%, which may mean a skeptical decision on the part of the subjects. Only six out of eighteen (33.33%) teacher participants chose school administration. Two out of eighteen (11.11%) teachers chose higher governmental level and international organizations.

Student participants also selected *students* as the first key players in deciding which global values are needed to include in a language curriculum. Ten out of eighteen (55.56%) student participants chose this criterion, followed by teacher as a group, which acquired 50% (9 out of eighteen student participants). The other criteria – the individual teachers, school administration, and international organizations – had the lowest feedback from the respondents. Only four, two, and one out of eighteen student participants favored the individual teachers, school administration, and international organizations, respectively. None of them favored higher governmental level.

Classified by gender, male and female participants differed on who the key players should be. Eleven out of eighteen (61.11%) male participants selected students as the main factor in deciding which global values should be taught while eleven out of eighteen (61.11%) female participants chose the teachers as a group. The second key players for male and female participants were the teacher as a group and students, respectively. Eight out of eighteen (44.44%) male participants selected the teacher as a group and ten out of eighteen (55.56%) female participants chose students. The rest of the criteria received a low response from both genders. Below are some of the teachers' and students' comments:

Students and individual teachers know which values need to be developed because they work in the classroom together every day. They should make the best decisions.

Students have the right to decide what is necessary for their education.

Teachers understand the needs of the students. They can stimulate the students to make them see the importance of having global values.

3. Survey Results on Curriculum Planning Approaches

In your opinion, which approach is best suited to combine global education and language teaching? (choose one)

Table 9

Criteria	36 participants			
	Profession		Gender	
	Instructors	Students	Male	Female
create a separate unit or activities (apart from the core curriculum) to provide global perspectives and information.	5.56%	11.11%	5.56%	11.11%
infuse or incorporate global information, readings, and perspectives into lesson plans of the core curriculum.	94.44%	88.89%	94.44%	88.89%

Classified by profession and by gender, Table 9 shows that the majority of the respondents agreed on which is more appropriate. Eighteen out of nineteen (94.44%) teacher participants chose the infusion method as the most suited mechanism while sixteen out of eighteen students (88.89%) voted for the same method. Male participants coincided with the instructors' perception while female participants coincided with students' perception.

B. FOCUS GROUPS

There were two focus groups: one composed of 12 teachers, and the other was made of 12 students. The results were classified by occupation because of the even number of participants. Classifying the results by gender was impossible to achieve because the number of male participants was not significant enough to analyze. There were only three male teacher participants and four male student participants. As explained before, the interviewer made a sample lesson plan and prepared six open-ended questions that all the interviewees had to answer. After having analyzed and classified the interviewee's perception on a global approach towards teaching, the interviewer discovered the following:

1. As the lesson plan shows, would you like global issues such as environmental problems to be incorporated into the language curriculum? Why or why not?

Most teacher participants would like to include global issues in language curriculum because of the importance of *learning the language through important topics*. One teacher participant even explained the important of having different issues, not just environmental issues. On the other hand, most students explained that they would like to include the lesson so that *students' global awareness* of global issues may be raised. The following were their answers:

Learning Through Important Subjects

I definitely say yes. We do have a lot of environmental problems here. So, we need to learn issues that students need to be aware of.

It is an unusual relationship. I mean their language skills are going to improve because the topic is more relevant. They need to understand that in a better perspective it makes more sense.

Also, speaking is the most important skill in learning English. If they can talk about something that they see in real life, I think it makes more sense for them.

Different Issues To Satisfy Different Interests

Basically, what I am doing in my class is talking about global issues, not just environmental issues, because it is very difficult just to focus on one thing and have everybody interested in the same thing. It is really hard, so I do more global issues and not just one topic. Ecuadorians are ashamed of their cultural behaviors. So, they are afraid to talk about these environmental problems because they throw trash and it is normal in their culture; that is why they are afraid to talk about these problems.

Awareness Raising

I also agree that topic should be included because most of the people do not know what is going on in the world. This could be a good opportunity to know what is happening in our environment. That is why I think it is important.

I think it is important to include these topics and to talk about them in English so that we can improve our knowledge on important issues.

I think it is very important that some environmental issues be incorporated in English classes because they will make us think about what people around the world are doing to damage our environment.

It is important that all the people in the world have knowledge of environmental problems, but it is also important to know that this is an English class. I agree to include

environmental problems as topics in the class but only if students can practice speaking in English while focusing on the environmental problems.

I think it is a good idea because we are experiencing these problems. So, in order to be aware and understand world issues, it is a good idea to incorporate it.

Environmental concern

The environmental problems are problems of everyone living on this planet. The environmental problems should be included in the curriculum because we will have the possibility of working for the betterment of the environment.

2. Can you explain how the lesson plan will raise awareness of environmental problems?

Teacher and students participants coincided on most answers on how the lesson plan will raise awareness of environmental problems. Most participants answered that *local needs* or *practicality* as the factors that would raise awareness. Some participants answered *social concern* and *problem solving*. The following were their answers:

Local Needs/Practicality

One thing in the first question says, asking questions in present perfect “Have you ever seen litter on the ground?” There is not one corner in Ecuador that does not have litter, so that is something that is definitely familiar to them.

Something that has to work a little bit, we have certain cities in our country which are free of littering on the ground like Loja, like Atuntaqui. They are examples for the other cities and they feel proud about these little things.

It will raise awareness when we discuss real environmental problems in groups and as a class.

Social Concerns

I think that it is very important in this lesson plan not only, you know, raising awareness, but it has homework that makes students do something. You talk about it obviously in English. But it does not end there. Students have to do something to improve the environment.

The lesson plan can help the students raise their awareness about environmental problems by making everyone do something about our environment and having less explanation of theories. This is education.

Problem Solving/Decision Making

Remember that the teaching process involves solving a lot of problems not only environmental problems but also problems like education, poverty, etc. That is why we should include global issues into the curriculum in order to solve problems.

3. Can you explain why the lesson plan will develop language skills such as speaking and writing?

Teacher and student participants coincided in their answers. They mentioned teaching methods and that adding the plan to the core curriculum will raise awareness of environmental problems. Here are their answers:

Add the lesson plan to the core curriculum

We have three days to finish one unit. It is true, but substituting certain things from the units. If we are going to combine global themes, we will be substituting some parts of the current book.

Writing and speaking are an important part of the lesson plan. In the lesson plan, we are supposed to write sentences and questions with present perfect. So, this way we are improving our writing.

Listening, speaking, reading, and writing are the four basic skills in any language. By including important topics like environmental issues, it motivates the students to develop these skills individually or as a group.

Teaching Method

I think it could inspire interest in the students. We have to start with the problems which can help generate writing activities for them. The first thing that we can do is sit down in a circle as a group and talk about it. Also, they can sit down in pairs to write something about it and try to give solutions.

If we have a picture that will impress the students, they will have an idea of what is happening all over the world. The students can express their feelings in English and share their opinions about the topic.

If we are going to combine global themes by, for example, adding the lesson plan, we will be substituting some parts of the current book.

One teacher participant was skeptical in his response. He did not think that the lesson plan would raise awareness at all. Students, he said, are individualists and are worried about themselves. They do not care about global issues. This is what he said:

Most students are not interested in finding solutions because just they do not care. Here in Ecuador they live their own lives. Ecuadorians do not want to try to live as a group or try to help each other. They are worried about themselves. It is very difficult to work with students like this.

4. How does the lesson plan develop knowledge, attitudes, and skills necessary for students to become active citizens who protect the environment wherever they are in the world?

Most teacher and student participants thought that the lesson plan might develop knowledge, attitudes, and skills necessary to become citizens when combined with an appropriate teaching method. Some participants also mentioned social participation would develop the same capabilities. The following were their opinions.

Teaching Method

I think it is important for the students to be aware of specific cases. I mean you can show them videos and you can show them newspaper articles. We can get someone who is an expert in environmental problems and ask him to talk about them. To become aware is the most important step.

The lesson plan makes the students active citizens because it makes us talk about the environment and do something about it. The teacher can introduce the topic with an activity. Then, the students form groups to talk about it and do something about it. In general, it is attitude. You become a better citizen because you become aware about the topic and probably will do something to help improve the environment.

The best way to improve our knowledge is through studying the topic. After that, we can practice our skills like writing, reading, and speaking. If you know the language well, you can help others improve the environment.

Social Participation

When you are involved in the environment, you can practice your writing and speaking skills better. This is doing things. It is different. You have more opportunity to use your knowledge, and you become an active citizen.

One teacher participant had a negative response by saying that the purpose of the students is to learn the language and not to learn global issues. He also mentioned that they live in very bad conditions that they do not care about solving problems which they think do not belong to them. Here is his opinion about this problem.

Our students come from different parts of the city. Not all of the students live in the northern part. Most of them live in the periphery and slums, living with garbage and living with animals. So, they are not interested in these topics. They were born there, and they see it every day and they do not care about it. They are here to get an English diploma and get a better job. They do not want to get involved in problems of this nature.

5. What do you think would happen if the teachers incorporated global education themes such as global issues into the language curriculum?

Although optimistic in their answers, teacher and student participants had different answers among themselves. They mentioned that students would have an elevated multicultural awareness, revisited the purpose of education, participated for social change, made the world a better place, and prevented future global problems. The following were their answers:

Multicultural Awareness

Here, we learn a lot of things. For example, I have been here for fifteen years now. I like the culture here, and I appreciate the family values that we do not have in the States; but, as I learn from them, they can also learn from me.

I think we have to study to be more tolerant maybe of difference of cultures or other things, and we want students maybe to do something for the world. If you are teaching just language skills without teaching the variety of cultures out there, you are missing a lot in language teaching. English is much more than just a language. It is entering a different culture.

Purpose of Education

Education is a tool that we can improve if we want to include those topics in the curriculum. If we start now, we will be able to see the results in the near future. This is an opportunity to start changing our minds for something better. We can be active citizens.

Individual Participation

I do not think the consequences of global issues are being discussed or talked about by the majority of people in different countries. Many people do not have enough education. They are not aware that these problems are seriously happening all over the world. That is why I think it is important to talk about these issues in English classes. Anyone can help. It may not be big help, but little by little, you can change things.

Avoiding Future Problem

This is a good thing that avoids some problems; for example, differences in cultures. Maybe in the future we can avoid these problems and have global education.

6. What would be the factors in making the fusion of global education and language teaching a success or failure?

Teacher participants and student participants coincided on factors such as teaching method and teacher training as factors to make the fusion of global education and language teaching a success or a failure. The following are their comments:

Teaching Method

Students and teachers can learn together. The teacher can guide the students and learn with them, too.

For example, if we decide to incorporate global issues into language curriculum, we can try to interview the foreigners in English. There are a lot of foreign people. We can learn by comparing what the Ecuadorians are doing with the environment and what the foreigners are doing in their countries.

The teacher should try not to make this boring to the students

Maybe using pictures or something not a lot of text because you get bored with a lot of text. You get a lot of information.

And also you can try to work for example with Foundation Natura and try to get involved in environmental protection.

When the teacher knows the right teaching methodologies, he can find useful media resources or something like that.

I think it depends also on the material we could bring up as teachers.

Teacher Training

Teachers need to receive a lot of training in order to learn how to teach the global issues, because it is not easy to teach. It is difficult to teach about environmental problems, but it is more difficult to teach global issues. So, teachers need to receive a lot of training, and it is difficult because education in Ecuador is not working well.

I think that the teacher should know basic things about the matter. The idea is not to major in global issues. There are careers in those subjects. There are majors, for example, in environmental, social problems. In English class, we can add these topics which will make language study more interesting.

Using the teacher as the facilitator. I mean you are still the teacher, but you facilitate the discussion.

C. INTERVIEWS

There were eight participants whom the interviewer had randomly chosen: two male teachers (one Ecuadorian, the other British), two female teachers (one Ecuadorian, the other American), two male Ecuadorian students, and two female Ecuadorian students. The interviewer used the same lesson plan applied to focus groups. The interviewer found the following:

1. As the lesson plan shows, would you like global issues such as environmental problems to be incorporated in the language curriculum? Why or why not?

The four teacher participants had different answers to whether they would include global issues in their teaching plans. Interestingly enough, the American and British teachers had been doing it for their English classes. They do not only include global issues but also other topics such as global cultures and world religions. The following is what they said:

Yeah, definitely. I think this is all something I have been doing in the class. So, it is not an issue for me.

Yes, I definitely think that we should, like I was saying not only environment problems, but also many other issues such as Muslim religion (Islam) and international terrorism discussed because (up to this point –you know my class is superior speaking), so up to this point students have plenty of grammar and know the basics now to get into real issues about life.

The two other teachers who are Ecuadorian did not mention if they were using global issues as a topic in the class. However, they mentioned their importance in the language curriculum, students' interest, and participation at the local level. Here are their comments:

Yes. I think so. But when this plan is included in the core curriculum, it will work for everybody. Teachers have the responsibility of experiencing some solutions to solve problems. So, if we have something in the lesson plan, it will be good. It can be helpful.

Yes of course. Why? Most of the students like talking about the environmental problems. Our city is more related to the environmental problems like garbage, noise pollution, and air pollution; the kind of current issues to talk about which show how necessary the environment is.

Three out of the four student participants would like to include global issues because the lesson plan includes social participation. The following are their answers.

Yeah, I think global issues should be incorporated because the way the lesson plan shows it is entertaining and also important. It ensures a global help and an environmental campaign to protect the environment. It encourages students to do things, not just to talk about environmental issues.

Yes, because it is important that we become more interested in these issues. We can improve our environment; especially those problems that we are not worried about now.

I think it can be incorporated in a language curriculum because it is a great way to involve people to create a conscience of what is happening on our planet. I think it is a great form a great way. The teacher can explain a little bit each class about this problem and create groups to talk and try to create solutions.

Like the other student participants, the last male student participant also mentioned the importance of including global issues, but, instead of social action, his reason in including it is related to language goals. Here is what he said:

I think environmental problems are important for talking in English class. They give us the opportunity to understand the current problems in the world. If they are interesting, students will do their best to improve their language skills.

2. Can you explain how the lesson plan will raise awareness of environmental problems?

While the two female teacher participants mentioned curriculum planning as a way to raise awareness, the two male participants had different answers. The first female participant was thinking of the language center as a whole to raise students' awareness of environmental problems. She inductively explained the importance of incorporating it into the language curriculum. She said:

It will be helpful if the academic coordinators incorporate the lesson plan because all teachers are obliged to use the issue. If it is not included, it won't be helpful. For teachers who are aware of environmental problems, they will use this activity; but for others, they simply won't.

The other female teacher participant did not mention any curriculum approach, but suggested a teaching method to use. She said that the lesson plan should be comprehensive. It should include showing pictures which connect the students to the real world. It has to be all the way around it. It has to be totally comprehensive.

The two male teacher participants had opposing views. One male participant was skeptical about the result that the lesson plan might bring. He said, “for some students, yes; for others, they simply do not care about it. They blame the others. They never blame themselves. Students are probably part of this environmental problem.” The other male participant was more positive and had shared his experience with Ecuadorian students. He mentioned that teaching environmental problems will easily raise students’ awareness, but other world topics are more interesting and challenging. Here is what he said:

Environmental problems are an easy topic for Ecuadorian students. It is one of the topics that students know and can easily raise their awareness. To get something more international would be more interesting for me. What I have been working with is on stuff like the Islamic, Iranian and African societies and other topics like sexes or these roles. Because they do not know anything about these topics, they became quite challenging. The more we did it, the more interested they became. So, I think it is just a question of –you know- giving them a wide view of world events.

None of the student participants had the same perspective on how the lesson plan will raise awareness of environmental problems. The first female participant mentioned that the gravity of the problem contributes to raising awareness; the other female mentioned the practicality of the lesson plan. The following is what they said:

Yeah, it will raise awareness. People nowadays are not really worried about these problems. But in five years, I think it will become bigger. It is only then that students will become more interested in trying to avoid this. The lesson plan will make us know that these problems exist now.

The problems shown in the lesson plan are common and are not like the global warming or something we cannot see or touch; these are real things that we see every day and also with the impact you can be aware of that you need.

The two male student participants had the same case. They had different perspectives on how the lesson plan would raise awareness. The first male participant answered group discussion while the other said it is knowledge. The following is what they said:

I think the lesson plan can raise awareness of environmental problems. The most important thing here is that it creates consciousness of world events. The group discussions create global consciousness.

It gives us more information about what people do with the environment. Consequently, it gives us knowledge. It is important to know that this problem exists nowadays and will in the future.

3. Can you explain why the lesson plan will develop language skills such as speaking and writing?

The answers of all the participants focused on different roles the teacher should play in order for the lesson plan to develop the necessary language skills. Six out of eight participants (all four teacher participants and two male student participants) expressed their concern about the importance of the teaching method in order for the global approach towards language teaching to work. Teaching method involves *group work and class discussion*, *teachers' skills* to make an important topic interesting, *teachers' flexibility*, *teacher preparedness*, and *teachers' ability* to make clear objectives. The following are their answers:

Group work and class discussion

You can put the students into groups to get them talking, but you definitely need to have the whole class discussing, not just in groups. You can bring the whole group ideas into the whole class and to discussed them, take the best ideas of each group and discuss them for about twenty minutes.

I think it can develop language skills. When you are talking about one topic, you need to know more vocabulary related to it. You can use them with any grammar, but especially the best way is to create groups to talk about the topic.

Teacher's skill

When the teacher makes the lesson plan interesting for the students, it will develop language skills like speaking and writing. Students will find the topic interesting, something useful for their lives. They will speak more; they will be motivated to write. The topic becomes interesting and important.

Of course, it should be. I am sure this kind of subject can improve the language skills and every student will find this kind of subject interesting. I think the key is this. If the teacher can make this issue interesting, the students are going to make an effort and improve their skills. They will study, learn and read more. They will understand and be better every time. They will improve their speaking and writings skills. If the teacher can make these kinds of things very interesting, the students are going to learn students, make their best effort to study, and be better every day.

Teachers preparedness and flexibility

Yeah, but the teacher should prepare more exercises. I think that the lesson plan has quite limited linguistic content.

When the lesson plan is done 100% in the class, it will develop language skills. But the problem is that it does not always happen because of different reasons like lack of enough time, too many interesting questions, and sometimes students are interested in something else. So, the lesson plan is not really one hundred percent effective.

I think that the lesson plan can develop language skills because there is a clear language objective and topic to discuss. And this is an important thing that teachers should try more.

The last female student participant did not talk about the importance of the role of the teacher but gave her opinion about the lesson plan's language objective. She mentioned that the topic makes the language objective more open to learn or practice other grammar. She said:

Grammatically speaking, you do not really need to use the present perfect. You can say every morning I throw the garbage out. It develops speaking and writing because first students read about these things and then speak about them using the grammar or something like that. And writing, yes, because I think that is where you really practice the tense.

4. How does the lesson plan develop knowledge, attitudes, and skills necessary for students to become active citizens who protect the environment wherever they are the world?

The results shows that all four student participants and one female teacher participant perceived that the lesson plan develops knowledge, attitudes, and skills to become active citizens by creating awareness first. Here is what the five participants said:

I think first of all it raises awareness; and that is one of the biggest things you need just like any other problem. You need to be aware of it, and then you need to start thinking of solutions and all these give you that opportunity, for sure.

The plan not just makes us aware of the problem first by reading about the environment but also it makes us do something about our environment. It will give us an opportunity to make the environment better.

By making the students aware of the problems first, students will care every day. They will contribute to avoid polluting a river or littering. So, it helps develop knowledge because I suppose, firstly, the teacher has to tell them about them the environmental problems around the world, and that increases students' knowledge. The lesson plan develops attitudes because it makes them conscious about what they are doing every day. It develops skills because they are going to do something to help the environment. Problems require skills to solve them like maybe cleaning up something.

A person does not understand that the environment is a problem nowadays. Problems like pollution and littering are problems that everyone who lives in the world experiences. The lesson plan makes the students realize this and become concerned about it. It is going to change his or her attitude towards these kinds of problems; not only talking about it, but also doing something about it like recycling, like trying not to spoil nature. The lesson plan will develop these skills.

The lesson plan creates awareness through an important topic first. Nowadays, people do not think about environmental problems. They may have other priorities in life. They think our planet can support whatever we are doing.

Contrary to what the five participants perceived, two male participants explained that encouragement from the teacher, but most importantly more personal involvement on the part of the students, is needed to develop knowledge, attitudes, and skills. He said that:

Well, whether it will succeed is a question of follow up. You know, issues need to be like turning off lights when you are not in the room. I think it is ok, but we are beyond that. Students probably need to be more personally involved and it is not something you are really going to get from that lesson.

I do not really know. Some of them do; some of them do not. It is a continuous process. A teacher needs to continually educate the students, not with just one lesson plan. Nevertheless, the lesson should include other ideas on how to get involved in community projects like recycling things, separating paper from the garbage, and so forth. Also, students can call an institution to pick up the paper from their house and sell it. The money collected can help them to do other activities.

The last female participant mentioned one thing that the rest of the participants did not mention, and that is teacher attitude. She said:

If the teacher has an important topic to discuss like the lesson plan shows, the teacher should have the right attitude. If he has the right and positive attitude, students will become more interested. The lesson plan will then raise their awareness: Consequently, it will develop their knowledge and attitudes, and they may act for community change.

4. What do you think would happen if the teachers incorporated global education themes such as global issues into the language curriculum?

All four student participants, one male and one female participants mentioned the importance of the teacher's role when incorporating global education themes into language curriculum. The teachers' role as perceived by these participants included *teachers' knowledge* on global themes, *teachers' skills* and *attitude* in presenting the topic. The followings are the comments on the topic:

Teachers' Knowledge

I think that the teacher really needs to know about the problem he is going to talk about. So, he has to do some research in order to present it to the class in a new and interesting way. For example, the Machangara River is an important issue. Things that students are in touch with every day and affect them. So, the teacher has to focus this lesson on the problems of the city or the country he is teaching in.

The teacher is the most important part in this learning activity for the students. The teacher is the model. The teacher should be fluent in English and dominate the global themes.

If we incorporate global education themes into language curriculum, these aspects – cognitive, affective and participatory levels of understanding – increase. Not only English but also any language. When you learn the new language with a global approach, students' minds react in different ways; their hearts react in different ways. Not always is it one hundred percent of course, but most of them do. Then, they learn more. They have more confidence.

The role of the teacher is very important. Firstly, the teacher has to have the knowledge about the topic. The teacher has to begin to create forms or ways to create consciousness and try to focus on different parts. For example, the teacher should create groups to talk about global issues and make specific questions to discuss the topic. Depending on the global issues, the teachers should prepare a lesson plan with guided questions.

Teachers' Attitude

Also, the teacher has to be concerned about the issue, but he should not be passionate in teaching it. The teacher does not have to be too strong in his beliefs. Yes, believe in it but not press the students or maybe judge them.

The attitude of the teacher is important here because the way he thinks is significant in the topic being discussed.

Teacher's attitude has to be open, which means we have to be open to every and any type of discussion. Let them discuss it, and if the teacher has an idea, maybe we can present it in a more open ended way. I think what I see in a lot of countries is that when the teacher is pushing his or her ideas, then the students become a little bit more hesitant about expressing their ideas.

Teachers' Skills

The teacher is very important because he will make every student be worried about the environment by involving us in projects and activities.

I think that in a lesson plan the teacher plays the role of a facilitator, which means, first of all, we give the information and then we put them into groups to try to solve problems. I think that is basically that we do. We facilitate. I think that is really our role, and our role is not to push our ideas onto them, but to ask open-ended questions: what do you think? Is

there a problem? Does this problem exist? So, they are open-ended questions. Sometimes as teachers we can get a little bit carried away.

Teacher is fundamental. The key is that if the teacher makes it not fun but interesting for the students, and students will be eager to learn, to speak in English, and to study about the global themes.

The last male and female teacher participants mentioned students' active participation and students' age as crucial factor in combining global themes into language curriculum. The following are their comments:

It is better if the students actually research topics more than the teacher. So, it is not just the question of teacher's speed and information. It is sometimes a question of what students think themselves. How much they actually do of their own accord is crucial here to become active citizens.

You have to consider the age group. High school students are still forming their values, their views in life. It is a time global education is necessary to form themselves as active citizens. Their minds and hearts are receptive. You could suggest different solutions in a given situation - from helping household chores to cleaning up the environment and not wasting water. When students grow this way, they are going to be positive and have the right attitude towards the environment and their surroundings. So we can teach them to have a better attitude about themselves and about others because that is a kind of respect, too.

5. What would be the factors in making the fusion of global education and language teaching a success or failure?

Interviewees have different perceived factors that make the fusion of global education and language teaching either a success or failure. Four factors were attributed to the teachers' ability or preparedness. These included *teachers' knowledge*, *teachers' inexperience*, *teachers' attitude*, *teachers' method*, and *teachers' cultural awareness*. Below are their opinions about the subject.

Teachers' knowledge

The teacher must be very intelligent. He must have a lot of skills to handle and lead his/her students. The knowledge of the teacher is fundamental. You learn something if you have a good teacher. From the very beginning, you are going to study and you are going to put all your hopes in the course. If the teacher knows, he can make the class more interactive, more interesting. If the teacher does not know and he learns just before a little bit of human rights, it won't work.

Teachers' inflexibility and lack of experience

Well, there is no reason why it should not succeed in my opinion. But the drawbacks may be if the teacher is too rigid in following lesson plans. Then, it is possible that students start to complain about not getting enough linguistic content in the lesson because the lesson plan does not really provide very much. If the teacher simply restricts him or herself to the lesson plan, on a regular basis that would start to look like a deficit of language learning.

I think presenting the reality and talking about the difference in the cultures between the person who is teaching and the students could result in either success or failure. First of all, if you are not aware of the difference of your culture, you can make some mistakes. And if you criticize the culture of the students, you could make them feel uncomfortable or angry. I think that experience is an important factor.

Teachers' attitude

If the teacher has a positive attitude, he is going to use the present perfect to teach regarding the planet, trees, flowers, regarding everybody. So, to have this kind of teaching, the academic coordinators should work first of all with the teacher. The teacher's knowledge on global issues is necessary. For me, attitude is more important.

Teachers' method

We will fail if the teacher is doing all of the talking and passing the students. As a teacher, you can help them when they need it. For example, in my class there are still students having trouble expressing their ideas. At that point you help them with the language part without having to change their point of view. So, that means you just have to help them out. I can say with the grammatical structure whatever without telling that you mean to say this.

Without global education, students will learn barbaric language. Students need to know everything global, political system, terrorism, emigration, etc. You need materials like events from the world around them. That is why I think this is an excellent idea.

Two other factors were attributed to students learning purpose and students' interest that could result in either success or failure.

Students' Language Purpose

I do not think it is a failure. I do not ever think that. I am convinced it is always successful, but the negative part is that some students do not continue studying. Not because of global education, but because learning a language is not for everybody. Students study language because they need it for their studies or for their professional life.

Students' Interest

If students like to talk about the environment, it will inspire them to learn more. It is going to work. If the students do not like it, they will study, but only to pass the course.

The last male and female student participants mentioned the result of the course as the factor which influences the success or failure of the fusion. For them, it depends on the result that the students will get at the end of the course. The following are their comments:

I think combining global education and language learning is great and important. It really depends on the result of the course. If the students are able to communicate in another language and discuss current global issues, then it will be successful. Otherwise, it will be a failure.

When students can communicate in another language and understand our planet better, it will be successful. Nowadays, there are a lot of languages to learn, but the important thing is how to create a society that can talk about the same things. Everyone can understand each other.

D. LIMITATIONS

The findings of the survey had some limitations. First, they cannot be generalized for a number of reasons, including the fact that the participants' answers are largely from their cultural context. Second, the teachers were chosen because of their place of birth and their experience living in other countries. Ecuadorian teachers who have vast experience in language teaching, but have not had the opportunity to live, study, and travel abroad were not included. Third, the number of participants – both the teachers and students – will be significantly low in comparison to the total number of language instructors (more than 100) and students (more than 3,000). The results could have been different if all the language teachers and students had been included. Fourth, the researcher has been working at the *Language Center* for a significant period of time, and this may have indicated some bias in choosing the participants. Finally, the administrative position of the writer might also have influenced their answers. Although very few of the participants know the writer's position on global education, the overall participant's answers might be positively affected.

CHAPTER IV

CONCLUSION

The overall findings from the triangulation – survey, focus group, and individual interviews – were overwhelmingly positive. The researcher had expected that choosing the teachers who had lived, traveled, or studied abroad and who had different teaching experiences as participants would add to the richness of the study. In the same manner, choosing the students who were in the superior levels of English (12th and 13th levels) was also appropriate because they had been through all the levels and knew the language curriculum at *Language Centre* pretty well. Having the same number of male and female participants was also a plus in the study. The variety of participants could be seen from their rich varied answers from the triangulation. However, although their answers were varied, there was a high receptivity in a global approach towards teaching. In addition, the researcher was not expecting a very high percentage of acceptance to this relatively new idea of incorporating global education into language teaching. Overall, participants were receptive to new ideas such as having a global approach to language education.

A. Survey

1. *Global Issues and Global Values*

The findings on the perceptions of *Language Center* language educators and students about the two global education themes – global issues and global values – were significant. All teacher participants and most student participants agreed on all the global issues and global values as paramount matters to be included in a content-based language teaching. Only four student participants perceived that global issues and global values were not relevant to include in the language curriculum.

All global issues received favorable responses. The lowest, though, were population, peace education, and energy issues. These results came from the student participants. This may be due to their lack of exposure to these problems. Ecuador has only 13 million inhabitants, and the students' lack of experience living in populated places may have affected their answers. In contrast, the teacher participants – foreigners and Ecuadorian alike – saw population as a very important issue. The same is true with peace education and energy issues. A few students did not see these problems as relevant topics. Ecuador has already signed a treaty with Peru. One of its exported products is oil. So, students' answers may have been affected by these facts. Although there is international news such as the impact of the ongoing war in Israel and Lebanon and the imposed peace being

forced upon by the United States, the students' answers may have been affected greatly if these issues were tackled in the class as global problems.

Like global issues, global values had also received favorable responses. Only four participants did not see some global values as relevant to include in the language curriculum. Nevertheless, teacher and student participants coincided on six out of eleven global values. Classified by gender, male and female participants coincided on three global issues. This result showed that there are global values that must be prioritized in language teaching. This result, however, did not show how these global values should be taught. This survey only verified the perception of language educators and students. Further studies may need to be done in order to clarify how global values can be taught.

2. Who should decide what particular global issues and global values to include in the foreign language curriculum?

The teacher and student participants and male and female participants perceived that students are the first key players on deciding what particular global issues and global values to include in a language curriculum. The students as key players were followed by the individual teachers and teachers as a group. Most teacher and female participants also perceived that *the individual teachers* and *teachers as a group* should play an important part in the fusion of global education and language teaching. In contrast, most student and male participants solely chose *students* as the only answer. Nevertheless, these results may be due to the fact that students are directly involved in the learning process. Also, the result may indicate a tight collaboration among the students, individual teachers, and teachers as a group, which would dramatically improve the curriculum if the language institution is to decide to infuse global education.

Other key players like school administration, higher governmental institution, and international organizations, although influential in their endeavor in education, were considered the least important, especially the higher governmental level to which only one or two participants responded favorably.

3. What might be appropriate criteria for deciding which global issues and global values to infuse in a foreign language education?

The criteria chosen by all participants either by profession or by gender vary slightly. All participants chose *students' characteristics* as the most favored criterion for deciding what global issues and values to incorporate into a foreign language education. It means that students' age, gender, students' interests, socio-economic status, and so forth should be considered thoroughly to make a successful fusion of global education and language teaching. Nevertheless, a careful investigation would be necessary to research the students' characteristics in order to develop a global education curriculum in language teaching.

The first criterion was followed by either *context* or *teacher's knowledge* for global issues and only *context* for global values. It is important to note here that these criteria mean two things: carefully reconsider the content of the language curriculum and give well designed continuous training to all teachers on how to incorporate global education in their classrooms. Developing a global education curriculum in language teaching is a continuous process in which student collaboration is necessary. Teachers and language administrators need to focus on an unbiased global content and how to achieve the twin goals of global education and language goals, while at the same time reconsidering students' characteristics.

4. Curriculum Planning Approaches

With regard to curriculum planning approaches, all but one participant opted for the second mechanism to combine global education and language teaching which is the infusion method. This infusion approach allows a more systematized study of global themes such as global problems and issues. It ensures that the goals of global education and language learning are being met. In addition, the school administration, with the collaboration of students, individual teachers, and teachers as a group, can make better standardized evaluations for all levels by using this method.

The overwhelming positive response in the survey may mean that this new trend in language is of paramount importance nowadays. The only participant who opted for the first mechanism, which is creating a separate unit or activities, explained his reason during an interview:

Teaching, being an essential part of social and cultural life of any country, cannot be separated from global issues, so it is almost impossible not to include topics about them. Otherwise, you run the risk of turning into an outdated, selfish, insensitive, mediocre teacher.

B. Focus Groups

The lesson plan, which included global education goals, language goals, warm up activity, main activity, and wrap up activity, created different ideas among the participants in the focus groups. The lesson plan was but an example of a global approach towards language education. Nevertheless, it was good enough to get the perceptions of the participants. The investigator has classified their answers from the six questions into general understanding instead of analyzing their answers by question. This way a much better understanding of the perceptions of the participants comes to light. The results are classified into four categories: *teaching method*, *content*, *general objectives*, and *specific objectives*.

1. Teaching Method

Most answers of teacher and student participants in the focus groups were concerned with the importance of appropriate teaching methods in order to develop a global education curriculum applied to language teaching. Most participants have suggested *pair work* and *group work* would be appropriate in a content-based learning. Other suggestions included class discussion after having done group work. This method assures that the whole class is aware of other group ideas and summarizes the topic as a class. Other methods came out to light like *problem solving and decision-making*, which the researcher think is very appropriate.

2. Global Themes

Some participants also mentioned variety of content to satisfy different students with different characteristics. In order to satisfy different interests of students, a suggestion of *learning through other important subjects* was also mentioned, not only environmental problems. The other participants agreed on this matter, although there were no specific global topics mentioned. The researcher assumes that everybody knew what he or she were talking about since the survey with lists of global themes was conducted before the focus groups. However, one teacher participant mentioned that when a teacher who comes from different country teaches global themes to students who are native of a certain country, both the teacher and the students learn together. They learn not only about the language and the global themes being discussed but also the cultures the teacher and the students belong to. In this way, multicultural education comes into play to.

3. General and Specific Goals

Other important perceptions of the participants also included general objectives and specific objectives of global education and language teaching. One student participant explained that the *purpose of education* is to make us better people. Therefore, a global approach towards language teaching would be most appropriate. By doing so, other participants mentioned that students would have a better *global perspective*. They hopefully contribute in making the world better. In addition, by having the fusion of these two kinds of education, the participants perceived that *future problems* could be avoided.

Another important perception of the participants was the inclusion of specific objectives like *awareness raising*, *social participation*, and *individual participation*. The development of global education curriculum into language teaching should not only develop language skills, which by itself is necessary, but also raise global awareness, which could be further elevated by lobbying for social change. This idea was further elaborated when the participants mentioned the need to act at the local level where nature is being polluted and mistreated because of human intervention.

4. Teacher Training

All these perceptions lead to an important factor which was also perceived during the focus group, that is, teacher training. This means that after having done further investigation of student characteristics (which all the participants in the survey had opted to be the first criterion in choosing which global issues and global values need to be included in the possible fusion of global education and language teaching), another important step that needs to be carried out is a well elaborated plan for teacher training. A simple orientation at the *Language Center* would not suffice. An institutional plan, as well as informal collaboration among the teachers, is necessary. This may avoid a concern mentioned during the discussion in the focus group which is the balance between the topic being discussed and language being acquired. If there were no balance between these two, it is likely teachers would be neglecting the twin goals of global education and language. Teacher training is of utmost importance if the *Language Center* is to implement this approach towards teaching. Teachers need to reevaluate the purpose of their teaching, how they see the language itself, do constant self-evaluation, and see the need to be creative in order to deal with this new trend in language teaching.

C. Individual Interviews

The same strategy was used for the individual interview, that is, using the same lesson plan and the same questions focused on the lesson plan. The subjects who did not participate in the focus groups were asked to be part of the individual interviews. As the researcher did in the focus group, he has classified and analyzed participants' answers from the six questions into a general understanding. Although individual interviews have their own dynamics like focus groups, a common understanding could be deciphered. The results, which were practically the same with the focus group, could be classified into four categories: *teaching method*, *content*, *general* and *specific goals*, and *teacher training*.

1. Teaching Methods

Like the focus groups, teacher and student participants mentioned the importance of appropriate *teaching methods* in order to infuse global education into language teaching. Some interviewees suggested *pair work*, *group work* and *class discussion* as appropriate methods for content-based learning. In contrast to other methods like *problem solving and decision-making*, which were mentioned in focus group, interviewees mentioned visual aids like *images and pictures* to raise global awareness.

Nevertheless, neither in the focus groups nor in the individual interviews did the method *cooperative learning* arise. Cooperative learning is the method whereby the process as well as the end product is similarly important. This is the difference between group work and cooperative learning. In group work, the importance is in the outcome of the discussion. It does not matter if all the students in the group are sharing their ideas or not. In contrast, in cooperative learning, the teacher assures that all students participate in the process of discussion and have contributed to the end result. Some teachers use rubrics to ensure that students understand the importance of participation. Cooperative learning method would be an important characteristic of a global education curriculum. It ensures group learning for social change.

2. Content

Unlike the result in focus groups, some interviewees mentioned global themes that have worked in their classes in the *Language Center*. These topics were world religions like Islam, world events like international terrorism, and world cultures like Iranian and African cultures. The two teacher participants, who happened to be American and British, explained that the more they choose topics unrelated to Ecuadorian culture, the more the students become interested. This may be an important aspect of which global themes need to be incorporated into a language curriculum.

Depending on the language goals, a wide variety of global themes would make the language curriculum interesting to teach.

3. General and Specific Goals

Like the results in the focus groups, the perceptions of the participants also included general objectives and specific objectives of global education and language teaching. The general objectives may include a collective global awareness for the entire *Language Center*. This could easily become the mission of the *Language Center* if the administrative authorities see this as vital to the existence of the institution. Another general objective could be effective learning through important international topics to create world consciousness. Global themes far from Ecuadorian culture have proved to be effective as explained above. Moreover, the inclusion of specific objectives like *awareness raising*, *social participation*, and *individual participation* were, like in focus groups, also discussed in individual interviews. When there is a balance between the global education goals and language teaching goals, the end result should be the acquisition of necessary language skills and the specific global education objectives which lead to social change.

4. Teacher Training

Unlike the results of the focus groups, most interviewees mentioned the importance of *teachers' knowledge, attitude, and skills* in order to have an effective global education curriculum in a language teaching. The investigator would like to reiterate that the fusion of the two kinds of education is no easy task. A complete transformation on the part of the teachers who are in direct contact with the students is required. A complete teacher training program is necessary, and should include revisiting the purpose of language teaching, the role of the teacher, and the appropriate teaching methods that the fusion of global education and language teaching require. It can be done parallel to or after having studied the students' characteristics in the *Language Centre*; they are the key players who should decide which global issues and global values are important to include in language teaching as chosen in the survey.

D. Other Comments

Some participants also gave a few skeptical comments. One comment is about the lack of enough time to cover the language curriculum. Some teachers expressed worry that there might not be enough time to achieve language goals if they include extra materials. In academic levels (Levels 8, 9, 10, and 11), students need to learn extensive grammar, and there is little space for extra activities like adding global education activities. Another comment that worried the teachers was about the balance. They expressed their concern about a possible dichotomy between global education and language teaching. This may exist if the teachers are not prepared enough to teach a global approach towards language education.

Student participants had different comments. They were concerned about the ability of the teachers to make the class interesting. One student participant explained that global issues are important, but not interesting. However, if the teacher is well prepared and makes the topic interesting, as well as important, then students will be motivated to study the language and learn about the topic being discussed.

One last comment was expressed both by the teachers and students. They mentioned that when the teacher is teaching about global themes, the teacher should not push his or her opinion. The teacher should be wise enough to give different perspectives rather than pushing the students to accept his own belief. Although these comments were expressed by only a few of the teacher and student participants, the researcher feels that it must be emphasized in this paper.

E. Final Conclusion

In summary, participants were receptive to this new idea of infusing global education and language teaching. Global issues were chosen by an overwhelming number of participants. So were the global values. Almost all the participants also chose the infusion approach. Moreover, the participants felt that the questionnaire made them aware of the possibility of incorporating global themes into their language teaching. Although the researcher has used a triangulation of survey, focus groups, and individual interviews, more research is necessary to check the validity of this new view of language teaching. Other types of research such as action research might have been more appropriate to check whether students' cognitive, affective, and participatory levels are affected significantly when they are taught global education through language teaching.

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APPENDICES

Appendix A: Lesson Plan

Language Learning Goal	Global Education Goal
To practice the present perfect <i>"Have you ever..?"</i>	To raise awareness of environmental problems

Activities to Accomplish the Above Goals

Warm up Activity:

Show the class pictures of environmental problems around the world and ask *present perfect* questions:

"Have you ever seen...?"

a polluted river

an oil spill

a dead tree

litter on the ground

Activity:

Put the class into groups and have them do a group eco-survey about environmental action by asking each other the following present perfect questions:

"Have ever...?"

picked up litter from the ground

turned off the lights to save energy

used something that was recycled

given money to an environmental organization

Wrap up Activity:

For homework, assign students to do three good deeds for the environment over the next week. Then, make a present perfect class poster entitled: "Things our class has done for the environment"

Appendix B: Cover Letter

COVER LETTER

Dear colleagues and students,

I am ERNESTO SANTOS, and I am working on my Master's degree at the Universidad San Francisco de Quito. I am doing research on global education and language teaching and would appreciate your help in answering some questions. This information will be used in my master's degree thesis and your responses will be confidential.

“Global education” attempts to promote an “awareness of world peoples, countries, cultures and issues” (Cates, 2000, p. 241) in order to better prepare students to be citizens of the global world. In Teaching English as a Foreign/Second Language, global education transforms the language curriculum into content-based learning. This approach manifests itself mainly in building lessons around global issues. For the purpose of this study, a global issue is a “contemporary phenomenon affecting the lives of people and/or the health of the planet in a harmful or potential harmful way” (Pike and Selby, 1988, p. 2). An example of this might be human rights issues.

The purpose of this study is to find out what teachers and students from different cultural backgrounds think about infusing global education through language teaching. The findings from this study will help establish the criteria for choosing suitable global issues and values focus in Teaching English as a Foreign/Second Language. For those interested, the results of the present survey will be available in July, 2006 at ernesto_santos81@yahoo.com.

This questionnaire consists of four parts: 1) Background information, 2) Global Issues, 3) Global Values, and 4) Awareness Raising. There are no right or wrong answers to these questions. Your own perceptions and opinions would be of highest value. Please make sure that your answers to the questions are as complete and detailed as possible. Your additional comments are optional, but they would be extremely helpful and very much appreciated. Please give any such comments in the space at the end of the questionnaire.

Any queries regarding the questionnaire or the topic of my research are welcome and can be directly addressed to me via e-mail (ernesto_santos81@yahoo.com). I would be very grateful if you could complete this questionnaire by July 8, 2006 at the latest. Thank you very much for your cooperation.

Sincerely yours,

Ernesto Santos

Appendix C: Background Information: Teachers

QUESTIONNAIRE

Please answer the following questions by writing your answer in the space provided. For some questions, the instructions on how to answer will be given additionally.

PART 1: BACKGROUND INFORMATION: TEACHERS

1. Name:

2. Level of Education: _____

3. I am male female

4. Which country are you from? _____

5. How long have you been teaching English as a foreign language?

less than 2 years

2 to 5 years

more than five years

6. Have you had any experience in incorporating global education through language teaching?

(choose one)

Yes Some No

7. Please choose the options that best suited your most recent teaching context:

a. Age of students

from 15 to 20 years old

from 21 to 35 years old

from 36 to 55 years old

from 56 to 75 years old

b. Level of students

Beginners – Advanced levels (Levels 1 to 7)

Academic and Superior levels (Levels 8 to 14)

Please use this space to give any extra comments if you wish.

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Appendix D: Background Information: Students

Please answer the following questions by writing your answer in the space provided. For some questions, the instructions on how to answer will be given additionally.

PART 1: BACKGROUND INFORMATION: STUDENTS

1. Name: _____
2. Level of Education: _____
3. I am male female
4. I am a (choose one) high school student
 university student
 professional
 others (*please specify*): _____
5. I am in (choose one) Superior Writing
 Superior Speaking
6. My primary purpose in studying English is: (*choose one*)
 to take the TOEFL test or any international English test and study abroad
 to meet the requirements of my university
 to meet the requirements of my high school
 to work or live abroad
 to improve myself professionally
 others (*please specify*): _____
7. In your opinion, should the English text books your institution is using have the following exercises?

	Strongly Disagree	Disagree	Agree	Strongly Agree
Grammar exercises				
Listening exercises				
Reading exercises				
Speaking exercises				
Vocabulary exercises				
Writing exercises				

Please use this space to give any extra comments if you wish.

Appendix E: Research Questions: Global Issues, Global Values, and Curriculum Planning Approaches

PART 2: GLOBAL ISSUES

REMINDER:

A global issue is a ‘contemporary phenomenon affecting the lives of people and/or the health of the planet in a harmful or potential harmful way’.

In question #8, please indicate your response by putting a cross (X) in the appropriate box.

8. In your opinion, how important is it to develop the following global issues in an English classroom?

Global Issues	Very Important	Important	Unimportant	Very Unimportant
Human Rights Issues (e.g., individual rights, family rights, women’s rights, children rights, etc.)				
Population Issues (e.g., population growth, family planning)				
Peace Education Issues (e.g. wars, nuclear arms, refugees, etc.)				
Environmental Issues (e.g., pollution, deforestation, endangered animals, global warming, recycling, natural disasters, etc.)				
Energy Issues (e.g., fossil fuels, nuclear energy, chemical wastes and pesticides, etc.)				
Health and Nutrition Issues (e.g., poverty, wealth, malnutrition, etc.)				
Global Economics and Global Security (e.g., economic systems, world systems, world trade, multinational corporations)				
Intercultural Communication Issues (e.g. cultural issues, global citizenship vs. national identity, multiculturalism, etc.)				
Socio-Economic Issues (e.g. poverty, wealth, consumer society, advertising, etc.)				

9. In your opinion, what might be appropriate criteria for deciding which global issues to focus on in a foreign language teaching? Number the options below from the most important to the least important (1 to 4).

- () Students’ characteristics (interest, relevance to their life, age, language competence, needs, background)
- () Context (the society and culture)
- () Availability of teaching materials
- () Teacher’s knowledge
- () Other (*please specify*) _____

10. In your opinion, who should decide which particular global issues to include in the foreign language curriculum? (You can check more than one.)

- students
 the individual teachers
 teachers as a group
 school administration
 higher governmental level
 international organizations (e.g. European Union, United Nations, etc.)
 other (*please specify*) _____

11. Please give reasons for your answer/s to Question #10

PART 3: GLOBAL VALUES

It can be assumed that the fundamental goal of education is to develop certain values in people. The role of global education might be to facilitate the formation of global values – goals or standards vital for living in the interdependent world. However, the question of which particular values to ‘equip’ students with remains problematic.

In question #12, please indicate your response by putting a cross (X) in the appropriate box. If you think there are some other global values to be developed in the students, please use the empty boxes at the bottom to add them.

12. In your opinion, how important is it to develop the following global values in an English classroom?

Global Values	Very Important	Important	Unimportant	Very Unimportant
Justice				
Freedom				
Peace				
Dignity				
Equality				
Rights				
Democracy				
Social Responsibility				
Tolerance				
Independence				
Environmentalism				

13. In your opinion, what might be appropriate criteria for deciding which global values to infuse in a foreign language education?
- Students' characteristics (interest, relevance to their life, age, language competence, needs, background)
 - Context (the Ecuadorian society and culture)
 - Local needs and interests
 - The developmental objectives of the whole country
 - Target culture
 - Other (*please specify*) _____
14. In your view, who should decide what particular values to develop in students in foreign language education?
- students
 - the individual teachers
 - teachers as a group
 - school administration
 - higher governmental level
 - international organizations (e.g. EU, UN, etc.)
 - other (*please specify*) _____
15. Please give reasons for your answer/s to question #14

PART 4: CURRICULUM PLANNING APPROACHES

In Questions #16, please indicate your response by **putting a cross (X)** in the appropriate box.

16. In your opinion, which approach is best suited to combine global education and language teaching? (choose one)
- create a separate unit or activities (apart from the core curriculum) to provide global perspectives and information.
 - infuse or incorporate global information, readings, and perspectives into lesson plans of the core curriculum.

Please use this space to give any extra comments if you wish

Thank you very much for your help!

Appendix F: Consent Form

APROBACIÓN DE USO DE INFORMACIÓN (CONSENTIMIENTO)

TITULO DE INVESTIGACIÓN: **The Perceptions of Language Educators and Students on Global Education as Part of the Content-based Learning in Teaching English as a Foreign Language**

UN CASO DE ESTUDIO CUALITATIVO DE UNA INSTITUCIÓN EDUCATIVA

Mi nombre es ERNESTO SANTOS. Soy estudiante en la Maestría en Educación en el Facultad de Educación en la Universidad de San Francisco de Quito, Cumbayá. Usted está invitado a participar en un estudio que examina **EL PERCEPTION DE LOS PROFESORES SOBRE LA EDUCACIÓN GLOBAL APLICADA EN LOS CURSOS DE INGLÉS**. Usted ha sido seleccionado por el trabajo que usted desempeña o por el nivel de inglés que usted ha desarrollado en el **Centro de Educación Continua**.

A través de este estudio, espero profundizar en entender el significado de la fusión de la educación global y la enseñanza de inglés para el posible aplicación en la institución. Si usted decide participar en este estudio, usted participará en una ENCUESTA, FOCUS GROUP Y/O ENTREVISTA. Se le dará la oportunidad de discutir y verificar las conclusiones finales hechas por el investigador.

Todas las encuestas, los focus groups y las entrevistas serán llevadas a cabo en el mes de julio 2006 y serán grabadas y transcritas. Además de hablar conmigo por una hora, su participación no requerirá tiempo ni trabajo adicional. No habrá compensación monetaria por su participación.

Este estudio es parte de mi investigación de tesis. **SU IDENTIDAD SERÁ PROTEGIDA AL MÁXIMO POSIBLE DURANTE TODO EL PERÍODO DE ESTUDIO Y DESPUÉS**. Cualquier información que sea obtenida con este estudio que pueda identificarlo, se mantendrá confidencial y será revelada únicamente con su permiso. Yo destruiré todas las grabaciones de nuestras entrevistas después de seis meses de haber completado el estudio.

Si decide participar en este estudio, es libre de retirar su formulario de consentimiento y dejar de participar en cualquier momento sin ninguna penalidad. Si usted tiene alguna pregunta sobre este estudio, deseo que me llame a mi trabajo (02 2 229 163) o a mi celular (09 8 77 99 42). Si tiene alguna otra pregunta o inquietud, por favor escriba al correo electrónico de Cornell Menking, cornellmenking@yahoo.com, Director del programa de la Maestría en Educación.

Se le entregará un copia de este formulario para su archivo.

Usted está tomando una decisión sea que participe o no. Su firma indica que usted **ha decidido participar y que ha leído la información suministrada. Sin embargo, al firmar no significa que usted renuncia a sus derechos legales.**

Firma del Participante

Firma del Investigador

Fecha:

Fecha:

Appendix G: Raw Data

No. of Teacher Participants	SEX
2	1
3	1
4	1
5	1
6	1
7	1
8	1
9	1
10	1
11	2
12	2
13	2
14	2
15	2
16	2
17	2
18	2
19	2
Total participants: 18	Total Male: 9
	Total Female: 9

No. of Student Participants	SEX
2	1
3	1
4	1
5	1
6	1
7	1
8	1
9	1
10	1
11	2
12	2
13	2
14	2
15	2
16	2
17	2
18	2
19	2
Total participants: 18	Total Male: 9
	Total Female: 9

GLOBAL ISSUES

8. In your opinion, how important is it to develop the following global issues in an English classroom?

No. of Teacher Participants	8q1	8q2	8q3	8q4	8q5	8q6	8q7	8q8	8q9
2	1	1	2	1	1	1	2	1	1
3	1	1	1	1	1	1	1	1	1
4	1	1	1	1	1	1	1	1	1
5	1	1	2	1	1	1	2	1	1
6	1	1	1	1	1	1	1	1	1
7	1	1	1	1	1	1	1	1	1
8	1	1	1	1	1	1	1	1	1
9	1	1	2	2	2	2	2	2	1
10	1	1	1	1	1	1	2	1	1
11	1	2	1	1	1	1	2	2	2
12	1	1	1	1	1	1	1	1	1
13	1	2	2	1	1	2	2	1	2
14	1	1	1	1	1	1	1	1	1
15	1	2	1	1	1	1	2	1	1
16	1	1	1	1	1	1	1	1	1
17	1	1	1	1	1	1	1	1	1
18	1	1	2	1	2	1	2	1	2
19	1	1	1	1	1	1	1	1	1
TOTAL	18	21	23	19	20	20	26	20	21

No. of Student Participants	8q1	8q2	8q3	8q4	8q5	8q6	8q7	8q8	8q9
2	1	2	1	1	1	1	2	2	1
3	2	2	1	1	2	1	2	3	2
4	2	3	2	2	2	3	2	1	1
5	3	3	2	4	4	2	3	1	2
6	1	2	2	2	2	2	1	1	2
7	2	1	2	3	3	2	1	2	2
8	1	2	1	1	2	2	2	2	1
9	2	2	3	2	3	1	1	2	2
10	1	1	2	2	2	2	2	1	1
11	1	1	1	1	1	1	1	1	1
12	1	2	2	1	2	1	2	1	1
13	2	3	3	2	3	4	3	1	4
14	1	2	1	1	1	1	2	1	1
15	2	2	3	2	2	2	2	2	2
16	2	2	2	1	1	2	2	2	1
17	1	3	2	2	2	2	2	1	2
18	2	2	2	1	1	3	2	2	2
19	2	2	3	1	2	2	1	2	2
TOTAL	29	37	35	30	36	34	33	28	30

9. In your opinion, what might be appropriate criteria for deciding which global issues to focus on in a foreign language teaching? Number the options below from the most important to the least important (1 to 4).

No. of Teacher Participants	9q1	9q2	9q3	9q4
2	2	1	4	3
3	1	2	4	3
4	1	2	3	4
5	1	2	4	3
6	2	1	4	3
7	2	3	4	1
8	1	2	4	3
9	4	3	1	2
10	2	1	4	3
11	3	4	2	1
12	1	3	4	2
13	1	2	4	3
14	2	1	3	4
15	3	1	4	2
16	1	2	3	4
17	3	1	2	4
18	3	4	2	1
19	1	3	4	2
Total	34	38	60	48
No. of Importance	1	2	4	3

No. of Student Participants	9q1	9q2	9q3	9q4
2	1	3	4	2
3	2	3	1	4
4	4	3	2	1
5	2	1	4	3
6	1	2	4	3
7	2	3	4	1
8	2	3	4	1
9	1	4	3	2
10	2	1	3	4
11	1	3	4	2
12	2	1	3	4
13	1	3	4	2
14	1	2	4	3
15	2	4	3	1
16	2	4	3	1
17	4	1	3	2
18	2	3	4	1
19	2	3	4	1
Total	34	47	61	38
No. of Importance	1	3	4	2

10. In your opinion, who should decide which particular global issues to include in the foreign language curriculum? (You can check more than one.)

No. of Student Participants	10q1	10q2	10q3	10q4	10q5	10q6
2	1	1	1			
3	1	1				
4	1	1				
5	1		1			
6	1		1	1		
7	1	1				
8	1		1			
9		1		1		
10	1	1	1			
11		1				
12		1	1			
13	1	1				
14	1	1				
15	1	1	1			
16			1	1		
17	1		1	1		1
18	1		1			1
19			1	1		
Total	13	11	11	5		2
No. of Importance	1	2 (1)	2 (2)	3	5	4

No. of Student Participants	10q1	10q2	10q3	10q4	10q5	10q6
2	1					
3	1	1	1	1	1	1
4						1
5	1	1		1		
6	1		1			
7	1			1		
8			1	1		
9			1			
10	1	1	1			
11	1		1			
12	1		1		1	
13			1			
14	1	2				
15	1		1	1		
16	1		1			
17			1	1		
18	1		1			
19	1			1		
Total	13	5	12	7	2	2
No. of Importance	1	4	2	3	5 (1)	5 (2)

15	2	1	2	1	1	1	1	2	1	2	2
16	1	1	1	2	2	2	1	2	2	3	2
17	1	1	2	1	1	1	2	1	1	2	3
18	1	2	1	2	1	1	1	2	2	2	1
19	1	1	1	1	1	1	1	1	2	2	1
Total	22	26	26	24	23	25	27	26	28	33	30
No. of Importance	1	5 (1)	5 (2)	3	2	4	6	5 (3)	7	9	8

13. In your opinion, what might be appropriate criteria for deciding what global values to infuse in a foreign language education?

No. of Teacher Participants	13q1	13q2	13q3	13q4	13q5
2	1	1	1		
3	1	1	1	1	
4		1	1		1
5	1				
6			1		
7	1				
8					
9		1	1		
10	1				
11	1	1			
12	1	1			
13	1	1		1	
14		1	1		
15	1	1		1	
16		1		1	
17	1	1	1	1	1
18	1				
19	1	1	1	1	
Total	12	12	8	6	2
No. of Importance	1(1)	1 (2)	2	3	4

No. of Student Participants	13q1	13q2	13q3	13q4	13q5
2	1				
3	1	1			1
4				1	1
5			1		
6	1	1	1		1
7	1		1		
8	1				
9	1				
10	1	1	1	1	1
11	1				

12		1			
13	1	1	1	1	1
14		1			
15	1	1	1		
16		1			
17		1			
18				1	
19	1			1	
Total	11	9	6	5	5
No. of Importance	1	2	3	4 (1)	4 (2)

14. In your view, who should decide what particular values to develop in students in foreign language education?

No. of Teacher Participants	14q1	14q2	14q3	14q4	14q5	14q6
2		1	1	1		
3	1	1				
4	1	1				
5	1		1			
6	1		1	1		
7	1	1				
8	1		1			
9		1		1		
10	1	1	1			
11		1				
12		1	1			
13		1		1		
14	1					
15		1	1		1	
16	1		1			
17	1		1	1		
18	1		1			1
19				1	1	1
Total	11	10	10	6	2	2
No. of Importance	1	2	2	3	4	5

No. of Student Participants	14q1	14q2	14q3	14q4	14q5	14q6
2	1					
3	1		1			
4			1			
5	1					
6	1		1			
7			1			
8	1					
9	1	1				
10	1	1	1			

11			1			
12						1
13						
14	1	1				
15	1		1	1		
16		1				
17				1		
18			1			
19	1		1			
Total	10	4	9	2		1
No. of Importance	1	3	2	5	7	6

Appendix H: Answers to open-ended questions: Teacher Participants

11. Please give reasons for your answer/s to Question #10 (In your opinion, who should decide which particular global issues to include in the foreign language curriculum?).

Teachers should know what their students are interested in. In the end, students decide according to their interests.

Integral education proposes making the students ponder appropriate global issues; therefore, their opinion is extremely necessary to get involvement. Teacher groups are needed to create standardized and synergic points of view instead of isolated attempts.

As a group we can discuss several global issues, especially because we are from different countries and have different backgrounds, cultures, ideas, and education to share ideas. After that we can give our ideas to school administration.

Including global issues in the foreign language curriculum solely depends on the teacher or the school administration to analyze the issue depending on the country, culture, needs, etc.

Students, teachers as a group, and school administration know the priorities of the country and the students.

Students and the individual teachers have more flexibility and are easier to respond to specific student needs rather than improve aspects from above.

If the students are not interested, this issue will not be a successful teaching aid. The same is true for individual teachers.

Students show their interests to topics they are familiar with and can talk about. Teachers as a group select important and relevant topics, especially related to the country in which they are teaching.

Students, individual teachers, and teachers as a group: Each class is different and I would prefer to see what topics the students are interested in by having them do some research. Then I would select the most appropriate topics that are best suited for the students. I would

also like to discuss these topics with other teachers to get some feedback, or to help them with their classes.

Teachers as a group and students are the ones who make the learning process happen, so they should decide according to their likes and needs.

Students can give an excellent, objective, and clear idea of their own needs. Teachers should work cooperatively to have a unification of vision. International organizations can only give a professional point of view.

Students and individual teachers: you have to integrate global issues into the program and not see them isolated. It is better to see the interests of the students first. Then, your own interests as teacher. I think it is too dangerous to let the government or international organizations decide.

Global issues are a very specific topic to talk about, so the individual teachers have to make up their minds to teach them or not.

No one knows the students better than the teacher, who has direct contact with them and understands what their particular needs are. Teachers as a group gather the information, sort it out and decide on the most important or relevant issues to be suggested to the school administration.

Individual teachers and higher governmental level can be biased. Individual teachers and teachers as a group can choose material for various personal motives. Groups/teams tend to consider much more information than an individual so it isn't so slanted or only one perspective, but more than one perspective for one issue.

I believe allowing an international organization to decide what happens in English class is too complicated. Those organizations have their own agenda and it is not fair to subject English students to that agenda. However, the teachers and administration should decide as should the government if it is a publicly funded institute.

I think students especially should be able to decide what aspect of global issues they want to talk to about in class. Although many times the teacher should introduce a specific topic from personal knowledge or using information from international organizations, but after introducing the topic, let the students take charge.

Students and individual students – it is their class.

15. Please give reasons for your answer/s to question #14 (Who should decide which particular values to develop in students in foreign language education?).

Students are interested in current events. Their concern is valid as they are citizens of the world. Teachers as a group have proved to develop coherent curricula. Education-oriented NGOs may also help in the selection of the issue and materials.

Students and teachers as a group: We have to start by ourselves, be responsible, be sociable, and be respectful. What is going on in the world, self-study. Listen to other people, read books.

When teachers are talking about particular values to develop in students, I believe it is important as teachers to create these values in a classroom. If possible, other teachers and school administration should be involved. Thus, there will be a better understanding as what to expect from students.

Students and individual teachers - because they will teach and learn these values.

Administration is what makes one school different from another. Students can identify with the goals of the school instead of fighting against them. Teachers as a group can collaborate to use their best resources, share ideas. Individual teachers do not often recognize their strengths/weaknesses in their profession until someone else talks to them.

I think teachers have a great responsibility to instill values in students using helpful information from international organizations. Teachers should do this in an intelligent way because often when the students hear the world value he unconsciously turns his mind off, especially when the student is very young.

By discussions, students understand what values are important to them.

Appendix I: Answers to open-ended questions: Student participants

11. Please give reasons for your answer/s to Question #10 (In your opinion, who should decide which particular global issues to include in the foreign language curriculum?).

All of the above, because it is a good idea to work in a group in order to succeed and I believe that everyone should make the opinion and decisions.

Students and Teachers have to decide what global issues are best to include in education.

Students need to improve their abilities.

As students, we know something about global issues, but we can learn more. Teachers probably do not know too much.

School administration or group of teachers must develop a program and decide what particular global issues will be included. These kinds of decisions have to be implemented as a rule or policy. This is the only way people will respect them.

School administration and teachers as a group are responsible for teaching the students.

Individual teachers are the ones who teach the language. They should know particular issues that could be incorporated.

Teachers know the students they are going to work with. Students know their own background, and at least, they have an idea of the reality of their own socio-economic status. Based on this, teachers are the ones who can define the issues more accurately which concern them, and the students may become interested in learning.

Students who decide to study a foreign language should decide what they want to learn according to their age and relevance to their lives, and the teachers as a group because they should help the students to decide what is important or not.

I believe it is very important that the students are involved in their classes, and since the teachers as individuals or as a group are the ones who decide the topics, it is a good idea that both sides have the chance to give their opinion.

I think that this decision is very important. I am a student; I believe that my opinion is important. On the other hand, teachers are in direct contact with the students.

Students are the most important part in the education.

School administration because it is possible to make the issue uniform for all English levels. It would be better for all language institutions. and they can develop better foreign language education.

I consider the teachers have enough experience to decide what is more useful for students. I think school administration can influence, too. And students can also suggest global topics, and they know what they are going to study in these global issues.

Students because they are the ones who are going to study, and their opinion are very important decisions. School administration are trained people. They know what is best for the students.

Students because they know what global issues they need to learn. School administration and teachers as a group because they have to work in group to know what the students need to improve.

Students because they know what they want to learn, and of course they will choose the most interesting global issues for them. The individual teachers because they will teach the student global issues, and they have to be prepared for that.

15. Please give reasons for your answer/s to question #14 (Who should decide which particular values to develop in students in foreign language education?).

If we choose international organizations, we will have the possibility of getting international help and probably it will work better because big organizations like the United Nations or European Union have enough money to support programs.

Students and individual teachers know about what values are needed to develop because they work in the classroom together every day. They should make the best decisions.

Teachers have the responsibility to guide the students.

Teachers understand the needs of the students. They can stimulate the students in order to see the importance of having global values.

Most of our teachers come from different countries and some are Ecuadorians. They have different customs and values, and this fact make it easy for the institution to incorporate global values.

Students have the right to decide what is necessary for their education.

Because students and teachers are the core of education. They can focus on particular values to develop.

In my humble point of view, you can not do much to develop values in students at this level of education since their formation as citizens is complete. You can probably make them think about certain issues. They can make an insight, but not develop any value. Being as brief as a language class, I do not consider there is time to develop values. Family and school do that.

Because with the teachers' experience, they can decide what the students need to learn and what is the most important.

Because the values are concern of everyone in the planet, including the English classroom.

Global values depend on the target student. It is not the same when you teach high school and university or when students are lawyers or systems Engineers because their interests are different. Teachers have to select topics that the majority of class is interested in.

Because students should have the opportunity to decide what global values can be developed according to their needs and the society they live in.

Because the teachers should help develop students' values in the classroom. Students should understand the cultures of foreign countries.

I think students are the ones who best know what values they need to develop. Teachers can help what values students need more to develop in that moment. So, the teachers and students can consult each other.

Students and teachers as a group because they are directly involved in the class. Together they can find the solutions to improve our country.

Because the institution and the teachers should teach values, and students can decide if they like it or not.

Again students because they know the things which are important for themselves. Individual teachers because they will teach those values to the students.

Appendix J: OTHER COMMENTS

TEFL is an "optional extra." If you want to teach global education to students, it should be done as part of the core curriculum in schools. That was all. Students are exposed to it.

Raising awareness about global issues and creating global values as part of the curriculum is a great idea, but not always possible to do. I have tried to do this whenever possible, but sometimes because of the lack of time or the extent of grammar that must be covered, it is difficult to do. Doing this as an overall curriculum would seem more probable for intermediate or advanced levels.

Global issues help putting the learning process into a context. They help students use the grammar rules, vocabulary they are learning in the classroom. Each one is part of the culture. If you teach a language, you will discuss some of these issues because you do not cover only grammar.

Teaching, being an essential part of social and cultural life of any country cannot be separated from global issues, so it is almost impossible not to include topics about them. Otherwise, you run the risk to turn into an outdated, selfish, and insensitive to the pain of others, mediocre teacher.

There is not enough time in eight weeks to add extra units. But to focus more on the information and not only the grammar, the unit tests could include more open-ended questions about info studied in class. The current books do not include much. I did not know if I was "crossing the line" by bringing in other material "global ed" based. I know feel more confident in my decisions. I think ESL/EFL classes are a target group for global education. The majority of students want to better themselves in all areas, better the world. Many of them are critical thinkers and think outside of the box. And many of them are not scared of change.

Appendix K: Questions for focus groups and interviews

Time of interview: _____

Date: _____

Place: _____

Interviewer: _____

Interviewee: _____

Questions:

1. As the lesson plan shows, would you like global issues such as environmental problems to be incorporated in the language curriculum? Why or why not?

2. Can you explain how the lesson plan will raise awareness of environmental problems?

3. Can you explain why the lesson plan will develop language skills such as speaking and writing?

4. How does the lesson plan develop knowledge, attitudes, and skills necessary to become active citizens who protect the environment wherever they are in the world?

5. What do you think would happen if the teachers incorporated global education themes such as global issues into the language curriculum?

6. What would be the factors in making the fusion of global education and language teaching a success or failure?

(Thank the group/individual for participating in the focus group/interview. Assure the group/individual of the confidentiality of responses and potential future interviews.)