

Preparing students for global-mindedness through ELT: Integrating global issues into classroom practices

Nguyen Thi Bich Diep, M.A.
Foreign Trade University, Hanoi

Outline

- Introduction
- Globalization and the need for preparing students for global-mindedness
- Methodology
- Data Analysis
- Discussion
- Conclusion

Globalization and global-mindedness

- Globalization and internationalization
- Internationalization at home
- The need to equip students with ‘global’ skills
- Global-mindedness
 - “a worldview in which ones sees oneself as connected to the world community and feels a sense of responsibility for its members and reflect this commitment through demonstrated attitudes, beliefs and behaviours” (Hett, 1993:143).
- Synonyms: world-mindedness, international-mindedness

5 dimensions of global-mindedness

- Responsibility
- Cultural pluralism
- Efficacy
- Global centrism
- Interconnectedness

Different ways of teaching for global-mindedness

- Yoshimura (1993); Henry (1993); Hinkelman (1993); Anderson (1996)
- Cates (2002) suggests that global awareness can be promoted through classroom activities, which include language-teaching content, methods, materials, course design, teacher training, and extracurricular activities.

Methodology

- Context: Foreign Trade University
- Participants: 20 ELT teachers (10 have been abroad, 10 never been abroad)
- Interview questions based on Hett's scale

Interview questions

- Are you aware of the importance of developing your students' global mindedness? Have you ever tried to incorporate global education in your lessons?
- What have you done to promote students' responsibility in terms of language-teaching content and course design, methods, materials, and extracurricular activities?
- What have you done to promote students' cultural pluralism in terms of language-teaching content and course design, methods, materials, and extracurricular activities?
- What have you done to promote students' efficacy in terms of language-teaching content and course design, methods, materials, and extracurricular activities?
- What have you done to promote students' global centrism in terms of language-teaching content and course design, methods, materials, and extracurricular activities?
- What have you done to promote students' interconnectedness in terms of language-teaching content and course design, methods, materials, and extracurricular activities

Data analysis

Q1: Are you aware of the importance of developing students' global-mindedness? Have you ever tried to incorporate global education in your lessons?

- 17/20 aware of global-mindedness
- 15/17 have made effort to incorporate global-mindedness into ELT teaching
- Those who have been abroad used tend to make greater effort

Q2: What have you done to promote students' responsibility?

- language-teaching content and course design: introducing global issues related to disasters and problems facing other countries in teaching speaking (10/15 teachers), writing (9/15 teachers), grammar through tasks of building sentences based on the global topics (3/11 teachers), reading (2/11 teachers) and listening (1/11 teachers)
- methods: role-play (10/15 teachers), group discussion (10/15 teachers), presentations (6/15 teachers), writing tasks (6/15 teachers).
- materials: textbook Market Leader and Skillful (15/15 teachers); extra reading passages with terminologies related to global issues (4 teachers); extra audios and videos related to global issues (3 teachers)
- extracurricular activities: No

Q3: What have you done to promote students' cultural pluralism?

- language-teaching content and course design: sharing teachers' own intercultural experience (8/15 teachers),; creating speaking role play situation in which people from different countries work together (13/15); teaching about cross-cultural communication, including cultural shock (3/15 teachers)
- methods: essay writing tasks (8 teachers), group discussion (6/15 teachers), presentation (5/15 teachers).
- materials: textbook Market Leader with cross-cultural situations (15/15 teachers), Skillful (10/15 teachers), Youtube videos (8/15 teachers), teachers' free talk (4/15 teachers), inviting foreign volunteers or guest speakers to class to share about their countries (5/15 teachers).
- extracurricular activities: encouraging students to watch movies made by other countries or make friends with foreigners (12/15 teachers), encouraging students to work part-time as tour guide for foreigners (5/15 teachers), University's exchange program (mentioned by teachers but not done in class).

Q4: What have you done to promote students' efficacy?

- language-teaching content and course design: problem-solution and opinion essay writing (9/15 teachers), students making presentations on global topics (7/15 teachers), grammar, e.g. teaching Conditionals (4/15 teachers),
- methods: group discussion (13/15 teachers), problem-solution essay writing (8/15 teachers), video watching (4/15 teachers).
- materials: textbook Market Leader and Skillful (14/15 teachers); youtube video (e.g. Emma Watson talk) (8/15 teachers), striking news on BBC/CNN (3/15 teachers),
- extracurricular activities: University's English speaking contest

Q5: What have you done to promote students' global centristism?

- language-teaching content and course design: problem-solution speaking (10/15 teachers) or writing tasks (10/15 teachers),
- methods: students making presentations on social issues such as global warming or global organizations/companies such as WHO (5/15 teachers); lesson warm-up with small chat about the striking news related to disaster or terrorism (2/15 teachers)
- materials: Market Leader and Skillful books (8/15 teachers)
- extracurricular activities: encouraging students to join University's English speaking contest and English club

Q6: What have you done to promote students' interconnectedness?

- language-teaching content and course design: problem-solution writing and speaking tasks (5/15 teachers); listening and reading practice with global topics (4/15 teachers).
- methods: role play; small chat about the striking news related to disaster or terrorism (2/15 teachers)
- materials: textbook Market leader and Skillful (7/15 teachers), world news (2/15 teachers)
- extracurricular activities: University's English speaking contest

Discussion

- Teachers are limitedly aware of the necessity of promoting global minded learners.
- Those who have themselves experienced living in international environments are more likely make greater attempts
- It is essential that universities provide some teacher training about global awareness
- cultural pluralism, responsibility, efficacy, global centrism, and interconnectedness are sorted in the difficulty level to implement

Discussion

- four main areas: teaching content and course design, teaching methods, materials, and extra-curriculum activities.
- Teaching content and course design: teachers are most likely to integrate global issues into speaking, writing and grammar teaching.
- Teaching methodology involves mainly student-centredness
- teaching materials, textbooks used at FTU are Market Leader and Skillful & extra materials
- Only university-level extracurricular activities, limited teacher-raised extracurricular activities
- Difficulties in selecting content and materials, insufficient experience and awareness

Conclusion

- To better develop university students' global-mindedness, it is essential that teachers' awareness of global-mindedness be raised
- teachers also need sufficient competence
- teachers need support from the Faculty and University
- Suggested activities to support teacher: teacher training, seminars, workshops