Sudanese Tertiary Staff's perceptions Towards Global Awareness

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Abstract

The Sudanese English curriculum emphasized the development of global communicative capability and intercultural understanding. The definition of global awareness, on the other hand, has not been well clarified or discussed. Previous exploratory studies on the scope of global learning has been limited. The aim of this qualitative given scenario was to learn more about EFL teachers' global awareness ideas and values at Sudanese universities. There were 15 English language teachers in attendance. Extensive focus groups and interviews were used to collect information. The research found the teachers' perspectives on the principle and goal of general awareness, the intent and value of global awareness, the relationship between global awareness and learning a language, and traditional educational approaches. Suggestions for school staff and teachers are available. In educational policies, global awareness has progressively been stressed while the idea of global awareness, on the other hand, has not been well clarified or discussed in Sudan. Previous research work on the level of global awareness has been limited.

Keywords: Global awareness; global learning; global issues; intercultural communicative competence

1. Introduction

Despite the fact that officials designated global awareness as a key phrase in the program, very little is documented about teachers' global awareness values and educational strategies. There is a major need to investigate teachers' perspectives on the principle and goal of global awareness, as well as its relevance and connection to communicative competence in the English curriculum and classroom teaching approaches. As a result, the current study tackled this discrepancy by investigating the traditions and views of EFL teachers in Sudan about global awareness.

2. Purpose of the Study

The overarching goal of this qualitative case study was to look at the views and behaviors of EFL teachers in Sudan when it came to global interest of foreign language education.

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3. Research Questions

1. What are foreign language educators' perceptions toward the idea of global awareness?

2. What does the meaning of global awareness mean to the educators?

3. What is the connection between global awareness and language learning, according to the educators?

4. Literature Review

Numerous research on teachers' behaviors toward global learning have been conducted (e.g., Clarke & Drudy, 2006; DEA, 2009; Ipsos MORI, 2009; McCutcheon, Knipe, Cash & McKay 2008). In Ireland, Clarke and Drudy (2006) used a study to identify the behaviors of 128 pre-service teachers about educating for diversity, social justice, and global awareness. The results revealed that teachers who had carried out these services before had been unable to meet the requirements of students in a variety of classes. At 11 post-primary institutions in Northern Ireland, McCutcheon, Knipe, Cash, and Mckay (2008) used a survey to investigate teachers' opinions and practices about the international overview in schooling. Globalization, dispute resolution, diversity, human rights, social justice, interdependence, sustainable growth, and beliefs and expectations are eight principles that can be used to understand the global aspect of this study (DfES, 2005) .The findings found that more than half of teachers believe it is critical for students to learn about the global awareness in school, and that seventy-five percent of teachers were informed of segments of the global awareness in the updated Northern Ireland Curriculum. While many teachers demonstrated trust in addressing fundamental international issues, such as environmental sustainability or global poverty, according to DEA (2009), many teachers were not enthusiastic in teaching about complicated world problems, such as environmental sustainability or international poverty. Teachers' behaviors toward higher education and their faith in introducing it in the UK were investigated by Ipsos MORI (2009). In England and Wales, 3,991 managed educational institutions that were included in the survey. Teachers agreed that integrating international education in schools is relevant, that schools should train students to deal with a rapidly and global era, and that thinking about how educating leads to making the world a better place encourages them to remain in schooling. Ipsos MORI (2009), on the other hand, stated that there was a disconnect regarding "idea" and "real" worldwide education because some teachers were hesitant to educate about challenging world problems.

According to Hogg and Shan (2011), parents agree that it is critical for educators to assist young people in thinking internationally and acting responsibly as global citizens. Despite the fact that the scholars looked into the nature of global awareness, the majority of their research is based on library study. This new study has found that not only teachers, but also students, parents, the public in general, and corporate executives in the United Kingdom favor global education in classrooms (e.g., Ipsos MORI, 2008; Hogg & Shah, 2010, 2011; ICM 2011). Since I couldn't find any scientific research papers or a universal definition of global awareness that most people would embrace, it's challenging for educators and teachers to put it into effect. The majority of researchers have expressed their opinions and ideas, but their concepts of global awareness are not standardized, and their recommendations are not based on actual experience. It's difficult to tell whether the recommendations are useful or reliable. In addition, the researchers provided no input on the recommendations.

In Sudan, little study has been undertaken on teachers' views on global awareness in EFL classes. Almost everything we learned so far is that education curriculum and second language programs have stressed the value of improving students' cross cultural communicative skills and global awareness. There is no systematic review on what foreign language teachers think about global knowledge and

how they incorporate it in the classroom. The views and activities of EFL teachers in terms of global consciousness also need to be investigated further. I performed a qualitative case study in order to fill this void.

5. Method

The research investigated the attitudes and behaviors of Sudanese university teachers about global awareness. Due to a lack of space, I will only discuss the interview data in detail here. There were 24 English teachers in total. Only 15 people replied. The sample for this analysis was chosen using a systematic sampling technique. Twelve male teachers and three female teachers participated in the study. Their teaching backgrounds were diverse. The majority of them have at least a master's degree.

6. Data Collection and Data Analysis

This research used a variety of data-gathering techniques, including interviews and focus groups. The interview data was primarily examined and discussed to determine teachers' perceptions of global awareness.

Moderately structured interviews with 15 EFL teachers were performed to learn more about how they feel about global awareness and how they educate in the classroom. The respondents were all educators who worked with students of various ages.

7. Findings

7.1 Educators' perceptions toward the idea of global awareness

One aim of this qualitative case study is to look at the perspectives of a group of high school English teachers on the topic of global awareness. The results were analyzed and interpreted using three empirical groups based on the English teachers' assumptions about the idea of global awareness. From the interview results, the three primary core elements arose as groups that are essential to global awareness:

• Knowledge

• Skills

• Attitudes

Knowledge, skills, and attitudes are the three main components of global awareness that I discovered. Most forms of global awareness have repeated tasks such as experience, skills, action, behaviors, and values, according to the literature. (e.g., DEA, 2009; Dell & Wood, 2010; DfES, 2005; Partnership for 21st Century Skills, 2009). Some researchers' theories and structures are supported by my results. I used Vygotsky's concept of everyday and scientific terms to examine the educators' meanings (Vygotsky, 1986). Theories are formal principles that are actively applicable to comprehending a range of aspects. A scientific concept has three elements: (a) conscious (and intentionally applied), (b) systemic, and (c) not context-bound (Swain, Kinnear & Steinmann, 2011). While the teachers showed simple daily principles for global awareness, I found that when I combined their interpretations into hierarchical categories, they had scientific concepts that were fairly similar to those described in the textbook. None of the teachers, on the other hand, had a formal, abstract, and informed understanding of global awareness. I'll go through the three main components of global awareness and include data examples below.

8. Knowledge

Internationalization, traditions, language, global issues, and cultural self-awareness are examples of skills relevant to global awareness. Such explanations from the teachers are as follows:

"I think global awareness is to be concerned about global issues, what happened in the World". (T4)

"Global awareness is to understand different cultures in the world and other countries' information. It is about communication, too. It is thought, culture." (T3)

"See yourself from the new perspective; you can understand your own culture more deeply when you understand other's culture". (T14)

The results of the interview data review revealed that culture was discussed numerous times. Global awareness, according to the educators, involves learning various cultures around the world as well as the habits and cultural backgrounds of Western countries. Culture is divided into two categories: the first is the culture of other countries and ideologies, and the other is one's own culture. Many cross cultural researchers have characterized cultural self-awareness as a scientific term that refers to the information required for intercultural education. Cultural self-awareness, as per Deardorff (2006), is described as the understanding of how one's culture has shaped one's consciousness and outlook.

9. Skills

Critical thinking, communication, language skills, self-cultivation, and learning skills are among the skills needed. A few random explanations that were listed by several teachers are as follows:

"The whole universe is a large family. We can't all sit at home; we need to get out and interact with other people. Information is transmitted between nations, neighbors, and coworkers." (T5)

It's worth noting that logic and reasoning is a key element in this case. Teachers explained a common concept: "Learning from others will make you recognize yourself better." These teachers' examples demonstrate that "communication" is a critical skill for promoting global awareness. (T5) The teachers believed it was important to interact with people abroad. Teachers clearly defined self-cultivation as one of the skills of global awareness. T5 explained it using common terms.

10. Attitudes

Attitudes such as accountability, acceptance, openness, fairness, and reverence fall into the last group. The following is a list of classifications:

"Global awareness, in my view, is to build students' international perspectives, because they have openness to see the world, they can consider many aspects, they are not biased, they cannot assume which cultures are good or bad, they can think and culture has its own advantages and disadvantages, and they should know from other cultures," says the author. (T14)

"Accountable pupils and people must be educated. If they are Sudanese or global people, they should take accountability for themselves, their communities, and social system." (T14)

When you look closely at these cases, you'll see that the teachers explain compassion and acceptance. They not only discussed their scientific principles, but they also included comprehensive explanations for their everyday concepts. Respect means treating other communities and their complexity with fair respect, rather than valuing them with discrimination. The teachers emphasized

again that pupils should be open and accessible and to people from different cultures, and that they should not pass judgement on them. Accountability was stressed as a scientific principle once more.

10.1. The meaning of global awareness to the educators

Since one of the goals of secondary school English education is to promote global awareness, teachers will have their own theories on why this is. The aim of Sudanese English curriculums is to help students learn a broad range of language skills. The aim of cultivating global awareness was examined in order to further illustrate the links between "global awareness" and the teachers' beliefs. The study of the intent of creating global awareness from the study may be beneficial in further demonstrating the relations of "global awareness" in the teachers' views.

The views of the respondents about the meaning of global awareness were split into 2 groups:

- To promote equality and unprejudiced among students.
- To prepare them to be global citizens through education.

The respondents shared their perspectives on the importance of global awareness:

"Knowledge and tolerance are essential for students to build. The student will develop his personal qualities, gain a better understanding of future events, and be more open to new experiences. It can assist a pupil in being more open-minded, broadening their horizons, and learning more." (T9)

"I will assist students in broadening their horizons; learning another foreign language is like getting an extra pair of eyes and ears; it allows students to develop a better understanding of the world." (T14)

The goal of global awareness, as reflected in several of the teachers' responses, is to foster students' acceptance and open-mindedness, and to teach them to be global citizens.

10.2. The connection between global awareness and language learning, according to the educators

I'd like to focus on teachers' perspectives on the connection between language learning and global awareness in this segment. There are two types of classifications for this relationships:

- Learning languages and culture are inextricably linked to global awareness; they represent a cohesive, unbroken unit.

- Language is a medium that allows people to communicate and comprehend the environment around them. What's the connection among global knowledge, dialect, and culture, according to the interview question? As a reference, consider the following:

"They are, in my opinion, complete, compatible, and inseparable." (T8)

"English is a guide; once you can interact more effectively in English, you will be able to understand more about the world and contribute to human and economic growth." (T12)

11. Discussion

The current study's main results concern teachers' attitudes toward the idea of global awareness and their classroom teaching techniques. A global awareness system was developed, which included information, expertise, and behaviors. Teachers struggled to describe the idea of global awareness. The majority of teachers said that they were unable to provide a consistent meaning of the term global awareness. They gave one or two factors and some examples to explain it. From their teaching knowledge and strong understanding, the teachers used everyday principles to explain global

awareness. Depending on my study of global awareness studies, I discovered that the majority of structures or hypotheses fall into the same groups.

The majority of them listed the following components: international problems, global awareness, and international languages. However, the structure I found does not involve actions. Awareness, skills, and mindset are all part of the structure. It's the same for the majority of template groups. According to Spitzberg and Changnon (2009), hypotheses of cultural responsiveness share a lot of similarities in general terms but a lot of differences at the level of basic theoretical component parts. This structure should be returned to teachers and used to more comprehensively guide curriculum and learning. The teachers also accepted that one goal of Educational system is to educate people from various diverse cultures how to interact with each other through cultural and linguistic teaching. In their descriptions of the course, the teachers repeatedly stressed communicating as the goal of language teaching. Global awareness is in direct contact with learning languages and culture, and they are a single undivided unity; language is a guide for communication and experiencing the world, according to the teachers in my study. Byram's point about the relation between language, culture, and communication is supported by my research.

According to Byram (2009), the goals and objectives of foreign language teaching have shifted in recent years, with a much greater focus on communication. Teachers should include goals, resources, and approaches in their lessons that establish the interesting attributes of cultural communication. Language teachers must also be language and culture teachers (pp. 330-331).

12. Conclusion

I investigated Sudanese English teachers' views on global awareness and their confirmed teaching methods at Sudanese universities in this report. My research offers a structure for global awareness, its meaning and relevance, the connection between learning languages and global awareness, and traditional classroom approaches through an evaluation of global awareness. Awareness, expertise, and behaviors are all part of the structure. Globalization, traditions, language, global issues, and cultural self-awareness are all linked to awareness. Critical thinking, communication, language abilities, self-cultivation, and learning skills are among the necessary skills. Accountability, acceptance, openness, justice, and fairness are examples of behaviors. Global knowledge is aimed at promoting students' acceptance and open-mindedness, as well as to prepare them to be global citizens. The value of global knowledge can be classified into three categories:

Global knowledge is useful for second language learning, personal growth, and the improvement of open-mindedness and critical thinking in students. The relationship can be categorized into two groups: global awareness and learning languages and culture are inextricably linked; language is a guide to communicating and learning about the world. In many areas, the research was restricted. The study's contributors are all of the university's professors. The structure would be more complete if I could interview all of the professors. This analysis is the first step toward a better understanding of teachers' attitudes toward global awareness and their teaching methods. Teachers' beliefs affect their work (Borg, 2006), so classroom activities should be researched further to help comprehend teachers' beliefs. To gather more participants' opinions on global awareness, a questionnaire study could be performed. Teachers' positions, school events, and students' behaviors toward global awareness should all be considered in future studies on global awareness and teachers in the field of foreign language learning.

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