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EÖTVÖS LORÁND TUDOMÁNYEGYETEM

Bölcsészettudományi Kar

Szakedolgozat

Globális témák feldolgozása az angol órán személyes történeteken keresztül

Introducing global issues into the English classroom with the help of storytelling

Témavezető:

Divéki Rita

angol nyelvtanár

Készítette:

Gay Katalin

angol nyelv és kultúra tanára -
spanyol nyelv és kultúra tanára
osztatlan tanári mesterszak

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Eredetiségi nyilatkozat

Alulírott Gay Katalin (EIX7B1) ezennel kijelentem és aláírással megerősítem, hogy az ELTE angol nyelv és kultúra – spanyol nyelv és kultúra osztatlan tanári mesterszakján írt jelen diplomamunkám saját szellemi termékem, melyet korábban más szakon még nem nyújtottam be szakdolgozatként és amelybe mások munkáját (könyv, tanulmány, kézirat, internetes forrás, személyes közlés stb.) idézőjel és pontos hivatkozások nélkül nem építettem be.

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a hallgató aláírása

Table of contents

I. Introduction	7
II. Literature review	9
2.1 Global issues	9
2.1.1 Global education	9
2.1.2 Global Citizenship and Global Citizenship Education.....	9
2.1.3 Global Competence Development	11
2.1.4 Global issues	12
2.1.5 Controversial issues.....	12
2.1.6 Global issues in education.....	13
2.1.7 Global issues in EFL	14
2.1.8 Different possibilities of teaching global issues.....	15
2.1.9 Challenges	16
2.2 Storytelling.....	17
2.2.1 The importance of stories in people’s life.....	17
2.2.2 Definition of storytelling	18
2.2.3 Storytelling in education	19
2.2.4 Benefits of storytelling in comparison to story reading	19
2.2.5 Benefits of storytelling in education	20
2.2.6 Benefits of storytelling in the second language classroom	22
2.3 Introduction of global issues with the help of storytelling	23
III. Research design and methods.....	25
3.1 Research questions.....	25
3.2 Participants and settings.....	26
3.3 Methods of data collection.....	27

3.3.1 Instruments	27
3.3.1.1 Interviews with teachers	27
3.3.1.2 Worksheet and lesson plan	28
3.3.1.3 Reflective journal	31
3.3.1.4 Questionnaires for the students.....	31
3.3.2 Procedures	32
3.4 Methods of data analysis.....	34
3.5 Limitations of the study.....	34
IV. Results and discussion.....	36
4.1 Teachers' views	36
4.1.1 Importance of global issues in EFL education	36
4.1.2 Global issues	37
4.1.3 Materials and specific topics	38
4.1.4 Methods and activities.....	39
4.1.5 Difficulties.....	39
4.1.5 Positive experience.....	41
4.1.6 Opinion on storytelling as a tool	42
4.1.7 Opinion on the chosen story.....	43
4.2 Students' views	44
4.2.1 Students' takeaway from the classes	44
4.2.4 General questions	45
4.2.3 Level of enjoyment.....	48
4.2.4 Level of usefulness.....	50
4.2 Discussion	50
4.2.1. Research question number one.....	50
4.2.1 Research question number two	53
4.2.3. Research question number 3	54

V. Conclusion	56
Bibliography	58
Appendices	61
Appendix A	61
Appendix B	62
Appendix C	63
Appendix D	67
Appendix E	68
Appendix F	69
Appendix G	72
Appendix H	74
Appendix I	76

Abstract

Humanity has been facing serious *global issues* (terrorism, pandemics, racism, gender inequalities, pollution, etc.). It is crucial to deal with these global issues in education in order to nurture responsible global citizens. This thesis examines the possibility and the benefits of using *storytelling* to introduce these topics into the English classroom. It describes the results of *interviews* with experienced teachers and presents a *small-scale classroom-based research*.

I. Introduction

In the last century, our world has gone through significant changes. Part of these changes is that our world has become extremely globalized, interdependent and interconnected (Cates, 2002). Humanity has been facing serious global problems, terrorism, pandemics, ethnic conflicts, pollution, just to name a few of them (Cates, 2002). The education new generations receive should prepare them to be able to face these challenges of the present and the future. It is our responsibility as teachers to nurture a generation that desires to take action for a better world by advocating social, economic and political change, which is essential for a more sustainable future (UNESCO, 2017). As language teachers, we have the perfect opportunity to treat these issues in our classes. On the other hand, even though their importance is unquestionable, due to their complexity and controversy, many teachers find it challenging to deal with them in their classes (Haynes 2009; Jacobs & Cates, 1999). I assumed that storytelling, due to its personal and engaging nature, would be a great tool for the introduction of global issues, as it might solve some of the difficulties teachers face and could bring these difficult topics closer to the students. In my thesis I was aiming at examining this possibility.

The first reason why I became interested in the topic was that in secondary school I had a wonderful teacher who gave extra attention to global issues in her classes, and it determined my attitude towards important issues from all around the world. Ever since I decided to choose this profession, I wanted to make sure that my teaching also involves this attention towards important global issues as I believe in the great importance of these topics in education. On the other hand, I was aware of them being challenging topics to be treated in the classroom. Besides, I have always been a fan of storytelling. I always felt that the personal nature of stories told by heart, face to face, lifted any story to a whole new level, made it a lot more precious and also created an important bond between the storyteller and the audience. I had the assumption that storytelling might bridge some of the difficulties one can have when introducing global issues into the classroom. I decided to find out more about the topic and I formulated the following research questions:

1. What are secondary school teachers' views on bringing global issues into the classroom?

- *What importance do teachers think bringing global issues into the classroom has?*

- *What are some difficulties teachers face when dealing with global issues in the classroom?*
 - *What good practices do they have when dealing with global issues in the classroom?*
2. *What are secondary school teachers' views on using storytelling as a tool for bringing global issues into the classroom?*
 3. *What are students' views on activities that aim at dealing with global issues through storytelling?*

During my long-term practice, when I was teaching in a prestigious secondary school in Budapest, I had the chance to investigate the topic. In order to get a deeper insight, first of all I conducted interviews with teachers who had great experience in dealing with global issues in their classes. Afterwards, to test my assumption, I carried out four classes in one of the groups I was teaching in. I recorded my own observations and experience of the classes, and I collected feedback from the students on them.

In my thesis I present my research in detail. In the first section I present the most important concepts connected to my topic with the help of literature. Next, I describe the methods and procedures of my research. In the third section I present the results of my research along with the interpretation of them in order to answer my research questions.

II. Literature review

2.1 Global issues

2.1.1 Global education

Our world has never been as interconnected and global as it is today. However, violation of human rights, pollution of the environment, inequality and poverty are a threat to a peaceful and sustainable future (UNESCO, 2014). We are living critical times in the 21st century, in which humanity has to face serious global problems, terrorism, pandemics, ethnic conflicts, pollution, just to name a few of them (Cates, 2002). The question therefore arises: how can education prepare the new generations for such a problematic and uncertain future? Global Education is a new approach in teaching that aims at answering this question (Cates, 2002). As a reaction to the new challenges, there has been a change of perspective in the educational field also, as it had to be acknowledged that education has a great importance in that the upgrowing generations understand and try to resolve global issues in social, cultural, political, economical, and environmental areas (UNESCO, 2014). Global Education as a term has been widely used in the past 30 years to describe the educational approach that aims at nurturing students to grow into responsible citizens who are willing to and able to contribute to a better future (Divéki, 2020).

Another definition of Global Education, which focuses more on the skills it calls for is “*education which promotes the knowledge, attitudes and skills relevant to living responsibly in a multicultural, interdependent world*” (Fisher and Hicks, 1985, p. 8 as cited in Cates, 2002). Global Education also includes the theory and methodology behind the already existing human rights education, peace education and education for sustainable development (UNESCO, 2014).

2.1.2 Global Citizenship and Global Citizenship Education

The concept of *citizenship* has changed thoroughly in the past centuries. In the last century, due to the growing interdependence and interconnectedness the countries in the world, the need for introducing a new, global level of citizenship emerged (UNESCO, 2014). There are some other ways to refer to global citizenship. Some refer to it as *citizenship beyond nations*, *citizenship beyond borders*, or as *planetary citizens*, the latter focusing more

on the responsibility of each individual on the environmental issues of the world. It is important to emphasize that it is not a legal term, but rather a reference to a sense of belonging to a common humanity and to a respect of diversity of any kind (UNESCO, 2014).

UNESCO, in 2014, introduced a new educational framework, called Global Citizenship Education (GCE), which aims at nurturing global citizens and at preparing new generations for all the different challenges of the 21st century (UNESCO, 2015) in order to contribute to a more sustainable and peaceful society which takes critical and active commitment to resolve challenges our ever-changing interdependent world offers (UNESCO, 2014). GCE can be used to approach both ongoing and more isolated issues in the classroom (Oxfam, 2018).

GCE forms part of the 17 Sustainable Development Goals (SDG) which are part of the 2030 Sustainable Development Agenda of the United Nations, formulated in 2015. The SD Goals plan actions for the next fifteen years in fields of critical importance for our planet and humanity (United Nations, 2015). Goal number 4 focuses on education, and target 4.7 formulates the same goals as GCE:

“By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development” (United Nations, n.d.)

Sund and Gericke (2020) focus especially on the importance of sustainable development issues in education. According to them, the idea behind the process is that the sustainable issues should be covered in their whole complexity and the students should be prepared to become decision makers in such questions in the future.

The key elements of Education for Global Citizenship are knowledge and understanding, skills, values, and attitudes. Each can be divided into sub-elements, which can be seen in Table 1. Knowledge and understanding can be broken down into social justice and equity, diversity, globalization and interdependence, sustainable development and peace and conflict. The skills students need are critical thinking, the ability to argue effectively, the ability to challenge injustice and inequalities, the respect for people and things and co-operation and conflict resolution. The values and attitudes they have to acquire are a sense

of identity and self-esteem, empathy, commitment to social justice and equity, value and respect for diversity, concern for the environment and commitment to sustainable development and a belief that people can make a difference (Oxfam, 2018).

Table 1

Key elements of Education for Global Citizenship (Oxfam, 2018)

Knowledge and understanding	Skills	Values and attitudes
<ul style="list-style-type: none"> ▪ social justice and equity ▪ diversity ▪ globalization and interdependence ▪ sustainable development ▪ peace and conflict 	<ul style="list-style-type: none"> ▪ critical thinking ▪ the ability to argue efficiently ▪ the ability to challenge injustice and inequalities ▪ respect for people and things ▪ co-operation ▪ conflict resolution 	<ul style="list-style-type: none"> ▪ sense of identity ▪ self-esteem ▪ empathy ▪ commitment to social justice and equity ▪ value and respect for diversity ▪ concern for the environment ▪ commitment to sustainable development ▪ belief that people can make a difference.

It is necessary to understand and attain this knowledge, and these skills, values and attitudes to become responsible global citizens.

2.1.3 Global Competence Development

In order to become a responsible global citizen, there are various competences that one needs to acquire. Global competence is a multidimensional capacity, which is defined in the OECD PISA Global Competence Framework in the following way:

the capacity to examine local, global and intercultural issues, to understand and appreciate the perspectives and world views of others, to engage in open, appropriate and effective interactions with people from different cultures, and to act for collective well-being and sustainable development. (PISA, 2017, p. 7)

In 2018, not only did PISA define global competencies, but also started to assess these competencies of students in the PISA assessments, which further emphasizes the

importance of education in nurturing global citizens. With the assessment of global competencies, PISA aimed to provide a thorough overview of the effort of education systems in creating an appropriate learning environment for students in which they attain the skills needed to become global citizens. The main goal behind it is to support evidence-based decisions on the improvement of the curricula, teaching, and schools' responses to the challenges of the globalized world. (PISA, 2017)

According to PISA (2017) there is a need for global competence development (GCD) firstly in order to live in harmony in multicultural communities. As it promotes cultural awareness and helps find our way around and act adequately in our increasingly diverse society. Secondly, due to the fact that GCD focuses on the communication in diverse groups of people, it gives learners important skills for the modern, global workspaces and therefore can boost employability. Thirdly, it is also needed for teaching a responsible and effective use of media platforms. There have been radical transformations in our world as a result of digitalization and there is need for teaching the new generations the proper online behaviour. Lastly, GCD is a very important and needed support for the Sustainable Development Goals (PISA, 2017).

2.1.4 Global issues

Our world is globalised to such extent that practically most topics have become somewhat global. Nevertheless, topics of global education can be categorised into the following categories: *education for human rights, sustainability, education for peace, interculturality, religious tolerance and critical thinking* (Anthropolis Egyesület, 2019). According to the list of UNESCO (2014) global issues include “*conflict, poverty, climate change, energy security, unequal population distribution, and all forms of inequality and injustice which highlight the need for cooperation and collaboration among countries which goes beyond their land, air, and water boundaries*” (UNESCO, 2014, p. 11).

2.1.5 Controversial issues

In most of the cases global issues are controversial issues as well. Even though there is no agreed definition to controversial issues, there are various characteristics that

characterise them. Controversial issues can generate strong emotions and views in people and are usually fairly complicated because of being highly based on people's life situations and personal experiences. More often than not there is no right answer to the questions these issues raise. Controversial issues include a wide range of topics, such as human right, gender equality, migration, climate change and so on (Oxfam, 2018). As we can see, these topics mostly overlap with global issues. It is important to add that the level of controversy of these issues can vary from community to community, as a topic that might be controversial for one group of people which is a completely casual topic for others (Oxfam, 2018).

2.1.6 Global issues in education

In such an interconnected and interdependent world, our task as educators is to prepare students for this world and enable them to be able to face its challenges on both a local and global level while also encouraging them to change the world to a better place (UNESCO, 2017). The importance of global issues can be observed from two different points of view, the first of which is from the positive impact it can have on our world and its problems if the upcoming generations become competent, responsible global citizens, and secondly, from the personal point of view of the students.

Firstly, it is a fact that our planet is facing serious problems which are caused by or connected to humanity. Many educators from the 1980s started to study more in depths the importance of global educations and draw our attention to the different types of crises that are happening around us because of our fault. Terrorist activities, serious pollution of our waters, air and soil, the migration crisis, world hunger, the enormous amount of waste, the energy crisis, emission of greenhouse gases, and the list goes on (Cates, 2002). These problems have only been becoming more and more serious in the last 40 years and the need for change is compelling. Teachers, to some extent, are responsible for making the world a better place by introducing its problems to the new generations (Jacobs & Cates, 1999). Cates (2002) makes a further comment and adds that because of the interdependence of our modern world, it is practically impossible to ignore the problems our world and planet face, which is just as true for education as it is for any other field. It also should be noted that with the help of treating global issues in the classroom we can nurture a generation that desires to take action for a better world is by advocating social, economic and political change is essential for a more sustainable future (UNESCO, 2017). If these issues were made a central

core of education, to some extent they already would be solved (Maley, 1992 as cited in in Cates, 2002).

The second point of view we should take into consideration when talking about the importance of global issues in education is from the point of view of the students as there are numerous benefits for them as well from dealing with such issues.

Dealing with controversial topics and global issues gives students an opportunity to practice critical thinking and other important skills in a safe environment in the classroom. They also learn how to absorb new information, judge bias and reliability, how to analyse sources and information, draw their own conclusions, make informed decisions, and take considered actions. There are also many social skills that are developed, such as listening to the opinion of others, or participating actively in debates. (Oxfam, 2018).

Research has shown that young people actually want to know more about global issues. A research conducted on behalf the Department for International Development in which 3500 young people aged between 11 and 16 reported in 2004 that more than three quarters wanted to know about what is happening in developing countries, and more than half of them was concerned about the poverty in these countries and thought that these issues should be covered in school (Oxfam, 2018). Treating global issues also helps students understand and learn their own rights and responsibilities in the society and many of the skills and attitudes listed previously in the key elements of Global Education can be developed by treating these global issues in the classroom. (Oxfam, 2018)

2.1.7 Global issues in EFL

Global issues and global education have become some sort of buzz words in language education in the last few decades. It is important to emphasize the fact that global education is not a new teaching technique but a new pedagogical approach that is a reaction to the newly arising problems students need to be prepared to (Cates, 2002). There are various benefits to treating global issues in the English classroom.

First of all, global issues give meaningful content to language classes (Jacobs & Cates, 1999). The key to communication in the EFL classroom always is if the students are interested in the topic. Therefore, controversial issues are a great choice to make students want to talk in class (Cates, 1997). The power of being interested in a topic cannot be

underestimated. It is needed to be taken into consideration that people will be only willing to share their opinion in a foreign language on topics they would want to have a chat about in their first language (Black, 1970 as cited in Cates, 1997). Due to the fact that students tend to have different understanding and views on these topics, the motivation for the students to explain their views rises (Omidvar & Sukumar, 2013). Neither can we forget that global issues are not only a great opportunity for language acquisition, but also acquisition of knowledge about the world surrounding us (Cates, 1997).

Cates (2002) also highlights that the language classroom is the best field for treating global issues as language teachers have a lot bigger freedom in what topics they cover in their classes compared to other subject.

2.1.8 Different possibilities of teaching global issues

Teachers have way more options to include global issues and Global Citizenship Education in their teaching than one would first think. Even from the very first classes with a beginner group there are ways in which these topics can be incorporated. One small example is teaching the pronunciation of letters with words that are somehow connected to global issues, such as *peace* for /p/. Later on, in higher levelled groups they be perfect base for a classroom conversation, while they can also be included in the teaching of any grammar structure in the examples, too, such as in teaching conditionals, past or future tenses, comparative structures, etc. (Cates, 2002).

When preparing for their classes, even though there are numerous sources both in printed books and online for materials and lesson plans that incorporate global issues, teachers always have the option to create their own materials (Cates, 2002), which has been becoming even easier with the ever-growing materials online. Other possible sources can be from NGOs, governmental organizations, businesses, and the media (Jacobs & Cates, 1999).

One of the most beneficial way of treating global issues in the classroom is role plays and stimulations. In these activities students have to imagine the situation of somebody else and therefore can have an important role in the process of working up a more complicated issue in the classroom (Jacobs & Cates, 1999). Another great option is working with invited guests. It not only is beneficial for students because of experiencing a global issue in a more personal way, but also gives them a great opportunity to use the language for a more natural

purpose. Examples of invited guests can be Greenpeace activist, representatives of minorities or guests from international organizations (Cates, 2002).

Naturally, the teaching of global issues can cross the limits of the classroom itself, as extracurricular activities, such as volunteering or taking part in charity events can also be very beneficial for the students (Cates, 2002). Teaching global issues can be turned into great project work activities, such as interviews, presentations, or even fundraisings (Cates, 2002). Shelley Wright, in her TEDx talk, shares a great example of dealing with an important global issue in her classroom where students were able to make real change in the world at the end of a project. After having learnt about ethnical conflicts and wars in Uganda, her group decided to raise money for the reconstruction of the schools that were destroyed in the war. The fundraising not only did reach the original goal of the students of \$10,000, but the students were able to raise \$22,800 on their own and therefore change the life of many people of their own age at a completely different part of the world (Wright, 2013). Wright explains how much more her students learnt from this project than they would have learnt from the traditional classes.

Jacobs and Cates (1999) add that dealing with global issues in the classroom often comes with a learning process for the teacher, too. If a question arises which the teacher does not know the answer to, it is a great opportunity for everybody to learn something new by looking it up together (Jacobs & Cates, 1999).

2.1.9 Challenges

Even though there are many benefits to treating global issues in the classroom, many teachers tend to avoid taking them to their classes. Many say that they prefer sticking to the book. Others claim that students are welcome to bring in any topic they are interested in, therefore it is not the teacher's responsibility to introduce them to global issues (Haynes, 2009). There are many who associate global education with bringing negativity into their classroom and making the students depressed (Jacobs & Cates, 1999). Even though it is not easy for young people to handle the world around them, it does not mean that they should not be faced with difficult topics. Jacobs and Cates (1999) acknowledge that these topics can be overwhelming for students. On the other hand, they suggest that emphasizing the importance and responsibility of the individual and taking action together, such as writing letters to organizations or companies, recycling together, raising funds for environmental

causes, growing trees and other plants, etc., can help them feel that there is a chance for making a change and therefore their attitude can be improved.

As we have already seen previously, global issues are very often controversial issues as well. Due to their controversy, complexity and personal nature, it is very important to treat them carefully in the classroom. Most importantly, before the introduction of global issues in the classroom, there are important rules to be set in the group in order to create the necessary environment in which all students can feel safe. These rules include the respect for the opinion of the other, no interrupting the others when they are talking, using appropriate language and avoiding any offensive comment, and remembering that we argue against an idea and never the person who says it (Oxfam, 2018). In case of treating a very sensitive topic, depending on the group it might be worth splitting to class into smaller groups as it might help students share their real opinion on the topic (Oxfam, 2018.)

Even though the treatment of global issues might be challenging, the advantages and the importance of treating them outweigh the challenges they might bring up.

2.2 Storytelling

2.2.1 The importance of stories in people's life

Stories are all around us, they form an enormous part of our life. (McDrury & Alterio, 2004). Even though the exact date cannot be known, stories and storytelling are most probably as old as human communication itself. Some even suppose that the rich vocabulary of our languages is due to the necessity of humans to tell stories (Davies, 2007) It can also be considered as the oldest mode of education (Hamilton & Weiss, 2005). Stories were evolutionally needed for survival as they were the way of passing down and explaining information and sharing important experiences (Davies, 2007) which historically has had great importance. Their role is enormous even today. Humans use stories to create bonds and connect with others, entertain friends, transmit experiences and information (McDrury & Alterio, 2004), and use them to pass down their culture, values, history, and traditions from generation to generation (Fox Eades, 2006). It can even be said that humanity store information in stories (Hamilton & Weiss, 2005). They are so much of a part of our lives that Byatt (2000, as cited in McDrury & Alterio, 2004, p.32) even refers to them in the

following way: stories are “*as much part of human nature as breath and the circulation of blood*”.

2.2.2 Definition of storytelling

It is not easy to find an exact definition to storytelling. Pellowski offers the following way to refer to it:

the art or craft of narration of stories in verse/and or prose, as performed or led by one person before a live audience; the stories narrated may be spoken, chanted, or sung, with or without musical, pictorial, and/or other accompaniment and may be learned from oral, printed or mechanically recorded sources; one of its purposes may be that of entertainment. (Pellowski, 1991, p. 15 as cited in Davies, 2007)

Hsu (2010, p.7, as cited in Rezende, 2016, p.25) defines storytelling as “*the use of voice, facial expressions, gestures, eye contact, and interaction to connect a tale with listeners*” and adds that the act of storytelling actually is formed together by the storyteller and the audience. Davies (2007) offers a rather free, however very well-formed and poetic definition to storytelling which seems to summarize it perfectly: “*I like to think of storytelling as a way of lifting words from a page and breathing life into them.*” (2007, p.5) From these definitions it can be seen that one of the most important details is the personal nature of storytelling and the fact that it is performed live. It can be accompanied by different dramatic elements. The importance of the audience and the interaction between them and the storyteller should also be noted.

Parfitt (2019) raises awareness of the importance of the shift of meaning of storytelling in the last few centuries and states that the settings of storytelling have largely changed in the 20th and 21st century and has conquered new mediums, too (for instance the appearance of digital storytelling throughout the technological advances).

It is also interesting to look at the relationship between the written text and storytelling. Parfitt (2019) dedicates pages to the changes of this relationship throughout history. Even though storytelling is almost certainly older than written texts, there are no records of spoken stories and our earliest available information are the texts itself. She concludes that it is difficult to separate storytelling from written narratives even though there is no very strong interdependence. Davies (2007), who can be referred to as a professional storyteller, concedes that it is useful to have written forms of our stories, on the other hand adds that “*storytelling allows her to escape the confines of the page*” (2007, p.5).

2.2.3 Storytelling in education

We have seen that stories form great parts of our lives and that they have always had an educational nature for humanity. Therefore, it is worth looking at their use in a more formal educational setting: in the classroom.

Before we dive into all the benefits of storytelling in the classroom in general and in the language classroom, it is worth continuing the discussion on the relationship of the text and oral storytelling and examine the benefits of storytelling compared to story reading in the classroom.

2.2.4 Benefits of storytelling in comparison to story reading

First of all, one of the greatest advantages of storytelling is that it comes with a much greater flexibility. Compared to reading stories, storytelling comes with the benefit of being able to adapt the story or its vocabulary to each and every group according to their needs based on their age or other specialities (Hamilton & Weiss, 2005). Not only can they be previously modified, but due to the interactive nature of storytelling based on the reaction of the students, the story itself or the way it is presented can be changed on-the-go to fit the group's needs (Chrichton, 2019).

Second of all, the quality of the listening and the level of attention is higher when the story students listen to is told directly to them (Hamilton & Weiss, 2005). In a piece of research conducted by Curenton and Craig (2011, as cited in Parfitt, 2019) the difference between the effects of story reading and storytelling on young children, aged between 3-5 was researched on a sample of 33 child-mother pairings in the US. In the case of the storytelling sessions, the results showed that the children's pro-social behaviours, such as cooperation or self-control increased, while the antisocial behaviours, such as not paying attention or hitting decreased compared to the story reading sessions. Several authors (Parfitt, 2019; Rezende, 2016) describe their personal experience in situations, in an educational or non-educational setting, where they were extremely surprised by the amount of attention they got from the audience when they started to tell them a story as it was considerably higher than in any other form of communication with the given group of people. Hamilton and Weiss (2005) quote the words of a sixth-grade teacher, Sharon Gibson, from

1990, who explains that many teachers think that storytelling will only takes time away from their classes, on the other hand, she has the contrary experience as she has observed that when she tells the class that she is going to tell a story, the students settle immediately and they all listen. Therefore, she not only saves time, but her students also give a lot more attention to the material she wants to teach with the given story. She also underlines the fact that her students remember these stories for years.

From the point of view of the teacher, in contrast of the reader, the storyteller gains the reward of being able to see the wonder and excitement in the students' eyes (Chrichton, 2019; Hamilton & Weiss, 2005). What is more, Hamilton and Weiss (2005) even claim that the book is the barrier of the connection between the teacher and the students (or the storyteller and the audience) and add that the bond that is created between the teacher and the students is a lot stronger in case of storytelling. As Crinchton (2019) explains, personal items of the teacher or details of their life can be turned into a story to be told and later on worked with in the classroom easily in order to create an even stronger bond between them and the students.

Despite the numerous benefits storytelling has compared to story reading, it must be stated that in some respects, it shows disadvantages. For example, it cannot be denied that learning the story requires effort and time from part of the teacher. Reading stories from books comes with the benefit of having everything prewritten for the teacher and therefore saves time (Ellis & Brewster, 2014), while also helps avoiding possible language mistakes that might happen in speech (Chrichton, 2019).

2.2.5 Benefits of storytelling in education

The use of stories and storytelling in education is beneficial for various reasons. One of the main benefits is its availability to almost everyone as all can tell a story and there is no equipment is needed (Seheni, 2002). Hamilton and Weiss even refer to it as “*everyone's rock-bottom capacity*” (2004, p. 1).

It can be generally said that children enjoy listening to stories (Ellis & Brewster, 2014). As they find them exciting and entertaining, they get easily involved in them, which raises their motivation to learn (Davies, 2007). They also develop students' ability to

interpret and understand the world via events beyond their direct experience and helps them learn about the world in a safe space (Davies, 2007; Parfitt, 2019).

Storytelling might be a great tool for the inclusion of students who have learning difficulties. It gives a different type of literacy experience and is a tool that might work better for some students for whom reading and writing is a struggle (Hamilton & Weiss, 2004) and it has been proven that it can make students with weaker academic skills or who lack motivation more likely to listen, read or write in class (U.S. Department of Education, 1986, 23 as cited in Hamilton & Weiss, 2004).

Storytelling and the possible follow-up activities, such as finishing or continuing the story, creating their own version, writing a letter to the characters, role plays, etc., offers a great way of developing creativity and problem solving and is a perfect tool for stimulating imagination and visualization (Ellis & Brewster, 2014; Hamilton & Weiss, 2004). Imagination has been recognized to have a crucial role in literacy education. It helps children learn the difference between what is good and bad, but also to think outside the box (Hamilton & Weiss, 2004). A strong correlation between stories and identity formation in young children has also been shown (Parfitt, 2019). Davies (2007) adds that the development of imagination means a possibility escape to other realities which can also have a positive impact in students' mental health. What is even more, stories in general can reduce the stress level of children (Fox Eades, 2006).

Storytelling creates a strong bond between students and the teacher (Hamilton & Weiss, 2004) due to its nature of being a shared experience, where they all take part in the laughter, sadness, or excitement (Davies, 2007). This takes a great part in children's social and emotional development (Ellis & Brewster, 2014). It is also worth mentioning that storytelling can have a very powerful and therefore positive effect on students due to the fact that usually aren't used to teachers telling them stories by heart. These sessions usually make them feel that the teacher is giving them something special (Chrichton, 2019).

With the use of stories, values can easily be taught to students. For instance, with their help children can learn to appreciate different cultures while also learning to value their own culture and heritage (Davies, 2007). If storytelling is done appropriately and is well planned, it can develop students' empathy, respect towards others, reflection, self and other

awareness or relationship (Deardorff, 2019) and can be used as a device for conflict transformation (Kester, 2008).

Even though storytelling is especially important and valuable for young children (Parfitt, 2019), it is beneficial for all age groups (Hendrickson, 1992), even for older students and adults. What is more, it can be a great tool to help adolescents with coping with difficult life situations. It has been proved by psychologists and psychotherapists that storytelling can help older students confront anxiety, resolve moral dilemmas, and make better choices in general (Hendrickson, 1992). Undoubtedly, storytelling cannot only be used for entertainment and the development of various social skills, but for academic purposes, too. McDrury & Alterio (2004) for instance even wrote an entire book on its benefits and effectiveness in higher education.

2.2.6 Benefits of storytelling in the second language classroom

Besides all the general benefits already mentioned, storytelling is a great tool for second language acquisition and develops various language skills, such as listening, speaking or communicative skills, expands vocabulary and helps in the acquisition of grammar (Davies, 2007; Hendrickson, 1992; Isbell at al. 2004 as cited in Ellis & Brewster, 2014; Parfitt, 2019;)*. First of all, listening to stories naturally helps the ability of students to understand a spoken language and therefore develops listening skills (Hendrickson, 1992). The level of difficulty of learning to grasp the meaning in sound for many students in a second language is underestimated. Listening to stories told by the teacher can be a great way of practice for this (Chrichton, 2019). Storytelling also gives an opportunity to students to naturally acquire vocabulary, phrases and grammar structures while enjoying the stories (Hendrickson, 1992). Ellis and Brewster (2014) add that the context and the personal nature of storytelling makes these items and structures more memorable and makes it easier for the students to recall them later on.

2.3 Introduction of global issues with the help of storytelling

Even though there has been no research that explicitly examines the benefits of storytelling used as a tool for introduction of global issues in the classroom, based on the key elements and of global citizenship education and the challenges of treating global issues in the classroom, and on some of the benefits of storytelling, we can see a certain type of correlation that lets us suppose that their pairing could be beneficial.

First of all, the level of attention of students in storytelling sessions is higher compared to other activities (Hamilton & Weiss, 2004), which is a benefit when taking serious and complicated topics to the classroom, which global issues very often are.

Secondly, great follow-up activities to storytelling can be role play, writing a letter, continuing the story, etc. (Ellis & Brewster, 2014). Jacobs and Cates (1999) stated that these types of activities, in which students have to imagine themselves in others' place helps the treatment of complicated controversial issues. Storytelling also stimulates imagination (Ellis & Brewster, 2014; Hamilton & Weiss, 2004), which can be crucial for the students when being faced with an issue that is unknown to them because does not form part of their everyday life.

Thirdly, storytelling can create a strong bond between the teacher and the students (Hamilton & Weiss, 2004). This bond can have a role in creating a safe environment in which students feel encouraged to share their opinion, which is a crucial point for dealing with global issues in the classroom (Oxfam, 2018).

Moreover, there are various points of the key elements of Global Citizenship Education (see in Table 1 on page 4) which overlaps with certain benefit of storytelling and therefore can contribute to the successful treatment of global issues in the classroom, and therefore to the successful global citizenship education. First of all, the fact that there is a strong links between stories and identity formation in children (Parfitt, 2019) can be linked to the *value of sense of identity*. Second of all, storytelling can develop students' empathy, respect towards others, reflection, self and other awareness or relationships (Deardorff, 2019). This list overlaps with *skill of respect for others* and *the value of empathy and sense of identity*. Lastly, storytelling can also be used as a device for conflict transformation (Kester, 2008), which connects to the *knowledge of peace and conflict* and the *skill of conflict resolution*.

All these links let us suppose that storytelling as a method can help the understanding of global issues of students and also help them acquire the necessary knowledge, understanding, skills, values and attitudes of a responsible global citizen,

III. Research design and methods

3.1 Research questions

Global issues have always been a topic that I thought to have an important role in education. By reading the literature connected to the topic I could already get to know many different techniques and methods which can be used for introducing global issues in our classes, as well as some of the possible challenges and a rather long list of positive experiences teachers have had when dealing with them. This new knowledge only made me want to know more about our possibilities. It raised my interest in what and how teachers teach in connection with global issues and made me formulate my first research question and sub-questions in the following way:

1. What are secondary school teachers' views on bringing global issues into the classroom?

- **What importance do teachers think bringing global issues into the classroom has?**
- **What are some difficulties teachers face when dealing with global issues in the classroom?**
- **What good practices do they have when dealing with global issues in the classroom?**

Stories and storytelling have always been close to me and I always felt that they can have a great impact on students and I have been wanting to experiment with them in the classroom. From the literature I learnt even more about the benefits of using stories and storytelling. I thought that they would be a great tool for dealing with such difficult topics as global issues in the classroom. I wanted to get to know both the teachers' and students' views on storytelling as a device, and formulated the following research questions:

2. What are secondary school teachers' views on using storytelling as a tool for bringing global issues into the classroom?

3. What are students' views on activities that aim at dealing with global issues through storytelling?

In the following section, the methods of data collection in order to answer my research questions is presented.

3.2 Participants and settings

In order to get the know the experience and opinion of teachers, I conducted interviews with three teachers from the school where I had been teaching for more than a year and where I am doing my long teaching practice. This school is one of the most prestigious high schools in Hungary. Therefore, it was easy to find excellent, highly qualified teachers who have a lot of experience and from whom it is worth learning. When choosing the participants for the interviews, my criteria included at least 15 years of teaching experience and I also took into consideration the opinion of several of my colleagues on who they think has been dealing with global issues particularly successfully at the English language section in the school. I interviewed three people, two female teachers and a male teacher, with 18, 28 and 31 years of experience. All of them have been form teachers and all are keen on taking global issues into their classroom. Data about my participants can be found in Table 2. The interviews were conducted either in person or on an online platform, Zoom, and were recorded.

Table 2

Data about the participants of my interviews

pseudonym	Edit	Anett	Péter
gender	female	female	male
age	52	43	53
teaching experience	30 years	18 years	29 years
other subject(s) taught	Russian (she doesn't teach it), drama	-	-

In order to find answers to my third research question, I did my research in a group I teach in the same school. I planned a 4 times 45 minute long project in which the topic of education and gender equality were discussed with the help of storytelling. This group is in 7th grade and they are in the English preparatory year, the so-called *7ny* class, which means that this year they are taking an extended number of English language and English reading

classes, while they only have a limited number of the other classes. After this year they restart the 7th grade in the normal teaching system. This class started their studies in this school this year. The class was divided into beginner and pre-intermediate English groups. My research was conducted in the beginner group. There are 17 students in this group. The group has in total 14 English lessons a week, 12 of which is English language lessons. There are four teachers teaching them and there is strong cooperation between them. As one of these teachers I had been teaching this group since September, for 7 months, when my research was conducted. I give two classes per week in this group and often observe them in English classes taught by the other English teachers and sometimes even peer-teach the group with my mentor, who is also teaching them. Concerning their language level, they are a beginner, but it is a highly mixed group: there are students who have been learning English for 8 years and are very confident users of the language, but there is one girl who has only started learning English in this group in September. Many students have been learning English for many years but have serious problems using the language correctly. The book they are learning from is English Plus 1, a pre-intermediate book. Due to the fact that they are an English preparatory class, they are highly motivated to learn English. The group dynamics are great, the students are happy to work with each other in any setting, such as pair work or group work, there are no considerable conflicts among them. They are open to all types of activities and they enjoy working on projects. In the lessons they take part actively.

Originally, I thought I was going to teach in a different group, who were older and were in an upper-intermediate level, in which I most probably would have had a different experience. The fact that this group's level of English was very low was very challenging to me and I had to adapt the story and my activities to their level.

3.3 Methods of data collection

3.3.1 Instruments

3.3.1.1 Interviews with teachers

In order to find answers to my first two research question I interviewed three teachers who teach in the school. As it has already been mentioned this is a prestigious school with great teachers and due to this fact and also the fact that this school is an ELTE Practice School for university students, the general atmosphere at the school can be characterised by

an overall openness to pedagogical innovations. I believe that these factors make teachers who teach at this school great interview subjects as presumably they have great experience at trying out new methods.

I developed my interview questions based on the literature and my own interests. My interview questions could be divided into two groups. In the first part I asked my interviewees about their own experience. The questions included the following topics:

- the importance of global issues in education in their opinion
- their goals when treating global issues in their classes
- the methods they like to use when treating them
- the difficulties they usually face when treating them
- some positive experiences they have had

In the second part of the interview, I wanted to find out more about their opinion on the method I wanted to experiment with, which was storytelling. First, I asked them to give their opinion on the idea on the whole. Afterwards I summarized the story I chose to work with in my research for them and asked them to give me some tips on how they would take this story into their classes, or to a class similar to the one I was going to work with. My exact questions both in Hungarian and in English can be found in the appendices (Appendix A and B).

3.3.1.2 Worksheet and lesson plan

To find out more about my students' views and attitude towards global issues and storytelling as a tool to introduce it, I planned a 4 times 45 minutes long project and a worksheet to accompany it. Before creating the worksheet and lesson plan I examined lesson plans which focus on global issues that I found to be a great example. I consulted various of Kosior's lesson plans (2020) from the *ELT Calendar of Special Days* that concentrates on international days that can be connected to global issues, such as homelessness, environmental issues, people with disabilities, holocaust, etc; and also consulted various of Divéki's lesson plans (2020) on global issues, such as violence against women, climate change or transgender issues.

I chose the story for my research from the book *Good night tales for rebel girls* (2016) by Elena Favilli. It was the story of Balkissa Chaibu, a 12-year-old girl from Niger who wanted

to study to become doctor, but her family obliged her to get married and leave school and how she was able to fight for her rights and follow her dreams and later became an activist. I simplified the original text to an A2 level for the group and added more details from several online sources (Appendix D). I thought that the story was a great choice for the project and the group as it focuses on two very important global issues, gender equality and education to all, and because it was about their age group. I listed the aims of the lesson plan in two tables according to the Sustainable Development Goal they can be connected to.

Table 3

The aims of my lesson plan

The aim	SUSTAINABLE DEVELOPMENT GOALS
raising awareness of the value of studying	SDG no.4 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
raising awareness of the right to education and confrontation with the fact that many suffer the violation of this right	Target 4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations
	Target 4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all
	Target 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes (United Nations, 2015)
talking about gender equality in general and in other countries	SDG no.5 Achieve gender equality and empower all women and girls
raising awareness of ways in which rights of women can be violated: forced marriage	Target 5.3 Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation (United Nations, 2015)
bringing a different culture closer to the students	acceptance, reducing stereotypical views, knowledge about other countries and cultures

In another table I listed all the key elements of Global Citizenship Education based on Oxfam's (2018) list that my lesson plan is meant to develop.

Table 4*Key elements of GCE my lesson plan aims at developing*

knowledge and understanding	skills	values and attitudes
<ul style="list-style-type: none"> • social justice and equity • diversity 	<ul style="list-style-type: none"> • respect for people and things • ability to challenge injustice and inequalities • critical thinking 	<ul style="list-style-type: none"> • empathy • commitment to social justice • belief that people can make a difference

In the lesson plan in order to set a positive attitude towards global issue of education around the world, the students were asked to collect ideas about why humans go to school. Before telling the story, in order to activate students', photos and information of the country and the cultural background of the main character was showed. As it was explained both in the literature and by the teachers I interviewed, it was important to pre-teach the necessary vocabulary. Several authors discuss the positive effects of letting the students finish the story before they are told the real ending (Crichton, 2019, Davies, 2007), therefore I planned to let the students come up first with their own version. This way I hoped that they could get closer to the story and therefore to the global issues it was connected to more and would also raise their interest and motivation to discuss it later in. Storyboards, pictures or drawings help children get involved in the story, especially the ones who struggle with the words (Davies, 2007). For this reason, I decided to use a storyboard with a set of my own drawings for the comprehension checking. After having listened to the story, students were given similar stories in order to be able to place the story and therefore the global issues in a wider context. This activity meant to widen the knowledge and understanding of students of *social justice and equity* and *diversity*. The main characters of all the stories realized a problem in their surroundings, usually of discrimination and inequalities, decided to make a change about it and succeeded. All these stories meant to develop the values and attitude of student of *empathy*, *commitment to social justice* and of the *belief that people can make a difference*. After having got to know all the stories a class discussion was conducted on the topics. The aim of this discussion was to develop students' skill of *respect for people and things*, the *ability to challenge injustice and inequalities* and *critical thinking*. The whole worksheet and the lesson plan with the teacher's guide I planned can be found in the appendices (Appendix C, E, F).

3.3.1.3 Reflective journal

In order to be able to reflect on my own classes in a better way, I wrote a reflective journal and took notes of everything that happened in the class, my reflections, and feelings toward them. I started writing my reflective journal when I started planning the activities as I thought my preconceptions and preoccupations were just as important as the outcomes of the classes. After the double lessons, I took my time to write down what happened in class, how I felt and other observations. I originally started to write the reflective journal in English but after the classes, I realized that it was quicker and easier for me if I wrote it in my mother tongue and therefore, I changed the language to Hungarian. Unfortunately, my mentor could only observe one of my four classes, but I included her observations on the one class she could attend to.

A reflective journal is a subjective instrument of data collection, as the mood, attitude or personality of the author has a big impact on the writing. It is worth mentioning that such detailed reflection on one's classes can be very useful to improve their teaching, therefore I found my reflections profitable from this point of view, too. The reflective journal can be found in the appendices (Appendix I). The points of the reflective journal that later on got analysed in the results and discussion were marked with numbers in order to make it more traceable.

3.3.1.4 Questionnaires for the students

In order to gain a deeper insight into the students' attitude towards storytelling as a tool for dealing with global issues in the English classroom, after the four classes I asked them to fill in a questionnaire for me.

The questionnaire started with some factual questions, such as the gender of the students and was continued with the attitudinal questions. It consisted of open-ended and Likert scale questions. The questionnaires were filled in anonymously in order to assure that students feel encouraged to answer perfectly honestly. The questions focused on what the students' take-away was from the classes, what they have learnt about the world in these classes, and their attitude towards the fact that the topic was introduced with storytelling. The questionnaires were conducted in Hungarian, and their completion took up 5-10

minutes. The questionnaires can be found in the appendices, both in English and Hungarian (Appendix G and H).

3.3.2 Procedures

The first step of my research was conducting my interviews. The interviews took place in the first week of March. Originally, I planned to conduct all the interviews in person, as even though online platforms, such as Zoom or Skype are almost equally efficient, I wanted to avoid possible technical problems and I also had a personal preference for face-to-face conversations. Unfortunately, after the first interview, due to the worsening pandemic situation in the country, all schools were closed, and we were forced to continue the interviews in the online space, therefore the second and third interview took place online, in Zoom. All interviews were recorded, with the permission of the participants. They were between 20 and 30 minutes and were in Hungarian, the participants' shared mother tongue. I conducted semi-structured interviews with prewritten questions, even though, in some cases I added new questions when something I found interesting came up, or when I felt that the answer of my interviewee could be more profound. Having finished the first interview, I had the opportunity to reflect on my questions and I decided to slightly change some of the question for the upcoming two occasions, for instance, I realised that the original order of my questions was not logical.

On 24th and 25th of March I conducted the 4x40 minutes long classes I planned and I prepared the worksheets for in the class I teach in. Unfortunately, the classes had to be held online on Zoom, due to the closure of schools at the beginning of March. Even though I was very unhappy with this situation and had many preoccupations, the classes were rather successful.

To start with, students were asked to think about and discuss what the importance of schools have been in the history of humanity. They were given time to discuss it in groups of 3 and were asked to share their ideas in front of the class afterwards. Every time students were asked to work in groups, they were put in breakout rooms. In the second activity students were shown pictures about the country and the cultural background of the main character and were asked to describe what they see on the pictures. After having told them the name of the country (Niger) they were asked to find it on Google maps and mark it on the screen on a blank map with the help of the digital pen in Zoom. After the pre-teaching

of the necessary vocabulary, the story was told them. For checking their comprehension, they were asked to put the illustrations of the story in order and try to retell the story to each other. To do so, they were put in groups of 3 and each group was sent a Google document with the pictures they could move. Afterwards their solutions were checked, and the story was re-told sentence by sentence by various members of the group. In the next part of the classes, students were given similar stories in groups of 3. The stories were distributed similarly to the previous group tasks, each group received their own story in a Google document in which they could take notes with the help of questions provided, based on which they were asked to tell the others about their story. The rest of the class was asked comprehension questions by me in order to make sure they pay attention to the other groups. The next step was the discussion. First, they were asked about what surprised them most in any of the story, later on questions connected to the global issues the stories pressed were asked. I previously prepared a list of possible questions and I chose from those or came up with new ones according to their answers. The last activity was planning a poster that raises attention on the issue we discuss (child marriage in Africa). To do so, a Google Slides presentation was sent to the class in which each group had their own slide on which they could create their poster. Afterwards each group was asked to talk about their poster to the others.

After the classes I asked the students to complete the questionnaires. I used Google forms for the questionnaire. As all the classes were held online, this was the easiest way to receive the students' answers. After the last class, the link to the questionnaire was sent to them both in the chat of the platform the classes were held in, Zoom, and uploaded to the online platform they use for school, Canvas. There are 17 students in the group, but unfortunately only 13 of them completed my questionnaire. All 17 students took part in some of the lessons, but due to illness and technical issues, 3 students only took part in half of the classes. Even though I cannot be sure due to the anonymity of the questionnaire, I assumed that these 3 students might not have wanted to answer due to their absence.

The reflective journal was written after each class. I wrote my impressions down right after the classes as I did not want them to be distorted as time passed. As I personally prefer working on paper, I wrote everything down in a notebook instead of on my computer.

3.4 Methods of data analysis

Data for my research was collected in the course of a month with the use of multiple instruments. In the case of the interviews the data collection was absolutely successful. The recorded interviews were transcribed for the analysis. The interviews were read various times in search of emerging themes to answer my research question. To do so, the answers of the teachers were listed in a table and was categorized according to the topic the answer belonged to. In the case of my other instruments, it must be stated that due to online space some of the potential outcomes were limited which might have deprived my research from some possible findings. For the analysis, first of all, students' answers were downloaded. As for me personally it is considerably easier to work on paper, all the answers were transferred into a notebook and were systemized in two different ways according to the type of the questions. Firstly, in order to be able to analyse the answers for the open-ended questions, I looked for emerging themes in students' answers. To do this, I categorized their answers according to the topic it belonged to and took notes of the number of students by whom it was mentioned. Secondly, I systemized the answers for the Likert-scale questions. I transferred the results of each question to a table and also counted the average point each question received in order to be able to compare them more easily. On the other hand, taking the circumstances into consideration, the data collection of both the reflective journal and the students' questionnaire was rather successful. In case of the reflective journal, I did a content analysis and compared the data to the findings from the interviews and the questionnaires to compare the three different points of views.

3.5 Limitations of the study

There are various limitations to my study which must be taken into consideration when assessing the results.

Certainly, it was a small-scale study. It included one group and only one lesson plan was tried out. For a more thorough research, it would be worth trying out the same worksheet and lesson plan with different groups, preferably of different age groups. Another possibility would be working with various stories focusing on different global issues, preferably during various months and with various questionnaires at different stages of the process. This would

make it possible to get a more comprehensive view on their views and the changes that occur in connection with them.

A difficulty I had to face when planning my worksheet and the lessons itself was the very low level of English of the group. First of all, due to this fact various important part of the stories had to be simplified due to the language barriers that might have caused the loss of some meaning. Second of all, in higher level groups there is a bigger chance for a possible impactful conversation at the end of the activities. Lastly, the last activity in which the students themselves create something, had to be simplified from the original idea which was writing an activist letter. Even though the activity I chose developed various skills of the students and worked out great with the group, writing a letter might have been more beneficial both for them and for my research. I believe that writing a letter would have encouraged the students more to rethink everything that had been mentioned and done in the 4 classes and would have given them the possibility to react to the problem in a more elaborate way, which would have been a better closure of the project. Also, from the point of view of my data collection, their letters could have been analysed to find out more about their reaction to the story.

In the case of the interviews, it also has to be mentioned that only three teachers were interviewed. It would be worth listening to and analysing more teachers' experience and views on the topic. If the possibilities were given, it would also be very profitable to observe the classes of these teachers in which they deal with global issues, preferably also by using storytelling as a tool for it.

My research questions concentrated on the views of students on storytelling as a device for introductions of global issues in the classroom and from this point of view the online space was very unfortunate. As storytelling by its definition is a personal experience that the teacher and the students share, I felt that I was deprived by the real opportunity to try this method and see, for example examine students' non-verbal reactions, to the story. It would be worth preparing a similar lesson plan for the future and try it in the same, or in other classes, too, to be able to see the students' reaction in a live situation.

IV. Results and discussion

In the following section, the results of the data collected with the interviews, the questionnaires and the reflective journal are presented. The data is organized according to the subtopics of my research and the questions of my interviews and the questionnaires. To better illustrate the results, I added quotations from the teachers' and the students' answers. These quotations were translated to English as the interviews and the questionnaires were conducted in Hungarian.

After the results, a discussion part is provided, where the main findings are presented in detail and analysed.

4.1 Teachers' views

In the first part of the results the data which is connected to the research questions concerning the views of the teachers is presented. This data was obtained from the interviews with the three teachers, and, even though I am a novice teacher, having dealt with the topic and having planned and conducted several classes connected to a global issue, I have gained some experience in the field. Therefore, data from the reflective journal was also added to the results as a teacher's view.

4.1.1 Importance of global issues in EFL education

To the question I started all the interviews with, which was if the teachers thought that treating global issues in the classroom was important (Question 1a), all three of my interviewees answered with a definite *yes* and strongly agreed with it being important to be treated in the English classroom. To the questions *Why are global issues important in your opinion* (Questions 1b), they gave similar answers. They all mentioned that as teachers we do not only teach our subject, in our case the English language, but we also educate and nurture our students. They all approached the questions slightly differently, but it is worth quoting their answers. Edit said that

We need to take global issues into our classes because our goal is to raise and to nurture citizens who are able to find their way around the world, who can properly

interpret the world around them and can effectively react to whatever is going on around them.

Péter added that it is very important to shape the opinion of our students in such important topics, while Edit focused on the fact that they need to be provided with the sufficient knowledge to be able to form a grounded opinion on important issues. Anett’s answer, on the other hand, focused more on social and emotional learning and said it is essential to treat sensitive global issues in our classes because “*it is part of the basic knowledge to be able to approach problems sensitively and to teach this to our students is just as important as teaching the language itself.*” The three different answers of the teachers emphasise the different meanings of *nurturing* our students, while highlight its great importance.

4.1.2 Global issues

In my second part of the interview I asked them about the topics they find especially important (Question 2). In the following table a summary of the topics mentioned by each of the interviewees is presented.

Table 5

Topics mentioned by my interviews

Topics mentioned	Edit	Anett	Péter
environmental issues	✓	✓	✓
destroying stereotypes	✓	✓	✓
getting to know other cultures	✓		✓
acceptance of different sexualities and family models		✓	
racism	✓		✓
gender equality	✓		✓
women’s situation in other countries			✓
being responsible citizens	✓	✓	
politics			✓
poverty		✓	
homelessness	✓	✓	
minorities		✓	
migration		✓	
activism	✓		

All my interviewees mentioned environmental issues, acceptance of others and destroying negative preconceptions and stereotypes. In connection with the *acceptance of*

others they mentioned different examples. Anett mentioned sexual orientation and different family models, Edit and Péter referred to people of different cultures and the importance of the intention to abolish racism. Péter also added the acceptance of people who have a different political view, which was a topic that came up in many of his classes in connection to the US elections. Two of my interviewees, Edit and Péter, mentioned gender equality, two mentioned homelessness and being responsible citizens (Anett and Edit). Other topics that were mentioned by one of the teachers were the following: women's situation in other countries (Péter), minorities, poverty, migration (Anett), and activism (Edit).

As it can be seen from both the table and from the analysis of the answers, there is a great range of topics teachers find important to be dealt with in education.

4.1.3 Materials and specific topics

All of them said that the key for success is a good *input*, a material that sets off the process well and that prompts the students to think. As examples, all of them mentioned videos, articles and materials from the course book. Edit also mentioned that she likes bringing in photos, preferably taken by her, in power points and talking about them to the class. Anett added that whatever the type of the material is, video, text or audio, she prefers them to be about people's lives because she believes that it makes it easier for the students to connect to the topic. Both Anett and Péter highlighted the importance of having a variety of materials, for instance if the topic was brought up with a reading from the book, then they prefer bringing in a video or an article in the upcoming classes in order to be able to view the issue from different points of view while also developing different language skills.

All three of my interviewees believe that working with materials from the coursebook, and supplementing them with materials from other sources, is the best option. Two of them said that in their experience following the book gives students a structure that helps them learn. Another positive aspect is that the material is always at hand. Anett added that the quality of the materials in the course books concerning global issues has improved significantly in the last decade in her opinion.

Two of my interviewees, Edit and Péter, added that they also like reacting to holidays, special days, or current happenings of other countries, usually of the target language, that are not common in the Hungarian culture. They explained that these special days raise

important questions, therefore they can be a great starter for a conversation about global issues. The examples they mentioned were the following: Thanksgiving, the US elections, Black History Month, the Black Lives Matter movement.

4.1.4 Methods and activities

In the following question I inquired about some well-tried methods or tools teachers like to use when dealing with global issues in the classroom (Question 3). Here I added that I referred to *methods* in as wide a sense as possible, and that they were welcome to share any idea or activity that came to their mind. The list of the activities or methods mentioned is the following (in brackets I provided the initials of the interviewees by whom it was mentioned): group or whole class discussions on the topic (all three of them); debates (E,P); presentations individually, in pairs or in groups (E,P); different types of writing tasks, such as writing an article or a letter (A,E), asking the students to shoot a short film (P); creating a poster on the topics (E); drama activities or role plays (E) and making interviews (P). The activities or methods listed by the teachers mainly focused on the possible follow-up activities. On the other hand, Anett mentioned that the method she uses to process global issues in her classes, and finds extremely beneficial, is P4C (Philosophy for Children). P4C is a method that “*aims towards the appropriation of the practice of philosophizing by young people of all ages*” (Williams, 2012, p. 1). After having worked with some type of input of the topic (usually an article or a video from the book or from another source) students raise questions they are interested in connected to the topic and later on comment on it as a whole class. Anett explained that she finds that this method helps the students get involved in the topic very efficiently and is also a great way to start whole-class discussions.

4.1.5 Difficulties

My next questions focused on the difficulties teachers face when dealing with global issues in their classes (Question 5).

One difficulty all of my interviewees mentioned was that students find certain topics, especially environmental issues, too commonplace and therefore are very lowly motivated to discuss them. Edit formulated it in the following way: “*My biggest difficulty is the cynicism and disillusionment of students in some topics, mainly in environment protection*”.

Anett referred to it as a “*resistance that has to be reconciled as the step number zero*”. Both Anett and Edit explained the phenomenon with the fact that environmental issues are commented on in school over and over again each year in several subjects, while it is also a topic outside of school on many platforms and students might feel that they have had enough of it and find it too boring to talk about. Péter, on the other hand, mentioned another difficulty that he often faces connected to environmental issues. He complained about the fact that in many cases, students have greater knowledge on the topic than him. Connected to a general indifference on the topic among students, Edit added that sometimes it is simply because some of the students are not interested in it. Even though she thinks of this as a difficulty, she does not think it is a problem. She said that “*nobody can be interested in every single topic. But it is okay, not everybody is interested in the present perfect either, but we still have to learn it.*”. This sentence highlights the importance of global issues in Edit’s opinion as she compares it to other topics that are obligatory to be learnt even if somebody is not interested in them.

Another difficulty that was mentioned by all of the teachers is the lack of motivation of older students to talk about global issues because they have the misbelief that “this is not learning English” and they get frustrated by the fact that they are not learning any new grammar or vocabulary explicitly – which is something they connect to learning English. Two of my interviewees (Anett and Péter) explained it with the students after a certain grade thinking of learning English as a preparation for a language exam. Anett added that she also often finds it difficult to get students tell their real opinion on a given topic instead of a well-prepared, superficial answer they would have to give at the oral part of a language exam.

Other difficulties mentioned by the teachers included the different level and depth of previous knowledge of the students on the topic (Anett); creating an environment in the classroom where everybody feels safe to share their opinion (Anett); while some students find a given story (a reading or a video) positively touching, others find it *soppy* (Edit); the difficulty of finding good materials, especially for beginner groups and the very long time it takes to prepare self-made material for the classes (Péter). This was something that was also mentioned in my reflective journal (points 1 and 2 in the reflective journal in Appendix I). When preparing for the classes, I commented on the preparation process that I found it rather difficult to simplify the text to an A2 level while not leaving out any important piece of information.

In conclusion, my interviewees listed various difficulties they have faced during their career in connection with taking global issues into their classes. Many of these were connected to the possible negative attitude of the usually older students, which might be based in their general disinterest, in their misbelief of what learning English means or in the fact that students find certain topics commonplace. Other difficulties might be the lack of good quality pre-made materials and the low level of English of the students.

4.1.5 Positive experience

Even though teachers face several difficulties in teaching global issues, there are many positive experiences they reported on. In these cases, the nonverbal communication of my interviewees also reinforced the importance and the impact these positive experiences had on them as they seemed to glow as they explained them to me.

Edit and Anett focused on the great conversations their classes managed to arrive at in connection to some of the topics. In the case of Anett these topics were the general problems a teenager their age could face all around the world; the acceptance of others who are different from us and the zero waste movements. Edit's positive experiences were connected to the topic of cultural differences. They both highlighted that they feel that a conversation is successful when the students cannot be stopped from talking. Anett added that *"it is great when you feel that it is not a multitude of monologues anymore, but a real conversation"*. Edit referred to this successfulness in the following way: *"it is when you feel that there is a flow in the classroom. When they do not talk anymore because it is the task but because they are highly motivated to share their real opinion on such important topics"*. These examples show that the motivation of students to talk can be increased when they talk about global issues that they find important.

Péter, on the other hand, shared more concrete examples of project works he felt to be successful. One of them was based on videos about environmental issues at the end of which students had to make their own video. His students were extremely engaged in this task. The other example he shared was that in his classes he liked focusing very much on foreign cultures and years later he received feedback from former students that they found this knowledge very useful later on in many occasions.

The positive experiences my interviewees shared were mostly connected to the raised motivation of students in certain tasks due to the fact that the students found the topic of the given global issue interesting and important. These were mostly speaking tasks, but a project work was also mentioned. Another positive outcome mentioned was the useable takeaway students got from dealing with such issues.

4.1.6 Opinion on storytelling as a tool

After the first part of my interviews, in which I asked the teachers about their own experience with global issues I proceeded to the second part, in which I wanted to find out more about their views on storytelling as a tool for introducing them in the classroom (Questions 6). All of my interviewees had a positive reaction to the idea and generally thought that it could be a great tool. They all agreed on that students will most probably enjoy storytelling, and two of the teachers (Edit and Péter) said that they believed that the story would help the students get involved and would bring the topic closer to them. Edit shared her personal experience with storytelling. She explained that in some rare occasions she told stories in her classes and, as she said it, *“it always was a very unique experience to see how the story flows from the teachers to the students”*. She added that storytelling is definitely not one of the tools that we usually have in our repertoire as teachers, but in her opinion, it is definitely worth trying it because there is great potential in it.

Besides the reasons why they thought it could work as a great tool, they also mentioned a few things they personally would want to pay attention to in order to have a successful storytelling session with their classes. These things were the following. First of all, they thought that it was very important to choose a story that was appropriate to the group. Edit’s answer focused more on the topic to fit the age group, her and Péter’s answer on the level of the story and the language level of the group, and Anett added that the abstraction level of the group also has to be taken into consideration. Secondly, they gave importance to making sure that the group has enough previous knowledge and vocabulary on the topic, or if not, then there is enough time dedicated for the preparation for it. Lastly, they all talked about the importance of giving the chance to the students to connect the story and the global issue it deals with to their own life. Edit formulated it the following way: *“We should ask questions like how is this related to me and my life? What is my place in this world in this sense? We have to find the focus that they can connect to personally.”*

4.1.7 Opinion on the chosen story

After talking about storytelling as a tool for dealing with global issues in general, I explained the teachers the story I chose for my research and also gave them information on the group and the settings I was about to try it in and asked them to explain what comes to their mind about it, and what they would do with the story (Question 8).

All of my interviewees thought that it was important to prepare the students for the story. First, to explore the previous knowledge of the group and also to give some necessary background knowledge in order to help them place the story properly when listening to it. The focus of each teacher was different in this question. Péter highlighted the cultural background of the main character and geographical information on the place where the story takes place. Anett focused on exploring students' knowledge on human right around the world. Lastly, Edit highlighted that she would start it with talking about that not every child has the opportunity to go to school.

Two of the teachers, Anett and Péter suggested that I let the students finish the story before telling them the end. Edit said that as "*one example is no example*" she would definitely bring in other similar stories (she brought Malala up as an example) in order to build a wider image in the students' head about the topic. They all gave ideas for possible follow-up writing activities. The different possibilities mentioned were the following (in brackets I provided the number of the interviewees by whom it was mentioned): a letter to one of the characters (3), a letter to an organization (2), an article (2), the story from the point of view of another character (2), a similar story but in a Hungarian setting (1) or a poem (1). However, they added that the level of the group is too low for most of these options. Edit added the idea of making a poster that calls attention to the issue.

Naturally, they all added that they would pre-teach and later on work with the vocabulary of the story.

4.2 Students' views

In the second part of the results the data which is connected to the research questions concerning the views of the students are presented. This data was collected from the questionnaires the students filled in after the classes. In total 13 students submitted their answers to my form, 7 girls and 6 boys. The results of the questionnaire were completed with my views, previous preconceptions and experience that were written down in the reflective journal.

4.2.1 Students' takeaway from the classes

The first question of my questionnaire was an open-ended question that focused on what the students felt they had learnt in these four classes (Question 1). Their answers were fairly different, but there were recurrent elements. 4 students gave factual answers to the question. These focused on data connected to child marriage, for instance that *“three out of four girls are married by the age of 18 in some African countries”*. 3 students answered that they have learnt that *“marriage is obligatory for many girls at a very young age in many countries”*. One of the students, after having described what she had learnt about the situation of young girls in Niger, added that it really touched her and *“if she could, she would do something about it”*. Other 3 students answered that they have realised that *“they are in a very good life situation”* compared to many other people their age. One of the students formulated it in the following way: *“I have learnt that the life I live is a lot easier than I thought. Many people have to fight for what we have by default.”* 3 students mentioned that there are many problems in the world that they had not thought would exist. Some students drew some very positive conclusion of the classes and answered that *“if we really want something and we work for it very hard and there are people who help us, we can reach our dreams”*. Some of them added that there is need for some luck, too. Other answers included that *“they could learn about people who had the courage to say no”*; some geography of Africa and that *“going to school is not fundamental for some children”*.

It can be seen that the students listed fairly different points, on the other hand, their answers can be categorized into the following categories. Firstly, the answers that focused on factual data learnt in the classes. Secondly, the answers that formulated a realization of

the positive life situation they are I compared to others. Thirdly, the answers that focus on the positive takeaway of the story, such as the braveness of the main character.

4.2.4 General questions

In the second part of the questionnaire students were asked to rate statements on a Likert-scale according to how much they agree with them. On the scale 5 meant *absolutely agree*, 4 meant *mostly agree*, 3 meant *neutral*, 2 meant *mostly disagree* and 1 meant *absolutely disagree*. Before the analysis of each question's results, for a better understanding a table was added with the number of students who gave each answer.

The first question assessed the overall attitude students had about the storytelling as an introduction to the topic.

Table 6

Number of each answer of the students for question 1

	STATEMENT	1	2	3	4	5	M
1	I liked that we started to deal with the topic with a story.			1	5	7	4.46

Based on their answers, students had a positive overall view on the storytelling, as 53% of the students (7 students) gave 5 points to the statement, 38% (5 students) gave 4 points and only one person was neutral about it.

The second set of questions (Question 2-7) consisted of three pairs of questions and aimed at examining students' opinion on the storytelling compared to other possible methods of introducing a story: to watching a video about the same story and reading the same story. It is important to add that it was not part of my research to conduct similar activities with the use of reading stories or using videos in the classroom, therefore the possible differences were left to the students' imagination.

Table 7

Number of each answer of the students for question 2-7

	STATEMENT	1	2	3	4	5	M
2	I liked that the teacher told the story instead of reading about it.				1	12	4.92

3	I liked that the teacher told the story instead of listening to an audio or watching a video about it.	2	11	4.85		
4	The story brought the topic closer to me than if we read about it.	1	6	6	4.38	
5	The story brought the topic closer to me than if we watched a video about it.	3	7	3	4	
6	It was easier to identify with the main character's situation than if we read about it.	3	6	4	4.08	
7	It was easier to identify with the main character's situation than if we watched a video about it.	1	1	5	6	4.15

The first pair of questions inquired about how much the students liked the storytelling in general compared to the other methods. In both cases students showed a very positive attitude towards storytelling, even though there was a slight difference between the judgement of comparing it to reading the story and to watching a video about it. 11 students (85%) *absolutely agreed* that they preferred storytelling to watching a video about the story, while 12 students (92%) gave the same answer to comparing it to reading the same story. The second pair of questions focused on how much storytelling helped bring the story closer to them compared to the other methods. Students gave positive answers to this question also, however, their answers were more polarized than in the previous questions. The same pattern could be noticed when comparing reading the story to watching a video, as reading a story on average received lower points than watching a video. I received 6 answers for both the *mostly agree* and *absolutely agree* option, while one student was neutral about the statement of storytelling bringing the topic closer to them. Meanwhile, in the case of the comparison of storytelling with watching a video, only 3 students marked *strongly agree*, 7 marked *mostly agree*, and the number of students who were *neutral* about it was also higher, 3 students chose this answer, the points of which answers gives an average of 4.

The next pair of questions was built on the same analogy but focused on how much students could identify with the main character's situation with the help of storytelling. Here, their answers were more polarized. Students, with the help of storytelling, found it easier to identify with the character compared to reading about it on average of 4.07 point. While when compared to watching a video about it, the statement received 4.15 points on average and there even was one student who *strongly disagreed* with the statement.

The next set of questions (Question 8-11) focused on other likes and dislikes of the students about storytelling.

Table 8*Number of each answer of the students for question 8-11*

	STATEMENT	1	2	3	4	5	M
8	I liked that we had to finish the story first.			1	5	7	4.46
9	The story helped me emphasise with the main character.			1	4	8	4.54
10	The teacher telling the story made it more personal to me.			3	3	7	4.3
11	I felt that it was unique that the teacher told us a story.			3	8	2	3.93

Students mostly liked the fact that they had to take part in the storytelling activities by finishing the story in groups (Question 8), on average the statement received 4-46 points. In the next session we will see that finishing the story was one of the activities students enjoyed the most. Students in general felt that the story helped them empathize with the main character (Question 9), as 8 students (61.5%) marked *absolutely agree* and 4 (30.7%) marked *mostly agree*, on average the statement received 4.54 points. Even though students' answers also showed that the fact that the teacher told the story made it more personal (Question 10), this question received lower points than the other questions, on average 4,3. The last question of this set inquired about whether they experienced a story told by a teacher as a unique experience (Question 11). Very few, 2, students *agreed strongly* with this statement and on average they gave 3.93 points to it which is relatively low compared to the other statements. In the literature it could be read that students usually find storytelling sessions unique because teachers rarely tell them stories in the classroom (Chrichton, 2019). The same idea was mentioned by Edit in the interview and was my own preconception, too. On the other hand, based on the answers of the students, they did not find it a very unique experience. In my reflective journal I reflected on some of the possible causes of it (points 3, 9, 10 and 11 in Appendix I). I mentioned several times the difficulties I had been facing due to the online space and wrote that “*the personal nature* (which I believed is what makes storytelling such a unique experience) *of storytelling is lost in the online classes*”. I was prepared for most probably not getting the originally expected positive reaction of the students due to not doing the classes in person. However, in general both the students' and my valuation of the classes were rather positive. In the reflective journal I wrote: “*compared to our possibilities, the tasks worked out fine!*”. Based on their answers, students also mostly enjoyed the classes and the tasks. The other reason why it has not been such a unique experience might have been my own performance as a storyteller. Due to the fact that I had the transcription of the

story open on my computer “*I let myself be enticed to check it while telling the story*”, as I wrote it in my reflective journal, which might have made the storytelling less enjoyable, even though it is difficult to tell.

The last two questions focused on the wishes of students in connection to storytelling in the school.

Table 9

Number of each answer of the students for question 12-13

	STATEMENT	1	2	3	4	5	M
12	I wish we had more lessons like this.			2	3	8	4.61
13	I wish more teachers told stories.			3		10	4.54

Most students wish they had more similar lessons (Question 12). 8 students (77%) *strongly agreed* with wanting more lessons that included storytelling. On average the statement received 4.61 points which is relatively high compared to the other statements. The last question inquired about whether students would like to have more stories told by teachers in their classes. This statement actually also assesses how much students enjoyed the storytelling session, as presumably they only wish to have more of them if they felt that it was enjoyable or useful. This was the statement that received one of the highest points on average, which was 4.54. On the other hand, the question polarized the class as students either *strongly agreed* (10 students, 77%) or were *neutral* (3 students, 23%) about having more teachers telling them stories.

4.2.3 Level of enjoyment

In the third set of questions students were asked about how much they enjoyed the classes on a scale of five and were asked to explain what they especially enjoyed or did not enjoy in the classes.

Students were very positive about the classes and the vast majority of them, 10 students (76,9%) gave the maximum points to the statement (5), the rest of the students gave 4 points out of 5, therefore the on average the enjoyment of the classes was 4,77.

When asked to name what they enjoyed in particular, students listed a rather exhaustive list of things. The answers that were mentioned various times were the following

(with the number of students who wrote it in brackets). The answer mentioned by most students was that in many parts of the classes they had to work in groups (5). The second most popular answers were *the topic itself* (3) and the students added that “*it was really worth dealing with it*”, “*it was really thought-provoking*” or that “*it was a really interesting and important topic*”; and the fact that they had to finish the story before hearing the real ending (3). In my reflective journal I also mentioned that the students seemed to have enjoyed this task and they came up with great ideas (point 3 in Appendix I). They all wrote believable and happy ending stories. 2 students mentioned that it was great that the four classes were *connected*; and that the *storytelling* itself was really enjoyable. Lastly, the stories themselves were mentioned (1), and surprisingly, the fact that the classes were held online (1). The fact that the classes were uninterrupted or connected as the students referred to it in their answers, was also mentioned in my reflective journal. I wrote: “*It was a great experience to hold 4 classes one after the other, it gave the project some kind of a ‘flow’.*” (point 13 in Appendix I). As the group is taught by 4 different teachers it is even rarer to feel the connectedness of the classes than in a regular group and both the students and me as a teacher enjoyed it very much.

Students did not list anything that they did not enjoy in the classes in particular. The only thing that was mentioned by 2 students was that they did not like that only very few people were active in the classes. This topic came up in my reflective journal as well (points 3, 8 and 10 in Appendix I). I commented in my notes that there was little reaction from the students both during the storytelling and the activities afterwards. However, in each case I added that I personally attribute this to the fact that the classes were held online and compared to my original expectations, I was satisfied with their level of activity. This group is fairly active in general, but there has been a noticeable drop in their activity since school has been online. This is the reason why in my reflective journal I reacted positively to the fact that at least there were two active people. On the other hand, I added that “*I am very curious what would have been the case if we were not online, I am sure they would have been a lot more active.*”

All in all, it can be noted that most of the students enjoyed the classes very much, and even more importantly, that most of them attributed it to that we dealt with an important global issue.

4.2.4 Level of usefulness

The last set of question focused on if students found the classes useful and they were asked the mention things that they found or did not find useful in particular. Based on the points these last two sections received, students found the classes more enjoyable than useful. 5 students (38,5%) gave maximum points to the statement, while 8 students (61,5%) gave 4 points out of the 5. This means that the usefulness of the classes received 4,38 points on average.

The most useful thing mentioned by the students was getting to know an important topic, as more than half of the students, 7 of them, pointed it out. All the other answers were only mentioned once. These included: learning new vocabulary; a feeling that “*we have learnt something useful about the world*”; getting to know people who fought for their dreams and lastly, getting a “*a new thing to think about*”. This last answer was explained by the student that the topics that were brought up in these classes are on the internet too and therefore they thought it was important to talk about it in school also.

4.2 Discussion

The period of data collection and the process of analysing the results result strengthened me in my belief that storytelling could be a great tool for bringing global issues into the classroom and with their help I was able to find answers for my research questions. In the following section the discussion of the results of each of my research questions is presented in detail.

4.2.1. Research question number one

What are secondary school teachers’ views on bringing global issues into the classroom?

- **What importance do teachers think bringing global issues into the classroom has?**

In order to answer my first research question and sub-questions I conducted

interviews with three teachers who have experience on the field of dealing with global issues in order to get to know their views on the topic. The interviews helped me to gain a deeper insight to teachers' views and practices and had a very positive influence on me as they have reinforced my previous preconceptions of the importance of dealing with global issues in the classroom.

Teachers' answers mainly focused on the importance of nurturing students. They believe that nurturing students is actually more important than the subject one teaches. Part of this nurturance, according to the teachers I asked, is facing students with global issues our world faces and providing them with information about them. As teachers, it is our responsibility to be reliably and unbiased sources of information about such important, and very often controversial topics, and to shape our students' opinion on them, while helping them in their intellectual, social and emotional development.

The teachers I asked were certainly knowledgeable about the possible topics of global issues. The list they provided covered a great part of the global issues we can read about in literature, for example the list provided by UNESCO. The topics they found most important were connected to environmental issues, acceptance of others, cultural differences and gender equality.

The answers I received from the teachers in the interviews reinforced what I could learn from the literature about the importance and positive impact of global issues on students.

- **What are some difficulties teachers face when dealing with global issues in the classroom?**

Even though teachers think that global issues in education is extremely important, it does not mean that they do not face difficulties when dealing with them. Based on the answers of the teachers I asked, the main difficulty lies in the possible negative attitude of students. It takes a great amount of energy from part of the teachers to overcome the resistance, indifference or emotional barriers students can build towards given topics. The most problematic topic from this point of view is environmental issues due to the fact that this topic comes up too often in almost all of the subjects and students get bored of it. Another difficulty teachers might face is the disbelief of usually older students that by talking about

global issues they are not learning English, which is obviously a completely false statement. This attitude may be attributed to the rather exam-centred language education system students grow up in. I experienced neither of these difficulties in the part of my research of giving classes on a global issue. I attribute it to the fact that the group I worked with was a 7th grade group, therefore younger than the typical age group the teachers connected these problems to.

In the interviews it was mentioned by the teachers that preparing for classes that deal with global issues takes a lot of time mainly due to the fact that there is a lack of reliable sources of ready-made materials and lesson plans to be used and it is usually the teachers' job to prepare their own material which can be very time consuming. The low language level of students might also cause difficulties to the teachers. These two were difficulties I also experienced when preparing for the classes with the pre-intermediate group I teach in. On the other hand, I personally liked to think about this difficulty as a great challenge to overcome and felt satisfaction about being able to talk about fairly difficult global issues with a group who has very limited language knowledge. Nevertheless, I believe that if a teacher plans to deal with global issues in their classes on a regular basis, it can be a very time-consuming process to always prepare their own material. A possible solution for this difficulty would be a cooperation between teachers and sharing their own materials and also sharing online sources they find reliable and well prepared. For instance, the sources I consulted before planning my own classes included great lesson plans and ideas that I can turn to in the future when dealing with global issues and will also recommend these sources to other teachers.

- **What good practices do they have when dealing with global issues in the classroom?**

Concerning the last sub-question of my first research question I was able to get many interesting and important pieces of information that I was also able to use later on in my own research.

All my interviewees agreed on that the most crucial part of a successful class dealing with global issues is a good input. This input can be of various types, such as videos, readings from the book, articles, audios, pictures, or simply the teacher telling interesting facts about the topic. The variety of these materials is also important. An option for raising global issues

can be in the apropos of actual happenings, such as holidays, elections, or other political or social events. I also found out that the usage of the course book is very beneficial, because it is easier both for the teacher and the students. It means less preparation for the teacher and a more calculable routine for the students. On the other hand, these materials usually have to be supplemented with materials from other sources also.

I was able to learn about a method that I did not know previously, P4C, which is generally used by one the teachers I interviews. This method seemed very beneficial based on her description and in the future I plan to try it when dealing with complicated global issues in my classes.

Based on my own experience and what has been recorded in my reflective journal after my classes in which I dealt with gender equality, education for all, and cultural differences, I would say that I found storytelling a great method to introduce global issues in the classroom. This point will be discussed in more details in the following points.

4.2.1 Research question number two

What are secondary school teachers' views on using storytelling as a tool for bringing global issues into the classroom?

In order to find out if my original hypothesis, which was mainly based on the literature, that storytelling could be a great tool for bringing global issues into the classroom, first of all I asked the opinion of teachers on it who I knew had had a lot of experience with treating global issues in their classes. Their opinion helped me answer my question and also helped me plan my classes in which I tried the method better.

Teachers had a very positive attitude towards my proposition of using storytelling as an introduction to global issues and they supposed that my project would work out great. They thought that the storytelling would most probably help the students get involved in the topic and share their opinion on it.

All in all, in their opinion this method had a great potential. Nevertheless, they thought that there are challenges to which one has to be prepared in advanced. Their tips concerning these challenges included making sure to pre-teach the necessary vocabulary and background information needed to understand the story; matching the story to their needs

(for example to their level of language, level of abstraction and to their age group); and to make sure that they are able to connect to the story personally.

The opinion of the teachers strengthened me in my previous belief that storytelling would be a great tool the treatment of global issues and only made me more motivated to try it out. Based on my classes, as it was noted in my reflective journal, I felt that it was a successful experiment. Even though I had difficulties, which were mainly connected to the unfortunate situation of having to teach the group online, I was satisfied with the results. I felt that the students were motivated to think and talk about the global issue after the story and that they enjoyed the storytelling in general.

This research made me even more motivated to keep experimenting with storytelling in the classroom in general, but in connection with global issues just as well, because, as my interviewees formulated it, I also believe that there is great potential in it.

4.2.3. Research question number 3

What are students' views on activities that aim at dealing with global issues through storytelling?

After having conducted my research in a 7th grade group, with their answers I received for my questionnaire, I was able to answer my last research question which focused on students views on storytelling as a method to introduce global issues to the English classroom. It has to be highlighted that it was a small-scale study and therefore the number of students whose opinion I could base my answer on is very limited. It would be needed to try the method in several groups with several topics in order to get a more subtle answer.

Based on the answers I received all in all it can be said that students both enjoyed and found the activities useful. With the help of the storytelling, they were able to connect better to the topic and imagine themselves in the situation of the main character, who is a representation of the issue. Most of the students' answers about what they found most enjoyable and most useful showed a rather important sensibilization towards the chosen global issues (gender equality, education for all, and cultural differences), which was my main aim. Many of their answers formulated that throughout the classes they were faced

with problems from different parts of the world they did not think existed and that their life situation is much better than other people their age. Many of the students formulated that they believed that it was an important topic to talk about. They also referred to it as thought-provoking, interesting and a useful knowledge. Most of the students wished they had more similar classes in general, and more classes in which the teachers tell them a story. All their answers, but mostly this last result reinforced me in my hypothesis that storytelling could be a great tool for bringing global issues into the classroom as I believe that if students wish to have more similar classes, it means that the thought that it was a useful and enjoyable method.

Among the different activities we did, students enjoyed the most when they had to finish the story on their own before getting to know the real ending and the general fact that they had to work in groups.

All in all, students view on activities that aim at dealing with global issues through storytelling were very positive and they further strengthened my belief that it is worth first of all dealing with global issues in general and that storytelling is a great tool for introducing them, as it makes the topic more personal and helps students imagine the life of people in that given situation.

V. Conclusion

My research reinforced my previous beliefs both about the great importance of global issues in education, the benefits of storytelling and the fact that it can be a beneficial tool for the introduction of global issues into the English classroom. My research was very beneficial for me as a novice teacher and I also hope that it might help other teachers in the future, too. It has strengthened my resolution to deal with global issues in my future English classes and also convinced me to keep experimenting with storytelling in my teaching.

All my research questions were answered. Teachers who already have experience in the field strongly believe in the importance of global issues in the English classroom. They believe that nurturing students is even more important than the subject one teaches. Teachers should face students with global issues of all types, be a responsible source of information on them and shape the opinion of students in connection with these topics. Teachers believe in their responsibility in nurturing generations who can react properly to the important issues both in their surroundings and on a global level and who are willing to take action to create a better future. Even though teachers believe in the importance of treating global issues in their classroom, they often face challenges and difficulties when doing so. These challenges are mostly connected to students' possible negative attitude, rooted in boredom, cynicism, disillusionment in certain issues, or the misbeliefs that talking about global issues is "not learning English". Another possible difficulty they face is the lack of quality, ready-made materials, because of which the preparation can be very time consuming. In their classes, to deal with global issues, experienced teachers like to use the course book as a base and supplement it with a variety of materials, such as videos, articles, pictures, etc. They also like to use project works.

Concerning teachers' opinion on storytelling as a tool to introduce global issues into the English classroom, they believe that it is a method of great potential as it can make students more engaged and interested in the given global issue. They also believe that it can be a unique experience for the students due to the personal nature of storytelling.

Students in general enjoyed and found the storytelling and the follow-up activities useful. It helped them get closer to the global issues it processed, get engaged and empathise with the main character's situation. They thought that the classes in which global issues were introduced with the help of storytelling were thought-provoking, interesting and gave them

useful knowledge, and they wished they had more similar classes. On the other hand, students did not find storytelling a very unique experience, which is most probably due to the fact that the classes had to be held online.

As it was a small-scale research that only included one series of lessons in one group and was carried out over a short period of time, the results cannot be generalized. In order to draw a more complex conclusion, there would be a need for a longitudinal research, including various groups of several age groups and various global issues. All the same, I hope that my research still can be beneficial for other teachers in the future - just as much as it was to me.

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Appendices

Appendix A

Interjú kérdések a tanárok részére

- 1a. Fontosnak tartod-e angoltanárként, hogy globális problémákkal foglalkozz az óráidon?
- 1b. Miért tartod fontosnak, hogy foglalkozzatok ezekkel a problémákkal?
2. Globális problémákkal kapcsolatban milyen témákat szoktál bevinni az óráidra?
3. Milyen anyagokat szeretsz/szoktál felhasználni a globális problémákkal foglalkozó óráidon?
4. Milyen módszerekkel szereted/szoktad feldolgozni ezeket a témákat?
5. Milyen nehézségekkel szoktál szembesülni, amikor globális problémákat dolgozol fel az óráidon?
6. Milyen pozitív élményeid/sikerélményeid voltak ezeken az óráidon?
7. Mit gondolsz arról, hogyha élő mesélésen keresztül szeretnék bevezetni globális problémákat az óráimon?

[mese és a csoport adottságainak ismertetése]

- 8a. Mit gondolsz az általam választott meséről?
- 8b. Te mit kezdenél vele ebben a csoportban? Mire figyelnél oda?

Appendix B

Interview questions for the teachers

- 1a. Do you think it is important to deal with global issues in our classes as English teachers?
- 1b. Why do you think global issues are important in our classes?
2. What global issues do you usually take into your classes?
3. What types of materials do you like to use when dealing with global issues in your classes?
4. What methods do you like to use to treat global issues in your classes?
5. What difficulties do you usually face when dealing with global issues in your classes?
6. What positive experiences or personal successes have you had when dealing with global issues in your classes?
7. What do you think about introducing global issues in the English classroom with storytelling?

[describing the story and the group]

- 8a. What is your opinion on the story I chose?
- 8b. What would you personally do with it? What do you think I should pay attention to?

Appendix C

LESSON PLAN

Topics: different cultures, gender equality, right for education, child marriage

Level: A2+

Age group: 12+

Objectives:

- bringing a different culture closer to the students
- raising awareness of the value of studying
- raising awareness of the right to education and confrontation with the fact that many suffer the violation of this right
- talking about gender equality in general and in other countries
- raising awareness of ways in which rights of women can be violated: forced marriage
- developing the four language skills
- developing students' creative and critical thinking

1.) INTRODUCTION / WARMER

a.) Why do you like to go to school?

Ask the students to think of 2-3 things why they like to go to school. Give them 30 seconds to think then let them chat about it with the person sitting next to them. Collect their ideas together.

b) Why do schools exist? Why do humans go to school?

Ask students to think about why schools exist, why humans started to go to school. Put them in groups of 3-4 and ask them to write a list on a piece of paper. Walk around and help them think if necessary. Listen to their ideas

Aim: set a positive attitude towards education

c) Ask if they know what they want to be in the future. If there is anyone who wants to be a doctor, use this as a link for the story.

2.) PRE-LISTENING

a) Tell the students that you are going to tell them a story about a girl who wanted to go to school, because her dream was to become a doctor, but in her country it's not as easy as it is in ours. Mention that this is a true story.

b) Before telling the story set a background knowledge about it. Tell students that the country in question is in Africa. Ask students to name African countries. Afterwards tell them that our story takes place in Niger. Ask students to find this country in Africa using their mobile phones. Meanwhile project a world map on the board and ask the first student who found it to circle it on the board.

Show pictures of Niger and tell a few details about the population.



c) pre-teach vocabulary. Ask students to look at the words and ask if anybody knows the meaning of any of them. Let these students explain the words they know to the rest of the class. Give an example sentence of the rest of the words and let students guess the Hungarian translation of them.

allow

education

fight for somebody's rights

court

escape

activist

organization

3.) LISTENING - I. part

a) Tell the students the story until the part when she escapes.

b) For the checking of comprehension, give them cards with illustrations to the story that they'll have to put in order.

After finishing the first part, ask students to put the pictures in the right order and try to re-tell the story to each other. Afterwards ask 1-1 student to say what the first/next picture is and tell the part of the story behind it.

c) Ask students to finish the story in groups of 3. Walk around and give them help if they need any.

d) Listen to the stories and react to them.

4.) LISTENING – II. part

Tell students the rest of the story. Ask them to compare it to their own endings. What was different in their version and the original one?

5.) THE OTHER STORIES

Put students in new groups, 5 in total. Give each group a story about another activist. Each story has something in common with the story of Balkissa.

In each text there are unknown words. Ask students to based on the context of the text, figure out their meaning and write down its Hungarian meaning.

Walk around and give the students help if they need any.

After the group work each group has to summarize their story to the other groups. The other groups have to tell what the similarity was in this story and the original story of Balkissa Chaibu.

ONLINE OPTION: Upload each story to a Google document and send the link to each group.

6.) **DISCUSSION**

Based on the topics that come up during the previous activities, start a whole class conversation. React to student's ideas and give them new questions according to their answers.

Here is a list of possible topics to be raised:

- Share data on forced child marriages: 38% of girls under 15 are married and 75% of girls under 18 are married in Niger
- Why do they think most of the activist were women?
- Why do they think families force their daughters to marry so young?
- Why do they think it is a problem for the girls? For the family? For the country?
- etc.

7.) **POSTER**

Put students in groups of 3. Explain them that they are going to make a poster that aims at raising awareness of the problem of forced child marriages in Africa. Give them materials, tools and writing utensils to work with. If you can, give them the opportunity to choose pictures online and print them.

Walk around and give the students help if they need any.

Each group presents their poster.

ONLINE OPTION: Students can work on a shared Google slide

Appendix D

Transcription of the story of Balkissa Chaibu

The girl who wanted to study

Once there was a girl who wanted to become a doctor. She was beautiful, she had dark skin and beautiful dark eyes. She was 12 years old, just like you. Her name was Balkissa, Balkissa Chaibou and she was from Niger, a country in Africa. Her biggest dream was to become a doctor and to help other people. She worked very hard to become a doctor, she studied very hard at school and even woke up early in the morning before school to learn more!

One day she arrived home from school and there was her uncle and her cousin. Her uncle told her that she has to marry her cousin. She was only 12, but in some countries, for example in the country of Balkissa parents can make their daughters marry somebody when they are only children. Balkissa said to her family: "I don't want to get married! I want to go to school, I want to study, and I want to become a doctor!" She asked her family to give her 5 more years to study before she has to get married. Her family said yes. But after 5 years she still didn't want to get married, she wanted to become a doctor even more! Her mother understood her and wanted to help her, but the men in the family were stronger and her uncle didn't allow her to study more. She was very sad and angry.

She run away and escaped from home. Her teacher from school helped her. She run to the police station to ask for help. With the help of the police she went to court. The court said that she was right and that she doesn't have to marry her cousin. She won! She could go back to study. She put on her school uniform again and she was very happy and proud.

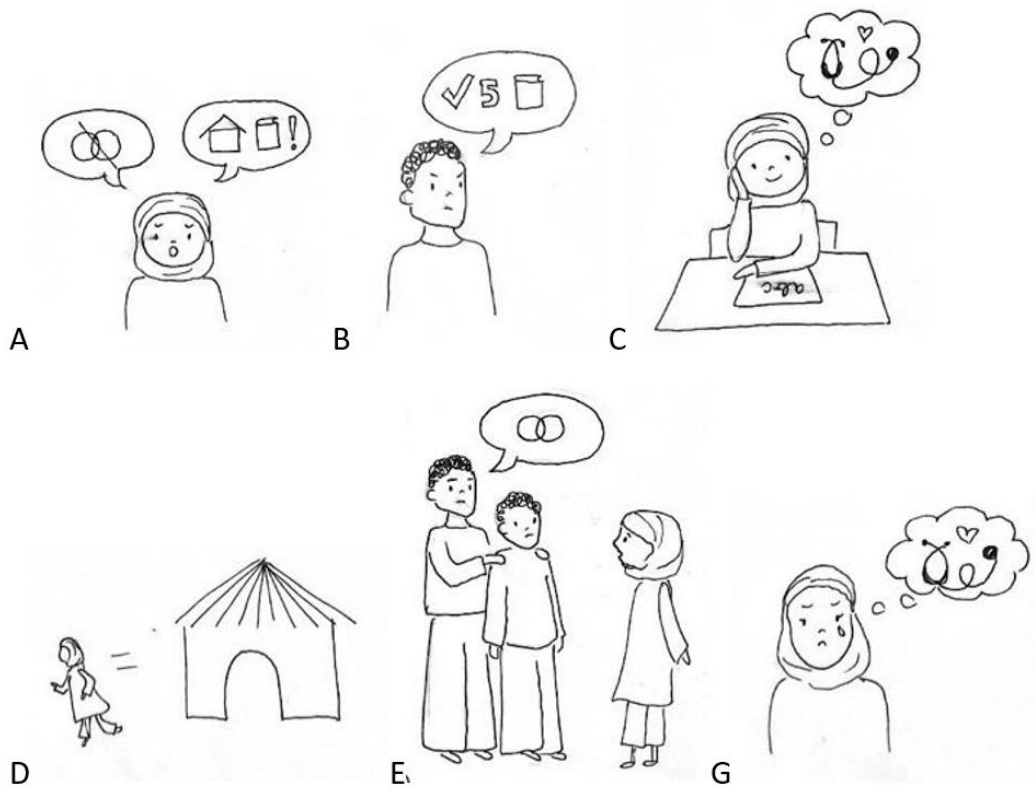
Balkissa is older now and she is at university and she studies hard to become a doctor which was her biggest dream. She also wants to help other girls. She became an activist. (In her country 3 out of 4 girls have to get married before they are 18 years old.) She very often goes to schools to talk to the girls there. She wants to teach them that they can say 'no' to marriage. She is not saying that they should never get married. She says that they should only get married when THEY want to.

Appendix E

Illustrations for the story of Balkissa Chaibu to be used for checking comprehension.

(The illustrations were drawn by me)

With your group put the pictures in the correct order and based on the pictures, re-tell the story together.



Appendix F

Stories to be handed out in groups

GROUP 1.

Fadumo Dayib



Fadumo was born in Somalia. When she was a little girl there was a big **war** in her country and her family had to **hide** and escape and Fadumo couldn't go to school. She didn't learn how to write and read until she was 14 years old. She had to escape to Europe because of the war. In Europe she could live in peace, she had a home and she could go to school. She loved learning, she went to university and got 4 degrees. But she never forgot about her home. After university she went back to Somalia because she wanted to make her country a better place. She was the first woman in Somalia who **ran for president**.

What do these words mean? Check them in a dictionary if you don't know them.

war:

hide:

run for president:

When you come back from the breakout rooms, you have to tell her story to the others. Everybody has to say something. Decide who says what.

Where is she from? Who is she?

What happened to her when she was a child?

What did she do when she was an adult?

GROUP 2.

Malala Yousafzai



Malala was born in Pakistan. She was a very clever girl and she loved school, she wanted to learn a lot. One day a group of **armed** men, the Taliban, **took control** over the city of Malala. They had guns and everybody was afraid. The Taliban said that girls can't go to school. Malala was very angry, and she wrote about it online and she said in the TV that girls should go to school and that the Taliban don't **allow** girls to school because **education** gives power to women and they are afraid of powerful women. Because of this the Taliban shot Malala in the head – but she didn't die, she was in hospital, but she got better very soon. She is fighting for the education of every girls in the world. She is the youngest person who got the Nobel Peace Prize.

What do these words mean? Check them in a dictionary if you don't know them.

armed:

to take control:

allow:

education:

When you come back from the breakout rooms, you have to tell her story to the others. Everybody has to say something. Decide who says what.

Where is she from? Who is she?

What happened to her when she was a child?

What did she do when she was an adult?

GROUP 3.

Zuriel Oduwole



Zuriel Oduwole was born in the USA, in Los Angeles in 2002. Her parents are from Africa, so Africa was always important for her. When she was only 10 years old, she made a documentary film about Africa: The **Revolution** of Ghana. She won a competition with this film and she became famous. She made many other films about the continent since then. She fights for the **education** of young girls in Africa. Zuriel talked to more than 20 **presidents** of African countries to stop child marriage because it is very important for the girls and for the country too that girls study before they are 18 years old. She also visited a lot of schools in many countries to show that even children can make a change in the world.

What do these words mean? Check them in a dictionary if you don't know them.

revolution:

education:

president:

When you come back from the breakout rooms, you have to tell her story to the others. Everybody has to say something. Decide who says what.

Where is she from? Who is she?

What happened to her when she was a child?

What did she do when she was an adult?

GROUP 4.

Ishmael Beah



Ishmael was born in Sierra Leone. When he was 12 years old, there was a big **war** in his country. His family died in the war and he was **alone** for months. He and many young boys were **forced** to be child **soldiers** and they had to fight in the war and kill people. He was a child soldier for 3 years before UNESCO saved him. It was very difficult for him to get better after the war. But finally, he could live a normal life and go to school. When a new war started in his country, he escaped to the USA and he wrote a book about his childhood when he was a soldier. He fights for peace so no children have to live the life he had.

What do these words mean? Check them in a dictionary if you don't know them.

war:
alone:
to force:
soldier:

When you come back from the breakout rooms, you have to tell her story to the others. Everybody has to say something. Decide who says what.

Where is he from? Who is he?
What happened to her when he was a child?
What did she do when he was an adult?

GROUP 5.

Angeline Makore



Angeline was born in Zimbabwe and she lived in a small village. When she was 14 years old, she was **forced** to get married. She didn't want to get married, she wanted to stay in school and live a normal life – so she escaped. She went back to school and she went to university to study **law** because she wanted to fight for women's right in Africa and she wanted to end child marriage. She made an organization for girl's rights and they help young girls in Zimbabwe. For example, they give them **psychological** help and they also teach girl about health.

What do these words mean? Check them in a dictionary if you don't know them.

to force:
law:
psychological:

When you come back from the breakout rooms, you have to tell her story to the others. Everybody has to say something. Decide who says what.

Where is she from? Who is she?
What happened to her when she was a child?
What did she do when she was an adult?

Appendix G

Globális problémák az angol órán: mesélésen keresztül

Kedves 7ny! Kérlek töltsd ki ezt a kérdőívet az elmúlt 4 óránkkal kapcsolatban. Olvasd végig alaposan a leírásokat és a kérdéseket. Kérlek, hogyha tudsz, hosszabb válaszokat írd a kifejtős kérdésekhez, ne csak pár szóban válaszolj. Köszönöm!

Miss Gay

Nemed: fiú / lány

1. Mit tanultál a világról ezen a négy angol órán?

Gondolj vissza arra, hogy a témával úgy kezdtünk el foglalkozni, hogy elmeséltem nektek Balkissa Chaibu történetét. Kérlek, válaszolj ezzel kapcsolatban pár kérdésre.

2. Jelöld meg 1-5, hogy mennyire értesz egyet az állítással. 1 = egyáltalán nem 5 = teljes mértékben

1	Tetszett, hogy mesélésen keresztül kezdtünk el foglalkozni a témával.	1	2	3	4	5
2	Jobban tetszett, hogy a tanár mesélte el a történetet, mintha elolvastuk volna azt.	1	2	3	4	5
3	Jobban tetszett, hogy a tanár mesélte el a történetet, mintha megnéztünk volna róla egy videót.	1	2	3	4	5
4	A mesélés közelebb hozta hozzám a történetet, mintha olvastuk volna.	1	2	3	4	5
5	A mesélés közelebb hozta hozzám a történetet, mintha videón néztük volna meg.	1	2	3	4	5
6	Könnyebb volt a mesélés által azonosulnom a főszereplő helyzetével, mintha olvastuk volna a történetet.	1	2	3	4	5
7	Könnyebb volt a mesélés által azonosulnom a főszereplő helyzetével, mintha megnéztünk volna róla egy videót.	1	2	3	4	5
8	Tetszett, hogy először nekünk kellett befejeznünk a történetet	1	2	3	4	5
9	A mesélés segített, hogy együtt érezzek a főhőssel.	1	2	3	4	5
10	Személyes élménnyé tette a történetet az, hogy a tanár mesélt nekünk.	1	2	3	4	5
11	Különlegesnek tartottam, hogy a tanár mesél nekünk.	1	2	3	4	5
12	Örülnek, ha több hasonló óránk lenne.	1	2	3	4	5
13	Örülnek, ha a tanárok többször mesélnének történeteket.	1	2	3	4	5

3. Mennyire élvezted ezt a négy órát egy 1-5 terjedő skálán? _____

1 = egyáltalán nem 5 = nagyon

4. Mit élveztél vagy nem élveztél benne kifejezetten?

5. Mennyire éreztél hasznosnak ezt a négy órát egy 1-5 terjedő skálán? _____

1 = egyáltalán nem 5 = nagyon

6. Mit éreztél benne kifejezetten hasznosnak vagy haszontalannak?

Appendix H

Global issues in the English classroom introduced with storytelling

Dear 7ny! Please fill in this questionnaire about our last four classes. Read the descriptions and the questions carefully. If you can, please write longer answers for the open-ended questions, not just a few words. Thank you!

Miss Gay

I am a boy / girl.

1. What did you learn in these 4 classes?

Think back, that we started to deal with the topic with a story I told you about Balkissa Chaibu. Answer a few questions in connection with the storytelling.

2. Mark on a scale from 1-5 to what extent you agree with the following statements.

1 = absolutely disagree 5 = absolutely agree

1	I liked that we started to deal with the topic with a story.	1	2	3	4	5
2	I liked that the teacher told the story instead of reading about it.	1	2	3	4	5
3	I liked that the teacher told the story instead of listening to an audio or watching a video about it.	1	2	3	4	5
4	The story brought the topic closer to me than if we read about it.	1	2	3	4	5
5	The story brought the topic closer to me than if we watched a video about it.	1	2	3	4	5
6	It was easier to identify with the main character's situation than if we read about it.	1	2	3	4	5
7	It was easier to identify with the main character's situation than if we watched a video about it.	1	2	3	4	5
8	I liked that we had to finish the story first.	1	2	3	4	5
9	The story helped me emphasise with the main character.	1	2	3	4	5
10	The teacher telling the story made it more personal to me.	1	2	3	4	5
11	I felt that it was unique that the teacher told us a story.	1	2	3	4	5
12	I wish we had more lessons like this.	1	2	3	4	5
13	I wish more teachers told stories.	1	2	3	4	5

3. On a scale from 1-5 how much did you enjoy these four classes? _____

1 = not at all 5 = very much

4. What did you enjoy or didn't enjoy in particular?

5. On a scale from 1-5 how useful did you find these four classes? _____

1 = not at all 5 = very much

6. What did you find useful or useless in particular?

Appendix I

REFLECTIVE JOURNAL

When preparing:

- reading all these stories, watching videos, etc.
 - ↳ it really brought the topic closer to me.
it was my own sensitivity education!
- ↓
understanding what my mentor said about having to be careful how much I face them with reality
- one of the Q that arose (Zsolt said it) was how do I involve the boys?
 - ↳ looking for the answer...
 - talking w. others ab. it
 - finding 1 story about a boy
(not that easy!)

1. - these stories are difficult > I find it hard to "translate" them to their level

- I find it diff. to find just 1 focus
- compare my feelings & experience with the benefits of ST read in literature

When preparing for the class/ writing the plan:

- Lit. writes ab. the imp. of choosing a story I like and can connect to ✓
 - ↓
I see the imp. of this
- + lot of time

2. diff. to prepare so much ~~material~~ material > I had to look up many stories to find 5-6 that were good for the classes

1. After the 1st classes 03.24. Wed + a strong feeling nervousness
 (=a légszűrés) végül el bírtam
 → pl. lassan minden

- an online rev problémái
- nem tudtam felvenni magamra a leckéket
- 3. • de aktívam voltam és megpróbáltam a feladatokat feloldani
- 4. • mind pozitív érzeteket kaptam a szövegektől! Elvették a feladatokat!
- 5. • elcsúsztam, hogy feljött olvasom* → rossz!
 ← online miatt
 (nem voltam felkészülve arra, hogy csak két héttel korábban → bár az sem adta volna hozzá)
 • 1 realid csak a szöveg közből → először több lett volna
 "de tudom, ez a teljesítmény"
- 6. • igazán a beszélgetés és így online beszélgettem is tudtam sokkal jobban megfogadni
 sokkal kevésbé volt így ST
 *rá-rá néztem a rögzítésre

2. After the 2nd classes 03.25 Thu

- I wasn't feeling ok (temperature, etc) - I received the asthma mega vaccine the day before
- 7. • történet újra írása
 (nosogatni kellett két, de sikerült és jókat "írni", így történetek)
 • 50-50-nel értem a bevondottakat
 • siker volt így online felvenni a realid-jukat
- 8. • 2 ember aktívam bevondott a beszélgetésbe
 (kiv. vagyok és hogy működött volna offline → biztosan sokkal aktívabban lettem volna)
- 9. • sajnálom, hogy nem sikerült kétféle be a kérdőívet, mert így nem tudom meg, hogy alire aut érzésem, hogy nem tudott be, vagy benne megtörtént-e
- 1 teljesen finu csoport a plaid-tal
 (az ovaként látott, hogy nem érintettek a témában)
 → cserébe volt az egész beszélgetés

10. • Celine sokszor a 'falszab beszél az ember'
↓
• nem reagálhat non-verbálisan sem
de pl. anya, hogy Can you imagine being
married / having kids? ~~the~~ sokan
aktíván résztöl a fejüket

• várom a válaszokat, hogy megtudjam mióta volt
11. • az onlinekai képeket jól működött!

12. • nehézség volt a nagyon alacsony szint
↳ mennyire egyszerűsítettél?
↳ mennyire egyszerűt kell bonyolultabb tennék?

13. • jó elvű volt 4 összerendezés dől a tartási egyben
↳ volt több egy "flow"-ja

• főként nem tudom beosztani-e

↓
1 fő nagyon aktív volt a probl. feltegetésénél!
↳ látott, hogy ő nagyon kapcsolódott hozzá!

• igazán nem dől + ^{val} szempontból is beszélgetni
↳ vaper a családok miért adták föl a
lehetőséget?

• kérepeten vaper elégedett a feladat levezetésével
kapcs.: minden megtehető, de lehetett
valha jobb is ↓