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Pedagógiai és Pszichológiai Kar – Bölcsészettudományi Kar

DIPLOMAMUNKA

*A globális látásmód fejlesztése az angolórán: Esettanulmány a
„Girl Rising” c. film feldolgozásáról*

*Fostering a Global Mindset in the English Classroom: A Case Study
Using the Film “Girl Rising”*

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Abstract

Since the 1980s, global issues have become a major source of interest in the English Language Teaching (ELT) profession. Simultaneously, films and other audiovisual materials have found their way into English lessons, yet the combination of the two fields has not been investigated extensively. This thesis attempts to fill that void by examining the potential of *Girl Rising*, a documentary discussing various global issues, in the English classroom in terms of content and language. Participants of the case study were 16 students of English in a secondary school in Budapest who took part in a 5-lesson thematic project. Together with the English teachers of the school, they were also asked to fill in a questionnaire concerning their attitudes towards global issues and films in ELT. The results of the questionnaires show a positive picture, and the findings of the lesson sequence indicate that *Girl Rising* can be an ideal tool to provide students with the knowledge, skills, and values needed to deal with global issues and encourage students to take action on a popular social media platform.

Key words: global issues, global education, films, English language teaching, Girl Rising, taking action

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Chapter 1: Introduction

1.1 Background and aim of the study

Silence. Everyone is in their seats, only the TV is making a sound. Some students are fidgeting with a book or a mobile under the desk, some are diligently copying homework for next class, while others are struggling to keep their heads up so that they do not fall from boredom. The scene unfolding in my mind if I think of the occasions when we watched a film in English class in primary or secondary school. This usually happened around Christmas time or when the summer holidays were approaching, that is, at times when everyone could do with some effortless staring at the TV or the screen at the end of an exhausting term. The films? Mostly collections of sketches from the DVD that came with our coursebook or a randomly selected movie by the teacher that was at least 45 minutes long and would fill our lesson. They were English-speaking films in an English class, which automatically meant that teaching and learning were done. Most of the students never lodged a complaint, as these occasions were legitimate opportunities to do nothing. Neither did I, I must confess.

Little did I know back then about the great number of possibilities films have in store for English teachers. Then I entered university, studied methodology, and visited some schools – both as a student and as a trainee – and besides seeing similar scenarios as the one above, I also saw the opposite: lessons with a logical structure, based on films or short video clips. These lessons had students who were engaged and a teacher with a plan. They also had a language and a content focus. At the same time, as an exchange student and a citizen interested in getting to know more about the world, I also became aware of globalisation: I came to understand some of its causes and repercussions as well as what it has to do with me, the language teacher. Two years later, while listening to Éva Szabó (2015) at the Digital Generation Conference, I found myself asking the question: If the

students of the 21st century are born with a well-developed responsiveness to anything related to media and technology, how could I combine the productions of the film industry and the pressing necessity to deal with global issues in the English classroom to maximise students' learning potential?

This present thesis is an attempt to answer this question. The primary aim of my research is to investigate the whys and hows of using films in English Language Teaching (ELT) that, besides their potential to be explored for language, provide students with a global perspective by discussing a topic of global significance. The pivot of my paper is one chapter of the film *Girl Rising* (Adams & Robbins, 2013), which shares the story of nine girls facing barriers to education, such as early and forced marriage, sex-trafficking, and gender-based violence.

1.2 Overview of the thesis

The paper is divided into five chapters. After this brief introductory section, Chapter 2 provides the theoretical overview of the study in the form of a review of literature. Chapter 3 presents the technical aspects of the empirical research at length. The summary of the main results, together with their explanation and interpretation, is described in Chapter 4. Finally, Chapter 5 provides a summary of the research and discusses the pedagogical implications.

Global issues in ELT and the use of films in language lessons have received considerable attention in the past few decades. However, research to date suggests that the consideration of the two fields with special attention to English language teaching has not been explored extensively. With my study, I intend to contribute to the ongoing research in the field of global issues in ELT by providing insights into how a foreign language documentary can serve as the medium of bringing global issues into language teaching.

Chapter 2: Review of literature

2.1 Globalisation and its issues: trends and definitions

It is no longer a novelty that in recent years globalisation has generated a considerable amount of interest and controversy in nearly all aspects of life. Pulverness, Komorowska, Zareva, Szesztay, and Dascăl (2002) point out that in the past two decades, globalisation appears to have exerted its influence on socio-economic, political, and cultural life, to mention but a few. Sampedro and Hillyard (2004) do not specify the different domains of life; they say that globalisation cannot be escaped and that global issues “permeate every aspect of our lives: the food we eat, the water we drink, the air we breathe, the goods we buy, the holidays we take, the infections we contract” (p. 3). Other authors (Cates, 2002; Erfani, 2012; Steward, 2007; Suárez-Orozco & Qin-Hilliard, 2004) also draw the readers’ attention to the fact that in such critical times when our world is confronted with issues of terrorism, social inequality, and environmental destruction, the need to understand other cultures and societies is not only important but should be a responsibility for all. However, in order to understand this need and act accordingly, we need to familiarise ourselves with the notion of global issues and see what exactly they include.

There is a certain degree of uncertainty around the depth of terminology in the literature, as several definitions have been offered to define global issues. In an early source, Pike & Selby (as cited in Yakovchuk, 2004) refer to a global issue as “a contemporary phenomenon affecting the lives of people and/or the health of the planet in a harmful or potentially harmful way” (p. 32). This is a quite general wording of the term and points out the negative nature of global issues. Probably even broader definitions are given by Anderson (as cited in Erfani, 2012) who describes global issues as “issues of global significance” (p. 32) and by Mark (as cited in Erfani, 2012) who defines them as “problems

in the world” (p. 2412). These formulations also highlight the potentially dangerous and unsafe aspect of these issues.

All of these definitions are specified by Szesztay (2015) who illustrates global issues with three concentric circles. The inner circle encompasses issues that are in relation to every human being, such as illness and death. In the second circle, the issues may not be relevant for everyone, as they depend on, for instance, geographic location or sociocultural aspects. Take the religious conflict in Pakistan or the abject poverty in Uganda as relevant examples of issues in this circle. Finally, the global issues in the outer circle include the diminishing of resources or the unsustainable lifestyle of the 21st century, that is, issues that have made themselves felt in the recent past and have been brought about by our way of living. This three-circle classification of global issues provides a clear image, yet it does not include a focus on living beings other than humans, such as Pike & Selby’s (as cited in Yakovchuk, 2004) definition does.

While a variety of definitions of global issues have been suggested, throughout this thesis, the term global issues will be used to refer to issues of global significance relating to all living beings on Planet Earth and exerting a predominantly harmful influence on their lives. As for their causes, both universal and man-made ones will be considered.

2.2 Global issues and language teaching

2.2.1 Teaching approach revisited

Having established that global issues relate to every living being, language teachers are no exceptions. It is therefore no wonder that the language teaching profession also posed the question: What is the role of language teachers in this global society? Is it confined to teaching grammar, vocabulary, listening skills and the like or does it entail more?

These questions have kept researchers and educational professionals occupied for almost 40 years. In his paper on new trends in ELT, Cates (1997) refers to a rethinking of basic educational goals at the end of the 1980s, when educators started to realise that the most frequent type of English taught in schools was TENOR (Teaching English for No Obvious Reason) and the question “What’s it all for?” often sank into oblivion. He then highlights the growing interest in global issues in the ELT classroom from the 1980s onwards and points out that in the face of serious global issues, a new approach to language teaching is needed, one that fosters social responsibility in students.

In a similar fashion, Solly (2011) explains that not only do language teachers play an important role in influencing views, opinions, and ways of tackling differences in the classroom, but they also deal with multiple cultures in whatever context they work, for being neutral to local and global issues is no option. Based on this statement, it seems that taking on the social responsibility described above is inevitable in the language teaching profession, and this is voiced by other educators, such as Hillyard (2005), as well, who expounds that taking on the responsibility of acting according to new paradigms in the globalised world has become a must.

In another article, Cates (2002) also refers to the moral dimension of language teaching by looking at it as a *profession*. He claims that professions possess a moral responsibility to society in practising their specialised skills, and if language teachers wish to be members of a profession, they must take their social responsibility into account. He adds that “the education profession has always recognised its unique responsibility in promoting peace, justice, and an active concern for the world’s problems” (Cates, 2002, p. 43) and argues that responsibility should therefore become the fourth R of education besides reading, writing, and arithmetic.

2.2.2 The 3+1 pillars of global education

So far, we have seen how globalisation influenced the language teaching profession and how the need for a new approach, one furthering social responsibility, has become urgent. However, this is still a broad formulation of what global education really involves and along what guidelines teachers should traverse to help the next generation become globally competent citizens. Nearly all definitions of global education in the literature highlight three or four aspects that are required by global citizens to efficiently deal with local and global issues.

Pulverness et al. (2002) emphasise that students should be in possession of “the knowledge, skills, and values which can help them confront both local and global problems” (p. 72), yet they do not specify what this triumvirate exactly refers to. It is Cates (2002) and Yakovchuk (2004) who clarify the respective elements of the global approach. Knowledge about the problems of the world is generally understood as the first goal of global education. If we would like our students to thrive as global citizens, they need to know the nature of world problems, their roots, and possible solutions. The second goal, the acquisition of skills, includes critical thinking, conflict resolution, and cooperation skills, as well as being able to see issues from multiple angles. The values, often termed as attitudes, are characterised by curiosity, diversity, global awareness, and being able to empathise with others.

After defining the three core pillars of global education, however, both Cates (2002) and Yakovchuk (2004) add a last but not at all negligible pillar, *action*, which is defined as the “democratic participation in the local and global community to solve world problems” (Cates, 2002, p. 41). The need for this last goal is easy to see: Students equipped with the knowledge, skills, and attitudes should not stop and merely possess this set; they should also take the initiative and act.

2.2.3 Opportunities and threats

Although the above discussion about students being able to work for a better world is a desirable and cogent argument for educating for global citizenship, there appears to be more to global education than meets the eye. Besides ascertaining that global issues cannot be ignored, Sampedro and Hillyard (2004) describe four additional reasons why global issues should be incorporated into the English language curriculum while also warning against the potential dangers.

Regarding the opportunities that lie in global issues, Sampedro and Hillyard (2004) claim that since language teaching has no defined content, global issues provide one such subject matter that is ready-made, relevant, and is of concern to students and teachers alike. They also add that by bringing such issues into the classroom, the educational scope of language learning becomes wider. Moreover, English being the catalyst of most of global consumerism, they suggest that language teaching professionals can make the users of English aware of its undesirable effects, as well.

The integration of global issues into language teaching is, however, also fraught with dangers. According to Sampedro and Hillyard (2004), teachers might do more harm than good with their extreme enthusiasm for global issues or the integration of notoriously recurring topics, such as pollution, resulting in demotivated rather than motivated students. All of these might lead to the ultimate aim of teaching the language being thrust in the background, they conclude. Yet, if this is what teachers should be aware of when bringing global issues into class, then it is reasonable to infer that the opportunities considerably outweigh the risks.

2.2.4 The entire loaf

Before rounding off this section and proceeding to what resources and initiatives might help ELT practitioners reach the goals of global education, a brief summary is

presented. I believe that the following parable (Laszlo & Key, 1981) is an excellent illustration of what has been discussed so far and aptly grasps the plea for global education.

Once upon a time there was a class and the students expressed disapproval of their teacher. Why should they be concerned with global interdependency, global problems, and what others of the world were thinking, feeling, and doing? And the teacher said she had a dream in which she saw one of her students fifty years from today. The student was angry and said, “Why did I learn so much detail about the past and the administration of my country and so little about the world?” He was angry because no one told him that as an adult he would be faced almost daily with problems of a global interdependent nature, inflation, or scarcity of natural resources. The angry student found he was the victim as well as the beneficiary. “Why was I not warned? Why was I not better educated? Why did my teacher not tell me about the problems and help me understand I was a member of an interdependent human race?” With even greater anger the student shouted, “You helped me extend my hands with incredible machines, my eyes with telescopes and microscopes, my ears with telephones, radios, and sonar, my brain with computers, but you did not help me extend my heart, love, concern to the entire human family. You, teacher, gave me half a loaf. (pp. 48-49)

2.2.5 Resources and initiatives

In order for the new approach in language teaching to be adopted and the students to be prepared, language teachers need materials and professional development to use and hold on to. In our series of questions on the nature of global language education, it is the available initiatives and resource materials that I turn to next.

According to Erfani (2012), textbooks, regardless of the subject, are an almost universal element of teaching and are, therefore, an important means of conveying both content and language to learners. However, several educators (Bell, 2005; Cates, 2002; Erfani, 2012) point out that textbooks tend to focus solely on neutral, everyday topics, such as family, sports, and travel; are mostly concerned with presenting issues that are rooted in British and American culture, providing “a romantic view” (Erfani, 2012, p. 2413) of these countries; and offer instances of racism or stereotypes. Global issues, as Cates (1997) puts it, “are conspicuous by their absence” (p. 46) and areas including human rights, AIDS, or death penalty are often considered taboo topics (Bell, 2005). Fortunately, however, a growing number of foreign language textbooks are trying to deal with global issues and

mitigate the “Disneyland view of the world” (Bell, 2005, p. 357) found in most classroom materials.

Another venue for expanding the methodological repertoire of teachers regarding global issues is national and international conferences. The literature emphasises the work of international ELT organisations, such as IATEFL (International Association of Teachers of English as a Foreign Language), TESOL (Teachers of English to Speakers of Other Languages), and JALT (Japanese Association of Language Teaching) that regularly organise conferences on the topic of global issues in ELT and publish articles, reviews, newsletters with often ready-made lesson plans to be used by teachers (Cates, 1997; Cates, 2002; Erfani, 2012). It must be borne in mind, however, that joining organisations and attending conferences can be challenging for teachers due to geographical or financial reasons.

A solution to these problems are the websites and resource banks of these organisations where from lesson plans centring on global topics through book reviews to webinar summaries and downloadable conference presentations, teachers have a lot at their disposal for free. Moreover, many of these organisations have Special Interest Groups (SIGs), whose aim is to provide stimulus, materials, and opportunities for networking and awareness raising under the auspices of a smaller number of educators than in the case of the mother organisation. These include IATEFL’s Global Issues SIG, a Peace and Health Education Interest Group in TESOL, and JALT’s Global Issues in Language Education SIG.

For reasons of space, naming all textbooks and organisations suggested by the literature here is not possible; however, a fairly extensive list of the most recent and relevant resource books, textbooks, and initiatives is provided in Cates (2002).

2.3 Films in English Language Teaching

So far, this paper has focussed on the rationale for integrating global issues into ELT and has looked at the available resources teachers can turn to if they wish to make global issues their subject matter. While reviewing the literature, however, the lack of audiovisual suggestions for global issues gradually became apparent. This struck me as quite interesting, particularly because we live in the era of ‘watching,’ ‘sharing,’ ‘posting,’ and ‘tweeting,’ and research (Szabó, 2015) suggests that students of the 21st century need this kind of input. On the basis of my personal experience outlined in the introduction, I was confronted with a question again: If there exists a plethora of wonderful documentaries and other films on serious global issues, how come they are not referred to in the literature? Since the limited supply of films cannot lie at the heart of this issue, does it have to do with using films in the classroom in general? In what follows, I am going to discuss these questions and investigate the effective use of films in the English classroom.

2.3.1 To use or not to use?

The first problem to be dealt with concerns the question whether it is worth bringing films into class; what are some of its benefits and some of its drawbacks.

Based on studies carried out by several researchers (Brown, 2010; Ismaili, 2013; Khan, 2015; Wang, 2009), the following advantages appear to be salient. First, films contextualise language, that is, they provide a link between language form and meaning, which is aided by the visual stimulus. This visual dimension also helps students reduce possible ambiguities in comprehension. In addition, Brown (2010) and Ismaili (2013) argue that, for lack of native speaker teachers, movies are an opportunity for students to encounter native interaction that manifests natural discourse, dialects, accents, and colloquialisms. Relevant this point may seem, with English being a lingua franca and English conversations being exchanged by non-native speakers in 85% of the cases

(Kontráné, 2016), this particular point might not be the most significant gain of foreign language films. Furthermore, a major advantage, according to Khan (2015), is the fact that films can serve as springboards for practising the skills of listening, speaking, reading, and writing. Finally, as per the previous scholars, films are generally claimed to be more engaging, interesting, and entertaining for students than textbook materials.

On the other hand, there are arguments against the use of movies in the language class, too. Probably the most common disadvantage mentioned in the literature (Ismaili, 2013; Wang, 2009) is the time consuming nature of both choosing and watching a film in class. Given that classes usually last 45 minutes, or 90 in the case of double lessons, this is a problem with a high percentage of movies. Also, the level of language might not always fit the students' level, which, even with subtitles added, could cause students to lose the thread or become anxious of not being able to follow. Last but not least, Ismaili (2013) argues that watching movies does not facilitate the imagination, as students are not required to envisage the places, the characters, and the plot as they would do in the case of a book, for instance.

All things considered, it seems that after finding films with a language level that is tailored to that of the students, they could serve as engaging building blocks of English lessons, were it not for the great length that appears to be the most important obstacle in implementation.

2.3.2 Approaches to using films in the classroom

Turning now to instances of classroom use, it is also worth examining what approaches are mostly applied in the classroom with a view to seeing if the above-mentioned problems can be remedied. The first aspect can best be treated under two headings: approaches relating to length and those to tasks.

2.3.2.1 Short sequence(s) versus whole film

“Do we let them eat cake? If so, the entire cake or just a piece?” asks Whatley (2012, p. 51), referring to two main length-based methodologies: the short sequence and the whole film approach. The former, with one or more short scenes from a film, has a better likelihood of engaging students as the time needed is short and it provides a clearer focus. This approach is mainly used to introduce a particular topic or to brainstorm ideas as part of a pre-reading or writing task. Besides, short segments also lend themselves to focusing on a certain linguistic structure, vocabulary, a pronunciation point, or culture. King (2002) points out that short sequences can be used for theme-based discussions, too, when choosing a film with thought-provoking topics. In this case, the teacher can start with a general discussion concerning one of the main topics of the film and later concentrate on specific issues or cases in the film by showing key scenes to generate or facilitate discussion. As a result, students can explore different issues from various perspectives, develop their critical thinking skills and, as King (2002) puts it, “converse freely on all aspects of the film they watch and release them from inhibiting grammatical rule-binding and detailed-oriented learning habits” (p. 517).

In contrast, academics (Ekahitanond, 2011; King, 2002; Whatley, 2012) define the whole film approach as a method with which a film is shown in its full length and is used for learning as a whole. They emphasise that in this case, students are provided with all the necessary information needed to understand the plot and no occasional stopping and explaining are needed. Additionally, not having to split up a film in numerous segments makes it possible for students to recognise the dynamics of narration, the emotions, and the aesthetic features of the films more easily. However, as shown before, this approach is often ruled out by teachers, as it requires a fairly large amount of time that most of them are simply not provided with, let alone the added difficulties with completing tasks before,

during, or after the film. University seminars or double lessons seem more suitable for such an approach.

As it can be seen, both approaches can be lauded for their potential and used for language teaching and learning in the appropriate context with appropriate methods of implementation – the point I am going to look at in the following section.

2.3.2.2 Task types: definitions and examples

If the decision to work with the appropriate film has been made and the length has been decided on, the implementation phase is next. The most common way of organising tasks around a whole film or its individual scenes follows a three-stage model described by several educators (Ekahitanond, 2011; Khan, 2015; Whatley, 2011).

The *pre-viewing* tasks are an opportunity for the students to familiarise themselves with some background information on the film, the protagonists, the setting, and the themes coming up in the film. Prediction is a recurring element of pre-viewing tasks, as they give learners a chance to ask questions or predict details about the story that can be answered while or after watching the film. The *while-watching* activities can be utilised to check overall as well as detailed understanding. Typical while-viewing tasks include playing the film with the sound off and having students dub dialogues or paying attention to certain vocabulary items and seeing in which context they come up. In this phase, a second or third watching also often occurs to deepen comprehension. Finally, *post-viewing* tasks feature further comprehension and reflection exercises, mostly in the form of discussions. Here, students also have the chance to use the newly learnt language and go back to specific parts of the film if needed.

Based on what has been said above, it seems that the three-stage model provides a simple yet clear and logical way of dealing with films in the classroom. All stages can be used for different purposes and task types that help teachers turn an excerpt or a whole film

into a rich resource tool, depending on which approach suits the conditions and the teaching style of the educator.

2.4 Conclusion

Having reviewed the literature on the relevance of global issues in language teaching and the use of films in the language classroom, I would like to highlight the points I find most significant. Globalisation, the ubiquitous phenomenon of the 21st century, has not left the field of education untouched; global issues have found their way into several curricula, and a growing number of reasons demonstrate why language teachers should keep incorporating them into their teaching. Since films appear to be an effective way of working with a certain language point and a content area in class, I hypothesise that the knowledge, skills, and values students need to be able to deal with global issues and eventually take action can be acquired with the right implementation of films on global issues.

Chapter 3: Research design and method

This chapter discusses the technical aspects of the thesis, providing an overview of the empirical research I carried out. First, the research questions and the approach of the research are described. Then, after referring to earlier research conducted in the field, the methods of data collection, the setting, the participants, the film, and the instruments and procedures are presented. The final sections of this chapter summarise the methods of data analysis, the quality of the research, and the limitations.

3.1 Research questions

As it can be seen from the review of literature, several questions arose while collating the findings of studies on global issues and on films in language classes. It seems that however important it is to bring real-world issues into English lessons and despite the great number of benefits of using films in ELT, the two areas do not seem to have been examined together. It is this particular observation that brought me to formulating the following three, in fact five, research questions (RQs) that I intended to find answers to:

- 1.1. What is the attitude and experience of English teachers towards bringing global issues into English lessons in the school where the research was conducted?
- 1.2. What is the attitude and experience of English teachers towards using films in their lessons in the school where the research was conducted?
- 2.1. What are students' perceptions of and experience with global issues in English lessons?
- 2.2. What are students' perceptions of and experience with using films in their English lessons?

3. What is the potential of *Girl Rising* for making students aware of certain global issues and encouraging them to take action while also providing an opportunity to improve their language proficiency?

RQ 3 is considered the fundamental question of this study, as it attempts to find out whether a documentary dealing with various global issues could be used as an effective tool to educate for global citizenship in a Hungarian secondary school. RQs 1 and 2 were formulated for the reason that I intended to gain an insight into how teachers and students of the institution where the present research was conducted feel about global issues and films in English lessons and what, if any, kind of experience they have had so far. The results of these questions are discussed in Chapter 4.

3.2 The approach of the research

According to Yin (as cited in Hancock and Algozzine, 2017), “an empirical investigation of a contemporary phenomenon within its natural context using multiple sources of evidence” (p. 15) is called a case study. Since this paper investigates the implementation of a film in five consecutive lessons with one particular group of students and looks at students’ and teachers’ attitudes in their school setting by using questionnaires, I consider the present research a case study. Besides, based on the distinction between qualitative and quantitative research by Hancock and Algozzine (2017), the approach of my case study was qualitative, as the main aim was not to generalise the findings but rather to gain a better understanding of the context I was working in.

3.3 Reference to earlier research in the field

As indicated previously, research to date has been conducted both on global issues in ELT and on the effectiveness of films in English lessons; however, the two fields have not been investigated together. For the lack of one particular project or study with a similar

aim, I attempted to pool research questions and questionnaires from the literature that could be used in my own investigation. Two studies seemed to share aims with my own interest: the analyses of Ismaili (2013) and Yakovchuk (2004).

The former study discusses the effectiveness of films in the English classroom with a focus on developing communication skills. Since the participants and the main aim of the research were also similar to mine, the questionnaire used was taken as a guideline in designing my own instruments. Yakovchuk's (2004) study looks at global issues and values in foreign language education and aims to find out which global issues should be considered in ELT. The paper provides a rather comprehensive list of global issues, which were presented to English language teachers who needed to decide whether they would bring them into the English classroom. As this aspect of the study corresponded with my first research question, I took the list as an example to follow when planning my questionnaires for teachers and students.

3.4 Description of the methods of data collection

In order to gain a better understanding of the setting where the research was carried out, I was curious to examine what experience the English teachers at the school and the students participating in my study had regarding global issues and the use of films in English language teaching and learning. For this reason, RQs 1 and 2 were investigated by asking the participants to fill in a questionnaire before the lessons were held (see Appendices A and B).

As for the investigation of my own teaching, information on the outcomes of the lessons was gathered through self-reflection after each of my lessons in the form of reflective remarks added to the 'Any comments' column of my lesson plans where I commented on the procedure and the outcomes as soon as the lesson was over. Following the lesson sequence, the students were asked to comment on the lessons in two areas:

content, that is, the issues covered by the film and language, which meant commenting on the lessons from the point of view of a language learner (see Appendix C).

3.5 Setting

The study was conducted in a Budapest based secondary grammar school in the 14th district. According to the school's website (Our School, n.d.), the institution currently has 700 students and 61 teachers. The school has a history of more than 100 years and since its foundation, it has always prided itself on providing quality education to its students. The institution is mostly known for its focus on science subjects; however, arts subjects are not neglected, either. In fact, for interested students, a preparatory year is available in grade 9 to complement the science specialisation with languages. The school has a reputation of being a prestigious grammar school that has been ranked among the five best schools in Hungary in the past five years.

3.6 Participants

Most importantly, the participants of the study were a group of 16 students in grade 13 who were asked to take part in the research for two main reasons. First, I assumed that the proficiency level of the group of tenth graders I was teaching as part of my teaching practice was not high enough for dealing with *Girl Rising*. Second, since they were also behind with the syllabus for the academic year, it did not seem reasonable to accumulate the backlog of work with a series of five consecutive lessons. Nor would my planned unit have been suitable considering the topics they were covering at that time, either.

On the basis of the deliberations above and the suggestion of my mentor teacher, the chosen group appeared to be the best and most feasible solution. They were in the final year of their studies, which meant that they were not working with a coursebook but were either preparing for the matura examination or, in case this had already been taken in a previous

year, were attending English lessons to maintain and improve their proficiency in the language. Since they all took part in a preparatory language programme in grade 9, I presupposed that their command of English was going to be appropriate for working with the film. My initial observations before conducting the study corroborated this assumption. Although the film is not extremely difficult to understand, at least B2 level of the Common European Framework of Reference (Council of Europe, 2001) was required. Nearly all students were proficient enough to work with the film; however, it must be emphasised that some of them, in possession of an advanced language exam and due to the enormous workload in the final year, seemed to have lost their motivation to learn English, which was noticeable in the lessons.

As for the educators, the eight practising teachers of the English department of the school took part in the study, providing an insight into their current practices and experience regarding global issues and using films in their English lessons.

3.7 The film: *Girl Rising*

Before moving on to the instruments of the research, the main element of the study needs to be introduced. *Girl Rising* (Adams & Robbins, 2013) is a 101-minute-long documentary, which discusses the impact that educating girls around the world can have. It tells the story of nine girls from nine different countries (Haiti, Nepal, Ethiopia, India, Egypt, Peru, Cambodia, Sierra Leone, and Afghanistan) who face serious barriers to education, such as gender-based violence, sex trafficking, and slavery. For my research, I decided to focus on one particular chapter of the film, namely, the story of Amina from Afghanistan. According to the *Girl Rising Teacher's Guide* (2013), although Amina's story is quite intense, the content is appropriate for secondary school students. Another reason behind my choice was having an Afghan friend whom I could invite to take part in one of the five lessons.

3.8 Instruments

For the empirical study, various instruments were used: Two distinct questionnaires were designed for English teachers and the participating students before the lesson sequence, and a feedback sheet was also put together for students after the lessons were held. All of these instruments were designed according to the guidelines of Dörnyei (2003) and based on the previously mentioned pieces of research of Ismaili (2013) and Yakovchuk (2004).

The questionnaire for teachers (see Appendix A) consisted of two main parts. After introductory questions on the currently used coursebook series, I was curious of teachers' views on the importance of bringing a list of global issues into the English classroom. They were also asked whether they deal with such issues in class and if not, what the reasons are. Next, I asked about the preferred ways of dealing with these global issues, which was followed by statements on language teaching philosophy and coursebooks in general. Teachers were asked to indicate the extent to which they agreed with these statements on a 6-point Likert scale ranging from *strongly disagree* to *strongly agree*. I followed Dörnyei's (2003) advice stating that by using Likert scales containing six items instead of the original five, respondents are prevented from not making a real choice and opting for the middle *neither agree, nor disagree* category. Part 2 of the questionnaire centred on using films in English lessons. First, statements were provided to see to what extent teachers agree with them on, again, a 6-point Likert scale. Then, questions on previous experience followed: What kind of materials teachers use, how often they use them, and whether they have received training in how to use films for teaching purposes. Finally, at the end of the questionnaire, a table was provided to share any comments related to global issues in ELT or using films in English lessons.

The questionnaire for students (see Appendix B) had a very similar design. First, in Part 1, students were asked to choose adjectives to describe the topics they dealt with in English lessons. After that, they needed to name three topics they particularly liked and three they did not really like working with, along with the reasons. Following this, the table from the questionnaire for teachers containing the same global issues were presented and students were asked to say how motivated they would be to work with these issues and whether they dealt with them in English lessons. Then, I also asked students about their preferred ways of learning about such topics. Part 2 of the questionnaire focussed on previous experience with working with films. The survey was concluded with a table for additional comments regarding the use of films in ELT.

The feedback sheet for students (see Appendix C) was designed to gain information on the preceding five-lesson unit from the perspective of the issues that were dealt with and from the point of view of language.

3.9 Procedures

Before the implementation of the lesson sequence, the participants were asked to fill in the questionnaire. Since the surveyed group of students were not the class I was assigned at the beginning of my teaching practice, in order to get to know them and establish rapport, I observed several of their lessons and conducted an introductory session (see Appendix D). The rationale behind this was to give students an opportunity to get to know me a bit, see my teaching style, and familiarise themselves with my research. Besides this, the lesson also had the aim of laying the groundwork for the *Girl Rising* unit in terms of its theme. All things considered, the procedure above was carried out during a five-week period.

3.10 Methods of data analysis

The results of the questionnaires were summarised in two ways: The data were either summed up in tables or summarised as text, depending on the type of questions. In case of items where the teachers and students were asked to choose or list a particular number of answers, I highlighted the most frequent and/or most striking responses. My own reflections on the outcomes of the 5-lesson unit were presented in my lesson plans in the form of comments added during and after the lessons. Finally, I summarised students' feedback on the whole unit, highlighting certain trends, observations, and peculiarities.

3.11 Quality of research

In order to ensure that my assertions about the collected data are trustworthy and the reflection is more objective than subjective, I decided to use triangulation. According to Burns (1999), "the aim of triangulation is to gather multiple perspectives on the situation being studied" (p. 163). In my research, these different perspectives included those of the students, the teachers, and my own. As Burns argues, examining the teaching situation from the other two distinct standpoints is a good way for the teacher to avoid having only a "partial view of a complex social situation" (p. 163). Classrooms are usually complex situations, which is why I hoped that triangulation would help me test the trustworthiness of my data.

3.12 Limitations

Before summarising the results, it must be borne in mind that conclusions should not be drawn without considering certain limitations of the present research.

First of all, the number of participants, both teachers and students, were quite low, which restricts the generalizability of the findings. The chosen sample is not at all representative of Hungary, not even of English language learners. It is a group of 16

students who have been learning English for five years at the institution where the research was conducted. As per the number of participants, more significant conclusions could have been drawn if the research had been conducted on other English language groups of the school or an even larger population, outside the scope of the institution.

Another aspect concerns the depth of the findings. Even though teachers and students alike filled in the questionnaires conscientiously, had the participants been interviewed, a more detailed picture could have been obtained.

Finally, regarding the implementation of the lesson sequence, time was an important factor. As described before, five lessons were allocated to my research, which was the maximum number of lessons I could get due to time constraints imposed by the fact that the participating students were in their final year and thus attended school only by the end of April. In order to exploit *Girl Rising* extensively, I believe that at least two more lessons would have been needed.

Chapter 4: Results and discussion

This section of the thesis presents the results of the questionnaires I designed for teachers and students, which are then followed by the discussion of the findings. In the second half of this chapter, the lesson sequence will be described first, and I will conclude by summarising the answers that students provided as their final feedback on the lesson sequence.

4.1 The educators' point-of-view: the teacher questionnaire

Part 1 of the questionnaire focussed on the integration of global issues into ELT. With the exception of one respondent who uses the *New English File* series, all English teachers of the school work with *Solutions 2nd edition*. The topics of both series are well received by the teachers; every participant reported that they like the topics their coursebook covers. Despite this, 7 out of the 8 participants bring extra materials to discuss further topics, such as science in the form of TED videos, religion, abortion, fighting for equality, and political referenda.

Turning now to specific global issues in the English classroom, Figure 1 and Figure 2 illustrate the extent to which teachers find it important to bring certain global issues into English lessons and whether they actually do so or not.

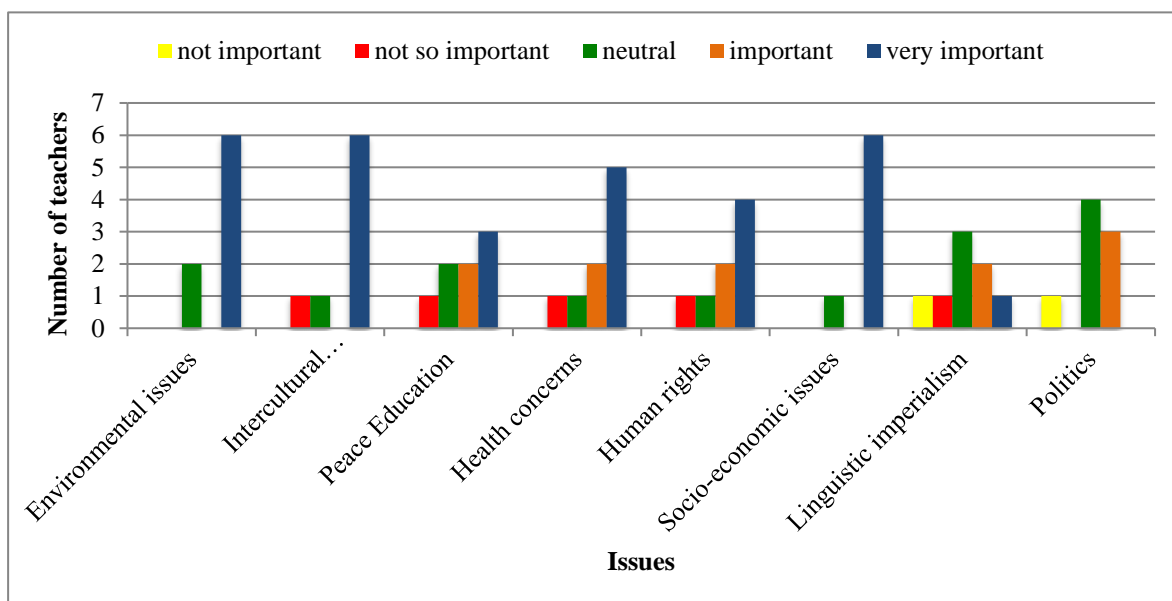


Figure 1. The importance of particular global issues in the English classroom among the 8 English teachers. *Not important* represents score 1, *very important* represents score 5.

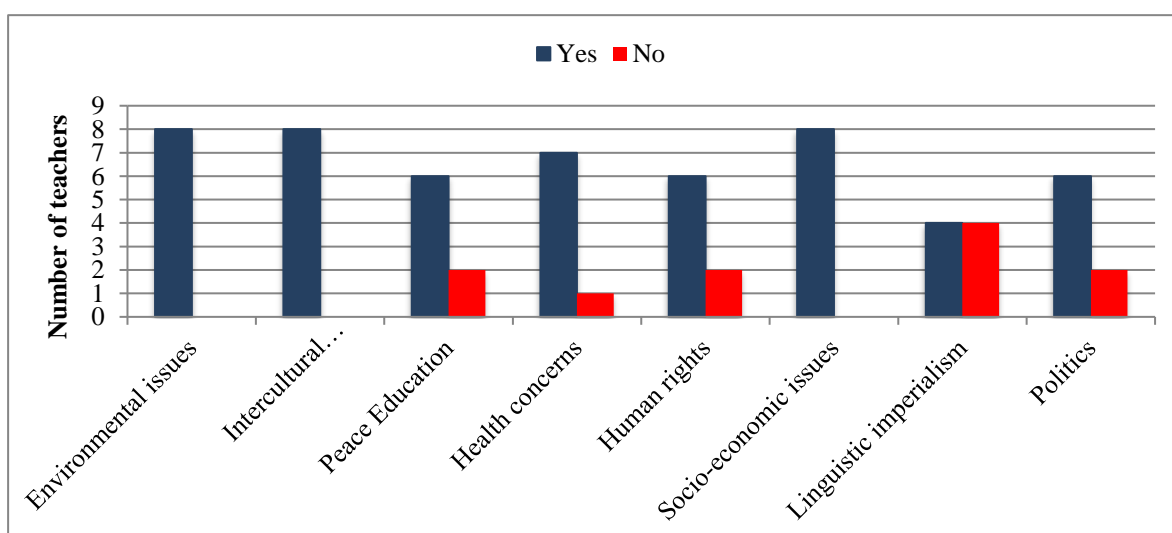


Figure 2. The implementation of particular global issues in the English classroom among the 8 English teachers.

The reasons for not dealing with some of the issues were the lack of interest on the teachers' part, the issue already being presented in coursebooks, and the fact that the teacher had not thought of teaching the issue yet, such as in the case of *Linguistic imperialism*.

As for the best ways of dealing with the above-mentioned issues, discussions and video clips were chosen in 75% of the cases (6 teachers), followed by films (2 teachers) and finally reading texts (1 teacher). Teachers find discussions important, as students can voice their opinions and agree and disagree with each other while also listening to and reflecting on what their peers say. Films and video clips were chosen due to their potential to provide audiovisual input, which, according to the respondents, is preferred by today's students. Finally, reading texts were found useful for their potential of re-reading them any time later.

Part 1 of the questionnaire was also concerned with the quality of coursebooks on the market and the main aim of language teaching. The results are delineated in Table 1.

Table 1

Teachers' Views on Language Teaching and Their Attitudes Towards Coursebooks

	StD	D	SID	PA	A	StA
As a language teacher, I play an important role in influencing the values and attitudes of my students.				2	1	5
The main aim of language teaching is to teach communication and the four skills.			1	2	4	1
I find it important to discuss real-world issues in English lessons.					1	7
Coursebooks deal with neutral, everyday topics.		2	2	4		
Coursebooks mostly focus on British and American culture.		3		2	1	2
Coursebooks offer a "Disneyland view" of the world.	1	4	3			

Note. StD = Strongly disagree, D = Disagree, SID = Slightly disagree, PA = Partly agree, A = Agree, StA = Strongly Agree.

As it can be seen, all teachers agree that they have a significant role in shaping the values and attitudes of their learners and that dealing with real-world issues in English lessons is important. Respondents also seem to reject the "Disneyland view" argument of

Bell (2005, p. 357). The aim of language teaching, the nature of topics, and the culture presented in coursebooks, however, divides teachers, even though the division of answers is not that sharp.

In Part 2 of the questionnaire, teachers reported on their views on and experience with working with films in their lessons. Table 2 shows their general attitudes towards using films in ELT.

Table 2

Teachers' Views on and Attitudes Towards Using Films in English Lessons

	StD	D	SID	PA	A	StA
Films should be used in the ELT classroom					5	3
I think that using films in English classes takes too much time		2		4	2	
I think it is hard to find suitable films for ESL students.	2	4	1		1	
It is difficult to incorporate movies into the curriculum.	1	2	1	3	1	
Working with films gives you the opportunity to develop students' reading skills.		3		2	3	
Working with films gives you the opportunity to develop students' writing skills.		1	1	2	3	1
Working with films gives you the opportunity to develop students' listening skills.						8
Working with films gives you the opportunity to develop students' speaking skills.				1	2	5

Note. StD = Strongly disagree, D = Disagree, SID = Slightly disagree, PA = Partly agree, A = Agree, StA = Strongly Agree

Another significant aspect of this part of the survey was the experience of working with different audiovisual materials in class. All teachers have used video clips, for instance YouTube videos, as teaching material, and clips from films and whole films were also

marked by 7 teachers. As *Other*, some teachers mentioned short advertisements and TED talks as frequent building blocks of their lessons.

The reasons behind the use of these materials were many and various. Two teachers pointed out that watching videos or films provide students with authentic, real English. One teacher added that this also helps learners “*to get as close to natural language acquisition as one can get without living in a native environment.*” Another teacher argued that watching a film engages the viewer fully, so it is memorable. Besides, when watching movies, “*language learning takes place at a deeper level, unconsciously, so it is easier for learners to use chunks from films afterwards.*” Moreover, one respondent also highlighted the fact that these materials evoke feelings and make students more interested in a topic. Finally, another educator liked the idea of using films and clips to generate discussions, which can lead to other activities, such as a follow-up writing task.

Regarding the frequency of using films in English lessons, 4 teachers marked *once or twice per semester*, 2 chose *every month*, 1 teacher uses films every week, 1 one once or twice per school year, that is, there were no respondents who do not bring films into class at least once or twice per school year. Finally, 5 teachers reported having received training in how to use films in lessons.

As was mentioned in the previous chapter, teachers had the chance to share any comments related to global issues or films in ELT. Three of them took the opportunity to do so and gave fairly detailed answers. They pointed out the time-consuming nature of whole films, sometimes having to sacrifice three lessons, as well as the need for properly equipped classrooms, such as one with a projector or an Interactive White Board. For this reason, these educators prefer shorter clips to introduce or illustrate a topic. One teacher also mentioned using a film instead of the coursebook and preparing tasks that accompany one or more scenes of the film. Speaking of the films themselves, one respondent also

provided a list of ten films together with the global issues they raise and reflected on a common feature that holds them together:

Students enjoy watching films in general, but normally, these are not the types of films they would watch at home or at the cinema. They need help to tune in to these movies, to watch them attentively and to think. This might challenge the attitude some have of seeing films only as entertainment and start seeing them as something thought-provoking, moving, something that needs focussed attention – not least because of the linguistic challenge.

4.2 The other perspective: the student questionnaire

The questionnaire for students was also composed of two main parts: one on global issues and one on the use of films in English lessons. All 16 participants filled in the survey, which consisted of very similar and sometimes identical items to those of the teacher questionnaire.

When characterising the topics students dealt with in English lessons, several adjectives were marked. *Interesting* was the most popular (11 students), *challenging* came second place (4 students), *thought-provoking* and *commonplace/bland* finished with an even score (3-3 students) and *not relevant to my life* got one vote. One student also put *schematic* in the *Other* category.

In the questions about liked and disliked topics, a plethora of answers were given; however, certain issues do stand out. Topics, such as food, sport, family, health, and socio-economic issues were mentioned several times as positive ones. Some other answers included politics, history, shopping, women's rights, stereotypes, music, travelling, and sleeping and dreaming. As for the less popular subject areas, certain topics were highlighted quite frequently. Politics, school systems, health, and environmental issues were mentioned three times and were accompanied by issues, such as work, astrology, film reviews, languages, and cultures. The explanation behind the disapproval of these issues were the lack of interest, the frequent occurrence of the topic in coursebooks, and the fact

that the discussion of the topic was based on clichés and discussed in general, not in detail. Moreover, 11 students expressed their desire to deal with other issues, for instance physics, current social problems, global health problems, history, international politics, and media issues.

Figure 3 and Figure 4 present the answers concerning students' motivation to work with particular global issues and whether they dealt with these issues or not.

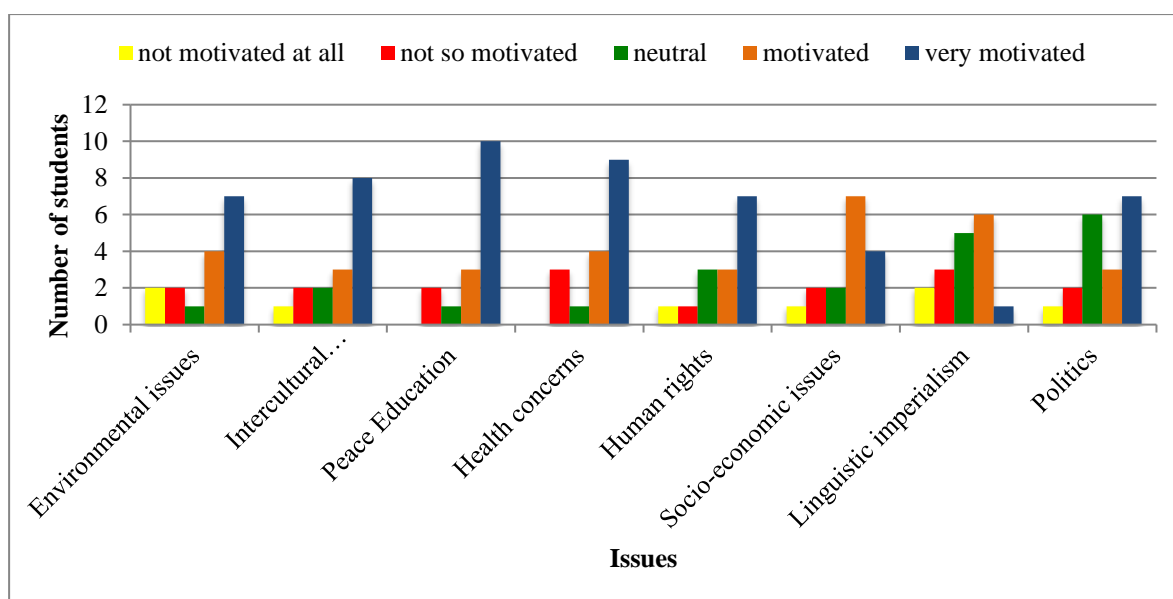


Figure 3. Students' motivation to learn about certain global issues in the English classroom.

Not motivated at all represents score 1, *very motivated* represents score 5.

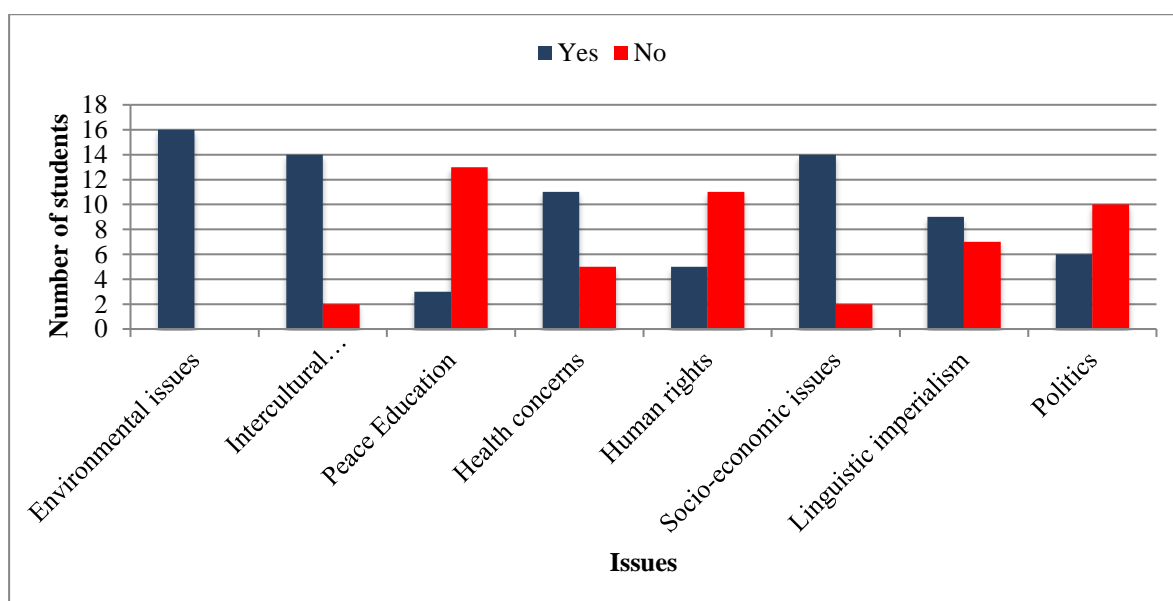


Figure 4. Students' learning history concerning particular global issues.

The figures above clearly show that except for *Linguistic imperialism*, all issues seem more motivating than demotivating to students, that is, they either marked 4 or 5. It is interesting to see that even though the group had been learning together for five years at the time of the research, students had different opinions whether they had dealt with the particular issue or not. Regarding the attitude towards the themes above, one student felt that the lowest score on the scale from 1-5 was not sufficient to express his dissatisfaction with the topic; he/she added a column 0 to the table and marked *Politics* there.

As per the preferred ways of becoming familiar with these topics, films and video clips were the most common answers with 10-10 votes and were followed by reading texts (7 students), songs and other listening materials (3 students) and pictures (1 student).

Part 2 of the questionnaire dealt with students' attitudes towards using films in English lessons. Table 3 illustrates to what extent students agreed with general statements concerning the use of films in English language learning.

Table 3

Students' Views on and Experience With Learning English With Films

	StD	D	SID	PA	A	StA
Films have a beneficial effect on learning English.				1	6	9
We often use films in English lessons.	2	8	2	2	1	1
I like it when we use films in English lessons.		1	1	2	5	7
When we watch films in English class, I don't usually pay attention.	5	7	2		2	
We used films to pass time in the lesson.	3	7		2	3	1
I like it when information comes from multiple channels (visual, auditive, etc.)				1	4	11

Note. StD = Strongly disagree, D = Disagree, SID = Slightly disagree, PA = Partly agree, A = Agree, StA = Strongly Agree.

According to the table, all the participants think that using films in English language learning is beneficial to some extent, and they all seem to prefer working with different sources of input, be it visual, auditive, or something else. Twelve students think they did not often use films in English lessons, even though 14 claim they like it. More than half of the respondents (10 students) reported that films were used to pass time in their English lessons; however, 14 students claimed they paid attention when this was the case.

Finally, students also had the chance to leave any comments at the end of the questionnaire, and several of them took advantage of this opportunity. Respondents generally found films in English lessons helpful and interesting. One student missed deep conversations about the content and the message of the films they had watched, and another student suggested that they should have watched the movies at home and focused on specific aspects in class, such as certain grammatical structures or pronunciation.

So far, the results of the two questionnaires have been presented; in the section that follows, the findings will be discussed in more detail.

4.3 Discussion of the results of the questionnaires

4.3.1 Teachers' attitudes to and experience with global issues and films in ELT

With respect to my first RQ, the teachers of this case study are unanimously positive about the topics of the coursebook they are currently using. In spite of this, most of them also complement the content of the book with additional topics, which, according to my definition of global issues at the beginning of the thesis, can be considered global issues. Considering current affairs in many parts of the world, abortion, religious conflict, and fighting for equality can all be seen as topics of global significance and have a mostly negative influence on the lives of millions. Consequently, making these issues the subject matter of English lessons can be regarded as a positive initiative and should be appreciated.

Looking at some more specific global issues, the data in Figure 1 show an optimistic picture. According to the vast majority of teachers, not only are the listed issues important or very important, but with a couple of exceptions, they also seem to create opportunities in their lessons to deal with them. It is only *Linguistic imperialism* that received answers on all points of the scale and is dealt with by only half of the teachers in their lessons. *Politics* per se was also conspicuous; half of the teachers marked 3 on the 5-point scale and therefore seem to be hesitant whether it is important in ELT or not. With hindsight, as in the case of other questions in the questionnaire, I should probably have used a 6-point scale in order to avoid backing out of decision-making. As for the reasons of not dealing with a particular issue, the answers were interesting. I believe that the lack of interest on the part of the teacher should not deprive students of the opportunity to discuss an issue, especially if there are students who express their interest in it. In my opinion, the students' needs and interests should be prioritised.

Considering the ways of dealing with the issues in class, the fact that teachers marked video clips, films, and discussions as best reflects a deep awareness of what Szabó (2015) highlighted in her presentation. She claims that in the hope of effective teaching, today's teachers have no other option but accept the fact that students of the 21st century are born into a world where technology and audiovisual materials are an integral part of any kind of learning, specifically language learning.

The results of Table 1 also reinforced my findings in the literature. Solly (2011) emphasises the role language teachers play in exerting an influence on students' views and opinions, and this opinion is shared by all of the participants of my study. Moreover, they also find it important to bring real-world issues into English lessons, which mirrors the findings of Figure 1 in the importance of global issues. Concerning coursebooks, opinions vary whether textbooks focus on neutral, everyday topics and teachers are also divided regarding the ratio of British and American and other cultures represented in coursebooks.

This is interesting, as 7 out of 8 teachers use the exact same book series and are positive about it. I suspect that previously used books might explain the difference of opinion; however, interviews with the teachers could have accounted for the reason more explicitly. All in all, these results all mitigate the rather negative view of English language coursebooks proposed by Erfani (2012). Furthermore, Bell's (2005) claim that textbooks provide a "Disneyland view of the world" (p. 357) was also dismissed by the teachers of this study, which, I think, coursebook writers can take as a compliment.

Teachers' attitudes towards using films in ELT confirmed the viewpoint of several researchers, too (Brown, 2010; Ismaili, 2013; Wang, 2009). Based on the answers in Part 1 of the questionnaire on the best ways to deal with global issues, it was not surprising to see that all respondents believe that films are useful in English language learning. As expected, some of their problems lie not in the availability of films; they also point out the time consuming nature of working with films, which is the most frequently mentioned drawback of movies in ELT according to the literature. This might account for the fact that half of the educators think it is hard to incorporate films into English lessons, just like the lack of training, which was also expressed by half of the respondents. Since the participants appeared to be open to video clips and films, we can assume that training in the form of professional development might help these educators implement films in their lessons.

When it comes to skills training, the respondents shared Khan's (2015) observation in that films can be used to improve receptive and productive skills, as well. This is very positive again; however, in retrospect, I would formulate the statement in another way and ask teachers to mark whether they use films to develop the four skills. Since they all reported that they use films at least once or twice per school year, it would have been interesting to see which skills they mostly focus on when exploiting films for language, not content. Going on the note of aims of implementing different audiovisual materials in class, the answers clearly matched the findings of the literature (Brown, 2010; Ismaili, 2013;

Khan, 2015). According to teachers, such materials are more engaging than textbook-based ones, present real English, and are a good way to ease into other activities, such as discussions, debates, or writing tasks. Together with the reservations concerning time and equipment, these reflections reveal that the participants seem to have a clear aim and a certain pedagogical rationale behind the use of video clips, which is praiseworthy.

In sum, the above discussion demonstrates that the English teachers at the school where this research was conducted have a positive attitude towards global issues in ELT, actively bring real-world issues into their lessons, and use films or similar audiovisual materials. In spite of this encouraging and optimistic attitude, certain issues have to be borne in mind. First, as Bohner and Dickel (2011) claim, when self-reporting, people might alter their attitudes in order not to lose face, and even though this study was anonymous, respondents might have felt inclined to present a more positive picture about their teaching practices. Second, as mentioned in the Setting section, the school is one of the elite schools of Budapest and therefore has a generally motivated and strong student population that allows for the implementation of various methodologies with positive outcomes.

4.3.2 Students' perceptions towards and experience with global issues and films in English language learning

Moving on to the answers of students, we can see similarly promising results. As for the adjectives to describe the topics they dealt with, the overall positive picture is expressed by attributes as *interesting*, *challenging*, and *thought-provoking*. The relatively low number of *commonplace/bland* and *not relevant to my life* answers suggests that most of the students enjoyed working with the topics they had covered during their five years. This supposition is confirmed by the myriad of examples students listed in the question about topics they liked. It seems that students did like everyday topics and they also appreciated more serious ones. The most common reasons behind the dislike of certain

issues also matched the literature (Sampedro & Hillyard, 2004) in that some topics, such as environment and health, notoriously recur every year in every coursebook, which was demotivating for the students of this case study, as well.

With respect to the topics they would have liked to discuss, the answers are on the one hand interesting, and on the other, quite understandable. On the basis of the discussions in our lessons and some instances of personal communication with the students, I managed to get a quite clear picture about who would like to take up what as a career. Consequently, their answers to this question corresponded with their planned studies, such health and illnesses for future doctors, international politics for prospective International Relations experts, and physics for budding engineers. Although satisfying the needs of every student every single time poses a major challenge to teachers, these results tell us that it is worth mapping up the interests of our students and focusing on certain issues for some time, especially if the conditions make it possible.

As far as the specific global issues are concerned, students appeared to be motivated by most topics, except for *Linguistic imperialism* and *Politics* that seemed controversial and divided the student population. What is more interesting is the discrepancy between the teacher and student answers whether they dealt with the topic or not. *Intercultural Communication* and *Socioeconomic issues* are areas where all teachers reported that they dealt with them, hence the teacher of this particular group, too, yet there were students who thought otherwise. Several interpretations might be possible here. The students may not remember talking about a certain issue or they only touched upon one aspect of it, as it was mentioned as a reason for not liking different topics. Besides, the table consisted of numerous subcategories, too, and it might be possible that some were dealt with while others not. Finally, some respondents might not have understood the topic, as it happened in the case of *Linguistic imperialism*, where I had to provide an explanation while students were filling in the questionnaire. In any case, due to the conflicting opinions of students, it

might be a good idea, especially at the end of their studies, to go through some of these topics again or revisit some of the issues to see what they actually mean by them and whether they actually dealt with them.

A positive correlation between the answers of teachers and students is the fact that films, film excerpts, and video clips are the most preferred ways of students for dealing with these issues, and according to teachers, these are some of the best ways. Hopefully, this agreement is manifest to both parties, as if teachers are aware of students' needs and preferences, then this should be taken into account when they teach a group. It seems, however, that this might not have been the case with the group under investigation. When asked about past experiences, most students claimed they did not often use films in English lessons, although their preference for such sources was voiced in the second part of the questionnaire, too. Unfortunately, more than half of the students had similar experiences to mine outlined in the introduction, namely that films were used to pass time in the lesson. This observation, together with the comments added by some students saying that they missed in-depth discussions about the underlying message of the films, strengthened my motivation to see to this need with my *Girl Rising* project, which is going to be discussed in the section to follow, first in the form of a short outline and then a diary-like reflection.

4.4 Reflection of the lesson sequence

4.4.1 Lesson 1: Laying the foundation

Table 4

Outline (for the complete lesson plan, see Appendix D)

1. Introduction, aims of the lesson sequence	5. Predicting the rest of the story
2. "like" vs "alike" – orientation to video	6. Watching the second part of the video
3. Watching the first part of the video	7. Open-class discussion about the message of the video and linking it to the topic of education
4. Open-class discussion about the problems illustrated by the video clip	8. Rounding-off, distributing questionnaires

I was looking forward to this class with great excitement for several reasons. To start with, I was curious to see how these mature-looking and intelligent students with no particular motivation to focus on English in their final year would work with me and how willing they would be to participate. Also, I was eager to finally show *Girl Rising* to a group of learners and see their reactions and hear their opinions about it. Moreover, I could not wait to see the group dynamics, as during the observation that preceded my teaching, they were mostly occupied with individual work and self-study.

Fortunately, after a brief introduction of myself and my project idea, they all agreed to help me and showed a general excitement and curiosity. Since this was our first lesson together, I had been looking for an idea that was not as intense as *Girl Rising* but still could be linked to the topic of education in one way or another. This is how I found *Alike* (Pepe School Land, 2016), a short animated film revolving around the themes of work, school, and routine in the story of a father and a son who lose their bright colour at work and at school, respectively, which stands for creativity and enthusiasm.

When I first watched the video, I was quite touched by it, and based on the willingness of students to do the prediction tasks and listen attentively, most of them had a similar feeling. There were some boys, however, who found it a huge cliché. One of them immediately raised his hand in the open-class discussion and delivered a short lecture on how many similar videos are already available on the Internet, but still, it was a good idea of me to show this one to them. His short speech was one of the most interesting moments of the lesson: As soon as he got the opportunity to speak, a very soft yet audible moan swept through the group. It turned out that this student usually dominates every discussion in every class, and, after spending five years together, his peers often find it difficult to concentrate or listen to him, which was the case in this class, as well. One of the girls came to the rescue and jumped in with a question, which was answered by somebody else, and thus the conversation could move on. Regarding group dynamics, this was a valuable

lesson and an intriguing experience of how well the other students reacted to his seizing of power again and to be honest, how not prepared I was to experience this in this group, as it had no sign in the lessons I observed.

As for the conversation itself, it culminated in the question whether *Alike* (Pepe School Land, 2016) accurately reflects society or not and whether students could relate to it in their situation at the time. The answer to both of the questions was yes; several students shared their experience of losing colour in the midst of tests, mock matura exams, aptitude tests, and the pressure of having to perform well in all of these. The discussion was rounded off by reflecting on the system of education in Hungary and leaving one question open: Is this achievement-centred system the one that should provide the frame for education today? Before asking students to fill in the questionnaire designed for them, I deliberately let them leave the question open and ponder about such issues, as I found these thoughts ideal to embark on the *Girl Rising*-themed journey two days later.

4.4.2 Lesson 2: Construction begins

Table 5

Outline (for the complete lesson plan, see Appendix E)

-
- | | |
|--|--------------------------|
| 1. Gallery walk | 4. Statistics prediction |
| 2. Reading on different countries – prediction check | 5. Discussion |
| 3. Watching the <i>Girl Rising</i> trailer | |
-

Nobody was absent in the second lesson, which was the perfect situation to familiarise students with the basic theme of the *Girl Rising* unit. After recalling what we did in the first session, students took part in a gallery walk featuring pictures of countries that come up in the film. Their task to identify the countries and collect any issues they associate with these places resulted in a long list of various global issues on the blackboard. I was really impressed by the students' thorough knowledge of the world; they had no

difficulty in recognising countries as Haiti and Cambodia and naming at least four relevant issues for each country. Fortunately, the following reading task with very short texts about each country could still provide some new information, and by watching the trailer of *Girl Rising*, the main topic of our unit became obvious: educating girls.

The statistics prediction activity was finally something completely new and quite shocking to most students. As in other tasks, I let them predict the figures in statistics concerning what happens when girls are not valued and educated. As for the number of girls above 15 who cannot read or write, students guessed maximum 100 million, which, in reality, is around 500 million. The numbers on how many school-aged girls are not in school (65 million) and how many more boys than girls are in primary school worldwide (32 million) were also acknowledged with great astonishment. However, the most interesting part of the lesson turned out to be the end again, when students discussed what happens when girls are treated equally and are educated.

Similarly to the previous lesson, the discussion was started by the boy who likes to be in the spotlight. Egged on by the urge to stop him, several students raised their hands, which resulted in an even more lively discussion than in the last session. Without realising, I became only a facilitator in a discussion on feminism, the distinction between human rights and women's rights, and the right way to tackle such issues. At the same time, I was also irritated by the fact that the lesson had to end in five minutes. It was at this moment that I realised how much more time I would need for dealing with such serious issues, so I decided to plan at least 10-15 minutes in each of the following lessons devoted solely to discussion. Besides, given that the group focussed so much on human rights, a TED video dealing with the fundamental questions of human rights came to my mind and made me conclude that it would probably have been a better idea for the introductory lesson.

All in all, I found this lesson fruitful and the students' motivation high, and I felt that both the group and I were ready to watch the Afghanistan chapter of the film.

4.4.3 Lesson 3: Building the walls

Table 6

Outline (for the complete lesson plan, see Appendix F)

-
- | | |
|---|-------------------------------------|
| 1. Getting started, hangman with the word 'Kabul' (Afghanistan's capital) | 4. Watching the Afghanistan chapter |
| 2. Paired reading | 5. Filling in the Exit cards |
| 3. Pre-watching discussion | |
-

The third lesson of the unit had a narrow focus: the Afghanistan chapter of the film, featuring the story of Amina, a young girl who was forced into early marriage and was prevented from attending school. In order to familiarise students with the country even better than last time, I prepared a paired reading task, in which students had different pieces of information missing from their texts, so they needed to ask each other to get the missing information. This was the first time I had noticed a slight change in the motivation of some students, mostly boys, who, according to my observation, would have liked to talk about something else or were bored with the activity, so they simply rushed through it. I had to realise that not everybody can be exhilarated by the same topic, especially in a group that includes students with the most diverse range of interests. Facing a slightly bored group of students, I sped things up and moved on to the more lively parts of the lesson: the discussion and the film itself.

Although the discussion was not as heated as in the previous two sessions, it did liven up the group, maybe a bit too much, resulting in a lot of talking about non-relevant things in Hungarian, but the proportion of student talking time was also more balanced. The film chapter, however, reduced the whole group to silence. It was amazing to see that after a couple of minutes, everybody's attention was captured, and the end of the chapter was marked by utter silence. As I expected this kind of reaction, I did not plan any open-class activity for the last 5 minutes but an exit card that students had to fill in and hand to me as they were leaving the classroom (see Appendix F). My idea of the exit card was to help

students reflect on what they had just seen and formulate at least one thought they would like to remember. Here are some of their answers:

One thing I am going to remember

from today's class...

- *is that the film reminded me how underestimated women are in other parts of the world*
- *is to be proud that I was born a girl / what Taliban means*
- *is the cultural and historical background of Afghanistan*
- *is that we are very lucky*
- *is the film's feeling. It was really motivational and thought-provoking*

One thing I learnt in this lesson...

- *is the meaning of "maim" and "shroud"*
- *is that I have a really lucky life here in Europe comparing with Afghan girls*
- *is that I should really appreciate all my possibilities I get (and I don't have to fight for them like others may do)*
- *is to be more aware of my surroundings and situations*
- *is that we can change anything if we have the will.*

From these answers, it seems evident that not only did students reflect on factual knowledge they learnt, such as facts about Afghanistan, but they also took the perspective of an outsider and compared their own situation with that of people in Afghanistan. This involved the need to be more aware, to appreciate what one has, and to empathise with people from other parts of the world. At the same time, some learners focussed more on language issues, such as the meaning of *maim* and *Taliban*, which came up in the paired reading exercise. In a nutshell, aspects of both content and language are touched upon, which nicely represents the twofold potential of *Girl Rising*.

4.4.4 Lesson 4: Roofing

Table 7

Outline (for the complete lesson plan, see Appendix G)

-
- | | |
|--|--|
| 1. Recalling previous lesson | 3. Vocabulary exercise |
| 2. Watching the Afghanistan chapter again – while watching: task to create the storyline | 4. Whole-class discussion |
| | 5. Formulating questions for next lesson |
-

Even though I entitled this lesson *Roofing* to keep the house metaphor, in terms of the level of motivation, lesson 4 was probably the lowest. After quickly recalling Amina's story, we started out with watching the film chapter again. My aim was to focus a bit more on language, which is why first, students needed to create the storyline of the chapter while watching the film by putting certain expressions and sentences in order. This was followed by a vocabulary activity, in which the previous chunks were presented in context with some words highlighted, and students were asked to provide a definition or explanation of these highlighted words based on the context. Interestingly, as I was monitoring, I noticed that several students simply did not do anything, others were pretending, while the hard-working girls were working diligently as usual. I was not quite sure of the reason behind their reluctance; while reflecting on the lesson, I had two main ideas in mind. They either found the task too difficult, as it included a lot of unfamiliar words, or knowing that there are no consequences in case they do nothing, they chose not to do anything. They were perfectly aware that they were doing me a favour by helping out, and if they do not cooperate, nothing bad can happen – an option that some of the boys did use.

Fortunately, the ensuing discussion on personalised questions relating to Amina's story and the treatment of girls in Afghanistan reinvigorated the group. I believe one of the reasons why students liked the discussion activities was that they did not have to move or write down anything; they could sit with their neighbours and talk, even if this involved talking in English about more serious issues. Be that as it may, this was a good occasion to move on to the last activity: writing questions for the next lesson.

For this, I introduced Samea, an Afghan friend of mine, to the group. Samea and I met four years ago as exchange students of a programme on International Relations. She was interning for the Permanent Mission of Afghanistan to the United Nations. She was born and raised in Afghanistan and has been an activist of women's rights for many years now. Since her interests perfectly matched the focus of my project, I asked her to

participate in the unit by answering some questions that students might have in connection with Afghanistan or women's rights, which she was glad to do. Therefore, I gave students pieces of paper and asked them to take down any question they had at that time of the unit. Then, I forwarded these questions to Samea, and the next lesson started with listening to the answers.

4.4.5 Lesson 5: Furnishing

Table 8

Outline (for the complete lesson plan, see Appendix H)

1. Vocabulary revision	4. Giving feedback
2. "Pair and Share discussion"	5. Q&A session
3. Composing tweets	

As it can be seen from Table 8, listening to Samea's recording was not part of the lesson, as the night before the lesson, I still did not have it and was not sure whether I would receive it in time. However, at 6.10 a.m., the email arrived with a 25-minute recording, which ultimately turned my lesson plan upside down. The students only had time for three things: listening to the recording, composing tweets, and filling in the feedback sheet.

In her recording, Samea answered questions regarding leaving her home country, having similar experiences as Amina, for instance early marriage and giving birth at a young age, keeping contact with her Afghan relatives, plans for her future, and the role of religion, culture, and tradition in Afghanistan. (For the complete list of questions, see Appendix H). Every student was listening attentively and really appreciated Samea's answers, which created a generally positive mood, and I felt that it was the right moment to encourage students to take action.

Bearing action, the fourth pillar of global education, in mind, I offered students the chance to compose tweets about anything they had learnt during the 5-lesson unit in

connection with educating girls. I find Twitter a very useful tool in English lessons, as tweets are short (maximum 140 characters), thus they require learners to be concise, yet they can reach an incredible number of people if shared at the right page. By the end of the lesson, each student composed at least one tweet, some of which were later shared on IATEFL's Global Issues SIG's Twitter account to raise awareness of women's rights and issues concerning educating girls:

- *Don't be afraid to come out of the shroud – show your face to the world.
#Ihavethepowertochange #womenforwomen*
- *#GirlRising #womenrightsarehumanrights*
- *Silence can be ignorance. Stand up and make a change #fightforwomen
#womensrights #keepfighting*
- *#supportwomenaroungtheworld*
- *There is no heavier shroud than possibilities taken away without any resistance.*

The tweets above definitely have a common theme, yet they are different in terms of focus. Some are more general, while others concentrate on a specific scene or moment of the film – the word *shroud*, for example, appears in two tweets and appeared in one of the exit cards, as well, as a newly learnt vocabulary item. I believe that the endeavour to use this new word is praiseworthy.

Finally, in the last 5 minutes of the lesson, the feedback sheets were distributed and filled in, the discussion of which constitutes the main focus of the next section.

4.5 Results and discussion of the student feedback sheet

The answers in the feedback sheet reflect the student takeaway from the lesson sequence in terms of content and language. The following is a brief summary of the answers, without corrections, starting with those on the content of Amina's story.

The film made me realise how little the world actually changed. If there's still this kind of treatment somewhere in the world, then the world is no better. (...) It definitely opened my eyes about what is worth fighting for. / The video has risen important questions in my mind. / I always knew about the difficult situations in the Middle East, but this movie helped me to gain an even clearer image about the issues. / It [Amina's story] did widen my perspective, made me appreciate the place I got in the world, in the society. / I didn't know that in Afghanistan, dads still „sell” their daughter and from the given money, they buy e.g. a car. (...) In the future, I'll try to be more informed about these happenings. / It [the film excerpt] wakes up the people that these are people who need help. / The movie reassured my general view on Afghanistan. (...) The idea of the film to raise awareness is good but felt very heavily influenced by Western media. / I know it's a shame but I didn't know that for example in Afghanistan women are so underestimated. Men think they are just subject that can be sold. It's really shocked me. (...) Watching this film chapter made me interested and I will watch the full movie and I will take some research about this topic. I need to know more. / I got the chance to get to know Afghanistan's culture more.

Thinking back to the five lessons from the point of view of language, here is a short extract of what students shared in the feedback sheet.

Domestic violence, rape, disenfranchised were all new words for me – or at least I couldn't remember know until now. In addition, I could build it into my 2 min. speech on my C1 language exam. / It was good to take conversations about the topic and share our opinions. / The questions were very good, some more generic but still important. / There were some good expressions, for example 'withstood the odds against me'. I especially liked the exit card task, but honestly liked every other as well. / There were many useful phrases, but unfortunately, I didn't learn them. / There were more words which I couldn't understand, but the exercises helped me understand it and it was good that we talked it through. The women right issues urged me to share my opinion and experiences. / The film had a strangely poetic way of telling the story, but it didn't feel very authentic because of it. (...) It was a good opportunity to express our opinions on global issues. / I really loved the voice tape part. It was such a great and an outstanding idea.

From the comments above, it can be inferred that students found the lesson sequence and Amina's story eye-opening and it made them think, put questions, and it also provided a more detailed picture of a certain issue in Afghanistan or the country itself, even though, as mentioned in the lesson descriptions, most students seemed well-informed about issues currently going on in the respective countries presented in the film. Some learners even expressed their desire to do research and become immersed in a certain issue. One student felt that it was a shame not to know about certain facts or conditions, which, I believe, is not true. On the contrary, the aim of seeing and working with films as *Girl*

Rising is to raise awareness and become familiar with certain global issues, so that we can ultimately take action, just as the group did. I can only hope I did not make any student feel ashamed of not knowing about something, as one of my aims as a teacher is to provide learners with a safe environment where, apart from learning the language, they can widen their horizons, too, without any feeling of shame. Furthermore, it was interesting to see how specific scenes, for instance the selling of Amina and the purchasing of a car for her brother, became ingrained in students' memory, even if the film, as one student noted, was produced with the hope of motivating people to support the sponsoring organisation, too.

On the question of learning English while dealing with *Girl Rising*, the answers can be grouped according to the nature of what students were taking away. Firstly, there were particular vocabulary items learners will remember and can make use of at examinations, such as *disenfranchised* or *withstand the odds against someone*. This is a very specific and obvious gain of watching the film. Another level of improving at language use concerns the answers that reflect on how the film chapter worked as a conversation trigger and an urge to share one's own opinion, views, and experiences. Bearing Khan's (2015) argumentation on the benefits of films in the ELT classroom in mind, these answers reveal how films can serve as springboards for the development of listening and speaking skills.

Speaking of certain vocabulary items, one student's answer regarding not learning the new words aptly illustrates that learning a language is impossible without student effort. Not even the best teaching materials and the best teachers can replace the willingness of a student to learn, which is something to be kept in mind when reflecting on our own work as teachers. In this regard, thanks to the students' detailed feedback, I could take note of activities that went well and issues I need to focus on more in the future, such as forming questions.

In summary, the findings of both parts of the feedback sheet mirror the 3+1 pillars of global education. Knowledge, in the form of issues about Afghanistan or certain

language items, was referred to in more answers; skills, such as critical thinking skills and seeing issues from multiple perspectives, were also expressed when it came to reflecting on Amina's story; and attitudes, which is usually characterised by curiosity was found in several answers, too. Finally, by composing tweets and thus raising awareness on a popular social media platform, the fourth element of global education was touched upon, as well, thus adding the last pillar to global citizenship education.

Chapter 5: Conclusion

This chapter of the thesis describes the synthesis of the main findings with pedagogical implications, outlines the limitations of the research, and is concluded by directions for future investigations.

Based on a void to be filled found in the literature concerning the use of films on global issues in ELT, the main aim of the present case study was to investigate how the implementation of *Girl Rising* can maximise students' learning potential by simultaneously widening their horizons and helping them improve their command of English. Three research questions were formulated to find out about the context I was working in and about the potential of the film.

Research questions 1.1 and 1.2 were aimed at examining the attitudes of English teachers towards bringing global issues into and using films in their English lessons at the venue of the research. The results show a positive and promising picture in both domains, and it seems that teachers pay attention to contextualising English around multiple issues of global significance. They do this by following a specific coursebook and by often bringing extra materials into their lessons. When it comes to ways of implementation, teachers prefer discussions, films, film extracts, and video clips, especially if time and the possession of know-how allow them to do so. Time constraints appear to be the most significant obstacle they face, which is problematic, because teachers are supposed to follow a syllabus and implementing longer films can take three or more lessons. This means that they either implement films at the expense of certain parts of the syllabus or ask students to devote extra time to these movies, which would be unreasonable to do, given the enormous workload they need to cope with. Another implication concerns professional development. Some teachers noted that they had not received any training on how to use films in ELT, and since this might account for finding it difficult to work with films, professional

development sessions would be useful. Finally, for those wishing to experiment with films in their lessons, the results of the present study could be an encouragement regarding the diverse opportunities lying in the use of films reported by the teachers.

Research questions 2.1 and 2.2 considered the perspective of a group of 16 students in grade 13 regarding the same questions. It was found that students also welcome global issues in their English lessons, especially those that are closest to their fields of interest. One teacher respondent ruled out *Politics* due to his/her own lack of interest in the topic, and although it is probably impossible to cover every single topic students are interested in, I believe that the needs of students should be kept in mind and prioritised when it comes to the choice of topics. Although I cannot be sure that this teacher was the teacher of the group of students, it is an important point to keep in mind in the future. Notoriously recurring topics mentioned in the literature (Sampedro & Hillyard, 2004) came up in my study, too; it seems that teachers should be on the alert for such issues, as it may cause demotivation. Moreover, students mentioned films, film excerpts and video clips as preferred ways of dealing with global issues, which are in line with those of the teachers, creating an ideal situation in this respect. Unfortunately, however, most students found that they had not dealt with issues that teachers had indicated and had not used films as often as they had wished. As for discussions of audiovisual materials, the lack of in-depth discussions was also mentioned.

This brings me to the third RQ, which concerned the implementation of *Girl Rising* for its potentials regarding content and language. One of the major findings of the lesson sequence was the importance of discussions, both because of the nature of group dynamics and due to the issues discussed. According to the students, talking through the main themes of the film proved to be a good idea, even if these themes were not interesting for everybody. It should also be borne in mind that some students might feel anxious or ashamed of not knowing about certain issues; I feel that such thoughts are best to be

banished if teachers would like to create a supporting and relaxed atmosphere. Another important finding was seen in the exit card answers. This was the first time when the content and language potential of *Girl Rising* became manifest. I had the same observation in the following two lessons, too, in the form of the questions addressed to Samea, and in the feedback sheet, as well. The feedback provided by the students illustrated that *Girl Rising* can be a useful tool in English lessons not just to provide the knowledge and skills to students, but also the attitudes and values as curiosity and serve as a springboard to take action, too.

Let us not forget, however, about the setting of the present study. Most of the participating teachers seemed open to using films and focusing on global issues, which might not be the case in other schools in Hungary. Also, with a less motivated and enthusiastic student body, teachers may not have or devote time to sensitising students to certain global issues in English lessons, as they probably need to focus on other areas of ELT, such as the development of the four skills. This fact, of course, restricts the generalizability of the findings. Besides, it would have been interesting to conduct interviews with both teachers and students in order to gain a clearer and more detailed picture of their attitudes. Likewise, had there been a chance to undertake the research in more lessons, I believe that an even greater potential of the film could have been exploited. Further research in this field or the replication of this study with other groups or in other schools could help us see whether the findings and the outcomes are in line with those of the present research.

Recalling the parable of Laszlo and Key (1981) at the beginning of this thesis, I believe that based on the feedback received by students, *Girl Rising* has the potential to extend students' "concern to the entire human family" (p. 49) and thus give them an entire loaf instead of a half.

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Human rights (e.g. gender-based violence, children's rights, women's rights)								
Socio-economic issues (e.g. poverty, wealth, consumer society, advertising etc.)								
Linguistic imperialism (in the case of the English language)								
Politics (e.g. Hungarian and international politics)								

5. What do you think are the best ways to deal with the issues mentioned above? Choose two from the following list or add other way(s).

- reading texts songs films video clips
 discussions
 other: _____

Please comment on your choices briefly.

6. To what extent do you agree with the following statements? Put an X into the boxes.

	Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
As a language teacher, I play an important role in influencing the values and attitudes of my students.						
The main aim of language teaching is to teach communication and the four skills.						
I find it important to discuss real-world issues in English lessons.						
Coursebooks deal with neutral, everyday topics.						
Coursebooks mostly focus on British and American culture.						
Coursebooks offer a "Disneyland view" of the world.						

Part 2

7. To what extent do you agree with the following statements? Put an X into the boxes.

	Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
Films should be used in the ELT classroom.						
I think that using films in English classes takes too much time.						
I think it is hard to find suitable films for ESL students.						
It is difficult to incorporate movies into the curriculum.						
Working with films gives you the opportunity to develop students' reading skills.						
Working with films gives you the opportunity to develop students' writing skills.						
Working with films gives you the opportunity to develop students' listening skills.						
Working with films gives you the opportunity to develop students' speaking skills.						

8. I have used _____ as teaching material in English class. You can choose more than one answer.

- whole movies
 clips from films
 film trailers
 video clips. (e.g. YouTube)
 other: _____

Please give reasons why you (don't) use these tools.

9. How often do you use films in your English lessons?

- every week every month once or twice per semester
 once or twice per school year I don't use films

If you ticked "I don't use films," please explain why.

10. Have you received training in how to use films in your lessons?

Yes

No

11. If you have any comments related to global issues in ELT or using films in English lessons, please share them below. I would appreciate your thoughts and ideas.

Global Issues in ELT	Using films in English lessons

**Thank you for your contribution.
After summarising the results, I am happy to give you feedback if you wish.**

References

- Dörnyei, Z. (2003). *Questionnaires in second language research: Construction, administration, and processing*. Mahwah, NJ: Lawrence Erlbaum Associates Inc.
- Ismaili, M. (2013). The effectiveness of using movies in the EFL classroom – a study conducted at South East European University. *Academic Journal of Interdisciplinary Studies*, 2(4), 121-132.
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Appendix B – Questionnaire for students

Questionnaire on fostering a global mindset in the English classroom

Dear Participant,

My name is Gergő Fekete, I am currently pursuing a Master's Degree in English and German Language Teaching at Eötvös Loránd University, and I would like to ask you to help me by answering the following questions concerning global issues in English Language Teaching. There are no "right" or "wrong" answers, and the questionnaire is completely anonymous. I am interested in your personal opinion. Thank you very much for your help.

Part 1

1. In your view, were the topics you dealt with in English lessons ___? (You can choose more than one answer.)

- challenging motivating thought-provoking
 interesting commonplace/bland not relevant to my life
 other: _____

2. Name 3 topics you particularly liked.

3. Name 3 topics you did not really like and explain briefly why.

4. Are there topics you would have liked to discuss? If yes, what?

- Yes: _____
 No

5. Look at the following table and answer the questions by putting an X into the boxes.

	How motivated would you be to work with the following issues in English lessons? (5=very motivated)					Have you dealt with such issues in class?	
	1	2	3	4	5	Yes	No
Environmental issues (e.g. pollution, global warming, recycling, natural disasters etc.)							
Intercultural Communication (e.g. cultural issues, global citizenship, multiculturalism)							
Peace Education (e.g. wars, nuclear arms race, refugees)							

Health concerns (e.g. drugs, AIDS, etc.)							
Human rights (e.g. gender-based violence, children's rights, women's rights)							
Socio-economic issues (e.g. poverty, wealth, consumer society, advertising etc.)							
Linguistic imperialism (in the case of the English language)							
Politics (e.g. Hungarian and international politics)							

6. Imagine that you are going to focus on one of the topics above. What would be your preferred way of becoming familiar with the topic? Choose two from the following list or add other(s).

- by reading texts
 based on songs or other listening materials
 based on watching a film / film excerpt
 based on video clips
 based on pictures
 other: _____

Part 2

7. To what extent do you agree with the following statements? Put an X into the boxes.

	Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
Films have a beneficial effect on learning English.						
We often use films in English lessons.						
I like it when we use films in English lessons.						
When we watch films in English class, I don't usually pay attention.						
We used films to pass time in the lesson.						
I like it when information comes from multiple channels (visual, auditive, etc.)						

8. If you have any comments about past experiences with using films in English lessons, please share them below. I would appreciate your thoughts and ideas.

Using films in English lessons

Thank you for your contribution.
After summarising the results, I am happy to give you feedback if you wish.

References

- Dörnyei, Z. (2003). *Questionnaires in second language research: Construction, administration, and processing*. Mahwah, NJ: Lawrence Erlbaum Associates Inc.
- Ismaili, M. (2013). The effectiveness of using movies in the EFL classroom – a study conducted at South East European University. *Academic Journal of Interdisciplinary Studies*, 2(4), 121-132.
- Yakovchuk, N. (2004). Global issues and global values in foreign language education: Selection and awareness-raising. *English Language Teacher Education and Development*, 8, 28-47.

Appendix C – Feedback sheet on the *Girl Rising* unit

“We all need people who will give us feedback. That’s how we improve.”
Bill Gates

Feedback sheet

Please give feedback on the previous five lessons.

Please comment on Amina’s story briefly. You might want to include the following points:

- something you didn’t know before and now you find important
- a sentence/thought/idea you think you will remember
- something about Afghanistan
- the experience of watching this film chapter
- whether the film widened your perspective etc.

Please comment on the film from the point of view of a language learner. You might want to include the following points:

- a word/phrase/collocation you learnt
- understanding the language in Amina’s story
- the subtitles
- things you understood easily/not so easily
- tasks you found interesting/motivating/commonplace/etc.

Thank you.

Appendix D – Lessons plan_1

LESSON PLAN

Time	12:35-13:20	Assumed knowledge	Difference btw. “like” and “alike”, Sts can express their opinion and reflect on their lives
Date	March 6, 2017	Anticipated difficulties	Time management, rapport btw. Sts and me, responsiveness of Sts
Level/ age	Advanced	Materials	Projector, video clip, questionnaires
Number of Ss	16		
Coursebook	--		

Main objective of the lesson: Establishing rapport between the students and me by watching a short video and reflecting on problems of society the video depicts + starting the 4-lesson unit needed for my own research. This lesson plan is based on a ready-lesson by Kieran Donaghy: <http://bit.ly/2mGgjpz>.

Activity & Timing	Aims of Activity	Brief Description of Activity (process, procedure, etc.)	Methodology/Pedagogical Rationale for Activity	Any Comments (Reflections are italicised.)
Introduction (5')	Introduction, telling Sts what the following 5 lessons will be about, asking for their help	I introduce myself and tell Sts about the whys and hows of the following 5 lessons --> I ask Sts for their help and ask them to put out name cards		<i>No objections to the project.</i>
“like” vs. “alike” (6')	Orientation to video, getting Sts to talk to each other	I put the following sentences on the board: <ul style="list-style-type: none"> • I’m like my brother. • My brother and I are alike. I elicit the meaning of “like” and “alike” in the 2 sentences --> another example --> Sts write a true sentence about themselves with “alike” --> Sts share their sentences with their partners --> short open-class feedback (OCFB)	Arousing Sts’ curiosity, personalising the task	The word “alike” is the title of the short video Sts are going to watch in this lesson; this is how the 2 sentences should ease the transition to the film
Watching the video_1 (10')	Familiarising Sts with the story of <i>Alike</i> , getting Sts to talk to each other	I tell students that they are going to watch a short video titled <i>Alike</i> --> as they watch, Sts think about how father and son and their lives are alike --> I play the video until 4:55 --> OCFB	Speaking, fluency, formulating one’s own opinion	At this stage, not the whole video is played, as Sts are going to predict the rest of the story later

Open-class discussion (5')	Getting Sts to think about the video clip they have just seen, reflection	What problems does the film illustrate? --> How is colour used in the film?	Speaking, fluency, having a discussion together	If Sts are reluctant to speak, I put them into pairs and ask them to share their opinion among themselves – <i>No reluctance. I St dominated the discussion; the other Sts didn't like this. As it turned out, this happens quite often, in other classes, too. Important to keep this in mind in the lessons to come.</i>
What's the rest? (5')	Getting Sts to think about the rest of the story	Sts work in small groups --> they try to predict how the film is going to end --> OCFB	Speaking, fluency, arousing Sts curiosity	I might put their ideas on the board in the form of a mind map, so that we can check their ideas in the next stage – <i>Didn't do this.</i>
Watching the video_2 (3')	Watching the rest of the video	I play the video until the end --> Sts check their ideas		
Discussion (8')	Thinking about the message of the film	Sts work in groups and answer the following questions: <ul style="list-style-type: none"> • How does the film make you feel? • What's the film's message? • Does the film accurately reflect society? 	Speaking, fluency, formulating one's own opinion	Depending on time, we might do this activity together, not in groups, as I find conducting OCFB important in this phase. / In the end, I would like to link the film's message to Sts' lives right now: how do they feel in their current (stressful?) situation? – <i>Sts can relate; several instances of similar experience: tests, exams, pressure to perform well. Lively discussion, good basis for the Girl Rising project.</i>
Rounding off (3')	Rounding off the lesson, distributing questionnaires	I ask Sts to fill in the questionnaire needed for my thesis --> Sts go through the questionnaire and ask questions if they are not sure about something		

Appendix E – Lessons plan_2

LESSON PLAN

Time	13:40-14:25	Assumed knowledge	Sts have some very basic knowledge about different countries, such as India, Afghanistan, Egypt, etc.
Date	March 8, 2017	Anticipated difficulties	Time management, difficulty of reading text, participation (some Sts dominate?)
Level/ age	Advanced	Materials	Pictures, PPT, handout, projector, film trailer
Number of Ss	16		
Coursebook	--		

Main objective of the lesson: Getting students to think of certain global problems in different countries, familiarising them with the film *Girl Rising*, and getting them to think of their own life in relation to what has been seen, read, and heard in the lesson.

Activity & Timing	Aims of Activity	Brief Description of Activity (process, procedure, etc.)	Methodology/Pedagogical Rationale for Activity	Any Comments (Reflections are italicised.)
Getting started (2')	Opening the lesson	I greet Sts, collect the questionnaires, and hand out the last 2 copies to Sts who were absent last time		<i>Nobody was absent.</i>
Gallery walk (12')	Orientation to the main topic, getting Sts to think about global problems	<p>I put some pictures on the walls before class --> Sts walk around, have a look at the pictures and think of the following questions:</p> <ul style="list-style-type: none"> • Where do you think these pictures were taken? • What comes to your mind when you look at these pictures? • How do you feel about what you see? • What are some of the problems you associate with these countries? <p>Sts share their ideas with their partners --> OCFB</p>	Arousing Sts' curiosity, focussing their attention to specific countries with specific problems	Depending on time, I might create a mind map on the board with Sts' ideas – <i>Amazing ideas, Sts are well-informed about the countries. Mind map on the BB with their ideas. Nearly everybody participates.</i>

Reading (15')	Extending Sts' knowledge about the individual countries, contextualising the topic	Each St gets a handout with short texts on 5 different countries (the ones in the gallery walk) --> Sts read the texts and underline 1 piece of information they would add to the previous discussion, e.g. a problem, an issue etc. --> Sts discuss this with their partners --> OCFB	Reading	<i>New pieces of information were identified and added. Discussion with neighbours worked well, some boys didn't pay attention but didn't disturb the lesson, either.</i>
Trailer (3')	Familiarising Sts with the film they are going to work with	Sts watch the trailer of <i>Girl Rising</i> and find the issue that holds all of the previously mentioned issues together, i.e. the common thread = educating girls	Listening	The documentary consists of 9 chapters; however, at this stage, Sts do not know which chapter of the film we are going to work with – <i>the leitmotif was found without problems.</i>
Statistics (8')	Getting Sts to think about educating girls in a more focussed way	I show Sts some statistics in which the numbers are covered --> Sts predict the numbers --> Sts think about what happens when girls are not valued and when they are treated equally	Arousing Sts' curiosity, fluency	<i>Sts were quite shocked and couldn't guess the right figures; they weren't even close. Good discussion trigger; the same boy tried to dominate the discussion but was confronted with different opinions from peers – very lively discussion, but not enough time. Sts talked to each other, I was only the facilitator.</i>
If there is time left:				
Discussion (5')	Getting Sts to think of their own life in relation to the film	Sts work in pairs and discuss the questions I present	Speaking, fluency, formulating one's own opinion	The questions come from the <i>Girl Rising Teacher's Guide</i> (2013) and aim at generating discussion specifically before watching the film – <i>No time left for this, Sts focussed on the statistics.</i>

Pictures for the 'Gallery walk' activity:



Sources of pictures

- <http://photos.projects-abroad.org/destinations/cambodia/volunteering-in-cambodia.1200.jpg>
- <http://www.spraguephoto.com/stock-photos/3645-Anti-domestic-violence-poster.-Cambodia.%7C7551.jpg>
- <https://egyptianstreets.com/wp-content/uploads/2015/07/preparefeminism.jpg>
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- http://images.huffingtonpost.com/2015-11-05-1446719735-6867599-Kabul_Skyline-thumb.jpg
- <http://libertynews.com/wp-content/uploads/2013/06/girl-rising-amina.jpg>
- <http://i2.cdn.cnn.com/cnnnext/dam/assets/150109115802-afgrl-10001-super-169.jpg>
- https://www-tc.pbs.org/thestoryofindia/images/gallery/taj_mahal_main.jpg
- http://thealternative.in/wp-content/uploads/2013/09/2012-12-31t121232z_452667722_gm1e8cv1jzz01_rtrmadp_3_india-rape-attack-1024x692.jpg
- <http://s511775629.onlinehome.us/wp-content/uploads/2014/01/Worship-In-Action-Haiti.jpg>

Statistics to predict

This is what happens when girls are not valued:

- 496 million girls over 15 cannot read or write.
- 65 million school-age girls are not in school.
- 32 million fewer girls than boys are in primary school worldwide.

But this is what happens when girls are treated equally and educated:

- Far more likely that they will marry later, have fewer children, and avoid contracting HIV/AIDS
- Less likely to be victims of domestic violence and more likely to be aware of their rights
- An extra year of primary school boosts girls' wages by 10 to 20%, an extra year of secondary school 15 to 25%
- Best of all, an educated mother is more likely to educate both sons and daughters equally, passing prosperity and opportunity to the next generation.

Texts on the different countries

Cambodia

Gender-based violence is rampant throughout Cambodia. Girls as young as age 10 are forced to work as sex slaves, domestic servants, or beggars. Cambodia has been labelled by various international organizations as a key transit and destination point in the global commercial sex trade. Domestic violence is widely tolerated by both men and women, especially by husbands against wives: 46% of Cambodian women believe that wife-beating is justified under certain circumstances. Also, families often consider a boy's education to be more economically rewarding, a belief that over-educating a girl might be a handicap to marriage prospects, and fear that a girl might be abducted or harmed while commuting to school.

Egypt

Egypt has been considered relatively progressive in its region with regard to women, but Egyptian society remains deeply entrenched in customs of patriarchy, including early marriage. Sixteen per cent of Egypt's adolescent girls are married and young brides are much more likely to experience abuse at the hands of their husbands than those who marry later.

Egypt has the most robust education system in the region, with 95.4% of school-aged children enrolled in primary school. Ninety-six per cent of boys are enrolled in primary school, with girls lagging only slightly at 94.7%, although rural Upper Egypt shows a greater gender gap, with up to 11% fewer girls in school.

Afghanistan

About one in five Afghans is a school-aged child. That's one of the highest proportions in the world. At present, only 32% of boys and 13% of girls complete primary school, but Afghanistan is in the midst of massive change. Girls are permitted to go to school again, and today make up roughly 36% of students in the country. There are currently more girls enrolled in school than at any time in Afghanistan's history. Although the numbers are encouraging, school conditions are often poor and nearly half a million girls who are enrolled in school do not regularly attend. Serious barriers to education remain, including the high cost of schooling, limited resources, and the lack of trained female teachers. After the age of 13, female students must be taught by women, but just 30% of teachers are female and the vast majority work in and around urban areas, with more than one third based in the capital, Kabul.

India

An estimated eight million school-age children – mostly girls – are not in school. Many families don't see the need to educate girls, whose main roles will be housekeeping and child rearing, and keep daughters home to take on domestic responsibilities at an early age.

There are too few teachers in India (especially women) and approximately 17% of villages don't have primary schools. Schools in many rural areas have little access to clean water or sanitation, placing burdens on girls entering puberty and causing them to be more frequently absent or to drop out of school altogether.

Haiti

Haiti is the least developed country in the western hemisphere and one of the poorest in the world. The lack of an educated workforce, exposure to frequent natural disasters, and continued political unrest have left Haiti in an economically vulnerable state. Eighty percent of the Haitian population lives below the poverty line, and less than 40% of Haiti's children have regular access to basic health care. More than 200,000 Haitian children have at least one parent infected with HIV or AIDS. Haiti has the highest rate of infant and child mortality in the Western Hemisphere.

Girls and women in Haiti face serious risks of gender-based violence and human trafficking. It is difficult to find statistics for rape cases in Haiti, not only because so few rapes are reported, but because those that are reported often go unprosecuted due to disorganization within the police and judicial system. It wasn't until 2005 that rape was legally considered a crime in Haiti.

Appendix F – Lessons plan_3

LESSON PLAN

Time	12:35-13:20	Assumed knowledge	Main theme of <i>Girl Rising</i> , basic knowledge about Afghanistan and educating girls in different countries
Date	March 13, 2017	Anticipated difficulties	Time management, some Sts might dominate the discussions
Level/ age	Advanced	Materials	Handout, pictures, projector, PPT
Number of Ss	16		
Coursebook	--		

Main objective of the lesson: Familiarising students with the Afghanistan chapter of the film, getting them to think about issues mentioned in the chapter, and discussing the content of the chapter in relation to students' lives.

Activity & Timing	Aims of Activity	Brief Description of Activity (process, procedure, etc.)	Methodology/Pedagogical Rationale for Activity	Any Comments (Reflections are italicised.)
Getting started (5')	Recalling what we did in the previous lesson, getting into learning mode	I ask students what we did last time --> we play a round of hangman with the word 'Kabul', which is the capital city of Afghanistan		The hangman activity makes the transition to the chapter students are going to watch in this lesson
Paired reading (20')	Getting students acquainted with Afghanistan, working in new pairs	Before the lesson, I cut pictures of Afghanistan into 2 --> each St gets a piece and finds the other half of the picture --> Sts sit down in pairs (A and B) --> each pair gets a reading text with some information missing from the text (diff. pieces of information for A and B) --> Sts read and ask each other about the missing information	Reading, speaking, collaboration	New words are clarified if needed – <i>A degree of demotivation was noticeable. Some boys seemed bored or were not interested in the topic. They copied the answers or simply did the task in Hungarian. Need to speed things up.</i>
Pre-watching discussion (7')	Getting students to think about issues in the film excerpt	Sts continue to work in pairs --> they discuss questions related to the Afghanistan chapter of the film --> OCFB for 2-3 questions	Speaking, fluency, formulating one's own opinion	<i>Some Sts talked in Hungarian, but the activity went smoothly. Still some need to make them focus on the task.</i>

Watching the Afghanistan chapter (10')	Familiarising students with Amina's story, listening comprehension	Students watch Amina's story and think about the answers they gave to the questions in the previous activity	Listening	<i>Utter silence, nobody said anything. Even the boys who were not so interested seemed touched by the chapter. Great moment for the Exit cards.</i>
Exit card (3')	Rounding off the lesson, reflection	Each St gets an 'Exit card' and finish one or both of the following sentences: "One thing I am going to remember from today's lesson..." / "One thing I learnt in this lesson..."	Getting students to think about what they have learnt, what they are taking away	

Paired reading activity for Students A and B

Afghanistan

Historical and cultural background

Afghanistan is an ancient civilization and yet one of the world's least developed countries. Nestled in the heart of Asia, Afghanistan connects the West to the East, acting as the gateway to India and an important trade stop on the Silk Road. Hatred among Afghanistan's more than _____ major _____ groups, each with its own language and customs, led to the epidemic of civil wars that have plagued Afghanistan from antiquity. Foreign intervention has marked Afghan history as well, with both _____ and _____ fighting to gain control over this strategic location. During the last several decades of war, the infrastructure of Afghanistan has suffered serious damage. Due to continual conflict, more than 425,000 Afghans remain internally displaced, with _____ million residing outside of their country as refugees.

After a 10-year war with Russia ended in the mid-1990s, the _____, an extremist Islamic group, seized power in Afghanistan and imposed extreme interpretations of sharia (Islamic Law) under which Shiites and non-Muslims were persecuted as heretics, women were banned from working outside the home, girls were banned from school, and movies, TV programs, photographs, and paintings were prohibited. The Taliban harboured (and was financed by) _____ and his Al Qaeda organization, which was responsible for the terrorist attacks against the U.S. on September 11, 2001. Following the attacks, the destruction of the Taliban and Al Qaeda became the main goal of the U.S.-led anti-terrorist coalition and the U.S. launched a military campaign in Afghanistan, which eventually led to a shift in political power from the oppressive Taliban regime. Hamid Karzai won the country's first presidential election in 2004 and was re-elected in 2009, but political instability is still the norm and the Taliban has experienced a _____. Afghanistan is the world's leading producer of _____, a key source of revenue for the Taliban and other anti-government groups; poppy cultivation in Afghanistan increased 57% from 2011 to 2012.

Challenges for girls

Since the overthrow of Taliban rule in 2001, there have been major improvements in the rights of women and girls in Afghanistan, but the country is still one of the most challenging places in the world to be born a girl. Early and forced marriage, _____, the health risks of early pregnancy and childbirth: a girl's life in Afghanistan is too often one of servitude, marked by powerlessness and fear. Girls have been attacked, poisoned, _____ with acid and killed simply for attempting to go to school.

In 2009, the Law on the Elimination of Violence Against Women (EVAW) banned and set new penalties for underage and forced marriage, domestic violence, rape, forced prostitution, and other abuses against women, but enforcement has been weak and the law is under threat. The Human Rights Watch organisation estimates at least 600 women and girls are imprisoned for "_____" such as flight from marriage, domestic violence, or sex outside of marriage even when it's rape or forced prostitution.

Education in Afghanistan

About _____ Afghans is a school-aged child. That's one of the highest proportions in the world. At present, only 32% of boys and 13% of girls complete primary school, but Afghanistan is in the midst of massive change. After years of exclusion, girls are permitted to go to school again, and today make up roughly 36% of students in the country. There are currently more girls enrolled in school than at any time in Afghanistan's history. Although the numbers are encouraging, school conditions are often poor and nearly half a million girls who are enrolled in school do not regularly attend. Serious barriers to education remain, including the high cost of schooling, _____ (including supplies, books, desks and school buildings themselves), and the lack of trained female teachers. After the age of 13, female students must be taught by women, but just 30% of teachers are female and the vast majority work in and around urban areas, with more than one third based in the capital, _____. In contrast, in Khost province on the border with Pakistan, just 3% of teachers are female. In neighboring Paktika, this drops to 1%. An additional challenge is the persistent conflict within the country. The gains made by women and girls in the last decade hang in the balance amidst unrelenting struggles for control.

Girl Rising Teacher's Guide (2013)

Pre-watching discussion questions

- What are your favourite childhood memories? What does being a child mean to you?
- How old were your parents when you were born? Does the person sitting next to you look ready to be a parent?
- What is a good age to get married? Why?
- Who is going to choose your husband or wife? Why?
- Think about your life on a given day. What would your days look like if you were married and had children?

Girl Rising Teacher's Guide (2013)

Exit card

EXIT CARD

Reflecting on today's class

Please finish one or both of these sentences.

- *One thing I am going to remember from today's class...*

- *One thing I learnt in this lesson...*

my ticket out! 146017

EXIT CARD

Reflecting on today's class

Please finish one or both of these sentences.

- *One thing I am going to remember from today's class...
is to be proud that I was born a girl.*

- *One thing I learnt in this lesson...
is that I should really appreciate all my possibilities I get (and I don't have to fight for them like others may do...)*

my ticket out! 146017

Appendix G – Lessons plan_4

LESSON PLAN

Time	12:35-13:20	Assumed knowledge	Afghanistan chapter of <i>Girl Rising</i>
Date	March 20, 2017	Anticipated difficulties	Time management, some Sts might dominate the discussions
Level/ age	Advanced	Materials	Projector, handout, PPT, slips of paper
Number of Ss	16		
Coursebook	--		

Main objective of the lesson: Watching the Afghanistan chapter of the film for the second time; extending students' vocabulary based on the film excerpt; discussing the main themes, problems, and issues illustrated by the film chapter.

Activity & Timing	Aims of Activity	Brief Description of Activity (process, procedure, etc.)	Methodology/Pedagogical Rationale for Activity	Any Comments (<i>Reflections are italicised.</i>)
Getting started (5')	Recalling the content of the Afghanistan chapter of <i>Girl Rising</i>	I draw 20 lines on the board --> Sts need to recall 20 pieces of information from the film --> 1 piece of information is worth 1 line		This is a good way to fill those Sts in who were absent last time. – <i>It was.</i>
Watching the Afghanistan chapter (10')	Listening comprehension, creating the storyline	Each St receives a handout with phrases from the film --> the order of the phrases is jumbled up --> while watching, Sts need to put the phrases into the right order	Listening	New words are not yet clarified. – <i>This exercise went well. Even though they were familiar with the film, they paid attention and did the task.</i>
Checking the order (2')	Checking previous exercise	We check the order of the storyline together	Every St has the right solution	<i>Not everybody was focused, rather chaotic.</i>
Vocab task (10')	Expanding Sts' vocabulary	The phrases of the previous exercise are now presented in context --> some words are highlighted --> Sts need to provide a definition/explanation based on the context --> OCFB	Vocabulary extension	<i>Not sure how effective this task was. Several students didn't do anything or were simply pretending. Was it too difficult? Or were they simply not in the mood?</i>

Discussion (13')	Discussing the themes, problems, and issues illustrated by the film	Sts work in pairs --> each pair gets a pile of questions --> Sts discuss each question for 2 mins --> OCFB	Speaking, fluency, voicing one's opinion	<i>This task reinvigorated the group; Sts talked about what they were supposed to talk about, and they did it in English. Good to move to the last task.</i>
Writing questions (5')	Reflecting on the issues raised by the film	I introduce Samea to the students, who is an Afghan woman and is happy to answer Sts' questions about Afghanistan and the status of women in Afghanistan --> Sts write questions to Samea	Getting Sts to reflect and think about issues in the film	The questions will (hopefully) be answered in the last lesson (Wednesday) – some general and some very insightful and thought-provoking questions. Excited about the answers.

Listening comprehension and vocabulary task

1. In what order do you hear the following phrases in Amina's story? Write the numbers next to the phrases. The first one has been done for you.

- 1. my husband ... might kill me
- ___ disenfranchised
- ___ unworthy of a record
- ___ decipher the scribbles on a bag of rice
- ___ beneath this embroidered cage
- ___ chapped from carrying icy mountain water
- ___ withstood the odds against me
- ___ wear the shroud of blue

2. Read the following excerpts from the film containing the phrases you put in order earlier. Based on the context, try to figure out the meaning of the highlighted words/phrases.

1. I must wear **the shroud of blue**, a shell. I am a girl masked, muted.
2. As a girl, I was considered **unworthy of a record**.
3. My mother never learnt to read or write. She's never opened a book, never written in a diary, can't even **decipher the scribbles** on a bag of rice.
4. From the age of 3 years old, I spent my days working. My hand and face were **chapped** from carrying icy mountain water to wash men's hands.
5. My eyes are hidden beneath **this embroidered cage**.
6. All I felt was impatience. Impatience, because we are poor, because we are silenced, **disenfranchised**, beaten, cut, married as children, sold, raped. When we seek freedom, we are burned. When we speak the truth, we are **stoned**. When we go to school, we are bombed, poisoned, shot.
7. I am the beginning of a different story in Afghanistan. And when my granddaughter explains how I **withstood the odds against me**, it will become legend.

Discussion questions

- Amina says that she was privileged, because she was able to go to school for a short time. What did education provide for her?
- Do you think Amina's parents had a choice? Did Amina? What if you were her brother? Would you have stood up for her?
- Should the treatment of girls in Afghanistan be attributed to culture or religion?
- Amina's story is heart-breaking, but she perseveres. Describe a situation when you refused to give up.
- What would you say to Amina, or ask her? What have you learnt from her?

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Students' questions addressed to Samea

- Was it hard to leave your country? Did you have your parents' permission?
- Did you go to high school in Afghanistan? Was it hard to fight for your rights? Did you have support from others?
- Did you experience anything bad like the examples in the film?
- Did you have similar experiences like Amina? (early marriage, birth, no education, rape)
- Why and how did you move from Afghanistan?
- Do you still have any close relatives in Afghanistan?
- Is there anything you miss from your home country?
- What is it like to break out and have other chances?
- Do you go back to Afghanistan?
- Was it hard to find your place when you got abroad because of the different culture?
- How did you have the opportunity to learn abroad?
- In the movie, Amina says "do not tell me the blame lies in my religion, in my culture, in my traditions." But what else can you attribute these problems to?
- Do you want to go home and live there?

Appendix H – Lessons plan_5

LESSON PLAN

Time	13:40-14:25	Assumed knowledge	Sts are familiar with the Afghanistan chapter of the film, both in terms of content and language
Date	March 22, 2017	Anticipated difficulties	Time management, lack of video material, difficulty of moving around in the classroom
Level/ age	Advanced	Materials	Vocab cards, projector, feedback sheet, video
Number of Ss	16		
Coursebook	--		

Main objective of the lesson: Closing the *Girl Rising* unit: revising newly learnt vocabulary; having a final discussion based on the film and the issues; taking action by composing Tweets; providing feedback on the previous four lessons.

Activity & Timing	Aims of Activity	Brief Description of Activity (process, procedure, etc.)	Methodology/Pedagogical Rationale for Activity	Any Comments (<i>Reflections are italicised.</i>)
Getting started + vocab revision (7')	Opening the lesson, revising newly learnt vocabulary	Each St gets a piece of paper with a word/phrase on it --> Sts walk around, find a partner and explain their word to their partner --> the other person does the same thing --> Sts swap their cards, look for another person, explain their new word and swap again	Vocabulary, working with new people	<i>I might ask for some definitions at the end of the activity. – Task cancelled due to lack of time.</i>
Pair & Share! (8')	Discussing the issues of the film, getting Sts to speak	I present some questions on the board --> Sts discuss the question in pairs --> two pairs share their thoughts and ideas	Speaking, fluency	<i>Task cancelled due to lack of time.</i>
Tweet it! (15')	Taking action	I introduce GISIG to students --> we discuss what Twitter is and how it works --> Sts compose tweets about what they have learnt in the previous four lessons (awareness raising) --> Tweets will hopefully be tweeted on the GISIG website	Writing, awareness raising	<i>All Sts were familiar with Twitter. Some had difficulties with coming up with tweets, but the majority had ideas. Not so much time left for this exercise, but it was enough.</i>

Feedback (10')	Providing feedback on the previous 4-5 lessons, rounding off the unit	Sts receive a feedback sheet --> they fill in both parts	Providing feedback	<i>Fortunately, there was enough time left to do this, as I didn't want them to do it at home. Everybody filled in the feedback sheet.</i>
Q&A (5')	Closing the lesson	Sts have the opportunity to ask any questions		<i>Task cancelled due to lack of time.</i>

As of now, the video from Samea is not yet available. In case I receive it before class, it will be played in the lesson, before the 'Tweet it!' activity. Consequently, the time of the other activities will change accordingly. – *The 25-min recording arrived early in the morning, which meant that the lesson plan turned upside-down. We only had time for listening to the recording, tweeting, and filling in the feedback sheet.*

Pictures of Afghanistan



Sources of pictures:

- https://www.nrc.no/globalassets/graphics/flags/flag_of_afghanistan.svg
- <https://sausociology.files.wordpress.com/2012/06/some-of-the-beauty-of-afghanistan.jpg>
- <http://libertynews.com/wp-content/uploads/2013/06/girl-rising-amina.jpg>
- http://ru.journal-neo.org/wp-content/uploads/2016/10/e4471f9c187f4a51a8e7d7d0f768b0cb_18.jpg
- <http://i2.cdn.cnn.com/cnnnext/dam/assets/150109115802-afgri-10001-super-169.jpg>
- <http://i.huffpost.com/gen/1410186/images/o-AFGHANISTAN-facebook.jpg>
- <https://image.jimcdn.com/app/cms/image/transf/none/path/scb3c95bbd722dc02/image/i903163e72eb2f192/version/1451487998/darul-aman-palace-ruin-kabul-afghanistan.jpg>
- <http://www.nigelgreenmedia.com/pics/originals/afghanistan2.jpg>

Discussion questions

- Has it ever occurred to you that you wouldn't or couldn't go to school? How do you think your life would be different?
- How important is it to stand up for something you believe in?
- Do you see any limitations on who or what you can become? What are they? Are the limitations different for boys and girls?
- What is the gender hierarchy in the Hungarian culture? How do the roles of men and women differ?
- Has anything you learnt from the film chapter changed the way you think about your own community? Your country? How?
- How would the world look different if girls had equal access to education everywhere? How would that affect you?

Girl Rising Teacher's Guide (2013)