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Research Article

An analysis on the internationalization of the objectives in English curriculum

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Abstract

Recently, the world has become a global village and people have become global citizens. Global elements should be included into the teaching and training of this new type of citizenship. The Ministry of National Education of Turkey (MoNE) has internationalized its curriculums as many other educational institutions did. In this context, it has added global, international and intercultural elements into its curriculums. In this study, learning objectives that exist in MoNE secondary education English curriculum were examined in terms of internationalization. The document analysis method of qualitative research design was mainly adopted to collect and analyze data. According to the findings of the study, (1) the curriculum needs to include more internationalization elements, and (2) the global, international and intercultural elements integrated into objectives of the curriculum did not show a homogenous distribution according to the grades and the themes of the curriculum.

Introduction

The world population is getting larger and thanks to technology transportation and communication are becoming more convenient. This situation makes the world a global country and it also leads people who reside in this country to become global citizens. While the world and its people are changing constantly, it cannot be expected that education and the curriculum remain unchangeable (Dewey, 1967). It is essential that education and the curriculum need to be developed according to the requirements of the global country and the global citizens. Oxfam (2006), defines a global citizen as the one who; is aware of and understands the wider world and his/her place in it, respects and values diversities, understands how things work in the world, is bound to social justice desirously, integrates into the society not only in local extent but also globally, collaborates with other people and efforts to make the world fairer and more sustainable, takes responsibility for his/her own acts.

Internationalizing curriculum results from the necessity to develop education and the curriculum according to the new needs of the global world and the society. Meeting the educational needs of people who are connected to their local identities on the one hand and who see themselves as part of a wider community with their 'global souls' on the other is possible with the internationalization of the curriculums. The internationalization of the curriculums is more than adding some international elements to the curriculums (Bennett, 2008; Leask, 2015; Rhoads & Szelényi, 2011). Internationalization of curriculum is a process that includes adding (1) international, (2) intercultural, (3) global extents to the curriculum (Knight, 2004). To Leask (2009), the internationalization of the curriculum includes international and intercultural extents of the process of preparing, applying, and results of a curriculum.
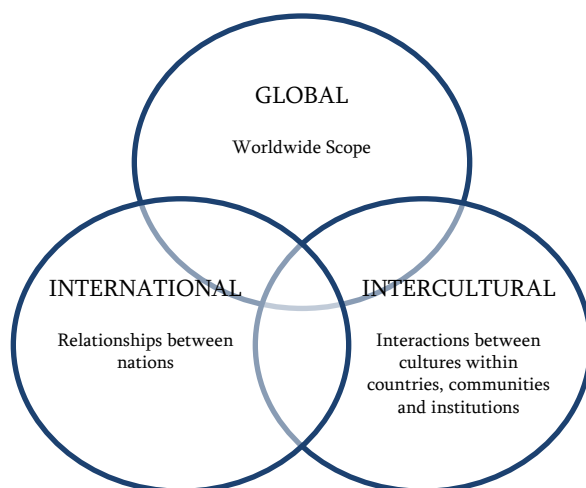
Figure 1. Internationalization of curriculum (Barker, 2011)

Figure 1 shows the dimensions of Knight's (2004) definition of internationalization. According to Barker (2011), these dimensions include the following topics as global, international, and intercultural. The global dimension covers the issues like wars, epidemics, pandemics, immigration and immigrants, global warming, alternative energy sources, environmental issues like natural disasters; universal values and norms such as human rights and

equality; terms like world citizenship, shared planet, shared conscience, commonwealth; current issues in global dimensions such as technological developments, social media. The international topic includes information about and comparisons between countries and cities; social, economic and political issues among nations;   treaties,   clashes,   conflicts   between   governments; international organizations, associations, newspapers etc. The intercultural topic involves elements from self-culture and different cultures; awareness of cultural diversity; cultural awareness and intercultural abilities; accepting cultural diversity and different cultures.

There are many different components to internationalizing the curriculum however the ultimate goal is to provide students with the necessary learning outcomes. Therefore, learning and teaching are at the heart of this process (Jones & Killick 2007). In order to understand the level of internationalization of the curriculums of an educational institution, it is necessary to examine the curriculums it follows and their components. Recently, many education councils/ministries reorganize and reshape the goals, contents, education conditions and outputs of their curriculums in terms of internationalization (Özdemir, 2011). Although this is common at the higher education level, it has become a phenomenon now being taken into account at various levels starting from primary school. In this study, the steps of internationalizing the curriculum taken by the Turkish Ministry of National Education, especially in the English secondary education curriculum will be examined.

The main objectives of the National Education Quality Framework have been written to make the Ministry of National Education in Turkey reach national and international standards. It has been emphasized that pupils are expected to learn and utilize at least one foreign language as a tool for recognizing other cultures and societies (MoNE, 2014). Furthermore, the Turkish Qualifications Framework (TQF), which has been referenced to and oriented with the European Qualifications Framework, has some key competencies as communication in the mother tongue, communication in foreign languages, competence related to social (intercultural), and citizenship (interpersonal), and cultural awareness and expression (VQI, 2015).

From this point of view, it is a fact that curricula written by MoNE in Turkey are expected to include internationalized objectives. Besides, some of the resolutions in the 17th National Education Council under the section "Globalization and Turkish National Education System in the process of European Union Integration" can be stated as; the curriculum of formal and informal educational institutions should be arranged in convenience with international standards; in the progress of globalization and accession to European Union, foreign language education should be taken highly into consideration and studies intending to enhance its efficiency should be made; there should be given importance to the education of environmental consciousness and democracy and the human rights; international mobility in education should be taken into consideration (BoDE, 2006).

According to the main approach which English curriculum (MoNE, 2018) has been based on and has been designed in convenience with the CEFR, the target language is not just a school subject; moreover, it should be seen as a tool through which learners can communicate. Accordingly, the main goal of the curriculum is to enable pupils to a proper language learning environment where they are expected to be competent in linguistics, and utilize it autonomously and fluently. That the learners are to use English fluently, productively and communicatively to be able to share their own ideas and cultures with people from other countries and cultures is

emphasized as one of the main goals of the curriculum. One of the main features that distinguish the new curriculum from the old ones can be stated that the new one aims to raise awareness towards universal, national, humanistic, ethical and cultural values as well as making learners acquire and learn basic language skills (MoNE, 2018).

The internationalization of curriculum means that it is much more than adding internationalized objectives to the curriculum. In other words, from school administrations to educational authorities; from teachers to parents, many stakeholders can be included into this process (Leask, 2015). By limiting such a wide scope, this study, however, was planned to be conducted on a level with objectives. In this respect, the following research question emerged to focus on the main goal of this study:

To what extent do the current high school English curriculum objectives include the aspect of internationalization?

Methodology

Design

The main purpose of the study is to elaborate the level of internationalization of the objectives in the current English secondary education curriculum in Turkey (MoNE, 2018). In this respect, by adopting mainly document analysis method, the examples of internationalizing curriculums in the literature were reviewed and based on the information obtained from literature review, objectives in the current high school English curriculum (MoNE, 2018), were examined considering the dimensions in Knight's (2004) definition of internationalization.

Data collection procedure

The data were collected by two evaluators who are qualified in the field of English language teaching and curriculum instruction. Since there was not such efficient information available about the content in the curriculum, educational status and assessment, it was seen more convenient that they were excluded from the scope. As scrutinizing objectives of the curriculum, it was determined how often it included global, international and intercultural extents. While doing this, the expressions in the learning objectives were analyzed by considering the dimensions of internationalization included in Knight's (2004) definition and elaborated by Barker (2011). The same procedure was performed again one month later and double-checked to increase reliability and validity. Each evaluator examined the learning objectives in the curriculum by the criteria determined while collecting the data and revealed the frequency values containing the internationalization elements for each of them. Learning objectives that the evaluators disagree upon in terms of including internationalization elements were not added to the frequency values and were not included in the findings.

Data analysis

In the data analysis procedure, the method of comparing the final data obtained as a result of the first and second evaluation at 1-month interval was followed (See Appendix1/2/3/4). The final data reached by the two evaluators were analyzed by Miles and Huberman's (1994) Inter Evaluator Reliability calculation method (reliability% = [number of agreements/number of

agreements + disagreements] x 100) and the result was found to be 87.83%, which is expected to be between 70% and 90% to be at an acceptable level.

Findings

In this part, findings related to the objectives of secondary education English curriculum of MoNE examined in terms of internationalization are presented in tables.

Table 1. Internationalization status of 9th grade English course curriculum objectives

Theme/Extent	Global	International	Intercultural	f	%
1: Studying Abroad	-	2	-	2	14.29
2: My Environment	-	1	-	1	7.14
3: Movies	-	-	-	0	0.00
4: Human in Nature	2	-	-	2	14.29
5: Inspirational People	-	-	-	0	0.00
6: Bridging Cultures	-	1	2	3	21.43
7: World Heritage	1	-	3	4	28.57
8: Emergency and Health Problems	-	-	-	0	0.00
9: Invitations and Celebrations	-	-	-	0	0.00
10: Television and Social Media	2	-	-	2	14.29
Total Frequencies	5	4	5	14	100.00

Global, international and intercultural elements included in the objectives in the 9th grade English course curriculum are shown according to the topics in Table 1. According to this table, it is observed that as none of the dimensions are included in some topics, certain topics are particularly emphasized. Global, international and intercultural dimensions are more common in especially "World Heritage", "Studying Abroad" and "Bridging Cultures" themes. To illustrate, in the "World Heritage" theme intercultural elements are integrated in the curriculum as *"E9.7.W1. Students will be able to write a series of sentences about historical places they visited in the past.", "E9.7.S2. Students will be able to give a short simple presentation about an ancient civilization they have searched before.", "E9.7.R1.Students will be able to ask and answer the questions about a text related to the world heritage."* (See Appendix A)

Table 2. Internationalization status of 10th grade English course curriculum objectives

Theme/Extent	Global	International	Intercultural	f	%
1. School Life	-	-	-	0	0.00
2. Plans	-	-	-	0	0.00
3. Legendary Figure	-	-	2	2	13.33
4. Traditions	2	-	2	4	26.67
5. Travel	-	-	-	0	0.00
6. Helpful Tips	1	-	-	1	6.67
7. Food and Festivals	-	-	4	4	26.67
8. Digital Era	2	-	-	2	13.33
9. Modern Heroes and Heroines	-	-	-	0	0.00
10. Shopping	1	-	1	2	13.33
Total Frequencies	5	1	9	15	100.00

Internationalization status of 10th grade English course curriculum objectives is shown in Table 2 According to data in the table, as international and intercultural elements are more common in "Traditions" and "Digital Era" units, these terms aren't involved in "School Life", "Plans", "Modern Heroes and Heroines", and "Travel" units. For example, in the theme "Food and Festivals" the intercultural element of the curriculum covers the objectives as *"E10.7.S1. Students will be able to take part in a dialogue about introducing national and international festivals.", "E10.7.S2. Students will be able to describe the steps of a process related to national and international festivals.", "E10.7.R1. Students will be able to evaluate a text to classify various cuisines around the world.", "E10.7.R2. Students will be able to diagrammatize a text about different festivals all around the world."* (See Appendix B)

Table 3. Internationalization status of 11th grade English course curriculum objectives

Theme/Extent	Global	International	Intercultural	f	%
1. Future Jobs	1	-	-	1	7.69
2. Hobbies and Skills	-	-	-	0	0.00
3. Hard Times	-	-	-	0	0.00
4. What a Life	1	-	1	2	15.38
5. Back to the Past	-	-	-	0	0.00

Theme/Extent	Global	International	Intercultural	f	%
6. Open Your Heart	-	-	-	0	0.00
7. Facts about Turkey	-	-	4	4	30.77
8. Sports	-	-	-	0	0.00
9. My Friends	-	-	1	1	7.69
10.Values and Norms	-	-	5	5	38.46
Total Frequencies	2	-	11	13	100.00

Table 3 shows internationalization status of 11th grade English course curriculum objectives. According to this table, it is seen that global, international and intercultural elements aren't divided equally by units, and aren't involved in some units, and are more common in some units such as "Values and Norms", "Facts about Turkey". To exemplify, the global aspect of 11th curriculum can be seen in the themes "Future Jobs" and "What a Life" with the objectives *"E11.1.R2. Students will be able to find the main idea of a text on successful entrepreneurs of the 21st century.", "E11.4.R1. Students will be able to order the events in the biography of a famous person/ inventor/ scientist/ celebrity."* (See Appendix C)

Table 4. Internationalization status of 12th grade English course curriculum objectives

Theme/Extent	Global	International	Intercultural	f	%
1. Music	-	-	-	0	0.00
2. Friendship	-	-	-	0	0.00
3.Human Rights	8	-	-	8	34.78
4. Coming Soon	2	-	-	2	8.70
5. Psychology	-	-	-	0	0.00
6. Favors	-	-	-	0	0.00
7. News Stories	-	-	-	0	0.00
8. Alternative Energy	7	-	-	7	30.43
9. Technology	4	-	-	4	17.39
10. Manners	-	-	2	2	8.70
Total Frequencies	21	-	2	23	100.00

Table 4 shows how often global, international and intercultural elements are included in the 12th grade English curriculum objectives according to the units. According to this table, 12th grade English course curriculum objectives aren't included international items and intercultural

items are included once. Unlike the other two dimensions, global elements (23) are much more common. Particularly in the theme "Human Rights" almost all the objectives reflect internationalization of the curriculum in the global aspects with its eight in nine objectives as *"E12.3.L1. Students will be able to guess the meaning of lexis and jargon about human rights in a recorded text/video.", "E12.3.L2. Students will be able to distinguish the positive and negative expressions about human rights in a recorded text/video.", "E12.3.S1. Students will be able to make suggestions about improving human rights.", "E12.3.S2. Students will be able to discuss the problems/difficulties of the disadvantaged people in the world.", "E12.3.R1. Students will be able to find the supporting ideas in a text about good practices on human rights around the world.", "E12.3.R2. Students will be able to match the paragraphs with the correct phrases/visuals (children rights/gender equality/animal rights/the rights of disadvantaged people, etc.).", "E12.3.W1. Students will be able to write mottos/slogans about human rights.", "E12.3.W2. Students will be able to write an argumentative essay including solutions for disadvantaged people's problems."* (See Appendix D)

The internationalization status of the MoNE secondary education English course curriculum objectives is summarized in Figure 2.
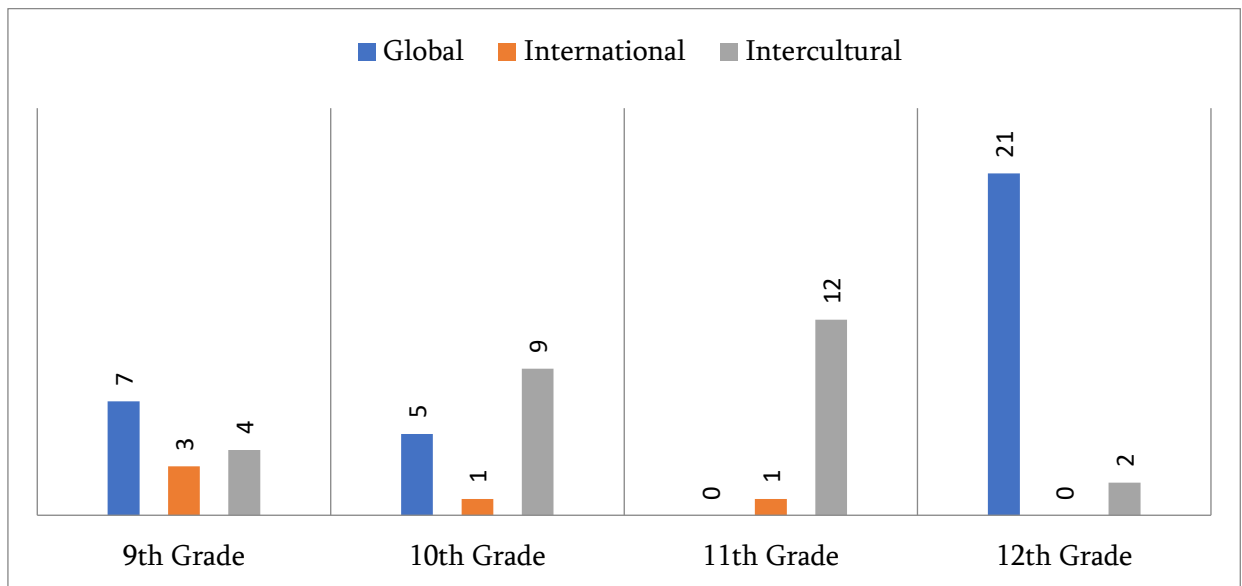

Figure 2. Internationalization status of MoNE secondary English course curriculum objectives

As a result of the findings obtained, it was found that global, international and intercultural elements were distributed homogeneously only in the 9th grades in the objectives of MoNE secondary education English curriculum; it is observed that it is distributed heterogeneously at other levels. While in the 10th grade objectives international items (1) are included much less, intercultural items (9) are given much more place and in the 11th grade objectives, international elements are given no place which is one of the remarkable findings. In addition, the objectives in the 12th grade English curriculum differ from other levels in terms of internationalization. Because global items (23) are dominant in the objectives of the curriculum.

Discussion

With globalization, important changes have taken place in the world and these changes have made it necessary to make important changes in the educational curriculums (Özdemir, 2011). Curriculum in a rapidly globalizing world should facilitate the adaptation of individuals to world citizenship; it should be open to different cultures and develop intercultural skills; it should include the skills of this century, such as critical, creative and reflective thinking (Demirel, 2009). In addition, the necessity of developing foreign language curriculum has emerged as a result of the societies' constant interaction with each other (Oliva & Gordon, 2018). Accordingly, many institutions, especially higher education institutions, have started to organize their curriculum for these needs worldwide. The Ministry of National Education has also aimed to develop foreign language curriculum within this framework by adopting CEFR, which was designed with principles such as providing students with intercultural skills, improving understanding and tolerance and international communication (Arslan & Coşkun, 2012). MoNE, which rearranges the English curriculum according to international qualifications, has added global, international and intercultural elements to its curriculum objectives in this context. However, based on the findings of this analysis, it was concluded that the objectives in the secondary education English curriculum were not as much as the world was in terms of internationalization, and the dimensions added to the curriculum did not show an equal distribution in terms of grades and themes. Also, it should be noted that internationalization of curriculum is beyond the inclusion of global, international and intercultural dimensions in the curriculum's objectives (Knight, 2004).

Heterogeneity of the distribution of internationalization elements may be due to the fact that the selection of current themes and the aspects of internationalization in the objectives specified within these themes may have emerged as a natural result of the themes themselves. Although the integration of internationalization elements into the curriculum was done purposefully, this integration may not have been done systematically.

This is a multidimensional process which needs to take into account the environment of educational institutions and the system of values: social, cultural, political and economic conditions of societies; and also, the geographical conditions of the region and the elements in the global context (Leask, 2012). In addition, although the objectives of the curriculums are updated in terms of the addition of internationalization items, the absence of specific institutions where these changes can be monitored is seen as a major deficiency in our country (Gündoğdu, Çelik, Yanar, Yolcu & Ceylan, 2016).

Conclusion and Suggestions

In this study, internationalization extent of English secondary education curriculum was examined qualitatively. The data analyzed were taken from secondary level English curriculum of MoNE. The findings of the study showed that the curriculum was not as internationalized as it is expected to be; and the extent of the distribution of the internationalization elements was not homogeneous.

Because in the literature this aspect has not been studied much yet, this study will pave the way for making further investigations in different aspects of internationalization.

Furthermore, it can lead the decision makers and especially curriculum developers in this field to regard internationalization phenomena while planning and performing their duties.

This study also puts forwards some suggestions to researchers, curriculum developers and practitioners. MoNE curriculum can be analyzed more broadly in terms of internationalization considering all the objectives of the curriculum. Content and materials used in teaching can be selected and designed to include global, international and intercultural elements. Extra-curricular activities that support the internationalization can be integrated into the curriculum such as visiting an international organization if available, hosting an international citizens like students, professors in the school context, fostering students to contact with foreigners online. Assessment mechanisms can be designed to evaluate the internationalization objectives added to the curriculums. It can be controlled by the supervision of the school managements whether and to what extent the global, international and intercultural content added to the curriculums are applied. Curriculum practitioners can be trained on the internationalization of curriculums; they can be provided mobility to different countries in order to have international and intercultural skills. In order to create a multilingual and multicultural environment in institutions, increasing the number of staff and students coming from abroad to our country within the scope of exchange mobility can be supported.

Finally, because the investigation only in secondary level English curriculum is one of the limitations of this study, further researchers can widen their view to the other levels and fields other than English. They can also involve other instruments in their further research such as making interviews, observations, conducting surveys, etc.

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Appendices

Appendix.A

Evaluator.1's (E.1) and Evaluator.2' (E.2) opinions on internationalization status of 9th grade English course curriculum

Names of Themes	Objective code	Global		International		Intercultural	
		E1	E2	E1	E2	E1	E2
Theme 1: Studying Abroad	E9.1.L2.			X	X		
	E9.1.R2.			X	X		
Theme 2: My Environment	E9.2.W1.			X	X		
Theme 3: Movies	–						
Theme 4: Human in Nature	E9.4.R1.	X	X				
	E9.4.W2.	X	X				
Theme 5: Inspirational People	–						
Theme 6: Bridging Cultures	E9.6.S4.					X	X
	E9.6.R1.			X	X		
	E9.6.R2.					X	X
	E9.6.W2.				X		
Theme 7: World Heritage	E9.7.L1.	X	X				
	E9.7.S2.					X	X
	E9.7.R1.					X	X
	E9.7.W1.					X	X
Theme 8: Emergency and Health Problems	–						
Theme 9: Invitations and Celebrations	–						
Theme 10: Television and Social Media	E9.10.R1.	X	X				
	E9.10.W1.	X	X				

Appendix.B

Evaluator.1's (E.1) and Evaluator.2' (E.2) opinions on internationalization status of 10th grade English course curriculum

Names of Themes	Objective code	Global		International		Intercultural	
		E1	E2	E1	E2	E1	E2
Theme 1: School Life							
Theme 2: Plans							
Theme 3: Legendary Figure	E10.3.S1.					X	X
	E10.3.S3.					X	X
Theme 4: Traditions	E10.4.L1.	X	X				
	E10.4.R1.	X	X				
	E10.4.R2.					X	X
	E10.4.W1.					X	X
Theme 5: Travel							
Theme 6: Helpful Tips	E10.6.S1.	X	X				
	E10.6.W2		X				
Theme 7: Food and Festivals	E10.7.S1.					X	X
	E10.7.S2.					X	X
	E10.7.R1.					X	X
	E10.7.R2.					X	X
Theme 8: Digital Era	E10.8.R1.	X	X				
	E10.8.R2.	X	X				
Theme 9: Modern Heroes and Heroines							
Theme 10: Shopping	E10.10.R1.					X	X
	E10.10.W1.	X	X				

Appendix.C

Evaluator.1's (E.1) and Evaluator.2' (E.2) opinions on internationalization status of 11th grade English course curriculum objectives

Names of Themes	Objective code	Global		International		Intercultural	
		E1	E2	E1	E2	E1	E2
Theme 1: Future Jobs	E11.1.R2.	X	X				
Theme 2: Hobbies and Skills	-						
Theme 3: Hard Times	-						
Theme 4: What a Life	E11.4.R1.	X	X				
	E11.4.W1.					X	X
Theme 5: Back to The Past	-						
Theme 6: Open Your Heart	-						
Theme 7: Facts about Turkey	E11.7.L1.					X	X
	E11.7.S1.					X	X
	E11.7.R1.					X	X
	E11.7.W1.					X	X
Theme 8: Sports	-						
Theme 9: My Friends	E11.9.W2.					X	X
Theme 10: Values and Norms	E11.10.S1.					X	X
	E11.10.S2.					X	X
	E11.10.R1.					X	X
	E11.10.W1.					X	X
	E11.10.W2.					X	X

Appendix.D

Evaluator.1's (E.1) and Evaluator.2' (E.2) opinions on internationalization status of 12th grade English course curriculum objectives

Names of Themes	Objective code	Global		International		Intercultural	
		E1	E2	E1	E2	E1	E2
Theme 1: Music	-						
Theme 2: Friendship	E12.2.W1.						X
	E.12.3.L1	X	X				
	E12.3.L2.	X	X				
	E12.3.S1.	X	X				
	E12.3.S2.	X	X				
Theme 3: Human Rights	E12.3.R1.	X	X				
	E12.3.R2.	X	X				
	E12.3.W1.	X	X				
	E12.3.W2.	X	X				
	E12.4.L2.		X				
	E12.4.S2.		X				
Theme 4: Coming Soon	E12.4.R1.	X	X				
	E12.4.R2.		X				
	E12.4.W1.	X	X				
Theme 5: Psychology	-						
Theme 6: Favors	E12.6.R1				X		
	E12.6.W1				X		
Theme 7: News Stories	-						
	E12.8.L1.	X	X				
	E12.8.S1.	X	X				
	E12.8.S2.	X	X				
Theme 8: Alternative Energy	E12.8.R1.	X	X				
	E12.8.R2.	X	X				
	E12.8.W1.	X	X				
	E12.8.W2.	X	X				
	E12.9.L2.	X	X				
	E12.9.S1.	X					
Theme 9: Technology	E12.9.S2.	X	X				
	E12.9.W2.	X	X				
	E12.9.W3.	X	X				
Theme 10: Manners	E12.10.L2.					X	X
	E12.10.S2.					X	X