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Стаття Впровадження демократичних цінностей на заняттях з англійської мови  
Збірник статей П'ятого Міжнародного Євразійського наукового конгресу з питань освіти (EJER  
2018) Туреччина (Full text book)

Стор. 894-899

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EJERCONGRESS 2018 Conference Proceedings

**Introducing Democratic Values To University Students of The English Department**

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**Abstract** The article is devoted to the clarification of the essence and content of the formation of democratic values among students of higher educational institutions. The role of the discipline English as a foreign language in teaching for democracy has not been investigated. This paper addresses the pedagogical problem of how university instructors of English can teach democratic and social justice principles to youth. It starts by saying that democracy is vital for the achievement of the main goals of peace, human rights and development in any country. The purpose of the article is threefold: to substantiate the necessity of forming democratic values among students of higher educational establishments; to determine the potential of a foreign language in teaching democratic values; and to identify forms and methods of work that will ensure their formation. The methods used for this study was the thorough examination of publications, and websites as well as the survey method. To investigate students' understanding of democratic and social justice issues, we carried out a questionnaire of 135 young people and conducted individual interviews with 50 other students. Students of two state universities, one in Ukraine and one in Turkey, were asked questions related to the issue of democracy. The article concludes with recommendations for practice. Insights from research and our explanations will hopefully benefit university instructors of English and other foreign languages as well as teacher educators. **Keywords:** democratic values, survey, foreign language, technologies, content-based learning. **Introduction:** Formulation of the Problem in General Originally, the term 'democracy' comes from the Greek word 'dēmokratía.' 'Dēmos' means "the people", and 'kratos' means "power" or "rule." Direct democracy is a form of democracy in which people decide on policy initiatives directly. This differs from the majority of most currently established democracies, which are representative democracies. Neuner et al., 2003 say that democracy depends on individuals having freedom of conscience, freedom of movement, the right to peaceful assembly and media constrained only by the need to protect the rights and freedoms of others. Non-democratic regimes are characterized by the use of censorship, restrictions on freedom of movement and assembly and for discriminatory legislation. The events that have taken place in Ukraine in recent years endanger the existence of a traditional democracy model. These events include the hybrid war in the east, the lack of security, the emergence of internally displaced people in the country, the weakening of social cohesion among people, mistrust for traditional political institutions and political leaders. Ukraine is now only one of the former communist countries, which had three major revolutions. The events of the last one in 2013-2014 were a struggle against power, which did not contribute to the democratization of Ukrainian society. After these events, people learned that the revolution should be continued and reforms, modernization, and a system of measures aimed at the implementation of democracy in society are needed. As far as Turkey is concerned, we hear that Turkey's opposition and President Recep Tayyip Erdogan are doing their best to save the country

and its democracy. Both Ukraine and Turkey cherish and defend the same values and norms the EU is built on, such as democracy and respect for human rights, fundamental freedoms and the rule of law. World experience shows that it is democracy that is vital for the achievement of the main goals of peace, human rights and development. Countries with strong democratic traditions do not fight among themselves; human rights and the rule of law are best protected in democratic societies. Education is an important factor in social development and the consolidation of democracy in any country. Of course, it is not the only source of democratic culture, because the family, the media and other institutions play an important role. However, public education institutions with educational programs play a significant role in this process. When the teacher conducts the lesson classrooms become places where students and teachers consider questions of values and morals, which can ultimately promote the notion of democracy (Neuner et al., 2003). We hypothesize that if university instructors of foreign language infuse their teaching with democratic content, the graduates will be able to shape a future which embraces the fundamental values of freedom and self-government. This study is needed because we realize that teaching students to become responsible and effective citizens is very important in a society which has been denied a long history of democratic self-government. The general aim of the research is to substantiate the necessity and possibility of infusing democratic values into a foreign language university classroom. The purpose of the article is threefold: to substantiate the necessity of forming democratic values among students of higher educational establishments; to determine the potential of a foreign language in teaching democratic values; and to identify forms and methods of work that will ensure their formation.

Review of Research and Publications in related Area International human rights instruments include commitments to education and definitions of goals. Article 26 of the Universal Declaration of Human Rights states that: 'Education shall be directed to (...) the strengthening of respect for human rights and fundamental freedoms. Language teaching is a vehicle for transmitting such knowledge and understanding of human rights and a policy instrument for promoting intercultural understanding in a spirit of human rights' (Osler and Starkey, 2006). That is to say that language teaching should reflect the democratic values. The issues of teaching for democracy were considered by American educator, John Dewey, Harber, & Trafford, (1999), Singleton & Linton, (2006), Beckman (2017) and many others. Dewey's idea on democracy is that it is the best means of developing towards societies in which every individual and every group interacts and plays a full role with shared values. Citizenship describes the relationship of individuals to communities and to governments where human rights are agreed standards. In Ukraine, the issues of teaching democracy were explored by such public figures and writers as Skovoroda G., Hrushevsky M., Vinnichenko V., Rudnitsky S., Dukhnovich O., Ogienko I, Rusova S., Prysyzhnyuk S., and Kovtonyuk A. Topical issues of the formation of democratic values of youth have been reflected in the works of many Ukrainian and Turkish educators. Our study differs from other studies by advancing the idea of using foreign language teaching in the process of developing democratic values. Making a class the environment in which democratic values are exercised, will prepares students to extend these values beyond the university environment. Presenting Main Material: Technologies, Approaches and Teaching Methods Educators ascertain that the necessary skills for building democracy do not develop automatically and that democracy should be a key aspect of education (Büyüköztürk, Ş., Çakmak, E.K., Akgün, Ö.E., Karadeniz, Ş. & Demirel, F., 2009). Democracy education means educating young people to become citizens who will preserve and shape democracy in the future. The teaching for democracy is also the encouragement of curiosity, discussion, critical thinking, the ability to criticize constructively and the ability to take responsibility for one's own actions. The idea of teaching democracy has its own history. Elements of young people's preparation for life in a democratic society existed in European countries for many years. In our time, much is being done to create a new type of citizen. The Council of Europe for Education for Democratic Citizenship and Human Rights urges educational institutions to respond to the challenges of the present, create conditions for the acquisition of skills and the development of competences needed for living in a democratic society, and suggests the introduction of a study of democracy in schools and universities. There are examples of teaching democratic values through the use of literature, history, social science and other disciplines, but the potential of a discipline "foreign language" is

not sufficiently explored. Unlike other subjects, the foreign language is an entire branch that reveals to students the treasury of another culture, new lifestyles and gives an opportunity to understand the democratic values of other people. Some educators claim that language teaching has a political side to it and that language teaching is potentially a most important site of learning for democratic citizenship (Ersoy, 2014; Kramersch, 2004; Mifsud, 2005). The educational, social and political ramifications of English language teaching are increasingly of concern to scholars in many countries and as a result, new trends are visible in language teaching. We hear about a view of the language teacher as “a go-between” which can lead to a more democratically oriented foreign language education (Reagan, 2002). American researcher Reagan says that language classrooms provide the ideal space for cultural, political, and ideological issues to be discussed and emphasizes the need to include such discussions in the language classroom. At educational institutions, formation of democratic values is supposed to be carried out at all levels of the educational process – informative, organizational, functional, and communicative. We will consider the informative (content) level. We will also look at technologies, approaches and teaching methods that may be appropriate in the process of teaching for democratic values. A content-based learning or content-based instruction refers to communicative-oriented learning and focuses not on the language but on what is taught in that language. The founders of the method, Richard and Rodgers (2007) argue that students, focusing on the content, learn more successfully than when their efforts are aimed at mastering a new vocabulary or grammatical structures. Our experience suggests that most foreign language teachers in higher education institutions are not fully acquainted with this approach. Educators unanimously agree that the teaching process should be interactive, democratic, and based on respect for the student’s thought. It should also recognize students as co-authors of the educational process and encourage them to be active participants in their own learning. Interactive learning helps to create an atmosphere of cooperation and promotes development of the communicative qualities necessary for the formation of democratic values. Technology involves the use of role-playing games, discussions and debates, video conferencing, case studies, and “brainstorming”. In the spirit of discussion or brainstorming the following questions can be asked: “All different - all equal” (famous saying in Europe) EJERCONGRESS 2018 Conference Proceedings 896 “Do not ask what the state can do for you, ask what you can do for her”? (quote by John Kennedy) Is dictatorship always wrong? Doesn’t history have any examples of good dictatorships /dictators? Why is democracy considered the best form of government? Why should we value democracy? Which are the world’s strongest democracies? Which country is an example of a true or a perfect democracy? What are the most successful young democracies? Is decision by the majority always democratic? Critical thinking and smart learning can also contribute to the formation of democratic values. Critical thinking is a key feature of democratic citizenship and refers to the ability to analyze information objectively and make a reasoned judgment. Smart learning is a flexible learning in an interactive educational environment with content from around the world, which is freely available on the Internet. The goal of smart or intelligent learning is to make the learning process effective by transferring the learning process to the electronic environment. Students receive the opportunity to independently study the discipline, watch lectures in on-line or offline modes, participate in telecommunication projects. Smart learning opens up new opportunities for educators as well. It provides them with the opportunity to constantly develop new content, share experiences, improve their professional level and save time. An essential component of the learning process is the learning tools. Proceeding from the fact that we consider learning based on the content, a special attention should be given to texts in a foreign language. They should deepen knowledge of fundamental concepts of democratic culture: citizenship, tolerance, education and the free exchange of ideas. The texts should be based on factual material about existing democracies, types of democracy, its principles and values. They should be meaningful for students and satisfy their emotional and cognitive needs. Methodology Participants In order to determine perceptions of the students of English towards democratic values, in 2018, we conducted a survey among 70 (N=70) Ukrainian 2 nd and 3 rd year students and 65(N=65) undergraduate Turkish students and individual interviews among 25 (N=25) Ukrainian students and 25(N=25) Turkish students. Both the survey and individual interviews were conducted in two universities – Luhansk Taras

Shevchenko National University, Ukraine and Karabük University, Turkey. Two samples (N=135) and (N=50) from two universities were taken and only those students who were majoring in English and were willing to participate had been elected. Ukrainian respondents comprised of 32% male students and 68% female. Turkish respondents comprised of 37% male students and 63% female students. The age of respondents was 20-23. The survey consisted of a questionnaire and individual interviews consisted of questions. Before the students responded to the questionnaire they were provided with a detailed explanation of democracy and related matters. The purpose of the survey and individual interviews was to determine if Ukrainian and Turkish students understand democratic principles and values and if they are willing to participate actively in all aspects of democratic life.

**Research Design and Instrumentation** The questionnaire was a printed set of 25 questions – 15 questions took the form of a multiple-choice question and 10 - open format questions that were without a predetermined set of responses. Individual interviews, which were semi-structured, allowed us to probe students' attitudes, beliefs, and experiences. The interview question(s) pertaining to a qualitative study are to be appropriate for the purpose of that particular study besides being valid (Ary et al., 2010). Qualitative approaches are most commonly used in exploratory or descriptive research, methodologically, these approaches rely on inductive designs aimed at generating meaning and producing rich, descriptive data. All interviews took place face-to-face, and each interview consisted of 5 questions and lasted for about 25 minutes. Semi-structured interviews included planned questions, but the interviewer had freedom to modify the wording and order of questions. Interview is a commonly used research genre across disciplines. Interview structures range from unstructured to semistructured to highly structured. In general, interview methods use conversation as a learning tool. People are naturally conversational, and so interview methods draw on something people are accustomed to participating in, even if not typically in formal settings (Brinkmann, 2012, 2013, cited in Leavy, 2017). The quantitative data collecting instrument used in the study was developed by the authors of the article. Quantitative research values breadth, statistical descriptions, and generalizability. Quantitative approaches to research center on achieving objectivity, control, EJRCONGRESS 2018 Conference Proceedings 897 and precise measurement. Methodologically, these approaches rely on deductive designs aimed at refuting or building evidence in favor of specific theories and hypotheses. M. Fallon refers to quantitative research as a “top down process” (2016, p. 3). Quantitative approaches are most commonly used in explanatory research investigating causal relationships, associations, and correlations. And in this respect, Content validity Index (CVI) was taken into consideration. All 25 questions of the questionnaire and 5 interview questions sought to measure a content domain in a way that made the survey representative of the entire domain. Quantitative data were implemented and conducted at the period of three months.

**Research Questions, Detailed Results and Discussion** Some of the questionnaire questions we asked were the following. (1). do you think you personally can make a difference to your country? (2). what are the least democratic countries? (3). can you give 5-10 reasons why democracy is good/bad for any country? (4). mention one or several world problems that you personally worry about. (5). what topics does your course book deal with? (6). how do you normally get information about what is happening in the country? (7). what is democracy? (8). would you like to discuss democratic principles and values in the classroom? (9). can you personally do something to change your society, nation and the world. Only 16% of Ukrainian respondents and 21% of Turkish students answered in the affirmative to the first question. Answering a second question about the least democratic countries, Ukrainian students mentioned China, Belarus, Russia, Egypt, Japan and North Korea. Turkish students mentioned North African countries, Egypt, Syria and Iraq. About 70 % of students from both universities gave only one reason why democracy is good for any county and that was freedom of speech. 30% of students answered “hard to say” to the third question which means they could not give any reasons why democracy is good for any country. Among the problems that Ukrainian students personally worry about, were mentioned the following: a hybrid war, terrorism, natural disasters, gender inequalities, pollution, climate change, global warming. Students from Karabuk University worry about future possible problems such as famine, pollution, natural disaster, nuclear war, unemployment. Answering the question about topics their course book deals with, Ukrainians mentioned student life, travelling, shopping, entertainments, environment, customs,

traditions, and holidays. Turkish students mentioned language, literature, holidays in English speaking countries, British and American culture. In order to get information about what is happening in the country, 18% of Ukrainians and 21% of Turkish said they watch TV, 81% of Ukrainians and 72% of Turkish said they get information on the Internet and read news on the Facebook. Some students (8%) get information from friends and society around them. We were surprised to hear that 1% of Ukrainian students get information from parents. One Ukrainian student's answer was: "I get all the information from my grandmother because she is the only source that I trust". 71% of Ukrainian respondents and 83% of Turkish students could give a definition of democracy. Most students – 89% of Ukrainians and

% of Turks answered affirmatively when asked whether they would like to discuss democratic principles and values in the English language classroom. Answering the last question, 51% of Ukrainian students and 62% of Turkish students said they can personally do something to change their society. Thus, 49 % of Ukrainian students and 38% of Turkish acknowledged to be defeatists by saying they feel there is nothing they can do to change their society, nation and the world. Some of the individual interview questions we asked were: (1). are freedom and democracy synonymous? (2). what are the two basic categories that democracies fall into? (3).what is the world's first democracy? (4). Do you think your country is on the road to democracy? (5). what is pluralism? Students' answers suggested that strengths, benefits and responsibilities of democracy are not clear to most of them. Students are ill-equipped to defend democracy, they do not believe they can influence the processes taking place in society and create change. They do not fully realize that to further the prosperity of democracy, students must value it as a way of life. Conclusions 1). The skills needed to build democracy are not developed automatically and therefore, democracy should be a key aspect of education. Democracy education means training young people to become citizens who preserve and shape democracy. The teaching of democracy is the encouragement of curiosity, discussion, critical thinking, the ability to criticize constructively and the ability to take responsibility for their actions. The problem of teaching students democratic values is relevant in the context of reforming civil society. 2). Since teachers play such a major role in preparing young generations to become citizens of a world, this study suggests that language teachers can contribute to education for democratic citizenship. A discipline "foreign language" has a strong potential for the teaching of democratic values. It can significantly modernize the content of language teaching at higher education institutions. 3). Content-based learning, interactive learning, critical thinking, and smart learning can foster the formation of democratic values in students of higher education. Teaching materials should be meaningful for students, satisfy their emotional and cognitive needs and be based on factual material about existing democracies. 4). The contribution of our research to the field of education is that we are the first who proposed the idea of teaching democratic values through the use of a discipline "foreign language". 5). The value of the teaching for democracy topic can be recognized by international readers, and our ideas and suggestions might be helpful for teachers who are planning to teach democratic principles and values. EJERCONGRESS 2018 Conference Proceedings 898 6). We intend to continue our study and focus on the what, how, and when – what materials to select, how to teach and make students learn and acquire skills, and when to allocate the appropriate time for interactive learning, critical thinking, and smart learning activities. 7). Our suggestions for those who are interested in the topic are: design sample lessons and share your findings through conferences, newsletters, and publications which showcase the best practices of the classroom teacher. References: Ary, D., Jacobs, L. C., Sorensen C. & Razavieh A. (2010). Introduction to research in education. CA: Nelson Education LTD. Beckmann, E. (2017).Leadership through fellowship: distributed leadership in a professional recognition scheme for university educators', Journal of Higher Education Policy and Management, vol. 39, no. 2, pp. 155-168pp. Büyüköztürk, Ş., Çakmak, E.K., Akgün, Ö.E., Karadeniz, Ş. & Demirel, F. (2009). Bilimsel Araştırma Yöntemleri, 3. Baskı, Ankara: Pegem Akademi. Brinkmann, S. (2012). Qualitative inquiry in everyday life: Working with everyday life materials. London: SAGE. Brinkmann, S. (2013). Qualitative interviewing. New York: Oxford University Press. Ersoy, A.F. (2014). Active and Democratic Citizenship Education and its Challenges in Social Studies. Eurasian Journal

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Geniş Özet ( Structured Extended Abstract) Bu çalışma yükseköğretim kurumlarında öğrenim gören öğrenciler arasında demokratik değerlerin oluşumunun özünü ve içeriğini açıklığa kavuşturma amacıyla yapılmıştır. İnsanlığın ortaya koyduğu kültürel unsurlardan oluşan demokrasi kavramı, kültürlere olan saygıda toplumu meydana getiren bireylerde bir değer olarak var olabilmek için, varlığının eğitime daima muhtaç olagelmıştır. Bu EJERCONGRESS 2018 Conference Proceedings 899 kapsamda günümüzde henüz gelişmekte ve gelişmiş ülkelerde bireylerin eğitimden beklentileri oldukça yüksektir. Demokrasinin beraberinde getirdiği değerleri, çeşitli kültürlere olan saygıyı, onlara değer kazandırmayı hedefleyen uluslarda, eğitimin bu amaç veya hedefi yerine getirebilmek adına düzenli bir şekilde çalışılması gerekmektedir. Bu tip planlamalar için hedef toplumun konuya ilişkin algı, görüş ve tutumları iyi bilinmelidir. Yabancı dil olarak İngilizce öğretimi bilimsel disiplininin demokrasi için öğretim konusundaki rolü henüz bu günümüze kadar pek de incelenmemiştir. Bu makale, temel olarak üniversite İngilizce öğretim elemanlarının demokratik ve sosyal adalet ilkelerini gençlere nasıl öğretebilecekleri pedagojik problemini ele almaktadır. Çalışma, her hangi bir ülkede barış, insan hakları ve gelişme gibi temel amaçlara ulaşmak için demokrasinin hayati önem taşıdığını ifade ederek başlamaktadır. Ayrıca, bununla beraber her hangi bir ülkede toplumsal gelişim ve demokrasinin güçlendirilmesi için eğitimin önemli bir faktör olduğunu ve toplumsal eğitim kurumlarının ve eğitimsel programların bu süreçte önemli bir rol oynadıklarını belirtmektedir. Edebiyat, tarih, sosyal bilimler ve diğer disiplinlerin kullanımı yoluyla demokrasi için öğretimin örnekleri bilinmektedir, fakat “yabancı dil” disiplininin bu konudaki potansiyeli yeterince incelenmemiştir. Yabancı dil öğretiminin politik bir yönü vardır ve potansiyel olarak yabancı dil öğretimi demokratik yurttaşlık için çok önemli bir öğrenme ortamıdır. Demokrasi için öğretim ayrıca merak, tartışma, eleştirel düşünme, yapısal eleştiri yeteneği ve kişinin kendi davranışlarından dolayı sorumluluk alma becerisinin teşvik edilmesidir. Öğrencilere demokratik değerlerin öğretilmesi problemi, sivil toplumu reforma tabi tutma bağlamıyla da ilişkilidir. Eğer üniversite İngilizce öğretim elemanları öğretimlerini demokratik

içeriklerle donatılırsa, üniversite mezunlarının özgürlük ve kendi kendini yönetme temel değerlerini kucaklayan bir gelecek şekillendirebilecekleri varsayımında bulunuyoruz. Bu makalenin üç temel amacı vardır: yükseköğretim öğrencileri arasında demokratik değerleri oluşturmanın gerekliliğinin doğruluğunu kanıtlamak, demokratik değerlerin öğretilmesinde bir yabancı dilin potansiyelini belirlemek ve bu değerlerin oluşumunu sağlayan çalışma biçim ve yöntemlerini tanımlamak. Bu makalede bilgilendirici içerik düzeyini dikkate alarak demokratik değerler ve ilkeler için öğretim sürecinde uygun olabilecek yaklaşımları ve öğretim metotlarını gözden geçirilmektedir. İçerik temelli öğrenme, etkileşimli öğrenme, eleştirel düşünme ve akıllı öğrenme gibi yükseköğretim öğrencilerinde demokratik değerlerin oluşumunu teşvik edebilecek yaklaşımlar için mantıklı gerekçeler sunuyoruz. Öğrenme sürecinin asli bileşenlerinden biri de öğrenme araçlarıdır. Bir yabancı dilin öğretiminde kullanılan metinlere özel bir önem verilmelidir. Bu metinler demokratik kültürün temel kavramlarına dair bilgiyi derinleştirmeli, mevcut demokrasiler, demokrasi tipleri, demokrasinin ilke ve değerleri konusunda gerçekçi materyallere dayanmalıdır. Öğrenciler için anlamlı olmalı ve onların duygusal ve bilişsel gereksinimlerini karşılamalıdır. Tartışma veya beyin fırtınası amacıyla verilebilecek sorulara örnekler bu makalede sunulmuştur. Bu çalışmada kullanılan yöntemler, yayınların ve web sitelerinin kapsamlı bir şekilde incelenmesi ve bunun yanı sıra anket yöntemidir. Öğrencilerin demokratik ve sosyal adalet konularına dair anlayışlarını incelemek için 135 katılımcıya anket uygulandı ve bunlara ek 50 öğrenciyle kişisel görüşmeler gerçekleştirilmiştir. Anket ve görüşmelerin katılımcıları biri Ukrayna'da (Luhansk Taras Shevchenko Ulusal Üniversitesi) ve diğeri Türkiye'de (Karabük Üniversitesi) bulunan iki devlet üniversitesinin öğrencileridir. Anket öğrencilerin makalenin konusuyla paralel olarak tutumlarını ölçmeye yönelik olarak yirmi beş adet basılı sorudan oluşmaktadır, bunlardan on beş soru çoktan seçmeli biçimde ve on soru da önceden belirlenmiş yanıtları bulunmayan açık uçlu sorular biçiminde hazırlanmıştır. Tüm görüşmeler yüz yüze gerçekleştirilmiştir ve her görüşme beş sorudan meydana gelmiş ve yaklaşık olarak yirmi beş dakika kadar sürmüştür. Yarı-yapılandırılmış kişisel görüşmeler (interview) bize öğrencilerin tutumlarını, inançlarını ve deneyimlerini derinlemesine inceleme olanağı vermiştir. Anket ve kişisel görüşmelerin amacı Ukraynalı ve Türk öğrencilerin demokratik ilkeleri ve değerleri anlayıp anlamadıklarını ve demokratik yaşamın tüm yönlerine aktif bir biçimde katılmaya istekli olup olmadıklarını belirlemektir. Öğrencilere genel olarak demokrasi konusuna ilişkin sorular sorulmuştur. Sorulara ve öğrencilerin yanıtlarına örnekler bu makalede net bir şekilde yer almaktadır. Öğrencilerin yanıtları, demokrasinin güçlü yönleri, yararları ve sorumluluklarının öğrencilerin çoğunluğu tarafından açıkça anlaşılmadığını ortaya koymuştur. Öğrenciler demokrasiyi savunma konusunda gerekli donanımına sahip olmadıkları, toplumda meydana gelen süreci etkileyebileceklerine ve bunların yanı sıra değişim yaratabileceklerine pek inanmamaktadırlar. Demokrasinin başarısını daha ileriye götürmek için onu bir yaşam biçimi olarak kabul etmeleri gerektiğinin tam olarak farkında olmadıkları fark edilmiştir. Çalışma uygulamaya yönelik bir takım tavsiyelerle sonlandırılmaktadır. Araştırma ve açıklamaların sunduğu açılımların üniversite İngilizce ve diğer yabancı dil öğretim elemanlarına ve aynı zamanda öğretmen eğitimcilerine yarar sağlayacağı umut edilmektedir. Genel olarak makalenin yazarları araştırmalarını daha derinlemesine sürdürmeyi ve hangi materyallerin seçilmesi gerektiği, ve öğrencilerin ilgili konuda öğrenim ve becerileri edinmelerini sağlamak için nasıl öğretilmesi gerektiği konularına odaklanmayı amaçlamaktadırlar.