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Delving into Global-Mindedness in Iranian EFL Classes: Perceptions and Strategies in Focus

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ABSTRACT

English as a foreign language (EFL) classroom can provide opportunities for promoting learners' global-mindedness, particularly when teachers themselves understand and internalize the principles underlying global education. The present study explored Iranian EFL teachers' perceptions of global-mindedness and the strategies they consider useful for integrating it into classroom practice. A grounded-theory–inspired qualitative design was employed. Thirty teachers from different educational levels and institutions participated through convenience sampling. Data were collected through semi-structured interviews and teacher diaries. The data were then coded in several stages to find repeated ideas and patterns. The results showed different aspects of global-mindedness, such as respecting other cultures, feeling part of the global community, caring about world problems, avoiding racism, being open-minded, and feeling responsible for the world. The teachers suggested some strategies, including giving more attention to global issues in classroom materials, helping students communicate with people from other countries, and encouraging them to think about global problems. It is concluded that EFL teachers can contribute to developing students' global awareness. The study has several implications for teacher education and curriculum planning.

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1. Introduction

The emergence of globalization has changed the prevalent social, political, cultural, economic, and educational setting of the world (Spring, 2015). The globalized world is becoming more integrated, that is, as far as political, social, cultural, and economic aspects are concerned, all nations are intermingled (McGaha & Linder, 2020). Recently, globalization has taken more attention in education. Accordingly, educational systems should be reformed to fulfill the current requirements of globalization. This is why many teacher education systems have changed their general trends with more emphasis on programs targeted at enhancing teachers' global worldview (DeMello, 2011; Dyrness, 2021).

Undeniably, teaching in such an era calls for teachers' new skills, special knowledge, and broad expertise. In reaction to this, various organizations supporting students' readiness for 21st century proposed a set of essential skills and knowledge necessary for being successful in globalized world. A key skill mentioned in this framework is encouragement of global awareness meaning mutual respect for and understanding of other cultures and nations accompanied by having knowledge about global issues. However, in many societies, still many individuals still hold ethnocentric views, and resist treating people from various nations as equal (Fatehi Rad & Atashdast, 2023; Kaowiwattanakul, 2020).

Two approaches have been taken in education thanks to globalization: Multicultural education and global education (Porto, 2016; Rayani & Fatehi Rad, 2023). According to multicultural education, gender, age, and disabilities should be considered in any educational system. Multicultural education can be applied in a country with cultural variations. However, global education is an inevitable branch of a globalized world wherein the individuals should learn to mitigate their ethnocentric beliefs because the new world needs less parochial citizens (Porto, 2016). It corroborates knowledge, beliefs, and expertise for living in a world rife with diversity, injustice, interdependence, and tension. The basic premise of global education is manifested in global education initiatives, globalizing curricula, international activities, and global learning outcomes (Cui, 2013; Malik et al., 2025). Keys to global education include knowledge of global interconnectedness, inquiry into global issues, skills in perspective consciousness, open-mindedness and recognition of bias, and intercultural experiences and intercultural competence (Chakravarty et al., 2020; Merryfield et al., 2008).

Although a strong rationale for teaching global concepts has been documented in the literature, teachers believe that they are not well-equipped to do so. Therefore, teacher

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education is responsible for devoting a high priority to global education so that more competent learners are trained with respect to science, technology, knowledge, trade, etc. and students' intercultural skills are shaped (McGaha & Linder, 2020). Hence, the offspring of global education is global-minded teachers. When teachers are global-minded, values, beliefs, and ideas of globalization are injected into curricula and passed to the new generation of the learners (Cui, 2013; Festl, 2020). A global-minded teacher has a feeling of interconnectedness with and belonging to all humans in different parts of the globe; he/she feels responsible to mitigate the influence of severe conditions; and he/she thinks that it is a moral approach to take appropriate measures to build a better world. To a global-minded teacher, cultural and ethnic diversity does not jeopardize national, local, and regional lifestyles (Hansen, 2010).

Hett (1993), who coined the term global-mindedness, enumerated five components for global-mindedness: Responsibility, cultural pluralism, efficacy, global-centrism, and interconnectedness. To her, a global-mined person has a deep concern for all human beings, respects cultural variations, believes in his\her own ability to take actions, reflects on the interests of the global community, and has a feeling of global belonging to all humans.

EFL learning can help develop learners' global-mindedness, but this is more likely when teachers themselves understand and practice global-mindedness (Hahn, 2018; Kirkwood-Tucker, 2018). In some political and ideological discourses in Iran, English has at times been framed as culturally problematic rather than purely educational. Influenced by political views, voices are heard from here and there that English language should be replaced with other languages (e.g., Arabic language) in Iranian schools and universities. For example, occasional public debates have questioned whether English should continue to hold a central place in schools, with some voices advocating stronger emphasis on alternative languages. These debates suggest that further research may be needed to better understand how global-mindedness can be addressed in Iranian EFL contexts.

Today, many life dimensions are interconnected and intermingled throughout the world. More specifically, the huge impact of globalization on education and the incongruence between the current education and what it ought to be generate new challenges (Tarc, 2019). Despite the rapid development of technology in the globe, Iranian EFL system continues to reflect instructional goals that were largely formulated many years ago and have not yet been comprehensively updated. (Zohrabi et al., 2019). Particularly, the main focus of Iranian EFL teachers is teaching reading, writing, listening, and speaking and learners' creative and

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collaborative knowledge, or such matters as the paramountcy of equality, social justice, and inter-cultural communication are missed. This is while many educators are concerned that teachers should adopt a global perspective, since ethnocentrism and self-interest lead to political and barren decisions that contribute to nothing but destructive ends. A means to cope with this problem can be global-minded teachers who see themselves as a part of the globe and who educate global-minded learners. They deny extreme nationalistic positions and welcome knowledge of other cultural systems and value systems (Hett, 1993). Thus, to prepare learners to cope with the complexities of living in the global world, it is inevitable for the teachers to teach with a global perspective (McGaha & Linder, 2020).

However, what is seen in reality in the context of Iran is that the teacher training programs do not adhere to methods and strategies to equip teachers with the necessary knowledge and motif to teach using global perspective. At first glance, this may seem unimportant, but in fact can cause education and nurturing of a generation that is incompatible with the current cultural trends of the world. Such a generation has extremist cultural biases which make them non-pluralistic, inflexible, and narrow-minded in their approach.

Many teachers expressed concern that some learners have formal knowledge of grammar and vocabulary but face challenges using English effectively in authentic communication. Further, although some studies have been conducted to address EFL learning in the global era (e.g., Zohrabi, 2011; Zohrabi et al., 2019), a big void in the literature is still seen with regard to global-mindedness and its application in Iranian EFL classes. Neglecting global-mindedness in English classes may have unintended consequences, since English increasingly functions as an international medium for education and communication; it is the global language, it will not belong to a particular country and a certain culture; and it reflects global values which are shared between all human beings and precisely it is in agreement with the manifesto of global education. With a view to all these issues, this study is an endeavor to explore Iranian EFL teachers' perceptions of global-mindedness and the strategies that can be followed to apply global-mindedness in Iranian EFL classes. To this end, the following research questions were put forth:

1. What are Iranian EFL teachers' perceptions of global-mindedness?
2. What strategies can be followed to apply global-mindedness in Iranian EFL classes?

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2. Review of Literature

2.1. Theoretical Framework

This study is based on the idea of globalization and on recent critical views about how globalization affects education and English language teaching. The idea of a global village, first introduced by McLuhan in the 1960s, suggested that new communication technologies could bring people closer and create stronger connections around the world (Zhao, 2009). Later, Lope (2014) and Malik et al. (2025) helped popularize the term globalization in economic discussions, although similar ideas had already been discussed earlier in sociology and cultural studies. Today, globalization is usually seen as a complex process that influences economics, politics, culture, media, and education (Aghaei et al.,2010), and is not controlled by any single country or institution.

One well-known way of thinking about globalization is Friedman's (2007) idea of the flat world. He explained how digital technologies and global networks reduce distance and make communication faster and easier. However, many researchers argued that this view is incomplete. Globalization does not help everyone in the same way. Economic differences and unequal access to technology impact who can benefit and who cannot. For this reason, globalization should be understood as uneven and constructed by power relations, not simply as a concept that automatically creates equality.

In field of education, globalization affects how languages are valued and how teachers see their roles (Festl, 2020; Spring, 2015). English is often connected with access to knowledge, mobility, and international communication. At the same time, some researchers warned that English can become a tool of cultural dominance when it is treated as the only proper language for global communication (Phillipson, 1992; Pennycook, 1998).

Therefore, the idea of global-mindedness needs to be careful considered. On one hand, global-mindedness refers to openness, respect for cultural diversity, and responsibility beyond national borders. On the other hand, critical perspectives indicate that terms such as global citizenship or global English may support Western-centered values if they ignore politics and inequality (Delanty, 2006; Mignolo, 2011).

In this study, we used both views together. In details, global-mindedness is seen as a useful educational goal, but it is considered that global-mindedness is formed by factors such as local ideologies and geopolitical conditions. In the Iranian context, teachers may need to negotiate their ideas about global-mindedness in political and religious frameworks. This

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framework helps examine what teachers think and how and why they construct global-mindedness in particular ways.

2.2. Empirical study

There is considerable research that has explored the development of global-mindedness amongst teachers as well as the relationship between global-mindedness and the practice and beliefs of teachers. Through various studies, global-mindedness is not considered an individual characteristic but something that is developed by motivation and opportunity.

One group of studies points to the importance of motivation and worldview. Francois's (2010) study found that a teacher with a more humanistic outlook and high intrinsic motivation to learn about global concerns will be more inclined to appreciate global education endeavors and to be supportive of global thinking incorporation into practice. Here, global thinking seems to be associated with a sense of responsibility and a feeling of connectedness with other human beings around the world.

The second line of research focuses on education, exposure, and intercultural experiences. The results revealed a clear pattern that increased educational levels, involvement in teacher training programs, and deliberate interventions for intercultural interactions facilitate a strong global outlook. For instance, trained teachers possessing college-level educations, university studies, and traveling experiences abroad, as well as being exposed to multicultural settings, help promote a positive attitude toward diversity and global citizenship (Acolatse, 2010). The intervention of short-term international study programs and immersion activities was found to have a profound impact on teachers, helping to open their minds to reassess ethnocentrism and gain a global insight into educational issues (DeMello, 2011).

Another important area would be the personality traits and career development of teachers. It was found that traits like major specialization, involvement in selected courses, expertise in a second language, and/or experience abroad were considered important predictors for global awareness, whereas teacher experience was not (Lope, 2014). What this means is that standard professional experience in the absence of new exposure could be ineffective in broadening the outlook of teachers in terms of global awareness.

In addition to these personal factors, studies have explored institutional and leadership issues. School leaders have been studied, and it has been revealed through research that

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personal qualities such as gender, ethnicity, travel experience, size of school, and language ability are linked to attitudes towards awareness of globalization (Sutherland, 2015). These do not have a predictive relationship with student outcomes and hence may indicate obstacles in implementing global perspectives in educational institutions.

Recent studies have viewed global-mindedness from the angle of intercultural competencies. Prospective teachers and teacher-candidates exhibited a higher level of global-mindedness if they were shown to be more sensitive and effective in their interactions within a multicultural setup (Malik et al., 2025; McGaha & Linder, 2020). Recent literature has therefore viewed global-mindedness from the dimensions of both a trait and a skill set, impacting classroom-level communication and interactions.

In short, the above-discussed literature indicates that global-mindedness cannot be achieved by just teaching experience but needs intense reflection, diversity exposure, thoughtful educational experiences, and favorable environments (Acolatse, 2010; DeMello, 2011; Francois, 2010; Lope, 2014; Malik et al., 2025; McGaha & Linder, 2020; Sutherland, 2015). However, these studies have mainly been explored in the Western setting and mainly focused on preservice teachers rather than in-service EFL teachers worldwide, especially in the non-Western settings such as the Iranian culture. Therefore, it could be acknowledged that very few studies have explored the concept of global-mindedness in the Iranian EFL settings, and the existing literature has created a void that needs to be addressed by the current qualitative study.

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3. Methodology

3.1. Design

This study employed a constructivist grounded theory approach which helps prior engagement with relevant literature while emphasizing the co-construction of meaning between researcher and participants. Data were analyzed through iterative cycles of open, axial, and selective coding to identify and relate recurring patterns in the interviews and diaries (Creswell & Creswell, 2023).

3.2. Participants

The participants include a group of 30 Iranian EFL teachers, both males and females, with different education levels (i.e., BA, MA, or Ph.D.) in fields related to English language or English language teaching. They were teaching English with different years of teaching experience in different English language institutes, high schools and universities of Iran. Because the aim was exploratory and context-specific, convenience sampling was used to recruit accessible in-service teachers from different institutions. Recruitment continued until no substantially new codes or categories were observed in the interview data, which suggested that a pragmatic level of saturation had been reached with 30 participants. The participants were informed about the objectives of the study, and their cooperation was voluntary. 3.3. Instruments

3.3. Semi-Structured Interview

This study made use of an in-depth semi-structured interview in five open-ended questions which were originally developed by the researcher and re-checked by a panel of language teaching experts who were experienced university instructor, in terms of the appropriacy of the language, content relevance, and content coverage. The questions were developed based on the available scales of global-mindedness and consulting the relevant researchers. Because this interview was semi-structured in nature, it started with a list of questions as a guide, while the researcher was free to digress and probe for more information. Reliability of the interview was checked through inter-rater reliability method by asking a researcher to re-analyze the interviews (r=.90). Validity of the interview was probed by keeping some quotations of the participants to be presented in the results of data analysis.

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3.4. Diary

In addition to the semi-structured interview, this study benefited from teachers' diaries to triangulate the data. Creswell and Creswell (2023) adopted a diary as a private document in qualitative research to thoroughly examine and triangulate qualitative data. According to them, a diary study is a first-person record of learning and teaching experiences written in a personal journal on a regular, truthful manner and then examined for frequent trends or significant occurrences. In a diary, persons report their context-sensitive interactions and experiences over a period of time. They were invited to keep a brief reflective diary for a period of four weeks and to write at least one entry per week about classroom events or reflections related to global-mindedness. In total, participants produced between three and five entries each. These diaries were treated as a supplementary yet systematic data source that complemented the interview data. Validity and reliability of diary data were checked following the procedures mentioned for semi-structured interviews. The diary entries were analyzed using the same coding procedures as the interviews and were constantly compared with interview data to refine emerging categories.

3.5. Procedure

In order to collect the data, first, the interview questions were designed by the researchers. Afterwards, the questions were submitted to a panel of language experts to reexamine both language and content of the questions. Then, the selected sample was interviewed one by one by the researcher. All the interviews were audio-recorded for further analysis. The recordings were transcribed, summarized, analyzed, and categorized based on the recurrent patterns as explained below.

Next, diaries of the participants were collected as a means of data triangulation. To this end, the participants were asked to freely express what is important to them with regard to global-mindedness and their personal perceptions of it, and send them to the researcher. Then, the diaries were tentatively checked by the researcher to see whether they are relevant. Following that, the diary data was qualitatively analyzed as described below.

3.6. Data Analysis

Data analysis involved extracting the recurrent patterns of qualitative data or the data gathered through the interviews and diaries via open, axial and selective coding. Open coding involved highlighting or bolding the meaningful units as codes in the data. In the axial coding, codes conveying similar meanings were categorized as themes. Finally, selective coding

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involved categorizing related themes as whole categories (e.g., perceptions and strategies). Throughout the analysis, we used constant comparison, moving back and forth between data segments, codes, and emerging categories. Analytic memos were written to document interpretive decisions and to integrate categories. This process led to a central conceptualization of teachers' negotiated global-mindedness, which captures how they attempt to enact global orientations within institutional and political constraints.

4. Results

Regarding the first research question (i.e., What are Iranian EFL teachers' perceptions of global-mindedness?), the following themes were extracted:

Respecting Different Cultures: The first recurrent perception in the data was respecting different cultures, meaning that global-mindedness involves showing respect to different cultures. According to this perception, global-mindedness is not compatible with showing bias toward a specific culture. According to Participant 12: "*I think global-mindedness involves showing respect to different cultures. It involves acceptance of different cultures with no bias."* Similarly, in the words of Participant 20: "*Global-mindedness means having a positive attitude towards all cultures and their belongings. It means respecting all cultures. Global-mindedness is not compatible with showing bias toward a specific culture.*"

4.1. Global Membership: Global membership, as the second prominent perception of the participants, means having a sense of membership in a global society. It means having a sense of belonging to the World as a global entity. As highlighted by Participant 6: "*A global-minded teacher has a strong sense of being a member of a global society or group. He does not feel himself as separate from other parts of the World. He has a sense of global unity."* Participant 18 meant the same thing when she said: "*Global-mindedness means having a sense of belonging to the World as a global entity. It means having feeling of attachment to and association with the global village."*

4.2. Global Concern: The third prevalent perception extracted was global concern, suggesting that the concern of a global-minded teacher is different matters, issues, topics, and people throughout the world, not just his/her own city, country, family, and culture. Problems of other nations are regarded as problems of him/her. According to Participant 14: *"A global-minded teacher is one whose concern goes behind his/her concerns. Such a person is attentive to different matters, issues, topics, and people throughout the world, not just his/her own city,*

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country, family, and culture." In this regard, Participant 3 stated: *"Global-mindedness means teacher's viewing global problems like his country's problems. This kind of character considers himself a component of the whole world not just an individual belonging to Iran."*

4.3. Avoiding Racism: The fourth recurrent perception, avoiding racism, resonates with the meaning that a global-minded teacher avoids racism. Such a teacher does not belittle people from other races and nationalities and respect them. As emphasized by Participant 27: *"A global-minded teacher avoids racism and does not show bias against other races. She/he does not behave minorities badly and respects them."* In the same vein, as put by Participant 15: *"I think global-mindedness refers to avoidance of racism and showing respect to all nations. It means avoidance of treating one's own race as superior to others".*

4.4. Open-mindedness: The fifth dominant perception, open-mindedness, implies that a global-minded teacher tends to seek and even accept evidence against one's beliefs and ideologies and treat such evidence fairly. In this regard, Participant 4 stated: *"Global-mindedness involves believing that your beliefs and opinions are not always right but they are questionable. Others can reject your beliefs. Each person has his/her ideologies and you should not insist on accuracy of your beliefs."* According to Participant 6: *"Global-mindedness refers to seeking and accepting evidence against one's beliefs and ideologies and treat such evidence fairly."*

4.5. Feeling Responsible about the Globe: Feeling responsible about the globe, the sixth recurrent perception, carry the meaning that global-minded persons are those who feel responsible about the globe. For instance, they try to keep their surroundings clean. They are kind with the environment. These are what were mentioned by Participant 28: "*A global-minded person feels responsibility about the globe, World and surrounding environment. He tries not to pollute the World."* In the words of Participant 19: *"Global-mindedness is showing kindness toward the World. We should treat the World as our home. We should be kind with it and not hurt it."*

4.6. Global Mutuality: According to the seventh prevalent perception, global mutuality, a global-minded individual has a sense of global mutuality, suggesting that there is a two-way relationship between his or acts and those of other people living in other parts of the World. Participant 7 mentioned: "*Global-mindedness means a sense of global interrelationship. I mean global-minded minds think that behaviors of all people in the World impact each other."* In a similar line of thought, Participant 20 suggested: *"Global-minded teachers think*

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that there is a mutual tie between his or acts and those of other people living in other parts of the World. There is no separation in the World."

4.7. Having Global Interactions: The eighth recurrent perception, having global interaction, a main feature of global-minded individuals is tendency toward international relations. These people like to be connected to people from other nations and expand their relations. They use every possible opportunity to be in communication with people from other countries. As highlighted by Participant 23: *"I think global-minded characters are open to international relations. They like to be tied to people from other nations to learn new things."* The same meaning is hidden in Participant 9's saying: *"Global-minded people like to be in communication with people from other nations. They attempt to expand their relations. They use every possible opportunity to be in touch with people from other societies."*

To answer the research question (i.e., What strategies can be followed to apply global-mindedness in Iranian EFL classes?), the following themes were extracted:

4.8. Giving Priority to Global Issues in Selection of Tasks and Materials: According to the first recurrent perception, giving priority to global issues in selection of tasks and materials, a strategy for applying global-mindedness is to pay attention to global issues when selecting tasks and materials. Participant 10 stated: *"Different strategies can be used for the implementation of global-mindedness. For instance, teachers should pay attention and give priority to global issues when they want to select instructional tasks and materials."* According to Participant 18: "*Teachers should take issues related to globalization into account in selecting their teaching methods. Important issues in this regard should be recognized and paid heed."*

4.9. Encouraging Students to Build International Relationships: According to the second prevalent perception, encouraging students to build international relationships, as an important strategy for the application of global-mindedness, teachers should train and encourage students to build international relations. In this regard, Participant 5 mentioned: "*If students learn to make international relations with other countries and cultures, the conditions become ready and positive for implementing global-mindedness. Interactions are vital in global-mindedness."* Similarly, Participant 20 stated: *"Teachers should encourage students to have international relations. For example, they can use social networks to be related with other parts of the World."*

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4.10. Encouraging Students to Find Solutions for Global Problems: The third recurrent perception, encouraging students to find solutions for global problems, highlights that teachers should teach students to find some practical solutions for global problems, in an attempt to apply global-mindedness. A quotation from Participant 28 shows this: *"Teachers are recommended to encourage students to find applied solutions for global complexities. They should focus on global problems. Students should be taught various strategies to be used in searching appropriate solutions for challenges with a global nature."* The same mean was taken from Participant 7's saying: *"To apply global-mindedness, global problem solving should be internalized in students. This is a lever for arrival of global-mindedness in English classes."*

4.11. Following Trends of Global Changes: According to the fourth prominent perception, following trends of global changes by teachers can be an appropriate strategy to apply global-mindedness in Iranian EFL classes. According to this perception, teachers should make their teaching congruent with new trends of changes in the globe. As highlighted by Participant 3: *"Applying global-mindedness requires shifting teaching trends. The current trends must be replaced with global trends of seeking change and transformation. Continuing the present trends is not consistent with global-mindedness."* Similarly, Participant 29 referred to the same issue: *"New trends have increasingly emerged in the global. For instance, multicultural teaching is currently used in many countries. Teachers should follow these new trends to operationalize global-mindedness."*

4.12. Identifying Global Barriers to Learning: According to the last extracted perception, identifying global barriers to learning, a strategy worth following to apply global-mindedness is to identify global barriers to learning. Global barriers refer to barriers which block learning in different parts of the globe. In this regard, Participant 16 stated: *"Global barriers do not permit students to achieve learning goals in different parts of the globe. Part of global-mindedness is identification of such barriers to help students learn more efficiently."* In the Participant 10's saying: *"One way to apply global-mindedness is to identify global problems and complexities. I mean teachers should recognize common barriers in the way of learning. There are some barriers which complicate learning throughout the World. Teachers' mission is to recognize them."*

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5. Discussion

Results of data analysis showed the following themes for Iranian EFL teachers' perceptions of global-mindedness: Respecting Different Cultures, Global Membership, Global Concern, Avoiding Racism, Open-mindedness, Feeling Responsible about the Globe, Global Mutuality, and Having Global Interactions.

The meanings that teachers attached to global-mindedness need to be understood in relation to the Iranian socio-political and educational context. As noted in the Introduction, English has been framed ambivalently in public discourse, at once a resource for scientific and economic participation and a potential threat to cultural and religious values. Factors such as international sanctions and uneven access to digital platforms can limit opportunities for direct engagement with global interlocutors. In this context, teachers' emphasis on respect for diversity, responsibility for the world, and global concern can be read as a form of cautious cosmopolitanism in which they seek to open spaces for global engagement without openly challenging dominant national discourses.

At the same time, some strategies suggested by teachers, such as encouraging students to build international relationships or follow global trends, are not always easy to use in practice. In Iran, communication across borders can sometimes be politically sensitive or limited by technology. This situation shows what many critical researchers describe as the ambivalent role of English in peripheral contexts. English can reproduce global inequalities, but it can also give teachers and learners tools to question them (Mignolo, 2011; Pennycook, 1998). Based on our data, it seems that Iranian EFL teachers practice a kind of negotiated global-mindedness. They use global ideas, when possible, but they also try to stay within local institutional rules and ideological expectations. These results are in compliance with the dimensions of global-mindedness proposed by Hett (1993): Cultural acceptance, global interconnectedness, and open-mindedness. In another study, Lawthong (2003) set a conceptual framework of global-mindedness consisting of three concepts: Acceptance and appreciation of all cultures, global concern, and interrelationship. Furthermore, the results are in agreement with the global perspective defined in Braskamp et al. (2014), according to which a global perspective means to respect and tolerate cultural differences, take responsibility, and have concern for others.

With the same token, Cogan and Grossman (2009) mentioned the features of a global-minded person as taking responsibility for his/her actions, appreciating and respecting cultural

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differences, and feeling as a member of a global community. In another study by Duckworth et al. (2005), feeling responsibility, being open-minded, and realizing the importance of interconnectedness were enumerated as the main features of a global-minded teacher.

Taking a global stance cannot be achieved without respecting different cultures. Pluralistic culturalism is an inevitable component of globalism. It may be difficult for teachers to develop global-minded views without showing respect for various cultures in the globe. In sum, multiculturalism is embedded in global-mindedness and it is essential for global-minded teachers to accept and respect multiculturalism.

Moreover, without a sense of global belonging, i.e., the feeling that you belong to the globe, teachers cannot be considered proponents of global-mindedness. They should consider themselves a member of the globe and not have global detachment feeling. In this way, they can claim that they are global-minded.

Besides, teachers with no global concern cannot be categorized global-minded because global-mindedness involves apprehension about global issues and people. If teachers do not feel themselves concerned about global matters, their global-mindedness is under question. Therefore, they should feel global connectivism as a prerequisite to global-mindedness.

Anti-racism is also a reasonable component of global-mindedness. Showing bias for or against a specific nation is contrary to global-mindedness. This is why teachers should practice anti-racism to achieve global-mindedness. Otherwise, they are tagged as biased and racist people that are far from global-mindedness.

Open-mindedness is another prominent key to global-mindedness. When teachers believe that there are different viewpoints in the globe, they will become more prepared for global-minded stances. This helps them put different types of bias including linguistic, cultural, social, and racial bias and be more global-minded. Narrow-mindedness is not compatible with global-mindedness.

Additionally, you cannot be global-minded and do not feeling responsible about the globe. To consider yourself as part of the globe and feel connected and attached to it necessitates feeling responsible about the globe. Attachment brings sense of responsibility and accountability. Therefore, teachers who claim for global-mindedness should feel responsible about the globe and try to make it a better place for living.

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Also, belief in global interconnectedness is inherent in global-mindedness. Teachers' belief that different parts of the globe are interconnected, affect each other and are affected by each other makes them more global-minded. If they think that their behaviors are influenced by and influence others' behavior, this shows that they do not treat themselves separate from the globe.

Finally, having global interactions is a vivid sign of global-mindedness. Teachers who are globally interacted with others, take global stances and are acquainted with global views. They engage in global affairs and think global-mindedly. They become interacted with people from different parts of the globe, learn from them and act globally.

Moreover, the results showed that the following strategies can be followed to apply global-mindedness in Iranian EFL classes: Giving Priority to Global Issues in Selection of Tasks and Materials, Encouraging Students to Build International Relationships, Encouraging Students to Find Solutions for Global Problems, Following Trends of Global Changes, and Identifying Global Barriers to Learning.

The findings are consistent with those of Case (1993) who stated that a global-minded person should appreciate global issues and value them. In addition, he/she should not be biased against global communication. Moreover, as Bailey (2013) reported, one way to apply global perspectives in the classrooms is to create an atmosphere of respect to and tolerance of global problems. In addition, Landorf (2009) explained that another way to merge global perspectives with teaching activities is to teach based on global methods.

In the same vein, as Cogan and Grossman (2009) put, global-minded teachers should pay attention to global issues and international problems in their teaching activities. The findings of this study also coincide with those of Zhai and Scheer (2004) in that those students, whose students had more interactions with people from other nations and cultures were found to be more global-minded.

In this regard, Oksal and Ekin (2013) reported the relationship between international interaction and global-mindedness. In their study, with regard to global-mindedness, there was a significant difference between teachers whose students always had international communication and those whose students never had any overseas relationship. Further, according to McGaha and Linder (2014) teachers who encouraged students to pay heed to global problems were found to be more global-minded.

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Giving priority to global issues in selection of tasks and materials helps teachers apply global-mindedness in the class. Covering global issues makes students familiar with them and equip them with global-mindedness. It also shows that teachers' mentality transcends national boundaries. Therefore, such a strategy can be helpful in applying the concept of global-mindedness in EFL classes.

Encouraging students to build international relationships is another way to the same end. Internalization on the relations makes students multicultural. It makes them open to different cultures, ideologies, behaviors and attitudes. It empowers them to take a global worldview and go beyond thinking lines of their own hometown.

Encouraging students to find solutions for global problems helps them think globally. This makes them reflective and critical thinkers. As a consequence, they engage in thinking and this gives them power. Moreover, it orients them toward global challenges and broadens their thinking horizons. Accordingly, they find what means a problem to people living in other parts of the World.

Following trends of global changes helps teachers become detached from old teaching methods and procedures. It makes them open to global trends and transformations. They move in line with global changes and change in congruence with them. The same outcomes may be observed for students taught by teachers following such trends.

Finally, identifying global barriers to learning is beneficial for both teachers and students in making them global-minded. Such a strategy reveals global learning problems and solutions taken by people from other cultures to solve them. This helps them solve such problems and remove barriers resorting to others' solutions. Moreover, new solutions may be found for global problems, which can be applied within and beyond Iranian boundaries.

6. Conclusion and Implications

According to the results, it is concluded that global-minded teachers respect different cultures. They do not believe in monoculturalism. They also treat themselves as a member of the globe and have a sense of belonging to it. Further, they think about global issues and people and their concerns are trans-national. Moreover, global-minded teachers do not show bias for or against a particular race and accept co-existence of various races.

The other feature of global-minded teachers is that they believe that there exist different types of cultures, ideologies, thinking lines, and languages in the globe. They do not believe

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in the hegemony of their own culture, language, ideology and nationality. Additionally, they regard themselves responsible about the globe and attempt not to hurt it in any way. They try to keep the globe safely. More interestingly, they do not regard their own and others' actions and behaviors separate from each other and think that all actions and practices impact each other within the globe. What is more, global-minded teachers have global interactions and their relations go beyond national communications.

It can also be concluded that applying global-mindedness in Iranian EFL classes involves teachers' paying heed to global matters in electing instructional content, tasks and materials. Encouraging students to make international relationships is also a means to the same end. In other words, students should learn not to confine themselves to national relations. Teachers can also, among other strategies, promote finding solutions for global problems among students in an attempt to apply global-mindedness.

Students should understand that there exist broader problems in the globe which need to be solved by them. Last but not least, teachers should not miss current trends of global changes in their teaching, and identifying what are learning barriers at the global levels. They should not lag behind new trends of change in teaching within the globe.

According to the results, it is recommended that Iranian EFL teachers be equipped with global perspectives with focus on enhancement of features identified in this study. The findings of this study help them widen their thinking horizons and be more attentive to global issues. They can also resort to the strategies enumerated above to apply global-mindedness in the class. Another implication of this study is that teachers realize that teaching materials and instructional tasks should reflect their global concerns. For instance, a teacher can encourage the learners to bring a piece of news about the current cultural events at the global level, not just local or national level.

The findings of this study also help learners in shaping global-minded views in them. They can refer to different programs including the internet-based projects such as contacting with other people around the world through social networks to become global-minded. Moreover, they can enhance their sense of tolerance toward cultural, religious, ethnic, and political minorities.

With regard to teacher educators, they can develop a global perspective among student teachers. More importantly, they can inform student teachers about their responsibilities for educating the future generations, who should think and act globally. Another implication of

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the present study for them is to introduce new educational initiatives for educating more global-minded teachers.

Disclosure Statement

All authors made substantial contributions to the research.

Declaration

We confirm that this work is original and is not under consideration by any other journal.

Transparency Statements

All data underlying the results of this study are contained within the manuscript, and further information may be obtained from the corresponding author upon request.

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