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# GLOBELT 2024

## PROCEEDINGS

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**GlobELT 2024:  
10th International Conference on Teaching  
and Learning English as an Additional  
Language**

25-29 OCTOBER, 2024

**PROCEEDINGS**



**From the President of the Conference,**

Dear GlobELT 2024 participants,

This year our conference is organized as an onsite event after a long period of distance conferences due to the pandemic. We all worked very hard to make 2024 conference safe and fruitful for all of us keeping the high academic standard of GlobELT conferences as usual.

We set up an academic platform with great care about our comfort in a smooth conference period. The GlobELT team have coordinated the preparation, correspondence, as well as the strategies of the 2023 conference program professionally, with patience and true dedication.

GlobELT 2024 organization committee members have worked on the conference preparations in a warm and friendly atmosphere. They are now definitely satisfied and feel great relief because you, our dedicated GlobELT friends have supported them via your kind messages and friendly attitude till the last moment of the conference preparation tasks. As you know there is a real teamwork behind the success of every single GlobELT event.

As the chair of the GlobELT 2024 conference, I express my gratitude to our honorable guests, our ambitious and successful team, and surely to you our dedicated and invaluable participants. We very much hope to see you in the 11<sup>th</sup> GlobELT Conference in 2025.

Kindest regards.

Prof. Dr. Ismail Hakki Mirici  
President of GlobELT 2024





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# FULL TEXTS



**PREPARING FUTURE ENGLISH TEACHERS FOR TECHNOLOGY-  
ENHANCED CLASSROOMS: A REFLECTIVE STUDY**

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**Abstract**

With the remarkable effect of rapid digital transformations in foreign language instruction, Technological Pedagogical Content Knowledge (TPACK) has started to hold an important place in educators' repertoire as an essential term. Building on the concept of Pedagogical Content Knowledge (PCN) proposed by Shulman (Shulman, 1986), TPACK is a framework established to emphasize the key importance of the proper understanding of the interactions among three types of knowledge (technology, pedagogy and content) for teachers to be able to incorporate technology into the instructional process seamlessly (Koehler & Mishra, 2006; Koehler & Mishra, 2009). Given these considerations, it is essential that pre-service teachers improve their TPACK (Al-Abdullatif, 2019; Demirtaş & Mumcu, 2021). Therefore, the objective of this study is to assess pre-service English teachers' reflections and preferences on technology integration in language education. The study was conducted with 39 fourth-year pre-service English teachers at a state university in Turkey. After the participants attended the course "New developments in Language Teaching" during the spring term, they were required to write a final reflection paper based on the three questions about their probable use of technology in their future language classrooms. The data gathered from the reflective papers were analyzed qualitatively using thematic analysis. The results indicate that all of the participants think that it is strictly necessary to incorporate technology into their prospective teaching environments. Moreover, the most popular technology-based instructional tools for the participants are podcasts, blogs, social networking sites, wikis and online corpora, respectively. The findings from this research could have a role in designing courses for pre-service English teachers to develop their TPACK.



**Keywords:** Pre-service English teachers, TPACK, technology-based instructional tools.

## 1. Introduction

### 1. *Introduce the problem*

Educational establishments across the globe have been progressively using technology-based tools to improve the instructional process due to their capacity to involve learners and deliver individualized learning experiences (Schleicher, 2018). Since technology allows learners to engage with the material, study cooperatively and get instant feedback, it serves to promote effective learning (Mayer, 2014). Digital technologies, including artificial intelligence enhance educational inclusivity through giving learners from varied backgrounds and with different learning requirements chances of utilizing various materials (UNESCO, 2019). Moreover, technology enables learners to acquire the essential skills to succeed in the digital era; therefore, it is necessary that technology be incorporated into education (Voogt & Knezek, 2008).

Technology also occupies a crucial role in teaching and learning foreign languages. As Prensky (2001) emphasizes today the students in our classes are digital natives who “think and process information fundamentally differently from their predecessors” (p.1). Digital natives, skilled in using technology and multitasking, are inclined to study in interactive learning environments (Prensky, 2001a; Prensky, 2001b; Techopedia, 2024). They have some key characteristics affecting their learning styles. They need to obtain relevant information quickly (Tapscott, 2009). In addition, they are competent in virtual communication and collaboration (Oblinger & Oblinger, 2005). On the other hand, in spite of strong positive traits of digital natives, considering the effect of the Internet and digital technologies on humans’ cognitive skills, they can have short attention span and focus on basic information without engaging critically with the content as they are multitaskers (Carr, 2010).

This highlights the fact that in the design of instructional process digital natives’ discrete characteristics should be taken into consideration to meet their needs (Oblinger & Oblinger, 2005; Prensky, 2001; Tapscott, 2009). Therefore, it is also necessary to integrate technology into foreign language instruction to create effective learning environments for digital natives. It is not known whether teachers will be fully replaced by technology, particularly Artificial Intelligence (AI) in the future since educational planning in the 21<sup>st</sup> century has been reflecting significant changes with the increasing profound effect of technology. As Clifford (1987) emphasizes “while computers will not replace teachers, teachers who use computers will eventually replace teachers who don't” (p. 13).

With regard to technology integration in foreign language instruction, language instructors encounter many terms used interchangeably, although they overlap slightly in meaning. These alternative terms such as e learning, digital learning and computer-based learning can confuse instructors and they may get lost among these terms while navigating the terminology of technology-enhanced learning to appropriately incorporate technology into their classes. Therefore, they need to receive up-to-date information about how to integrate technology into their teaching in a sound pedagogical way. For this reason, it is necessary that pre-service teachers improve their TPACK (Al-Abdullatif, 2019; Demirtaş & Mumcu, 2021), as it establishes a general framework of efficient technology integration for teachers through providing them with a balanced understanding of how content, pedagogical and technological knowledge affect each other (Koehler & Mishra, 2008;





Koehler & Mishra, 2009; Mishra & Koehler, 2006). Therefore, the purpose of this study is to explore pre-service English teachers' fresh insights into embedding technology in foreign language instruction.

To comprehensively address the main objective, this research examines whether fourth-year pre-service English teachers can see themselves integrating the use of technology with their teaching approach as future English teachers, which technology-based instructional tools they are likely to make use of in their upcoming language classes and how they will build into their language teaching what students do outside of the classroom through using the technology.

## *2. Technology-based instructional tools used in foreign language teaching*

Foreign language instruction in the 21st century enables language instructors to facilitate the teaching process via a variety of digital tools. These tools have a great potential to foster students' language learning (Li & Lan, 2022; OECD, 2023). Technology-based instructional tools such as podcasts, blogs and wikis can serve to develop learners' different language skills.

Reading practices have been considerably reshaped under the impact of contemporary technology (Leu et al., 2011). Digital reading brings additional benefits to foreign language learners through generating their motivation, raising their self-esteem and helping develop reading skills (Arnold, 2009; Huang, 2013). As regards the use of internet-based reading tasks in foreign language instruction, Brandl (2002) suggests three types of reading tasks (teacher-determined, teacher facilitated and learner-determined) and emphasizes that each task has its own advantages and disadvantages for both teachers and students. He also mentions that additional studies are required to better comprehend how to embed these internet-based reading tasks into foreign language teaching in a pedagogically effective way (Brandl; 2002).

Wikis, collaborative platforms characterized by content creation and interactivity, are widely used Web 2.0 tools. They provide plenty of opportunities to enhance language learning. Prior research suggests that it is possible for students to support their ability to write collaboratively with wikis (Aydin, 2014; Mac & Coniam, 2008; Ozkoz & Elola, 2011; Zou, Xiang & Jeaco, 2012). Some authors have also suggested that the use of wikis as an instructional tool contribute to improving learners' language writing proficiency in the target language (Lee, 2010; Lundin, 2008; Wang, 2015).

In a similar vein, blogs have a high capacity to foster language learning. Similar to wikis, blogs can help to develop foreign language learners' linguistic competence (Radjabova, 2024; Krasnokutskaja & Kovalchuk, 2017). With regard to language skill development, learners gain considerable advantage from the interactive and collaborative nature of blogs to enhance their writing skills (Kuimova & Zvekov, 2016; Krasnokutskaja & Kovalchuk, 2017; Pinkman, 2005). Previous studies have also shown that in addition to writing skills, wikis are effective tools in improving reading skills (Pinkman, 2005; Radjabova, 2024).

As regards podcast, previous studies have shown that podcast has potential to support foreign language learners in the development of their listening and speaking skills (Budiasningrum & Rosita, 2022; Ramli & Kurniawan, 2018). Notably, podcasts produced by learners assists them in developing their speaking skills (Acevedo de la Peña & Cassany, 2024; Farangi, Nejadghanbar, Askary & Ghorbani, 2015). Therefore, podcasts can be effectively used in language instruction with proper consideration of pedagogy.

Online language corpora such as COCA (Corpus of Contemporary American English) and BNC (British National Corpus) have emerged as practical web tools for analyzing



the linguistic data. Corpora provide language learners with useful information on vocabulary. For instance, it is possible to obtain comprehensive data from the corpus about word frequency, collocations and contextual use of vocabulary (McCarten, 2007). In this sense, corpus-based vocabulary activities can be incorporated into vocabulary teaching process as they can support learners in their vocabulary development (Al Saeed & Waly; 2009 & Koçak, 2020; Stvan, 2005).

Considering the increasingly vital role of technology in foreign language teaching and learning and the necessity of developing instructors' TPACK for designing effective technology-enhanced language instruction, this study aims to assess forth-year pre-service English teachers' reflections and preferences on technology integration in language education.

### Research Questions

1. As future English teachers, can pre-service English teachers see themselves integrating the use of technology with their teaching approach?
2. Which technology-based instructional tools are they likely to make use of in their upcoming language classes?
3. How will they build into their language teaching what students do outside of the classroom through using the technology?

## 2. Method

### 1. Research design

This study adopts a qualitative research design, particularly applying thematic analysis to examine pre-service English teachers' reflections about the use of technology in language teaching. A qualitative research approach was employed for the detailed exploration of participants' viewpoints on their future technology-enhanced teaching practice.

### 2. Setting and participants

The study was conducted with 39 *forth-year pre-service English teachers* (26 female and 13 male) at a state university in Turkey. The participants were ELT students attending the course "*New developments in Language Teaching*" taught by the researcher during the spring term, the final term of their BA program.

#### 1. Instrument

The data collection instrument used in this study was reflective papers written by the participants, senior ELT students. After the participants attended the course "*New developments in Language Teaching*" during the spring term and gained general information about harmonious integration of technology into their teaching, they were required to write a final reflection paper based on the three questions about their probable use of technology in their future language classrooms.

#### Reflective Paper Questions

- Think about the following questions and write a final reflection paper on *the relevant topic*.
1. As an English teacher, Can you see yourself integrating the use of technology with your teaching approach?



2. Which of the techniques you have learnt in this course are you likely to make use of?
3. How will you build into your teaching what students do outside of the classroom?

The reflective papers served as a rich source of qualitative data, providing insights into the participants' perspectives and intentions regarding technology use in their future classrooms.

### 3. Procedures for data collection

The participants took the course “*New developments in Language Teaching*” in the last semester of their BA in English Language Teaching. As regards the content of the course, it focuses on effectively integrating technology into foreign language teaching, with an emphasis on employing digital tools and resources in English language instruction. The researcher taught the course and designed the course syllabus. The syllabus was designed in alignment with the Bologna Process guidelines and recent developments in technology integrated language teaching. The course content is presented in Table 1.

Table 1. Course content and assessment plan

Week	Content
Week 1	Introduction
Week 2-3	Internet-based reading tasks
Week 4	Blogs and wikis
Week 5	Podcasts
Week 6	Online reference tools
Week 7	Mid-term Exam / A graded assignment
Week 8-9	Online corpora and corpus-based vocabulary activities
Week 10	Producing electronic materials
Week 11	e-learning: online teaching and training
Week 12	Social Networks
Week 13	Preparing for the future (How to keep up-to-date)
Week 14	Summary

At the end of the spring term, following the completion of the course content, the participants were asked to write a reflective paper about how they intend and plan to use technology in their future EFL classrooms. The data were gathered from the reflective papers guided by particular questions that were parallel to the research questions of the study. In respect to ethical considerations, the participants were informed about the study and they admitted that their reflective papers would be analyzed for the research purposes. Although written consent forms were not used, all of the participants taking the course verbally agreed to voluntarily participate in the study.

### 4. Data Analysis

The data gathered from the reflective papers were analyzed *qualitatively using thematic analysis*. The analysis was structured around three key questions asked the participants in reflective papers, which served as the framework for coding and categorizing the responses. To determine the recurring themes regarding participants' preferences for using technology in their upcoming language classes, the reflective papers were systematically reviewed.

## 3. Results



The qualitative data analysis is organized around the research questions and the findings are presented with reference to each research question, discussing the themes discovered.

*1. Findings and discussions about pre-service English teachers' willingness to utilize technology in their future classrooms*

Research Question 1: As future English teachers, can pre-service English teachers see themselves integrating the use of technology with their teaching approach?

In response to the question of whether pre-service English teachers plan to incorporate technology into their teaching methodology, all of the participants (*39 pre-service English teachers*) stated that they intended to integrate technology into their future English language teaching practices:

*“I am well aware that digital literacy is the main connection between my students and me. It’s the easiest and most effective way to teach Gen Z students. So yes, I can see myself integrating my teaching approach with technology. In fact, they are already tightly integrated”*

*“As technology is developing very fast, we need to catch up these new developments as well in order to be able to use it effectively in our classrooms. As an upcoming teacher, I will definitely get use of technology because it has so many advantages for the foreign language learning process”*

*“Technology is among the most essential aspects that are shaping today’s educational landscape. Therefore, teachers must learn and employ all technological means to help their students succeed in the twenty-first century. As an English teacher, I will be integrating the use of technology with my teaching approach to help students better utilize the different language skills such as speaking, listening, reading and writing”*

*“I’ve created a technology based lesson plan for my internship assignment. My teacher wanted me to prepare an online lesson plan. I think that it really takes effort to integrate technology into the lesson but when you do, the lesson is really enjoyable and interactive. There are so many online tools for teachers to prepare tasks and they are free of charge, too. When we have so many options available to step up our lessons to another level, not using them is just being lazy. I am a big fan of integrating technology into the lessons and I believe that integrating all four skills into the lesson without the technology is very hard”*

It is clear that the participants have *positive attitudes towards technology* integration in foreign language teaching. However, it is worth noting that some participants (*3 pre-service English teachers*) emphasize that *technology integration presents certain challenges to the teaching process*:

Challenges in implementing technology

- Lack of resources
- Technical difficulties
- Insufficient pedagogical training on technology use

*“There are some challenges in integrating technology into classes. For the podcasts, you have to have an audio player; and for videos, you have to have a projector and a*



computer or a smart board. Considering that we might be working in a government facility, this technological equipment may not be available”

“There are some drawbacks of using technology, too. Classroom management problem is one of them. If teacher is not experienced, students’ attention can shift easily. The teacher should supervise the students while using technology in order to manage the learning process. In addition, there may be some mechanical and technical problems in using technology. Also, each school has not the same opportunities and equipment”

“Technology has been a great resource for educators and not only for language teachers but also for all types of teachers. Unfortunately, technology is not accessible for everybody. In order to use technology effectively we, English teachers, should be realistic about it”

The overall results gathered from the data in relation to the first research question indicate that all of the pre-service English teachers taking part in the study plan to employ technology in their language teaching process while underlining the need for language teachers to be aware of the challenges facing them in technology-enhanced instruction.

## 2. Preferred technology-based instructional tools by pre-service English teachers

Research Question 2: Which technology-based instructional tools are they likely to make use of in their upcoming language classes?

The relevant data show that the most preferred technology-based instructional tool among the pre-service English teachers involved in the study is *podcasts* (EFL podcasts and learner podcasts)(27/39 pre-service English teachers), used for developing learners’ listening and speaking skills. This is followed by *blogs*, appreciated for its positive effect on the development of learners’ writing and reading skills (26/39 pre-service English teachers). The third most preferred digital teaching tool is *social networking sites*, such as Instagram and Facebook, believed to improve communication skills and student interaction (15/39 pre-service English teachers). The forth-popular tool is *wikis*, valued for writing skills development (12/39 pre-service English teachers). Other educational technologies received fewer mentions in the data but considered to be beneficial for improving learners’ language proficiency are *online corpora* (e.g., COCA and BNC) (11/39 pre-service English teachers), *internet-based reading tasks* (7/39 pre-service English teachers), *online games* (6/39 pre-service English teachers) and *social media platforms* (e.g., YouTube and WhatsApp) (4/39 pre-service English teachers). The findings with reference to the second research question are presented in Table 2.

Table 2. Course content and assessment plan

Tool Name	Participant Percentage (%)
Podcasts	69.23%
Blogs	66.67%
Social Networking Sites	38.46%
Wikis	30.77%
Online corpora	28.21%
Internet-based reading tasks	17.95%
Online games	15.38%
Social media platforms	10.26%

Number of Participants: 39

The study revealed that the participants’ technology preferences were varied, affected by their digital literacy and teaching methodology:





*“As a non-native English teacher who lives in a country English used as a foreign language and who teaches English to students not feeling any natural need to use English outside of school, I prefer to use mostly office software, audio and video podcast, blogs and most importantly, corpus”*

*“I am likely to make use of some techniques. The first one is blog which students create their personal online journal and they improve their language skills. The second one is Wiki. Because Wiki is a quick way of being able to create and edit web-documents. They are very useful in collaborative writing tasks. Also, I can use YouTube and the other social networking sites like Facebook. Students and teachers can get actual videos, lectures or small vignettes from everyday life. The other techniques that I am likely to use are cell phone-based applications like text messaging and twitter, e-pen pals, podcasts that are digital audio and visual recordings”*

*“Villages or towns don’t have the latest technology at schools in Turkey. However, technology still can be integrated with audios or podcasts on mobile phones and even small mp3 players. Of course, in that situation its impact on students’ outside activities will be low but I think for students who don’t have any technological materials at all, it can be effective during their courses. In cities however, for the students who can access to technology and devices easier, I would prefer using various materials like websites, podcasts, videos and even games”*

*3. Building links between classroom instruction and out of class learning via technology*  
Research Question 3: How will they build into their language teaching what students do outside of the classroom through using the technology?

With regard to establishing a connection between classroom teaching and extracurricular instruction, the data collected from the reflective papers were organized and assessed around the particular themes identified:

- Utilizing podcasts for listening and speaking skills development
- Creating learner podcasts
- Using online corpora for vocabulary expansion
- Using blogs to enhance reading, writing, and cultural awareness
- Creating personal blogs and engaging through peer comments to develop writing and interaction skills.
- Utilizing social media outside the classroom for English interaction, communication and socialization
- Using wikis for collaborative writing and supporting shy students’ participation
- Using online games and platforms like Kahoot to develop language skills through interactive group activities
- Using videos e.g.,(YouTube) to enhance listening, pronunciation, and exposure to authentic language use by native speakers.
- Using internet-based reading tasks to develop reading skills and provide cultural exposure outside the classroom
- Implementing flipped learning to foster independent learning and maximize class interaction



The findings from the research study with reference to the third research question indicate that the participants intend to use a variety of technology-based instructional tools to extend language learning beyond the formal class instruction, creating self-directed learning opportunities:

*“My favorite tool is **podcasts**. They are popular nowadays and because of that I can easily catch the attention of my students. In addition, they can be really beneficial for listening and speaking skills. The students can select a podcast according to their interests and develop their listening skills or as a teacher, I can ask them to create a classroom podcast. This improves interaction between them and also the students develop their language skills while having fun”*

*“I am going to ask my students to create their own **blogs**, and follow each other’s blogs on that platform (WordPress, etc.) In that way, in my opinion, they will take their work seriously, because they will share them with lots of people, not just with their teacher, or a few classmates. As well, they will be creating a portfolio. Via blogs, my students can reach lots of reading sources about any theme which will get the attention of them. I can ask them to subscribe to a blog which they find interesting, amusing or beneficial, and so they can have motivation to read in the second language. Another benefit of blogs is that they enable peer viewing, and my students can learn a lot by having look at their friends’ work. Commenting each other’s work improves them. It also creates a sense of community, and enables interaction between class members outside of the classroom”*

*Today’s kids don’t even want to hear the word ‘Facebook’ anymore. A big majority thinks that it’s for old people and say that it’s full of cringe-worthy content. When I ask them about their choice of **social networking sites**, the answer is almost always the same: YouTube and Instagram. So I thought, why don’t I explore them? I found out that Instagram is very famous between English teachers and the main reason is that Instagram has a lot of handy features like Story Quiz and Story Poll. I like to use them especially after having vocabulary lessons”*

*“I believe I will make use of **social networking sites** to keep the students engaged with English when they are outside the class”*

*“Most of the students who have the ability to access the internet, spend their time on social networking sites or playing games; we can make use of social accounts and create groups that they need to spend time messaging and having conversations on a certain topic, like a speaking club but online”*

*“Social media use is widespread especially among teenagers such as Facebook, Instagram, and Twitter. As a teacher, I can incorporate these platforms into classroom activities to develop their communication skills For instance, asking students to write a caption in English for a photo they post or make comments on each other’s posts can make classes catchier for students”*

*“I have a lot of shy students who have big potential and I feel like the virtual environment that the **Wikis** provide will help them come out of their shells. But also, I think Wikis lack the colorful and appealing site designs that this generation is used to. It looks a little bit old so students may not be that much of a fan”*

*“I am likely to make use of **wikis**. Because Wiki is a quick way of being able to create and edit web-documents. They are very useful in collaborative writing tasks”*

*“As a teacher I can get a little help from **online corpora** when I have trouble with a word or with its collocations, also I can teach my students how to use it themselves when they are studying”*



***“I find COCA useful especially in that it shows the usage of a particular word in context which is driven from reliable sources. Teachers may not come up with different examples immediately. Rather, they can go online and show students the examples by using COCA. However, L2 learners should receive an appropriate and sufficient training in order to be able to use the corpora effectively. At the beginning of the term, I would spare a lesson to train my students to use the system. Upon receiving the appropriate training, I believe students will enhance their writing skills thanks to COCA”***

***“I find internet-based activities of great benefit in terms of providing learners with authentic and fun materials to improve their language skills. Therefore, I will make use of internet-based activities to make English learning processes more fun and beneficial for students”***

***“I will use internet – based readings. Firstly, I view these to be the most basic, practical and motivating tools in language education. Readings on the internet comes with many benefits. For instance, a student may look up to a vocabulary item, topic or any other thing related to the content of the internet – based reading assigned to them simultaneously while working on the material in their own comfortable space ”***

***“Gaming sector is also popular among learners, so we can find more educational games that they can play both in classroom and outside, even maybe online with each other, which will help them learn new things or reinforce their existing knowledge”***

***“Gaming with technological tools is likely to make students, who are willing to use mobile phones during the class, participate in activities such as “Kahoot”, “Lyrics Training”, “GuessUp and HeadsUp”. This is what “The Humanistic Approach” suggest: when students have fun, learning will come naturally”***

***“Incorporating pop culture resources inside the classroom to build a connection between in-class and out-of-class can be possible with gaming and watching videos. The teacher should be aware of the popular topics of the generation and build the class around them. This can be achieved via videos because watching videos is often adopted as a useful out-of-class resource”***

***“The use of videos is a valuable technological addition to the class. Having students watch and listen to the same time increases their understanding and helps them remember the subject longer because visuals are stored longer in the memory”***

***“The idea of a flipped classroom excites me. Because, in my opinion, our education system’s one of the most important problems is the lack of practicing opportunity. Our teachers spend too much time on theoretical knowledge and as a result, there is a little time for practicing. Yet, one can learn best with practicing. Confucius says; ‘I hear and I forget. I see and I remember. I do and I understand.’ Flipped classroom gives us the chance of spending more time on practicing”***

#### **4. Discussion**

The pre-service English teachers taking part in the study reflected on their teaching practices, indicating a strong preference for technology-integrated teaching approaches. They believe in the necessity of leveraging instructional tools to foster their students’ learning. This finding supports previous research regarding pre-service teachers’ viewpoints on technology integration that has revealed that prospective English teachers have positive perceptions of employing technology in language instruction (Birkollu et al., 2017; Kırmızı, 2014; Külekçi, 2009; Özer, 2018).



As regards the participants' preferences for technology use, they demonstrate a range of preferences for technology integration, emphasizing potential benefits of specific technology-based instructional tools for developing learners' different language skills. This confirms previous research, indicating that technology provides learners with many opportunities to enhance their language competencies, encouraging learner autonomy and motivation (Andreiko et al., 2021; Uzun, 2023).

The most popular digital teaching tools for the participants are podcasts and blogs, which are thought to be effective for listening, speaking and writing skills development. Other technologies, such as wikis, online corpora, digital games and YouTube, were preferred less frequently but valued for creating interactive collaborative learning environments. They think that these digital tools serve in establishing a link between in-class instruction and out-of-class learning. The participants' experience and proficiency with the relevant digital tools may have a role for their personal preference as to which technology they want to use in their upcoming classes.

It is important to highlight that all of the participants regard educational technology as useful, while some reflected on the challenges they can encounter in their teaching practices. Therefore, it is essential, considering that pre-service and in-service teachers need pedagogical training for technology integration to recognize and overcome the challenges of using technology. To adapt traditional teaching methods to technology-enhanced instruction, they need to develop their TPACK as suggested by previous research (Al-Abdullatif, 2019; Demirtaş & Mumcu, 2021).

## 5. Conclusions

This study assessed the reflections of forth-year pre-service English teachers on the use of technology in their prospective language teaching environments. Based on the findings of the study, it is obvious that technology supports the teaching process, however, teachers need sufficient pedagogical training to effectively utilize technology in their language instruction. Considering both benefits and difficulties of applying technology to language learning contexts, it is vital that *pedagogical training for technology integration* be given to both pre-service and in-service teachers to address the potential challenges of technology use and make use of the educational opportunities it offers. In this sense, teacher education programs should give pre-service English teachers training to enhance their technological pedagogical competencies, providing practical approaches. Moreover, it is essential to offer *ongoing professional development opportunities* to develop their TPACK for the design of effective technology-enhanced language instruction. Finally, as regards future research, longitudinal studies investigating the effect of *instructional training in technology use* on language teaching practices are needed.

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## Declaration of Conflicting Interests and Ethics

The authors declare no conflict of interest.

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## FOREIGN LANGUAGE TEACHING CURRICULUM FOR THE GIFTED: A PROPOSAL

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### Abstract

Developing a curriculum for gifted learners is a difficult task. It is more challenging if it is to teach English as a foreign language since it requires the fusion of two main disciplines: language and special education. The foreign language curriculum for gifted learners recognizes language, giftedness and knowledge as the mainstays of the curriculum. Communicative competence, language components and social interaction to clarify what the nature of language is and how it is learned/taught; The Three-Ring Conception of Giftedness by Renzulli (2016) to shed light on giftedness; propositional and ability knowledge to reach excellence construct the theoretical foundation of the curriculum. The design is the synthesis of three sources of a curriculum: gifted as the individual, language as the subject and the tasks as the problem. The constitutional traits of the curriculum can be listed as the following: (1) the curriculum functions as a guide to improve the gifted learners' foreign language learning., (2) it accepts language as a social phenomenon that thrives in society through interaction., (3) giftedness is the junction point of above average potential, creativity and task commitment., (4) excellence requires the integration of knowledge and skills., (5) the curriculum puts the gifted in the



centre of the design and makes it responsible for all stages of the design.,(6) the curriculum has such goals as self-actualisation, gaining academic information and career opportunities but no specific objectives., (7) the potential and the needs analysis reveal out the specific objectives.,(8) The content is chosen and organised by the learner and the teacher regarding the descriptive objectives by differentiating through enrichment and acceleration., (9) the differentiated curriculum units are experienced by means of individual or group projects., (10) each project is expected to end with at least one concrete product., (11) evaluation is two dimensional and carried out to appraise the project product and the curriculum itself by the learner, the peers, the teacher and the parents., (12) Teacher training is the *sine qua non* complementary element of the curriculum, (13) Social-emotional development and values are cryptic issues that occur in group interaction. This curriculum proposal is the reflection of the intention to reach the reality, not the reality itself.

**Keywords:** Gifted; foreign language teaching curriculum; differentiation; design synthesis.

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## 1. Introduction

Designing an effective curriculum for gifted learners requires careful integration of language acquisition and special education principles. This is particularly challenging when developing a foreign language curriculum for gifted students, as such a program must account for their high cognitive abilities and unique learning needs while simultaneously promoting language skills. In this proposal, giftedness, language, and knowledge are considered foundational pillars, enabling a tailored approach that emphasizes communicative competence and task-based learning.

The necessity for this proposal lies in providing gifted students with meaningful engagement and the resources to reach excellence through both academic and real-world applications. Grounded in Renzulli's Three-Ring Conception of Giftedness—above-average ability, creativity, and task commitment—the curriculum aims to help gifted learners achieve personal and academic goals through differentiated and enriched tasks. This framework is designed to foster self-actualization, career readiness, and academic advancement, underscoring the need for a curriculum that aligns with the capabilities and interests of gifted learners (Renzulli, 2016).

## 2. Theoretical Background

The curriculum's theoretical underpinnings stem from philosophical, sociological, and psychological perspectives, focusing on language, giftedness, and knowledge as core concepts. Each plays a critical role in shaping the design and instructional strategies of the curriculum.

### 2.1 Language

Language is conceptualized as a social and communicative tool, involving both skills and knowledge acquisition. Within this curriculum, language is taught through the lens of communicative competence, incorporating discourse, grammatical, sociolinguistic, and strategic competences (Savignon, 1976; Berns, 2013). Discourse competence, for example, emphasizes fluency, while grammatical competence focuses on the accuracy of language use. These competencies guide how language is structured in the curriculum, enabling students to use language effectively in diverse contexts. Language components such as grammar, vocabulary, pronunciation, and the four language skills (speaking,



listening, reading, writing) provide a comprehensive foundation for effective communication (Chastain, 1976; Usó-Juan & Martínez-Flor, 2008).

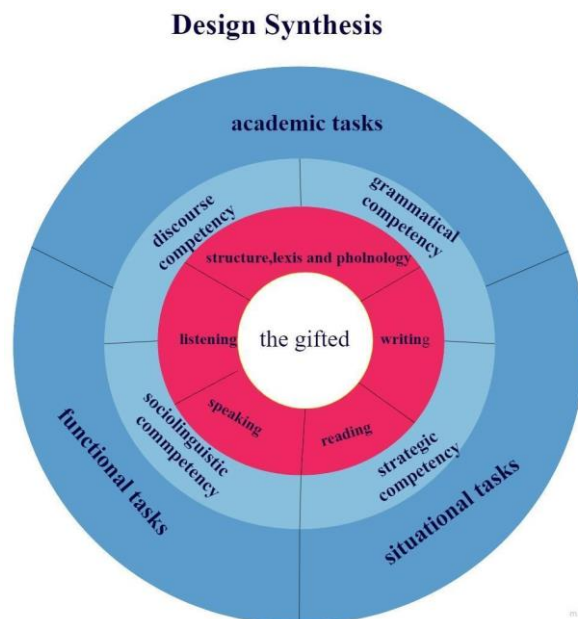
### 2.2 Giftedness

The proposal adopts Renzulli’s Three-Ring Conception of Giftedness, which identifies above-average ability, creativity, and task commitment as the defining traits of gifted individuals. In this framework, "above-average ability" includes general and specific cognitive abilities, task commitment encompasses dedication and perseverance, and creativity represents originality and innovative thinking (Renzulli, 2016). By emphasizing these traits, the curriculum is structured to engage students in tasks that are intellectually challenging, personally meaningful, and encourage creative expression.

### 2.3 Knowledge

The curriculum emphasizes two knowledge types: propositional and ability knowledge (Pritchard, 2006). Propositional knowledge involves factual information, such as "Ankara is the capital of Turkey," while ability knowledge refers to skills like writing or speaking in a foreign language. Integrating these knowledge types ensures that gifted learners develop both theoretical understanding and practical skills. This dual focus aligns with Vygotsky’s (1978) concept of the Zone of Proximal Development, promoting learning experiences that challenge students just beyond their current skill level to encourage growth through social interaction and self-directed discovery.

## 3. Design Synthesis



**Fig. 1.** Design Synthesis



The design synthesis merges the learner's traits, language knowledge, and task-based challenges to create a cohesive, interactive curriculum. This synthesis is organized around real-life applications, fostering communicative competence and interdisciplinary problem-solving skills (Celce-Murcia, 2008). It combines situational, functional, and academic tasks to enhance learners' foreign language proficiency. Design synthesis can be studied in Figure 1.

The curriculum's structure is adaptable, allowing students to shape their learning experiences according to their abilities and interests. For instance, the curriculum encourages students to select topics, resources, and tasks that align with their personal goals, thereby promoting self-directed learning and intrinsic motivation. Teachers serve as facilitators, guiding students' language use while modeling skills like pronunciation and sentence structure (Colangelo, Assouline, & Gross, 2004).

#### **4. Stages of Design**

The design encompasses several sequential stages, each contributing to the curriculum's overall goals:

##### *4.1. Diagnosis (Needs Analysis)*

A diagnostic phase evaluates students' prior foreign language knowledge and skills, guiding subsequent learning objectives. This two-step process includes self-assessment and teacher-administered placement tests to ensure accurate classification based on proficiency (VanTassel-Baska & Wood, 2010).

##### *4.2. Description (Objectives Setting)*

Objectives emerge from learners' needs and are set collaboratively between students and teachers. These objectives focus on self-actualization and language proficiency, with students selecting tasks that resonate with their personal and academic goals.

##### *4.3. Content Selection and Organization*

Content is divided into knowledge (vocabulary, grammar) and skills (listening, speaking, reading, writing). Unlike traditional curricula, this curriculum refrains from prescribing textbooks, instead encouraging students to draw on diverse sources aligned with the Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2001).

##### *4.4. Teaching and Learning Experiences*



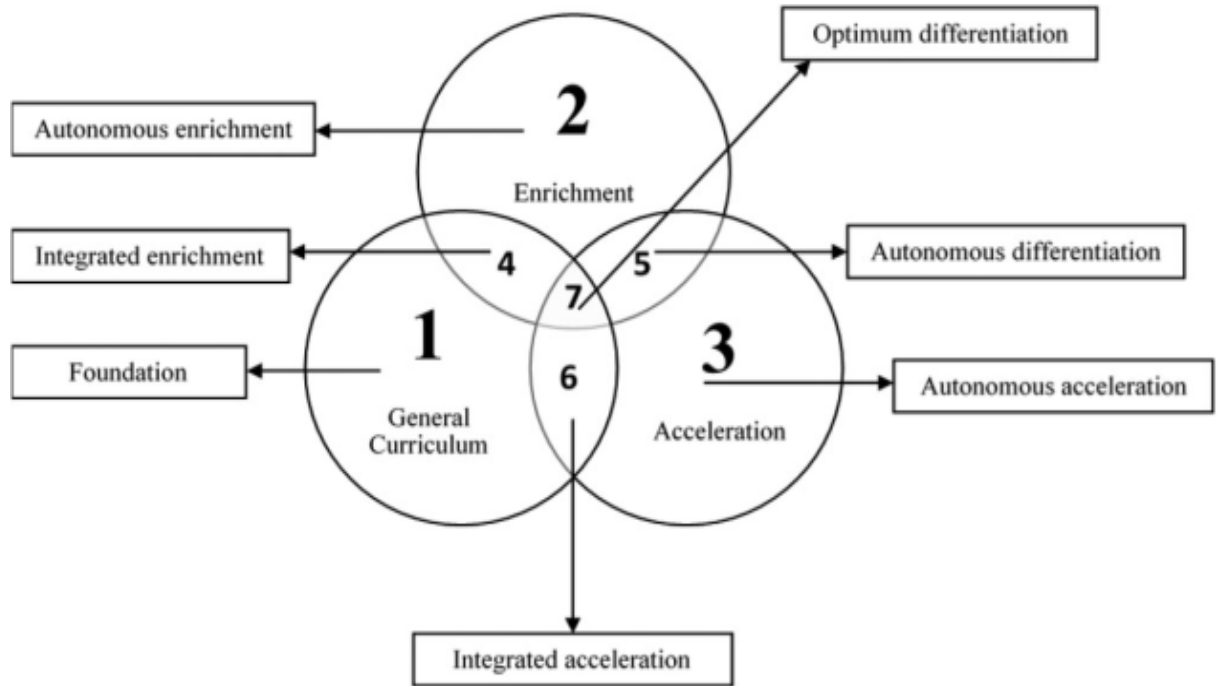


Fig. 2. Education Programs for Talented Students Curriculum Differentiator (Sak & Ayas, 2020).

Projects form the core of learning experiences, organized around differentiated units created collaboratively by teachers and learners. These projects incorporate situational, functional, and academic tasks, providing students with real-life applications and culminating in tangible products like booklets, articles, or presentations.

#### 4.5. Evaluation and Revision

Evaluation considers both the project outcomes and the curriculum's effectiveness. Students, peers, teachers, and parents participate in this evaluative process, which includes self-assessment and feedback for improvement. A development report tracks each student's progress across tasks and projects.

### 5. Differentiator

The curriculum differentiates content based on learners' needs and capabilities. By implementing Sak and Ayas's (2020) curriculum differentiator, content can be enriched (deepened) or accelerated (advanced), depending on students' abilities. This approach allows for personalized learning paths that encourage creativity, critical thinking, and problem-solving skills among gifted learners. For example, a task initially designed for intermediate learners may be enriched with additional dialogues or transformed into a higher-level task for more advanced students. How the differentiator works is described

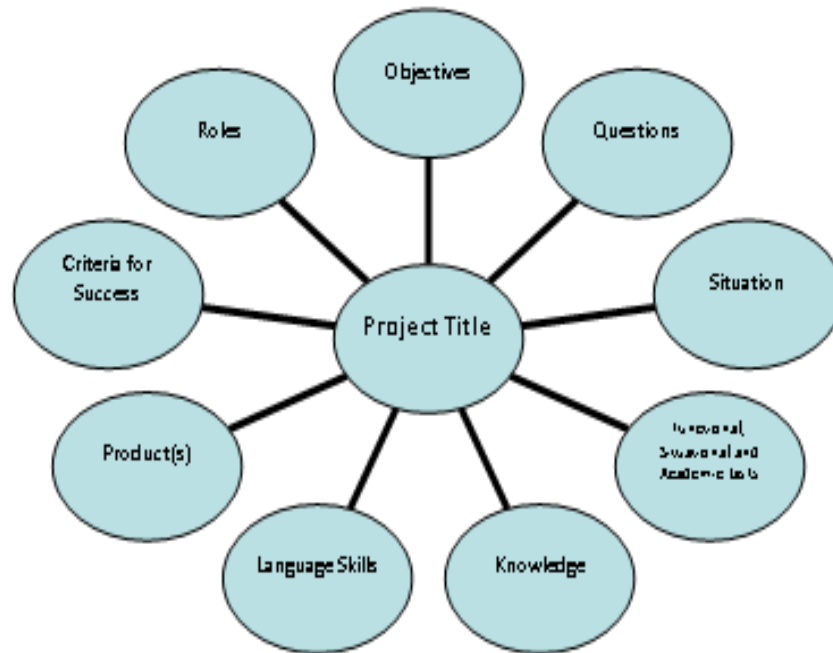


by Sak and Ayas (2020) in figure 2. The optimum differentiation indicates the content appropriate for the needs of the gifted.

Fig. 3. Sample Task Wheel Template

## 6. The Project Wheel

The project wheel is a central organizing framework, structuring the curriculum's tasks



and guiding learners through different stages. Each project includes functional, situational, and academic tasks that develop the four core language skills within communicative contexts. Further, the wheel gives place to knowledge which is necessary and gained throughout the process by the learner. Figure 3 exemplifies a sample template for the project wheel. It can also be modified and adjusted according to the features of the project details by the teacher.

For example, a sample project titled Life on Campuses in Konya would be divided as follows:

**Questions:** What are the daily routines and challenges of university students in Konya? How do their experiences compare with those of students in other cities?

**Objectives:** Develop interview forms, conduct campus interviews, research global university campuses, and present findings in a panel discussion.

**Situation:** Real-life campus visits, enabling students to practice language skills within an authentic context.

**Tasks:** Functional tasks might include discussing daily activities, while academic tasks may involve analyzing and presenting data collected from interviews.

This project wheel enables students to organize tasks around real-world experiences, enhancing their language skills through immersive, context-rich activities.

## 7. Task Types and Samples



Tasks within this curriculum are tailored to the learners' varying levels of proficiency and interests, categorized into three primary types:

### *7.1 Functional Tasks*

These tasks focus on basic communicative functions, such as introducing oneself, making requests, or expressing needs. Examples include asking for directions or making a complaint, typically suited for elementary levels.

### *7.2 Situational Tasks*

More complex tasks that require a combination of functional skills. For instance, making a hotel reservation or attending a job interview. These tasks are often integrated at pre-intermediate and intermediate stages, promoting social and situational language use.

### *7.3 Academic Tasks*

Designed for upper-intermediate and advanced learners, academic tasks require problem-solving, creativity, and higher-order thinking. A typical academic task may involve conducting research, analyzing data, and presenting findings on a chosen topic, supporting cognitive and communicative development.

These tasks support different language skills and align with CEFR standards, providing a structured path for students to advance in language proficiency (Krahnke, 1987).

## **8. Sample Project Wheel with Task Types**

The curriculum's project wheel offers a structured approach to organizing tasks, facilitating student progression through interconnected tasks. For example:

- Project Title: University Life: A Comparative Study
- Tasks:
  - Functional: Developing and conducting campus interviews.
  - Situational: Discussing educational challenges and student life with peers.
  - Academic: Compiling research, analyzing similarities and differences, and presenting findings.
- Objectives: Cultivate research, analytical, and presentation skills.
- Products: Report, presentation, or article based on the research findings.

The project wheel visually represents these tasks, guiding students through each phase and allowing flexibility for additional components based on individual interests.

## **9. Conclusion**

This curriculum proposal exemplifies an integrative approach to language instruction for gifted learners. By emphasizing communicative competence, individualized learning paths, and task-based progression, the curriculum meets the academic, social, and emotional needs of gifted students. Renzulli's Three-Ring Conception of Giftedness serves as the theoretical foundation, guiding the curriculum's focus on above-average ability, creativity, and task commitment. The project wheel structure and differentiated task types foster an environment of self-directed, meaningful engagement with language, encouraging learners to achieve excellence in foreign language proficiency. The collaborative evaluation process and curriculum flexibility offer a sustainable model for foreign language education that can be adapted to different contexts and learner profiles. The Method section describes in detail how the study was conducted, including



conceptual and operational definitions of the variables used in the study, Different types of studies will rely on different methodologies; however, a complete description of the methods used enables the reader to evaluate the appropriateness of your methods and the reliability and the validity of your results, It also permits experienced investigators to replicate the study, If your manuscript is an update of an ongoing or earlier study and the method has been published in detail elsewhere, you may refer the reader to that source and simply give a brief synopsis of the method in this section.

### **Declaration of Conflicting Interests and Ethics**

The author declares no conflict of interest.

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**A CASE STUDY OF LEARNER MOTIVATION TOWARDS THE SOURCE OF  
CORRECTIVE FEEDBACK: TEACHER OR PEER?**

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**Abstract**

The use of corrective feedback in foreign language classrooms is crucial for helping learners enhance their communication skills in the target language. Given that, several studies have highlighted the importance of oral corrective feedback in promoting foreign language acquisition. However, the emotional reactions of learners toward those providing the feedback have received less attention. Consequently, the impact of oral corrective feedback from teachers or peers on learners' motivation to learn the language and actively participate in the classroom has remained to be explored. This study aims to show Turkish EFL learners', who study in an Anatolian high school of the Ministry of National Education, emotional situation when they receive corrective feedback from both teachers and their own classmates. Explanatory case study research has been adopted, and analysis was drawn upon qualitative data conducting thematic analysis in the study to gain broader insights to the perceptions of learners in the corrective feedback. Participants consisting of 119 9<sup>th</sup> grade students were divided into 3 groups and attended 3 weeks treatment sessions focusing on the provider of the feedback specific for each group. At the end of treatment sessions, a total of 7 volunteers of the participants took the semi-structured interviews. The data showed that learners prefer teacher feedback since the source of the feedback is credible however, both individual differences and interpersonal relationships between the source and the receiver of the feedback plays a crucial role. This research provides significant insights for teachers, teacher educators and MoNE policies.

**Keywords:** corrective feedback, learner motivation, peer interaction, individual differences, error analysis

**1. Introduction**

In recent years Corrective Feedback (CF) has been given much attention in foreign language classrooms. Corrective feedback has been implemented in different segments of foreign language teaching. Especially teacher feedback (Good&Brophy, 2000) have learners be motivated by allowing them find out where they stand and it should be provided whether the learner's response is correct and incorrect. Another definition of corrective feedback is given by Chaudron (1977) that it is teacher's any response whether it is positive or points out that learner's work need more improvement.

Corrective feedback (Sheen, 2011) can take place in any learning environment regardless of classroom with teachers and learners or naturalistic settings with native or non-native speakers. So far, research on the impact of corrective feedback in second



language (L2) learning has mainly concentrated on improving grammatical accuracy (Takimoto, 2006). As a result, corrective feedback is often seen as a teacher's response aimed at guiding learners to focus on the grammatical correctness of their spoken or written output. This feedback can be given during a traditional grammar lesson or in response to student writing within a communicative activity or exchange.

While corrective feedback in grammar lessons is valuable, its application within communicative interactions has garnered significant interest among SLA theorists and researchers. Long (1991) introduced the term "focus-on-form" to describe efforts to prompt learners to pay attention to linguistic form while they are engaged in communication. Oral corrective feedback is a type of focus-on-form technique, especially when it addresses errors made by learners whose primary focus is on understanding messages during a communicative activity. According to Long, this is a crucial and necessary condition for any corrective feedback to effectively support learning. Focus-on-form allows learners not only to notice linguistic forms but also to link them with their meanings. In other words, corrective feedback helps learners grasp the connection between a specific linguistic form and its meaning within a context. Long suggests that corrective feedback can facilitate language acquisition when learners encounter a communication issue, make an error, and then receive feedback that either clarifies the input or helps them adjust and correct their response.

For the last two decades from whom corrective feedback is given is a hot issue of debate. While both teacher and the peer corrective feedback is useful, peer corrective feedback surpasses the other because peer corrective feedback could be more useful for classroom interaction. Learners can get benefits from not only receiving but also providing it (Sippel&Jackson, 2013).

Many researchers agree that corrective feedback can facilitate learning but other possible results of corrective feedback should be taken into consideration. Not only the way corrective feedback is delivered is important to avoid the learners feeling humiliated but also quantity of the feedback must be regarded since overcorrection might cause damage on the motivation of learners (Ayedh & Khaled, 2011). Havranek (2002) also stated that corrective feedback contributes to learning the foreign language while she believes learners' own contribution is the focal point.

Oral Corrective Feedback is a broad sense of work within itself. Different types of oral corrective feedback such as recasting, metalinguistic feedback etc. has been investigated in years. Moreover, the person who provides the oral corrective feedback is of importance because it has certain effects on the motivation of learners. In the classroom atmosphere, whether oral peer feedback correction boosts motivation of learners for improving speaking skill remains uninvestigated.

The increased focus on corrective feedback reflects a growing recognition of its role not just in error correction but also in scaffolding language acquisition. By pinpointing and addressing linguistic inaccuracies, CF helps learners refine their language skills and internalize grammatical structures. Moreover, the interactive nature of peer feedback encourages learners to actively engage with language production, promoting a deeper understanding of language rules and conventions.

However, the effective implementation of CF hinges not only on its frequency and timing but also on its delivery style. Research underscores the importance of providing feedback in a constructive and supportive manner to maintain learners' motivation and confidence. Feedback that is overly corrective or delivered insensitively can lead to feelings of discouragement and reluctance to participate in language activities.

Havranek (2002) posits that while corrective feedback contributes to language acquisition, learners' active participation in the process remains pivotal. This underscores



the notion that learners themselves play a central role in internalizing and applying corrective feedback to their language learning journey.

Within the realm of oral corrective feedback, various methodologies such as recasting (rephrasing a learner's erroneous utterance correctly) and metalinguistic feedback (providing explicit explanations of language rules) have been explored extensively. These different approaches not only influence the immediate linguistic accuracy of learners but also have implications for their long-term language development. For instance, metalinguistic feedback not only corrects errors but also enhances learners' awareness of language rules, potentially leading to more accurate self-monitoring and error correction in the future.

The source of corrective feedback—whether from teachers or peers—can significantly impact learners' motivation and engagement within the classroom setting. Peer corrective feedback holds promise due to its potential to create a collaborative learning environment where learners actively support each other's language development. This collaborative approach not only distributes the responsibility of error correction among peers but also fosters a sense of community and mutual respect within the classroom.

Despite these insights, the specific effects of peer feedback correction on learners' motivation to improve their speaking skills remain relatively under-investigated. Understanding how peer feedback influences learners' perceptions of their speaking abilities and their willingness to take linguistic risks is crucial for optimizing language learning environments.

Expanding on these themes requires delving deeper into the theoretical frameworks underpinning corrective feedback, examining empirical studies that elucidate its effectiveness across different educational contexts, and exploring practical implications for foreign language educators. By exploring these facets, a comprehensive understanding of how corrective feedback influences language learning outcomes can be developed, providing valuable insights for both theory and practice in foreign language education.

## **2.Literature Review**

### **Motivation in Second Language Acquisition**

Learning a foreign language involves a complex interplay of internal and external influences (Gardner & Lambert, 2011). Recognizing these motivations is essential for fostering effective learning environments and supporting successful language acquisition (Dörnyei, 2009).

This paper builds on established theoretical frameworks to examine the social and practical dimensions that influence learners' aspirations and persistence in language learning. Investigating L2 learner motivation begins with differentiating between intrinsic and extrinsic motivation (Deci & Ryan, 2000). Intrinsic motivation refers to the internal drive to learn, inspired by factors such as curiosity, enjoyment of the language, and a desire for personal development (Dörnyei, 2009). For learners with strong intrinsic motivation, the language-learning process tends to feel engaging and naturally rewarding. On the other hand, extrinsic motivation is shaped by external influences, including practical incentives like career advancement, opportunities for travel, or meeting academic requirements (Gardner & Lambert, 2011).

Although extrinsic motivation can provide a powerful initial push, it may not sustain long-term engagement. Ideally, external motivations should be internalized and transformed into intrinsic ones, resulting in a deeper and more enduring commitment to language learning (Deci & Ryan, 2000). A framework for motivational teaching practices (Dörnyei, 2001), highlighting four interconnected stages such as creating the basic motivational conditions, generating initial motivation, maintaining and protecting



motivation, and encouraging positive retrospective self-evaluation. Each stage outlines specific strategies to foster learner motivation and sustain engagement in the learning process. Incorporating this framework into the discussion on L2 learner motivation further emphasizes the importance of a systematic and holistic approach. Effective motivational teaching begins by establishing foundational conditions, such as supportive teacher behaviors, a cohesive group environment, and a pleasant classroom atmosphere. These conditions create a solid base for learners to feel secure and motivated.

### **Error Analysis**

Error analysis in English language teaching and learning is a key area of research that examines the errors learners make as they acquire the language. Historically, error analysis evolved from viewing errors as obstacles to be eradicated under behaviorist theories (Corder, 1981) to recognizing them as essential indicators of language development through cognitive perspectives (Ellis, 2008). The study of errors focuses on syntactic, morphological, and lexical errors. Syntactic errors often arise from first language (L1) interference as learners apply native language grammar rules to English (James, 1998). Morphological errors, such as incorrect use of affixes or word endings, highlight challenges in mastering word formation, while lexical errors reflect difficulties in selecting and using appropriate vocabulary in context (Ellis, 2009).

Methodologies like contrastive analysis and interlanguage analysis have been instrumental in error analysis. Contrastive analysis examines structural differences between the native and target languages to predict errors, while interlanguage analysis identifies systematic patterns in learners' evolving language systems (Selinker, 1972). Corrective feedback, particularly when timely and focused, is pivotal in addressing errors and promoting development, as immediate feedback is often more effective than delayed corrections (Lyster & Ranta, 1997).

Error analysis is applied across various contexts, including second language acquisition (SLA) and foreign language learning. In SLA, it sheds light on learners' interlanguage stages and guides instructional practices tailored to their linguistic needs (Ellis, 2008). Similarly, in foreign language settings, it informs curriculum design by addressing common challenges faced by learners (James, 1998).

Despite its significance, error analysis encounters challenges, such as oversimplifying learners' linguistic development and accounting for contextual influences (Tarone, 2006). Additionally, the rise of digital technologies has introduced new complexities and opportunities, such as analyzing large datasets from learner interactions in online environments. Future directions include the use of learner corpora to identify recurring errors across populations (Rodríguez González, 2020) and integrating cognitive neuroscience to deepen our understanding of error processing and correction (Ellis, 2009).

In summary, error analysis continues to shape language teaching by providing insights into learners' evolving competence. By systematically studying errors and integrating findings into instructional practices, educators can enhance teaching effectiveness and foster meaningful language learning experiences.

### **Individual Differences in SLA**

Understanding individual differences among language learners is essential for effective instruction, as factors such as cognitive abilities, personality traits, learning styles, and motivational orientations influence both the speed and quality of language acquisition. Teachers who adapt their teaching strategies and materials to accommodate these differences are better equipped to meet learners' needs, thereby maximizing learning



outcomes. These individual differences can be categorized into cognitive, affective, and conative dimensions.

Cognitive abilities significantly impact language acquisition. Learners with strong working memory capacity are better equipped to manage tasks such as parsing sentences, understanding syntax, and retaining vocabulary (Baddeley, 2003). They also integrate corrective feedback more efficiently into their existing linguistic knowledge. Similarly, short-term memory plays a crucial role in developing phonological awareness and advancing lexical knowledge (Miyake & Friedman, 1998). To address cognitive differences, teachers should design tasks and deliver corrective feedback in ways that enhance learners' cognitive processing.

Affective differences focus on emotional and motivational factors. Motivation, particularly intrinsic motivation, is critical for engagement and language learning success (Deci & Ryan, 2000). Intrinsically motivated learners tend to show higher levels of engagement and better outcomes, underscoring the importance of fostering meaningful and self-driven learning experiences.

Conative differences pertain to goal-setting and self-regulation. Self-regulated learners, as noted by Zimmerman (2002), set their own goals, monitor progress, and adapt learning strategies to achieve success. Developing self-regulation skills enables learners to utilize strategies effectively, promoting academic achievement (Pintrich, 2000).

Learning styles represent learners' preferred methods of processing information. Fleming and Mills (1992) proposed the VARK model (visual, auditory, reading/writing, and kinesthetic) to identify these preferences. For instance, auditory learners benefit from oral corrective feedback, while visual learners respond well to written feedback, such as graphs or charts. Kinesthetic and tactile learners, who prefer active engagement, may benefit from interactive corrective feedback approaches. Tailoring feedback methods to align with these learning styles enhances comprehension and retention, making the feedback more effective.

By acknowledging and addressing individual differences, teachers can create inclusive and adaptive learning environments that promote meaningful and successful language acquisition.

### **Corrective Feedback in Second Language Acquisition**

Effective language learning and teaching are dynamic processes that evolve for both learners and instructors. While exposure to the target language is crucial, noticing and correcting errors also plays an essential role in achieving linguistic accuracy. Corrective feedback is particularly important in this context, as it helps learners develop their language skills and can impact their motivation depending on how it is delivered. For both teachers and researchers, understanding the benefits and potential drawbacks of corrective feedback is vital to create an approach that optimizes learning outcomes.

Lyster (1994) highlighted that learners receiving timely corrective feedback tend to make fewer errors, improving their linguistic knowledge and internalizing grammatical and morphological features (Long, 2016). Well-structured feedback enhances learners' awareness of their mistakes, encouraging them to adopt effective learning strategies and avoid similar errors in the future (VanPatten, 2007). In addition to improving accuracy, corrective feedback can foster learner autonomy and self-initiated learning. Studies by Mackey and Leeman (1997) suggest that encouraging self-correction through feedback helps learners take ownership of their learning process, promoting independence in language acquisition.





However, there are potential downsides to corrective feedback. When feedback is delivered too frequently, harshly, or in a critical manner, it can demotivate learners and create anxiety, hindering their willingness to take risks in communication (Mackey, 1993). Furthermore, an excessive focus on accuracy might inhibit fluency, as prioritizing error-free communication over natural speech patterns can restrict learners' ability to use the language confidently in real-life situations (Ellis, 2009). If the emphasis is solely on grammar, it may also detract from the meaning and overall message being conveyed.

The effectiveness of corrective feedback is also influenced by how it is delivered. Feedback that merely highlights errors without offering explanations may confuse learners and lead to frustration (Skehan, 1989). Additionally, giving feedback in front of the class can be embarrassing and lower learners' self-esteem, especially for those already lacking confidence (Mackey, 1993). To optimize corrective feedback, strategies such as prioritizing meaning over minor grammatical errors at lower proficiency levels can help learners focus on communication. Providing prompt feedback without interrupting communication allows learners to link the correction directly to their mistake, fostering better understanding (Lyster, 1994). Delayed feedback may be more suitable for complex errors, allowing for in-depth explanation after the activity.

Using a variety of feedback techniques tailored to individual learner needs is essential for maximizing effectiveness (Mackey & Leeman, 1997). These techniques may include recasting, elicitation, explicit error correction, and positive reinforcement. Recasting involves reformulating the incorrect utterance, while elicitation encourages self-correction through prompts or clues. Explicit error correction directly highlights mistakes and provides explanations, particularly useful for advanced learners. Balancing correction with positive reinforcement can also motivate learners by acknowledging their progress and correct usage, which boosts confidence and encourages continued effort (Lyster, 1994).

While corrective feedback is essential for language learning, it must be delivered thoughtfully to create a balanced and supportive environment. By focusing on both meaning and accuracy, using various feedback techniques, and incorporating positive reinforcement, teachers can foster an environment conducive to learning. Ongoing research into corrective feedback, including its use in digital environments and the role of emotions, will help refine teaching strategies to optimize language learning for all students.

The source of corrective feedback—whether from peers or teachers—also plays a critical role in the learning process. Peer correction, where students provide feedback on each other's work, can foster collaboration and autonomy. It allows learners to solidify their understanding by explaining mistakes and receiving new perspectives. Peer correction also promotes self-assessment skills, as students analyze and identify errors in their peers' work. Additionally, offering feedback to peers can boost confidence. However, peer correction can have limitations, especially when learners at lower proficiency levels lack the knowledge to provide accurate feedback. There is also the potential for peers to deliver feedback in a way that is overly critical, which can damage a learner's self-esteem.

Teacher correction, on the other hand, ensures accuracy and provides expert guidance. Teachers have the expertise to offer precise explanations and can handle complex errors that may be beyond the capabilities of peers. They can also tailor feedback to meet individual learner needs, adapting the level of detail and feedback techniques accordingly. However, overreliance on teacher correction can impede learner autonomy and create a power dynamic where students feel reluctant to make mistakes. Additionally, in large



classes, teachers may not always have the time to provide individualized feedback promptly.

To balance the advantages of peer and teacher correction, teachers can design structured peer correction activities with clear guidelines and rubrics to ensure accurate and constructive feedback. Scaffolding feedback delivery, where teachers model effective feedback before transitioning to peer activities, can also help. Following peer correction, individual conferences with students can address any lingering questions or complex errors that peers may have missed.

In conclusion, combining peer and teacher correction creates a collaborative and dynamic learning environment. By leveraging the strengths of both methods, educators can foster a classroom culture that promotes self-assessment, confidence, and accurate language use. A balanced approach that suits the learner's proficiency, learning style, and the specific task at hand will lead to more successful language learning outcomes. Through thoughtful planning and ongoing development of feedback strategies, teachers can empower learners to take responsibility for their learning and achieve their language goals.

To this end, the synthesis of the literature review and the theoretical framework has played a pivotal role in formulating the questions that framed this study. Additionally, research questions have been established to narrow down the purpose of the study (Creswell&Creswell, 2018) by pointing out the main and sub-themes. The following research questions lie at the center of this proposed study:

Main research question:

1.How does peer oral corrective feedback affect learners' motivation using foreign language as a tool for communication?

Sub Research Questions:

a. How do learners emotionally respond to teacher corrective feedback and peer corrective feedback?

b. Do learners prefer peer correction or teacher correction when they speak in English?

c. Does teacher oral corrective feedback have a negative impact on their motivation to interact in the class?

### **3.Method**

For this study, a case study has been conducted and qualitative methods research adopted for the analysis of the study as it reveals the strengths of qualitative methods, providing a comprehensive understanding of complex phenomena (Creswell & Clark, 2018).

Considering those aspects, to be able to gain broader insights of learner's perceptions, this study adopts semi-structured interviews (Sippel, 2020). Since this study conducted three weeks treatment session consisting of 12 class hours in total, revealing the pre-reactions and post-reactions of was important. Treatment sessions' focus was on the effect of provider of the feedback on learner's motivational therefore, classrooms were divided into 3 groups as the one merely receiving teacher feedback and the other receiving solely peer feedback and lastly neutral/control groups. Thematic analysis was employed using Nvivo to analyze the data collected from the semi-structured interviews conducted with eight students, two from each feedback group (teacher, peer, neutral). The interviews focused on exploring how the provider of the feedback such as the teacher or peers affected the students' motivation to learn English and their participation in classroom interactions.



The interview transcripts were reviewed line by line, and initial codes were assigned to capture key concepts related to motivation and classroom interaction. These codes were then grouped into broader themes to identify recurring patterns across the interviews. Thematic saturation was achieved when no new themes emerged from further analysis.

## **Participants**

Sample consisted of 119 students. The age of the participants ranged from 13 to 16 years, with an average age of 14.65 years ( $SD = .58$ ). The gender distribution of the sample was 68 females (57.1%) and 51 males (42.9%).

## **4. Analysis and Findings**

This study employs a qualitative approach using thematic analysis. Semi-structured interviews were conducted with 7 learners to explore their experiences with OCF and motivation levels. Interview questions focused on the learner's preferred delivery style, source of feedback whether it is from teacher or peers, and without any specific focus area such as pronunciation, grammar, vocabulary. The interview recordings were transcribed, and thematic analysis was conducted using an inductive approach. Themes were identified, refined, and categorized through a coding process. The analysis identifies five main themes.

Main themes can be listed as comfort level with corrective feedback, source of corrective feedback, focus of oral corrective feedback, learning from oral corrective feedback, interpersonal.

Sub-themes can be listed as follows: importance of delivery style, anxiety and public correction, preference for teacher as corrector, learning from peer feedback, preference for targeted ocf, reciprocity in peer ocf. The themes that illuminate the learner's perceptions and responses to OCF in the English language classroom are discussed below.

### **1. Comfort Level with Corrective Feedback**

#### **1.1 Importance of Delivery Style :**

The learner emphasizes the importance of respectful and positive delivery in OCF. They are open to receive constructive feedback which is delivered in a positive manner and appreciate corrections which are done nicely . Conversely, harsh or judgmental feedback creates discomfort engaging in classroom.

*“How you are corrected is actually very important. If you correct someone harshly, they will not have the motivation to do that thing anymore. So I prefer to correct them more calmly.”*

Participant 5

1.2 Anxiety and Public Correction: Some learners exhibits fear around being singled out for correction in front of the entire class. They seem to prefer corrections delivered privately by the teacher or written on the board.

*“It doesn't bother me if everyone is corrected when I am, but I get a little embarrassed if only mine is corrected. I can be corrected when I make a mistake. That... I mean... I don't know. It can be a bit uncomfortable. It can be a bit embarrassing when my work is corrected when everyone else's isn't.”*

Participant 6

### **2. Source of Corrective Feedback**

2.1 Preference for Teacher as Corrector: The learner consistently expresses a preference for the teacher as the primary source of OCF. They perceive the teacher as a credible



source and feel more comfortable receiving feedback from a trusted authority figure. Also considering relationships among the learners in the class, they prefer receiving the feedback from a neutral person.

*“I think the teacher should be the one to give feedback. If a friend corrects me for a mistake, I think I would have to do a little research on the accuracy of the feedback they gave. Because we are students, we may not know everything completely, so we need to do a little more research on it and learn the right thing.”*

Participant 6

2.2 Learning from Peer Feedback: The learner acknowledges the potential benefit of learning from peer OCF, but depending on some conditions. They are open to offer and receive corrections among close friends whom they trust in a positive manner. However, they express discomfort with corrections from unfamiliar classmates or those delivered harshly.

*“For example, let's say that last week, in speaking class, I think it was Tuesday, when we were reading a text, a friend in front of me said that a word wasn't pronounced that way, that it was pronounced this way, and I never forgot how that word was pronounced again. So, frankly, when a peer tells us this way, when they tell us what's incorrect and what's correct, it sticks in our minds more. Like, we get this feeling that, 'Hey, our friend is doing it, and if they know it, why shouldn't I know it?' and I think we learn it better that way.”*

Participant 7

### 3. Focus of OCF

3.1 Preference for Targeted OCF : The learner expresses a preference for OCF that targets specific areas for improvement rather than constant correction. They are more receptive to corrections on grammar, sentence structure, and recently learned vocabulary with pronunciation issues.

*“I wouldn't want every single mistake corrected. I think it would just stress me out more, and I might feel kind of offended. But for a few words I don't know, that's fine. Like, with those fill-in-the-blank questions, I'd like to be corrected and have the meaning explained to me.”*

Participant 2

### 4. Learning from OCF

4.1 Reciprocity in Peer OCF : The learner mentioned several times about a desire for reciprocity in peer corrective feedback. They believe that explaining concepts to each other reinforces their own learning. They stated that learning from each other and teaching to others makes learning permanent.

*“Let's say there's me and a friend, and when I correct him on something, I'll remember that word the next time I see it, like, 'I corrected that, it's not pronounced that way, it's pronounced this way.' I think it will stick in my mind, like maybe it wouldn't if someone else did it, but it sticks in my mind because of my personality, or maybe it wouldn't stick in my mind if the teacher corrected it, but it sticks in my mind more if a peer corrects it.”*

Participant 7

### 5. Interpersonal Relationships

Every participant stated how they prefer receiving corrective feedback and how it affects their motivation level in English classes in terms of willingness to participate, self-confidence development. The theme which is interpersonal relations is the one that every



participant has presented their view. Therefore, Excerpts from each participant is presented below to indicate the importance level of interpersonal relations in corrective feedback concept. Data shows that learners when they receive peer corrective feedback prefer feedback from peers whom they have good relationships with. When others provide CF, they become suspicious of the provider of the feedback whether they have good intentions or just intend to humiliate.

*“It would be okay if a close friend corrected my mistakes, but I don't get along with everyone. And with those classmates, it would make me feel bad.”*

#### Participant 2

In the light of themes and excerpts above followings can be concluded from the data that learners express a preference for teacher-led corrections over peer corrections. Participants emphasize the credibility and neutrality of teachers, which makes them more comfortable receiving feedback from them. This preference underscores the importance of the source of feedback in learners' acceptance and perception of its value. Teachers, being seen as knowledgeable and unbiased, can provide feedback that is perceived as constructive rather than critical. This highlights the need for educators to build trust and establish themselves as reliable sources of feedback.

Interpersonal relationships also play a crucial role in learners' perceptions of feedback. The qualitative data underscores that feedback from trusted peers or teachers is more positively received, while feedback from less familiar peers can be perceived as critical or humiliating. Participants express a preference for receiving feedback from those with whom they have good relationships, as they are more likely to interpret the feedback as constructive rather than critical. This finding highlights the importance of fostering positive interpersonal relationships within the classroom to create a supportive environment for feedback. Educators should encourage a classroom culture where peers support each other's learning in a respectful and constructive manner.

The preference for targeted feedback is another key theme that emerged from the findings. Learners express a desire for feedback that focuses on specific areas for improvement rather than constant correction. Participants prefer corrections on grammar, sentence structure, and recently learned vocabulary, as opposed to every single mistake being highlighted. This preference indicates that learners are more receptive to feedback that is specific and relevant to their current learning goals. Educators should aim to provide targeted feedback that helps learners improve in specific areas without overwhelming them with constant corrections.

Reciprocity in peer feedback is another important aspect highlighted in the qualitative data. Learners believe that explaining concepts to each other reinforces their own learning. One of the participants mentions that correcting a peer helps them remember the correct information, indicating that the act of providing feedback can also be a valuable learning experience. This finding suggests that educators should encourage a reciprocal feedback culture where learners actively engage in providing and receiving feedback. This can enhance peer learning and create a more collaborative classroom environment.

## 5. Discussion

This study has tried to shed light on the emotional responses of learners to the source of corrective feedback. Data reveals a complex interplay between learners' experiences, preferences, and perceptions of corrective feedback. The findings suggest that effective OCF should be delivered respectfully and positively, considering individual emotional responses and interpersonal dynamics. Teachers are preferred as the primary source of feedback due to their perceived credibility and neutrality. Moreover, targeted feedback





focusing on specific areas for improvement is more effective than constant correction. Understanding these nuances can help teachers create more supportive and effective feedback environments, ultimately enhancing learner motivation and performance.

The findings of this study have important implications for educational practice. Firstly, educators and educational leaders should be aware of the significant impact that their behavior and delivery style can have on learners' receptiveness to feedback. Adopting a respectful and empathetic approach can mitigate the negative emotional responses associated with corrective feedback and enhance learners' motivation to engage in the feedback process. Secondly, the preference for teacher-led feedback underscores the importance of establishing teachers as credible and trustworthy sources of feedback. Teachers should strive to build positive relationships with their learners and provide feedback that is perceived as constructive and supportive.

Additionally, the preference for targeted feedback highlights the need for teachers to focus on specific areas for improvement rather than overwhelming learners with constant corrections. Providing feedback that is relevant to learners' current learning goals can help them improve more effectively and maintain their motivation. Furthermore, the importance of interpersonal relationships in the feedback process suggests that teachers should foster a positive classroom culture where learners feel comfortable providing and receiving feedback from their peers. Encouraging a reciprocal feedback culture can enhance peer learning and create a more collaborative and supportive learning environment.

Overall, the findings of qualitative data in this study provides a comprehensive understanding of learners' experiences and perceptions of corrective feedback. The findings highlight the importance of respectful and positive delivery, the preference for teacher-led feedback, the need for targeted feedback, and the role of interpersonal relationships in the feedback process. By considering these factors, teachers can create more effective and supportive feedback environments that enhance learner motivation and performance.

## **6. Pedagogical Implications**

The findings of this study underscore the importance of adopting respectful and targeted feedback practices, fostering peer interactions, and cultivating supportive classroom environments to optimize language learning. In the context of K–12 schools in Turkey, these approaches can enhance students' motivation, promote collaboration, and support the development of language proficiency. Educators can personalize feedback by tailoring it to the unique needs of learners, taking into account their cognitive abilities, personality traits, and learning styles. By addressing individual differences, feedback becomes more effective and less intimidating, fostering a positive learning experience.

Helping students set specific and achievable goals further strengthens the impact of corrective feedback. When feedback is linked to clear objectives, learners are better able to track their progress and remain motivated to improve. Additionally, emphasizing the positive aspects of a student's performance alongside corrective feedback boosts confidence and helps learners view feedback as constructive rather than discouraging. This approach encourages a growth-oriented perspective and reduces anxiety.

Creating a classroom environment that values collaboration and effort also plays a significant role in shaping students' attitudes toward feedback. A supportive setting encourages students to accept feedback from both teachers and peers without fear of judgment. While teacher-led feedback is often preferred for its perceived neutrality and authority, peer feedback also has considerable value. Structured peer feedback sessions,



guided by teachers, provide opportunities for students to give and receive corrections respectfully, fostering both language skills and strong peer relationships.

The study highlights the need for ongoing professional development for educators to refine their feedback delivery methods. Workshops and training programs can equip teachers with practical strategies for providing effective feedback, managing classroom dynamics, and building positive student-teacher relationships. Furthermore, encouraging reflective practices among students deepens their engagement with the feedback process. By analyzing their language use, identifying areas for improvement, and setting personal learning goals, students take ownership of their progress and develop a growth mindset.

Overall, the findings emphasize that respectful, individualized, and collaborative approaches to feedback not only enhance language acquisition but also nurture motivated, confident, and self-directed learners. These strategies align with the goals of the Turkish educational context, creating an environment that supports both academic success and personal development.

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**EXPLORING PRE-SERVICE ENGLISH LANGUAGE TEACHERS'  
PERCEPTIONS OF COOPERATIVE LEARNING: INSIGHTS FROM  
EXPERIENTIAL ENGAGEMENT WITH THE LEARNING TOGETHER  
MODEL**

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**Abstract**

This qualitative case study explored pre-service English teachers' perceptions of Cooperative Learning (CL) through insights gained from experiential engagement with



the Learning Together Model (LTM). Participants were junior-year students majoring in English Language Teaching (ELT). Data was collected during a mandatory course in which the participants engaged in activities including group presentations, micro-teachings, and peer assessments. Semi-structured interviews and written reflections were used for data collection and content analysis was performed on the collected data. The overall findings indicate positive perceptions towards CL viewing it as a valuable pedagogical approach. More specifically, the participants expressed that the activities completed through LTM enhanced their engagement and understanding of the course content. Despite encountering challenges such as power dynamics and unequal participation, the participants expressed that group cooperation fostered a supportive environment which led to a more dynamic and memorable learning experience and created a relaxed atmosphere conducive to learning. The findings underscore the potential benefits of using CL in higher education which could be integrated into teacher education programs through LTM. The findings emphasize the need for teacher educators to teach CL explicitly while providing hands-on opportunities. This study contributes to the development of effective teacher education programs by equipping pre-service English teachers with the necessary knowledge, skills and confidence about CL. Finally, further explorations of CL's integration in tertiary teacher education in EFL contexts is suggested.

**Keywords:** Cooperative learning; learning together model; pre-service English teachers; qualitative case study

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## 1. Introduction

In the contemporary landscape of education, Cooperative Learning (CL) has emerged as a dynamic and effective pedagogical approach that promotes supportive engagement among students. CL is a structured “teaching model” in which learners are organized into small, heterogeneous groups to foster mutual support and collaboration in pursuit of shared educational objectives (Johnson & Johnson, 1999; Slavin, 1990). Rooted in constructivist epistemology and social interdependence theory, CL posits that students, as active participants in their learning process, achieve deeper understanding through interaction and cooperation with peers (Johnson & Johnson, 2017; Panitz, 2019). There are various CL models and one of the notable CL strategy is Learning Together Model (LTM) which involves heterogeneous teams of four to five students who engage in dialogue and share insights on specific materials (Johnson & Johnson, 1999). Despite having different models, the overarching aim of all is to encourage group work, cultivate a collaborative environment conducive to meaningful discourse and knowledge exchange, thus, ultimately enhance comprehension and retention of information (Slavin, 1995).

When implemented properly, CL is found to be more effective than conventional methods (Slavin, 2011). Particularly, in teaching English language (ELT) within the English as a Foreign Language (EFL) context, CL has demonstrated notable advantages in enhancing language competencies, including listening, speaking, reading, and grammar (Jalilifar, 2010; Ning & Hornby, 2013; Zarifi, 2016). However, despite the positive outlook regarding its efficacy, the adoption of CL in EFL contexts remains inconsistent and commonly hindered by various barriers, such as teacher perceptions, cultural preferences, and structural challenges (Celik, Aytin, & Bayram, 2012; Nguyen, Trinh, Le, & Nguyen, 2021).

Johnson and Johnson (2017) identify CL as the most appropriate pedagogy for teacher education programs. According to Johnson and Johnson (2017), CL can enhance





preservice teachers' understanding of the subject matter and CL methods, foster their development of a teaching identity, strengthen their commitment to be an effective teacher, and integrate them into a community of practice (Johnson & Johnson, 2017). Thus, the disconnect between theory and practice regarding CL could be breached through integrating CL methodologies into pre-service teacher education and equipping them with the knowledge as well as experience necessary to implement collaborative strategies effectively.

The purpose of this study is to explore pre-service EFL teachers' perceptions of CL through insights gained from experiential engagement with the Learning Together Model (LTM), which was integrated into a compulsory tertiary ELT course. By addressing existing literature gaps and examining the integration of CL into teacher education, the study contributes to the ongoing discourse surrounding teacher education and the development of innovative pedagogical practices particularly in language education. Ultimately, this research aspires to reinforce the importance of CL as a vital element in preparing future English language educators and to foster cooperative and engaging learning environments in their classrooms by explicitly teaching them about CL.

### *1. Cooperative learning, its characteristics and learning together model*

Effective CL does not occur naturally. It requires careful organization of group dynamics, clear objectives, promotion of active participation and establishing accountability within groups (Kuhn, 2015). Heterogeneous groups, comprising students of varying abilities, is also necessary for the effectiveness of CL (Bennett & Dunne, 1992; Slavin, 1995). Heterogeneity enhances peer learning, where lower-ability students benefit from the strategies and insights of higher-ability peers, while high-ability students reinforce their understanding by teaching others (Veenman, van Benthum, Bootsma, van Dieren & van der Kemp, 2001). This diversity not only improves individual performance but enriches the learning experience. Finally, CL is found to be more effective when the groups are evaluated on the basis of individual members' performance (Slavin 1995). In other words, simply placing students into groups does not guarantee effective cooperative work. Therefore, educators must cultivate structured environments that encourage active participation and accountability among group members, rather than simply placing students in groups (Chan, Maneewan & Koul, 2021; Kuhn, 2015).

In addition to the careful consideration of group dynamics, a thorough understanding of the five foundational characteristics of CL is vital for educators aiming to harness the full potential of collaborative learning (Gillies 2007; Johnson & Johnson, 2005). These characteristics are positive interdependence, individual accountability, face-to-face promotive interaction, social skills development and group processing (Johnson & Johnson, 1999). Positive interdependence means each group member recognizes that their success is linked to the success of others and that their contributions are essential for achieving the group's goals. This can be structured through roles, resources, and rewards that create a sense of responsibility towards one another's learning (Johnson & Johnson, 2017). Individual accountability ensures that each student takes responsibility for their own learning and that of their peers. Each member's performance impacts the group, motivating all members to actively engage in the tasks assigned. This accountability can be fostered by regular assessments of individual contributions and roles (Chan et al., 2021; Veenman et al., 2001). CL also requires face-to-face communication among group members to promote engagement, support, problem-solving, resource sharing, and mutual encouragement. Such interaction creates a dynamic learning environment where students help one another achieve common goals (Johnson & Johnson, 2017; Jolliffe, 2007). The development of social skills is another critical element of CL. Successful



group work relies on communication, leadership, trust-building, decision-making, and conflict resolution skills (Gillies 2007; Johnson, Johnson, Roseth & Shin, 2014). These skills enable students to engage effectively with each other, resolve disagreements, and work harmoniously towards shared objectives (Chan, Maneewan & Koul, 2021). The last characteristic is group processing, which allows students to reflect on their learning processes and group dynamics. Group processing helps groups identify what strategies were effective and which behaviors need adjustment, fostering a culture of continuous improvement and collaboration (Johnson, Johnson, Roseth & Shin, 2014; Veenman et al., 2001). Teachers play a crucial role in facilitating this reflection by monitoring group interactions and providing constructive feedback. Overall, teachers could maximize the effectiveness of CL through monitoring group dynamics and using specific strategies like maintaining small heterogeneous groups, fostering challenging but achievable tasks, as well as facilitating a sense of shared responsibility and positive interdependence (Johnson & Johnson, 1999).

Along the lines of these five fundamental characteristics, various CL activities, each having its own characteristics and applicability to different curriculum areas, have been created. Some of these activities have been successfully applied in classrooms, such as ‘Round Table’, ‘Jigsaw’ and ‘Think-Pair-Share’ (Kagan, 1994; Slavin, 1995). The Learning Together Model (LTM) is another CL activity (Johnson & Johnson, 1987). It emphasizes group work, typically involving heterogeneous groups of four to five students, who engage in discussions and share opinions on specified materials (Ahmed & Lawal, 2020). The LTM centers on the concept of mutual assistance among group members, underlines the importance of equal contribution to the group’s learning process, and underpins the notion that collective effort leads to greater academic improvements (Suciarthasih & Tanumihardja, 2019). The LTM promotes active participation through cooperative team-building activities and encourages students to interact harmoniously with their peers. This interaction fosters essential values such as honesty, cooperation, mutual respect, responsibility, and tolerance (Ahmed & Lawal, 2020). In order to reinforce the importance of each member’s role, group members are held accountable for their contributions (Suciarthasih & Tanumihardja, 2019).

LTM has been proven to not only increase engagement but also enhance students’ performance and retention of knowledge (Suciarthasih & Tanumihardja, 2019). Additionally, LTM promoted the greatest effect on achievement when compared to other CL activities including academic controversy, group investigation, jigsaw, Teams-Games-Tournaments, and Student-Team-Achievement-Divisions as well as to competitive and individualistic learning, (Johnson, Johnson & Stanne, 2000).

## *2. Cooperative learning in EFL contexts*

CL studies conducted in EFL contexts reveal valuable information on teachers’ perceptions of CL, the challenges they face in its integration and implementation. How teachers’ perceive CL is crucial as it shapes how effectively they implement CL in their classrooms. Studies generally indicate that teachers have positive perceptions of CL. For instance, in Vietnam Nguyen et al. (2021) investigated in-service teachers’ perceptions and practices of CL in English language classrooms while Thanh (2011) examined college teachers’ and students’ perceptions regarding the implementation of CL in classrooms. Both studies noted that teachers held favorable views towards CL. Another study conducted in Netherlands demonstrated that a course designed for pre-service teachers improved their understanding and implementation of key elements of CL, leading to enhanced student engagement and on-task behavior (Veenman et al., 2001).



There are also studies revealing the infrequent use of CL in EFL countries such as Netherlands (Veenman et al., 2001), Germany (Huber, 1995), and China (Chen, 2021). Thus, a recurring theme across such studies is the identification of barriers to effective CL. Cultural and structural factors, such as large class sizes, workload division, classroom management issues, and student preference for traditional, teacher-centered methods, perceiving education as an individualized endeavor with a competitive nature are the commonly noted obstacles (Cowie, 1995; Panitz, 2000; Veenman et al., 2001; Thanh, 2011; Celik et al., 2012; Nguyen et al., 2021). Furthermore, Er & Atac (2014) highlighted the gender related difference in perception of CL by reporting that although Turkish college students acknowledged the benefits of cooperation, they also expressed concerns about its potential negative effects, particularly male students.

Studies also revealed that even when CL is integrated into classrooms, it is commonly misunderstood and hence, misused. For instance, even though students are seated in small groups, most of the time they often work and accomplish things individually. “Put differently, students worked in groups but not as a group” (Veenman et al., 2001, p. 88). Thanh (2011) and Nguyen et al., (2021) reveal this misuse in their study by showing that teachers, despite recognizing its benefits, faced significant practical challenges in CL’s application and their misunderstandings of its functions persisted. In order to mitigate some of the identified barriers and promote a more effective CL environment, some strategies such as clearly assigning student roles and closely monitoring group activities are suggested (Nguyen et al., 2021). These strategies underscore the importance of properly structuring CL method for effective teaching.

### *3. Cooperative learning in English language classrooms*

When properly structured, CL can lead to improved social relations and learning outcomes compared to more traditional, individual-centered approaches (Bennett & Dunne, 1992; Cohen, 1994; Johnson & Johnson, 1989; Slavin, 1995). Studies also indicate that CL is generally more effective in promoting student engagement, retention of information, communication skills, and critical thinking abilities in comparison to traditional teaching methods (Slavin, 2011; Johnson & Johnson, 1999; Kagan, 1994).

CL has emerged as a powerful approach in ELT as well, and offers various benefits to language learners. Studies suggest that CL significantly enhances English learners’ competences in listening, speaking, reading (Jalilifar, 2010; Ning & Hornby, 2010), grammar (Ghorbani, 2012; Zarifi, 2016) and vocabulary (Demirel, 2019). Furthermore, practicing speaking in groups helped learners explore various language structures and develop new patterns of thought (Gillies, 2007). Besides the language skills and vocabulary, CL is boosted language learners’ social skills (Gömleksiz, 2007; Ning & Hornby, 2013), fostered positive attitudes toward language learning (Gömleksiz, 2007) and reduced anxiety (Crandall, 1999). These findings indicate that English language learners who are engaged in CL are not only more motivated but also more successful across multiple competencies.

Despite being an effective pedagogical approach in ELT, CL is not without drawbacks. Thornton (1999; as cited in Celik et al., 2012) asserts that some students may not participate equally since more conscientious students may tend to bear the responsibility for the assigned tasks. Furthermore, Pica (1994; as cited in Celik et al., 2012) warns that students may fail to pay attention to the structures of the foreign language when the teacher is not involved, and may revert to using their native language when the teacher is not within hearing range. Ghaith (2003) also stated that “significant gains in academic self-esteem and school psychosocial adjustment are unlikely to be achieved in the course of short experiments of cooperative interventions” (p. 460). Finally, from teacher’s



perspective, Richards and Rodgers (2001; as cited in Celik et al., 2012) warn that teachers may feel apprehensive due to their altered role in the classroom.

Overall, the collective evidence on CL and language learning suggests that although CL presents certain challenges, it provides critical opportunities for informal interaction and practice that deepen understanding and retention of the language being learned (Nguyen et al., 2021). Furthermore, its advantages in enhancing language skills, fostering motivation, and promoting socially responsible learning environments make CL a compelling strategy in ELT.

#### *4. Cooperative learning in pre-service teacher education*

Studies on CL and teacher education reveal a generally positive perception of CL and higher achievement rates (Hwong et al., 1993). Nattiv, Winitzky, and Drickey (1991) found that pre-service teachers value CL and intend to utilize it in their own classrooms. Specifically, CL not only helped pre-service teachers master content and pedagogical strategies (Kopparla & Goldsby, 2019) but also fostered a sense of professional identity and commitment to effective teaching practices (Chan et al., 2021). Highly-structured CL emerges as particularly effective as it significantly impacts pre-service teachers' intrinsic motivation, content knowledge, and perceived learning responsibilities (Cecchini et al., 2020; as cited in Chan et al., 2021).

These findings highlight the dual benefit of CL, fostering both content learning and teacher development. Nonetheless, some researchers express pre-service teachers' concerns regarding CL. For instance, Bouas (1996) indicate that although pre-service teachers appreciate CL as a teaching model, they expressed only moderate confidence in their ability to implement CL effectively; a sentiment echoed by Jolliffe and Snaith (2017) who acknowledged that even in non-EFL contexts pre-service teachers struggle with actual implementation due to a lack of institutional support and practical opportunities. In another study, pre-service teachers held misconceptions regarding CL (Ledford & Warren, 1997). Therefore, Ledford and Warren (1997) suggested experiential learning as crucial for correcting misunderstandings and fostering a more nuanced appreciation of CL's essential elements. McAlister (2012) confirmed the benefits of experiential learning and modeling of CL approaches in pre-service teacher education by reporting the increase in their confidence and readiness to implement CL strategies.

Though valuable for the teacher education field, these studies were conducted with pre-service teachers majoring in tertiary fields other than ELT. For instance, most researchers worked with pre-service teachers majoring in primary and secondary education (Bouas, 1996; Chan et al., 2021; Hwong et al., 1993; Kopparla & Goldsby, 2019; Ledford & Warren, 1997; Nattiv et al., 1991). On the other hand, McAlister (2012) studied with pre-service teachers majoring in Geography. Despite the plethora of studies on CL conducted in EFL contexts with pre-service teachers, there are only two studies conducted on CL with pre-service teachers majoring in ELT in EFL context. One of the studies was conducted in Indonesia and focused on the implementation of small group discussions to enhance pre-service EFL teachers' reading abilities and interests in genre-based reading (Sulistyawati, 2018). Results demonstrated significant improvement in the participants' reading scores, indicating that small group discussion as a CL strategy can effectively enhance not only the reading proficiency of pre-service EFL teachers but also their engagement and interest in the subject matter. The second study was by Chan et al. (2021) who worked with freshmen pre-service EFL teachers in Cambodia to examine the impact of CL on their content knowledge and teaching self-efficacy. They found that CL significantly improved their achievements in grammar and vocabulary, which are critical components of EFL instruction. They further reported that CL was more effective than



traditional lecture-based methods in enhancing teaching self-efficacy across three essential areas: instructional strategies, classroom management, and student engagement (Chan et al., 2021). These two studies underscore CL's role in developing pre-service English teachers' competencies and confidence necessary for effective teaching of English. Such positive outcomes suggest that incorporating CL into teacher education in ELT programs could yield beneficial results for future educators through addressing the inadequacies in traditional teacher training, which often emphasizes rote learning as well as competitive and individualistic approaches (Veenman et al., 2001).

To conclude, studies show that pre-service teachers appreciate the instructional value of CL, which also appears to be an effective method for instructing and motivating them. By embedding CL within teacher education programs, institutions can effectively prepare aspiring teachers to utilize this interactive and constructive pedagogy, thus contributing positively to their professional development and the educational experience of their students. Nevertheless, limited studies exist, only two to the best knowledge of the researcher, investigating the integration of CL into pre-service English teacher education in EFL contexts. Thus, the purpose of this study is to explore pre-service EFL teachers' perceptions of CL through insights gained from experiential engagement with the Learning Together Model (LTM). By examining how pre-service English teachers in Turkey experience CL, this study could contribute to the enhancement of teacher education programs in Türkiye and ultimately lead to more effective English language teaching practices by preparing pre-service EFL teachers that meet the diverse demands of contemporary language classrooms.

## **2. Method**

In order to investigate the pre-service English teachers' perceptions of the CL through LTM, a qualitative case study is conducted (Bogdan & Biklen, 2007). As the keystone of CL, constructivist theory is used as the theoretical framework. According to constructivism, "meaning must be constructed, that knowledge building is an active process on the part of the learner, not a passive process of information absorption" (Kintsch, 2009, p. 234). The participants in the study constructed their content knowledge among their groups under the guidance of the researcher. Participation in the study was voluntary and consents were obtained from the institutional ethics committee as well as participants prior to the data collection phase. The study lasted 15 weeks in the spring semester.

### *1. Sampling and participants*

Participant selection was done through convenience sampling (Creswell, 2007) due to the easy access and availability of the participants who were pre-service teachers majoring in ELT in EFL context. The participants were junior-year pre-service teachers whose age ranged between 21-38. A total of 69 students enrolled into a compulsory tertiary course offered in the spring semester. Due to the large number of students, the course was divided into two sessions, with 35 students in the first and 34 in the second session. Students in both sessions were exposed to the same course content offered by the same course instructor.

### *2. Data collection and analysis*

Data was collected through semi-structured, focus-group interview as well as individually written reflection. Interviews are an effective method to inquire into the perspectives of the participants in detail (Creswell, 2007). Especially focus-group





interviews are useful in stimulating a dynamic discussion among participants (Celik et al., 2012). Focus-group interviews allow researchers to identify the shared views of the group participants, rather than individual opinions (Rice & Ezzy, 1999). A total of 9 students volunteered for the interview held at the end of the semester. The volunteers were divided into two focus-groups and interview with each group lasted 40 to 50 minutes. The participants responded to semi-structured questions inquiring their perspectives on group work, benefits and disadvantages of working as a group, the designated tasks, understanding the content knowledge and whether their content learning was influenced by the group work and/or the tasks and how. For the written reflection, each participant wrote an individual essay reflecting on the course and the designated tasks. The reflections were written in English and submitted electronically within two weeks after the course ended. A total of 45 reflections was included as data. Six students did not submit reflection. Eighteen students declined to participate in the study, hence their reflections were not collected and analyzed as data. Data from the two recorded and transcribed interviews and 45 reflections were analyzed through qualitative content analysis, which is defined as “any qualitative data reduction and sense-making effort that takes a volume of qualitative material and attempts to identify core consistencies and meanings” (Patton, 2002, p. 453). Data was read recursively to identify meaningful patterns, themes, and relationships across the interviews and reflections. Data from the reflections and interviews also served as an element of triangulation (Patton, 2002). Member checks were employed to address trustworthiness of the study (Creswell, 2007).

### *3. Course content and designated LTM tasks*

The CL was integrated into a compulsory tertiary course which was offered in the 6<sup>th</sup> semester (spring) and lasted 15 weeks excluding official holidays. Successful completion of the course required execution of various tasks rooted in the LTM. The participants were not informed about the purpose of the study and CL in order to avoid creating any influence on the participants’ perceptions. Thus, they took the course without knowing that they were immersed into a CL environment and that they were completing tasks which embraced LTM. They personally experienced a CL environment and implemented LTM-based activities first-hand.

In the first week the instructor explained the content and learning objectives of the course as well as the tasks that should be completed. There were five tasks which included doing a presentation as a group on a designated course content on a designated date, writing a short, individual essay in the classroom after the content presentations, doing a teaching practice as a group based on the content they presented earlier, evaluating the individually written peer-essays by using a rubric provided by the instructor as a group, and writing a reflection on the course and activities individually. The participants worked in the same group for the content presentation, teaching practice and peer-essay evaluation.

In the second week the instructor requested students to choose a content to present. The content of the course was identified by instructor prior to the course but students chose which one to present. Students’ content selection automatically formed groups of 4 to 6. The number of people in groups was pre-arranged by the instructor and varied depending on the difficulty of the content. Students’ content selection also automatically identified the date of the presentations as the instructor pre-arranged the presentation dates. The same groups for content presentation would also do a teaching practice based on their content presentations. The dates for these teaching practices were also identified by the instructor prior to the course. Thus, each group knew what to present and when to present from the beginning of the semester. The instructor allowed students to choose the content



they want to present to foster their motivation and to form their own groups to make group-meetings and -work easier and feasible. After grouping, the instructor explained their learning performance would be assessed based on their group as well as individual performance. Starting from the third week, the content presentations started. Each week, one group presented what they learned about their content to their classmates.

The instructor available at office hours before the presentations incase groups had questions or needed guidance with their presentations. The instructor monitored the learning process during the presentations by intervening to clarify or give important information on the content. At the end of the presentations, the instructor encouraged the classmates to give constructive feedback to both the group and its members. Following the feedback from classmates, the instructor gave constructive feedback to the group and its members.

Following the content presentations, each group collected the short essays their classmates had written at the end of their presentation. They used the rubric provided by the instructor to evaluate the peer-written essays. The groups returned the essays along with the rubric to the authors within one week. By the 12<sup>th</sup> week, the groups completed content presentations and starting from the 13<sup>th</sup> week groups' teaching practice began. Same procedures of giving feedback at content presentations were followed in the teaching practices. At the end of the semester, students individually reflected on the tasks, the course and their contribution to the group's accomplishment and submitted their written reflections electronically.

### 3. Results

Based on the content analysis and the triangulation done on data from interviews and written reflections, four themes emerged. These themes are presented by merging the interview and reflections data, along with some direct quotations taken from both. While sharing their perspectives of the course and the tasks, the participants commonly stated that the tasks provided them with experience in learning/presenting content, giving feedback and doing evaluation through rubric.

#### *Constructing content knowledge through peer teaching and active involvement*

A participant commented on the benefits of peer teaching by comparing the peer presentations to lectures. The participant said:

If you (the course instructor) were constantly lecturing, your voice would sound like a lullaby to us after a while and we would start daydreaming during the lesson, but now everyone worked on their own content. If they did not learn anything, everyone learned their own content. .... The fact that the lecture was not completely from you, that we were involved, all this created a positive impression on me for this course.

In this quote the participant highlights that peer presentations were useful in terms of increasing their content knowledge. This benefit expressed in increasing content knowledge was not limited to the classmates, but also included the presenters of the content. The presenters believed that "(p)resenting was a really good way to comprehend the target content clearly because telling or teaching something to someone is the best way to learn it."

Besides the content knowledge, the comment above also highlights another benefit of peer teaching; experiential learning and active engagement. Peer teaching enabled the participants become actively involved in the teaching and learning process and experience



both processes in-person. Finally, a participant commented on the quality of peer teaching as well as the relief it created on them. The participant wrote:

I thought that I would be able to write a very good sequenced fictional essay, but I couldn't. ... So I was panicked at first, but as my friends made a very descriptive presentation, I was relieved at the end of their presentation.

Overall, the participants expressed that peer teaching alleviated their anxiety and enhanced their understanding of the content. Emphasizing the importance of experiential learning, participants also noted that teaching others solidified their own understanding. Finally, they appreciated the quality of peer teaching, noting that constructing knowledge with peers helped them learn better than traditional lectures. These findings indicate the cooperative group work created an environment of shared and constructive learning.

#### *Comprehension through peer interaction*

The supportive nature of peer interaction was another theme highlighted in the data. The support that group members provided to each other promoted better comprehension of the content among group members. A participant expressed this support as;

When I read it (the assigned content) alone at first, I didn't understand it at all, and I didn't have any knowledge. ... Then six of us exchanged information among ourselves. So it was very good as a group work.

Further analysis on identifying the reasons for the effectiveness of peer interaction revealed four major strategies that the presenters implemented; using a peer-friendly language, synthesizing the content, providing important information in a simplified way, supporting the comprehension through preparing visualized materials such as presentation slides and handouts, and approaching their classmates who had difficulty comprehending the content without any judgements. A participant encapsulated these reasons in the following quote: "No matter how professional you are, the student can sometimes understand the student better. Now, when a student explains a subject, he usually tries to explain it in the simplest way." As for the visual materials another participant wrote, "My friends presented and explained really well, their visual materials were also very good. It was really good for future use."

However, the peer interaction was adversely impacted in one particular group due to the dominance of one member over the others. Although the students formed their own groups and prepared for the presentations together, during the content presentation one member of the group explained the other members' content. At the end of their presentation, upon receiving feedback on the imbalance between member responsibilities, they indicated that the content was shared among the members equally, yet they were not sure why such an imbalance happened during their presentation.

#### *Instructor's role in the learning environment*

The participants also discussed the instructor's role in the learning environment. A participant reflected that besides the information presented by the peers, "the occasional intervention of the teacher" was helpful. Another role identified for the instructor was creating a learning environment that was free of stress yet full of feedback. A participant wrote, "the feedback our teacher gave to the presentations and the fact that she did not create fear of grades made me focus on the subject I would present, rather than grades and stress." A participant also mentioned using the instructor feedback to prepare presentations that were better than the priors. The participant expressed this as:

Since you gave feedback after each presentation, I also listened to the presentations in order to listen to the feedbacks, thinking about what you would like, what you



would not like, what my peers would like more about my presentation, what I would do.

This quote highlights the participants' eager attempt to provide an informative and comprehensible presentation not only to the classmates but also the instructor by avoiding prior groups' the mistakes. Such eager attempt stemmed from the feedback that was provided by both the classmates and the instructor after each presentation.

Overall, the instructor's role was crucial in fostering a non-threatening learning environment where feedback was welcomed and allowing participants to focus on learning rather than on grading. Participants also acknowledged that iterative feedback helped them continually improve themselves.

#### *Importance of feedback through rubric utilization*

One of the tasks that participants found beneficial was the individual writing practice because they believed this practice made "learning more permanent". Following the writing, the participants received feedback to their essays from the presenters through rubrics. Both the presenters who gave feedback and the classmates who received feedback through rubrics mentioned encountering rubrics for the first time in their academic lives.

While explaining the benefit of using rubric in evaluating peer-texts, a participant wrote "when I looked at the written essays, I saw that the principle of cohesiveness was not taken into account in the student essays. I observed that the students constantly switched to different topics". Thus, the use of rubric highlighted the importance of meaning and cohesiveness of an essay. The rubrics further helped the participants experience their professional role as a teacher. A participant said, thanks to the rubric, "I felt like a teacher and realized how important assessment is. It is very important that we do the measurement and evaluation as accurately as possible." The assessment process the participants engaged in through rubrics allowed them to find "mistakes objectively" and made them feel "one step closer to the profession." In other words, the rubrics helped them realize the importance of assessment.

Overall, the participants found rubrics beneficial in multiple ways; enhancing the quality of their peers' writing, understanding the importance of assessment and feedback as well as providing objective and meaning-focused feedback. Finally, the participants felt empowered by their experience in evaluating peer work, which contributed to their sense of professional identity.

#### **4. Discussion**

Literature has already highlighted the potential CL has in improving educational experiences (Chan et al., 2021). Nevertheless, its implementation is hindered by significant barriers, one of which is teachers' struggles with integrating CL into practice (Fernández-Lozano, González-Ballesteros & De-Juanas, 2012; Gillies and Boyle, 2010). Particularly in EFL contexts, teachers often struggle to design and implement CL activities (Nguyen et al, 2021; Thanh, 2011) due to various cultural and structural factors (Celik et al., 2012; Cowie, 1995; Panitz, 2000; Veenman et al., 2001) as well as not being familiar with CL (Panitz, 2000). Studies also report that pre-service teachers are unlikely to use CL in their future classrooms unless they have experienced it themselves during their training (Fernández-Lozano et al., 2012; Veenman et al., 2001). In the light of these reports, this study created a learning environment where pre-service teachers experienced and practiced CL themselves during their training. CL was integrated into ELT teacher education through LTM and aimed to understand pre-service English teachers' perceptions of CL. However, integration of CL requires careful structuring (Johnson & Johnson, 2017, Jolliffe, 2007). Group dynamics must be carefully planned, goals must be



clear, active involvement must be encouraged, and accountability must be established inside the group (Kuhn, 2015). In this study to achieve the most productive group dynamics, students chose the content of their interest and formed their own groups. Such group work address the fundamental keystone of social skills development (Johnson & Johnson, 1999). The goals were established and clearly communicated to the participants by the instructor. Accountability was established within groups by informing students that grading would be based on their group as well as individual performance. Thus, positive role interdependence as well as individual accountability were addressed (Johnson & Johnson, 1999). Furthermore, peer discussion, peer teaching, peer feedback, and peer assistance (Chan, et al., 2021) were encouraged, which address face-to-face promotive interaction.

After experiencing such a learning environment, the participants perceived the process of content learning as informative, non-threatening, and supportive. Participants further felt empowered while using rubric to evaluate their peers which contributed to their sense of professional identity. Thus, affirming Hornby (2009), the cooperative tasks in this study, more specifically rubric evaluation, could have fostered confidence and competence among pre-service teachers. Findings further reveal that iterative feedback enabled participants to continuously enhance their knowledgebase. Studies already report that providing constructive feedback positively influences student learning outcomes and collaboration (van Leeuwen & Janssen, 2019). Throughout the course, timely and constructive feedback was provided by both peers and course instructor immediately at the end of the tasks. Thus, participants found repeated feedback helpful for their constant improvement.

As for the instructor, participants identified some essential roles that the instructor demonstrated in the learning process. In addition to monitoring student interactions and intervening when support is needed (Johnson & Johnson, 1999), participants identified creating a safe space for learning where participants could freely express their opinions and concentrate on learning rather than grades as another role of the instructor. Studies also indicate that CL is generally more effective in promoting student engagement, retention of information, communication skills, and critical thinking abilities in comparison to traditional teaching methods (Slavin, 2011; Johnson & Johnson, 1999; Kagan, 1994). Confirming these studies, in this study students got actively engaged in their own and peers' learning and their learning became more permanent. Thus, confirming McAllister (2012), it could be concluded that experiencing CL in teacher education is vital for the benefits discussed above.

Prior studies also note that some difficulties between group members could emerge that could disrupt cooperative efforts (Celik et al., 2012). The group members in this study were diverse in their abilities. The dynamics among them was promotive of a relation in which lower-ability students could benefit from the strategies and insights of higher-ability peers, while high-ability students reinforced their understanding by teaching others (Veenman et al., 2001). Nevertheless, the members of one specific group could not benefit from the CL because a higher-status student dominated others, which alienated lower-status peers (Johnson & Johnson, 1999; McAllister, 2012). The reason behind such unequal participation was the immense gap in the group members' abilities. While the dominant student represented the high ability in a continuum, rest of the students represented the low ability. Having members representing two opposing poles of a continuum and the tension this created in group dynamics highlight the fact that implementation of CL require immense structure (Chan et al., 2021; Kuhn, 2015).

The tertiary course designed for the study address a gap in teacher education programs, where there is a noticeable deficiency in teaching, modelling, and implementation of CL.





The results underscore the potential benefits of integrating CL within teacher education in ELT programs. Based on the findings, a re-evaluation of teacher training programs and K-12 curricula is necessary to cultivate an environment conducive to cooperative practices, ultimately empowering pre-service teachers to leverage CL effectively in their future classrooms. Further research is recommended to investigate larger and more diverse participant groups. Finally, longitudinal inquiry into whether structured CL training correlates to the successful enactment of CL strategies in future teaching practices as well as to student outcomes is needed.

CL is evidently more advantageous than competitive and individualistic learning (Johnson & Johnson, 1999). “All in all, the cooperative learning method is not only a trend but also a necessary direction for future teaching in English language teaching” (Chen, 2021, p.2). Thus, teaching CL to prospective teachers of English could be the starting point for the inclusion of CL in the educational practices in Turkey. By preparing future English teachers who could confidently employ these innovative teaching methods, the quality of language education could be enhanced.

## 5. Conclusions

Considering the importance of CL in language learning and teacher education, this qualitative case study investigated 45 junior-year preservice English teachers' experiences and reflections of CL. The participants experienced a CL environment through various tasks rooted in LTM such as group presentations, micro-teachings, and assessment. The results show that CL is regarded as a useful teaching strategy to improve content comprehension as well as increase participation in the course. CL also fosters social interaction and makes the learning experience more dynamic and interactive, which makes the course content more memorable. Despite the issues that emerged in some groups due to divisive conflicts and power struggles, the support group members provided to each other promoted a supportive and relaxed environment in general. It is important for teacher educators to integrate CL into higher education, explicitly teach it, and provide first-hand experiences to prepare teachers who are equipped with teaching English through student-centered approaches and active learning tasks.

### Declaration of Conflicting Interests and Ethics

The author declares no conflict of interest.

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**PROMOTING SOCIAL ISSUES AND PEACE THROUGH MUSIC IN A  
LANGUAGE CLASSROOM: A LESSON PLAN FOR CULTURAL  
INTEGRATION**

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**Abstract**

Teaching cultural elements in language classes deepens learners' understanding of the target language, helping them connect with the social and emotional contexts behind linguistic structures (Byram, 1997). Music, with its universal appeal, serves as a rich resource for integrating cultural themes in language education, fostering engagement and making lessons more memorable (Medina, 1990). This lesson plan, designed for B2-level young adults between 18 and 25 years old, uses a song about social issues and peace to





teach English. The primary aims are to improve students' listening comprehension, enhance vocabulary related to social issues and feelings, and develop cultural awareness through music. The lesson follows an integrated-skills approach, incorporating pre-, while-, and post-listening activities to scaffold learning effectively. By focusing on these objectives, the lesson not only advances language proficiency but also promotes critical thinking and empathy in discussing global issues.

**Keywords:** cultural awareness, music, language learning

## 1. Introduction

In recent decades, the landscape of language education has undergone a profound transformation, moving beyond the conventional focus on linguistic competency toward a more holistic approach that recognizes the inseparable bond between language and culture. Despite widespread acknowledgment of this shift, language educators continue to grapple with the practical challenges of meaningful cultural integration in their classrooms. The complexities of incorporating cultural elements extend beyond surface-level exposure to holidays, customs, or traditional practices. As Kramsch (1993) emphasizes, effective language teaching requires creating a "third space" where learners can navigate between their native culture and the target language culture, developing not just linguistic skills but also intercultural sensitivity and awareness. This challenge becomes particularly acute in contemporary educational settings, where classrooms often reflect a mosaic of cultural backgrounds, requiring teachers to foster an environment that promotes both language acquisition and cross-cultural understanding.

Music emerges as a uniquely powerful medium in language education, offering a universal language that transcends traditional linguistic and cultural boundaries. As Mora (2000) articulates, music possesses an inherent ability to communicate meaning and emotion even when verbal comprehension is limited, making it an invaluable tool in language classrooms. This universal accessibility of music creates natural bridges between different cultural experiences, allowing learners to connect with the target language on both cognitive and affective levels. Musical experiences are also likely to activate shared human responses regardless of linguistic or cultural background. This emotional engagement through music can create an affective gateway through which learners can access and internalize new linguistic and cultural concepts without the immediate pressure of verbal production or comprehension.

Beyond its cultural dimensions, music offers concrete pedagogical advantages that significantly enhance the language learning process. Research consistently demonstrates the multifaceted benefits of musical integration in language classrooms. Engh (2013) highlights how music substantially increases student motivation and engagement, creating an environment where learners actively participate in the learning process. This engagement is further enriched by music's role as a source of authentic language input, as Mishan (2005) emphasizes, providing learners with genuine linguistic and cultural exposure that textbooks alone cannot offer. The impact of music extends to the physical aspects of language acquisition as well; Ludke et al. (2014) document significant improvements in learners' pronunciation and intonation patterns through musical activities. Additionally, Tegge's (2015) research reveals how music enhances the memorization of vocabulary and grammatical structures, suggesting that the rhythmic and melodic elements of songs create multiple pathways for language retention and recall.



Music's effectiveness in language education extends beyond linguistic and cultural competency to serve as a powerful medium for engaging with contemporary social issues. Songs often capture and reflect the zeitgeist of their times, providing authentic windows into societal concerns and collective experiences. This characteristic makes music an ideal tool for introducing complex social topics into the language classroom in an accessible and meaningful way. Millington (2011) elaborates on this potential, noting how song lyrics can spark critical thinking and generate rich classroom discussions, encouraging learners to engage with social issues while developing their language skills. When students analyze and discuss songs that address social themes, they simultaneously develop their linguistic abilities and their capacity for critical social awareness, creating a learning experience that is both linguistically enriching and socially meaningful.

### *Theoretical Framework*

The theoretical framework underpinning this study integrates multiple perspectives on language learning, cultural competence, and social awareness. At its foundation lies the concept of cultural competence in language education, which Byram (1997) defines as the ability to communicate effectively and appropriately with people of other cultures. This competence encompasses four essential components: knowledge of other cultures, attitudes toward cultural differences, skills for interpretation and interaction, and critical cultural awareness. In today's globalized world and increasingly multicultural classrooms, these components have become crucial elements of effective language instruction.

The integration of music in language education finds strong support in several foundational learning theories. Krashen's (1982) Affective Filter Hypothesis provides a compelling explanation for music's effectiveness, suggesting that musical activities can lower anxiety and increase motivation, thereby creating optimal conditions for language acquisition. This perspective is complemented by Gardner's (1983) Multiple Intelligences Theory, which recognizes musical intelligence as one of eight distinct forms of intelligence, suggesting that musical approaches can activate additional learning pathways. Schumann's (1986) Acculturation Model further supports the use of music, positioning it as an effective means of reducing social and psychological distance between learners and the target language culture.

The connection between language, culture, and social issues forms the third theoretical pillar of this framework. The Sapir-Whorf Hypothesis, which posits that language shapes perception and worldview, underscores the importance of examining how different languages express and influence social understanding. This perspective is enhanced by Critical Language Awareness, which examines power relationships embedded in language use and their social implications. Byram's (1997) concept of Intercultural Communicative Competence brings these elements together, emphasizing the development of abilities to interact effectively across cultural boundaries while maintaining awareness of social and cultural dynamics.

This study explores how music can be effectively integrated into language classrooms to promote both linguistic competence and social awareness while fostering peace education. Specifically, it examines how carefully selected musical activities can enhance cultural understanding and facilitate meaningful discussions about social issues while developing language skills.

## **2. Methodology**



This study employed an action research approach to investigate how music can be effectively utilized to promote awareness of social issues and peace in language education. The research was guided by the primary question: How can music be effectively used to promote social issues and peace in a language classroom? The study aimed to achieve multiple objectives, including the enhancement of listening comprehension skills, development of topic-specific vocabulary related to social issues and emotions, cultivation of cultural awareness, improvement of productive skills (speaking and writing), and promotion of critical thinking about social issues.

The research was conducted in a language classroom setting with 16 young adult learners aged 18-25, all at B2 level according to the Common European Framework of Reference for Languages (CEFR). The participants were Turkish students sharing similar cultural backgrounds, providing a homogeneous context for examining the impact of music-based instruction on cultural awareness and social understanding. This homogeneity offered a unique opportunity to observe how students from similar cultural backgrounds engage with diverse perspectives through musical content.

The instructional design followed an integrated skills approach, incorporating all four language skills (listening, speaking, reading, and writing) within a single 80-minute lesson framework. The lesson structure was systematically organized into four main components: warm-up activities to activate prior knowledge and engage learners, pre-teaching activities to prepare students for the musical content, while-teaching activities focused on active engagement with the musical material, and post-teaching activities designed to consolidate learning and promote critical reflection on social issues.

The implementation of music-based instruction for social issues necessitated careful consideration of potential challenges and their solutions. A primary concern was students' potential difficulty in comprehending colloquial language and rapid delivery in song lyrics, which was addressed through comprehensive pre-listening support materials, including lyrics handouts and targeted vocabulary instruction. Additionally, recognizing that some students might feel hesitant to discuss social issues in the classroom, particular attention was paid to creating a supportive learning environment where students could express their perspectives through structured pair and small group activities, ensuring a comfortable space for sharing opinions while maintaining productive discourse.

The effectiveness of the lesson was evaluated through multiple success indicators aligned with the learning objectives. These indicators focused on three key areas: students' ability to accurately identify and summarize the main themes and messages conveyed through the musical content; the level and quality of student participation in discussions about social issues, including their ability to express opinions and respond to others' perspectives; and students' successful acquisition and accurate use of new vocabulary related to social issues and emotions, as demonstrated in both written assignments and oral discussions. These indicators provided concrete metrics for assessing both linguistic development and engagement with social issues.

*The Detailed Lesson Plan*

**Warm-up (10 minutes):**

<b>Activities</b>	<b>Justification</b>	<b>Materials</b>	<b>Interaction Pattern</b>
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**While-teaching (25 minutes):**

<b>Activities</b>	<b>Justification</b>	<b>Materials</b>	<b>Interaction Pattern</b>
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<p>The teacher first hands out the lyrics with certain words blanked out. After that, students listen to the song and fill in the gaps individually. The teacher then shares the correct answers and makes sure that students understand the meanings of the new vocabulary and pronounce them correctly. Next, the teacher provides students with four discussion questions about the song. After students read these questions carefully, they watch the official music video and answer the questions at the same time. Finally, students compare their answers with those of their partners. Volunteers then share their responses with the class.</p>	<p>The first activity tests students' listening comprehension and reinforces key vocabulary. It also improves their pronunciation skills and encourages collaborative learning. On the other hand, the second activity is done to deepen students' understanding of the song's themes and enhance their critical thinking skills.</p>	Material F	Individual Work
		Material G	Pair Work
		Material H	Whole Class

**Post-teaching (30 minutes):**

Activities	Justification	Materials	Interaction Pattern
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<p>The teacher provides students with three writing prompts and ask them to write a short reflective paragraph on the song individually. After students finish the activity, they exchange their paragraphs with their partners' to give and receive peer feedback. The teacher walks around the classroom to provide assistance if needed.</p>	<p>The activity develops students' writing skills by allowing them to express their thoughts and feelings. It also enhances their critical thinking skills.</p>	<p>Material I</p>	<p>Individual Work  Pair Work</p>
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### 3. Findings

The implementation of music-based instruction for addressing social issues yielded several positive outcomes in both linguistic development and social awareness. Students demonstrated notably increased engagement and motivation when discussing complex social topics through musical content, with the artistic medium serving as an effective bridge to potentially challenging conversations. The pre-teaching activities proved particularly successful in preparing students for linguistic challenges, resulting in improved vocabulary usage related to social issues and emotions throughout the lesson. While some students initially showed hesitation in expressing personal opinions, the structured pair and group work activities gradually fostered a more comfortable environment for open discussion. The integration of multiple language skills was effectively achieved, with students demonstrating enhanced listening comprehension, active participation in discussions, and thoughtful written reflections. Notably, students exhibited critical thinking skills in their responses to discussion questions and showed increased cultural awareness through their engagement with diverse perspectives presented in the song lyrics. The success of the lesson objectives was particularly evident in students' final written reflections, which demonstrated both linguistic progress and deeper understanding of social issues.

### 4. Discussion and Implications

The findings of this study demonstrate the significant potential of music as a pedagogical tool for integrating language learning with social awareness and cultural understanding. The observed outcomes support the theoretical foundations outlined earlier, particularly in relation to Byram's (1997) model of intercultural communicative competence and Krashen's affective filter hypothesis. The successful integration of multiple language skills within a single lesson framework suggests that music-based instruction can create a holistic learning environment where linguistic development occurs naturally alongside cultural awareness and critical thinking.

The implications of this study for English Language Teaching (ELT) are particularly noteworthy. First, the enhanced student engagement and motivation observed during musical activities reinforce the value of incorporating authentic materials that resonate with learners' interests while addressing meaningful content. Second, the development of



cultural awareness and empathy through musical exploration provides language teachers with a powerful tool for fostering intercultural understanding in increasingly diverse classrooms. Finally, the simultaneous development of critical thinking skills alongside language competencies suggests that music-based instruction can effectively bridge the gap between linguistic proficiency and deeper cognitive engagement with social issues.

These findings suggest that language educators should consider incorporating carefully selected musical content into their teaching repertoire, particularly when addressing complex social issues or promoting cultural understanding. Future research might explore the long-term effects of such integrated approaches on students' language proficiency and cultural competence, as well as investigate the potential applications of this methodology across different proficiency levels and cultural contexts.

## **Appendices (Materials)**

### **A. HEADLINES**



## Climate change

2 days ago

### Inside a 'super hurricane season'

Forecasters are predicting that 2024's hurricane season could be among the most active on record. To know what to expect, we spoke to veterans of a past super hurricane season.



Future

4 days ago

### Is climate change making tornadoes worse?

Climate change is causing America's tornadoes to touch down in new locations, and occur at different times. Experts explain how best to prepare for these hard-to-predict disasters.



Future



### The larger the nonprofit, the more likely it is run by a white man, says new Candid diversity report

May 16



### Florida deputy's killing of Black airman renews debate on police killings and race

May 16



### 'Where's Ronald Greene's justice?': 5 years on, feds still silent on Black motorist's deadly arrest

May 11



### Supporters, opponents of Minnesota trooper charged with murder confront each other at courthouse

April 29

25 May 2024

## Next government urged to wake up to UK's 'shocking' levels of child poverty

Charities call for law within first 100 days after general election to ensure annual rises in the financial help parents receive

3:00 PM



## B. THE BLACK EYED PEAS: A HITMAKER'S CRY FOR PEACE



The Black Eyed Peas, a band known for catchy tunes and good vibes, started in Los Angeles in the late 1980s. Originally three guys - will.i.am, apl.de.ap, and Taboo - they mixed hip-hop with R&B, soul, and funk to create a unique sound.

Their big break came in the early 2000s when singer Fergie joined the group. Hits like "Where is the Love?" (2003), "Shut Up" (2003), and "I Gotta Feeling" (2009) made them superstars around the world. "Where is the Love?" especially became a super popular song that everyone knew.

"Where is the Love?" came out in 2003, a time when things weren't great in the world. People were still scared after the 9/11 attacks, and the US had just invaded Iraq. The song asks questions about war, violence, and problems in society. It made people think about what was going on.

Lines like "People killing people, people dying, children hurting, I hear them crying" and "What's wrong with the world? People living like they don't have any mothers" talked about the pain and sadness people felt. But "Where is the Love?" wasn't just sad. The chorus asks for love and unity, giving a message of hope in difficult times.

The Black Eyed Peas' "Where is the Love?" reminds us that music can talk about important issues and inspire change. It's a great example of how the band developed and became a voice for their generation.

C. <https://www.youtube.com/watch?v=0TWEGQI4IbY> (The first three minutes of the interview will be watched.)

#### D. DISCUSSION QUESTIONS

- 1- What kind of music did The Black Eyed Peas make before they became famous?
- 2- Why do you think "Where is the Love?" became such a popular song?
- 3- How does each member contribute to the band?

#### E. KEY VOCABULARY

- Terrorism
- Inequality
- Social justice
- Discrimination
- Empathy

#### F. THE LYRICS (with gaps)





People killin' people dyin'  
Children hurtin', I hear them cryin'  
Can you practice what you preachin'?  
Would you turn the other cheek again?  
Mama, mama, mama, tell us what the hell is goin' on  
Can't we all just get along?  
Father, father, father help us  
Send some \_\_\_\_\_ from above  
'Cause people got me, got me questioning  
(Where's the love?)

Yo, what's going on with the world, momma?  
(Where's the love?)  
Yo, people living like they ain't got no mommas  
(Where's the love?)  
I think they all distracted by the \_\_\_\_\_  
And attracted to the trauma, mamma  
(Where's the love?)  
I think they don't understand the concept  
Or the meaning of karma  
(Where's the love?)

Overseas, yeah, they trying to stop \_\_\_\_\_  
(Where's the love?)  
Over here on the streets the police shoot the people  
Put the bullets in 'em  
(Where's the love?)  
But if you only got love for your own race  
(Where's the love?)  
Then you're gonna leave space for others to \_\_\_\_\_  
(Where's the love?)

And to \_\_\_\_\_ only generates hate  
And when you hate then you're bound to get irate  
Madness is what you demonstrate  
And that's exactly how hate works and operates  
Man, we gotta set it straight  
Take control of your mind and just meditate  
And let your soul just gravitate to the love  
So the whole world celebrate it

People killin' people dyin'  
Children hurtin', I hear them cryin'  
Can you practice what you preachin'?  
Would you turn the other cheek again?  
Mama, mama, mama, tell us what the hell is goin' on  
Can't we all just get along?  
Father, Father, Father help us  
Send some \_\_\_\_\_ from above  
'Cause people got me, got me questioning  
(Where's the love?)



It just ain't the same, old ways have changed  
(Where's the love?)  
New days are strange, is the world insane?  
(Where's the love?)  
Nation droppin' bombs killing our little ones  
(Where's the love?)  
Ongoing suffering as the youth die young  
(Where's the love?)

Where's the love when a child gets murdered  
Or a cop gets knocked down  
Black lives, not now  
Everybody matter to me  
All races, y'all don't like what I'm sayin'?  
Haterade, tall cases  
Everybody hate somebody, guess we all racist

Black Eyed Peas do a song about love and y'all hate this  
All these protest with different colored faces  
We was all born with a heart  
Why we gotta chase it?  
And every time I look around

Every time I look up, every time I look down  
No one's on a common ground  
(Where's the love?)  
And if you never speak truth then you never know how love sounds  
(Where's the love?)  
And if you never know love then you never know God, wow  
(Where's the love?)  
Where's the love y'all? I don't, I don't know  
Where's the truth y'all? I don't know

People killin' people dyin'  
Children hurtin', I hear them cryin'  
Could you practice what you preach?  
Would you turn the other cheek?  
Father, Father, Father help us  
Send some \_\_\_\_\_ from above  
'Cause people got me, got me questioning  
(Where's the love?)  
(Where's the love?)

Love is the key  
(Where's the love?)  
Love is the answer  
(Where's the love?)  
Love is the solution  
(Where's the love?)  
They don't want us to love  
(Where's the love?)  
Love is powerful



(Where's the love?)  
(Where's the love?)

My mama asked me why I never vote (Never vote)  
'Cause policemen want me dead and gone (Dead and gone)  
That \_\_\_\_\_ looking like a joke (Such a joke)  
And the weed man still sellin' dope (Oh no)  
Somebody gotta give these niggas hope (Give us hope)  
All he ever wanted was a smoke (My gosh)  
Said he can't breathe with his hands in the air  
Layin' on the ground died from a choke  
(Where's the love?)

I feel the weight of the world on my shoulders  
As I'm gettin' older y'all people gets colder  
Most of us only care about money makin'  
\_\_\_\_\_ got us followin' the wrong direction  
Wrong information always shown by the media  
Negative images is the main criteria  
Infecting the young minds faster than bacteria  
Kids wanna act like what they see in the cinemas

What happened to the love and the values of humanity?  
(Where's the love?)  
What happened to the love and the fairness and \_\_\_\_\_?  
(Where's the love?)  
Instead of spreading love we're spreading animosity  
(Where's the love?)  
Lack of understanding leading us away from unity  
(Where's the love?)

G. <https://www.youtube.com/watch?v=WpYeekQkAdc> (official music video)

## H. DISCUSSION QUESTIONS

1. What emotions do you think the song conveys?
2. List any social issues mentioned in the song.
3. Which lines or phrases stand out to you, and why?
4. How does the music (melody, rhythm, etc.) contribute to the song's message?

## I. WRITING PROMPTS

- 1- How did the song make you feel?
- 2- What message do you think the song is trying to convey?
- 3- What changes would you like to see in the world to address the issues mentioned in the song?



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**THE ROLE OF ENGLISH LANGUAGE: A STUDY IN CONTEXT WITH  
MALALA YOUSAFZAI'S LIFE**

**Noorkhanam PATHAN**



## **Abstract**

Language is one of the factors that helped in the Development of the human race. The purpose of this article is to highlight the importance of English language and the lead role played by English language in the life of Malala Yousafzai. Malala Yousafzai raised her voice against gender disparity at a very young age. She took media as a tool to spread her message of peace first at local, and then at international platforms. She spread her message at international level in which English language played the vital role. Hence this article studies the power of English language.

**Keywords:** Importance of Language, Gender Disparity, Social Media as a Tool

## **1.Introduction**

Language is a product which consists of grammar, vocabulary and words that are used by humans to communicate. People use different languages in different parts of the world, but to convey a message to the entire world it is necessary to have a common language, thus English became that common or bridge language in the world, through which it became easy to convey the message to people all around the world.

## **2.Importance of English Language**

English is regarded as an international language due to its widespread use in various context worldwide, making it the most spoken language when accounting for both native and the second language speakers. English is used as first language in the countries like United Kingdom, Ireland and in english-speaking populations from former British colonies such as the United States, Australia, New Zealand, South Africa, Canada and various Caribbean, Indian Ocean and Pacific Islands. Additionally, English is used as second most prevalent language in countries where English holds official or historical significance, it includes many commonwealth countries like India, Pakistan, Nigeria and others like Philippines that are influenced by English speaking nations. English language became a bridge for countries around the world for not only exchanging goods and services but exchanging their ideas, thoughts and knowledge etc. This language played a prominent role in the life of youngest Nobel peace prize winner Malala Yousafzai. She used English language as a tool to spread her message of peace in the world.

## **3.About Malala Yousafzai**

Malala Yousafzai is born in 1997 in Mingora, the largest city in the Swat District of Pakistan, which was known as the Switzerland of the East, and which is situated in the Northwest of Pakistan. This place was once a peaceful tourist destination which latter transformed into a site of terrorism under the taliban's rule. The group imposed severe restrictions on women, limiting them to there homes, prohibiting them from visiting market, banning girls education and destroying over 400 schools. In response to this oppression, Malala Yousafzai emerged as a vocal advocate for women's empowerment and girls education rights.

## **4.Gender Disparity**

The great French philosopher and writer Simone de Beauvoir in her work “Second Sex” ( 1949) said “ A Women is not born but becomes” , which means identity of women or the gender it is not physical or biological or religious concern or differences,





it is the social differences. A man and woman may be different from their body structure but it cannot define anybody as inferior or superior or who has got more rights and who has got less rights. Every religion treats both men and women equally but what a female does, how a female has to live her life, how a female has been shaped as a female that is the social construct. So the concept of gender is a social construct not a biological construct nor any religion has created this construct, it is the society who has created such constructs. In the same way Taliban misinterpreted the Holy book of Islam and created social construct which was destroying the future of Malala and many innocent other girls in Swat.

Malala Yousafzai was born and brought up in an progressive family. Her father was a school teacher, he had started his own school named Khushal School, where he taught both girls and boys. He always treated his daughter Malala equal to his sons. He always encouraged his daughter to pursue her education, he never clipped her wings, he always let her fly. Malala was also very passionate about gaining education. She loved reading books, she enjoyed going to school, but this love changed into fear when Taliban entered Swat valley region , they began to impose strict laws which took away girls rights. This mind-set of gender disparity created tension in the Swat.

### **5.Social Media as a Tool**

Malala Yousafzai at a very young age raised her voice against the exploitations of Taliban by using different platforms and social media played a vital role in it.

Malala began her activism when she was just 11 years old. One day in Khushal school Malala along with her friends stood in front of Pashto TV crew and began to tell how their friends left the school as a result of Taliban's exploitation, Malala said " This is not stone age but it feels like we are going backward. Girls are getting more deprived of our rights. We are afraid of no one, and we will continue our education. This is our dream".

In 2008 Malala used all local and national TV channels, radio and newspapers to speak for the right of education. She further spread her activism not only at national level but at international level. Once her father's friend who was working at BBC asked Malala's father to find a female teacher or older student from the school to blog for BBC telling them about life under the Taliban rule, but teachers were not ready to write about Taliban, an older girl named Ayesha had agreed but her father out of fear decided not to allow her daughter to write against Taliban. In this situation, Malala took the initiative to blog for the BBC. She wrote the blogs under a Pseudonym as " Gul Makai" which means "corn flower" and it is also a name of a heroine in Pashtun folktale. In her blogs, she shared the challenges of living under Taliban rule and the difficulties faced by girls who wear forbidden to pursue their education. Everything that she wrote for BBC was available for every individual on the internet as a result many reporters And The New York Times(Newspaper) begin to talk about the story of Fazlullah's attempt to shut down the girls school. Malala spread her message of women empowerment at international level by using media as a tool. In the year 2009 she also worked in Adam Ellick's documentary called " Class Dismissed".

With all her activism and efforts, in the year 2009 Malala was able to help reopen schools in Swat. Her true identity as Gul Makai was revealed, transforming her into a well known teenage activist. In the year 2011 she was nominated for an International peace prize and received Pakistan's first National youth peace prize from the president the same year. While she was being honoured for her activism, she also faced threats from the Taliban for publicly advocating for women empowerment and girls education. On



October 9, 2012 Malala was shot in the head while returning home from school. After recovering from injuries she did not take her step back, rather she continued her advocacy work, focusing on women empowerment.

She wrote books like: *I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban*, *I Am Malala: How One Girl Stood Up for Education and Changed the World*, *Malala's Magic Pencil*, *Malala: My Story of Standing Up for Girls Rights*, *We Are Displaced* and *My Name Is Malala* , in all these works she discussed about Taliban's cruelty, gender inequality faced by swat women and how a young girl( Malala) raised her voice at a very young age against Taliban's torture. Malala used bridge language, she wrote all her works in English language in order to spread her message to the people all around the world.

## **6.Conclusion**

Malala Yousafzai advocated for women empowerment when all others had given up hopes. She used social media as a tool to bring awareness of women empowerment all around the world, she used English language to tell her story to the entire world which in result motivated girls globally to pursue their dreams and to stand against discrimination.

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## MINDS VS MACHINES: A COMPARATIVE STUDY OF AI AND TEACHER-GENERATED SUMMARIES IN ELT

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### Abstract

This study investigates the differences between human-generated and AI-generated summaries in the setting of a remote EFL lesson, addressing the research problem of how each approach captures and interprets lesson content. Utilizing Zoom AI as the AI summarization tool, the study compares its output with summaries created by ten human educators. Each participant summarized the same lesson, providing a basis for direct comparison. The methodology involved qualitative analyses, focusing on aspects such as content comprehensiveness, pedagogical judgment, contextual understanding, and the recognition of classroom dynamics. The key findings have revealed that while the AI-generated summary is significantly more efficient in capturing the content, it lacks depth in educational insights and contextual nuances. Conversely, human-generated summaries appear to have provided richer educational judgments and a better understanding of classroom interactions but sometimes deviated from the core content lessening their educational value. The study suggests a complementary approach, integrating AI's efficiency with human expertise through a human-in-the-loop system, to enhance the overall quality and utility of educational summaries. These results have important implications for the integration of AI in educational settings, highlighting the potential for AI to assist educators and the irreplaceable need of the nuanced understanding and contextual interpretation that human educators provide.

**Keywords:** Artificial Intelligence (AI), Artificial Intelligence in Education (AIE), Discourse Analysis, Teacher Student interaction, EFL, Teacher Education, Zoom.

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### 1. Introduction

The dynamics of teacher-student interaction and the interpretation of lesson content play a pivotal role in shaping the learning experience. Artificial Intelligence (AI), defined as the simulation of human intelligence by machines capable of learning, reasoning, and problem-solving (Morandín-Ahuerma, 2022), has introduced transformative possibilities to education. In English Language Teaching (ELT), AI has reshaped how lessons are planned, delivered, and evaluated, with tools such as chatbots, adaptive learning systems, and automated feedback mechanisms enhancing instructional practices (Luckin et al., 2022; Molenaar, 2022).

Beyond these technological applications, AI holds promise for advancing our understanding of classroom discourse and teacher-student interactions. This study focuses on the potential of AI to interpret lesson content by comparing AI-generated and human-generated summaries in ELT settings. The exploration of AI in this context extends beyond technological assessment to examine its pedagogical implications, particularly in a field where language nuances, cultural references, and content depth are crucial.



### *Introduce the problem*

Despite the growing integration of AI tools in education (Bilad et al., 2023), a notable gap persists regarding the qualitative differences between AI- and human-generated lesson summaries. Addressing this gap is essential, as it can provide valuable insights for classroom practice, teacher development, and AI's broader role in education. Specifically, this study investigates how AI-generated summaries compare to human-created ones and examines the strengths and limitations of AI in producing summaries suitable for educational purposes.

The research explores the following questions:

- How does the AI-generated lesson summary compare to human-generated summaries in an ELT lesson?
- What are the strengths and limitations of AI in generating summaries for educational purposes in ELT?

### *Relevant Studies*

The application of Artificial Intelligence (AI) in education, particularly in English Language Teaching (ELT), has evolved significantly in recent years, transforming traditional approaches to language instruction. Early milestones in AI education, such as Carbonell's (1970) SCHOLAR system and the foundation of the International AIED Society in 1993 (Molenaar, 2022), laid the groundwork for the integration of AI into learning environments. However, it is only recently that AI has gained widespread adoption in ELT, offering new tools and opportunities for both teachers and learners.

AI tools in ELT rely on advanced algorithms such as Machine Learning (ML) and Natural Language Processing (NLP) to enhance the language learning process. These tools facilitate personalized instruction, adapt to the needs of individual learners, and expose students to diverse cultural contexts (De La Vall & Araya, 2023). They also integrate emerging technologies like Virtual Reality (VR) and Augmented Reality (AR) to provide immersive experiences that support vocabulary acquisition, pronunciation practice, and conversational skills. Moreover, AI tools assist teachers by automating routine tasks such as error identification, feedback provision, and language ability assessment (Woo & Choi, 2021).

Despite these advancements, the integration of AI into ELT presents challenges. One significant issue is the contextual and cultural sensitivity required in language teaching. AI-generated content may struggle to address the nuances of human communication, such as idiomatic expressions, cultural references, and the subtleties of tone and intent (Ivanov, 2023). Additionally, ethical concerns about privacy and data security arise from the extensive use of personal data to train AI models. The digital divide further complicates AI integration in ELT, as learners in under-resourced regions often lack access to the necessary technology, exacerbating inequalities in educational opportunities (Egbert & Yang, 2004; Rajagopal & Vedamanickam, 2019).

In ELT classrooms, AI's potential goes beyond adaptive learning tools. It has also been used to support Discourse Analysis (DA), a method that examines the use of language within social and cultural contexts. DA provides valuable insights into teacher-student interactions and classroom dynamics, which are critical for effective language instruction (Zajda, 2020). For example, Sinclair and Coulthard's (1975) Initiation-Response-



Feedback (IRF) model has been instrumental in analyzing classroom interactions, revealing the structures that govern turn-taking and feedback in ELT settings (Jaeger, 2019). This model underscores the role of teachers in shaping discourse and guiding student engagement. While traditional approaches to DA focus on the teacher's control of classroom interactions, more recent research explores how these dynamics can foster student-centered learning environments (Can-Daşkın, 2015; Nicholson, 2014).

AI's role in DA within ELT is twofold. On the one hand, AI tools can automate aspects of DA, such as transcription and pattern analysis, allowing researchers to focus on interpreting the findings. On the other hand, AI itself becomes a subject of analysis, as its ability to produce language—whether through chatbots, automated feedback systems, or summarization tools—is evaluated against human standards. This raises questions about the extent to which AI can replicate the depth of human interpretation, especially in the context of nuanced classroom interactions where cultural and linguistic subtleties are paramount.

In the specific context of ELT writing instruction, AI has been integrated into Multimodal Discourse Analysis (MDA), which examines how various semiotic resources (e.g., text, images, gestures) interact to create meaning. Qi-Jing (2021) highlights the benefits of MDA in teaching writing, noting that it fosters a deeper understanding of multimodal texts and enhances students' ability to express themselves creatively. Similarly, Salama et al. (2022) emphasize the role of AI in facilitating conversation analysis for learners from diverse linguistic backgrounds, such as Arab-English students, helping them navigate the complexities of intercultural communication.

One area where AI's impact on ELT is especially evident is automated summarization. Tools powered by AI have been developed to assist teachers and students in creating concise and coherent summaries of lessons or reading materials. While earlier methods relied on algorithmic approaches (Bosma, 2008; Luhn, 1958), recent advancements in AI-driven summarization have improved the contextual relevance and coherence of summaries (Zhang et al., 2022). These tools hold potential for ELT by supporting students in developing summary-writing skills, an essential component of academic literacy. However, studies comparing AI-generated summaries to human-created ones indicate that AI often lacks the depth, cultural awareness, and precision needed for high-quality output. For example, Ma et al. (2023) found that AI-generated text frequently exhibits redundancies, factual inaccuracies, and logical inconsistencies, making it less reliable for nuanced tasks like summarizing complex ELT lessons.

While AI tools in ELT have demonstrated significant promise, there remains a notable gap in the literature regarding their qualitative performance compared to human-generated outputs. Platforms such as italki and Zoom, which recently introduced AI-driven summarization capabilities, provide an opportunity to explore this gap. Specifically, understanding how AI-generated lesson summaries compare to human-generated ones in terms of coherence, accuracy, and cultural relevance is critical for evaluating the effectiveness of these tools in ELT. Addressing this gap will help educators and developers refine AI tools to better align with the pedagogical goals of ELT, ensuring they enhance rather than detract from the language learning experience.

#### *State hypotheses and their correspondence to research design*

This study hypothesizes that while AI-generated summaries can demonstrate coherence and contextual relevance, they may fall short in depth, accuracy, and cultural understanding compared to human-generated summaries. Using discourse analysis (DA) as the primary analytical framework, the study evaluates both types of summaries to





assess their quality and pedagogical implications. DA is particularly suited for examining the nuanced interplay of language and context, as it reveals the underlying dynamics of communication (Zajda, 2020).

## 2. Method

### *Research Design*

This qualitative study employs DA to examine and compare lesson summaries produced by participant teachers and the Zoom-AI companion, a tool designed for automated content summarization of virtual meetings. A qualitative approach is well-suited for this study because it allows for an in-depth exploration of the interpretive and contextual nuances present in human-generated summaries, which cannot be fully captured through quantitative methods.

The Zoom-AI companion was chosen as the AI tool for this study because, at the time of the research, it was the only publicly accessible tool capable of "watching" virtual lessons via a videoconferencing program and providing automated summaries. To date, no other publicly available tool offers this capability although this may change in the future as AI technologies continue to evolve.

Discourse Analysis enables the study to examine how language is used to represent lesson content, uncovering patterns and themes that reveal the interpretive processes of both humans and AI. Furthermore, the research questions—centered on the features, quality and depth of these summaries—emphasize the need for an interpretive approach rather than numerical or statistical analysis.

### *Participant (subject) characteristics and sampling*

The participants in this study consist of 10 Turkish EFL teachers (6 females and 4 males), all of whom hold at least a bachelor's degree in English Language teaching or Literature. The selection of participants was dictated by convenience sampling since these are the individuals the reserachers had access to. They also represent a range of demographic variables. These variables include differences in age, years of experience, and educational qualifications. Detailed demographic information for the participants is presented in Table 1.

**Table 1.**

### *Participants' demographic information*

Participant	Gender	Age	Highest degree attained	Additional teaching Qualifications	Years of Experience	Time to complete the task
Participant 1	Female	35	BA	CELTA	11 Years	60 Minutes
Participant 2	Female	22	BA	None	2 Months	120 Minutes
Participant 3	Male	29	MA	MA in ELT	8 Years	30 Minutes
Participant 4	Female	30	BA	CELTA	8 Years	95 Minutes
Participant 5	Female	25	BA	None	3.5 Years	90 Minutes



<b>Participant 6</b>	Male	29	PhD	None	6 Years	NA
<b>Participant 7</b>	Female	26	BA	None	4 Years	80 Minutes
<b>Participant 8</b>	Male	28	BA	TEFL/TESOL	3 Years	120 Minutes
<b>Participant 9</b>	Male	22	BA	None	1 Year	120 Minutes
<b>Participant 10</b>	Female	28	BA	None	6 years	120 Minutes

*Note:* All the names have been anonymized for privacy reasons. Moreover, the teacher (Jack) and the student (Paul) in the video will be given Pseudo-names for the same reasons. Also, unfortunately, Participant 1 was not able to provide a time since he did not time himself.

### *Materials*

The materials for this study included a video recording of a one-to-one EFL teaching session conducted over Zoom. The session spanned 59 minutes and featured a B2-level student engaged in a speaking lesson with a qualified EFL teacher (one of the reserachers). The lesson primarily focused on speaking skills while also incorporating vocabulary related to technology and general feedback of grammatical mistakes and pronunciation. Both the human teachers and the Zoom-AI companion were asked to summarize the session. To provide context, the lesson revolved around a person with color blindness who invented an antenna implanted in his head, enabling him to perceive colors by capturing color wave frequencies and interpreting them in his brain, leading him to identify as a Cyborg. It is important to note that this lesson is designed to be taught over the course of three sessions, with the session in this video recording representing the first session of the lesson. The complete lesson plan and materials are available in Appendix A.

### *Data Collection and Procedures*

A Google form that contained the informed consent, the demographic questions and the video itself was created. Then, the direct link to the form was sent to the selected participants via email or WhatsApp. The prompt provided to the participants was clear and purposeful: ‘Please watch this recorded lesson and provide a summary of it. The summary should be around 700 - 800 words. This is a summary, not an evaluation or commentary on the quality of the lesson and the performance of the participants. The purpose is to summarize what happened during the class.’ This prompt was deliberately crafted to elicit summaries focused solely on the content and events of the lesson without inviting subjective assessments or reflections on teaching quality.

To preserve the integrity of the study and to avoid any potential bias, no additional information or guidance was provided to the participants beyond the initial prompt, even when asked. This approach was taken to ensure that the summaries reflected the individual participants’ interpretations and cognitive processing of the lesson content.

Once the participants had completed their summaries, their responses were submitted through the same Google Form. The form automatically collated the summaries, consent confirmations, and demographic details into an Excel sheet which the research later downloaded.

#### *0. Data Analysis*



The data analysis for this study was conducted on a corpus comprising summaries from the teachers and the Zoom-AI companion, totaling 7,547 words. The analysis was carried out using MAXQDA, a specialized software tool for qualitative discourse analysis, which offers a robust and versatile platform for handling textual data. MAXQDA was chosen for its ability to efficiently organize and manage large volumes of qualitative data, enabling the researcher to systematically code, categorize, and analyze the corpus. Additionally, its advanced visualization tools, such as word frequency analysis and code matrix tables, provided deeper insights into patterns and themes within the data. The software's user-friendly interface and flexibility in integrating various qualitative analysis techniques further ensured a comprehensive and precise examination of the textual summaries, making it an ideal choice for this study.

Inductive coding was used throughout the analysis phase (Thomas 2006). This method allowed for the emergence of patterns and categories directly from the data, rather than imposing preconceived categories or theoretical perspectives. Inductive coding was applied to both the participants' summaries and the Zoom-AI summary, ensuring a consistent and unbiased approach to data analysis across all sources. By relying on the data itself to guide the coding process, inductive coding reduces the risk of researcher bias that may arise from predetermined frameworks or assumptions (Stuart, 2024). This approach fosters objectivity, as it does not prioritize specific theories or hypotheses but instead allows themes and insights to emerge naturally from the data. Also, inductive coding might uncover themes that might not have been considered previously by the researcher (ibid). Thomas (2006) emphasized that inductive coding is particularly effective for condensing complex and unstructured raw text data into manageable and meaningful categories, helping to establish clear links between the research objectives and the findings. This focus on data-driven analysis ensures that it remains grounded in the participants' and AI's actual outputs, rather than being influenced by external theoretical expectations.

### *The Coding process*

The researcher began by thoroughly familiarizing himself with the data by repeatedly reading the summaries while simultaneously viewing the video recordings of the lesson. This approach allowed the researcher to gain a deeper understanding of the content and context since, presumably, the participants were also writing while watching the same recording, while also identifying repetitive ideas and observations that emerged during the summaries' composition.

The analysis employed thematic analysis (Thomas 2006) based on the main concept of each coded segment focusing on elements relevant to the research questions such as the similarities and differences of the AI-summary and the participants. Descriptive labels were assigned to segments of data that appeared significant, ensuring that the coding process was inductive and grounded directly in the data rather than being guided by pre-existing frameworks. This initial phase resulted in 340 coded segments distributed across 75 codes.

Following the initial coding, similar codes were grouped into broader categories by either creating new codes or merging existing ones. For example, the codes "Muscovite," "Prototype," and "Restoration vs Renovation" were integrated into a broader category labeled "Introduction of New Lexical Items." This refinement process reduced the number of codes to 14 main codes, each encompassing multiple sub-codes or categories.

Subsequently, the 14 main codes were carefully reviewed to identify common concepts and synthesize overarching themes. For instance, codes related to the language and structural elements of the summaries were grouped under the umbrella theme of



“Linguistic and Structural Aspects.” This process resulted in five overarching themes that encapsulated and represented the refined codes. To ensure the themes were firmly grounded in the data, representative quotes were selected to illustrate each theme, authentically capturing participants’ experiences and perspectives. The five main themes that emerged from this analysis are:

1. Educational Items: This theme encompassed elements of the summaries that directly related to educational content. It included references to key concepts such as target vocabulary, pedagogical strategies such as analyzing words’ morphemes, and specific instructional content mentioned in the ELT lesson. This theme was crucial for assessing the educational value and relevance of the summaries, and it covered 12.2% (921 words) of the whole corpus.

2. Content Inclusion and Representation: This theme focused on how comprehensively and accurately the summaries captured the content of the ELT lesson. It involved examining the extent to which important information was included or omitted in the summaries, how accurate the content is and how well the summaries represented the core ideas and themes of the lesson. This theme covered 42.4% (3,200 words) of the corpus.

3. Linguistic and Structural Aspects: This theme dealt with the language use and structural organization of the summaries. This was particularly important for understanding the clarity, readability, and linguistic appropriateness of the summaries, especially in the context of ELT where language use is paramount. This theme accounted for 10.7% (807 words) of the corpus.

4. Educational Insights: This theme captured the deeper, more interpretive aspects of the summaries. It included insights into educational procedures, teachers’ opinions and justifications for what was happening throughout the lesson, and pedagogical implications suggested by the summaries. This theme was instrumental in understanding the potential of the summaries to provide meaningful educational insights to teachers and students especially since it spanned over 31.6% (2,385 words) of the corpus.

5. Additional Notes: This theme/category included codes representing observations that did not logically belong to any of the other themes, but deemed important enough to be coded and explored because of their relevance. This theme/category accounted for 1.98% (150 words) of the corpus.

### **3. Results**

In this section, the results of the thematic analysis are presented. The themes follow the structure shown in Table 2.



**Table 2**

*Themes and Sub-Themes emerged from the data analysis*

Theme	Sub-theme	Category
Educational Items	Vocabulary Exercise Mention	
	Technique for understanding Morphemes	
	Introduction of New Lexical Items	
Content Inclusion and Representation	Inclusion of Lesson Structure and Main Topic	
	Comprehensiveness of AI-Generated Summary	
	Omission of Key Lesson Content	
Linguistic and Structural Aspects	Use of Jargon	
	Language Accuracy	
	Metaphorical vs. Literal Language	
	Inclusion of Lesson Recap	
	Objectivity of AI	
Educational Insights	Educational Insights from Teachers	Educational Procedure
		Educational justification and reasoning
		Specific Educational Technique
	Feedback and Correction	
Additional Notes	Misunderstandings in Summaries	
	Lack of Meta-Awareness in AI	

*Educational Items*

The analysis of the summaries from the speaking lesson focused primarily on educational items, particularly vocabulary, as this was the central element of the lesson. The findings in this category revealed several key points.

*Exercise Mention*

The results reveal that the majority of the teachers (9 out of 10) and the AI included references to a vocabulary exercise in their summaries. This exercise constituted a significant part of the lesson, and its inclusion highlights its perceived importance by both human participants and the AI. Notably, the participants’ explanations appear more comprehensive compared to the AI summary. For example, the Zoom-AI summary states, “Towards the end, they went through a list of highlighted words and their meanings, with Paul attempting to match them.” In contrast, Participant 4 provided a more detailed account, “After completing the task, the student is asked to match the word definitions with the words. The student matches the definitions, and the teacher observes the student to ensure that he understands the meanings in detail.” Similarly, Participant 9 elaborated further:

Then, the teacher shows a picture of the vocabulary activity. First, the teacher asks the student to read the sentences aloud. While the student reads the sentences, the teacher checks the



pronunciation. After that, the teacher gives the instructions for the matching activity and asks the student to complete it.

While the AI summary is more concise, the participants' narratives demonstrate superior readability and provide richer contextual details. Moreover, the use of transitions in the participants' excerpts enhances coherence and cohesion, making their descriptions more accessible and logically structured. These differences underscore the added value of human summarization in capturing the nuance and flow of classroom activities.

#### *Technique for Understanding Morphemes*

Nearly all teachers (8 out of 10) and the AI referenced the teaching technique introduced in the lesson for breaking down words into morphemes as a strategy to infer their meanings. This technique is considered essential for vocabulary acquisition, and its widespread mention reflects its perceived educational value within the lesson. Both the participants and the AI acknowledged its significance in fostering vocabulary learning. However, there were notable differences in the way this strategy was described and appreciated across the summaries. For example, the Zoom-AI summary highlights the strategic value of the technique including the excerpt “Jack emphasized the importance of breaking down new words to understand their meanings and connections to other words. This can help in learning and remembering new vocabulary.”

Similarly, many participants recognized this approach as a valuable learning strategy. However, some participants, specifically Participants 2 and 6, mentioned the technique in a more casual manner, without explicitly identifying its strategic or educational importance. For instance, Participant 2 stated, “He gave other versions of that word as an example. After, the teacher talked about the words' origins and the suffixes and affixes it has. The teacher gave other examples for the student to guess the meaning.” Also, Participant 6 noted, “They focused on the word implant. The teacher explained the formation of prefixes in this word and similar words.”

Unlike the AI and other participants, Participants 2 and 6 did not explicitly recognize the pedagogical significance of this technique as a strategy for vocabulary learning. This contrast underscores the variability in how participants perceived and articulated the educational value of the teaching approach. The AI summary, by comparison, consistently emphasized the broader utility and purpose of the strategy, offering a more structured and explicit appreciation of its role in the lesson.

#### *Introduction of New Lexical Items*

The lesson involved the introduction of new lexical items; however, it was observed that both the participants and the AI rarely mentioned these items by name in their summaries. This suggests a general tendency to refer to the lexical content indirectly rather than explicitly identifying specific vocabulary terms. For instance, when the teacher introduced the word Muscovite, Participant 3 wrote, “...Then they think about a demonym that is used in English to denote a person's association with a particular city or locality.” Similarly, the AI and other participants often provided generalized descriptions. For example, the Zoom-AI summary noted, “They discussed the meanings of certain words and phrases, with Paul [the student] providing his understanding of them.” Likewise, Participant 2 reported, “He gave other versions of that word as an example. After, the teacher talked about the words' origins and the suffixes and affixes it has. The teacher gave other examples for the student to guess the meaning.” Participant 6 mentioned, “They focused on the word implant. The teacher explained the formation of prefixes in this word and similar words.”

On the other hand, when the lesson involved corrective feedback or clarification, there was a higher likelihood of these elements being explicitly noted in the summaries. For





example, the teacher's discussion about the political correctness of the terms blind versus visually impaired was included by six participants and also noted by the AI. Participant 6 wrote, "The teacher then encourages the student to use the phrase visually impaired instead of blind to teach politically correct expressions."

However, not all participants were explicit in such cases. Participant 10 simply stated, "At one point, the teacher gave additional information on a word that the student used. He showed the student a more polite way to say it." Without any further explanation or mentioning of the word itself. Similarly, the distinction between restoration and renovation was explicitly mentioned by only three human participants, though it was also captured by the AI.

Apart from these instances involving corrective feedback or clarifications, specific vocabulary terms were generally not named in the summaries. These findings from the category of Educational Items reveal patterns in how both human participants and the AI processed and prioritized different aspects of the lesson content, suggesting a preference for general descriptions over the explicit identification of individual lexical items.

### *Content Inclusion and Representation*

The analysis of content inclusion and representation in the summaries revealed distinct patterns in how the AI and human educators captured the lesson's content:

#### *Inclusion of Lesson Structure and Main Topic*

Both human educators and the AI consistently included elements related to the lesson's structure, such as assigning homework and exchanging greetings, in their summaries. For example, the AI noted, "Jack then assigned Paul some homework related to this topic" and "Paul should watch the video and answer the questions sent by Jack." Similarly, Participant 4 who stated, "As homework is assigned to the student to get more information about the person in the picture and his gadget". Perhaps, most comprehensively, Participant 3 provided a detailed description:

The teacher says that he has sent the student an assignment via Telegram application. There is a file, and in this file, there is a two-minute YouTube video. The student is expected to answer questions about the video. Finally, the teacher and the student thank each other and say goodbye.

It is clear that the previous excerpts had details a student could use to know what he/she is supposed to do. However, when it comes to all the other human-generated summaries lacked certain details about homework. For example, Participant 5 did not mention it at all, and many human participants provided only general descriptions. Participant 1 wrote, "At the end, homework was assigned and explained." Participant 7 similarly stated, "Then the teacher gives homework and clarifies it with details and ends the lesson." Offering a vague account of what the homework is.

The main topic of the lesson, which centered on cyborgs, was also mentioned across all summaries. For instance, Participant 6 included, "Then he asked if he thought there was a cyborg today and asked the student to explain." Similarly, Participant 2 wrote, "They furthered the discussion by talking about what scares them about being cyborgs in the future, and the student stated that he thinks that is part of evolution."

Additionally, it was observed that only the AI and Participant 9 structured their summaries using headings and subheadings, adding a layer of organization that was absent in the summaries of the other participants. This further demonstrates the AI's systematic approach to content structuring, which differed from the more narrative style used by most human participants.

#### *Comprehensiveness of AI-Generated Summary*



The summary generated by the AI was unique in its ability to capture all the main ideas and details of the lesson. Specific items such as “Virtual Reality Eyes,” “Visiting places at night,” and “Neuralink” were exclusively mentioned by the AI. Additionally, certain examples such as the “Robocop” reference were largely missed or ignored by human educators, with only participant 2: “...The student gave the example of RoboCop and they talked about the movie for a while...” and the AI: “They also talked about the movie Robocop and Jack mentioned a project called the Cyber Dine Initiative, which is related to cybernetics.” including it.

#### *Omission of Key Lesson Content*

A significant portion of the core content of the lesson was overlooked in most human-generated summaries, whereas the AI consistently included key details. For instance, the AI summarized the discussion on the disadvantages of Bluetooth, stating, “Jack explaining that color blindness is a condition where a person cannot recognize colors or sees them differently.” Additionally, the AI captured a critical point posed by the teacher regarding the usefulness of the antenna: “Jack pointed out that such functions could already be done with NFC tags and questioned the usefulness of the antenna.” The AI also mentioned the second function of the antenna, an aspect that many human participants failed to include in their summaries. This pattern of omission was repeatedly observed across various elements of the lesson content. Please no

Even when human participants mentioned specific topics, their summaries were often less effective or incomplete. This distinction was particularly evident in the discussion of definitions. For example, while Participants 4 and 2 referred to the discussion on color blindness, only the Zoom-AI provided the actual definition in its summary. The AI noted: “Jack explained that color blindness is a condition where a person cannot recognize colors or sees them differently.”

In comparison, Participant 4 wrote, “After mentioning the disabled part, the teacher says that the person in the picture is colorblind and he needs this gadget for the identification of the colors by using the frequency of the colors.” Participant 2 added: “After that, they talked about color blindness and if the student knew anyone who is colorblind.”

These excerpts highlight that while human participants briefly acknowledged the topic, their descriptions lacked the clarity and specificity provided by the AI. The AI's comprehensive and detailed representation of the lesson content suggests its potential utility in ensuring that critical aspects of the lesson are not overlooked. By consistently capturing a broader range of lesson elements, the AI demonstrates an ability to generate summaries that are both more detailed and inclusive than those created by human participants.

#### *Linguistic and Structural Aspects*

The analysis of linguistic and structural aspects of the summaries revealed significant differences between the AI-generated and human-generated content.

#### *Use of Jargon*

Human educators frequently employed jargon in their summaries, assuming the reader would have educational expertise. In contrast, the AI-generated summaries primarily utilized simpler, everyday language. This difference in language choice has implications for the accessibility of the summaries, particularly for audiences without a specialized educational background, such as students or administrators. For example, Participant 2 wrote: “There was a negotiation of meaning between the teacher and the student.” Similarly, Participant 3 noted: “Then they think about a demonym that is used in English to denote a person's association.” Participant 8 added: “Following this, in order to increase the involvement and activate the background schema of student.”

In comparison, the AI summaries avoided specialized terminology, opting for more straightforward descriptions that could be more easily understood by a general audience. This contrast highlights a tendency among human participants to prioritize precision and theoretical language, which, while accurate, may limit the summaries' broader accessibility. Conversely, the AI's use of everyday language enhances its potential to communicate effectively across diverse reader groups.



### *Language Accuracy*

The AI-generated summaries were free of linguistic errors, demonstrating a high level of grammatical and lexical precision. In contrast, human teachers collectively made 27 language errors across their summaries. Notably, no human-generated summary was entirely free of mistakes. While some errors, such as the omission of articles (e.g., the), did not significantly impede comprehension, a more pressing concern was the instances of ambiguity found in the human-generated summaries. Specifically, three instances of ambiguity were identified in the summaries from Participants 2, 3, and 6, as illustrated below:

Participant 2: “After he read it, teacher gave him some important recommendations about structures. He gave him some vocabulary and definitions.”

Participant 3: “At this stage, the similarity of the words ‘extension’ and ‘continuation’ is mentioned. The teacher asks if it is something scary, the student responds that it is a stage of evolution.”

Participant 6: “They started the conversation by asking what he did on the weekend.”

These examples highlight instances where the intended meaning may be unclear, potentially leading to misunderstandings or misinterpretations of the lesson content. The AI's ability to consistently avoid such ambiguities reinforces its reliability in producing clear and comprehensible summaries. Conversely, the errors and ambiguities in the human-generated summaries suggest the need for more careful language use and editing to ensure clarity and precision.

### *Metaphorical vs. Literal Language*

The AI-generated summaries were characterized by direct and literal language, with no instances of metaphorical or figurative expressions. In contrast, human participants used metaphorical language on five different occasions, reflecting a more creative or descriptive approach to summarizing the lesson content. For example, Participant 1 noted: “Then he fed the topic with more questions to make him speak.” Similarly, Participant 6 used figurative expressions in two instances: “They also touched upon the working systems of museums.” And “...he touched upon a very important issue about disabled people.” Participant 8 also employed metaphorical language, writing: “More importantly, as he opens the gate for speaking opportunity...” and “The feedback was not provided immediately, teacher leaves him space where he...”

This stylistic difference underscores the AI's preference for straightforward and literal expression, which may enhance clarity and reduce the potential for misinterpretation. In contrast, human educators occasionally opted for more creative language to convey ideas, as seen in phrases like fed the topic or opens the gate for speaking opportunity. While these figurative expressions add richness and depth to the summaries, they may also introduce a level of abstraction that could complicate comprehension for some audiences.

### *Inclusion of Lesson Recap*

A common structural element in almost all summaries, both AI and human-generated (6 out of 10), was the inclusion of a recap of the current lesson or at least a reference to the previous one. For example, Participant 4 mentioned, “The lesson mostly focuses on gadgets that have some functions for disabled people and also the related vocabulary to this topic.” Also, Participant 9 mentioned, “Then, the teacher asks about the topic they talked last week and homework.” However, the AI summary was more detailed:

Jack and Paul discussed potential places to visit, with a focus on museums. They talked about their preference for historical museums and the importance of understanding the difference between restoration and renovation. They also touched upon cyborgs, technological installations, video games, color perception, frequency, and antennas. The conversation later shifted to the advancement of technology, AI, and cybernetic enhancements. They also discussed the cost of dental care in different countries and the concept of cybernetic enhancements.



Towards the end, they assigned some homework related to the topic of cybernetic enhancements.

This consistency across summaries underscores the recognized importance of linking current lesson content to previous material, a key aspect in educational discourse for reinforcing learning continuity.

The findings of this theme illustrate the distinct linguistic and structural approaches between AI and human educators in summarizing ELT content. The AI's adherence to simpler language and error-free writing contrasts with the human educators' use of jargon and occasional linguistic inaccuracies. In addition, the absence of metaphorical language in AI summaries compared to its presence in human summaries points to a fundamental difference in stylistic choices.

### *Educational Insights*

The analysis of educational insights within the summaries revealed the biggest distinct differences between AI and teachers. This offers a window to the cognitive processes and the insights the humans' unique backgrounds can offer.

### *Objectivity of AI*

The AI-generated summary was marked by its objectivity, characterized by a strictly factual and report-like style. Unlike human participants, the AI refrained from making assumptions, offering interpretations, or providing justifications for events occurring within the lesson. This approach ensured a consistent focus on observable details, but it lacked the depth of subjective interpretation often found in human-generated summaries.

For example, in the greeting sections of the summaries, participants highlighted their interpretations and judgments of the interactions, weaving personal perspectives into their observations. Participant 5 described the start of the lesson: "The lesson started with a customary greeting, followed by small talk." In the same vein, Participant 3 noted their perception of the atmosphere: "Jack gives a positive vibe, Paul seems to have a neutral mood but he seems to be content."

Other participants elaborated on the conversational tone and approach. Participant 6 observed, "They started the lesson with a nice and sincere conversation. They started the conversation by asking what he did on the weekend." Similarly, Participant 7 emphasized the teacher's engagement, stating, "The teacher gives appropriate and lively reactions to his student's responses."

Words such as *vibe*, *sincere*, and *lively* reflect subjective judgments based on the participants' interpretations of the interactions, highlighting a level of engagement that includes reading between the lines of the observed behavior. In contrast, the AI avoided such evaluative language, focusing solely on the factual sequence of events without delving into perceived emotional or interpersonal dynamics.

This stark difference illustrates the AI's inability to interpret or infer beyond the presented information, ensuring objectivity but potentially overlooking nuanced human elements in the lesson. While this objectivity can enhance consistency and reliability, it may lack the richness and depth provided by subjective human insights.

### *Educational Insights from Teachers*

In contrast to the AI summary, the human educators' summaries were enriched with invaluable insights drawn from their educational backgrounds. Teachers often included educational justifications for actions carried out in the class, insights into the educational procedures being implemented, and the types of support provided to students. Table 3 shows example excerpts of each of category of this sub-theme.

**Table 3***Different Categories of the Educational Insights from Teachers Sub-theme*

<b>Category</b>	<b>Participant</b>	<b>Example Excerpt</b>
<b>Educational Procedure</b>	Participant 1	The following activity was a question to be answered by the student to have a talk about the connection between an antenna and the disability of the man in the visual
	Participant 2	Teacher gave directions for him to use the online board's marker.
	Participant 4	The teacher guides the student to brainstorm in every stage of the lesson.
<b>Educational justification and reasoning</b>	Participant 8	...thus leading the way to integrate him into the lesson.
	Participant 5	While talking about the gadget, the teacher gives some ideas to the student to make more comments on the picture to make real-life connections
	Participant 10	The teacher asked questions; he wanted the student to make connections between his background knowledge and the new topic.
<b>Specific Educational Technique</b>	Participant 1	The teacher asked if the student knew anyone who had the same problem as the man in the picture.
	Participant 2	The teacher asked questions as to make him elaborate on that subject.
	Participant 2	While student was answering the question, teacher used recasts.
	Participant 5	...employing strategic scaffolding...
	Participant 5	Jack reinforced Paul's understanding, especially when the latter related points
Participant 3	He tries to make the meaning of the word felt by using the scaffolding method.	

These insights offer a deeper understanding of the pedagogical context and rationale behind classroom activities which the AI did not/could not provide in its summary. These evaluative comments from teachers add a layer of critical analysis and personal perspective to the summaries, enhancing their educational value.

#### *Feedback and Correction*

Feedback and correction are crucial components for the educational process (Klímová, 2015); thus, they are also crucial in an educational report or summary. Out of 27 different instances of corrections noted in the lesson, only one was mentioned by the AI "Jack also corrected Paul's pronunciation and grammar in a few instances", while the rest were captured by human educators. We can also see that the AI cannot mention the correction when it comes to pronunciation unlike human teachers such as participant 6 "Meanwhile, again, they focused on the pronunciation of the word "of". The teacher said that the word was pronounced with v sound.", and also participant 7 mentioned grammatical feedback, "The student gives his answer with the wrong subject pronoun and the teacher corrects him with the accurate pronoun". However, still, other than the two aforementioned participants, all the others followed the previous pattern of indicating that a correction had occurred without detailing the nature of the correction itself. Participant 4 "By letting the student read the sentences, the teacher focuses on the pronunciation of the student to check and correct some of the mistakes that the student makes." is a case in point.





This highlights the AI's limitation in recognizing and reporting corrective feedback within the educational context, but also the lack of specificity in human-generated summaries suggests a missed opportunity to fully utilize the educational potential of these corrections.

#### *Additional Notes*

In addition to the primary themes analyzed, there were two observations in the summaries that did not belong to any other category per se but still note-worthy.

#### *Misunderstandings in Summaries*

Instances of misunderstandings about the lesson content were evident in the summaries of Participant 3 and Participant 4, highlighting inaccuracies in how the events or discussions were interpreted. Participant 3, for example, wrote, “The person in the photo has an antenna on the head and underneath the photo there are related words and synonyms.” This interpretation was incorrect; while the teacher and student discussed words associated with the photo, no words or synonyms were actually present beneath the image. It seems Participant 3 mistakenly inferred their physical presence.

Similarly, Participant 4 had a misinterpretation, stating, “He mentions that the antenna and one of the teeth are connected.” This inaccurately represented the discussion. In reality, the Cyborg in the lesson, who does have an antenna on his head, spoke about a future plan to develop a Bluetooth tooth and connect it to the antenna. Participant 4 appears to have interpreted this future aspiration as a current reality.

These examples highlight the potential for human summaries to include misinterpretations or inaccuracies, emphasizing the need for careful attention to detail and clarification during the summarization process. Such misunderstandings can lead to the transmission of incorrect information, which may affect the overall utility and accuracy of the summaries.

#### *Lack of Meta-Awareness in AI*

A notable distinction between AI-generated and human-generated summaries was the absence of meta-awareness in the AI's output. While human educators frequently demonstrated an understanding of their role and the roles of the people they are watching within the lesson context, acknowledging elements such as the remote nature of the session and the use of digital tools like Google Docs, the AI did not include any such references. In contrast, the AI summaries lacked any references to these contextual elements, revealing an absence of meta-awareness.

This human meta-awareness appeared in eight instances across the summaries. Participant 1, for example, wrote, “They have a doc that they both can work,” highlighting the collaborative use of a shared GoogleDocs document. Participant 3 reflected on the lesson's structure, noting, “An assignment is mentioned, it seems that the student has been given a task and is expected to report on it.” Showing the ability of inference of information that they do not currently have. Other participants provided similar observations. Participant 4 remarked, “The teacher tells the story of Neil (the character in the picture),” showing that they are able to see the content visually. Participant 7 also added, “The teacher screen shares a worksheet and asks the student to read aloud the sentences.”

These examples highlight the ability of human participants to situate their summaries within the broader context of the lesson, referencing tools, interactions, and processes that framed the teaching session. In contrast, the AI-generated summaries lacked this contextual layer, focusing strictly on the content of the lesson without recognizing or reflecting on the lesson's delivery or the tools used to facilitate it.

This absence of meta-awareness in the AI summaries underscores a limitation in its ability to capture the full scope of the teaching environment, which includes not just the lesson content but also the dynamics and tools that shape the learning experience. In comparison, human-generated summaries provided a richer narrative that encompassed both content and context.

## **4. Discussion**





The first major theme to be tackled is how effectively these summaries captured the content of the lesson. It is evident from our findings that AI-generated summaries tend to excel in this aspect, consistently offering a more comprehensive and denser overview of the lesson content and not compromising on the number of ideas, examples and details that came across in the lesson, as confirmed by previous studies (Alrumiah & Al-Shargabi, 2022). At first glance, this might seem to be advantageous, but summaries, by their very definition, require a discerning approach to content selection, emphasizing elements of high importance while omitting those of lesser relevance (Ke & Hoey, 2013). For example, the AI wrote “Jack and Paul discussed possible places to visit when it gets dark.” Which is a trivial line that does not offer any educational value. Most of the human participants omitted this line presumably exercising their pedagogical discretion, chose to omit this detail, deeming it irrelevant since teachers' notion of relevance is driven by educational context, curriculum, and school policy (Diekema & Olsen, 2012). Thus, saying that the content produced by the AI is comprehensive seems to be misleading since it does not have the capacity to judge and evaluate what is worthy to be included in the summary, so it takes a scattershot approach and includes everything in a condensed concise manner. It could be argued that this defeats the purpose of a summary as in its nature, a summary requires the author to be selective as aforementioned. Moreover, the variability in AI-generated summaries, as highlighted by Goodman et al. (2024) in clinical applications (e.g., discharge notes), underscores the probabilistic nature of LLMs, which often results in inconsistent and overly comprehensive outputs (e.g., listing trivial details). This aligns with findings in our study, where AI summaries lacked pedagogical discretion, including content such as 'Jack and Paul discussed possible places to visit,' which human participants deemed irrelevant.

However, it should be noted that, at least in the experiment at hand, the teachers' summaries lacked focus when it came to the content. The more experienced teachers such as Participant 8 delved so deep into analyzing the rationale behind each action that he neglected the lesson content. In fact, he alone accounted for (38.4%) of the educational judgments across all the 10 participants. This indeed might be beneficial if the goal of the summary was to be shown to pre-service teachers since it is common practice for teachers to study and observe lessons of more experienced teachers (Langsford, 2024) or examined in a teachers' professional development program such as the ones relying on Lesson Study (Sims & Walsh, 2009), but the prompt of the task explicitly stated that this is to be a summary and not an evaluation. In addition, even if used as training materials, the actual content must be present for the trainees to reflect on the educational commentary. In fact, every single human participant included such judgments though that goes against the initial prompt.

Nevertheless, this shows that teachers are capable of interpreting the behavior of the individuals during the lesson especially with more experienced teachers (Graham et al., 1993), while the AI is only able to mention the behavior. Moreover, if this were to be used as an automated summary for learners hoping to help improve the learners' educational outcome similar to NoteSum (Wang et al., 2020) which effectively summarizes notes, improving readability, informativeness, and completeness for learners, this would also be of limited usefulness. This is because these educational judgments might not be of use for non-experts especially when it is filled with jargon, and more importantly that the vast majority of the important happenings in the lesson, such as correction, feedback, introduction of lexical items ...etc, are referenced but without mentioning the item itself. In other words, when a student reads participant 2's line “...The student talked about a word but the teacher corrected him...”, or participant 9's line “...While the student describes the picture, the teacher continues to provide some key words ...”, he/she will not be able to discern what is the new item or the correction to be studied. This phenomenon seems to be the two extremes of the objectivity and subjectivity in this experiment. Since the AI makes no judgment, or perhaps is incapable of making one, educators leaned too heavily on the other side rationalizing and bringing their own background and cognition to the table which dictates their interpretation (Borg, 2003) can be beneficial at times but must be directed and more systematic.

There is, however, a solution to this. Zoom-AI can be trained on specific datasets that has such valuable insights and use Machine Learning (El Naqa & Murphy, 2015) in order to eventually contextualize such live sessions as lessons. This has been previously proposed by Luckin and



Cukurova (2019), not for Zoom-AI specifically, but for any AI model engaging in educational practices. In fact, other Large Language Models (LLM) , such as ChatGPT o1, the newest installment from Open AI, might be able to extrapolate such judgments because of their advanced reasoning algorithm in many fields such as health (Temsah et al., 2024) and math (De Winter et al., 2024); but it currently does not have the capability of “monitoring” a virtual lesson over a videoconferencing software. LLMs such as Khamingo (Khan Academy, 2023), which is an LLM specifically trained to take on the persona of a tutor and offer educational insights, already exist. If we use similar training datasets to that, this might mitigate this problem for Zoom-AI.

Another key difference is the awareness of the participants compared to the non-awareness of the AI. LLMs, such as ChatGPT, Bard and Zoom-AI are trained on datasets that are mainly composed of large amounts of texts, and we are only at the starting stage of multimodality which is an AI that was trained on datasets of different modality i.e. photos, texts, audio ... etc, though it is claimed that this will be the norm soon (Lee et al., 2023). This means that essentially Zoom-AI, the tool that was used here, is deaf. What it does is that it reads the transcript of the meeting that is done by another algorithm, and then tries to extrapolate a summary from there. This introduces many caveats. First, when there is a pronunciation problem, the AI cannot distinguish that because it does not deal with the audio directly, only the text. It does not help the case that the algorithm that transcribes the meeting overlooks pronunciation problems and tries to approximate the words accurately in the script. If the Zoom-AI algorithm can distinguish and transcribe the word, then no mispronunciation would be detected even if the student mispronounced it which could cause it to simply write, “Jack also corrected Paul's pronunciation and grammar in a few instances.” With no awareness whatsoever on what was the pronunciation problem to begin with. It is note-worthy that narrow AI models, which are models that have one specific task, that can detect pronunciation mistakes do exist (Nazir et al., 2023), but as of yet, they are not connected to Zoom-AI or other LLMs for that matter.

On the other hand, humans can detect these problems and describe them as well. For example, Participant 6 writes, “Meanwhile, again, they focused on the pronunciation of the word “of”. The teacher said that the word was pronounced with “v” sound”, so the teacher could hear what is being talked about. Alas, this is one of few instances where the correction is mentioned since most participants elected not to do so.

Another side effect of the non-awareness of the AI is that it is also blind. This means, that since it only processes the texts of the transcript, it cannot distinguish what is happening on the screen which is why in the summary of the AI, there were no visual cues of any sort, unlike the humans' summaries where they clearly describe what is visually happening and being shown. For example, Participant 10 writes “The teacher showed some sentences sharing his screen...” which is not mentioned anywhere in the Zoom-AI summary but mentioned by most teachers. It is impressive that the AI can “guess” if something is shown on the screen from the transcription itself. For example, if the teacher says, “Now, I will share my screen”. The AI can include that in the summary but as aforementioned, it is a guess because it is blind. Thus, though AI has been proven to be capable of summarizing the texts of academic learning materials efficiently and comprehensibly (Krishnaveni & Balasundaram, 2021), it falls short when it comes to summarizing a recorded lesson.

The last effect of the non-awareness of Zoom-AI is the fact that it is unaware of the context. This is a lesson, and teachers who are summarizing it know that this is a lesson which changes the dynamics and assumptions for them which helps decide their summaries, such as inclusion and omission as discussed above. Perhaps more importantly, teachers understand the dynamic s between the individuals in the video recording. A simple example of this is that the AI always referred to the people in the lesson by their name “...Jack and Paul had a discussion about video games, with Jack sharing his experience playing a game and Paul expressing his intention to play a new expansion ....” Or “They agreed that technology, such as smartphones, has become a significant part of our lives...”. The use of names or “they” throughout the summary generated by the AI misses the nuances of the power dynamic and the roles of each speaker in the lesson. However, if we compare this to the teacher's generated summaries, we see that they almost always made a distinction and called Jack “the teacher” and Paul “the student”; or at least showed the roles by using other words such as “provides feedback” which assigns a role to that speaker. For



example, Participant 7 writes, “The teacher provides help with the pronunciations of some words After that the teacher gives time to his student to match the words with the definitions on the right....”. The power dynamic is clearly pronounced which sets expectations and the goals of what is being said throughout the discourse. This is a significant limitation in the context of education, where understanding the roles and dynamics is crucial for interpreting the interactions and outcomes of a lesson. The AI's approach, while objective, misses the subtleties of classroom interactions that are pivotal in educational discourse.

The importance of recognizing power dynamics and roles in educational settings is supported by research in the field of educational technology. For instance, Ifenthaler and Schumacher (2023) discuss the integration of human and artificial intelligence in education, emphasizing the need for AI systems that understand and adapt to the complex dynamics of learning and teaching environments. Perhaps, this is one of the most important limitations that AI needs to be mitigated before further engagement in classroom interaction.

Last but not least, we come to the aspect of language accuracy in the summaries. While the AI-generated summary was found to be free of linguistic mistakes, the human-generated summaries collectively contained quite a bit of language errors, including instances of ambiguity. This difference highlights a notable advantage of AI in terms of producing linguistically accurate content. For instance, human summaries suffered from unclear references and ambiguous phrasing, primarily due to the overuse of pronouns. In contrast, the AI, adhering to a strictly literal and structured use of language, avoided such ambiguities by frequently mentioning the names of the speakers. For example, the AI summary contained only six instances of the pronoun “he”, compared to 30 instances in Participant 2's summary, 13 in Participant 3's, and 20 in Participant 6's. This is particularly noteworthy since both the student and the teacher in the lesson are male, making the overuse of “he” in human summaries a source of potential confusion. The AI's approach of specifying names contributes to its clarity and precision on the text-level.

#### *Pedagogical and Broader Implications for AI in Education*

The findings from this study highlight some potential for AI-generated summaries in educational contexts. While these summaries offer significant utility for administrative and logistical purposes such as lesson documentation as suggested by Chhatwal et al. (2023), freeing up teachers to focus on more complex aspects of instruction and pedagogical innovation; they fall short in providing the interpretive richness required for reflective practice and teacher development. By contrast, human-generated summaries, although variable in quality, offer deeper pedagogical insights, including justifications for instructional choices and feedback processes essential for fostering teacher growth and improving classroom practices. However, the inconsistencies in human summaries, evident in omissions, misunderstandings, and linguistic errors, show the need for systematic training in summarization and reflective writing for educators as classroom discourse analysis has been shown to be a useful tool in teachers' reflection (Keles, 2019). Thus, perhaps integrating AI tools into teacher training programs could bridge these gaps. By using AI-generated summaries as benchmarks, educators could compare their narratives with AI outputs to identify missing details, enhance objectivity, and improve linguistic precision. This approach might be able to refine teachers' summarization skills and provide a foundation for reflective practice especially if the AI model was trained on a specialty dataset related to education.

Addressing these limitations will require interdisciplinary collaboration among educators, technologists, and linguists to refine AI tools for educational purposes. Equally important is tackling the digital divide, as equitable access to AI tools is crucial for ensuring their widespread adoption and effectiveness in diverse educational settings. By balancing AI's logistical strengths with human educators' interpretive capabilities, the integration of AI in education can be optimized to support both teaching and learning outcomes.

#### *Practical Applications and Recommendations*



The discussion points raised in our study suggest that while Zoom-AI-generated summaries have limitations as standalone tools for educational purposes, they can be significantly enhanced through a human-in-the-loop system (Memarian & Doleck, 2024). This approach, where AI-generated content is initially produced but then reviewed by a human supervision if it had a low-confidence of accuracy would ensure the quality of the AI's output while reducing the workload for educators. Figure 1 (Ostwal, 2023) shows how a Human in the loop system would mainly work.

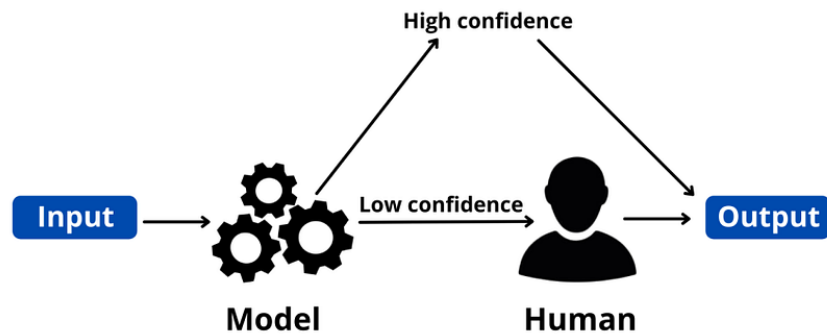


Figure 1. A Human in the Loop System

In the context of student notes, AI-generated summaries alone may not capture essential elements such as feedback and lexical items effectively. However, when these AI outputs are overseen and modified by educators, they can be transformed into more valuable educational resources. This approach allows teachers to focus on making critical modifications rather than creating summaries from scratch, thereby optimizing their time and effort.

Similarly, for observation summaries in Professional Development (PD) programs for pre-service teachers, the lack of educational judgment in AI-generated summaries can be compensated for by experienced educators. By reviewing and adding their insights to these summaries, teachers can ensure that the summaries serve their intended pedagogical purpose.

Research supports the effectiveness of such human-in-the-loop systems in educational settings. For instance, Datta et al. (2021) demonstrated the practicality of incorporating a human-in-the-loop approach for data collection and system evaluation in an AI-based classroom simulator. In addition, Ostheimer et al., (2021) emphasized the necessity of hybrid intelligent systems, which combine human creativity and dynamic minds with machine logic and computation speed, to achieve high accuracy and reliability in machine learning algorithms.

Finally, there should be more focus on Multimodality in such uses since education is a complex interaction that requires more than analyzing text. Transformer-based multimodal learning has become a hot topic in AI research due to its success in various machine learning tasks as of late (Xu et al., 2023), but the technology for an LLM or a Zoom-AI-like model that has these capabilities is still not realized. Thus, to achieve this multimodality, the research posits to use layered AI models or even what is called AI agents. AI agents are smaller models that the main AI model controls and assign different tasks (Durante et al., 2024), in some cases they can be completely independent as well. In such a case, Zoom-AI, or any other model, can be combined with AI agent responsible for specific tasks. For example, an AI agent/layer that would only focus on pronunciation and another one that is able to visually inspect the lesson/screen. Then, these



agents would report the findings to the main AI model to include it in its summary or whatever educational output is targeted. This is similar to what Rasheed et al. (2024) tested with multiple agents/layers to actually evaluate other LLMs. The AI agents' approach has already been tested in the medical field (Schmidgall et al., 2024) and software development (Salinas-Navarro et al., 2024).

#### *Limitations of the study*

This study is not without its limitations. The scope was limited to a single AI tool (Zoom AI) and a specific educational setting, which may affect the generalizability of the findings. Additionally, the study did not measure the long-term effectiveness of using AI-generated summaries in educational practice. The relatively small sample size, consisting of 10 Turkish EFL teachers, further limits the generalizability of the findings to broader populations. Moreover, the lesson content was specific to a single topic, potentially influencing the results and limiting their applicability to other contexts. Ethical considerations, such as participant perceptions of AI and data privacy concerns, were not fully addressed but remain critical for broader acceptance and integration of AI tools in education. For those interested in replicating or extending this study, exploring different AI tools across diverse educational contexts and lesson types could provide a more comprehensive understanding of AI's applicability and effectiveness in such kind of summarization.

## **5. Conclusions**

This study compared human-generated and AI-generated summaries in an educational context, revealing distinct strengths and limitations in both. The AI-generated summary, produced by Zoom AI, demonstrated efficiency, completing the task in just 4 minutes compared to the average of 92 minutes taken by human educators. However, it lacked in pedagogical judgment and contextual understanding. Human summaries, provided valuable educational insights and a nuanced understanding of classroom dynamics but still lacked in practical educational value.

The findings suggest a complementary approach, integrating AI's efficiency with human expertise, ideally through a human-in-the-loop system. This approach can optimize educators' time, allowing them to focus on enhancing AI-generated content rather than creating summaries from scratch. Future research should focus on enhancing AI's ability to understand and replicate pedagogical judgment and contextual nuances, exploring the integration of multimodal AI that can process audio and visual cues, and examining the long-term impact of using AI-generated summaries on educators' workload and student learning outcomes. Failing that, implementing an AI agents' approach could be a solution to mitigate the shortcomings of the Zoom-AI model i.e. to give it eyes and ears.

### **Declaration of Conflicting Interests and Ethics**

The authors declare no conflict of interest.

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**STRENGTHENING TEACHER RESILIENCE: PRACTICAL STRATEGIES FOR  
OVERCOMING PROFESSIONAL CHALLENGES**

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**Abstract**

Resilience, characterized as the capacity to adapt and sustain effective performance in the face of adversity, is a vital attribute in the teaching profession. This study examines the complex nature of teacher resilience, with a focus on its significance for educators working in high-stress environments, particularly in English as a Foreign Language (EFL) contexts. Teacher resilience encompasses adaptability, emotional regulation, and self-efficacy, enabling individuals to overcome challenges while maintaining professional effectiveness. Given the demanding nature of the teaching profession, fostering resilience is essential to ensuring personal well-being and instructional quality. This paper highlights the growing relevance of resilience in educational research and practice, emphasizing its role in mitigating burnout and promoting long-term commitment to the profession. It explores factors that undermine resilience, such as excessive workloads, limited resources, and interpersonal challenges, providing a comprehensive analysis of the obstacles faced by teachers. Furthermore, it presents practical, evidence-based strategies designed to strengthen teacher resilience. By offering actionable solutions, this paper aims to empower EFL teachers with the tools necessary to navigate professional challenges while upholding high teaching standards.

**Keywords:** Resilience; EFL teachers; professional challenges

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**1. Introduction**

The teaching profession shapes society by helping students develop mentally, emotionally, and socially. Thus, teaching is more than just imparting knowledge; it involves understanding, nurturing, and illuminating the individual's potential in a humanistic approach (Darling-Hammond, 2006). However, this noble and fulfilling career has difficult working conditions and significant issues. Teachers' resilience and professional commitment are tested by education system changes, bureaucratic pressures, classroom management issues, and societal expectations. In this climate, teachers must build resilience to survive in their job (Kyriacou, 2001).

Resilience is the ability to handle stress. However, teacher resilience is the ability to overcome professional and personal setbacks, stay motivated, and perform well as an educator. Individual effort is needed to create resilience, but educational systems and school surroundings must also support this process (Masten, 2014). This way of thinking allows for individual and institutional interventions to boost teachers' resilience. Self-awareness, emotional resilience, and stress management can help instructors handle challenges. Social support, professional development, and self-efficacy trainings for teachers also boost resilience (Paller & Quirap, 2024).



Thus, teacher resilience is both an individual talent and a crucial component of education system success. When humanistic ideals and teachers' emotional, social, and

professional needs are prioritized, teachers can be empowered individually and professionally and improve education. This provides foundations for teacher, student, and the well-being of society (Tait, 2008)

## 2. Literature Review

Many sources encompass the notion of resilience, and it is feasible to define this idea in several manners. The sense of self-efficacy, the phenomena of self-regulation, self-motivation, and adaptation to circumstances are interconnected aspects of individual flexibility (Goldstein & Brooks, 2012). Resilience goes beyond "fighting spirit", many things affect this capacity. Individual traits, environmental supports, and social interactions. Individual resilience means being emotionally stable, problem-solving, and using support well (Werner, 2005).

Resilience is not limited to personal traits. External factors like family, friends, and work relationships also matter. Reassurance and strength come from family. Social ties provide support and companionship during stressful times. Strong social networks can also boost crisis resilience (Masten, 2001). Resilience evolves. People can learn to handle life's challenges. Early environmental factors can shape this. For instance, children who can handle adversity are more resilient as adults. Masten (2001) defines resilience as "achieving healthy development despite adverse conditions". Resilience is critically significant in challenging professions, such as education. Teachers encounter everyday challenges including classroom management, institutional demands, and parents' & students' requirements. In these professions, resilience allows educators to prevent burnout and maintain their effectiveness (Kyriacou, 2001). With the rapid growth of positive psychology, teacher resilience (TR) has become a worldwide concern (Beltman et al., 2011).

Recently, studies have focused on teachers' resilience and flexibility. They also claim that resilience boosts teachers' passion and commitment. EFL teachers are severely impacted by inadequate conditions and dysfunctional interpersonal connections since teaching is a hard and stressful job with high expectations that cannot be satisfied (Gu & Day, 2014). Maintaining teachers' professional burnout, adaptability, well-being, and enthusiasm for teaching requires resilience (Arnup & Bowles, 2016).

Teacher resilience is the ability of teachers to cope with and recover psychologically and emotionally from adversities in the educational process. For teachers, education is a stressful, emotional, and ever-changing experience. In this situation, instructors must exhibit high levels of resilience, not only for their own well-being but also for the success of their students. Resilient instructors address classroom issues with greater flexibility, patience, and a solution-oriented mindset. Such teachers can develop healthier coping mechanisms in difficult times and foster more effective relationships with their pupils (Zhang, 2021). Furthermore, teachers' resilience allows them to continue teaching, prevent burnout, and sustain their career in the long run. Research demonstrates that resilient teachers had lower rates of burnout, despair, and turnover (Zhang, 2021). Teachers' ability to deal with stress has a direct impact on students' academic performance, since a stressed and burned-out teacher's productivity and motivation suffer. Furthermore, teachers' resiliency influences school culture. Resilient teachers foster a healthy school environment, encourage teamwork, and improve students' psychological health (Gu & Day, 2014).



Thus, building teacher resilience improves teachers' well-being and the educational system's efficiency and sustainability. Resilience boosts teacher knowledge transfer and classroom harmony.

#### *Factors that Break Teacher Resilience*

Several factors that have a detrimental impact on teachers' resilience include professional job challenges such as excessive workload, classroom management, lack of preparation, time constraints, insufficient support, limited resources, and poor performance. Teachers' resilience has a direct effect through factors such as supportive networks, lack of social support, job satisfaction, financial concerns, and working circumstances (Jenkins et al., 2009).

There are numerous variables that reduce teachers' resilience. These variables are influenced by the interaction of human and environmental factors. One of the most important aspects is the workload and professional obligations that instructors face. The tremendous workload in the classroom, ever-changing curricula, and the complexities of student interactions can all contribute to teacher burnout (Howard & Johnson 2004). This burnout may exceed teachers' ability to cope with stress, reducing their resilience.

The lack of a supportive school structure, as well as administrative demands, have a significant impact on teacher resilience. Inadequate administrative support might undermine teachers' dedication to their jobs, reducing their resilience (Zhang & Luo, 2023). Lack of social support promotes this; teachers' resilience can suffer when they do not receive appropriate support from both their pupils and colleagues. Furthermore, teachers' personal traits and emotional intelligence influence their resilience. Employees that lack emotional intelligence may struggle to cope with stress, resulting in burnout and turnover (Zhang & Luo, 2023). Teachers' resilience is also influenced by their self-efficacy beliefs and professional competences; the stronger these traits are, the more successfully teachers can cope with professional obstacles (Brouskeli et al., 2018).

To summarize, variables that hinder teachers' resilience include workload, lack of managerial support, lack of social support, inadequate emotional intelligence, and low self-efficacy. These characteristics may have a negative impact on teachers' capacity to sustain their profession and deal with the obstacles they experience.

#### *Practical Strategies for Building Resilience*

There are numerous ways and methods that EFL teachers can employ to boost their resilience levels. These tactics can help teachers manage with stressful and tough situations, ultimately making them more productive and successful in their professional lives. Building supportive networks, applying personal development techniques, and establishing strong professional skills may be crucial in increasing teacher resilience.

##### *Supportive Networks and Social Support*

Building strong social support networks could be one of the most essential factors in increasing EFL teachers' resilience. Social support can help teachers deal with stress and improve their emotional well-being. Howard and Johnson (2004) recommend that teachers seek assistance from school officials, supervisors, coworkers, students, families, and friends to help them cope with difficult situations. These networks can help instructors deal with professional issues by providing emotional and professional support. Social support can also help instructors feel less lonely while increasing their professional satisfaction and motivation.





### *Job Satisfaction and Professional Development*

Other major aspects influencing teachers' resilience levels are professional development and job happiness. According to Mifsud (2011), autonomy, fair remuneration, and opportunity for continuing professional development all contribute to teacher job satisfaction. These elements can boost teachers' dedication to their jobs and make them more resilient. Autonomy allows teachers to choose their own pedagogical approach and shape classroom management in their own way. This can help instructors find their jobs more rewarding and minimize their stress. Fair compensation, on the other hand, can offer instructors with financial security, resulting in less stress and more professional drive. Furthermore, giving opportunities for continual professional development can help instructors maintain their knowledge and abilities up to date, boosting their confidence and allowing them to cope with obstacles more successfully.

### *Goal Setting and Self-Care*

Setting goals and implementing self-care practices can also help EFL teachers build resilience. According to Curry and O'Brien (2012), goal setting helps teachers cope with problems and provides concentration. Setting goals can help teachers clarify their strategy and achieve success at each step. This method can help teachers make obstacles more manageable and surmountable. Teachers must also emphasize their own well-being. Self-care can help teachers stay in good physical and mental health. Selfcare habits including regular exercise, good food, sleep patterns, and stress management approaches can help teachers become more resilient. Such routines can help instructors improve their health, balance, and resilience.

### *Humor and Positive Relationships*

According to Bobek (2002), humor can be an effective method for teachers to cope with stress. Humor can help lessen classroom tension while also strengthening teacher-student interactions. Positive interactions with pupils can boost instructors' morale, making them more resilient to challenges. Humor can reduce teacher stress while also fostering a more pleasant classroom environment. This can boost teachers' dedication to their jobs and mitigate the harmful consequences of stress.

### *Professional Development and Problem-Solving Skills*

Professional development can help EFL teachers build resilience. Developing continuous learning, reflection, and classroom management skills can help instructors cope more effectively with the obstacles they face. Professional development programs allow teachers to strengthen their pedagogical abilities, experiment with new teaching methods, and better manage classroom issues (Korsager et al., 2022).

Furthermore, problem-solving and critical thinking skills can assist teachers overcome challenges. These skills can assist instructors in solving challenges while also providing them with flexibility and adaptability. This allows teachers to come up with more imaginative and effective solutions when faced with a dilemma.

### *Flexibility and Emotional Control*

Flexibility and emotional control can also contribute to resilience. According to Patterson et al. (2004), being adaptable and emotionally stable can help instructors deal with obstacles more effectively. Flexible teachers can swiftly adapt to changing conditions and attempt to find the best solution in every given situation. Teachers who are patient and emotionally stable can remain calmer and make more effective decisions in stressful situations. These attributes can help teachers be more resilient when faced



with professional problems.

As a result, a variety of strategies and methods can be used to boost EFL teachers' resilience levels. Social support, professional development, goal planning, self-care, humor, problem-solving abilities, and emotional control can all help teachers deal with problems and achieve long-term success in their careers. These practices can help teachers manage with stress, build resilience, and face obstacles more successfully.

### 3. Conclusion

Resilience, the ability to overcome obstacles and adapt to new situations, is crucial for teachers. Teachers' stress and burnout risks may make resilience a personal and educational environment-sustaining need. This process can be supported by individual and organizational resilience strategies. Individually, teachers must prioritize self-care. This includes adopting a healthy lifestyle, exercising regularly, and developing emotional resilience through mindfulness. Clarifying personal goals and improving flexible thinking can also help with adversity.

A supportive school climate can work institutionally. A collaborative and supportive workplace can reduce teachers' isolation and boost their motivation. Flexible policies and professional development can also boost resilience. Professional training and mentorship can help teachers handle problems. A strong community and individual efforts can build teacher resilience. Self-care and mindfulness can help teachers manage stress, while institutional support builds resilience. We should remember that resilience is a process that everyone can develop differently. A humanistic approach to professional and personal growth empowers teachers, improving education and their well-being.

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## ANALYSIS OF UNDERGRADUATE STUDENTS' PERCEPTIONS OF DIFFICULTY REGARDING CONSECUTIVE INTERPRETING SKILLS

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### Abstract

Consecutive interpreting is a quite difficult task which necessitates the simultaneous orchestration of multiple skills in rendering a performance within a limited period of time. In this sense, this research aimed to determine the challenges that the interpreter candidates perceived related to this skill from their own perspective. The study was conducted with third-year students pursuing their 4-year undergraduate education at the Translation and Interpretation Department. While the quantitative data were collected with the participation of 44 students via a survey, the qualitative data were obtained from 10 students through semi-structured interviews. Both survey and interview findings showed that note-taking techniques were regarded as the most challenging aspect of the consecutive interpreting process. The survey results also demonstrated that retaining information in memory and coordinating diverse skills concurrently were also found difficult for interpreting trainees. Additionally, both survey and interview findings indicated that the speaking speed was the most challenging aspect that resides in the source-text. Moreover, achieving fluency while performing a consecutive rendition was also seen challenging. Regarding the external factors, as reported in the interviews and surveys, creating a consecutive performance under time limits and in front of an audience was also characterized as difficult situations. Finally, in relation to affective factors, the participants expressed that their anxiety and stress perceptions could affect them most negatively. In sum, the resulting information might be helpful for teachers to redesign learning environments by identifying students' perceptions of difficulty in the consecutive interpreting specificity and offering solutions accordingly.

**Keywords:** Challenging; consecutive interpreting, perception of difficulty

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### 1. Introduction

It is no doubt that throughout the history, spoken-language interpreting has occupied a central role for enabling the bilateral communication with its applications in different uses (Russell & Takeda, 2015). Among its three major modes, i.e., “sight translation, simultaneous interpreting, and consecutive interpreting” (CI) (Agrifoglio, 2004, p. 43). Indeed, the longest tradition in the conference interpreting history possibly belongs to CI (Jin, 2018, p. 327). This skill is deemed a vital constituent of the interpreting repertoire, for being a “core-skill set”, nurturing the other modes (Russell, 2005, p. 140).

In its simplest definition, CI denotes the reproduction of a speech or its segment delivered in the source language into another language with or without notes (Gillies, 2017). In this mode, “interpreters deliver the speech in the target language once speakers have finished one speech segment in the original language and pause for the interpreting to take place” (Ahrens & Orlando, 2021, p. 34). The length of the source-language utterance can change from a single word to an entire oral text. The interpreter is expected to transmit the idea/s in the original utterance into the target language after s/he listens to the relevant chunk delivered in the dialogue or monologue format by using the notes taken (Russell & Takeda, 2015).



CI is a highly intensive language practice in which interpreters go through different stages of multitasking by navigating a number of situations. They are involved in the processes of “text decoding and encoding, memory operations, note-taking, note reading, keeping eye contact, gesturing, self-monitoring, etc.” (Bartłomiejczyk & Stachowiak-Szymczak, 2021, p. 25). These sub-skills are summarized in the Effort Model presented by Gile (2009, pp. 175-176) for consecutive interpretation as follows:

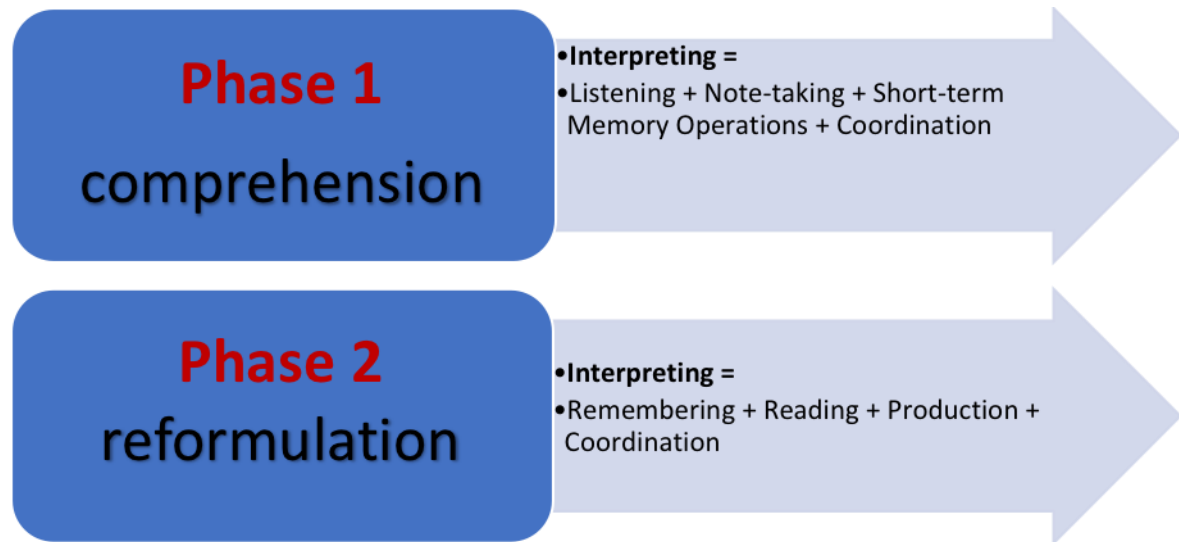


Figure 1. The Effort Model by Gile (2009, pp. 175-176) for consecutive interpretation

As noted above, a number of operations are performed in formulating CI outputs, which makes it a highly challenging task for both novice and professional interpreters to master within a short period of time. Throughout the whole process, interpreters inevitably cope with language-specific, psychological, cognitive, and contextual problem triggers, as well as the burden of notetaking skills on the processing competence and time management (Gile, 2009). Therefore, interpreting tasks are prone to errors including structural inaccuracy, wrong word uses, meaning-based inconsistencies, or speech delivering problems. As such, it seems vital to acknowledge the common patterns that interpreters find challenging in performing CI for eliminating errors in outputs and eventually achieving better performances (Moneus, Al-Inbari, & Al-Wasy, 2024).

In line with this, Arumí-Ribas (2012) investigated the difficulties faced by interpreters as well as the strategies employed for the solving of the problems. In this pilot study, the data were compiled from both novice and advanced level interpreting students via a background information sheet, CI renditions, and the post-interpreting survey tool. The participants filled in the first instrument, i.e., the pre-task tool asking their demographic profiles and experiences in the field, prior to their renditions. Following this, the participants delivered a consecutive interpretation performance from English to Spanish. Then, the post-interpreting questionnaire, based on the perception of the challenges specifically encountered in the delivery of the performance, was administered. The results indicated that the participants reported various difficulties, which were then categorized by the researcher under four titles, namely listening and comprehension, taking notes, decoding them, and the expression of the verbal speech (Arumí-Ribas, 2012, p. 826).





Nguyen (2022) also carried out a study with an aim for specifying the potential obstacles that consecutive interpreters face and their associations with the interpretation quality. In this study, a two-part dichotomy of challenges during the CI performance was identified, encompassing the external and internal factors. The former comprises the challenges of time constraints, or input-based problems such as the speaker's speed or accent along with the quality of the recording. As for the internal factors, listening, memory and note-taking points were elaborated. Through the descriptive statistics, it was revealed that learners reported experiencing the highest difficulty in the poor quality of sound in the input, unknown vocabulary items, and note-taking systems. According to the regression analyses, it was found that listening skills predicted the achievement in the interpretation performance the most, alongside the unfamiliar content and time constraints (Nguyen, 2022, p. 806).

Although the research group did not comprise the consecutive interpretation students, Moneus et al. (2024) also investigated the challenges and difficulties perceived by simultaneous interpreting-trainees in a mixed-methods research design. The data were gathered, through a close-ended survey and semi-structured interviews. It was reported that language-oriented challenges regarding the terminology received the highest endorsement, followed by lengthy sentences and the high-speed source text. Similarly, in the interviews, incompetency in the second language was highlighted as the most problematic issue (Moneus et al., 2024).

Additionally, Pratiwi (2016) identified the problems and errors made in the consecutive interpreting performances by applying qualitative data-gathering methods. Interviews were also implemented for obtaining data about their reflections about the general problems in their renditions. The results revealed that the participants reported having challenges in the points, i.e., “nervousness, lack of language proficiency, time pressure, lack of practice, lack of vocabulary, concentration, and environment” (Pratiwi, 2016, p. 127).

Overall, the synopsis of the previous studies above is critical for specifying the main difficulties experienced by the interpreters. However, more research is needed for displaying the challenges in CI conducted in different educational settings. In this sense, this present research sought to analyse the interpreting trainees' perceived challenges in CI tasks. In this sense, the following research question was formulated:

*Research Question: What are the undergraduate students' perceived challenges regarding the consecutive interpreting?*

## **2. Methodology**

### *2.1. Participants*

This study was reliant on the mixed-method research ways. The quantitative data were collected by administering a survey to 44 third-year students (female= 27; male=17) (age mean= 23.3), who pursue their 4-year undergraduate education at the Translation and Interpretation Department, Sivas Cumhuriyet University. The qualitative data were compiled through semi-structured interviews conducted with 10 students, who had completed the survey.

### *2.2. Instruments*

In this study, a survey including six sub-sections (one open-ended question and five close-ended multiple-choice questions) was used. Semi-structured interviews were also carried out about the same themes asked in the survey to gain more in-depth information. These two instruments were based on the study by Arumí-Ribas (2012).





The researcher of this current study prepared these six questions asked in the data-collection tools, i.e., survey and semi-structured interviews, and listed the relevant items under each question, in light of the common problems identified by the participants in the research by Arumí-Ribas (2012, pp. 821-822) and the questions asked in the post-interpreting questionnaire (Arumí-Ribas, 2012, p. 835).

### 2.3. Data analysis

In the analysis of the first question, an open-ended question, in the survey data, the response/s of each participant was listed and the most frequently-mentioned ones were reported. As for the rest of the five close-ended questions in the survey, the frequency distribution of items under each question was computed, by using the Statistical Package for Social Sciences (SPSS) software and the items with the highest-frequency scoring in each question were revealed. When analysing the interview data, the qualitative content analysis methods were applied in that interviewees' responses for each question were noted and the common patterns in each question were sought and presented.

## 3. Findings

The first question in the survey was an open-ended question asking the participants to state their overall perception of difficulty in CI. The survey results demonstrated that the participants face the most difficulty in note-taking skills, followed by the skills of retaining information in memory (*in the second rank*), time-management/affectivity regulation/note-reading (*in the third rank*), concentration (*in the fourth rank*), and the speed of the speech/dense vocabulary (*in the fifth rank*), respectively (*the symbol of slash is used in this sentence for indicating items with the same frequency*). The interview results also corroborate with this finding in that eight of the interviewees reported that the most challenging aspect of CI resides in note-reading skills (A sample quotation is below). Three participants also noted the challenging case of the note-reading stage.

**Student 5:** Note-taking challenges me the most because I want to write everything but I can't. (---)I lose it (the information). When I write the whole sentence, I miss the following sentence. As such, I get discouraged and feel like I will never be able to do it.

The second question in the survey tool asked the participants to choose three most difficult sub-skills in performing a CI task among ten alternatives. Table 1 indicates the items with the highest frequency scoring:

Table 1. The survey results of the most difficult sub-skills

Sub-skills	Frequency
Note-taking	(68.2%)
Retaining the information in memory	(56.8%)
Simultaneous coordination of the skills	(43.2%)
Organizing thoughts	(34.1%)
Note-reading	(31.8%)

Similarly, the interview data also confirmed that most of the participants (7 interviewees out of 10) found note-taking the most challenging sub-skill operated in the CI process. The sub-skills of note-reading and memorizing the information were also perceived as the next most difficult ones (4 interviewees out of 10), followed by the



sub-skill of simultaneous coordination of the skills (1 interviewee out of 10). Sample quotations are as follows:

**Student 9:** I have the most difficulty in reading my notes when I take them very fast.

**Student 3:** I don't have difficulty in taking notes in this direction. I can store the information in my short-term memory but (...) I don't know how to express them (notes). I try to express them very quickly and I panic in these situations.

The third question in the survey asked the participants to choose three CI source-text difficulty triggers from eleven choices. The results showed that they experience the highest challenge in dealing with the speed of the speech (65.9%), technical vocabulary (38.6%), and unfamiliar topic (38.6%).

Likewise, some interviewees also stated that the speed of the speech (5 interviewees out of 10) is the most challenging point in the source input, alongside the issues of numerical data (4 interviewees out of 10), length of the speech (4 interviewees out of 10), and technical vocabulary (3 interviewees out of 10). The aspects of including names (2 interviewees out of 10), accent (2 interviewees out of 10) and the unfamiliar topic (1 interviewee out of 10) were also mentioned. Sample extracts are below:

**Student 9:** Speed (of the speech) challenges me very much. If they speak too fast, (...). Sometimes I listen to videos for practice and some of the speakers deliver the speech too rapidly. I cannot keep up with them. I cannot keep the information in my mind, as well.

**Student 5:** When there are lots of numbers (in a speech), I am confused. (...) Someone did research in this date... Findings show that .... In 95%, 80%, so and so forth (*the student gives some examples*). This makes me confused. When I try to write the numbers completely, as I said, I can't write the whole sentence.

The fourth question in survey was about marking the output-relevant triggers in performing a CI rendition. Out of six alternatives, the participants tend to see the aspects of fluency (56.8%), vocabulary (29.5%), meaning consistency (27.3%), and grammatical accuracy (25%) the most challenging. In the interview data, achieving fluency (5 interviewees out of 10) and grammar (5 interviewees out of 10) appeared as the most problematic elements for the interviewees, followed by meaning consistency (4 interviewees out of 10) and pronunciation (3 interviewees out of 10). Sample quotations are below:

**Student 10:** Fluency. Rendering what I have written in my notes into translation in a fluent way is very problematic for me.

**Student 2:** Pronunciation challenges me the most. I think that I can't pronounce the words properly. This case results from not practising listening (to speeches) very frequently. Then I can't make and express sentences in a fluent way.

The fifth question was about choosing the external factors impacting the participants' perceptions of difficulty among five choices. The survey data revealed that students find hard when they interpret within the time constraints (63.6%), before the audience (36.4%), and in a noisy environment (27.3%). Similarly, some interviewees also indicated that interpreting in a noisy environment (7 interviewees out of 10) and delivering renditions before the audience (3 interviewees out of 10) are the most challenging cases. Sample quotations are as follows:

**Student 9:** Yes, the noise impacts me very very much. I can't study in a noisy environment. I can't do anything with translation if there is noise.

**Student 7:** I am an easily distracted person, so noise is of course an impediment for me because my focus goes directly there. And in consecutive interpreting because we take notes of information for translation in seconds, I get distracted so much.



Lastly, in the survey, the participants were asked about which affective factors could impact their performance in CI in the negative direction. The participants reported that anxiety and stress (75%), lack of confidence (36.4%), and lack of motivation (31.8%) negatively affect their performance. Likewise, the same themes were also elaborated by the interviewees in that it seems that anxiety and stress lead to poor performance in CI at most (8 interviewees out of 10). The factors of lack of confidence (3 interviewees out of 10), fear of making mistakes (3 interviewees out of 10), and lack of motivation (1 interviewee out of 10) were also mentioned in the interviews. Sample quotations are below:

**Student 7:** Stress affects me negatively. Ideas about whether I can transfer the message truly leads to stress and this causes making more mistakes. (...) when I think that I have made a mistake, this impacts the entire sentence. This leads to more pauses and more negativity.

**Student 6:** It (stress) affects me very much. For example, when I take notes, my hands are shaking. And when I see this, I become more stressed and the questions like if I will be able to do this come into my mind. In such cases, everything breaks.

**Student 2:** I might not be able to control my stress and anxiety and in this case, I have more tendency for making mistakes. It becomes challenging for me because of these negative feelings.

**Student 4:** The fear of making mistakes leads to anxiety and this affects my performance.

#### 4. Discussion and implications

This research was intended for identifying difficulty perceptions of students regarding CI performances and the results indicated that this issue has a multidimensional nature, structured by an array of diverse factors in formulating proper outputs (Russell, 2005). Given the results of the first question asked both in the survey and the interview (*the overall perception of difficulty related to CI tasks*), it is evident that the participants experience the most difficulty in note-taking techniques. This is plausible when thought that the acquisition of note-taking skills is based on a long-term and demanding process, requiring strong dedication and efforts (Gile, 2009). Indeed, note-taking is an essential part of the CI process by reliving memory and reducing cognitive overload. Because the output is mostly reliant on what interpreters write in their notes and whether they could easily and efficiently read those notes, it is vital to familiarize and guide students in the notation skills in a systematic and organized way by elaborating various issues such as the timing, the way, the amount, or the content of note-taking, although the establishment of notation skills requires a personal endeavour (Gillies, 2017; Jones, 1998).

Additionally, the speed of the speech was identified as the most difficult source-text point to manage both in the survey and interview data. The survey findings further confirmed that the other elements such as working with an unfamiliar topic or dealing with the technical vocabulary are also problematic for the participants. With this in mind, it seems vital that trainees should be taught in various genres, topics, or delivery rates in order to gain full expertise in different speeches. Moreover, building up fluency was also found challenging in the delivery of a CI output in which students need to navigate a number of sub-skills within a limited time. Teaching public speaking skills that can help compensate the gap in translations is essential in this sense. Students should be trained to develop a repertoire of interpreting strategies that can be appropriately applied in different cases as a remedy in a personalized manner (Ahrens & Orlando, 2021), such as anticipation, summarization, addition, omission, approximation, paraphrasing strategies (Li, 2015, p. 174).



As for the external factors, creating a consecutive performance under time limits, in a noisy environment, and in front of an audience was also depicted as difficult situations. In real-life setting interpreters are expected to work in different conditions such as on stage, in booths or before a crowded audience. Therefore, they should be trained to minimize the impact of interfering parameters on the performance. For this aim, interpreters should be involved in regular practice in realistic settings to gain flexibility in working with diverse conditions (Russell, Shaw, & Malcolm, 2010).

Finally, in relation to affective factors, the participants expressed that their anxiety and stress perceptions could affect their performance negatively. But stress is inherent in interpreting practices because of individual factors, as well as input-related or output-based triggers or unexpected elements. Therefore, instead of depicting stress and the relevant negative emotions as avoidable situations, students should be guided in controlling stress-inducing elements properly (Korpál, 2021). With this purpose, students should be exposed to a strategy-development training where they can be taught how to self-regulate the negativity through stress-coping tactics such as “problem-solving coping, seeking social support coping, and reducing reliance on avoidance coping” (Kao & Craige, 2013, p. 1042) or “task-oriented coping” (Korpál, 2021, p. 406).

Additionally, because establishing emotional stability impacts the interpreting quality (Bontempo & Napier, 2011), trainers should create a supportive environment where interpreting-students show their full expertise (Korpál, 2021), in accordance with Krashen’s (1982, p. 30) Affective Filter Hypothesis. Furthermore, trainers can develop role-plays and mock scenarios where students can rehearse their performances in interpreting sessions to become stress-resistant in unpredictable situations (Duong & Nguyen, 2021). Sustained practice, especially with self- and peer-review activities in and outside the classroom (Setton & Dawrant, 2016) can also alleviate stress and related negative perceptions. Overall, “whether or not those responses positively or negatively impact performance appears to depend largely on one’s relationship to them, that is, how one interprets (appraises) the experience of stress and what one does with it” (Johnson, 2021, p. 566).

## 5. Conclusion

Given the prominence of multilingualism in the world in the last decades, the central position of interpreting which ensures the two-way communication in different languages is undeniable (Phuong, Lam, & Le, 2023). However, interpreting is a complex and demanding task which inevitably imposes diverse challenges on interpreters to cope with. Especially for novice interpreters, gaining expertise in this skill requires the management of a wide range of difficult situations. Such cases might result in both comprehension and production break-downs, often through failure sequences (Gile, 2009). In this sense, the resulting information from this study can offer teachers insights into redesigning learning environments by showcasing the potentially difficult aspects that might be encountered in the learning process and helping interpreters benefit from certain suitable tactics that might be useful for handling them, which will eventually end up with more accurate and efficient interpreting practices. All in all, even though this study can add to the field by indicating the most problematic aspects relevant to the CI renditions, it is not without limitations. In this sense, the replication of this study with more participants can yield more generalizable findings. Furthermore, since this study aimed to identify the challenges specific to CI, another research which aims to analyse the difficulties that interpreters can encounter in the simultaneous interpreting mode can also generate new understandings in the field. Another study that draws data from the regression analyses



exploring the predictive ability of difficulty parameters on the interpreting competence can also be conducted. Whether individual factors affect the difficulty perception can also add a lot to the relevant literature (e.g., Arumí-Ribas, 2012; Moneus et al., 2024; Nguyen, 2022; Pratiwi, 2016).

### Declaration of Conflicting Interests

The author declares no conflict of interest.

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**BREAKS FROM THE ENGLISH MONOLITH: FURTHER DIALOGUES FROM  
GRADUATE CANDIDATES IN TÜRKIYE**

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**Abstract**

The evolution of the landscape of the English language with new users and uses has acted as a precursor to the paradigm of Teaching English as an International Language (TEIL), which questions the rigid adherence to the so-called native English norms, values the global English interchange, and reframes first languages as assets rather than impediments. Responding to the recent calls to further the existing understanding with more investigations on day-to-day realities, the current case study aimed at exploring the attitudinal responses of five graduate candidates (F=3; M=2) enrolled at a related course in the English language teaching programme of a state university. Their views were investigated from four broad angles, including the roles of a TEIL teacher, EIL-informed pedagogy and assessment, and EIL-centred pre-service teacher training. The qualitative data were gathered via dialogic and non-dialogic free-format reflective entries throughout the term and a final open-ended questionnaire in the form of a self-report with eight clarification items at the end of the term. The findings showed that the graduate education module increased the participants' awareness of new teacher roles, EIL-oriented instruction, assessment, and pre-service teacher training. Despite their acknowledgement and heightened awareness, their conditional acceptance was identified due to various concerns regarding students' preferences, instructional materials, well-established assessment practices, teacher resistance, and lack of external support. The paper ends with pedagogical implications to ease the way to the implementation of TEIL in foreign language classrooms.

**Keywords:** Teaching English as an International Language; global Englishes; EIL-informed pre-service teacher training

**1. Introduction**

The demographic changes in the number of English users and diverse uses of English have encouraged people to re-examine their language learning and teaching experiences. The number of English learners exceeding that of so-called native speakers has encouraged particularly teachers to question the variety they target, their instructional as well as assessment practices, and the teaching materials they use. These attempts of questioning have brought about the concept English as an International Language (EIL, hereafter), which should be understood as “one whose goal is to prepare English learners to become competent users of English in international contexts” (Matsuda & Friedrich, 2011, p. 334) rather than a linguistic variety to teach. In line with this definition, MacKay (2018, p. 11) list the EIL principles that should inform English use as well as education as follows:

1. Given the varieties of English spoken today and the diversity of L2 learning contexts, all pedagogical decisions regarding standards and curriculum should be made in reference to local language needs and local social and educational factors.
2. The widely accepted belief that an English-only classroom is the most productive for language learning needs to be fully examined; in addition, careful thought should be given to how best to use the L1 in developing language proficiency.



3. Attention to the development of strategic intercultural competence should exist in all EIL classrooms.
4. EIL is not linked to a particular social/cultural context in the same way that French, Korean or Japanese are intricately associated with a particular culture. In this way EIL is or should be culturally neutral.

Therefore, the pedagogy adopting EIL, i.e., Teaching English as an International Language (TEIL, hereafter), suggests a careful selection of the instructional variety, taking the context into consideration, promotion of awareness and exposure to diverse Englishes, increasing familiarity with communicative strategies, broadening cultural content of instruction, and fostering sensitivity and responsibility among learners through using critical issues as course input (Matsuda & Friedrich, 2011). TEIL requires teacher to adopt new roles in the classroom. As Renandya (2012) notes, the new global status of English creates the need for teachers “to critically examine their pedagogical practices and adjust their roles so that they are more in keeping with the principles that underlie the teaching of English as a global or international language” (p. 76). Some include promoter of intercultural learning, promoter of respect and understanding, provider of various materials covering diverse Englishes, developer of various methodologies and techniques to develop positive attitudes towards diverse varieties, promoter of bilingualism or multilingualism, model of bilingual user, mindful and active coursebook user, and critical user of teaching methodology.

EIL-informed pedagogy, i.e., TEIL, requires addressing not only instruction but also assessment. Frameworks have been offered to inform meaningful assessment in the globalised world. Hu (2012) suggests several principles to ensure a meaningful as well as productive EIL assessment. The linguistics norms to be tested are suggested to be diverse and in line with the intended use. Besides, test takers should be exposed to native and non-native English varieties, including the standard one. In line with this broadened perspective, Hu (2012) suggests that intercultural strategic competence should also be tested rather than focus on language form. Still, those who favour inner circle norms should not be discouraged.

As is seen above, TEIL is a broad issue, covering instruction, materials, assessment, teacher roles, and teacher training. A multidimensional examination of the issue could ensure a true understanding of the concept. Therefore, such case studies could be valuable to draw a holistic picture covering teacher roles, instruction, assessment, and pre-service teacher training. The following research questions were devised to guide the current research:

1. What are the views of graduate candidates towards TEIL?
2. Which roles do EIL teachers adopt?
3. Is EIL-oriented language instruction reality or ideological fantasy?
4. Is EIL-oriented assessment reality or ideological fantasy?
5. Is EIL-oriented teacher training reality or ideological fantasy?

## **2. Methods**

The current case study situating the findings within the Turkish context aimed at exploring the views of graduate candidates in the field of English language teaching to draw a holistic picture focusing on four parameters, i.e., teacher role, instruction, assessment, and pre-service teacher training. To answer the research questions of the



current case study and ensure an in-depth understanding of the issue (Yin, 2018), qualitative data were gathered via dialogic and non-dialogic free-format reflective entries throughout the term and a final open-ended questionnaire in the form of a self-report with eight clarification items at the end of the term.

The English language teaching master of art programme of a state Turkish university in the northeast of Türkiye hosted the current study. Six graduate candidates attending a related elective MA course were conveniently chosen as the participants of the study (F=4; M=2). However, one candidate had to withdraw from the program for personal reasons. Although she attended the course for 8 weeks and wrote 5 reflection entries, she did not complete the final self-report, and therefore, she was excluded from the study. The following table shows the background information of the participants.

Table 1. Background information

Participant Code	Gender	Institution	Role	Teaching Experience	EIL Course Taking Experience
P1	Female	Private language course	Teacher	Novice	None
P2	Male	State university	Lecturer	5-10 years	None
P3	Female	State university	Lecturer	5-10 years	None
P4	Female	State high school	Teacher	Novice	None
P5	Male	State high school	Teacher	Novice	None

Two data gathering tools were utilised to collect the qualitative data of the current case study. First, the participants wrote 8 reflective entries, half of which were dialogic, and the other half were non-dialogic. The first half of the class required them to reflect on the weeks' content and classroom discussions as well as engage in a written communication with the course lecturer, who adopted a dual role, i.e., a pracademic serving as researcher and practitioner. The pracademic provided a written response to the reflective entries of the participants for four weeks. This dialogic reflection served as a scaffolding as the comments were assumed to encourage them to engage in critical and reflective thinking rather than solely reporting what they had read and discussed in the classroom, i.e., narrative writing. Engagement in critical self-reflection, whether it is dialogic or non-dialogical, was encouraged, for it could promote possible transformation of worldviews, learning, and teaching (Baumgartner, 2019). Starting in the fifth reflection, the pracademic stood back and expected them to reflect on the remaining classes, i.e., non-dialogic reflection. One example reflection entry, the subsequent comments of the lecturer, and the further dialogue following this interaction could exemplify the dialogic nature of this relationship below:

*Although I understand the concept of epistemic break and agree that center-based programs might have political and ideological agenda behind them, I am not sure it can be implemented in a way that will not hinder the development of a country. Looking for a political or ideological agenda behind everything, even if righteous, and looking to adapt things rather than adopting them as they are, might result in a slow progress in the area in question. (P2, Reflection 1)*

*“Looking for a political or ideological agenda behind everything, even if righteous, and looking to adapt things rather than adopting them as they are, might result in a slow progress in the area in question.”: I guess this is what we call as “change” and change requires handling with mindset first: “If you don't like something, change it. If you can't change it, change your attitude.” — Maya Angelou. Here*



*teachers could start that sparkle although what they do are baby steps.* (Pracademic's comment to P2 in Reflection 1)

*And I guess you could have take-aways from the following seminal book of Phillipson if you have time to look at it: <https://global.oup.com/academic/product/linguistic-imperialism-9780194371469?lang=en&cc=cn> (you can find the free downloadable version on the Internet).* (Pracademic's comment to P2 in Reflection 1)

*Hocam, thanks for the book recommendation. I have downloaded it and hope to start reading it soon.* (P2, Reflection 4)

The qualitative data gathered via the final self-reports in a single session were analysed via content analysis. The small size of the sampling allowed the researcher to manually code the textual data through highlighting specific parts of the texts, identifying the codes, categorising them, and creating abstract themes. The research questions on roles, instruction, assessment, and teacher training guided the researcher to identify the relevant themes (Creswell, 2007; Miles & Huberman, 1994).

### 3. Results

Their views of the participants gathered via dialogic and non-dialogic free-format reflective entries and a final open-ended questionnaire in the form of a self-report were investigated from four broad angles, including the roles of a TEIL teacher, EIL-informed pedagogy and assessment, and EIL-centred pre-service teacher training.

#### *The roles of a TEIL teacher*

The analysis of the final self-reports showed that the participants listed some roles that EIL teachers assume so as to equip their learners with the skills and knowledge needed to use English effectively in various multicultural contexts. Those are cultural mediator (P1, P2, P4, P5), materials developer (P1, P3, P4), inclusivity advocate (P1, P4, P5), needs analyst (P1, P2, P3), assessment designer (P1, P4), course designer (P1), materials adapter (P2), language model (P3), discussion leader (P3), oracy and literacy facilitator (P1), innovator (P4), and researcher (P4).

The following excerpt can illustrate the common roles that EIL teachers are expected to adopt, which are different from those that a typical English language teacher assumes, namely language model, discussion leader, materials developer, and needs analyst:

*EIL teachers will usually serve as a model themselves as they are a good model for students to see that NNSs can also successfully interact with a variety of speakers in different contexts. Moreover, EIL teachers need to show the students that people from different cultures also use English to serve different purposes, such as education, trade, tourism, and so on. Besides, EIL teachers serve as a discussion leader to encourage reflective thinking about these different purposes. EIL teachers also act as materials developer as textbooks often do not contain EIL-aware activities, so teachers do a needs analysis and devise materials according to their local needs and context.* (P3, mistakes in original)

Overall, although some roles they suggested are similar to those traditional teacher roles such as needs analyst and materials developer, the participants suggested some peculiar to EIL. These are in line with the roles listed by Renandya (2012). EIL-oriented



teachers are expected to adopt the roles of promoter of intercultural learning, promoter of respect and understanding, provider of various materials covering diverse Englishes, developer of various methodologies and techniques to develop positive attitudes towards diverse varieties, promoter of bilingualism or multilingualism, model of bilingual user, mindful and active coursebook user, and critical user of teaching methodology.

### *EIL-informed pedagogy*

The participants were also asked to elaborate on whether EIL-informed instruction is realistic or an ideological fantasy in the final self-reports. The stance of the participants falls into three categories: those who found it fantasy (P4, P5), those who found it realistic (P3), and those with conditional acceptance (P1, P2).

The ones with conditional acceptance drew attention to the appealing nature of standard English and therefore its inability to, with his own words, “beat the Anglocentric view and become a widely acknowledged approach” (P2). Still, he was found to appreciate its place in hidden curriculum, for he was against linguistic imperialism and deculturalisation. The other conditional acceptor (P1) highlighted the changing demographics of English and the possibility to meet non-native speakers rather than native ones accordingly. Therefore, due to the minority position of native speakers, she noted the importance of increasing awareness and familiarity with differences. Yet, she suggested starting with the Standard English and then extending this initial instruction with EIL, taking students’ readiness, levels, and ages into consideration.

The negative ones justified themselves, noting that EIL assessment is difficult (P4, P5), there is lack of appropriate teaching materials (P4), the possibility to mislead students and make them think that grammar mistakes are normal through bringing written materials to the classroom (P4), there is no agreement on which varieties need to be integrated into teaching (P4, P5), teachers are biased against EIL instruction (P5), teachers lack confidence to bring various varieties into the classroom (P4), and teachers have heavy workload (P4). The following excerpt can best illustrate some of those concerns:

*Semi-structured materials may be beneficial, but still it will be very hard for teachers to find materials. Moreover, written materials can be misleading for students as they can think that they can use the grammatical examples in the materials. They may find it useless to learn them if they cannot produce them. Also, which variety can be useful for my learners? I will use a needs analysis and decide. However, what if my students do not want to be exposed to a variety chosen by another student? What if I do not see myself confident enough to bring different varieties into the classroom. This is a heavy workload for teachers. Each year, I will analyse my students and study other varieties to be able to use them as materials in my classroom. Thus, I believe that we as teachers need more time and answers to think again and give EIL-oriented teaching a chance. (P3, mistakes in original)*

The positive one drew attention to the Turkish context where learners have speaking anxiety (P3), the utopic nature of targeting native speaker performance (P3), and the importance of mutual intelligibility and successful interaction with speakers of English around the world (P3).

The analysis of the reflective entries brought about the same results. To illustrate, P1, who was found as a conditional favourer of EIL-informed pedagogy, underlined that the target skill matters to make this decision:





*When teaching grammar and writing, I think we should teach the standard first. Next, students should see examples of how culture affects their writing process. If we think of everything as "English is an international language and differences are very normal, so this is not a mistake, but a kind of variety", this may cause extreme deterioration in the language in the future. It may even cause the language to die. It may be replaced by a new variant consisting of it. (P1, Reflection 6).*

### *EIL-informed assessment*

Another issue the participants were asked to elaborate on in the final self-reports was whether they found EIL-oriented assessment realistic or ideological fantasy. They fell into three categories: those with negative attitudes (P2, P4, P5), those positive ones (P3), and those in-between (P1).

The ones with negative attitudes noted that students may be biased (P4, P5), the aim of EIL is limited for it targets awareness rather than production, thereby limiting the scope of assessment (P5), it may be difficult for students to distinguish between mistake and difference (P4), they may desire to be successful in international Anglo-centric high stake exams such as TOEFL, IELTS as well as Turkish Foreign Language Exam (YDS), and it is impossible to achieve a fully functioning assessment system without standardisation (P2).

The positive one justified her stance, noting that alternative assessment which is more process-oriented aligns with EIL perspective (P3). In addition, the one in-between (P1) highlighted her conditional acceptance, noting that the aim of assessment matters. She found it difficult to distinguish between mistake and difference. Besides, while she found the EIL-oriented oracy assessment slightly applicable, yet literacy is difficult to assess. She notes, "Our aim to assess is also important. If we assess their fluency, EIL-oriented assessment can be easier. If we focus on accuracy, it is harder" (P1, mistakes in original). She also highlighted the importance of the need for related teacher knowledge and expertise as well as the inclusive approach of high stakes tests to integrate varieties into their content.

The qualitative analysis of the dialogic and non-dialogic reflective entries has traced the related worries as well as decisions of the participants. To illustrate, although P2 tended to find EIL-informed assessment challenging, he reflected upon the assessment practices in his institutions and offered some solutions based on those limitations:

*This section in our coursebook (English File) aims to teach colloquial English through videos. The test maker that comes with our coursebooks does not normally include any questions aimed at Practical English, but we have included this section in our exams for years. Exam questions are mostly simple 'complete the dialogue' questions where students only complete the sentences with phrases like 'Oh, really?', 'What a shame!'. We, as teachers, see this section as 'guaranteed 5-10 points for students', and so do the students. What we can do: Since these speech patterns also reflect British or American Culture, we can leave them out of our exam. Students are expected to use these phrases in exams, but they rarely use them while speaking because they are not how we talk. This year, I have been teaching an English Language and Literature class, and I have yet to have any colleagues who teach the same level as me. So I can prepare my own exams and I stopped including this part in exams as they don't reflect my students' real speech patterns and they are only free points for them. (P2, Reflection 5)*





In addition, the following comment of P3, who was found a strong supporter of EIL-informed assessment in the final self-report, shows her parallel reaction in her entries. Commenting on her alternative assessment practices I writing, she realised that she was close to EIL-oriented assessment, which made her feel quite exuberant:

This discrepancy between the results of those two data gathering tools may result from the fact that the participant might feel excited when he learnt the details of the field and get inspired to have some changes, yet his enthusiasm may wane in time:

*I did not teach them the basics of writing for just the exams, but for their future life as learners and teachers of English. Without knowing the concept EIL, I now see that I have been a proponent of EIL all my life. (a smiling emoji) I have been learning English since 1996 – I consider myself a life- long learner btw- and teaching it since 2008. Despite all those years of experience, I do not believe that I am nowhere near a native speaker, nor I intend to be. I can communicate effectively in all contexts, both local and international, and personally, this should be what we aim for our learners, too. Thus, “EIL FOREVER!” (P3, Reflection 5)*

#### *EIL-oriented pre-service teacher training*

The participants were also asked to comment on the nature of EIL-oriented pre-service teacher training. The fully supporters (P1, P2, P3, P5) exceeded the negative one (P4).

The positive ones found this kind of training realistic and needed for increased teacher awareness “to raise global citizens and people who have intercultural competence and can communicate internationally” (P1, mistakes in original). However, P1 noted that the training needs to be practice-oriented. P3 stated that this is realistic, for Türkiye as they will most probably use English with NNSs in the future. Therefore, with the own words of P3, “it is better if we can prepare our teacher trainees to teach English ‘glocally’, in a way that our students will be able to interact with speakers from countries under the sun, as Canagarajah stated” (mistakes in original). In addition, one found it more realistic, for pre-service teachers “are more open to change” and “were born in more multilingual world” (P5).

Those who argue against revising the existing pre-service training curriculum to make it EIL-informed stated that in-service teachers know the actual field rather than pre-service teachers, and therefore EIL needs to be integrated into in-service rather than pre-service teacher training “so that they can bridge the gap between EIL theory and practice” (P4).

Overall, it was found that while half of the participants supported EIL-informed English pedagogy including instruction, assessment, and pre-service teacher training, the other half did not. Additionally, three self-reported neutral or mixed feelings about the issue. Issues such as student hesitancy and biases, lack of assessment guides, the question to integrate which variety, unclear qualities of an ideal EIL-oriented teacher, non-collaborative school administration and parent attitudes, and lack of relevant instructional materials, and in-service teacher resistance and mindset.

The analysis of the non-dialogic reflective journal entries also supports those results. To illustrate, the following comment of P2, who was found a strong supporter of EIL-informed pre-service teacher education, could show his stance:



*Pre-service EFL teachers need to know the meaning of EIL and be competent in teaching the concept of EIL to their students, regardless of their attitudes. Integrating EIL into curricula will be relatively easy because it does not require a radical change in philosophy. To expect the old approach to be discarded entirely and replaced by the EIL approach would be to contradict EIL itself. Standard English is still important and worth teaching, but the EIL approach may be the missing piece of the jigsaw, especially for countries like Turkey that are struggling with foreign language learning/teaching. We need to teach pre-service teachers about the EIL approach and what it can mean for both students and teachers, and we need to include elements of EIL in all courses. For example, courses on assessment should also teach how assessment can be done according to EIL. There should be training in EIL-oriented material development in the material development course. Integrating EIL seamlessly into the curriculum will enable prospective teachers to choose the most appropriate approach for their students when they start working in the future. (P2, Reflection 7)*

In addition, the following comment of P3 in her reflective entry shows that she associates the unsatisfactory English outcomes in Türkiye with the existing pre-service teacher training, thereby suggesting a thorough revision:

*We always complain about the fact that although we start teaching languages at a younger age, namely, 2nd grade in most schools, upon completing the compulsory period of education of 12 years, just a minority of our students become good speakers of English. I personally believe that when we manage to spread the EIL mindset among the pre-service teachers, we will have found a solution to this problem in the long run. When pre-service teachers with that mindset become in-service teachers, they will feel competent and comfortable to use the language, and this will also influence the students. In a class setting where diversity is respected and appreciated, we will have more self-confident students who will be willing to use the language without the fear of making mistakes. Of course, this does not mean that all kinds of mistakes are tolerated in EIL contexts, but more moderate ways of intervention are adopted, so learners may feel more comfortable in the class. (P3, Reflection 7)*

Similarly, P5 highlights the emergency of his revision, noting that teachers must stay away from functioning as cultural ambassadors, which could occur thanks to pre-and in-service teacher training:

*As an English teacher myself, I have realized that I internalized myself so much that even the reactions such as “ups, ouch” I use them instead of “ah”. A teacher education should start from this point. A teacher of English shouldn’t mirror the target culture. However, should respect for the target and preserve own culture. A teacher of English who compares and combines both target and L1 culture, helps to develop students’ reflective thinking. Thus, students can analyze the differences and similarities between cultures. For instance, in one of our lessons we talked about J.F. Kennedy assassination and what happened later, how the reaction was... Then, I asked my students “do you know any similar incidents in Türkiye” They answered like “Turgut Özal but it wasn’t a totally assassination rather an attempt of assassination” we tried to create boundaries between two events. In this example, students got a chance to compare the USA with Türkiye and analyzed the effects. I*



*suggest that creating or using this kind of scenarios would help students raise their awareness on cultures. In conclusion, a teacher shouldn't just be aware of target culture but L1 culture too. Hence, teachers education in university must include and dictate the value of L1 besides target culture. (P5, Reflection 8)*

#### 4. Discussion

The participants listed various new teacher roles, in line with the documented literature. The most frequently listed role of cultural mediator (n=4) should be understood as facilitating understanding of diverse cultures including the home one through integrating them into instructional materials, tasks, and assessment, thereby promoting cultural awareness and appreciation of diversity. This role is directly in line with one basic assumption of EIL that notes that it is not linked to a particular culture and therefore requires extending the its cultural scope (Matsuda & Friedrich, 2011; McKay, 2018). The role of inclusivity advocate (n=3) could be associated with that one, for it should be understood as the promotion of an inclusive classroom environment through showing and encouraging respect for all, valuing all students with their strengths and weakness. Still other two frequent roles as materials developer (n=3) and needs analyst (n=3) were highlighted, for the participants noted that as the existing materials cannot serve well to need the diverse needs of students and one size does not fit all, EIL teachers are supposed to analyse those needs and wishes and devise materials accordingly. Two related roles were course designer and materials adapter (n=1, respectively). In addition to materials, two participants highlighted the importance of assessment designers, for it is needed to evaluate students' performance to negotiate meaning rather than imitative the so-called native speakers. Apart from those roles, they listed language model (n=1), discussion leader (n=1), oracy and literacy facilitator (n=1), innovator (n=1), and researcher (n=1). The last two roles are directly related to materials developer, for teachers are expected to search for materials and bring novelty to their classroom practices. They were also expected to sere as language mode through using their local accent and showing that intelligibility rather than imitation is key. Related to this role, they need to encourage students' speaking, listening, reading, and writing through adopting a non-judgmental approach. Lastly, the role of discussion leader is related to another assumption of EIL that increasing awareness towards diversity by discussing critical issues is of utmost importance, for it promotes the feelings of sensitivity and responsibility (Matsuda & Friedrich, 2011).

Overall, the results showed that the participants acknowledge the idea of TEIL, and this appraisal was also documented by earlier studies such as Cogo and Siqueira (2017). Such postgraduate modules could heighten graduate candidates' awareness and increase their positive attitudes towards the issue as was found by Blair (2017). Yet, they were found to have various concerns and therefore seem hesitant about its regular position in mainstream teaching. Those concerns such as students' preference for Standard English, the difficulty to integrate EIL into every single course, parents' attitudes, teacher training and education, and lack of appropriate instructional materials support those voiced by the participants in earlier studies (for instance, Blair, 2017; Cogo & Siqueira, 2017; Galloway & Numajiri, 2020). This supports the findings of some other earlier studies such as that of Lee et al. (2018), who compared Indonesian and Korean pre-service teachers to find that the latter experience a pedagogical dilemma more. Although they recognise the changing socio-cultural landscape of English and its pedagogical consequences, the Korean participants cannot resist the pressure to adopt an Anglo-centric pedagogical approach. Yet, due to being raised in a multilingual society, the Indian ones were found



to have a high degree of ownership of their accented English and less pressure to teach a standardised variety of English.

Drawn from the results of the current research, some pedagogical recommendations could be offered. First, as is supported by almost all the participants, the philosophy of TEIL needs to be integrated into the pre-service English language teacher education to ensure desired outcomes. The need to revise the existing pre-service teacher training curriculum to equip future teachers to address cultural diversity has been widely documented (see, for instance, Çelik, 2017). Although there are some elective and prescribed culture-oriented courses that could be associated with EIL in the programme, they may not ensure the adoption of a culturally responsive approach to teaching (Çelik & Erbay-Çetinkaya, 2020). Therefore, the programme needs to be revised to cover some practice-oriented courses following ELF/EIL/WE/GE-oriented teacher education frameworks such as those devised by Bayyurt and Sifakis (2015) and Dogancay-Aktuna and Hardman (2012). In those classes, future teachers need to be encouraged to be engaged in critical reflection to question their existing beliefs, assumptions, and actions (Sifakis, 2007), so that their worldview, learning, and teaching could be transformed.

Second, as behavioural change takes much time, and such transformations require time, reflection, repetition, and support, related TEIL-oriented modules need to be longer (Matikainen, 2024) and cover practice-oriented activities (Blair, 2017; Choi, 2020). Those activities need to encourage related parties to apply the theory in the field. Besides, related issues need to be spread over all elective and required courses (Çelik & Erbay-Çetinkaya, 2020). In that way, they could see related issues in different contexts, thereby supporting the intended behaviour and expanding its impact. In such modules, example/successful EIL practices around the world (see, for instance, Matsuda & Friedrich, 2011) could be shared to help them visualise better. Besides, the potential of concrete classroom practices via case studies to change people's mindset cannot be ignored, and therefore teachers could share their classroom research in the form of action research with larger audiences to inspire them. Additionally, such transformations cannot be ensured without the support of key stakeholders such as parents and teacher educators, and therefore increasing their awareness could be vital to have steps towards change. Above all, teacher educators' mindset is vital, for it has profound impact on possible transformation in future teachers' worldviews.

## 5. Conclusion

The current study set out to explore the attitudinal responses of five graduate candidates in the English language teaching programme of a state university regarding the roles of a TEIL teacher, EIL-informed pedagogy and assessment, and EIL-centred pre-service teacher training.

Overall, it was found that while half support EIL-informed English pedagogy including instruction, assessment, and pre-service teacher training, the other half were found doubtful about its room in the Turkish education context. The positive ones, aware of the changing demographics of English and its pedagogical consequences, find the attempt of increasing teacher awareness realistic and required to raise global citizens and empower the related parties with intercultural competence to help them communicate internationally. As the new generation were born in more multilingual world due to the technological opportunities to unite the local and the global, teachers need to be raised accordingly. On the other hand, the main sources of hesitancy could be listed as student hesitancy and biases, lack of assessment guides, the question to integrate which variety, unclear qualities of an ideal EIL-oriented teacher, non-collaborative school administration and parent attitudes, lack of relevant instructional materials, in-service teacher resistance and mindset.



Lastly, the limitations of the study need to be acknowledged. The current study reflects the self-reported transformation of a small sample, and therefore generalising to larger audiences is not possible. Second, the self-reported data gathered via dialogic reflective journals and self-reports have potential bias. Lastly, the short duration of the study may make it harder to lead to transformations in worldviews and behavioural changes. Therefore, future studies could choose larger samples, and trace the possibly transformative journals of individuals through triangulating the data.

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**DIALOGUE JOURNAL WRITING: A WAY OF TURNING INFORMAL  
DIALOGUES INTO A LEARNING MILIEU AND OFFERING AFFECTIVE  
GUIDANCE OR A FANTASY?**

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**Abstract**

The well-established potential of the educational strategy Journal Writing (JW) assisting learners navigate various academic and personal concerns in times of turmoil as well as non-crisis ones has ongoing relevance for today's isolated world where students long for a sense of rapport with their teachers. Quickly adapting JW as a crisis-responsive teaching tool by turning it to a content-based interactive dialogic activity during the school closures in the COVID-19 pandemic to ensure instructional continuity, feedback, and affective guidance, the current study examined the attitudinal responses of thirty English-majors (F=23; M=7) enrolled at the preparatory programme of a state university towards the utilisation of DJW in writing classes. During the cyclical process of DJW, the participants and the researcher exchanged student-led journals in total 5 rounds, once a week, utilising both texts and visuals. Their views were investigated from three broad angles, including their experiences, perceptions, and suggestions, and the qualitative data were gathered via an open-ended questionnaire in the form of a self-report with five clarification questions and the DJW entries. The results from the self-reports showed that almost all enjoyed the dialogic process, highlighting mostly its non-academic benefits to know each other well, write in a comfortable and authentic way for a real audience without feeling anxiety, and realise their beliefs and ideas better. It concludes with pedagogical implications on DJW as a form of therapeutic writing to ensure reading-writing connection, offer a real audience, enhance student-teacher rapport, and support learners' emotional and social development as well as resilience.

**Keywords:** dialogue journal writing; writing; resilience; well-being

**1. Introduction**

Writing is considered as one of the most challenging productive skills in foreign language learning and teaching, for it required the related parties to produce words, organise them, and follow certain conventions to create a reader-friendly written product. Fear of making mistakes, evaluation by the others, writer block, and lack of enough complicate the matter even further (Belcher, 2009; Hartley, 2008). To help students to deal with that cognitive load, writing instruction traditionally aims at empowering students through promoting their formal writing skills. Although they are rare, interactive and student-centred techniques are also utilised by some such as dialogue journal writing. Peyton (1990) defines dialogue writing as "a written conversation in which two people communicate regularly over an extended period of time" (p. 185). Peyton (1990) clarifies the potential role of dialogic/dialogue journal writing (DJW, hereafter) as follows:

Many teachers of limited-English-proficient students, in bilingual, ESL, and mainstream classrooms, have found dialogue journals interactive writing on an individual basis--to be a crucial part of their teaching. Dialogue journals allow for individualization of student-teacher communication that may not have been previously possible, while they also provide a context for language and writing development. Students have the opportunity to use English in a nonthreatening atmosphere with a proficient English speaker. Because the interaction is written, it allows students



to use reading and writing in purposeful ways and provides a natural, comfortable bridge to other kinds of writing that are done in school (pp 184-185)

The literature shows that this attempt contributes to building strong ties with students (Peyton, 1990; Yangın-Ekşi, 2013). The process could also help teachers observe their students to find out their language development (Peyton, 1990). It also has the potential to ease individualised instruction, for the teacher deals with every single student in their pace and offers individual feedback (Peyton, 1990). Earlier studies have reported various benefits of integrating dialogue journal, whether hardcopy or e-dialogue journaling. It could help students improve both their writing content, organisation, mechanics as well as their English use (Cakrawati & Wiedarti, 2019). Similarly, Fatoni (2019) found that writing quality of students' papers increased thanks to this individualised process. In line with those studies, Dabbagh (2017) found that overall writing quality of the participants increased, and their content, organization, and vocabulary were found better in the post-test although there was no statistically significant improvement in students' use of language and mechanics. DJW was also found to lower writing anxiety of low proficiency EFL students (David et al., 2018). Apart from those potential benefits in language learning, they could enhance interaction between trainers and trainees, contribute to their professional growth, offer immediate support, encourage reflective and critical thinking, and increase student participation (Yangın-Ekşi, 2013). Besides, as the interactive technique offers the opportunity to use English in a nonthreatening atmosphere with a more proficient language user, i.e., the language teacher who models language use, this promotes peripheral learning as well as creating a connection between two literacy skills, i.e., reading and writing.

Yet, this interactive technique is not without its limitations. To illustrate, although she incorporated e-dialogue journal writing in English major's professional development process rather than foreign language skill promotion journey, Yangın-Ekşi (2013) identified some problems. Some of her participants had writer block, i.e., lack of idea, felt discomfort for late teacher reply, experienced technical problems, and complained about too much burden on trainers' shoulders. Similarly, during a dialogue journal writing experience, the participants of Fatoni (2019), i.e., university students, reported to face problems such as lack of ideas, difficulty in replying back, and lack of time. Teachers heavy workload complicated the matter even further, for they had to spend much time to respond to dialogic journals.

In addition to well-documented potential of dialogic journal writing, the methodological weaknesses of earlier studies justify further as well as the current study. To illustrate, Parrikal and Said (2020) reviewed several studies ranging from 1997 to 2019 and found that most of the studies focusing on the role of dialogue journaling on English language learners' writing skills utilised experimental research design, which has been criticised for its artificiality, the difficulty to control potential variables, Hawthorne effect, to list but a few (see Cohen et al., 2007). Therefore, the current qualitative study aimed at exploring the views of English majors' who were enrolled at a preparatory school at a public university regarding three broad angles, including their experiences, perceptions, and suggestions through gathering qualitative data via an open-ended questionnaire in the form of a self-report with five clarification questions and the DJW entries. To that end, the following research questions were devised:

1. What were the dialogic journal writing experiences of the participants during the emergency remote writing instruction?
2. How did the participants perceive the dialogue journal writing experience during the emergency remote writing instruction?



3. What were the suggestions of the participants to better the dialogic journal writing implementation?

## 2. Methodology

The current case study aimed at investigating the role of DJW in a detailed way within educational borders, i.e., its real-world context (Yin, 2018). The preparatory programme of a state university where English majors who could not pass the initial English proficiency exam were supposed to attend a one-year intensive English preparation programme. Although 55 students participated in the study and exchanged DJW with the instructor, only thirty English-majors (F=23; M=7) responded back to the final open-ended survey.

To gather the qualitative data of the current research, all the participants were asked to fill in a following open-ended questionnaire in the form of a self-report at their convenience. The questionnaire covered five open-ended items to explore their perceptions, experiences, satisfaction, as well as suggestions, as is tabulated in Table 1:

Table 1. Self-report items with the targeted theme

No	Item	Targeted Theme
1	Dou you think that exchanging such dialogue journals with your teacher is good and why/why not? Please explain in a detailed way the reasons why you think in that way. You could exemplify with your concrete experiences.	Perceptions Experiences
2	Are there any negative aspects/bad sides/disadvantages of exchanging weekly dialogue journal with your teacher? You could exemplify with your concrete experiences.	Perceptions Experiences
3	What would you suggest me to do if you want a more effective dialogue journal writing process with my new prep classes next year?	Suggestions
4	If you liken this dialogue journal writing to an object, what would it be? Exchanging dialogue journal with my teacher is like a/an..... because..... (please explain your answer in a detailed way).	Perception
5	How would you evaluate this journal writing experience with a number between 1 and 10 (1: the worst; 10: the best). Please explain the reason for your grading.	Satisfaction

In addition to the final open-ended questionnaire, the participants were asked to write dialogic journal entries regularly and engage in a written conversation with their instructor, i.e., the researcher. These entries were dialogic, in the sense that the participants started the dialogue through writing about what they liked, and the pracademic, i.e., the researcher and the practitioner of the current research commented on their entries and ensured further chain dialogue through asking bridging questions. During the cyclical process of DJW, the participants and the researcher exchanged student-led journals in total 5 rounds, once a week, utilising both texts and visuals. Each week, the participants wrote and sent their entries via e-mail to the



researcher within the set due dates, who responded to their journal entries and sent them via e-mail. An example chain of entry and response could be seen below to understand the dialogic nature of the implementation:

*Hello teacher how are you I hope you are okay. I did not know what to write so I might talk insane or weird. Sorry for that but now, I am going to talk about a feature of mine. Teacher I cannot watch, read, or listen something so popular. For example, Titanic I did not watch that movie because everyone was talking about it and they are still talking about it. It bothers me, and my desire goes away it is a sickness because I cannot watch good movies that people talk about. If I also find a movie that is good and not well known I feel good it is really weird. Talking about weird songs like in popular culture bothers me also I do not know why people listen those musics they are all the same like series on TV. They earn more Money and respect than the real artists. For example, "Manga" maybe Manga did not always make the best song but they wrote something true about our society and they fought against the bad things with their music, but new kids and fake artists took their place what a shame. Wattpad I do not have to say something about it because instead of reading something good and can make you improve people read ridiculous things. Finally, I used my all rage here I think I hope it did not bother you. (P16, DJW Week 1, mistakes in original)*

*That tendency of you is so interesting. I mean you don't enjoy what the others so. The popular things do not attract your attention and you cannot listen, watch, or read them. I respect that, but ooooooppps we have a serious problem here: in this department in the coming years you are supposed to read well-known literary works..What are you planning to do as a way-out? By the way, Manga ha? Lovely... I also like that band. High-quality music... I know that so-called reading platform. Wattpad. Those that appeal to teenagers as the themes are all an-bout them. (Week 1, the comment of the pracademic)*

*Hello teacher first of all how are you, I think you were depressed in the last lesson. I hope you feel well now. Second of all about picture I do not take pictures because I do not like it. The reason why I do not like it is the social media. I do not like my look, and I am okay with that. People assume that if you do not want to take picture of yourself and upload to Instagram you do not have any self-confidence. I have pictures but not quite a picture because I am not a serious person, I make jokes I do not think about the bad things that can happen that much. I have pictures that I make jokes of. I will upload two of them here, but I am not handsome and I know it so that pose is just a joke that I did to my friends I was not serious at all. (P16, DJW Week 3, mistakes in original)*

*Thank you as you asked how I feel. Yeap, as I am a punctual, perfectionist and control freak, I am depressed nowadays. I mean I have a lot of responsibilities, including academic and home-related; however, I cannot keep up with all. When the process is not as I want, then I feel depressed. You know this is not normal. It does nothing but decreases my life quality, but still I cannot change (a sad face) Thank you for the photos (a smiling face). I am not in a total darkness about you anymore (a smiling face) To be honest, I did not expect a brunette X (a smiling face). I was expecting a fair one (three smiling faces). Thank you X, don't feel weird (a smiling face). By the way, that version of X is better than the visualised one (a smiling face). Why do you have low self-confidence in your appearance X? I see a*





*handsome guy here who is wise and open-minded at the same time. We have a common point: hate for taking photo of themselves (a smiling face). I always take photo of my babies, the nature, and stuff like that, but I hate it when it comes to me (a smiling face). (Week 3, the comment of the pracademic)*

Due to space limitations, the analysis of those entries was not included in the current research report. The data gathered via the final open-ended questionnaires in the current case study were analysed quantitatively and qualitatively. After reading the texts several times, the researcher familiarised herself with the data, created the codes, categorised them under relevant categories, supported them with crude data, i.e., excerpts, and interpreted the data (Bogdan & Biklen, 2007; Yin, 2018). After the individual manual coding, the researcher utilised ChatGPT, a popular Artificial Intelligence tool, to check her codes and categories, for AI has been documented to have satisfying results in content analysis (Morgan, 2023; Wachinger et al., 2024).

### 3. Results

The qualitative data of the current research gathered via the final open-ended questionnaires in the form of self-reports were analysed through content analysis.

#### *Participants' DJW experiences*

The participants' answers did not reveal any negative experiences, for almost all touched upon how the process helped them express themselves in an authentic way and have dialogue with a real audience, know their instructor better, and know themselves better (see the positive participant reactions below). Still, one complained about the buzzing sound of the headset in every course (P1), other heavy departmental responsibilities, which made it difficult to keep up with all (P12). feeling uncomfortable when he was asked questions (P20), not liking talking about themselves (P28), having writer block (P7, P9, P11, P15, P17, P21, P24, P26, P30), thereby increased stress and boredom, late instructor feedback (P24, P27), and not getting feedback on their language accuracy (P7, P11). It seems that although they enjoyed the experience, these were stumbling stones for them. The following excerpts could exemplify the most frequent complaints of the participants, i.e., writer block, lack of feedback on their accuracy, late instructor response:

*Finding a new topic every week was a bit of a challenge. After a while, there was nothing left to talk about. Also, I think it's not great that it only focuses on the topic without indicating what's correct or incorrect in terms of grammar, because it feels like writing aimlessly after a certain point, and there's no academic progress. (P11)*

*Of course. For example, I may not always have something to say. Sometimes, I prefer to shut up. (P21)*

*I think we had two bad aspects. One of them is you could not give feedback earlier, so we could not write and think earlier. The other one is finding a new topic was hard. (P24)*



### *Participants' perceptions of DJW*

The related data analysis resulted in three broad categories, including supporters (n=27) and opponents (n=1: P20), and conditional supporters (n=2: P23, P28).

The number of the supporters far exceeded the number of the opponents. They reported several benefits of the implementation, which should read as follows from the most frequent to the least frequent ones: enhancing communication with the instructor/knowning each other well (P2, P3, P4, P5, P6, P7, P8, P10, P11, P12, P14, P15, P17, P18, P19, P21, P22, P23, P27, P29, P30), helping students feel comfortable and free while writing, i.e., no writing anxiety (P6, P7, P8, P10, P11, P13, P16, P22, P24, P26), developing writing (P1, P3, P4, P8, P25, P27, P29), motivation the participants to write in an authentic way/having a real audience (P5, P7, P8, P18, P24, P25), making the participants have fun (P5, P6, P8, P13, P18, P24), freeing the participants from some preconceptions about teachers and university instructors (P16, P26), breaking them away from tension in their first year (P3, P6), helping them find catharsis in writing, i.e. therapeutic writing (P14, P30), encouraging them to share their opinions and feelings (P9, P13), helping them realise grammar mistakes (P26), encouraging them to use new words (P26), encouraging them to think in directly in English without translating (P9), enhancing writing fluency (P9), and easing personalised learning (P19). These results show they the non-academic benefits of DJW far exceeded the academic ones.

The most frequently stated reason for creating positive attitudes towards DJW is the way it helped both parties know each other well, which supports the previous research. The following comments show how the implementation helped both the instructor and the participants know each other:

*I think it was pretty cool to share something with our teacher. In this way, we both get to know each other better and see different approaches. For example, when I shared my concerns about getting a pet with my teacher, our teacher told me her thoughts, and we talked about it. Our teacher got personal ideas about each student. Every student is not the same, and we all have different things. One of the best things to do to get to know students is exchanging such dialogue journals. (P19, mistakes in original)*

*Ma'am, actually I think this was really good and useful. At least it was for me. Because you know we couldn't go to school this year because of the virus. That's why it was so hard to get to know each other from a screen. Since our lesson hours were less, the situation was more challenging. I believe getting to know each other makes our lessons more enjoyable. Also, these journals are just like a chat. For example, I said in my first journal that I love to read classic books and we talked to you about this later. It was good because I learned that you also like Russian literature very much. It was like a speech in class. Because of all this I think these journals were useful for us. (P5, mistakes in original)*

*I think this journals dialogues affected me in a good way because I felt like I sent letter to my friends and got responds from them. Also I answered some questions which are the details about my journal and this makes me happy because I know that my journal was examined and understood. Lastly, I appreciate the freedom in*



*choosing topics because I have trouble thinking when stuck on certain topics. (P7, mistakes in original)*

The following participant noted that having such a friendly conversation with their instructor showed that they were valued as well as served as self-realisation tool:

*I liked it because I feel that my thoughts and I are valued. Every time I receive feedback and read what is written in that feedback, I feel the warmth and happiness that comes from sharing something with someone—who happens to be a professor at your university. Another reason I consider this event positive is that when I share something with you and express parts of myself—which are sometimes thoughts and feelings that I can't even articulate to myself, just floating around in my mind like objects in a vacuum—I actually get the opportunity to listen to myself and unload. You know that sometimes a person needs to express what's in their head, almost like a doctor performing brain surgery who needs to see what's going on in their mind. Well, these dialogue journals allowed me to do exactly that. That's why I'm glad. (P14)*

In addition to the non-academic benefit of the implementation above, there were several who noted that the implementation helped them feel comfortable and free while writing, i.e., no writing anxiety (P6, P7, P8, P10, P11, P13, P16, P22, P24, P26). This positive outcome is important particularly in English as a foreign learning context including Türkiye, where students suffer from high writing anxiety and low self-efficacy and self-confidence.

Although almost all participants were found to have positive views towards DJW, still a few negative aspects were self-reported. Although it was not directly related to the course and DJW, one complained about the buzzing sound of the headset in every course (P1). Another female touched upon the heavy departmental responsibilities, which made it difficult to keep up with all (P12). Still another male participant (P20) stated that he felt uncomfortable when he was asked questions, for they urged him to offer an answer. Yet, he reported that he found the activity enjoyable. One female participant (P28) reported that although she enjoyed writing in some weeks, this type of tasks requiring them to talk about themselves is not her style. Several reported to have felt writer block (P7, P9, P11, P15, P17, P21, P24, P26, P30), for they could not find things to write on, which increased their stress and consequently boredom. Two also complained about late instructor feedback (P24, P27) and reported their desire to get feedback on their language accuracy (P7, P11). One female participant expressed her concern that exchanging informal writing may result in tendency to write in informal way in the future (P6). The following excerpt best exemplifies their writing block:

*Sometimes I could not find to write anything to my journal and this gave me stress. I thought that my teacher would not like my writing, my language or my subject. Moreover, I did not know where I made mistake, I wonder if I had a grammatical mistake, I would like my teacher to say it sometimes, even if it was small. (P7, mistakes in original)*

Apart from two direct questions that asked them their perceptions of the experience, their views were also gathered via metaphor analysis. They were asked to liken the experience of exchanging dialogue journal with their teacher to an object and then justify their answer. Almost all created positive metaphors, highlighting the dialogic nature of



DJW which helped both parties know each other well, share feelings and ideas, and develop a close relationship. Those positive ones could be listed as follows: writing a letter to a beloved one far away (P2, P6, P11, P29), fresh bread (P3), fresh flower (P4), texting with foreign friends/pen pal (P7, P23), social platform (P5), writing in a diary (P8, P22), conversation with a mate (P10), wall (P12), a music box (P13), boomerang (P14), classmate (P15), puzzle (P16), a memoir (P17), drinking water (P18), therapy (P25), pillow (P26), meeting (P27), and the chair in the school guidance service room (P30). Some positive metaphors and the connection between the activity and the objects could be found below:

*Exchanging dialogue journal with my teacher is like a diary because I can talk about everything freely. I can tell my thoughts, feelings and whatever I want. Better than a diary where you can explain everything, it is a diary that answers you and comments. (P8, mistakes in original)*

*Exchanging dialogue journal with my teacher is like a therapy because I wrote my inside world. Sometimes writing is like a therapy to me because I can be whoever I want or I can talk whatever I want without judging. If I am sad, I write better and I can share my opinions easily. Then, it makes me feel I'm in a therapy session. There is no one, just me and my thoughts. I don't have to be formal or suppressed. (P25, mistakes in original)*

*Ma'am, our journals were like a social platform. This came to my mind because thanks to these journals we wrote, we were able to chat just like in the WhatsApp. I mentioned my own thoughts and you wrote in response to them. It was just like a talking to a person I know about any topic. It was so good that we did something like this despite online education. (P5, mistakes in original)*

*Actually, I do not exactly know, but I can say puzzle, because with every journal we were knowing each other piece by piece. I was saying something you were reading and saying your feelings about what I said. (P16, mistakes in original)*

Only three participants created negative or in-between metaphors, including, paper (P20) showing that they had a dialogue in a limited way just through writing, snow (P24) showing that they found it too short, and pickle (P28) to show that despite negativities, she enjoyed writing some entries. Overall, the following metaphor could best illustrate the predominant view towards DJW, in that it shows how it helped them express themselves, find somebody who listened to them cared about their feelings and ideas, thereby making them feel relaxed and satisfied:

*The object I would compare this to might seem a bit silly, but it's something that has stuck with me from my middle and high school days. I think this journal resembles a chair in the guidance counsellor's office. This is because my guidance counsellor in middle school was an incredibly attentive teacher, and generally, any student who wanted to share their troubles or joys would go to her. Since my teacher would talk with the student for a long time, she would invite them to sit down, and you really felt relaxed after getting up from that chair. I think the reason for this was that you knew the person listening to you took you seriously, or you were confident that, being an experienced individual, they would contribute to you in the best way. Similarly, when I wrote about my personal situations in the journal, I felt relaxed because I knew you would read it and respond beautifully. (P30)*



*Participants' suggestions to better DJW implementation*

The satisfaction level of the participants was explored through asking them to evaluate their satisfaction level on a continuum ranging from 1 to 10, i.e., 1 the lowest and 10 the highest. The median was found 9, which allows the researcher to conclude that the participants were highly satisfied with the DJW experience. Despite this appreciation, there were a few objectives such as unhappiness for waiting for the instructor feedback (P2), the need for the uninterrupted continuation from the beginning to the end of the term (P2, P3), some technical problems (P4), difficulty to find topics to write on (P4, P12, P17), the need for practicing formal writing, i.e., essay writing (P6), needs to practice formal/academic writing (P11), late instructor feedback (P19), feeling bored (P20), and the need to practice academic writing more (P22, P23). Based on the limitations of the implementations, some participants suggested several ways to better the implementation: determining a word limit, asking the students to write about the agenda, the instructor assigning a topic, offering feedback on students' accuracy, faster feedback, making it multimodal through integrating video and audio materials, turning it into think (write)-pair-share (with the lecturer) activity, offering voice feedback to hear the lecturer as a model, asking more questions, exchanging dialogic journals with peers, giving more time to write, making it twice a week, asking fewer personal questions. The following three excerpts from three different participants could exemplify the most frequent suggestions:

*I think there should be a subject about agenda news because most of the students can talk about themselves but writing about something unusual can develop their vocabulary. Another thing that can be added to the new rules is that a word limit, this may help students to think more and it can get easier to write 600-800-word essays. (P6, mistakes in original)*

*The first week you asked us to write something about whatever. I wrote something about plastic surgery because I did not know what to write about in the first week. I think you can make this process easier by asking some questions to each student, firstly. Some people, including me, sometimes have difficulties introducing myself. It can be a more productive exchanging such dialogue journals by first asking some questions, answering those questions and then continuing in conversational style. At the end of the feedback that you gave us, you were asking some questions in addition to what we wrote. You can increase it. (P19, mistakes in original)*

*Since we had the freedom in format, we generally wrote with many spelling mistakes and errors, or we explained things with very simple sentences. I think we could consider this when writing, both to recognize our mistakes and to get used to writing more complex sentences. In other words, I believe it would be better if you noted the recurring mistakes or significant spelling errors in a small note right below your response, as this way it would be taken more seriously by students and have a greater impact. (P30)*

Overall, the following comment could best illustrate the almost common views of the participants, which shows that they valued the classroom implementation as it added humanistic element to emergency remote education and encouraged the participants to produce authentic pieces of texts, for they had a real audience:





*Ma'am, my number would be 10. Everything about our journals was really good. Every time, we talked about different topics. For example, I mentioned my hometown, my goals about future or my favorite authors. On the other hand, you always gave examples from your own life. It was as if I was chatting with you face to face. If you just asked us to write these articles it would be like some kind of homework. But the fact that you shared your own experiences with us made the situation more fun. So, everything was very good for me, many thanks for everything. (P5, mistakes in original)*

#### 4. Discussion

Overall, it was found that the participants almost unanimously welcome the DJW intervention with a few bumpy moments. Particularly, the challenge related to having writer block, heavy departmental responsibilities, lack of ideas, difficulty replying back, and lack of time support the findings of earlier research (see for instance, Fatoni, 2019; Yangın-Ekşi, 2013). Besides, various self-reported benefits of the process were identified. These results emphasising the non-academic benefits of the process are different than what the previous research suggest. Several studies highlighted the potential of particularly e-dialogue journaling in language skill development such as improving both their writing content, organisation, mechanics as well as their English use, i.e. writing quality (Cakrawati & Wiedarti, 2019; Fatoni, 2019). The most frequently stated reason for creating positive attitudes towards DJW is the way it helped both parties know each other well. This emphasis may result from the fact that during emergency remote education, they needed that humanistic touch much to develop institutional identity. This supports the previous research. To illustrate, although the context was teacher training, Yangın-Ekşi (2013) found that such journals could enhance interaction between trainers and trainees, enhance professional growth with immediate trainer support and feedback and exchange of ideas, promote reflective thinking via though-provoking questions, and increase motivation.

In addition to the non-academic benefit of the implementation above, there were several who noted that the implementation helped them feel comfortable and free while writing, i.e., no writing anxiety. This positive outcome is important particularly in English as a foreign learning context including Türkiye, where students have been reported to suffer from high writing anxiety and low self-efficacy and self-confidence (Altınmakas & Bayyurt, 2019; Atay & Kurt, 2006; Kirmizi & Dagdeviren-Kirmizi, 2015; Yaylı, 2011).

That almost all participants were found to hold positive views about the DJW experience could show the importance of emotional and social support in education. The results could demonstrate that such humanistic tools like DJW could support students to deal with their both academic and personal challenges in not only crisis but also non-crisis times. In this way, resilient students could be trained. This result is in line with the Social-Emotional Learning Movement, which should be understood as the attempt to address emotions in the classroom, for teaching and learning is a multidimensional attempt with cognitive, social, and emotional aspects (Durlak et al., 2011; Frey et al., 2019). As Çelik and Erbay-Çetinkaya (2022) note, emotional support in any way could help language learners know themselves better, set realistic goals, and motivate themselves, thereby resulting in better learning outcomes as well as the development of a resilient identity.

#### 5. Conclusion



The current case study examined the attitudinal responses of thirty English-majors enrolled at the preparatory programme of a state university towards the utilisation of DJW in writing classes and showed that almost all participants enjoyed the dialogic process, highlighting its benefits to know each other well, write in a comfortable and authentic way for a real audience without feeling anxiety, and realise their beliefs and ideas better. Based on this positive picture, several pedagogical implications could be offered. Giving agency to students, i.e., asking them to write on whatever they want, could make the process more student-centred, promoting learner autonomy, thereby ensuring continuing engagement and motivation. Such a dialogic process encouraging them to reflect on their emotions, setbacks, and way-outs could also contribute to student resilience building. Besides, such practices ensure language integration, for the implementation strengthens reading-writing connection. Despite the post-pandemic era, the sustained distance learning practices as well as the continuing need for supporting learner well-being and resilience necessitate further studies with their potential to propose long-term educational insights to better prepare teachers for diverse future negativities.

The study is not without limitation. It was devised as a case study to ensure an in-depth understanding of the pracademic's case to let her develop further practice ideas. Therefore, future studies could investigate the issue with more rigorous research designs, triangulating their findings. Additionally, the reliance upon self-reported data could lead to biases, and therefore future studies could opt for diverse instrumentations.

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# INTEGRATING ARTIFICIAL INTELLIGENCE INTO PRE-TERTIARY EDUCATION: BRIDGING GAPS AND ENHANCING CURRICULUM DEVELOPMENT THROUGH PRESERVICE TEACHER INSIGHTS

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## Abstract

The rapid advancement of artificial intelligence (AI) is transforming various aspects of society, including education. Despite the growing importance of AI, current research reveals a significant gap in the development and implementation of AI curricula at the pre-tertiary education level. Conducted over two academic years with 85 pre-service ELT teachers enrolled in both online and face-to-face courses, this study investigates how pre-service teachers' perceptions and practicum experiences influence the integration of AI in English Language Teaching (ELT) curricula for K-12 education. The research utilizes a mixed-methods approach, combining quantitative data from a pre-tertiary AI curriculum survey with qualitative interviews. Findings reveal that face-to-face courses resulted in higher levels of perceived AI knowledge, confidence, and readiness compared to online formats. Additionally, practicum experiences enhanced pre-service teachers' motivation, ability to incorporate AI into teaching practices, and understanding of AI's role in the ELT curriculum. However, challenges such as curriculum misalignment, insufficient resources, and time constraints were identified as barriers to successful AI integration. The study emphasizes the need for curriculum development that aligns AI education with language teacher competencies, offering a model for AI-integrated pedagogical frameworks. Findings suggest curriculum reforms should prioritize experiential learning, teacher training, and resources to support the effective incorporation of AI in ELT curricula, enabling K-12 students to become AI developers rather than consumers. This study contributes a foundational model for AI-assisted pedagogical frameworks and informs future educational policies regarding AI in K-12 curricula.

**Keywords:** ELT, pre-service teacher, AI curriculum, K-12 curriculum, AI devel

## 1. Introduction

Since AI has become one of the important technological skills in the twenty-first century, educators need to combine AI and literacy to equip students with essential abilities and mindsets that they will live, learn and work in our digital world through AI-driven technologies (UNESCO, 2023). The importance of AIED research and practice is reflected in various national and international initiatives and reports (Chiu et al., 2023). Several national governments have acknowledged the importance of including AI in the K-12 curriculum (Ottenbreit-Leftwich et al., 2023).

Countries around the world have released national strategies to promote the development and use of AI (Gong, 2019). For instance, China's systematic efforts in AI education began in 2017 with the issuance of the *New Generation of Artificial Intelligence Development Plan* by the State Council of China (2017). This policy outlined a plan to create an official AI curriculum guide for primary and secondary education. Several AI education demonstration districts were designated to explore the integration of AI into teaching various subjects (Ministry of Education of China, 2018). In early 2018, a revised senior secondary curriculum was introduced, adding AI as a selective compulsory module with defined learning targets. The Ministry of Education mandated AI teaching subjects



in middle and high schools starting in 2019, introducing a pilot textbook covering fundamental AI technologies such as machine learning and pattern recognition. Additionally, China piloted AI courses in select elementary and middle schools, intending to integrate AI education across curricula (Ottenbreit-Leftwich et al., 2023). By 2022, the Ministry proposed a curriculum standard for primary education (Dai et al., 2022). Efforts also included the development of seven AI textbooks (Casal-Otero et al., 2023) and initiatives like AI4Future to create the first secondary school AI curriculum (Chiu et al., 2022).

In the United States, a significant milestone was the release of *A National Machine Intelligence Strategy for the United States* by CSIS on January 1, 2018 (Carter et al., 2018). This was followed by the launch of the AI4K12 Initiative by NSF in 2019, which was developed by AAAI and CSTA (Touretzky, 2019). The AI4K12 framework focuses on the ‘Five Big Ideas’ in AI and aims to create national AI education guidelines, an online resource directory, and a community of developers for K-12 AI education (AI4K12, 2022; Su et al., 2023). Various tools and resources have been introduced, including ReadyAI.org's online curriculum (Leitner et al., 2023), MIT's curriculum for teaching AI ethics to middle schoolers, and PopBot, a learning tool for children aged 4–6 (Ali et al., 2019). Other initiatives include Carnegie Learning's tic-tac-toe AI prototype (Ritter et al., 2019), the Frankie Project's friendly robot for neural network exploration (Leitner et al., 2023), and LearningML's platform for introducing machine learning to students aged 10–16 (Rodríguez-García et al., 2020). Despite these efforts, AI is not widely offered in most U.S. K-12 schools, with gaps in learning trajectories and guiding standards for younger students (Heintz, 2021; Ottenbreit-Leftwich et al., 2023).

In 2018, Britain, France, Finland, and Japan unveiled their AI policy strategies, aiming to enhance national competitiveness in AI education (Dai et al., 2022; Gong, 2019; House of Lords of the UK Parliament, 2018; Yue et al., 2022). Germany implemented a six-module national AI course designed to explain AI concepts, foster social discourse, and dispel misconceptions (Micheuz, 2020).

South Korea launched its *National AI Plan* in December 2019, aspiring to enhance AI competitiveness by 2030 (Casal-Otero et al., 2023). AI subjects were introduced in high schools by 2021 (Bellas et al., 2023; Soohwan et al., 2020), and plans are underway to extend AI education to kindergarten through middle schools by 2025 (KERIS, 2020). However, challenges remain, such as a lack of detailed roadmaps, formal training for teachers, and sufficient resources for curriculum implementation (Chiu & Chai, 2020).

Singapore has developed an interactive AI program for K-12 students, but the initiative faces hurdles due to a shortage of adequately trained professionals and teachers (Casal-Otero et al., 2023; Heintz, 2021). Similarly, India introduced an AI curriculum for Grade 9 through the CBSE in 2019, with an emphasis on ethics and teacher training. Supported by the Microsoft K12 education framework, India also collaborates with IBM to introduce AI in 200 secondary schools (Bellas et al., 2023).

Canada designed a high school AI course to cover philosophical, conceptual, and practical aspects of AI, focusing on real-life problem-solving (Nisheva-Pavlova, 2021). In Australia, the 2017 Commonwealth vision underscored AI's significance in education (Ottenbreit-Leftwich et al., 2023). The Australian Framework for Generative AI in Schools (2023) promotes a holistic approach to teaching AI while highlighting the challenges of adapting university-level courses for secondary education and addressing classroom-specific implementation needs (Bellas et al., 2023; Schiff, 2021).

The European Union's 2018 recommendation emphasized AI literacy through online resources (EC, 2018), later updated with the *Digital Competence Framework for Citizens*





(*DigComp*) 2.2 (Vuorikari et al., 2022). The *Digital Education Action Plan 2021-2027* underscored the insufficiency of adapting university-level resources for pre-university education (Bellás et al., 2023). UNESCO has taken a global approach, advocating for AI curriculum development in K-12 education to ensure inclusivity, enhance teaching quality, and promote ethical practices. The Education Policy 2019 Report (2019) and subsequent reports (UNESCO, 2023) emphasized the need for AI competency frameworks for both students and teachers, though practical application remains a challenge (UNESCO, 2023). By early 2023, 67 countries had developed or planned national AI strategies, with 61 having standalone strategies and 7 integrating AI chapters within broader ICT or digitalization plans. However, due to its novelty, none of these strategies specifically addressed generative AI (UNESCO, 2023). According to the OECD (2022), over 60 countries have established national AI policies prioritizing education, though many face gaps in aligning research with practice (Chiu et al., 2023; Kuhl et al., 2019). Additionally, UNICEF's draft report on AI policy for children emphasized AI literacy as a fundamental right (Bellás et al., 2023). The worldwide impetus to incorporate artificial intelligence into K-12 education underscores the critical necessity of equipping students for a future increasingly influenced by AI technologies. Despite notable progress in the formulation of national strategies for AI education, persistent challenges continue to hinder effective implementation. These challenges are particularly evident in the domains of teacher training, curriculum development, and the integration of AI tools within educational environments.

AI education within the K–12 sector remains at an experimental phase, characterized by a lack of universal consensus and general agreement regarding the methodologies and principles governing curriculum development (Williams et al., 2019; Wang & Lester, 2023). Several nations are undertaking substantial initiatives to advance AI education within K-12 settings by formulating relatively comprehensive curriculum guidelines (Lee, 2020; Yue et al., 2022). Through a series of interviews conducted with practitioners and policymakers across three distinct continents—namely, America, Asia, and Europe—several studies highlight ongoing efforts to integrate AI into K-12 education (Bellás, 2023; Kong & Yang, 2024; Lane, 2023; Velander et al., 2024). Additional research has been conducted to analyze and compare AI curricula across various countries (Chiu, 2023; Yue et al., 2022). Furthermore, there is an increasing prevalence of AI training experiences that examine methods for enhancing AI education for students in kindergarten through 12th grade (Casal-Otero et al., 2023).

Nevertheless, a significant gap exists in the application of these frameworks for the practical implementation of generative AI within K–12 educational contexts. It is imperative to provide concrete, classroom-level guidance that empowers teachers and supports learners in fully leveraging the potential of generative AI tools (Kong & Yang, 2024). The majority of existing approaches have predominantly been formulated by computer scientists and specialists, who have adapted the content of AI curricula and foundational texts, such as Bellás et al. (2023), originally designed for higher education, to suit secondary school contexts. A significant limitation of the current discourse is the recognition that K-12 teachers and educators play a crucial role in the effective formulation of an AI curriculum (Bellás et al., 2023; Miao et al., 2021; Schiff, 2021). Therefore, there is a pressing global imperative to develop structured curricula focused on AI within pre-tertiary education (Choukaier, 2024; Crompton & Burke, 2022; Zulkarnain & Yunus, 2023). This objective presents considerable challenges that necessitate proactive involvement from policymakers. Notably, several commendable initiatives have already been initiated in this regard. However, concurrently, it is imperative for education and AI researchers to contribute to this objective by developing and rigorously testing specific curricular proposals. This allows the global education



community to benefit from their expertise and insights (Bellás et al., 2023). While guiding frameworks provide valuable insights into pertinent considerations, researchers are in the preliminary stages of delineating approaches that will inform effective engagement strategies for K-12 learners, particularly young learners, in relation to concepts surrounding AI (Ottenbreit-Leftwich et al., 2023).

### *1. Comprehensive K-12 Systematic Review*

There are few examples in the literature addressing curriculum and educational studies on AI in primary education (Ottenbreit-Leftwich et al., 2023). Zafari et al. (2022) conducted a systematic review of scholarly articles and conference papers on AI in K-12 education. This review examined works published from 2011 to 2021, using the Web of Science and Scopus databases. An analysis of 210 documents revealed that most studies (73) focused on high school-related applications, followed by investigations into middle school applications (53 studies) and elementary school applications (52 articles). Only eight studies addressed challenges for both elementary and middle schools, ranking this category the lowest. Moreover, 24 articles were categorized as "Others," focusing on vocational schools and early childhood education, including kindergartens. In a parallel study, Su et al. (2023) synthesized empirical studies on AI education in K-12 settings published from 2019 to 2022. Using data from the Web of Science, Scopus, and IEEE, the authors aimed to clarify teaching methods for AI in K-12 education. Their analysis of 21 studies found that four focused on kindergarten, eight on primary education, and nine on secondary education. Similarly, Zhou et al. (2020) reviewed 49 K-12 AI education programs and found that only 11 included primary-level students.

An analysis of 540 documents using CiteSpace examined AI and research in English Language Teaching (ELT) from 2003 to 2008 (Liu & Luo, 2023). The researches revealed a lack of studies on AI in ELT during that period, with a notable rise in published articles beginning in 2010 and accelerating growth after 2016. Since 2020, there has been a significant increase in publications. The integration of AI in English language instruction has gained considerable attention in education. The study identifies research hotspots in the application of AI in ELT by analyzing keyword frequency and centrality, showing that higher education ranks 6th, English education 16th, and teaching professionals 18th. Keywords related to K-12 education, including primary, middle, and high schools, are not prominently featured in high-frequency keyword centrality statistics.

A bibliometric analysis on the impact of AI in English as a Foreign Language (EFL) education was conducted by Zhang and Umeanowai (2024), examining 3,300 documents from 2013 to 2023. Their analysis shows a positive trend in the use of AI in language learning, with gradual growth from 2013 to 2018, followed by significant acceleration from 2019 to 2022, largely due to the COVID-19 pandemic and increased academic funding. The study's findings align with those of Jaleniauskiene et al. (2023), Maphosa and Maphosa (2023) and Prahani et al. (2023) contextualize the research within relevant academic discourse. From 2018 to 2022, significant exponential growth was observed in all data points for 2022. Zhang and Umeanowai (2024) identified key contributors to this phenomenon in 99 countries, with China leading, followed by the U.S., U.K., Spain, Iran, Australia, South Korea, Canada, Japan, and Turkey. Keyword co-occurrence analysis revealed five clusters highlighting emerging trends in AI-enhanced language learning, such as educational technology, EFL instruction factors, learner motivation, and assessment strategies. The study showed that EFL learners have actively used various AI tools, including ChatGPT, Grammarly, and QuillBot, to improve their writing skills. The results slightly differ from those reported by Prahani et al. (2022), who identified "curriculum including AI" as a key keyword co-occurrence.



Nevertheless, the use of AI tools is still uncommon among teachers. Diliberti et al. (2024) presented results that 1,020 K–12 public school teachers Only 7 percent of teachers reported actively seeking out new AI tools and products themselves whereas 66 percent were non-AI users. Teachers’ attitudes towards AI have a significant influence on the effectiveness of using AI in education. Teachers can swing between total resistance and overconfidence. The first could arise from inadequate, inappropriate, irrelevant, or outdated professional development (Chiu & Chai, 2020). An important gap regarding the integration of AI in K-12 concerns teachers, as it is unclear how to prepare and involve them in the process (Crompton & Burke, 2022). On the one hand, teachers must be digitally-competent enough to integrate AI into the teaching and learning processes of their subjects. Therefore, teacher training is also necessary following a framework of standard competencies (Chiu et al., 2023). Having identified teachers’ lack of AI knowledge as a barrier to AI implementation, studies have begun to explore the preparation of teachers to teach AI through professional development programs (Chounta et al., 2021; Lane, 2023; Zhang et al., 2021) and co-design of learning resources (Ayanwale et. al, 2022; Huang et al., 2024; Lin & Van Brummelen, 2021). As studies found that teachers are key players for the integration of AI literacy in K-12, as proven by the numerous studies that examine this issue (An et al., 2022; Chiu et al., 2022; Chounta et al., 2021; Kim & Gilman, 2021; Lindner & Berges, 2020; Wei et al., 2020). The literature analyzed reports on the factors that influence the knowledge of novice teachers (Wei, 2021) and focuses on teacher training in AI (Lindner & Berges, 2020; Yue et al., 2022). Thus, AI training proposals can be found aimed at both pre-service teachers in training (Lee, 2020) and practicing teachers (Bellas et al., 2023; Casal-Otero et al 2023). While professional development is important, exploring teachers’ intention and readiness to teach AI in classrooms is imperative since teachers’ acceptance and disposition could be a pointer to their interest in teaching technology and impact their teaching practices (Choukaier, 2024). Adopting course content in the classroom would be impossible without teacher buy-in (Lin & Van Brummelen, 2021). As a result, gathering teachers’ perceptions of their intention and readiness to teach AI would contribute to understanding the factors that support the successful implementation of AI in schools (Ayanwale et. al, 2022).

#### *A Systematic Analysis of Primary ESL Teachers' Perspectives*

Zulkarnain and Yunus (2023) utilized two databases, namely Google Scholar and the Educational Resources Information Centre (ERIC), for the collection of relevant articles. The scope of the search was confined to the years 2019 through 2022. Despite the extensive body of research concerning AI technology, there exists a notable paucity of studies specifically addressing the impact of AI on English language education at the primary level. Consequently, the majority of existing studies primarily address the impacts from the students' perspectives, while there is comparatively less emphasis on the perspectives of teachers. Research indicates that the teacher constitutes an essential component of the educational process (Liu, 2023) The effectiveness and integration of technology within educational settings are significantly shaped by the attitudes and beliefs of teachers (Johnson et al., 2016) Therefore, it is essential to examine the effects of integrating AI technology into the teaching and learning process from the perspectives of teachers. Teachers are key stakeholders in the implementation of the curriculum within educational institutions (Zulkarnain & Yunus, 2023).

The integration of in contemporary educational practices represents a novel paradigm, wherein the deployment of intelligent tools has the potential to enhance the pedagogical activities of teachers (Crompton & Burke, 2022; Lane, 2023). AI in Education (AIEd)



encompasses the application of diverse AI technologies, including chatbots, tutoring systems, and automated grading of digital assignments, which serve to augment the educational process (Chiu et al., 2023). In the context of instructional preparation, can assist pre-service English teachers in analyzing student needs, developing supplementary support, and modifying teaching methodologies to create appropriate lesson plans (Diliberti et al., 2024; Karina & Kastuhandani, 2020). AI in Education (AIEd) holds significant potential to enhance teaching and learning processes by assisting teachers in the development of innovative teaching methodologies, curriculum design, and instructional activities (Yue et al., 2022; Wang & Lester, 2023). Nonetheless, these comprehensive initiatives and national strategies raise significant concerns regarding the feasibility of expediting the integration of AI in educational settings prior to acquiring a more profound understanding of its practicality and adaptability within established frameworks of knowledge and pedagogical practices (Ottenbreit-Leftwich et al., 2023). In order to establish a developmentally appropriate curriculum for that teachers can effectively implement, it is essential to gain insights into the current perceptions of both teachers and students regarding AI (Velander et al., 2023). This understanding will inform ongoing initiatives aimed at advancing AI education within K-12 settings (Ottenbreit-Leftwich et al., 2023). While there is a considerable body of research focusing on technology (Chiu, 2021), there is a relative paucity of studies addressing the influence of AI on English language education at the primary level (Zulkarnain & Yunus, 2023). The results of the analysis regarding the distribution of studies across various academic disciplines indicated that the fields of Science and Mathematics exhibited greater prominence compared to other subjects, such as Language Arts (Zafari et al., 2022). Consequently, the majority of research endeavors primarily address the impacts from the perspective of students, with comparatively less attention afforded to the viewpoints of teachers (Ayanwale et al., 2022). Research indicates that the teacher constitutes a fundamental component of the educational process (Chiu et al., 2023). The efficacy and integration of technology within educational settings are significantly shaped by the attitudes and beliefs of teachers (An et al., 2022; Pokrivcakova, 2023). Therefore, it is imperative to examine the implications of integrating AI technology in the teaching and learning process from the perspectives of teachers. Teachers are significant stakeholders in the implementation of the curriculum within educational institutions (Zulkarnain & Yunus, 2023). Consequently, the effective integration of AI into English classrooms necessitates a pivotal role for teachers to ensure its success (Zulkarnain & Yunus, 2023). In pursuit of this objective, it is imperative to ascertain teachers' perceptions and levels of understanding regarding and to actively engage them in the development of curricular proposals (Bellas et al., 2023; Chiu et al., 2023; Han & Lee, 2024). The current study seeks to explore the effects of both online and face-to-face courses focused on the integration of in English language teaching. It specifically examines the perceptions of preservice teachers and the influence of their practicum experiences on the incorporation of AI into English Language Teaching (ELT) curricula within K-12 education. The study is guided by the following research questions:

1. Is there a significant difference in preservice teachers' perceptions of integrating into English Language Teaching (ELT) curricula based on their participation in online versus face-to-face courses on AI integration?
2. What is the role of practicum experiences in influencing preservice teachers' perceptions regarding the integration of into K-12 English Language Teaching (ELT) curricula?

The findings of this study have the potential to significantly contribute to the advancement of AI education for multiple stakeholders, including teacher educators, researchers, government officials, school leaders, and AI educators. The results may serve as a





foundational model to inform the design of future AI-assisted pedagogical frameworks within the realm of teacher education.

## 2. Method

The present exploratory study employed a mixed-methods approach to investigate the effects of online and face-to-face courses focused on the integration of AI into English Language Teaching (ELT). Conducted over two academic years, the research examines the perceptions of preservice teachers and the influence of their practicum experiences on incorporating AI into K-12 ELT curricula. Guided by two research questions, the study explores whether significant differences exist in preservice teachers' perceptions based on their course format (online versus face-to-face) and examines the role of practicum experiences in shaping their views on integrating AI into ELT practices.

### 1. Participants

This research was undertaken over two separate 14-week periods during the spring semesters of the 2022-2023 and 2023-2024 academic years at a public university in Turkey. In the aftermath of the earthquake that occurred in Türkiye on February 6, 2023, universities transitioned to a distance education format for the spring semester of the 2022-2023 academic year. Consequently, the study employed purposive sampling, resulting in a sample of 35 preservice English language teachers who participated in the research via an online platform. In the spring semester of the 2023-2024 academic year, a total of fifty pre-service English language teachers engaged in a face-to-face group as part of this research study. All participants were senior students enrolled in a Bachelor's program in English Language Teaching (ELT). The pre-service teachers met the necessary requirements through the completion of the obligatory Computer I and II courses. Participants received instruction in AI integrated English Language Teaching course delivered by the same instructor-researcher. Both groups engaged in six hours of practicum school sessions on a weekly basis throughout the duration of the study. Participants were recruited utilizing direct recruitment methods.

#### *Ethical principals*

Ethical principles were consistently upheld throughout the duration of the study. Prior to participation in the study, detailed information concerning the research was systematically provided to all prospective participants, and informed consent was appropriately secured from each individual. Moreover, participants were clearly informed of their right to withdraw from the study at any stage of their involvement. Furthermore, pseudonyms were utilized in the data files to safeguard the confidentiality and privacy of the participants.

#### *Data collection*

This study adopted a mix-method with quantitative data measures at questionnaires and qualitative data emphasizes pre-service teachers' perspectives on AI integration process.

The survey designed to assess general perspectives on AI included questions pertaining to participants' interests, experiences, and attitudes toward AI. This survey was adapted from the research conducted by Yoon (2019) and Du and Gao (2022), with the intention of clarifying the interests and experiences of the participants. The reliability of the survey instrument, as indicated by the Cronbach's alpha coefficient, was found to be 0.85. The





survey was administered at the onset of each spring semester for both online and face-to-face groups to facilitate a comparative analysis of the two cohorts.

A pre-tertiary AI curriculum survey was conducted to assess pre-service teachers' perceptions of their competence, attitudes, and motivation regarding AI. The survey utilized a 5-point Likert scale ranging from 'strongly disagree' to 'strongly agree,' with five variables adapted from Chiu et al. (2022), demonstrating acceptable levels of reliability and validity.

1. Perceived AI knowledge (AIKG) (4 items): This construct assesses participants' self-perceptions regarding their foundational knowledge of AI. Consequently, it serves as an indicative measure of the effectiveness of the curriculum design.
2. Perception of the Relevance of AI (AIRE) (6 items): This variable assesses participants' perceptions regarding the significance of acquiring knowledge in the field of AI.
3. Perceived attitude to AI Confidence (AICF) (5 items): This variable assesses the degree of confidence that pre-service teachers have regarding their ability to learn the content related to AI.
4. Intrinsic Motivation to Learn AI (AIIM) (4 items): This construct pertains to the intrinsic motivation of pre-service teachers to engage in the learning of AI.
5. AI Readiness (AIRD) (6 items): This construct assesses students' perceptions regarding their comfort levels in the everyday utilization of diverse AI technologies. A heightened perception suggests that students possess a favorable disposition towards the integration of AI in various applications.

For data triangulation, qualitative data were collected through the inclusion of open-ended questions positioned at the end of the questionnaires. Additionally, focus group interviews lasting 40 minutes were conducted with both groups. These interviews were structured around the open-ended questions from the questionnaire, allowing for an in-depth exploration of the participants' perspectives.

#### *Data collection process*

During the first meeting, participants were presented with an overview of the study, and informed consent forms were collected, along with relevant contact information. In the second week, prior to the commencement of the treatment, the General Perspective AI survey was administered to both the experimental and control groups to ascertain equivalence between these groups. The questionnaire, which was administered utilizing Google Forms, was distributed to all participants through a WhatsApp group. Participants completed the online form within a time frame of one week. Results of the independent samples t-test demonstrated that there were no statistically significant differences in the mean scores between the online and face-to-face groups regarding the participants' interests, experiences, and perspectives on , as well as their perceptions of AI in relation to perceived usefulness, enjoyment, technicality and effort. The findings suggest that the two groups were comparable at the commencement of the study.

Upon the completion of the questionnaire, an earthquake transpired, necessitating the participants' engagement in the subsequent phases of the study to be conducted remotely. In the subsequent meeting, participants were introduced to six curated topics. These topics encompassed the impact of AI on reading, writing in general, creative writing, listening, speaking, and assessment. In both groups, topics were allocated to small teams in accordance with the participants' preferences for collaborative engagement. Each small group was tasked with conducting research on two distinct topics and subsequently presenting the most effective applications and programs to their peers. The presentations



incorporated a diverse array of multimedia formats, which included succinct video segments, online resources, audio recordings, and pertinent reading materials related to the assigned topics. In addition, the groups responsible for presenting were mandated to upload the pertinent links to the class Pbwork pages. During the presentations, participants were invited to actively engage with the subject matter by contributing their insights and posing pertinent questions related to the issue being discussed. Furthermore, following the presentations, the presenting groups undertook a revision process that involved the integration of links to newly recommended applications suggested by their peers. Additionally, they removed certain application links that had been subject to critique by the audience. The presentation sessions were conducted over a span of ten weeks, with each session lasting for a duration of 80 minutes. In the online cohort (n = 35), presentations were delivered through Zoom meetings during the spring semester of the 2022-2023 academic year. In contrast, the face-to-face group (n=50) conducted presentations during in-person meetings that occurred in the spring semester of the 2023-2024 academic year. The Zoom meetings were recorded and subsequently uploaded to the system to facilitate access to the content for participants of the online group at a later date. The researcher facilitated instructional sessions for both participant groups. At the conclusion of the study, a survey regarding the pre-tertiary AI curriculum was administered utilizing Google Forms. Subsequent to the initial data collection, focus group discussions were organized with both participant cohorts. The focus group interview with the online participants was conducted through a Zoom meeting platform and was recorded for subsequent analysis. In contrast, the face-to-face group session was conducted in-person and subsequently recorded in an audio format.

*Data analysis*

In this mixed-methods research, quantitative data were collected via questionnaires. An independent samples t-test was conducted using SPSS version 24 to analyze this data. For the qualitative data analysis, thematic analysis was employed, following the framework established by Braun and Clarke (2006). Qualitative data were employed for the purpose of triangulating quantitative datasets. In the context of thematic analysis, the audio recordings of focus group interviews were meticulously transcribed verbatim to ensure an accurate representation of the participants' expressions and perspectives. Member checking was employed as a methodological strategy to enhance the accuracy and credibility of the findings. The data were subsequently organized and prepared for analytical processing. Thematic analysis was utilized to examine the qualitative data collected from open-ended questions and transcriptions of interviews. As components of thematic analysis, pertinent keywords and relevant quotations were systematically identified, followed by the coding of data, the delineation of themes, and the interpretation of findings.

**3. Results and Discussion**

The data of this study was collected through a pre-tertiary AI curriculum survey and imported into SPSS 27.0 for descriptive analyses. The test of normality and Levene's test were used to assess the homogeneity of variances (Table 1 and Table 2).

Table 1. Results obtained in the test of normality

Factors	1. group		0. group	
	Skewness	Kurtosis	Skewness	Kurtosis
AIKG	-1.717	3.903	-.798	-.337
AIRE	-1.147	3.111	-1.202	1.238
AICF	-1.598	3.050	-.934	-.105



AIIM	-1.661	2.643	-1.272	3.030
AIRD	-1.466	3.036	-.993	.240

The skewness of the data ranged from  $-1.717$  to  $-0.798$ . For this sample ( $N = 35$ ,  $N = 50$  in this study), a distribution is considered normal if the skewness of the data is between  $-2$  and  $2$  (George & Malley, 2010). Moreover, all the variables met the assumption of homogeneity of variance, with all  $p$ -values  $> 0.05$  in Levene’s tests. Therefore, the data in this study had a normal distribution.

Overall, the mean scores for perceived AI knowledge, AI confidence, AI readiness, relevance, and motivation in both the online and face-to-face groups exceeded 4 on a 5-point scale. This result suggests that both online and face-to-face teacher education formats might be effective in contributing to professional development and pre-service teacher education. The comprehensive findings pertaining to pre-service teachers' confidence levels regarding their competencies in teaching knowledge related to AI integrated language teaching are illustrated in Figure 1.

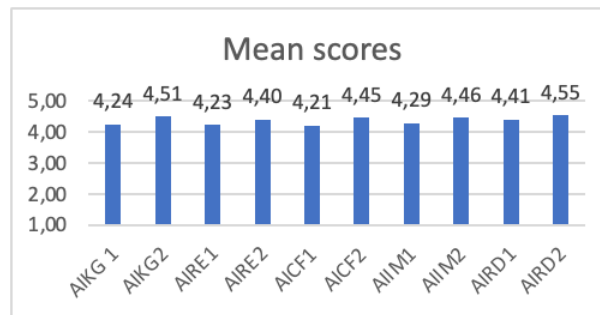


Figure 1. Mean scores in both groups

The mean values of the face-to-face group surpassed those of the online group across all sections. In greater detail, pre-service teachers participating in face-to-face group settings indicated the lowest level of confidence in the area of AIRE, with a mean score of ( $M=4.40$ ,  $SD=.74$ ). This was closely followed by their confidence in AICF, which recorded a mean of ( $M=4.45$ ,  $SD=.69$ ), and AIIM, with a mean of ( $M=4.46$ ,  $SD=.65$ ). Confidence levels increased slightly for AIKG, with a mean of ( $M=4.51$ ,  $SD=.6$ ). Conversely, the highest level of confidence was observed in the domain of AIRD, where face-to-face participants reported a mean score of ( $M=4.55$ ,  $SD=.62$ ), compared to online participants who achieved a mean score of Online ( $M= 4.41$ ,  $SD=.83$ ). The online group exhibited the lowest level of confidence in the AICF measure ( $M=4.21$ ,  $SD=.93$ ). This was followed by the AIRE measure ( $M=4.23$ ,  $SD=.84$ ), AIKG ( $M=4.24$ ,  $SD=.88$ ), and AIIM ( $M=4.29$ ,  $SD=.95$ ). Conversely, the online group demonstrated the highest level of confidence in the AIRD measure ( $M= 4.41$ ,  $SD=.83$ ).

In addressing the first research question, which inquires whether there exists a significant difference in the perceptions of preservice teachers regarding the integration of AI into English Language Teaching (ELT) curricula based on their participation in online versus face-to-face courses, an Independent samples t-test was employed to evaluate the differences between the two groups. Table 2 displays the findings from the test.

Table 2. Independent samples t-test results

Independent Samples Test	
Levene's Test for	t-test for Equality of Means



		Equality of Variances					95% Confidence Interval of the Difference			
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
AIKG	Equal variances assumed	4.020	.046	-3.240	334	.001	-.26224	.08095	-.42148	-.10301
	Equal variances not assumed			-3.050	229.500	.003	-.26224	.08599	-.43167	-.09282
AIRE	Equal variances assumed	6.603	.010	-2.142	502	.033	-.13810	.06447	-.26476	-.01143
	Equal variances not assumed			-2.039	364.300	.042	-.13810	.06772	-.27126	-.00493
AICF	Equal variances assumed	3.401	.066	-3.202	467	.001	-.24095	.07524	-.38880	-.09310
	Equal variances not assumed			-2.971	287.324	.003	-.24095	.08110	-.40057	-.08134
AIIM	Equal variances assumed	11.881	.001	-2.038	334	.042	-.17857	.08760	-.35089	-.00625
	Equal variances not assumed			-1.918	228.865	.056	-.17857	.09311	-.36203	-.00489
AIRD	Equal variances assumed	.038	.845	-2.388	502	.017	-.16939	.07094	-.30876	-.03001
	Equal variances not assumed			-2.336	412.610	.020	-.16939	.07251	-.31193	-.02685

The results of the t-test indicated statistically significant differences, revealing that the pre-service teachers in the face-to-face group experienced greater enhancements across several variables, specifically AIKG, AIRE, AICF, and AIRD. The statistical findings were as follows: for AIKG,  $t(229.5) = -3.050$ ,  $p = .003$ ; for AIRE,  $t(364.3) = -2.039$ ,  $p = .042$ ; for AICF,  $t(467) = -3.202$ ,  $p = .001$ ; and for AIRD,  $t(502) = -2.388$ ,  $p = .017$ . The only variable that exhibited statistical insignificance was AIIM, with a t-value of  $t(228.865) = -1.918$  and a p-value of .056.

In terms of perceived AI knowledge, confidence, AI readiness, and perception of the relevance of AI, there was a significant difference in favor of the face-to-face group.



However, there was no significant difference between the groups in terms of intrinsic motivation to learn AI.

Further analysis using independent samples t-tests for each question on the scale revealed that questions 2 and 21 were statistically significant:  $t(82) = -2.331, p = .022$ , and  $t(82) = -2.068, p = .042$ , respectively.

Table 3. Significant results of Independent samples t-tests for scale items

	Online group		Face-to-face group	
	M	SD	M	SD
perceived AI 2.I have general knowledge about AI knowledge (AIKG) capabilities.	4.26	0.78	4.59	0.53
AI readiness AIRD 21.It is much more convenient to use the products and services that use the latest AI technologies	4.26	0.82	4.57	0.58

As presented in Table 3, the mean scores for the face-to-face group exceed those of the online group for each of the assessed variables.

In relation to participants' perceived knowledge of AI, it is evident that they possess a fundamental understanding of AI capabilities. Research conducted by König et al. (2020) and Pokrivcakova (2023) suggests that pre-service teachers possess knowledge of AI and utilize AI technologies in both their personal and educational contexts. Nevertheless, having this expertise does not guarantee that these skills will easily transition into their teaching methods. Despite their engagement with AI in both personal and tertiary educational contexts, participants may face challenges in translating this understanding into applicable strategies within pre-tertiary educational settings.

In the qualitative data obtained from the interviews, participants discussed the vast array and diversity of programs available, frequently noting the rapid proliferation of AI applications within a brief timeframe. Research supports this assertion by highlighting that the development of K-12 AI courses has led to the consistent emergence of new tools for teaching AI in educational settings (Yue et al., 2022) Moreover, the ongoing advancement of AI technologies further contributes to this evolving landscape (Chiu et al., 2023). Based on the provided information, it might be inferred that the participants did not perceive these programs as convenient, potentially attributable to their underdeveloped nature. This perception is likely influenced by the comparison with a similar program conducted face-to-face a year prior to the online group.

In the initial survey conducted at the onset of the study, participants from both the online and face-to-face cohorts reported a high degree of familiarity with AI and indicated that they utilized AI tools in their collegiate coursework as well as for personal development. The analysis employing an independent samples t-test revealed no statistically significant difference in AI knowledge between the two groups at this stage. However, upon conducting a comparative analysis at the conclusion of the study, a significant difference emerged between the online and face-to-face groups pertaining to perceptions of AI knowledge, confidence in utilizing AI, readiness to engage with AI technologies, and perceived relevance of AI, with results favoring the face-to-face group. The notable distinction between online and face-to-face groups regarding participants' perceived AI knowledge, AI confidence, AI readiness, and their perceived relevance of AI may be attributed to several underlying factors.

In addressing the second research question concerning the role of practicum experiences in shaping preservice teachers' perceptions of the integration of technology into K-12 English Language Teaching (ELT) curricula, a thematic analysis of qualitative





data revealed three predominant themes: motivation, challenges associated with the Ministry of National Education, and aspects of teacher education.

### *Motivation*

Regarding the recognition of the versatility and utility of AI, participants noted that its applications extend beyond the educational domain and encompass a wide range of facets within everyday life. This recognition prompted them to investigate its broader potential:

As I said, at the beginning of the semester, I did not realize that I could use it so usefully and efficiently. As the weeks went by and we listened and saw, it really felt like a vast universe, there are so many things that can be done. And not just in the field of education or school. It is a technology that is useful and beneficial to us in every aspect of our lives. (B1)

Initially, I found AI programs to be few and ineffective, but later using them and doing more research, I realized that they are actually quite numerous and useful. I now believe that AI programs can significantly improve our learning process and help us work more efficiently. (B2)

This quotation shows that the initial responses of participants indicated a general lack of awareness or a degree of skepticism regarding the utility of AI tools in the educational context. With the passage of time, the exposure to AI technologies and their diverse applications has enhanced individuals' comprehension and appreciation of these advancements.

The exploration of practical integration into educational methodologies revealed that exposure to AI applications significantly assisted participants in conceptualizing effective strategies for incorporating these tools into their instructional practices. A participant expressed:

There hasn't been much change, as I mentioned before, since I have been following the AI issue for a long time, the only thing I learned in this process was more AI applications. In addition, of course, I understood more clearly how I can better integrate AI into my classroom or my life.

This integration facilitated the development of lessons that are not only more engaging but also better aligned with the diverse needs of students.

The impact of AI on pedagogical perspectives is highlighted by a participant, who stated,

As a teacher, I realized at the beginning of the lesson that I did not know many applications. But later, I learned practices that I can definitely use in my professional life. I realized that these programs can be applied not only on computers but also in classrooms.

This statement reflects the transformative potential of AI in education, as it enables teachers to integrate innovative tools into their classrooms, making learning more interactive and engaging. The participant further emphasized, "Thanks to the applications, I learned that learning is permanent with creative and productive ideas rather than the usual memorization technique." This suggests that AI can shift teaching methodologies from traditional rote memorization to fostering deeper, more meaningful learning experiences. Moreover, this quotation demonstrates how participants' perceptions of AI evolved significantly over time. Initially, there was a lack of awareness or understanding of AI's capabilities, but through hands-on exploration, participants came to see AI as a vital resource for enhancing educational outcomes. As the participant concluded, "At the beginning of the course, my views and perspectives on programs have



now changed considerably.” This reflects a broader perception among participants of moving from skepticism to recognizing AI as a powerful tool for improving both teaching and student learning processes.

Overall, these excerpts emphasize that the participants experienced a substantial shift in motivation as a result of their engagement with AI tools. Individuals transitioned from a state of limited awareness or skepticism to an acknowledgment of the transformative potential of AI in both educational and life contexts. This transformation was influenced by practical engagement, the availability of opportunities to investigate the multifaceted applications of AI, and the recognition of its potential to improve teaching effectiveness and enhance student engagement.

*Ministry of National Education*

In relation to the Ministry of National Education, four key themes have emerged from the qualitative data analysis: Professional Development Programs, Curriculum Alignment with AI Integration, the Provision of Necessary Hardware, Software, and Budgetary Resources and National initiative for AI in K-12.

Several participants suggested that Professional Development programs should include English language instruction combined with AI, along with guidelines for particular applications and supporting manuals:

In addition to classical computer and mobile phone use in the simplest sense, a user booklet on the most used applications that will integrate teachers with their professional competencies can be provided, and within the scope of in-service training, competency-based training can be given on how to use AI within the scope of teachers' professional fields. For example, competencies in basic AI technology, how to prepare personalized content, what other programs can be used in testing situations, etc.

Also, many participants recommended incorporating practical, hands-on activities into the curricula for professional development.

I think the programs are very useful for teachers. Lesson plans that can be prepared, online course options for teachers, the use of different materials, thus teaching the lesson in a student-centered manner, and therefore the interaction and enthusiasm for the lesson being quite high, will contribute greatly to both the teacher and the student.

Certain preservice teachers have advocated for an AI-integrated English language teaching curriculum that fosters creativity among students and incorporates project-based learning activities:

Teachers must be proficient in AI literacy. At the same time, in addition to pedagogical knowledge in order to adapt it to the curriculum, it is necessary to have the creativity to integrate the AI program with interesting activities and projects according to the age and development of the students.

Furthermore, the participants have indicated that policies addressing ethical considerations and the potential misuse of information should be integrated into the curriculum.

The most important thing I would like to add is the issue of abuse. Because AI applications have one of the weakest links against the possibility of abuse in terms of their working principles. I think we can benefit most effectively as long as precautions are taken against this. Applications whose use is not controlled may



cause students to use the programs for wrong purposes or to use them excessively or theft of labor. In this context, common policies and rules should be determined, especially due to academic concerns.

Regarding Curriculum Alignment with AI Integration, participants provided a concise overview of the challenges they encountered, including the misalignment of the curriculum concerning the integration of AI, insufficient time allocated within the curriculum for English courses, and the stress associated with the necessity to comply with the rapid pace of the annual planning process.

The current curriculum is mostly not suitable for AI as there is not enough time given for the English lesson. There should be more English lessons to try a new thing, however there is none and we have to keep doing the book to keep with the speed of annual plan.

As a potential solution, participants proposed an increase in the number of hours allocated to English language courses within the curriculum.

As an English teacher, I can say this even though I could not benefit much from this period because the classes I attended were always 4th grade. At its current level, if money is given to a few programs, we have the opportunity to provide fully focused English education to a student. The programs do not just read the text, they listen to us and convey what we have written to the students. It can give ideas to students who have no idea. At the same time, with applications such as Moxie, there is even a robot that can develop students' shyness by first talking to robots, and then transferring them to talking with people. As AI develops, more advanced devices will emerge.

Secondly, in the context of curriculum alignment with the integration of AI, participants articulated apprehensions regarding the existing curriculum, particularly highlighting the absence of AI components:

I hope that we can keep up with AI and technological developments not only in the field of education but also in many other professional groups across the country. Falling behind in this regard in the developing technological age will leave us socially backward and ignorant in terms of knowledge. I hope we will make progress in AI with new reforms and innovative education methods in the field of education.

They emphasized the potential adverse implications this deficiency may have for future educational outcomes.

In the context of Curriculum, although a subset of participants provides training tailored to specific age groups, a significant majority advocated for the inclusion of specialized courses on AI. “My students can use AI, but preview and training will be required for a certain age group”.

In my opinion, we need to insert special courses in which AI applications are introduced and taught. In order to use them in the classroom, students should be introduced to particular AI applications in advance to prevent the class from losing a lot of precious time. Furthermore, the competencies for using AI applications must be tested a few times so students remember all the functions and features and know how to deal with them.

According to pre-service teachers, this addition would facilitate students' familiarity with the subject. Incorporating this specialized AI course into the curriculum will alleviate inefficiencies associated with the English course that arise from addressing technical



unfamiliarities. Additionally, it was proposed that periodic assessments of students be conducted to identify issues pertinent to individual learners.

Thirdly, participants in the practicum school curriculum expressed a desire for the incorporation of projects and activities related to AI. It is posited that the implementation of these projects and activities will foster increased interaction among students. Teachers should foster communication and collaboration among students in AI-related projects and activities.

About the Provision of Necessary Hardware, Software, and Budgetary Resources, as stated by several participants. “The Ministry of Education should provide sufficient sources to enhance AI assisted education such as new technology computers, new software systems, AI program subscriptions etc.”

The most important part is that some very nice but paid programs are arranged through agreements so that teachers and students can use them for certain periods of time. It doesn't make sense if only teachers can use it. Both teachers and students need to use premium services, even within certain quotas. Because there are schools in Europe that use it. I'm not talking about countries like Finland or Norway, but other European countries and especially Germany have started working to both teach AI and integrate it into classrooms.

Participants advocated for the allocation of a dedicated budget to support the subscription of AI applications and the enhancement of technological infrastructure for both teachers and students.

The last theme suggested that the Ministry of Education should implement a national initiative to integrate into K-12 education across the country. “I think that a new AI-based modern and useful system should be used in the field of education in our country after the Fatih project.”

As with previous technology integration projects in Turkey, such as the Fatih Project implemented from 2012 to 2023, several participants suggested that an AI integration project should be launched as a nationwide initiative.

#### *Teacher education programs*

Finally, preservice teachers advocated for the inclusion of AI-integrated courses within English language teacher education programs. “I found the course extremely productive in terms of the perspectives it gave me about AI and helping me think creatively. In fact, I think it should be added to the university education curriculum.”

Some scholars have advocated for the incorporation of AI courses into the curricula of diverse subjects across various academic departments. “It should be in the curriculum and given in every department.” “AI related different topics should be covered in different courses.” “I think this course should definitely be added to the curriculum and linked to other courses because I think it is even more important than my basic education courses”.

I saw that the subject of AI is much more important than I thought. Even if all we can do now is fill out these surveys, I think that in the future, teachers should cover AI with different topics not only in this course but in the entire education program. AI is the future of humanity. We have seen these developments in just a few years, we do not know what awaits us in the future. That's why, as a teacher, I think every teacher should be prepared for this.

I think this course should not only be taught as a single course but should definitely be integrated into other courses. It should be a subject that should be included in many courses, such as showing the development of AI on students in



the learning and educational psychology course or showing materials that can be prepared with AI in the material design course.

In summary, three themes—motivation, challenges associated with the Ministry of National Education, and teacher education—emerged from the qualitative data. Participants highlighted the transformative potential of AI in the field of education, acknowledging its versatility outside traditional classroom settings and its capacity to fundamentally revolutionize teaching and learning methodologies. Initially characterized by skepticism and a limited understanding, preservice teachers gradually came to recognize AI as a valuable instrument for enhancing student engagement and promoting deeper learning experiences. Participants expressed strong support for the incorporation of AI-oriented courses within teacher education programs, particularly emphasizing their relevance to English language instruction. Additionally, some participants proposed that the integration of AI should be extended to encompass a broader range of subjects across multiple educational departments. The authors emphasized the necessity for professional development initiatives, including in-service training, practical activities, and user manuals, to enhance teachers' proficiency in AI literacy and foster their creativity in developing engaging, student-centered lesson plans. Furthermore, participants articulated concerns regarding the misalignment of the curriculum with the integration of AI. They proposed various reforms, including the extension of lesson hours, the introduction of specialized courses focused on AI, and the alignment of educational content with contemporary technological advancements. The provision of practical support, encompassing sufficient hardware, software, and financial resources, is regarded as a critical factor for the successful implementation of initiatives. In conclusion, participants advocated for the establishment of a national initiative similar to Turkey's Fatih Project. This initiative would aim to integrate AI into K-12 education, thereby equipping both teachers and students for a technology-driven future.

#### **4. Discussion**

The current study provides significant insights into the incorporation of within educational contexts, with a specific focus on English Language Teaching (ELT). This study conducts a comparative analysis of the effectiveness of online and face-to-face instructional modalities, revealing that both formats markedly improve participants' perceptions regarding the integration of AI. Nonetheless, participants engaged in face-to-face learning consistently demonstrated elevated levels of perceived knowledge, confidence, readiness, and acknowledgment of the significance of AI in educational contexts in comparison to their counterparts who participated online. This finding is consistent with prior research that indicates in-person interactions facilitate enhanced opportunities for hands-on engagement with AI tools. Such engagement contributes to an increased sense of competence and comfort in utilizing technology within the educational environment (Choukaier, 2024). Additionally, the current study underscores the significant importance of practicum experiences, which facilitated participants' transformation from initial skepticism to an appreciation of the transformative potential of AI in the field of education. As participants engaged in hands-on experience with tools, they not only cultivated a more profound understanding of the applications of AI but also improved their capacity to design engaging, student-centered lessons. This finding further supports the assertions made by Velander et al. (2024), practical engagement is fundamental in fostering AI literacy among pre-service teachers.

A significant theme that emerged from the current study is the necessity of addressing infrastructural and policy-related challenges in the integration of AI within educational systems. Participants identified considerable difficulties arising from curriculum





misalignment and insufficient resources, a concern that has been previously documented in the existing literature (Pokrivcakova, 2023; Diliberti et al., 2024). The incorporation of AI into established curricula frequently confronts the complexities of educational policy and the preparedness of teachers. Ottensbreit-Leftwich (2023) highlights a substantial delay between the implementation of policy changes and their reflection in classroom practices. Teachers face challenges in integrating newly incorporated content, such as programming, into their instructional methodologies, despite its presence in the curriculum. Correspondingly, the current study identified that the insufficient provision of specialized AI courses, coupled with the absence of explicit guidelines for the integration of AI within teacher education programs, poses significant barriers to effective implementation. To address these identified gaps, the study advocates for the integration of courses within teacher education programs, complemented by practical professional development initiatives. This appeal for systematic teacher training aligns with the assertion put forth by Velandar et al. (2024) that the establishment of thorough frameworks for AI literacy within educational contexts is crucial for addressing the challenges associated with implementation.

Moreover, the current study incorporates qualitative feedback, emphasizing the significance of motivation and a more profound comprehension of the utility of AI beyond the academic environment. A substantial number of participants indicated that their engagement with tools not only augmented their pedagogical competencies but also stimulated a curiosity toward the potential applications of AI in their personal endeavors. As articulated by Choukaier (2024), intrinsic motivation serves as a pivotal element in the promotion of AI literacy. It compels teachers to engage more profoundly with technological advancements and to devise innovative strategies for the integration of AI within their pedagogical approaches. Participants underscored the significance of aligning the curriculum with technological advancements, a recommendation that is consistent with the findings of prior researchers (Kim & Kwon, 2023). The incorporation of AI into existing academic curricula, rather than presenting it as an independent course, is crucial for enhancing the accessibility and applicability of AI education across various disciplines.

Furthermore, this study underscores the critical need for a national initiative to facilitate the integration of AI within K-12 educational systems. The participants advocated for the establishment of a nationwide initiative akin to Turkey's Fatih Project, which could promote the integration of AI into educational institutions by supplying the requisite resources and infrastructure. This national-level initiative is essential for addressing the disparities in access to technology and educational resources, as observed by Velandar et al. (2024). The effective integration of AI technologies within educational settings necessitates not only the enactment of policy reforms but also the establishment of a comprehensive support system for teachers. This system should enable teachers to effectively utilize such tools in the classroom environment. The current study underscores that the integration of AI has the potential to markedly improve educational outcomes. However, this potential can only be fully realized through a thoughtful and systematic incorporation of AI within established pedagogical frameworks. This perspective is supported by the findings of Choukaier (2024), who emphasizes that AI should not serve as a replacement for traditional pedagogical methods; rather, it should augment and enhance these methods, thereby fostering a more learner-centered approach to education.

A distinctive characteristic of the current research is its nuanced comparison between online and face-to-face learning environments, specifically in the context of integrating AI, with particular emphasis on English language teaching (ELT). Although prior research has investigated the integration of AI tools, there is a paucity of studies that offer



a direct comparative analysis of the effects of online instruction compared to face-to-face instruction on the development of AI literacy and confidence. By concentrating on these two distinct learning environments, the current study contributes to the expanding body of literature concerning the influence of various instructional modalities on teachers' engagement with AI technologies. Furthermore, the research yields substantial qualitative data that encapsulates the personal experiences and perceptions of participants as they engaged in their learning processes related to AI. The direct feedback obtained from pre-service teachers underscores the significant importance of experiential practice and reflective engagement in addressing skepticism and fostering a more profound comprehension of the potential applications of AI in the field of education.

Furthermore, the current study's focus on the significance of practicum experiences differentiates it from other research regarding the integration of AI. By directly engaging pre-service teachers in the practical application of AI tools within their classroom settings, the study emphasizes the potential of experiential learning to foster enhanced engagement with AI. This characteristic is vital as it demonstrates the efficacy of engaging pre-service teachers in practical applications of AI, rather than depending exclusively on theoretical understanding or abstract concepts related to AI. This practical engagement enabled participants to recognize AI as a significant educational resource and to comprehend its transformative potential within the classroom context. The experiential methodology employed in the integration of AI within this study represents a notable characteristic, highlighting the significance of active learning in the domain of educational technology.

In conclusion, the findings from the current study both corroborate and expand upon existing literature concerning the integration of AI within educational contexts. By underscoring the significance of infrastructure, teacher training, and policy alignment, this study enriches the extant discourse surrounding the effective integration of AI into educational systems. Furthermore, it emphasizes the necessity for a comprehensive, nationally coordinated strategy to ensure that both teachers and students are sufficiently equipped to navigate the progressively AI-driven educational landscape. The distinctive characteristics of the study, notably its comparative analysis of online and face-to-face instructional modalities, its emphasis on practicum experiences, and its provision of qualitative insights, render it a substantial contribution to the existing body of literature on the integration of AI in education.

## **5. Implications**

The incorporation of into K-12 education necessitates a deliberate and strategic methodology that aligns technological advancements with educational objectives, while also addressing the challenges identified in contemporary research. The present study highlights the considerable challenges that pre-service teachers encounter, specifically curriculum misalignment and insufficient resources, in their efforts to integrate AI into established educational frameworks. These challenges, in conjunction with the imperative for extensive teacher training and the incorporation of AI literacy, underscore the necessity for a meticulously designed curriculum. Such a curriculum should not only impart knowledge about AI to students but also equip them with the skills needed to navigate and influence a future increasingly shaped by AI technologies. To address these demands, it is imperative to develop a curriculum that equips students with fundamental knowledge of AI, practical competencies, and critical thinking skills. Simultaneously, it is essential to ensure that teachers are provided with the requisite resources and professional development opportunities to effectively implement AI-integrated learning experiences. This necessitates an interdisciplinary approach that promotes collaboration among diverse fields and the development of an AI framework capable of being



seamlessly integrated into existing curricula. The proposed curriculum should also strive to augment students' capacity to utilize AI in practical, real-world situations. Furthermore, it is essential to examine the implications of AI on societal structures, ethical frameworks, and the labor market. This examination must ensure that students are adequately equipped not only to utilize AI technologies effectively but also to comprehend their wider implications and potential ramifications.

Historically, the integration of computer science and emerging technologies into educational systems has predominantly occurred through the incorporation of specialized subjects within the curriculum, as well as the provision of extracurricular activities designed to enhance students' engagement with these fields. In this context, a number of educational initiatives have argued for the integration of AI as a formal subject within K-12 education (Micheuz, 2020; Casal-Otero et al., 2023). These initiatives commonly consist of short-term courses, each having a duration of approximately 15 hours, organized into modules that cover a range of concepts in both classical and contemporary AI (Wang & Lester, 2023). Furthermore, prior research concerning AI curricula has employed earlier college-level textbooks on the subject to identify the fundamental competencies across three pivotal domains: knowledge of AI, AI-related skills, and attitudes towards AI (Kim et al., 2022; Ottenbreit-Leftwich et al., 2023). Over the years, the trends identified within the research domain of AI in education illustrate a notable shift from a primary focus on technology-centric investigations to a more holistic examination that incorporates ethical considerations, social implications, computational thinking, and AI literacy (Velandar et al., 2024). In light of the observed changes, it is highly advisable that educational frameworks articulate the objectives of AI instruction, ensuring a balance between technological comprehension and ethical consciousness.

The pedagogical framework may adopt one of two orientations: it may aim to provide students with the requisite understanding to successfully engage with a world that is increasingly shaped and characterized by AI, a concept referred to as "learning for AI." Alternatively, it may focus on the mastery of particular methodologies and techniques pertinent to AI, which requires a robust foundation in mathematics and programming skills, a concept known as "learning about AI" (Holmes et al., 2021). The initial approach emphasizes the application of AI-based tools alongside an examination of their implications, thereby requiring a reduced level of technical proficiency. This enhanced accessibility fosters greater audience engagement, thereby contributing to a more inclusive framework for AI education. The alternative approach is designed to facilitate students' comprehension of the internal mechanisms of AI systems through programming activities, whereby they assume the role of engineers (Bellás et al., 2023). To cultivate a more comprehensive curriculum, it is advisable to integrate both pedagogical approaches. This would involve delivering foundational knowledge of AI that is both accessible and practical, while concurrently offering opportunities for more profound engagement for those students who are inclined towards the technical dimensions of the subject. Gong et al. have identified analogous categorizations, including "AI + education" and "education for the development of AI talent."

In the framework of contemporary educational paradigms, it is imperative to critically examine the multiple dimensions of AI. This undertaking encompasses not only the acquisition of knowledge pertaining to AI but also the comprehension of its operational mechanisms, as well as the integration of AI as a tool for lifelong learning (Long & Magerko, 2020; Miao et al., 2021). Curriculum designers should integrate a variety of pedagogical approaches that encompass the multifaceted dimensions of AI. This integration will enable students to cultivate both the technical competencies and the critical thinking skills necessary for success in an increasingly AI-driven environment.



An alternative framework for the categorization of student interactions with in K-12 educational research delineates three distinct roles: AI Consumers, AI Operators, and AI Developers. The term "AI Consumer" refers to individuals who utilize AI-based technologies without delving into the underlying technical processes. In contrast, the term "AI Operator" designates individuals who employ AI techniques to tackle specific challenges, whereas "AI Developer" refers to those engaged in the design, implementation, and improvement of AI algorithms (Leitner et al., 2023) We advocate for the incorporation of experiential learning opportunities within AI curricula, enabling students to explore various roles associated with AI. This approach aims to empower them to make informed decisions regarding their future engagement with AI technologies.

Moreover, the literature reviewed suggests that research has categorized AI courses in two distinct ways: as independent offerings and as integrated components within various other academic disciplines (Yue et al., 2022). Ottenbreit-Leftwich et al. (2023) states that the educational paradigm of K-12 AI research is the integration of AI knowledge within core curricular frameworks (Zhou et al., 2020), rather than as an autonomous subject area (Yue et al., 2022). It is advisable to integrate education across various academic disciplines to avoid compartmentalization. By embedding AI within subjects such as mathematics, science, and language arts, this approach fosters cross-disciplinary learning and facilitates the application of AI principles in a variety of contexts.

Choukaier (2024) conducted a thorough review of empirical research derived from diverse ESL and EFL classrooms that have integrated AI-driven tools and methodologies. A thorough examination of the literature related to ESL and EFL reveals that the phrases "AI-integrated English course" and "AI-driven tools" are closely associated with the notion of the "end-user". More specifically, it is evident that the AI tools designed within this framework are utilized to enhance the pedagogical and learning experiences. A considerable body of research has demonstrated that the integration of intelligent learning aids and the provision of personalized learning support can significantly enhance students' competencies in listening, speaking, reading, and writing Sharma et al. (2024). This enhancement ultimately contributes to a more enriched learning experience and fosters a heightened sense of achievement among learners (Chen et al, 2023).

However, the notion of AI literacy encompasses a broader scope than the mere use of AI applications in the educational context (Casal-Otero et al., 2023; Wang & Lester, 2023) rather than merely acting as "end-users of AI applications," it is essential for students to cultivate a comprehensive understanding of the foundational technologies and operational principles that underpin AI. We recommend that curriculum designers prioritize a more profound engagement with AI, facilitating not only the utilization of AI tools by students but also fostering an understanding of their operational mechanisms and ethical considerations. As AI learning tools, including teachable machines and robotics, continue to advance and become increasingly conducive to student engagement, it is imperative for learners to develop the competencies necessary to effectively implement and manipulate their own machine learning models. In the realm of K-12 education, Ng et al., (2022) have devised curricular frameworks and practical engagements designed to enhance literacy, particularly focusing on the mechanisms through which students grasp fundamental AI concepts.

An exemplary case of the incorporation of into English Language teaching curricula is demonstrated in the research conducted by Chao et al. (2023). This study conceptualizes learners as 'AI Operators' and 'AI Developers,' rather than merely positioning them as 'AI Consumers. This study investigates the integration of AI into ESL and EFL curricula through the module titled "Exploring AI in English Language Arts with StoryQ. " This ten-hour module designed for high school English Language Arts classes encompasses





fundamental principles of AI and key workflows associated with machine learning. The module employs the StoryQ web-based graphical user interface designed for students in grades 6 through 12. Students engage with unstructured text data through the training and refinement of models aimed at various tasks, such as intent recognition, clickbait detection, and sentiment analysis. This interaction enhances their comprehension of language as both a systematic structure and an essential instrument for human communication.

The development of AI literacy should be grounded in an interdisciplinary framework and a competency-based paradigm. Furthermore, it is imperative that this literacy is effectively integrated into the educational curriculum across schools (Casal-Otero et al., 2023). AI is set to play an increasingly influential role across diverse academic fields and economic sectors. It is essential to develop a thorough model for K-12 AI education that incorporates AI across the entire curriculum (Wang & Lester, 2023). The incorporation of a distinct subject within the curriculum is deemed unwarranted. Rather than establishing entirely new curricula, it is imperative to augment the competencies and content of existing disciplinary subjects while simultaneously incorporating AI literacy into those fields of study. It is imperative for students to cultivate proficiency in the application of AI across a variety of academic disciplines, including the natural sciences, mathematics, language arts, and social sciences. The proposed curriculum ought to facilitate the cultivation of interdisciplinary connections and equip students with the analytical skills necessary to critically assess the implications of AI across diverse sectors, including but not limited to the economy, privacy, and ethics (Choukaier, 2024). Furthermore, the curriculum should incorporate considerations of the evolving role of AI in both professional and personal contexts. It is highly advisable for curriculum developers to promote the adoption of innovative methodologies that facilitate the integration of AI within the fields of science, mathematics, language arts, and social science education. Engaging in such practices will yield not only more effective methodologies for language acquisition (Zulkarnain & Yunus, 2023) but will also take into account the pragmatic limitations imposed by the already saturated school curricula. Through these initiatives, students will acquire a more comprehensive understanding of the potential of AI, while also remaining cognizant of the societal challenges it presents.

## 6. Conclusions

This study sheds light on the integration of AI into English Language Teaching (ELT) curricula within teacher education programs. By examining the perceptions of preservice teachers in online and face-to-face instructional settings and exploring the role of practicum experiences, the research highlights essential considerations for curriculum developers. Findings indicate that both online and face-to-face AI integration courses significantly enhanced participants' perceptions of AI's relevance in education. However, face-to-face instruction proved more effective in cultivating deeper knowledge, confidence, and readiness for AI integration. This suggests that curriculum designers should prioritize interactive and experiential learning components when developing AI-focused courses. Practical activities, collaborative projects, and real-time engagement appear to be critical for ensuring that preservice teachers acquire the skills and confidence necessary to apply AI in their teaching. Practicum experiences also played a pivotal role, as they allowed preservice teachers to bridge theoretical understanding with hands-on implementation. Curriculum developers should incorporate structured opportunities for practicum-based experimentation with AI tools, ensuring alignment between classroom instruction and real-world teaching scenarios. Such integration enables preservice teachers to refine their strategies for incorporating AI into lesson planning, pedagogy, and





assessment. However, this study has limitations that curriculum developers should consider. Reliance on self-reported data introduces variability, as participants' perceptions of their AI knowledge may not align with actual competency. Misconceptions about AI among confident teachers and hesitancy among less confident ones could lead to gaps in curriculum outcomes. Furthermore, the specific curriculum used in this study shaped participants' responses, limiting the generalizability of findings to other educational contexts. These factors highlight the importance of ongoing validation and iteration in curriculum design. Future curriculum development efforts should address gaps in the integration of AI within ELT by incorporating comprehensive frameworks that align learning objectives, pedagogical approaches, and assessment strategies with the evolving demands of AI-enhanced education. Specifically, there is a need to clarify how AI can support English language instruction in K-12 settings, including its role in achieving curricular goals, enriching content, and fostering innovative teaching practices. Curriculum designers should also embrace multi-modal assessment strategies, including in-class observations during practicum settings, to evaluate the efficacy of AI-integrated teaching models. These assessments can inform refinements in curriculum design and provide deeper insights into the pedagogical methodologies employed by teachers.

Looking ahead, curriculum development should prioritize the creation of foundational frameworks for AI integration in language arts education, a field currently underrepresented in research compared to science and mathematics. This involves exploring trajectories for AI learning progressions, identifying best practices for AI integration, and leveraging advancements in explainable AI to design transparent and user-friendly educational tools. The rapid evolution of AI technologies presents exciting opportunities for curriculum innovation. Curriculum designers must address challenges such as privacy, ethical considerations, and human-computer interaction while also fostering technological adaptability. Incorporating AI into ELT curricula not only prepares teachers to navigate AI-driven educational landscapes but also enhances their ability to create student-centered, future-ready learning environments. By addressing these limitations and embracing the suggested research directions, curriculum developers can design robust, adaptable frameworks that ensure effective integration of AI into English language education, ultimately enriching both teacher preparation and student learning outcomes.

### **Declaration of Conflicting Interests and Ethics**

The authors declare no conflict of interest.

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# ABSTRACTS



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**A COMPATIBILITY ANALYSIS OF THE 9TH GRADE EFL COURSEBOOK  
TO THE CEFR PROFICIENCY DESCRIPTORS IN TERMS OF LANGUAGE  
SKILLS**

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**Abstract**

The current study investigated the compatibility of the coursebook, designed for the 9th grade English as a foreign language (EFL) students in Türkiye, to the CEFR proficiency descriptors regarding language skills. The study employed a document analysis through the EQUALS Bank of Descriptors as Checklists. The activities in the coursebook were evaluated in terms of their correspondence to the checklist items. Each activity in the coursebook was considered an item for the analysis, and their correspondence to the checklist was searched. The analysis procedure involved three cycles, and they were performed with 30 graduate students majoring in English Language Teaching at different universities in Türkiye. The study's trustworthiness was ensured through external audits and peer and member checking. The findings revealed that there were 221 items analysed in total for reading, writing, listening, and speaking skills, and 182 (82%) items were compatible with the checklist items. Based on the findings, several suggestions were proposed for policymakers, coursebook designers, and EFL teachers.

**Keywords:** EFL, coursebook, compatibility, language skills, CEFR



**FROM DATA TO DISCOVERY: THE POWER OF VOSVIEWER IN SOCIAL  
SCIENCE BIBLIOMETRICS**

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**Abstract**

In the age of big data, it has become more and more crucial for the social sciences to be able to analyse and visualise intricate bibliometric networks with great effectiveness. This study presents VOSviewer, an advanced software application specifically developed for creating and displaying bibliometric maps. VOSviewer is highly proficient in analysing extensive datasets, providing a user-friendly interface that simplifies the examination of several forms of bibliometric networks, including co-authorship, co-citation, and keyword co-occurrence. VOSviewer is a bibliometric tool that is designed to visualise bibliometric networks in a manner that emphasises the structural linkages and topic clusters present in scientific literature. VOSviewer demonstrates exceptional proficiency in the creation of maps that reveal complex patterns in data. Through this capability, it empowers academics to uncover hidden trends and connections in their respective fields of study. This study presents an examination of the software's features, encompassing its sophisticated clustering processes and visualisation choices that enable the clear and precise interpretation of intricate data. In addition, we examine the utilisation of VOSviewer in the realm of social science research, where it has played a crucial role in visualising the conceptual framework of fields, monitoring the development of research foci, and identifying significant contributors and influential publications. Through the presentation of various case studies from current literature, we illustrate how VOSviewer may be utilised to acquire more profound understanding of the dynamics of scientific communication and collaboration. This paper asserts that VOSviewer serves as both a valuable instrument for bibliometric analysis and a catalyst for promoting multidisciplinary research and improving the strategic management of knowledge. Finally, we consider the potential future developments of VOSviewer and their implications for the advancement of research in the social sciences.



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**TEACHER QUESTIONS FOR ELICITATIONS IN THE EFL CLASSROOM: A CA-BASED TEACHER REFLECTION**

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**Abstract**

Teachers' questioning practices are indispensable parts of language classrooms in terms of enhancing students' level of comprehension and maintaining an interactive classroom discourse. Therefore, it is of significance for teachers to be aware of what kind of questions they ask in their lessons. To this end, this study aims to shed light on a teacher's reflective practice based on a stimulated recall session. Based on conversation analysis with no previous hypothesis or research focus as for the method of data analysis, the focus of this study was determined after the reflective stimulated-recall session was over. Together with the researcher, the teacher had the chance to see a salient pattern regarding her questioning practice and reflected on this with the help of the researcher's guiding questions or prompts. Hence, this study aimed to show what kind of an impact conversation analytic or evidence-based teacher reflection has on the teacher's recognition and evaluation of her questioning practice. Based on the teacher's reflection, several pedagogical implications have also been provided.

*Keywords:* Teacher questions, conversation analysis, teacher reflection





**TRANSITIONING FROM THE UNIVERSITY CLASSROOM TO REAL-WORLD  
TEACHING: EFL METHODOLOGY CONTEXT IN MONTENEGRO**

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**Abstract**

This title explores how Montenegrin educators prepare university students for their future roles as English language teachers. Specifically, we focus on the context of EFL methodology in the Montenegrin university setting, where students from the Department of English Language and Literature are prepared for their roles in primary and secondary school classrooms. We start by detailing the purpose of the EFL methodology course syllabus, which is to equip students with the theoretical knowledge and practical skills necessary to understand and implement effective teaching strategies in real classroom settings.

Students are taught practical but challenging and complex teaching situations by balancing teaching methods, approaches and techniques. They are given opportunities to try out all the classroom processes, strategies and techniques through individual, pair and group work with their peers. They are supplied with the chance to understand that achieving balance in teaching approaches, methods and techniques is crucial for effective teaching, but can also be complicated and complex. Educators must adapt to the students' cognitive levels, English proficiency, motivation, interests and abilities. Despite the many methodologies available, it is crucial to adapt the teaching practices to suit the diverse needs of learners, while fostering meaningful language acquisition.

This presentation gives insights into the pedagogical competencies of future English language teachers, explaining the preparation process from the university setting to the first teaching experience for students.



**THE RELATIONSHIP BETWEEN THEIR SUBJECTIVE WELL-BEING AND  
ACADEMIC PROCRASTINATION BEHAVIOR OF EFL PRE-SERVICE TEACHERS**

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**Abstract**

Academic procrastination behavior is a common issue among young people, especially the university students. The behavior can be defined as the inability to achieve academic goals within the specified time frame and it can become a habit consciously or unconsciously. In the studies conducted with pre-service teachers, it has been shown that the academic procrastination behavior is prevalent among them and it has been seen as an important problem for their academic success. In this respect, the reasons for academic procrastination behavior should be understood, controlled and handled. This study aims to see the level of academic procrastination behavior of pre-service EFL teachers and its relationship with their subjective well-being, their cognitive and emotional state regarding their satisfaction from their lives. The students studying in the ELT department of a state university in Central Anatolia will constitute the universe of the study. In this study, which will be conducted using the survey method, one of the quantitative research methods, the convenience sampling method will be preferred. The data obtained will be analyzed with the SPSS 23.0 program. With its results and implications, this study is expected to fill a gap in the literature since these two variables have not been considered together in the studies conducted with pre-service EFL teachers.



**A LONGITUDINAL STUDY OF ENGLISH TEACHER CANDIDATES' CRITICAL  
LITERACY DEVELOPMENT**

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**Abstract**

This longitudinal qualitative study examined how English teacher candidates' perspectives on critical literacy and critical pedagogy developed during a critical reading and writing course. Initially, a text selection questionnaire was administered and the course materials focusing on social issues such as gender roles, online education, freedom of expression, and future anxiety were selected based on this questionnaire. The data regarding the pre-service English teachers' perceptions were gathered through critical consciousness questionnaires before and after the course and semi-structured interviews. The findings revealed that the participants developed more positive attitudes toward a critical approach to language education, with an enhanced understanding of their transformative roles as educators. The study suggests that these pre-service teachers are likely to incorporate critical literacy and social awareness into their future teaching practices.



**THE ROLE OF GAMIFICATION IN MOOC: PROMOTING AUTONOMOUS  
LEARNING THROUGH THE SDL FRAMEWORK**

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**Abstract**

Gamification in Massive Open Online Courses (MOOCs) has emerged as a promising approach to enhance autonomous learning, yet challenges persist in how it can effectively foster self-directed learning (SDL) among students. Many learners struggle with SDL behaviours, leading to gaps in engagement and motivation. This study aims to explore how gamification can address these issues within the SDL framework proposed by Garrison. Employing a sequential mixed-methods approach, the study involved the 103 students enrolled in LearnovaUM, a gamified MOOC platform. Quantitative data were gathered through survey assessing SDL dimensions namely self-management (SM), desire for learning (DL), and self-control (SC), while qualitative insights were obtained from the students' activities within the platform. Findings revealed a positive impact of gamification on SM and DL, highlighting increased engagement and motivation. However, challenges in SC were noted, indicating that while gamification can enhance certain SDL aspects, it may not universally improve all SDL dimensions. The implications suggest that integrating gamification strategies in MOOC design can effectively promote autonomous learning but requires a balanced approach to support all SDL components. Recommendations include further refinement of gamification elements to address self-control challenges and ongoing assessment of their impact on learner autonomy. This study contributes to the growing body of literature on gamification in education and offers valuable insights for practitioners aiming to enhance learner engagement in online environments.



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## CREATING AN EFFECTIVE ORGANIZATIONAL ETHOS IN A TEACHING ENVIRONMENT

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### **Abstract**

This study investigates how to create an effective organizational ethos, analyzing crucial theories and frameworks that facilitate its development. The review gathers research on the fundamental components shaping organizational ethos, including leadership styles, communication strategies, and effective teaching practices. The review emphasizes the significance of ethical leadership, shared values, and inclusivity in cultivating a unified and motivating workplace. It also analyzes the influence of organizational ethos on improving teacher engagement, fostering professional development, and ensuring long-term success. Professional growth, well-being, and job satisfaction of teachers were fundamentally connected to organizational ethos and culture. This analysis examines several viewpoints from existing literature to clarify how organizations can deliberately cultivate and maintain an ethos that is aligned with their objectives and values. This study enhances the existing understanding of organizational ethos and its vital function in fostering both individual and collective success of teachers.

**Keywords:** organizational ethos, leadership, teacher motivation, professional development





**EXPLORING FOREIGN LANGUAGE TEACHER BELIEFS AND CLASSROOM PRACTICES OF ORAL CORRECTIVE FEEDBACK: A QUALITATIVE STUDY**

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**Abstract**

Although there have been plenty of studies and research carried out on feedback and error correction in language teaching pedagogy in terms of writing skills of students, only few studies focused on the effects and results of those concepts in oral feedback and corrections. Corrective feedback or error correction is viewed as significant matters to be codded by researchers of English as a Foreign Language. Therefore, the present qualitative study aims to contribute to the relevant literature regarding the impacts of oral corrective feedback given by the teachers to the learners on their speaking performance in EFL speaking classes and to address the research questions regarding whether oral corrective feedback should be given to the learners in speaking classroom context, when oral corrective feedback should be given, what kind of errors should be corrected during spoken interaction (speech, lexical or grammatical errors), and how oral corrective feedback should be given to the learners. The study group consisted of five EFL instructors working at different universities in Turkey. The data collection instruments consisted of a background questionnaire including only demographic features of the participants and interviews made with the study group. Four main conclusions regarding the four research questions were reached through the research. First, EFL teachers seem to believe in the necessity of oral corrective feedback to their students in order to help them progress their level of accuracy, pronunciation and fluency. Second, the teachers generally prefer giving very little immediate feedback on their students' oral performance since they believe in the importance of endorsing fluency and in keeping interruptions to a minimum. Third, they generally focus on repetitious errors and the errors that might cause misunderstanding and directly distort meaning during communication. Last of all, they generally prefer implicit corrections by involving the whole class as a common strategy for oral corrective feedback. As a pedagogical implication, it was recommended that the curricula of teacher training programmes should be revised in a way to contain issues that lead them to think about the possible situations that necessitate corrections, error types and correction strategies.

*Keywords:* English as a Foreign Language, Oral Corrective Feedback, Spoken Interaction



**EFL TEACHERS' DIGITAL COMPETENCE: USE OF AI IN EFL CLASSES**

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**Abstract**

It is a fact revealed by the age of digital transition that we face a new technology every day. This transition creates a very high need for change both for society and for all levels of education. Although the "Z" generation has been involved in technology almost since birth, our teachers are still hesitant about it and avoid technology integration. The reason for this ranges from teacher training to personal differences. Research studies show that technology influences the process and outcomes of education. The technological development that has attracted attention recently is Artificial Intelligence (AI). Artificial Intelligence has great potential in language learning. It is desired that the main aim of English teachers should be to raise students' awareness about the use of technology which will ease the learning process and will create high motivation towards autonomous learning. The Framework of Education "Trkiye Yzyılı Maarif Modeli" proposed recently by the Ministry of Education, also stresses the importance of digital competence along with the other competencies the learners are expected to acquire during their education.

It has been observed that Secondary School English Teachers do not have sufficient knowledge about the selection and use of these tools. English teachers follow the curriculum strictly to prepare their students for the exams rather than for life. Therefore they do not give much space to technology. However, the use of Artificial Intelligence.

This paper will present a 5 Day' teacher training programme for 40 Secondary School English Teachers on how to use innovative Artificial Intelligence Technologies in the process of teaching English. The results of the pre and post tests on teacher AI knowledge and classroom practices will be given. The discussion will highlight the issues related to English teacher digital competencies.



**DEVELOPING A GAMIFIED ENGLISH PROFICIENCY COURSE PLATFORM:  
ENHANCING LEARNING OUTCOMES FOR EFL STUDENTS**

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**Abstract**

EFL education faces persistent challenges in effectively enhancing English proficiency among learners, primarily due to traditional instructional approaches that lack engagement and interactivity. A significant gap in the existing body of knowledge is the absence of research focused on designing English proficiency courses and implementing gamified platforms specifically for this purpose. This study aims to address these issues by developing a gamified English proficiency course platform designed to improve learning outcomes for EFL students. Utilizing the Research and Development (R&D) framework and the ADDIE Model (Analysis, Design, Development, Implementation, Evaluation), the research guides the platform's creation through iterative cycles of design and evaluation. The gamified platform incorporates interactive elements to enhance student engagement and motivation across critical skills such as Listening Comprehension, Structure and Written Expression, and Reading Comprehension. Findings from pilot testing indicate significant improvements in students' overall learning outcomes, particularly in their English proficiency skills. However, challenges such as maintaining sustained engagement over time and adapting content to diverse learner needs were identified. The implications of this study highlight the potential of gamification to transform EFL education by fostering a more interactive and personalized learning experience. Recommendations include continuous refinement of contents and features based on user feedback and the integration of adaptive learning technologies to cater to individual student needs. This study contributes to the international discourse on innovative pedagogical approaches in language education, offering valuable insights for educators and developers seeking to optimize learning environments through gamification.



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**CRAFTING TASK-BASED ECO-INTERCULTURAL ENGLISH MATERIALS: FROM  
RATIONALE TO PRACTICE**

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**Abstract**

The growing need to address global environmental issues and foster intercultural understanding necessitates innovative approaches in English language teaching materials. To respond, the Indonesian context also looks for integrating these global challenges into the educational framework. While research has explored the environmental education and intercultural communication in language teaching separately, there is a significant gap in practical frameworks incorporating both aspects into English materials development. This paper responds to this gap by presenting a practical framework for developing eco-intercultural English materials, bridging theoretical rationale with hands-on implementation. Grounded in Task-Based Language Teaching (TBLT) principles, the article outlines a systematic process for creating materials that integrate ecological awareness and intercultural competence into language learning objectives. The framework comprises three key phases: 1) Rationale development: this phase emphasizes on the selection of relevant eco-intercultural themes and authentic contents; 2) Task design: this phase focuses on pre-task, main task, and post-task activities that promote both language skills and eco-intercultural awareness; and 3) Practical implementation: this phase includes strategies for scaffolding, assessment, and reflection. The paper provides concrete examples of tasks and activities, such as eco-cultural case studies, intercultural comparison projects, and reflective journaling. The tasks are designed to exhibit how eco-intercultural learning can be integrated into English language curricula. By offering a step-by-step approach to materials development, this paper provides practical guidance for language teachers seeking to create engaging. It also equips purpose-driven resources that address critical global issues while enhancing language proficiency. The framework contributes to the field by offering a replicable model for eco-intercultural materials development, applicable across various educational contexts.



**ENGLISH EDUCATION IN GASTRONOMY DEPARTMENTS: THE EXAMPLE OF  
TURKEY**

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**Abstract**

Gastronomy and culinary arts have started to take their place among the departments that attract attention at undergraduate and graduate levels in recent years. The evaluation of gastronomy as a tourism sub-field reveals the importance of foreign language education in gastronomy education and destination marketing. The level of English education in the curriculum of gastronomy and culinary arts departments is important for a holistic education process.

The fact that students have difficulties in communicating especially with foreign tourists in internship and practice training shows the importance of foreign language education in Gastronomy and Culinary Arts education and the deficiencies in this regard. This study examined the quantitative rate of English education in the curricula of gastronomy and culinary arts departments in universities in Turkey and addressed different approaches to foreign language education. In the study, Gastronomy and Culinary Arts departments in state universities included in the YÖK Atlas database were researched. Foreign language courses in the curricula of these departments were examined.

According to the results, the status of English and foreign language education in Gastronomy departments was evaluated and suggestions regarding English education materials and applications were developed.

**Keywords:** Gastronomy, English Education, Foreign Language Education, English in Gastronomy





**TEACHERS' UNDERSTANDING OF CEFR AND THEIR PRACTICES IN NON-FORMAL ENGLISH LANGUAGE EDUCATION**

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**Abstract**

The Common European Framework of Reference for Languages (CEFR) has gained widespread recognition as a valuable tool for language proficiency assessment and curriculum development. However, its implementation in non-formal English language education settings remains an underexplored area of research. This study aims to bridge this gap by investigating teachers' understanding of the CEFR and its practical implications in non-formal language education. Through a mixed-method research design, quantitative data was gathered through surveys to assess teachers' familiarity with the CEFR and its language proficiency descriptors. Additionally, qualitative data were obtained through in-depth interviews to gain insights into how teachers apply the CEFR principles in their teaching practices. The findings reveal that while the majority of teachers are aware of the CEFR, their understanding of its application in non-formal settings varies. Some educators expressed challenges in integrating the framework's proficiency levels into their teaching methodologies, while others adapted it creatively to meet the specific needs of their learners. Factors such as teacher experience, training, and institutional support played significant roles in shaping their interpretations and implementation of the CEFR. It contributes valuable insights to the field and serves as a foundation for further research, policy development, and improvements in language teaching practices for the benefit of both teachers and learners in non-formal English language education.



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## FOREIGN LANGUAGE TEACHING IN INTERCULTURAL SETTINGS

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### **Abstract**

The ability of people to communicate, interact and work together with people from both the society they live in and other societies depends on understanding each other and using a common language. In modern era there are new demands from the educators. In this regard foreign language teachers are not only required to introduce linguistic codes in language teaching activities, but also to recognize non-verbal communication elements in order to communicate with people from other societies. Educators should have a high level of intercultural awareness. In our country, there are many foreign students and immigrant individuals of many different ethnic origins, especially from Syria and Iraq, live. In addition, millions of tourists come to our country which has an important and valuable position for tourism, every year and the demands for language learning, in this context, language instructors have great responsibilities with the increase in the use and importance of foreign languages compared to previous years. In order to ensure intercommunal communication correctly and effectively today, there is a need for foreign language teachers who focus on the cultural aspect and tolerate intercultural differences. In parallel with these developments, concepts such as “cultural awareness” and “intercultural communicative competence” come to the fore in today's foreign language education.



**FUNCTIONAL USES OF ‘OKAY’ IN INFORMATION GAP TASKS: A CASE STUDY  
IN THE TURKISH EFL CONTEXT**

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**Abstract**

This qualitative case study investigates the types and functions of the discourse marker ‘okay’ used by Turkish EFL learners in one-way and two-way information gap tasks. The study group consists of two adult Turkish EFL learners enrolled in a soft EMI programme at a state university located in Türkiye. Upon completing three sets of one-way and two-way information gap tasks, the participants’ use of ‘okay’ as a discourse marker has been analyzed based on Brinton’s (1996) taxonomy of pragmatic functions of discourse markers. Findings show that the participants utilize ‘okay’ to accomplish their communicative needs in various pragmatic types, including examples of textual and interpersonal functions. It is discussed that functional uses of common discourse markers such as ‘okay’ constitute an important part of developing pragmatic competence. This further suggests that teaching multiple functions of a discourse marker in different interactional contexts could have positive effects on EFL learners’ communicative language ability.

**Keywords:** information gap tasks; discourse markers; pragmatic competence; EFL learners



**DIRECTED MOTIVATIONAL CURRENTS IN EFL TEACHER EDUCATION:  
INSIGHTS FROM A LINGUISTICS COURSE**

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**Abstract**

This qualitative study investigates the Directed Motivational Currents (DMC) experienced by Turkish EFL teacher candidates during a 14-week linguistics course. By tracking perceived motivational levels on an ordinal scale and collecting weekly reflective journals, we have tracked the fluctuations in participants' motivational levels and explored the factors influencing these changes. The findings reveal that motivation levels were notably affected by academic pressures, such as assessment weeks, and personal factors, including emotional well-being and external stressors. The study highlights the significance of monitoring motivation across a specific course, offering valuable insights into how DMCs manifest and evolve within a group of learners over time. These insights contribute to a more nuanced understanding of DMCs in EFL contexts, particularly in relation to the challenges and dynamics of theoretical components of teacher education programmes.

**Keywords:** directed motivational currents, teacher education, motivation, linguistics, English as a foreign language



**SHINING A FLASHLIGHT INTO LEARNING AND TEACHING: A  
METAPHORICAL ANALYSIS OF PROSPECTIVE TEACHERS' THINKING FROM  
THEORETICAL PERSPECTIVES**

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**Abstract**

Metaphors, as powerful figures of speech, offer valuable insights into cognitive processes by reflecting underlying states of mind and perceptions. In the context of education, metaphorical expressions can reveal how prospective teachers conceptualize complex ideas such as learning and teaching. This study investigates the metaphorical perceptions of prospective teachers of English (PTEs) regarding the concepts of "learning English" and "teaching English." The participants in this qualitative study are pre-service teachers from the English Language Teaching (ELT) department of a state university. To gain an in-depth understanding of their conceptualizations, PTEs were prompted to complete the metaphors "Learning English is like...because..." and "Teaching English is like...because..." These responses were then analyzed using metaphor analysis to categorize them according to conceptual themes and learning theories. Preliminary findings suggest that the metaphors employed by PTEs provide a clear portrait of their understanding of teaching and learning, with significant implications for both theory and practice in English language teacher education. By reflecting on these metaphorical bases, educators can better comprehend and address the needs of future teachers, contributing to more informed and effective teacher training programs.



## SIGNIFICANCE OF PEACE EDUCATION IN LANGUAGE TEACHING

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### **Abstract**

Globalization has effectively converted our planet into a vast village within a span of less than a couple of decades. The ongoing advancements in technology and society have unquestionably had a role in educating individuals about things that are previously unknown. Numerous substantial endeavors have consistently been undertaken with the goal of bridging boundaries and cultures to uphold peace among countries in diverse places. Several organizations and associations have made significant endeavors to be part of this challenge. Among these efforts, there is one aspect which holds a great potential for furthering the promotion of peace; language. If peace is defined as the ability to know, understand, and tolerate others, and language is the mechanism by which information and culture are communicated, then it is crucial to acknowledge the significant connection between peace and language.

This article aims to provide a concise introduction to the ideas such as global education and peace education, specifically focusing on the connection between these phrases and language teaching. This article also discusses the integration of peace and global issues into language instruction, with the goal of increasing students' knowledge and dedication to international matters. Another interest of this article is to discuss the significance of language instructors' attitudes and opinions in teaching and fostering peace in the classroom and beyond. Educators, particularly language teachers, often serve as influential role models for their students.

**Keywords:** language learning, peace education, global education, language teachers





**DE FACTO AND DE JURE POLICIES OF INTERNATIONALIZATION IN  
TÜRKIYE'S HIGHER EDUCATION: A CRITICAL CONTENT ANALYSIS OF  
FOREIGN LANGUAGE SCHOOLS' MISSION AND VISION STATEMENTS**

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**Abstract**

With English as the lingua academia, numerous higher education institutes in non-English speaking countries including many universities in Türkiye provide programs with English medium of instruction (EMI) to receive international recognition. To that end, schools of foreign languages (SFLs) of these universities offer English courses to their students to ensure high levels of proficiency. Bearing in mind the central role SFLs have, this study analyzes how the mission and vision statements (MSs and VSs) of the SFLs of Turkish universities align with the strategic goals for internationalization as stated by the Council of Higher Education.

This paper encompasses the MSs and VSs of the SFLs of 97 Turkish universities listed in the Times Higher Education World University Rankings 2024. Among these SFLs, 85 provided an MS in Turkish while only 68 of them were in English. Likewise, they provided 80 and 62 VSs in Turkish and in English respectively. This showed that only 82.45% of these SFLs made their MSs and 77.6% of them made their VSs public to Turkish speakers; while this percentage decreased to 65.96% for MSs and 60.14% for VSs for non-Turkish speakers. The statements were later analyzed through qualitative content analysis using a software called MAXQDA 24. The findings showed that even though these SFLs are expected to serve as units enhancing the internationalization efforts within their institutions, they focused more on the language skills of their existing students rather than the students' internationalization and global engagement. Furthermore, there are multiple discrepancies between Turkish and English statements reflecting inconsistencies. We conclude that the SFLs need to seek better alignment with the national policies of higher education and review their online spaces accordingly.



**THE SOURCES OF FOREIGN LANGUAGE INPUT IN THE TURKISH EFL  
CONTEXT**

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**Abstract**

Effective language teaching relies heavily on the diversity and quality of input sources available to learners. Various sources of input provide learners with exposure to the target language in diverse contexts, enhancing their comprehension, speaking, reading, and writing skills. It is a common belief that schools are the most important sources of foreign language input, and those who get formal instruction in a second language do better than those who do not, both in terms of the speed at which they develop proficiency and the overall degree of proficiency they reach (Ellis, 1991). However, as technology advances, the sources of input vary in foreign language learning environments, and this situation poses problems in terms of the foreign language instruction process and teacher training programs. In light of this issue, our goal was to identify the diverse sources of foreign language input in the Turkish EFL context. To this end, ideas and perceptions of 20 university students with B1 level of English language proficiency were analyzed with a qualitative research paradigm. The participants were interviewed one by one, and the transcriptions of these interviews were analyzed through content analysis with an inductive approach. The results revealed that the foreign language input coming from formal educational settings was minimal, and the most significant input sources were online video games, movies, and TV shows in English.



**PROMOTING CULTURAL DEVELOPMENT THROUGH LIMERICKS IN ENGLISH  
LANGUAGE TEACHING CLASSROOMS**

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**Abstract**

The symbiotic connection between language and culture has always concerned L2 practitioners and language policymakers. This paper examines the use of limericks as an engaging and exciting way to promote and integrate cultural dimensions in language classes. Limerick poems are usually humorous and read quite quickly. The final line is typically designed to make people laugh. The strict organization of the lines and the rhyming pattern in a limerick can feed into the learners' linguistic development. Its storytelling can lead learners to discover the contextual and cultural factors the humor elicits. Even though it is known that the use of literature in general to promote language and culture learning is advocated in English language teaching classrooms, the use of limericks has not been adequately covered. The researchers will provide examples of limericks appropriate for students' age and cognitive development, and they will suggest ways of integrating culture through storytelling in the limerick.



**CHANGING PERSPECTIVES OF EFL TEACHERS TOWARDS THE USE OF  
TECHNOLOGY IN LANGUAGE INSTRUCTION**

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**Abstract**

The global pandemic that lasted about two years from 2020 to 2022 caused permanent changes all around the world in every aspect of our lives, including health, economy, and education. Foreign language instruction is not an exception to this global phenomenon. During the pandemic, like their colleagues all around the world, Turkish EFL teachers had to deal with digital technology intensely. This situation created a natural and tacit experimental process. The aim of the current study is to analyze the changes in Turkish EFL teachers' perspectives concerning the use of technology in foreign language instruction that is supposed to have occurred during the pandemic. To this end, two sets of qualitative data were compared. One of the data sets had been collected before the break of the global pandemic for a different project, and 15 Turkish EFL teachers participated in it. The second data set was collected after the pandemic from 20 EFL teachers that share similar characteristics with the previous participants. The participants were interviewed with the same questions and under similar conditions. The data sets were analyzed through content analysis. The results revealed that, compared to the common all-positive attitudes towards the use of technology in foreign language instruction before the pandemic, some level of suspicion appeared among EFL teachers after a two-year active experience with technology during the pandemic. The all-positive attitude towards technology seems to have been replaced with a common mindset questioning the benefits and practicality of the use of digital technology in foreign language instruction.



**CORROBORATING LOWER AFFECTIVE FILTER OF PRE-SERVICE JUNIOR  
ENGLISH LANGUAGE TEACHERS IN SPEAKING SKILLS THROUGH THE  
METAVERSE**

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**Abstract**

This study aims at helping pre-service junior English language teachers to lower their speaking anxiety through the integration of the metaverse into the teaching process as well as exploring gender-related differences in anxiety levels. Therefore, A total of 57 pre-service junior teachers from a state university in Türkiye participated in the study. Initially, a pre-test was administered to the participants using the “Foreign Language Speaking Anxiety Scale” which was modified by the researcher. Some items of the original scale were excluded, while some new items were added considering the aim and the scope of the study. Making some adjustments, the final version of the scale demonstrated high reliability, with a coefficient exceeding 0.9, and all items showed positive and statistically significant factor loadings. Following the pre-test, students involved the 11 weeks of the metaverse classes. During the metaverse classes, participants were asked to follow the topics in the curriculum which were given to them beforehand. After the 11 weeks of speaking classes, participants were given the post-test. In order to see the metaverse readiness and to examine if there was a gender-related factor effecting the anxiety levels of the participants, both the pre and the post anxiety levels of the participants were checked and compared. The gathered data was analyzed quantitatively adopting the SPSS. According to the findings, it was observed that the pre-service junior teachers can be said to have lowered their anxiety levels thanks to their avatars and the inclusion into the metaverse classes. However, despite the overall decrease in anxiety levels, female participants exhibited higher levels of speaking anxiety compared to their male counterparts both before and after the intervention. Furthermore, the study aims to provide insights for both teachers and learners regarding the integration of the metaverse into English language teaching.



**CHATGPT IN THE CLASSROOM: A REVIEW OF RECENT STUDIES AND THEIR  
IMPLICATIONS FOR LANGUAGE TEACHING**

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**Abstract**

As an artificial intelligence tool that has experienced unprecedented growth in recent years, ChatGPT has become the subject of intense debate within the realm of education, particularly in the field of language teaching. Since its release in November 2022, investigating ChatGPT has been a continuing concern within foreign language education, especially regarding its roles, effects, and implications for language learning and teaching practices. In light of the growing interest and emerging research on the use of ChatGPT in education, the objective of this review study is to provide an overview of the current landscape of ChatGPT studies related to language education, specifically in the context of English Language Teaching (ELT). By focusing exclusively on SSCI-indexed research papers from the Web of Science database, this study examines the most influential articles and their findings on ChatGPT's roles and effects in teaching and learning. According to the findings, despite the growing acceptance of ChatGPT in educational practices, there exists a range of differing views and perceptions among teachers and students regarding its use in education. The review uncovers that ChatGPT can offer advantages such as providing timely feedback, serving as an unbiased learning assistant, and facilitating easy access to learning without time or location constraints, while also posing risks such as overreliance, ethical considerations, providing inaccurate information, and lacking the ability to comprehend emotions. This study provides valuable insights into the current state of ChatGPT in language teaching practices and serves as a resource for researchers, teachers and policymakers interested in ChatGPT.





**UNLEASHING CONTRIBUTING FACTORS OF AI ON ENGLISH LANGUAGE  
LEARNERS' EMOTIONAL LITERACY: A QUALITATIVE STUDY**

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**Abstract**

The prevalent integration of Artificial Intelligence (AI) into educational contexts becomes warrants deeper exploration and demands closer scrutiny of its potential impact on learners' emotional experiences, particularly in English language learning. Through a qualitative research design involving in-depth qualitative interviews with a purposive sample of participants, this study investigates English language learners' (ELLs) perceptions of AI tools' impact on their emotions, focusing on both specific stressors and positive emotional experiences associated with AI-assisted language learning, and how AI-driven learning environments contribute to their emotion regulation in face-to-face language learning classrooms. Specifically, building on insights from contemporary research (Abdolrezapour & Ghanbari, 2022; Kruk et al., 2022) that underscore the crucial role of emotions in language learning, this research explores AI's potential to cultivate emotional literacy—a fundamental competency for recognizing, understanding and regulating emotions within educational contexts. Participants of the study included a total of 38 ELLs actively engaged in AI-supported language learning. Interviews were analyzed through qualitative content analysis to identify common emotional stressors and emotion regulation strategies associated with AI use. Findings revealed that AI platforms played a dual impact (through personalized feedback and adaptive features of AI tools, AI-enhanced interactivity and engagement alleviated negative emotions such as frustrations, demotivation, and anxiety while they also fostered positive emotions such as enjoyment, motivation, and confidence). However, some learners expressed frustration arising from the lack of human-like interaction and flexibility, noting AI systems to be perceived as excessively rigid and detached, which occasionally impeded emotional rapport and assistance. The study concludes by providing recommendations for optimizing AI platforms to enhance ELLs' emotional well-being for a more supportive and enjoyable learning experience. By addressing both the emotional challenges and benefits of AI use, this study underscores the potential of AI to significantly enhance learners' capacity to regulate their emotions and the importance of further research into AI's role in promoting emotional resilience, well-being, and sustained motivation in language learning environments. The study advocates for novel approaches to AI design that prioritize emotional sensitivity and cognitive growth, aiming to optimize learning outcomes.

**Keywords:** AI, English language learning, emotions, L2 learners, language learner psychology and emotional literacy



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**THE OPINIONS OF THE PARTICIPANT LEARNERS WHO RECEIVED SELF-DIRECTED LANGUAGE LEARNING IMPLEMENTATIONS**

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**Abstract**

A key skill for the 21st century, self-directed learning that originates from adult education, is a process where learners manage their own learning journey. This involves recognizing their educational needs, setting learning goals, identifying both human and cognitive resources, selecting and applying suitable learning strategies, and assessing the outcomes of their learning efforts, either independently or with support. The approach is the focus of the research conducted across various educational fields, including language education, to assess how effectively it can be implemented in classroom settings, which are found as unearthed issues in the field. Therefore, the present study aims to uncover the opinions of the participant learners on the received self-directed language learning implementations. A sixteen-week study is carried out with undergraduate participants at the A2 proficiency level at a preparatory language school in a state university in Turkey. Data collection tools such as learning logs, open-ended questionnaires, and focus group interviews are utilized for content analysis to identify the emerging themes. The results reveal that the participants have benefitted from the self-directed language learning activities in the implementation sessions in class; they have developed a more positive attitude towards self-directed language learning and strategic behaviors. It is assumed that the findings of the study will inspire the novice language instructors in their teaching journey.



INVESTIGATING THE FACTORS AFFECTING PHONATION TIME RATIO OF  
SECOND LANGUAGE LEARNERS USING SURVIVAL ANALYSIS

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**Abstract**

Research on second language phonology acquisition generally focuses on revealing the multifaceted nature of language performance through various measures such as complexity, accuracy, success and fluency. Although these measures give results such as whether and to what extent second language learners acquire language skills, they are also quite important for determining how they develop them over time. In this context, there are a number of cross-sectional and longitudinal studies in the literature. While cross-sectional studies provide insights into these criteria, longitudinal studies provide findings that track the growth of these criteria over time and examine how they interact dynamically throughout the learning process. Moreover, it is also very important to investigate the factors affecting the acquisition of these criteria during a certain period of education. In this study, the factors affecting the phonation time ratio success values coded to determine the English second language oral performance of 66 students with Arabic, Chinese and Korean language backgrounds who studied at the English Language Institute at the University of Pittsburgh for a certain period of time are examined using the survival analysis method. In the study, firstly, the assumptions of survival analysis of students studying in different semesters of 2010 were tested to examine the factors affecting students' possession of certain phonation time ratio. Since the assumption was not provided, parametric regression models were used and AIC and BIC criteria were examined to determine which model provides better predictions. According to the results obtained from the Log-Logistic survival model, it is found that students with Arabic language background reach the phonation time ratio required for language proficiency at the end of the education period in a longer time compared to students with Chinese and Korean language background. At the same time, it is observed that students who were initially at a low-intermediate level reached the necessary phonation time ratio for language proficiency at the end of the training period in a longer time compared to high-intermediate students. Additionally, it is found that age and gender do not have a significant effect on reaching the phonation time ratio required for language proficiency.

**Keywords:** phonology acquisition, language learning, second language learning, longitudinal studies, survival analysis, Log-Logistic survival model



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## INTERCULTURAL COMMUNICATION: LANGUAGE AND CULTURE

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### **Abstract**

With a focus on their contextual interdependencies, this study examines the complex relationships that exist between language, communication, culture, and power in the light of Jane Jackson’s “Language and Intercultural Communication”. Language is the main means by which cultural norms and values are passed down, forming both individual and group identities. These cultural manifestations are conveyed through verbal and nonverbal communication, which shapes social relationships and hierarchies. Because language may reflect and reinforce society structures and be used as a tool for either empowerment or oppression, the interplay of power dynamics is essential. Language not only transmits information but also communicates authority and legitimacy in a variety of contexts, including politics, education, and daily life. This study examines how linguistic practices that might marginalize some groups while elevating others—such as codeswitching, jargon, and discourse strategies—are manifestations of power. We provide light on how language either upholds or undermines power dynamics by looking at case studies from various cultural contexts. Eventually, seeing language as a cultural artifact entwined with power relations enhances our knowledge of social relationships and provides insights into the possibility of communication that might change lives. This study urges academics and professionals to consider the effects of their communication decisions on larger social structures and promotes a critical analysis of language use in many circumstances.

**Keywords:** culture, communication, language, socialization



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**PROMOTING SOCIAL ISSUES AND PEACE THROUGH MUSIC IN A LANGUAGE  
CLASSROOM: A LESSON PLAN FOR CULTURAL INTEGRATION**

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**Abstract**

Teaching cultural elements in language classes deepens learners' understanding of the target language, helping them connect with the social and emotional contexts behind linguistic structures (Byram, 1997). Music, with its universal appeal, serves as a rich resource for integrating cultural themes in language education, fostering engagement and making lessons more memorable (Medina, 1990). This lesson plan, designed for B2-level young adults between 18 and 25 years old, uses a song about social issues and peace to teach English. The primary aims are to improve students' listening comprehension, enhance vocabulary related to social issues and feelings, and develop cultural awareness through music. The lesson follows an integrated-skills approach, incorporating pre-, while-, and post-listening activities to scaffold learning effectively. By focusing on these objectives, the lesson not only advances language proficiency but also promotes critical thinking and empathy in discussing global issues.



**THE USE OF DESIGNEDLY INCOMPLETE UTTERANCES IN THE ELT  
CLASSROOM**

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**Abstract**

In English Language Teaching (ELT) contexts, eliciting learners' responses is one of the most important ways of encouraging active participation. Therefore, it is important for teachers to use effective elicitation techniques to engage learners in active learning. Although a number of studies have been conducted on various elicitation techniques used in L2 classes, the role of designedly incomplete utterances (DIUs) in eliciting learners' responses is an area of research that needs further contribution. Therefore, this study aims to contribute to this area of research by exploring how teachers use DIUs to prompt learners to display knowledge and whether the use of DIUs is effective in eliciting information from learners. With these aims, the study was conducted in a primary school in Türkiye. The sample consisted of learners who took 2 hours of English classes per week and also their English teacher. The data was collected by the researcher through 4 hours of video recordings of the English classes. After the data was collected, the researcher transcribed the videos to texts. The methodology used in this study was Conversation Analysis (CA), and the researcher conducted a line-by-line analysis of the transcripts. The findings revealed that the teacher used DIUs with a rising intonation and by incorporating hand gestures, and that the teacher used diverse types of DIUs to perform multiple functions including prompting the learners to complete their sentences, enabling learners to notice their own mistakes, and encouraging them to provide the correct utterance with regard to vocabulary, grammar, and pronunciation. It was also found that the learners who made mistakes were able to notice their mistakes after the teacher's use of DIUs and corrected their utterances accordingly. Furthermore, it was observed that the use of DIUs increased active participation. In conclusion, the study demonstrated that DIUs are effective elicitation techniques that get learners actively involved in the ELT classroom. It is expected that the findings will have important implications for teachers in terms of providing learners with effective L2 learning techniques and for researchers who are interested in how various types of DIUs can be used in combination to support L2 learning and promote learner engagement.





**THE EFFECTS OF FLIPPED CLASSROOM MODEL ON THE DEVELOPMENT OF  
21ST CENTURY SKILLS OF ADULT EFL LEARNERS**

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**Abstract**

Education in the 21st century is seen as much more than a one-direction transfer of knowledge from teacher to learners. There has been an inevitable shift from a traditional classroom to a more learner-centred, dynamic, and interactive one, which primarily aims to prepare learners for the fast-changing 21st century life and help them keep pace with rapidly-developing technology. Along with all the technological developments and changes in the understanding of education, the world has also been experiencing an imperative shift towards distance education and blended learning. The Flipped Classroom Model, which supports a learning environment that is not limited to the borders of the classroom, can be effective in achieving the desired outcomes of the 21st century education in EFL classrooms. The aim of this study is to investigate if there is an effect of Flipped Classroom Model on the development of adult EFL learners' certain 21st century skills which are communication, collaboration, critical thinking, and creativity, also known as 4Cs of 21st century, Information and Communication Technologies literacy skills, and intercultural competence. To gain a deeper understanding of the research inquiry, the study adopted a case study methodology. Additionally, a mixed methods research design was applied to gather more comprehensive data and conduct an in-depth examination. The data were collected from 57 preparatory class students at a state university at three phases. Survey Questionnaire of the Implementation of 4Cs (Bedir, 2017), the Information and Communications Technologies (ICT) Literacy Survey (Aydemir, 2019), and Intercultural Sensitivity Scale Questionnaire (Chen & Starosta, 2000) were administered to participants as pre- and post-forms at the beginning and end of the FCM implementation. Moreover, field notes were taken by the researcher and minute papers were written by the participants three times during the implementation process. Finally, semi-structured group interviews were conducted at the end of the implementation process. The results of the study demonstrated that the Flipped Classroom Model significantly improved 4Cs and ICT Literacy Skills of participants, with a slight positive impact on their intercultural competence. The study reveals the positive effect of FCM on the development of 21st century skills and provides pedagogical implications for implementing FCM in the most effective way.



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**TEACHING IN THE AGE OF AI: WHAT'S REALLY ON TEACHERS' MINDS?**

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**Abstract**

As artificial intelligence (AI) becomes increasingly integrated into education, teachers are facing new challenges that may lead to anxiety, particularly regarding job security, adapting to new technologies, and the broader societal impacts of AI. This anxiety, known as AI anxiety, varies across different demographic groups and can affect teachers' willingness to adopt AI tools in the classroom. Understanding the factors contributing to AI anxiety among teachers is essential for developing strategies to support them in this evolving educational landscape.



**DRAMATIZING ENGLISH: TRANSFORMING ELT THROUGH CREATIVE  
EXPRESSIONS**

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**Abstract**

Drama can transform the language learning experience, creating vibrant classrooms where students not only learn English but also immerse themselves in it. This presentation explores the powerful integration of drama into English Language Teaching, demonstrating how it can ignite student engagement, promote deeper language acquisition, and develop critical communication skills. By stepping into different roles and scenarios, learners immerse themselves in authentic language use, experiencing English in its most lively and contextual form. From improvisation to scripted plays, storytelling to dramatic monologues, literary adaptations to musical parodies, drama activities encourage learners to express themselves creatively, build confidence, and develop fluency in a supportive, interactive environment. This study was carried out by using qualitative methods of data collection and analysis. It spans over a period of ten weeks where the data was collected through purposive sampling from twenty 3rd year undergraduate ELT students (prospective teachers). The students were given five different (individual, pair, and group) drama-based tasks with the purpose of enhancing language skills. Then the rich data that consisted of written scripts, reflection reports, and performances (live and video) was analysed by employing the techniques of content analysis. The findings of the study shows that this drama course has immensely facilitated the students in enhancing not only their core language skills (speaking, listening, reading and writing) but also assisted them in pedagogical strategies to think, critique, adapt, and design drama-based lesson plans for student-centered teaching. The findings show that prospective teachers can design and implement drama activities that cater to diverse learning levels and objectives, having hands-on knowledge of maximizing learners' active engagement, incorporating AI-enhanced tasks and projects, and self and peer reflection techniques. This session aims to ensure that drama becomes an accessible and effective tool in every educator's toolkit. The session attendees will walk away with adaptable insights for integrating drama in ELT classrooms to unlock their students' potential and transform their ELT classroom into a dynamic arena for language and personal growth.



**SELECTIVE TRUST IN EARLY CHILDHOOD: EVALUATING SOURCE  
RELIABILITY IN PRESCHOOLERS' VOCABULARY ACQUISITION**

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**Abstract**

The ability to evaluate the reliability of information sources is a critical cognitive skill that begins to develop in early childhood, particularly as children encounter the complexities of language acquisition. In situations where conflicting information is presented by different sources, young learners must make pivotal decisions regarding whom to trust in the process of vocabulary acquisition. This study investigates whether 4-year-old preschoolers consider the prior reliability of information sources when forming new label-referent mappings. A total of 38 preschoolers, comprising 18 early 4-year-olds and 20 late 4-year-olds, participated in the study. During the Familiarization Phase, preschoolers were exposed to reliable and unreliable informants who labeled familiar objects either accurately or inaccurately. In the subsequent Label and Test Phase, children were introduced to novel objects, and both accurate and inaccurate informants provided labels using unfamiliar words. Preschoolers were anticipated to establish new label-referent associations based on the unfamiliar labels provided by either accurate or inaccurate informants, depending on their previous reliability. The findings reveal that both early and late 4-year-olds preferentially adopted the unfamiliar words suggested by accurate informants for novel objects, indicating an emerging ability to utilize source reliability in their language learning process. These findings underscore the developing ability of 4-year-old preschoolers to utilize prior information about the reliability of informants when forming new vocabulary associations. The observed preference for labels provided by accurate informants highlights the importance of source credibility in early language acquisition. This emerging skill reflects a sophisticated cognitive process that supports effective learning in the context of conflicting information. Future research may further explore how these early evaluative abilities influence other areas of cognitive development and language learning.



**EXPLORING DIRECTED MOTIVATIONAL CURRENTS IN ENGLISH LANGUAGE  
LEARNING: A QUALITATIVE CASE STUDY OF TURKISH EFL LEARNERS AT  
TERTIARY LEVEL**

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**Abstract**

This study investigates Directed Motivational Currents (DMCs) among Turkish English as a Foreign Language (EFL) learners at the tertiary level. It specifically examines the elements that initiate these motivational experiences and how they are expressed. The research focuses on the language learning experiences of two university students using qualitative approaches such as interviews and motivational graphs. The analysis uncovers clear motivational profiles: the first student's motivation stems from personal interest, social impact, and goals for cultural participation, whereas the second student's motivation is fuelled by practical applications and urgent social situations. The key themes found encompass the impact of individual interests and societal influences on language acquisition, the use of self-directed learning to overcome educational constraints, and the perception of English to unlock prospects. This study enhances our comprehension of DMCs in EFL settings, emphasising the significance of motivation in language acquisition and the significance of personal and situational influences. This study offers empirical evidence that supports the DMC framework and gives practical implications for educators of EFL. This involves creating customised teaching procedures and curricula that correspond to the varied motivational requirements of learners, highlighting the need of personalised approaches in teaching English as an EFL. The results support the idea of emphasising the practical use and active involvement with the language outside of traditional classroom environments, highlighting the important influence of motivation in the process of acquiring a language.

**Keywords:** DMCs, Directed Motivational Currents, EFL, Turkish EFL students



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**A STUDY ON THE EVALUATION OF MONDLY: A GLOBAL LANGUAGE  
LEARNING PLATFORM**

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**Abstract**

Technological developments and the reflections of these developments in the field of foreign language learning have led to an increase in the number of learners trying to learn a foreign language through various applications. This suggests that a comprehensive evaluation of the applications in terms of language learning would be effective and important for both language learners and educators because knowledge of the applications would facilitate their choices in line with their own learning and teaching goals and preferences. With this in mind, this review study aims to objectively evaluate Mondly, one of the most widely used foreign language learning software worldwide. The study primarily focuses on the core features of the application, user interface design, lesson structure, and the language learning activities included in the application. The results revealed both strengths and some limitations of the Mondly program. Also, the overall results suggest that the Mondly app is a useful supplementary tool, especially for beginner-level foreign language learners. The findings of this study are expected to offer valuable insights for language learners and teachers and be useful for improving Mondly and similar foreign language learning applications.





**A BIBLIOMETRIC ANALYSIS ON TOURISM AND ENGLISH**

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**Abstract**

Tourism is one of the important service areas where academia and the sector are considered as a whole. Service quality in the tourism sector is closely related to comprehensive foreign language education in academia. Students who graduate from departments with inadequate English education may have difficulty in establishing a foothold in the sector. Similarly, the quality and service quality in the tourism sector are also negatively affected by this process. Sector managers want to prioritize the employment of personnel who have improved themselves in terms of foreign languages. This study examines academic research conducted on English education in the field of tourism and the importance of English. In this way, it is aimed to determine the importance given to English in tourism education quantitatively. Within the scope of the study, articles on tourism and English language education in the Web of Science database were examined with bibliometric analysis. As a result of the study, quantitative findings regarding researches on tourism and English language education were included. In the literature, the approach to English language education in tourism was determined and suggestions aimed to contribute to researchers and literature were developed.

**Keywords:** English Language Education, English in Tourism, Tourism, Tourism Education, Web of Science



**THE PERCEPTIONS OF TURKISH EFL TEACHERS ABOUT ENGLISH LANGUAGE  
TEACHING IN PUBLIC HIGH SCHOOLS**

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**Abstract**

English has emerged as a lingua franca, and the instruction of English as a foreign language (EFL) has become an integral part of the education systems all over the world. Turkish educational system is by no means an exception. However, there is no doubt that such a foreign language context contains some challenging factors and problems that impede the efficacy of English language teaching (ELT), which are mostly overlooked by some stakeholders such as policymakers, administrators, curriculum developers, and teacher trainers. In this respect, the current study seeks to explore the perceptions of Turkish EFL teachers about the efficiency of ELT in state high schools. It also intends to enlighten the internal dynamics within Turkish EFL classrooms in addition the potential problems and challenges faced by teachers and learners. The study adopted a qualitative research design. Purposeful sampling was used in the identification and selection of the participants. The qualitative data were gathered by means of open-ended questionnaires and semi-structured interviews. The collected data were analysed and interpreted through the content analysis method. The study findings offered some fresh insights into the current dynamics and potential challenges of teaching and learning EFL in Turkish high schools, which will illuminate the route for all the stakeholders who make decisions on foreign language policies and take responsibility in foreign language education.

**Keywords:** English as a foreign language (EFL), English language teaching (ELT), foreign language education, high schools



**A RESEARCH ON THE IMPORTANCE OF FOREIGN LANGUAGE IN TOURIST GUIDING**

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**Abstract**

Tourism, one of the important sectors of the world, is the leading source of income for many countries. The concept of tourism has emerged from people's desires and needs such as entertainment, rest, learning and travelling. In order to meet these wants and needs, people often travel to a destination other than the point where they live. In these travels, they have the opportunity to discover other places and get to know different cultures. Growing and developing countries in the tourism sector aim to provide better quality service to their visitors. In this context, the place of tourist guides, who have a key role in the sector, is undeniably important. Tourist guides guide the tourist from the first moment the tourist arrives in the country to the last moment. They also play the role of ambassadors in promoting the country, city, society and most importantly culture. One of the important features of guides is that they have good communication skills. The body language, transfer and foreign language speaking skills of the tourist guide are important in establishing correct communication with the tourist. The most important tool in communication between the guide and the tourist is the spoken language. The more the guide has a good command of the native language of the tourist, the better the transfer will be. In this context, foreign language learning constitutes a large part of guiding education in most countries. The aim of this study is to emphasize the importance of knowing and speaking a foreign language in tourist guiding. The study aims to contribute to the literature by using qualitative research method.

**Keywords:** Culture, Foreign Language, Tourism, Tourism Guide



**USING DEPENDENT CONCORDANCE LINES TECHNIQUE IN FOREIGN  
LANGUAGE VOCABULARY INSTRUCTION**

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**Abstract**

A range of methodologies has been investigated in vocabulary instruction, with considerable research focusing on their effectiveness. Among these methods, Dependent Concordance Lines technique has garnered attention for its potential to enhance vocabulary learning. Dependent Concordance Lines are defined as text indexes that highlight word collocations and other linguistic patterns by showing each occurrence of the word within its context. This technique offers valuable insights into word usage and provides a structured approach to understanding language patterns. The primary objective of this study is to evaluate the effectiveness of the Dependent Concordance Lines technique in the context of English vocabulary instruction. The study targets students from the School of Foreign Languages at Erciyes University in Türkiye, who will engage with this technique for the first time. In the study, utilizing a mixed-methods approach, data are collected through a comprehensive two-stage survey and a focus group interview. The survey is designed to assess the impact of the Dependent Concordance Lines technique on vocabulary learning, capturing both quantitative and qualitative aspects. The focus group interview, conducted with a group of participants, provides deeper insights into student attitudes and experiences with the technique. The research examines several key themes: the effectiveness of the Dependent Concordance Lines technique in enhancing vocabulary learning, students' attitudes towards its use, and the overall contribution of this technique to vocabulary instruction. By analyzing the data collected through the survey and focus group interviews, the study aims to provide a nuanced understanding of the benefits and limitations of the Dependent Concordance Lines technique. The findings are expected to offer valuable insights into applying this technique in educational settings and contribute to the broader field of vocabulary instruction. This study not only seeks to evaluate the effectiveness of a specific instructional technique but also aims to contribute to the existing literature on vocabulary teaching methods. The results of this study are intended to inform future educational practices and support the development of new approaches to language instruction.

**Keywords:** Dependent Concordance Lines, Vocabulary Instruction, Corpus Linguistics, Applied Learning, Linguistic Patterns, Language Acquisition

**PERCEPTIONS OF CEFR-ORIENTED AND SKILL-BASED ASSESSMENTS AMONG  
IN-SERVICE ENGLISH TEACHERS IN TURKEY: A QUALITATIVE ANALYSIS**



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### **Abstract**

This qualitative study explores in-service English teachers' perceptions of skill-based and CEFR-oriented assessments regulated by the Ministry of Education in Turkey. With the recent emphasis on integrating the Common European Framework of Reference for Languages (CEFR) into assessment practices, understanding teachers' viewpoints is crucial for effective implementation and refinement of these assessment methods. This research aims to gain insights into how these assessments impact teachers' instructional practices, their perceived efficacy, and the challenges they encounter. The study employs semi-structured interviews to gather detailed perspectives from a diverse sample of English teachers, considering factors such as gender, age, teaching experience, university department, education level, and the grades they teach. The findings are expected to reveal key themes regarding the alignment of assessment practices with educational goals, as well as the support and resources needed to enhance teachers' effectiveness in this context. This research contributes to the broader discourse on assessment reform and offers practical recommendations for policy makers and educators to improve the assessment landscape in Turkish state schools.



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**ELEVATING ADULT LEARNING: PRACTICAL IDEAS WITH INSTRUMENTAL  
MUSIC AND LYRICS**

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**Abstract**

In this presentation, the transformative potential of instrumental music and lyrics as authentic and artistic tools for English Language Teaching (ELT) is focused. Exploring adult language learning, the presentation explains why it's beneficial to use music and songs in English Language Teaching (ELT), supported by literature. The focus then shifts towards equipping practitioners with practical ideas for utilizing instrumental music effectively. Practical strategies are outlined, encompassing the careful alignment of music with learning objectives, the creation of engaging listening comprehension activities, development of creative writing exercises, and class discussions by using music as conversation starters. Shifting to lyrics, various activity ideas are presented, targeting listening and reading skills enhancement, reinforcement of vocabulary and grammar acquisition, cultural exposure, motivation and engagement elevation, and proficiency in speaking and pronunciation. Furthermore, the presentation provides insights into the design of song-based classes, highlights the utilization of music videos, and offers sample lesson procedures that integrate the four language skills. By blending theory and practice, this presentation offers a comprehensive guide for practitioners seeking to utilize the pedagogical potential of music and lyrics in ELT.





**A CASE STUDY OF LEARNER MOTIVATION TOWARDS THE SOURCE OF  
CORRECTIVE FEEDBACK: TEACHER OR PEER?**

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**Abstract**

The use of corrective feedback in foreign language classrooms is crucial for helping learners enhance their communication skills in the target language. Given that, several studies have highlighted the importance of oral corrective feedback in promoting foreign language acquisition. However, the emotional reactions of learners toward those providing the feedback have received less attention. Consequently, the impact of oral corrective feedback from teachers or peers on learners' motivation to learn the language and actively participate in the classroom has remained to be explored. This study aims to show Turkish EFL learners', who study in an Anatolian high school of the Ministry of National Education, emotional situation when they receive corrective feedback from both teachers and their own classmates. Explanatory case study research has been adopted, and analysis was drawn upon qualitative data conducting thematic analysis in the study to gain broader insights to the perceptions of learners in the corrective feedback. Participants consisting of 119 9th grade students were divided into 3 groups and attended 3 weeks treatment sessions focusing on the provider of the feedback specific for each group. At the end of treatment sessions, a total of 7 volunteers of the participants took the semi-structured interviews. The data showed that learners prefer teacher feedback since the source of the feedback is credible however, both individual differences and interpersonal relationships between the source and the receiver of the feedback plays a crucial role. This research provides significant insights for teachers, teacher educators and MoNE policies.



**DETERRENT FACTORS AMONG EFL INSTRUCTORS ABOUT THE USE OF  
TECHNOLOGICAL DEVICES IN FOREIGN LANGUAGE TEACHING**

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**Abstract**

Given that two of the main areas of educational reform are language and technology, the issues generated by pedagogical and technical changes in the field of teaching need to be addressed by Turkish teachers of English as a foreign language. Based on the challenges posed by the use of technology in classroom teaching environments, the factors that deter EFL instructors from using technological devices were investigated. An interpretive qualitative inquiry was utilized and the content analysis was employed for the collected data. According to the results, the deterrent factors among EFL instructors can be grouped as technological problems, technological insufficiencies, cost, lack of technological skills, psychological aspects, and inadequate training. These findings suggest that ongoing professional development with technology integration, especially for language teachers, needs to be meticulously planned. In addition, it is of great importance to explain the measures to minimize the deterrent factors to the teachers and to plan practical trainings for the implementation steps.



MEMORY STRATEGIES IN LEARNING AND TEACHING NEW EFL WORDS

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**Abstract**

Vocabulary knowledge is the essential prerequisite for second language acquisition (SLA). Lexical competence is considered as a sine qua non of verbal communication in the second language (L2) and as the key driving force behind the development of four main language skills, i.e. listening, reading, speaking and writing. On the other side, learners regard the mastery of a great deal of L2 vocabulary as by far the most challenging part of SLA. Strategy training gains prominence to help L2 learners to cope with this challenge. Equipping students with specific vocabulary learning strategies (VLSs) will make them autonomous learners who are able to continue to develop their L2 lexical competence on their own both inside and outside of the classroom. As one of the most fruitful VLSs, memory strategies provide L2 learners with practical help to organize new words more effectively in their minds, keep them in their memory for a longer time and recall them more easily when they need. With this in mind, the current study aims to present EFL learners and teachers with a collection of the most effective memory strategies together with their definitions and sample practices in learning and teaching new words in EFL contexts.

**Keywords:** English as a foreign language (EFL), English language teaching (ELT), memory strategies, vocabulary learning strategies (VLS)



**PRE-SERVICE LANGUAGE TEACHERS' PERSPECTIVES ON LEARNING AND  
TEACHING PRAGMATICS: CHALLENGES AND INSIGHTS**

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**Abstract**

This study explores the perspectives of pre-service language teachers on the learning and teaching of pragmatics, aiming to uncover the challenges they face and the insights they have gained during their training in a course framed around pragmatics and language teaching. Pragmatics, the study of language use in social contexts, is a critical yet often underemphasized component of language education. By collecting data through interviews and reflective journals in a qualitative research design, the present study seeks to understand pre-service language teachers' awareness, attitudes, and preparedness in integrating pragmatic competence into their future classrooms. Key areas of investigation include pre-service language teachers' understanding of pragmatic concepts, perceived importance of pragmatics in language teaching, experiences with pragmatic instruction in their teacher education programs, and the resources they find most effective for learning and teaching pragmatics. Findings reveal that while pre-service teachers recognize the importance of pragmatics in achieving communicative competence, many feel inadequately prepared to teach this aspect due to limited exposure and training. The study also highlights specific challenges such as the lack of practical teaching materials, insufficient teacher training on pragmatic aspects, and the complexity of assessing pragmatic competence. Additionally, participants provide valuable insights into potential strategies for enhancing pragmatic instruction, including the need for more comprehensive teacher education programs and practical teaching resources. The results of this study underscore the necessity of integrating pragmatics more thoroughly into pre-service language teacher education. By addressing the identified challenges and leveraging the insights provided by pre-service language teachers, teacher education programs can better equip future educators to teach pragmatics effectively, ultimately contributing to more holistic and communicative language teaching practices.

**Keywords:** Pragmatics, pragmatics-oriented language teaching, teacher education



**CHALLENGES AND POTENTIAL SOLUTIONS: TEACHERS PERSPECTIVES ON  
REFUGEE STUDENTS' INCLUSION IN EFL CLASSROOMS**

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**Abstract**

In recent years, education for refugee children has been prioritized in Türkiye, particularly due to the significant influx of Syrian refugees (Bircan & Sunata 2015; Aydın & Kaya 2017; Aydın, 2022). As of September 2023, Türkiye is home to the world's largest refugee population, over 3.6 million refugees, including 3.3 million Syrians. The notable point here is that of this population, 1.8 million of them are children, and by June 2023, nearly one million refugee students (997,243) were enrolled in Turkish formal education system with 64% enrolment rate (UNHRC, 2023). These statistics indicate that necessary measures ought to be taken for this growing number of students. However, it appears that the critical issue of educating refugee students, particularly in terms of English as a foreign language instruction, has not been addressed comprehensively and in all its dimensions. In this regard, the study aims to identify the problems associated with having refugee students in English as a Foreign Language (EFL) classrooms and offer potential solutions based on the perspectives of English teachers. The study was designed as a case study, involving 4 non-native English teachers with diverse teaching experiences, and these participants were selected in line with convenience sampling method. In order to elicit in-depth insight into the research questions, individual semi-structured interviews were utilized as data collection tools. In addition, thematic analysis was conducted by means of MAXQDA which is a widely used qualitative data analysis software like NVivo and Atlas.ti. The findings were discussed in relation to the existing literature. The main challenges identified by teachers include language barrier, classmates resistance, integration challenges, limited teaching resources, and limited collaboration with stakeholders. To address these issues, participants put forward the effective use of nonverbal communication tools, fostering cooperative learning, encouraging cultural exchange activities, innovative use of online resources, and organization of stakeholders meetings to strengthen partnership. Based on these findings, several pedagogical recommendations and implications for future research are suggested.

**Keywords:** English as a foreign language, refugee students, diverse classroom setting, language barriers, refugee education



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## AI INTEGRATION IN MAXQDA: ENHANCING RESEARCH EFFICIENCY

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### **Abstract**

In this workshop, we will explore the transformative potential of AI within MAXQDA, a key research software for qualitative and mixed methods analysis. The aim is to empower researchers to utilize AI in MAXQDA, streamlining and enhancing the research process. The workshop begins with an overview of MAXQDA's capabilities, followed by hands-on exercises integrating AI features like automated coding, suggested codes, transcription, and interactive document chat. These exercises demonstrate how AI can reduce manual coding time, improve accuracy, and uncover hidden data patterns. Ultimately, this workshop offers a unique opportunity to experience AI's transformative impact on research, leading to more profound findings.





**EXPLORING THE ROLE OF TEACHER SUPPORT IN FOSTERING EFL  
LEARNERS' L2 GRIT**

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**Abstract**

A new trend in educational psychology, called positive psychology, has paved its way in second/foreign language education and has recently drawn the attention of many researchers. In line with this trend, not only the role of emotions in L2 learning but also the role of teachers in developing these positive psychological traits in EFL learners have received increasing interest over the last decades. Grit in second language learning (L2 Grit), one of such traits, has been lately explored in L2 learning and teaching and put forward as an important psychological factor that predicts L2 achievement. The positive and significant correlation between teacher support and L2 grit has been substantiated in earlier studies. However, it is noteworthy that the research literature on the relationship between L2 grit and teacher support is still in its infancy and there have been no theoretical review studies to date that have explored the role of teacher support in enhancing L2 grit. In this regard, the present study attempted to review the theoretical and empirical underpinnings of the interplay between EFL learners' L2 grit and teacher support. To this end, the definitions, conceptualizations, dimensions of the two variables, and the related studies were presented. Drawing on the findings in the literature, some pedagogical implications for EFL teachers were also provided. Finally, some recommendations for future research were made to drive this line of research forward.

**Keywords:** L2 grit, teacher support, EFL learners, positive psychology



**UNLOCKING WRITING POTENTIAL: THE POWER OF ENGAGEMENT IN  
COMPUTER-MEDIATED CORRECTIVE FEEDBACK**

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**Abstract**

This quasi-experimental study investigates the impact of computer-mediated corrective feedback (CMCF) on the writing performance of English as a Foreign Language (EFL) learners, exploring the role of engagement in facilitating writing improvement. The study specifically examines two CMCF modalities: wikis and screencasts. A pretest-posttest design was employed, comparing an experimental group receiving CMCF with a control group receiving traditional paper-and-pencil feedback. A mixed-methods approach was used to collect data from 82 EFL learners through writing tests, questionnaires, focus group discussions (FGDs), and teacher logs. Findings demonstrate a statistically significant improvement in writing performance among the experimental group, with notable advancements observed in task achievement, coherence and cohesion, lexical resource, and grammatical range and accuracy. Qualitative data further supports these findings, highlighting the engaging nature of CMCF as perceived by the students. The participants reported CMCF as effective, supportive, and instrumental in their learning journey. This study contributes to the growing body of research on CMCF, emphasizing the crucial role of student engagement in maximizing the effectiveness of this technology-mediated feedback approach.



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