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AMASYA UNIVERSITY
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DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
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SELÇUK UNIVERSITY

Conference Proceedings

AELTE THIRD INTERNATIONAL CONFERENCE

18-19 OCTOBER 2024

"UNLOCKING THE POTENTIAL: INSPIRATIONAL PRACTICES IN LANGUAGE PEDAGOGY"

AMASYA, TÜRKİYE

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AELTE 2024

CONFERENCE PROCEEDINGS

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Foreword

Dear Esteemed Participants,

It is with great pleasure that we present the proceedings of the AELTE 3rd International Conference, held on 18–19 October 2024 at Amasya University, Amasya, Turkey. This year's conference, themed "Unlocking the Potential: Inspirational Practices in Language Pedagogy," aimed to provide an inclusive platform for bridging the gap between theory and practice across diverse fields of foreign language study. The AELTE International Conference has consistently served as a vital gathering point for scholars, educators, and practitioners in the realms of EFL, ESL, ELT, Linguistics, and related disciplines. This year's event continued this tradition, fostering an environment that encouraged collaboration, dialogue, and the exchange of innovative ideas. By exploring the latest trends and addressing the challenges in language education, the conference aimed to inspire the community to develop creative and effective approaches to language teaching and learning.

The proceedings reflect the depth of discussions that took place during the conference. They capture the contributions of researchers and practitioners from around the world who shared their insights on key topics such as language acquisition, artificial intelligence, instructional technologies, sociocultural dynamics, and the integration of research findings into practical settings. The diverse perspectives and methodologies presented in these papers underscore the richness and complexity of language pedagogy in contemporary contexts. We extend our heartfelt gratitude to the keynote speakers, presenters, and participants whose contributions were instrumental in making this event a success. Special thanks are also due to the Rector of Amasya University, Prof. Dr. Ahmet Hakkı TURABI, The Dean of Education Faculty, the Scientific Committee, the Organizing Committee, and all those who worked tirelessly behind the scenes to bring this event to fruition.

On behalf of the organizing committee, we thank you for your participation and look forward to welcoming you to future editions of the AELTE International Conference.

Sincerely,

Prof. Dr. Arif Sarıçoban and Assoc. Prof. Dr. Melike Baş
Conference Chair
AELTE 3rd International Conference 2024

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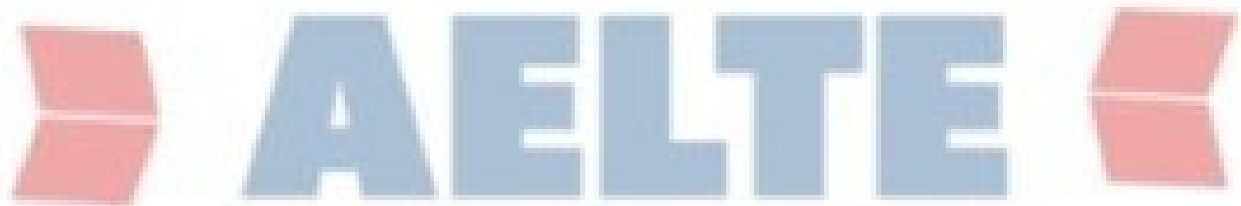Zeleke Arficho Ayele – Hawassa University, Ethiopia

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Decoding teacher communities

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Abstract

Teacher communities are networks of teachers who collaborate with their colleagues by sharing practices, discussing teaching strategies and supporting each other. To reach out to their colleagues, teachers mostly prefer online platforms, which offer easy accessibility and the ability to connect with a vast audience. As a result of teachers' posts and interactions, these platforms generate a wealth of data. Analysing this data by observing the community pages can provide a peek into educators' world for teacher educators and policymakers. In this study, an online member-only teacher community with 29.000 teachers has been chosen as a sample community which requires proof-based admin verification to access the community page. Content analysis has shown that educators usually engage with community members when they need support. The support requests include a variety of topics from book recommendations to ideas for teaching a subject. Analysis of the frequency distributions of topics provided meaningful implications for teacher educators and policymakers. More implications have been drawn by examining the engagement levels.

Keywords: teacher community; teacher collaboration; professional development; social media

1. Introduction

The professional development (PD) of teachers is widely recognized as a crucial factor in improving educational outcomes. Effective professional development helps teachers stay updated with new teaching strategies, materials, and methods, which are essential for meeting the needs of students (Darling-Hammond et al., 2017). In the context of English as a Foreign Language (EFL) teaching, PD has an important place due to the changing dynamics of language learning and the global demand for proficient language instruction (Richards & Farrell, 2005). Continuous PD helps teachers sharpen their skills, adapt to the latest technologies, and use more effective teaching practices. This, in turn, boosts student engagement and success. (Guskey, 2002).

Teacher communities play an important role in fostering professional development by providing a collaborative environment where educators can exchange ideas, share resources, and support each other (Wenger, 1998). These communities, particularly online ones, offer teachers a platform to seek advice, share experiences, and co-create knowledge, which can lead to significant professional growth. In the EFL context, where teachers often face various challenges related to curriculum design, assessment, and

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materials selection, these communities serve as valuable platforms for problem-solving and innovation. Through active participation, teachers can access a wide range of materials and strategies that may not be available in traditional PD settings (Trust et al., 2016).

Equally important is the concept of teacher voice, which refers to reinforcing teachers to share their insights, challenges, and needs regarding their profession (MacBeath, 2012). Teacher voice is an essential aspect of PD because it allows educators to influence policy, pedagogy, and curriculum design based on their firsthand experiences in the classroom. When teachers are provided with opportunities to voice their concerns and actively contribute to the development of teaching materials and assessments, it not only increases their professional satisfaction but also improves the quality and relevance of educational practices (Smylie, 1992) Promoting teacher voice within professional learning communities encourages a bottom-up approach to educational reform, ensuring that teachers' practical knowledge informs decision-making processes at all levels of education (Bangs & Frost, 2016).

1.1. Literature review

Various professional development activities are offered for teachers, and these include traditional face-to-face modes, online and blended modes, collaborative and inquiry-based modes, and lastly reflective practice modes.

The traditional face-to-face professional development activities are generally presented as workshops and seminars which are presented as short-term and focused training sessions, usually topic-specific and skill-oriented, and single or multi-session events (Borg, 2018; Richards & Farrell, 2005). Peer observation activities, on the other hand, can be in the form of structured classroom observations, pre- and post-observation conferences, which requires deliberate focus on specific aspects of teaching (Gosling, 2014; Howard, 2010). Mentoring programs also offer professional development opportunities for teachers as the provide one-on-one guidance, experienced-novice teacher partnerships, and/or structured development plans (Mann & Tang, 2012; Nguyen, 2017).

As for the professional development activities provided in online and blended modalities, virtual professional development presented in the forms of webinars and online workshops, virtual conferences, and digital resource sharing platforms offer upskilling information and resources for teachers (Healey et al., 2011; Murray, 2013). On the other hand, blended learning programs as professional development activities, equipped with technology-enhanced learning experiences, provide a combination of online and face-to-face activities – hybrid models – for teachers (Burns, 2011; Zhang & Liu, 2019)

Collaboration and inquiry-based professional development activities cover action research and professional learning communities. Thanks to partaking in action research, teachers engage in classroom-based investigation, systematic inquiry into their teaching practices, and evidence-based decision-making processes (Burns, 2010; Wallace, 2008). Professional learning communities, on the other hand, provide the opportunity of holding regular collaborative meetings with peers and mentors (if available) and engaging in shared inquiry into practice, and leading collective problem-solving procedures (DuFour, 2004; Vescio, Ross, & Adams, 2008)

Compiling teaching portfolios and being involved in critical friend groups are usually referred to as reflective practice based professional development activities. As teaching portfolios require the teachers to document their teaching practices and reflect on their growth (Farrell, 2018; Seldin, Miller & Seldin, 2010)

and as critical friend groups prerequisite structured peer feedback, professional dialogue, and collaborative reflection (Edge, 2011; Johnston, 2009), they are viewed as significant professional development activities.

Although professional development activities come forth in different modalities and in different numbers, suggestions by Darling-Hammond, Hyler, and Gardner (2017) and Johnson (2009) indicate that for a professional development activity to be successfully implemented there are certain key elements:

- Sustained engagement over time
- Clear connection to classroom practice
- Active learning opportunities
- Content focus
- Collective participation
- Coherence with broader educational goals

More specifically, Darling-Hammond, Hyler, and Gardner (2017) stated that 98% of teachers prefer professional development activities that are directly related to their classroom practice; thus, relevance to the teachers' own context is pointed as a significant indicator for teachers' preferences. Plus, these scholars also found that more than 85% of the teachers value collaborative learning opportunities, which is a similar finding in Borg's (2015) study with language teachers. Desimone and Garet's (2015) findings also suggest the importance of collaborative learning, but they also point collective participation as key factors in teacher preferences. Besides, the preferred professional activities were emphasized to span at least 20 hours over time; thus, the significance of the duration of the activities also, as reported in Desimone and Garet's (2015) study, matter for the teachers. Another finding by Borg (2015) is that teachers highly value technology-focused workshops as professional development activities.

When the literature is reviewed for more variations in the teachers' preferences for and engagement in professional development activities, it is observed that elementary teachers tend to prefer cross-curricular integration, classroom management focus, and peer observation opportunities (Garet et al., 2001). As for the secondary grade-based teachers, Wei, Darling-Hammond, and Adamson (2010) point that they show strong preferences for subject-specific content, advanced pedagogical techniques, and professional networking. As for gender as a variation, it is reported that female teachers show slightly higher preferences for collaborative activities, mentoring relationships, and reflective practice while male teachers show slightly higher preferences for technology-focused professional development activities, independent learning opportunities, and action research (Hustler et al., 2003). Nguyen (2019) investigated teachers' preferences from a cultural aspect and looked for the impact of culture on teachers' preferences. The findings by Nguyen (2019) suggest that in western contexts, teachers prefer participant-centered approaches in professional development activities and value individual choice; however, in Asian contexts, stronger preference is set for expert-led sessions and value is placed on collective learning. Lastly, Richter et al. (2011) investigated teachers' engagement in professional development across their teaching career and found that early-career teachers tend to prefer structured mentoring, basic pedagogical skills, and classroom management focused activities while experienced teachers show preference to advanced content, leadership opportunities, and research engagement.

1.2. Research questions

What insights can be drawn from the analysis of an online teacher community, and how do these reflect teachers' professional needs?

2. Method

Online teacher communities provide a convenient platform for educators to connect, share resources, and seek support. The ease of access and flexibility of these online platforms facilitate the accumulation of big data, which can be analysed to identify trends, patterns, and valuable insights into the teaching profession. Facebook posts and Twitter feeds are two readily accessible, pervasive, and relatively permanent archives that are ripe for this type of analysis (Stemler, 2015). To gain insights into the professional needs of teachers and identify emerging trends within the online teacher community, a descriptive research design was employed. By analyzing the content of discussions within a selected online community, common themes, challenges, and patterns reflecting the needs of teachers in various contexts were uncovered. This approach provided a comprehensive understanding of the community's dynamics and its role in supporting teacher professional development.

2.1. Sample

Sampling is the process of selecting a part of a larger population to represent the entire group. It makes data collection and analysis more manageable and cost-effective. The collected data should contribute to understanding of the situation (Bernard, 2017). Communities that are easily accessible might have caused unpredictable problems and biases (Leiner, 2014). Thus, to avoid potential problems with the sample community such as the possibility of access for non-teachers, we used purposive sampling while determining the research sample. To identify the best sample, a number of criteria were followed such as the number of community members, the number of daily posts, member-only privacy, and authentication requirements for access. A member-only, online high school English teachers' community with 29.000 teachers has been chosen as a sample. Access to the community page requires proof-based admin verification and only members can see the page, share posts and leave comments. To develop a model portraying the full-year cycle, posts from the first semester, second semester, and summer holiday were periodically selected and analysed.

2.2. Data collection and analysis

Researchers used content analysis technique to investigate the themes and patterns within the posts in the community. Content analysis, as described by Babbie (2020), is the study of recorded human communications. Aiming to analyse teachers' communication records hundreds of posts were gathered. The collected posts were then coded and analysed using a thematic analysis approach. This method allowed for a detailed examination of the content and identification of recurring themes and patterns related to the English teachers' experiences, challenges, and professional development (Ryan & Bernard, 2003).

3. Findings and discussion

The goal of this research is to investigate the reflections of EFL teachers' professional needs and to provide implications for policymakers, teacher trainers and teacher educators in the field. The findings are as follows:

3.1. Most frequent themes

Table 1 shows the distribution of themes within the teacher community. The most frequent theme is Coursebook and supplementary books, followed by official paperwork and procedures. These topics collectively account for 51% of all shared content. Other commonly shared themes include assessment and evaluation materials (12%), digital teaching materials and worksheets (10%), and teaching strategies and lesson planning (9%).

Table 1. Distribution of most frequent themes

Theme	f	%
Coursebook and supplementary books	125	38
Official paperwork and procedures	44	13
Assessment and evaluation	41	12
Digital teaching materials and worksheets	34	10
Teaching strategies and lesson planning	30	9

3.1.1. Coursebook and supplementary books

The analysis of teacher community posts reveals a clear preference for well-planned teaching materials that can be directly applied in the classroom. Coursebook and supplementary books emerged as the most frequently shared theme, indicating their significance in supporting teachers' instructional needs. It may also support the findings of previous studies about teachers' reliance on coursebooks (Allen, 2015; Rathert & Cabaroğlu, 2024; Soares, 2005) Posts gather around two major points; the coursebooks provided by the state for free and the need for supplementary books.

Most of the posts related to state coursebooks were about technical problems such as access to soundtracks, interactive versions of the books, and lack of teachers' books. The free supplementary materials prepared by the General Directorate of Secondary Education (OGM) were discussed in a number of posts. Although they were praised by many teachers, some complained about their constricting nature (soft version(pdf) or interactive) and expressed their wish for the print version to be given to students. Another common complaint receiving much interaction from the teachers was that despite the varying class hours and academic levels in schools, teachers have no option but to use the only coursebook that is distributed by the Ministry of National Education (MoNE) (See figure 1).

Figure 1. Discussion about coursebooks

Requests for supplementary book recommendations are the most common topic in teacher communities. This implies the free books provided by the state may not be sufficient or adequate according to teachers, which is in line with Dülger's (2016) and Şahin's (2022) research. The most likely reason for this can be the fact that the coursebooks given to science department students are the same as the ones given to foreign language department students. However, foreign language department students participate in the Foreign Language Test (YDT) which is a relatively demanding exam. Teachers seem to try compensating for the learning gap by using supplementary books. Similarly, coursebooks for vocational English classes are sometimes not distributed by the MoNE, causing teachers to opt for supplementary materials, which is also visible in Ayas and Kırkgöz's (2014) study. Finally, teachers of high-achievers request advice in finding high quality skill-based supplementary books.

3.1.2. Official paperwork and procedures

Official paperwork and procedures theme is also mentioned in a considerable number of posts, highlighting the importance of administrative and organizational aspects in the teaching profession. This suggests that teachers seek guidance and support in navigating the complexities of school systems and regulations. Among the issues mentioned, syllabus requests are the most common ones. This may suggest that teachers prefer ready-made syllabuses instead of personalising them according to their audience. According to Gür (2014), teachers feel overwhelmed and disturbed by the amount of paperwork they have to handle, which

might be the reason for their preference for ready-made documents. Also, there are quite many requests for prep year or vocational English syllabuses. One reason might be that the MoNE publishes framework syllabuses for general English classes, but it does not for the others. Individual Educational Plans are also requested often which may result from the rarity and variety of these plans.

3.1.3. Assessment and evaluation

Assessment and evaluation theme is another frequently discussed one, reflecting the ongoing emphasis on measuring student learning and providing effective feedback. Teachers may be seeking resources and strategies to improve their assessment practices. A possible reason for this trend is the recent change in the assessment policy of the MoNE. Although it has been almost a year since the announcement of the new assessment system, teachers seem overwhelmed and uncertain. This is a clear sign of a need for a PD course on assessment and evaluation, which is in line with the previous research (Ballıdağ & İnan Karagül, 2021; Çimen, 2022; Semiz & Odabaş, 2016). Many teachers request for ready-made skill based exams and once posted they receive high interaction (especially likes). Other inquiries include skill based exams, more specifically speaking tests. Teachers in vocational high schools seem to struggle finding time for speaking tests as they mostly teach two hours a week. Also, there are many questions about assessment methods, individualized exams for students with special needs and responsibility exams.

3.1.4. Digital teaching materials and worksheets

Digital teaching materials and worksheets were both requested and shared commonly by teachers, indicating a growing interest in utilizing technology and printable materials to enhance their instruction. These resources can provide valuable tools for engaging students and differentiating instruction. The digital materials include interactive games, video instructions, wordlists, printable worksheets, online interactive worksheets and book presentations. Almost all published materials and worksheets were intended for general English classes in high school and closely followed the state-given coursebooks. One reason for the popularity of printable and digital materials is their ease of use with little cost. Another reason might be the need for supplementary materials. These materials are without doubt very popular in teacher communities and probably used by a considerable number of teachers in their classes.

3.1.5. Teaching strategies and lesson planning

Teaching strategies and lesson planning were discussed to a lesser extent, suggesting that while these topics are important, they may be addressed more frequently through other means, such as talking with colleagues at school, or maybe teachers prefer to follow their own strategies. Detailed analysis showed that the majority of teachers who request for opinions regarding teaching strategies and lesson planning are the ones working with students that study in foreign language department. Most of the posts were related to university exam preparations and weekly plan of class hours. Teachers also consulted their colleagues on how to teach certain skills. Vocabulary teaching was another common topic that teachers looked for new ways to handle. Finally, teachers starting to teach in a new school type seem to prefer seeking guidance in the community.

Overall, the findings suggest that teacher communities serve as valuable platforms for sharing practical resources, seeking guidance on administrative matters, and discussing best practices related to teaching and assessment. These communities play a crucial role in supporting teachers' professional development and improving educational outcomes.

3.2. Engagement metrics

Table 2 presents the total interactions for each of the top five themes. Digital teaching materials and worksheets received the most interaction, with over two thousand engagements, surpassing the combined total of the other four themes. The most frequent theme, Coursebook and supplementary books, receives the second most engagement followed by Assessment and evaluation, Teaching strategies and lesson planning and Official paperwork and procedures.

Table 2. Engagement metrics of most frequent themes

Theme	Total interactions	%
Digital teaching materials and worksheets	2066	39
Coursebook and supplementary books	822	16
Assessment and evaluation	452	9
Teaching strategies and lesson planning	249	5
Official paperwork and procedures	176	3

Digital teaching materials and worksheets theme is by far the most popular theme in the community. The strict measures by the MoNE regarding the supplementary books, may have pushed teachers towards digital and printable supplementary books to support their teaching in class. Teachers show their appreciation of these materials with thankful comments and likes (See figure 2). High interaction may also provide a hint about teachers' motivation to join the community.
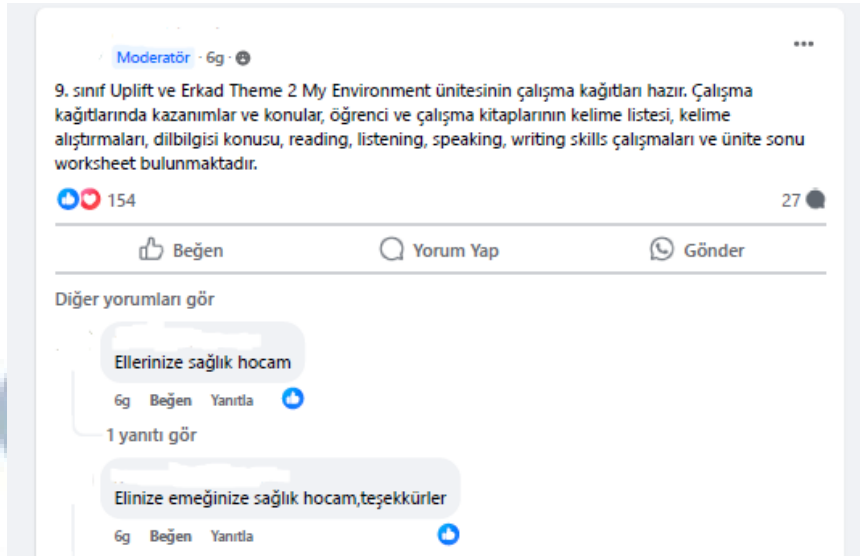
Figure 2. Teachers' appreciation of supplementary materials

Coursebook and supplementary books received the second most engagement in the community. Most of the interaction in this category happened in comment sections. Teachers usually shared or requested opinions about various sets of supplementary books. Majority of the teachers asking for advice were the teachers instructing foreign language department students.

Another engaging theme in the community was assessment and evaluation. Considerable number of educators seeming to be confused by the new assessment system asked for advice and discussed the structure of exams. Some teachers shared the exams they had prepared, and they were appreciated by many in the comment section.

One exemplary use of the community is the support that educators provide to each other. Teachers who were new to high schools usually consulted the community and experienced teachers showed their support through comments regarding the teaching strategies and lesson planning. Teachers also assisted their colleagues with paperwork by sharing their resources. Many teachers struggling with official procedures found helpful answers in the community. Finally, community members showed full support to teachers with emotional issues, which can be interpreted as a sign of a high level of empathy among teachers.

3.3. Chronological pattern

At the beginning of each academic year, the teacher community is busy with questions about textbooks and syllabuses. As the year progresses, the focus shifts towards the implementation of lessons and the search for digital resources and worksheets. As exams approach, the platform becomes a hub for exchanging sample

exam questions and discussing assessment-related topics. During mid-year breaks, the frequency of posts tends to decrease. However, with the start of the second semester, discussions revolve around lesson planning and assessment once again. As the end of the academic year nears, the community becomes increasingly focused on local and national appointments. While the summer months witness a significant decline in academic-related posts, social and recreational content becomes more common.

4. Conclusions

In conclusion, this research highlights the significant role of online teacher communities in addressing the professional needs of EFL teachers. By analyzing shared content and engagement metrics, it becomes clear that these platforms are essential for teachers seeking practical resources, guidance on administrative matters, and peer support. The findings show that coursebooks and supplementary materials, official paperwork, assessment practices, and digital resources are the most frequently discussed topics, reflecting the diverse challenges and demands that teachers face in their daily work.

The prominence of coursebooks and supplementary materials in discussions suggests a need for more flexible and tailored resources that can cater to the different academic levels and specialized demands, such as the language department or vocational English classes. Teachers' concerns about the limited options provided by the Ministry of National Education (MoNE) and the growing reliance on supplementary books indicate a gap that policy makers should address by offering more diverse, high-quality instructional materials.

Additionally, the popularity of digital teaching materials and worksheets highlights the growing trend towards integrating technology in classrooms, as well as teachers' need for accessible, cost-effective, and engaging resources. Policymakers and teacher trainers should consider this shift and provide more opportunities for professional development related to digital literacy and instructional design.

Moreover, the discussions around official paperwork and the complexity of school systems reveal that teachers require greater support in handling administrative tasks. Simplifying these processes or providing more user-friendly resources could alleviate the burden and allow teachers to focus more on their instructional duties.

Lastly, the chronological patterns observed throughout the academic year demonstrate that teacher communities are dynamic and responsive to the changing needs of educators. From course planning at the beginning of the year to exam preparation in the following months, these communities act as a crucial support system for teachers.

Limitations and suggestions for future research

This study has several limitations that should be considered when interpreting the results. First, the sample was limited to a specific high school teachers' community, which may not fully represent the broader spectrum of EFL teachers in different educational settings or levels. The findings might vary in other teacher communities, such as those for primary or university-level educators. Additionally, the presence and influence of community moderators were not accounted for in this research, which could have an unforeseen impact on the themes discussed and the overall interaction within the community.

Furthermore, this study was conducted on a single digital platform. Since each platform may have unique features and dynamics that shape how teachers interact, the results may not be generalizable to other

platforms. Future research could explore teacher communities on various digital platforms to compare engagement patterns and popular themes across different environments.

In terms of future directions, it would be beneficial to conduct more detailed studies focusing on specific themes, such as supplementary books, digital teaching materials, and assessment and evaluation practices. These themes were highly relevant in the current study and merit further investigation to understand the nuances of teachers' needs in these areas. Moreover, a comparative analysis of teacher communities across different platforms could shed light on how the medium influences the nature of teacher discussions and resource sharing.

By addressing these limitations and expanding the scope of future research, we can gain a more comprehensive understanding of how digital communities support EFL teachers' professional development and identify specific areas where additional resources or training may be necessary.

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Contrastive analysis of traditional and corpus-influenced English textbooks

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Abstract

In recent years there has been an increased interest to language corpora and insights it brings into language teaching. To date main concern in language education was methodology issues, that is, how to teach. Today with possibilities IT offers there has been a shift of attention toward the content of language classroom curricula, that is, what to teach. Corpus, that is in the world of corpus linguistics defined as "a large, principled collection of naturally occurring texts (written or spoken) stored electronically", is an inexhaustible source of authentic language samples and renewable resource for language teachers and material designers that they certainly should take advantage of. Information from corpus linguistics in language classroom can be used in several ways ranging from informing material designers in compiling textbooks, dictionaries, for teachers in deciding course content and the order of material presentation, and for learners in developing researcher and analyzer skills while interacting with corpora. The aim of this paper is to contrast traditional (mainstream) English texts with corpus-influenced textbooks in order to find out what the two types of texts account for and neglect in ESL/EFL classroom.

Keywords: authenticity; corpus-influenced text; language corpus; spoken & written English; traditional text.

1. Introduction

In recent years there has been an increased interest to language corpora and insights it brings into language teaching. To date the main concern in language education was methodology issues, that is, how to teach. Today with possibilities that Information Technology (IT) offers there has been a shift of attention toward the content of language classroom curricula, that is, what to teach. Corpus, that is in the world of corpus linguistics defined as "a large, principled collection of naturally occurring texts (written or spoken) stored electronically" (Reppen, 2010), is an inexhaustible source of authentic language samples and a renewable resource for language teachers and material designers that they certainly should take advantage of. Corpus allows investigation of concordance lines, collocations, frequency information, and style/register-sensitive language. Corpus linguistics is the missing link in the language education that used to equip learners with linguistic competence only and now is able to equip with communicative competence also to form a knowledgeable language speaker that can interact appropriately along a continuum from written to spoken discourse.

What is interesting is how corpus findings are being used and implemented into materials and textbooks. In this study I will contrast traditional (mainstream) English texts with corpus-influenced texts. It is believed that mainstream textbook language presentation does not adequately reflect the actual usage of it by native speakers, while corpus-influenced materials provide students with English that they are most likely to encounter all around them. Since it is to be a contrastive analysis the research questions are what the two types of textbooks account for and neglect in ESL/EFL classroom. I have not found any research that compares traditional textbooks with corpus-influenced ones, therefore, the further discussion in the literature review will address research findings on contrasting textbooks with corpora per se, types of corpus-driven methodology when compiling a textbook, and, the main opponent of linguistic corpora, which is topical nowadays – Web.

1.1. Literature review

My readings about corpus in materials design can be presented in a table (see Table 1) juxtaposing language from textbooks to language from corpora to Web as a supercorpus.

Table 1.

Textbooks	Corpora	Web
• Beliefs and intuitions of material designers	• Corpus analysis	• Non-linguistically purposed supercorpus
• "Concocted culturally disinfected dialogues"	• Authentic conversations	• Project Gutenberg, Google Books, Google Scholar, WebCorp, WebPhraseCount, etc.
• Utilizing dialogues to present grammar, vocabulary and functional language	• Written and spoken grammar	• Source of frequently occurring (and immediately available), authentic and contextualized language samples
• Decontextualised language	• Register – and context-sensitive language	• No editorial process
• Linguistic acceptability	• Sociocultural appropriateness	• Multimodal language representation

Textbooks and/vs. corpus

We were surprised to learn that materials designers are guided by their beliefs, intuitions, and traditions in materials development. Reppen's study contrasting the information that six textbooks prioritize with corpus findings has indicated that those beliefs do not reflect actual data collected from corpus analysis (Reppen et al., 2002). Particularly, the findings define the main overlook of textbooks such as neglect of register variations in presenting data.

Ronald Carter, one of the developer of the spoken corpus CANCODE (Cambridge and Nottingham Corpus of Discourse in English), advocated for a middle ground in modeling made-up data from textbooks on authentic patterns taken from corpora (Carter, 1998). Though he found a plenty of nonrealistic language features in traditional texts, such as lack of three-part exchanges in dialogues where the third part in authentic discourse is usually filled by routinized phrases of affective purpose (e.g. *"Really?", "I thought so", "Oh, that's true"*), vague language (e.g. *you know*), ellipsis, Carter is aware of and openly discusses the cons of corpus as well. One of the dangers of the real language is its being "messy and untidy, and embedded deeply in cultural understandings of various kinds to the point where individual words and choices of grammatical form can be of considerable cultural significance" (ibid.). Whereas by contrast the language of some textbooks represents "a 'can do' society, in which interaction is generally smooth and problem-free, the speakers co-operate with each other politely, the conversation is neat, tidy, and predictable, utterances are almost as complete as sentences, no one interrupts anyone else or speaks at the same time as anyone else, and the questions and answers are sequenced rather in the manner of a quiz show or court-room interrogation" (ibid.). Nevertheless overall, the author expresses the viewpoint that corpus-driven spoken grammar of English and grammar in traditional coursebooks represent two different orders of reality, both having the right to exist for distinct purposes and, suggestively, to exist in a cooperative mode.

More in detail Gilmore (Gilmore, 2004) discusses the distinct purposes and principles textbook writers were guided by. Older publications aimed for utilizing dialogues prima facie as a source to present grammar, vocabulary and functional language that might explain the neglect in the inclusion of discourse features.

Today, though, with a dominating communicative language teaching approach the aims and focus in language pedagogy have shifted toward liberalizing language education with granting students a choice in language learning. The choice here stands for introducing contextually preferred and appropriate use of 2 types of grammar - written and spoken, the distinction which have been long enough overlooked. Corpus offers possibilities to make the latter (i.e. spoken grammar), the least examined one, open to scrutiny.

In conclusion, it would be worth mentioning four areas of language, defined by Lawson (Lawson, 2001), in which corpus linguistics could provide important insights to address the lack of fit between textbooks and actual data taken form corpora to help the former to 'become real' in speaking English*es*. First, corpora provide information about the frequency of occurrence of linguistic features in naturally occurring texts. Second, corpora provide information about register variation, that is, the behavior of a language dependent on context. Third, corpus analysis provides information about the salience of particular features. Lastly, corpus provides information about the discourse properties of particular linguistic features (i.e. collocations, occurrence environment).

Corpus-driven and/vs. corpus-based

In this discussion I will try to answer the question put in the introduction, namely, "how corpus findings are being used and implemented into materials and textbooks". The manner and the extent of corpus influence on the textbook are usually mentioned in its preface by terms corpus-based, corpus-informed, or corpus-driven. Hopefully, material designers do not use "corpus-based" term in its general sense, defined by Tognini-Bonelli, as "all types of work that relate to and draw from a corpus", being in a sense an umbrella term, and most likely meaning just "very informal and/or partial relationship" (Tognini-Bonelli 2001). The following definition by theoreticians would give us –language instructors and textbook consumers – invaluably more useful information when choosing the textbook. As defined by them, in order to make a methodological distinction, theoreticians use the term "corpus-based" "to refer to a methodology that avails itself of the corpus mainly to expound, test or exemplify theories and descriptions that were formulated before large corpora became available to inform language study" (ibid.). Thus, it may be referred as theoretical linguistics enriched by moderate corpus evidence. Corpus evidence here is not a determining factor, but rather a supportive platform used to validate existing theory.

Corpus-driven approach, on the contrary, is a 'bottom-up' approach. It "aims to build theory from scratch, completely free from pre-corpus theoretical premises" (Gries, 2010). Theoretical statements are fully consistent with the evidence provided by corpus (Tognini-Bonelli, 2001). Most importantly, what corpus-driven linguistics grants is novelty. However, not to idealize, the major limitation here is the risk of error if the corpus turns out to be unrepresentative, unreliable, or, simply, not comprehensive enough (referring you to the upcoming discussion of Web and/versus corpus) (Tognini-Bonelli, 2001). Gries, though, challenges the whole notion of corpus-driven linguistics, pointing at the logical conflict when it comes to corpus annotations that in corpus-driven linguistics also inevitably end up using preconceived theory, the latter going counter bottom -up nature (Gries, 2010). The major advantage that data-driven learning offers, according to Cheng et al. (Cheng et al., 2007), is the unique opportunity for learners to become language researchers themselves, examining and analyzing corpus data.

Of all the terms I have come across, among which are corpus-derived, -inspired, -influenced, -informed, the definitions only for -driven and -based were found, what leaves us wondering whether the researchers were consciously and reasonably preferring ones over the others.

Corpus and/vs. Web

Today, however, linguistic corpora are not monopolistic in the data-driven linguistic world. Web, as an enormous database of natural text, is taking over, when it comes to such features as the sheer size of material. For instance, statistics of eight billion words of English dated as of 1998 reported by Bergh et al. for AltaVista search engine only proposes that the latter "25 times bigger than that contained in the Bank of English (320 million words), 80 times bigger than that in the BNC (100 million words), 160 times bigger than that in the CobuildDirect corpus (in its 50-million-word version), and 8,000 times bigger than that in the Brown and LOB corpora (one million words each)" (Bergh et al., 1998). Thus, Bergh et al. came up with the term for Web as a *supercorpus.*

At length, let us discuss similarities and differences, and limitations and benefits of both corpus and Web for language education. Bergh et al. (Bergh et al., 1998) seems having done well in systematizing the features of both, with Web turned out being worse off in many similar respects (see Table 2):

Table 2.

Standard corpora+ related search software	*Internet material+ AltaVista*
(i) often both speech and writing	(i) writing only
(ii) a (balanced) mixture of different text types	(ii) no balancing of text types-expository prose is the main type
(iii) basically monolingual	(iii) mixture of languages, although English predominates
(iv) normally native English only	(iv) no distinction between native and non-native English
(v) explicit word count	(v) no explicit word count
(vi) tagging usually available	(vi) tagging not available
(vii) instant and automatic concordancing	(vii) no concordancing – only hypertext links given, which have to be explored individually
(viii) relatively simple search strings sufficient	(viii) very specific search strings needed
(ix) sensitive to punctuation	(ix) not sensitive to punctuation

Today, though, these definitions require updates. Regarding (i), the 1998 research subjects do not seem to correspond today's Web multimodal representation that goes beyond 'writing only', including video, podcasts, images, chat rooms, forum boards, and what not. Concerning (ii), Rundell (Rundell, 2000) similarly once remarked in the jargon that the Internet is a "highly skewed archive" with no balance between the representation of various text-types. However, apparently, the Project Gutenberg with 42, 000 items in its collection as of March 2013 (Wikipedia) and Google Books Project that passed 20 million books scans in 2012 (Wikipedia) have been overlooked in the discussion of genre dispersion in Web as corpus. What comes to (iii) and (iv), today there exists variety of corpora such as learner corpora (non-native speakers corpus), multilingual corpora (e.g. ECI- the European Corpus Initiative), etc. Though it is true that corpus is incomparably 'neater and tidier' in native or non-native sample distinction, whereas Web is just an enormous storage without particular criteria of selecting data to be stored. Now switching to (vi) and (vii),

we could treat Web as lacking tagging and concordancing in comparison to corpus or we could treat those two as different databases possessing differing search features respectively. For example, Google and other search engines, such as AltaVista and Yahoo, allow retrieving the exact phrase similarly to how corpus does it through enclosing a phrase in double quotation marks, e.g. "know jack about", or, more sophisticatedly, switching to the Advanced Search mode and entering a phrase in the "exact phrase" line (Sha, 2010). However, Sha would be gladly surprised to know that today one might go even further with customizing search settings in Google up to language, region, last update, site or domain, file type, etc. (http://www.google.ca/advanced_search). Expectedly, feature (viii) also did not stay the same as it was in 1998. The very Advanced Search mode of Google allows finding a phrase under analysis in a wide range of representation from exact phrase, scattered words in a phrase, any of particular words from a phrase to none of some words.

Despite the attractiveness of Web, its legitimacy as of a linguistic corpus is being questioned. Firstly and foremostly, Web and search engines were not designed for linguistic searches and they need to be dealt with carefully in corpus linguistics research. One main reason as Wu puts it is, "Web contents are heterogeneous in the extreme, uncontrolled and hence "dirty", and exhibit features different from the written and spoken texts in other linguistic corpora" (Wu et al., 2009). While for Brezina a large corpus size represents an advantage (Brezina, 2012), and as Sinclair puts it, "here [in corpora] is no virtue in being small. Small is not beautiful; it is simply a limitation" (Sinclair, 2004), Wu, actually, sees more drawbacks in the constantly growing size of Web as a corpus, referring to inconsistency and instability of individual search results (Wu et al., 2009). To continue Wu's arguments against Web, she talks about Web lacking representativeness according to particular domains, genres, collections of certain texts, stating that the categories imposed by search engines (e.g. Yahoo's categorization fields, such as Arts and humanities, Home, Science, etc., and country-specific as well as "educated" domains, such as "com.tr.", "ru", "edu", "ac.uk", etc.) "reflect little or no consistency between the genres of the documents that fall under them" (Wu et al., 2009). The most worrisome limitation of Web, mentioned again by Wu, is the fact that Web content does not go through any editorial process (i.e. personal home page and blog documents), thus threatening with anomalous search results, grammatical and spelling mistakes, and unusual and less acceptable collocations (Wu et al., 2009).

Among the benefits of Web comparing to corpus is search speed, yield of far more results either in number or in comprehensiveness, the former is more prolific for long strings, and, what's more, most search engines have a spellchecker that will ease the word recognition while the British National Corpus, for instance, has none (Sha, 2010).

To conclude this debate of which one to prefer corpus or Web, Brezina (Brezina, 2012) and Bergh (Bergh et al., 1998), for example, suggest mutual cooperation of both seeing the potential in their complementary co-existence. What's more, the wish of Bergh, namely, "a generally available search engine with concordancing possibilities for material stored on the Internet" (ibid.), has been realized today. This merged product bearing Web and corpus affordances is WebCorp with the features such as the ability to specify the web domain for search (broadly speaking, distinguishing between native- and non-native speaking countries), the production of internal collocates, alphabetical sorting on left and right context, and concordance filtering (Morley, 2006). Thus, corpus and Web relationship is, in fact, complementary rather than competing.

To sum up, material designers should benefit from corpus studies that in their turn should cooperate with Web affordances and accordingly prioritize the features of language to be depicted and equip learners with pragmatic clues to be guided by in making linguistic choices. As Gries puts it more informally, this

"polarization of arm-chair linguists vs. corpus linguists is too often taken way too seriously: theoretical linguists need (corpus) data, but CL also needs (more) theory" (Gries, 2010).

2. Methodology

For the contrastive analysis I compare three types of English texts: full-fledged four skills textbook, vocabulary text and grammar texts. Each type will be represented by a contrastive pair of traditional and corpus-influenced texts. The corresponding pairs, respectively, are Just Right (Harmer et al., 2007) vs. Touchstone (McCarthy et al., 2006); Vocabulary Power 3 (Dingle, 2008) vs. Vocabulary in Use (McCarthy et al., 2010); Understanding and Using English Grammar (Azar et al., 2009) vs. Real Grammar.

Bennet (Bennet, 2010) in her book *Using Corpora in the Language Learning Classroom: Corpus Linguistics for Teachers* shares material analysis checklist (Table 2) that can be used for evaluation of any classroom material, including corpus-influenced ones. The checklist was created with efforts of the members of the Graduate TESOL Cohort 03 and 04 in LIN 558 Materials Development and Integration in the M.A. TESOL program at Cornerstone University.

Table 3. Materials Analysis Checklist (Bennet, 2010)

Grammar Materials	Reading Materials
• are logically sequenced • exploit the three E's (explanations, examples, exercises) • provide grammar in context • utilize both inductive and deductive reading	• provide pre-, while-, and post-reading activities • contain appropriate text types and topics • use authentic texts, when possible • teach reading strategies
Speaking Materials	**Writing Materials**
• consider the appropriate audience • present grammar for the spoken context • address accuracy and fluency • address pronunciation • provide speaking strategies • link speaking and listening	• develop students' knowledge of rhetorical patterns • engage students in the writing process • provide opportunities for writing for both fluency and accuracy • connect reading and writing
Listening Materials • include strategies for listening • allow for immediate post-listening production • provide pre-, while-, and post-listening activities • make use of appropriate spoken excerpts	

Since the textbooks under analysis are quite specific in their foci, I have remodeled Bennet's evaluative criteria accordingly. For four-skill textbooks: 1) syllabus organization: skill-based, content-based, grammar-based, task-based, situational, functional, interactional, learner-centered; 2) topicality and relevance in thematic choice; 3) register and genre sensitivity; 4) authenticity of texts, provided examples; 5) quality of accompanying exercises. For vocabulary texts: 1) unit compilation principle; 2) grammar segregation/integration; 3) register and genre sensitive lexicon; 4) presentation in authentic context; 5) quality of accompanying exercises. For grammar texts: 1) scope of coverage, 2) grammar for the spoken

and written context, 3) support from examples, 4) authenticity of provided examples, 5) quality of accompanying exercises.

2.1. Comparing traditional and corpus-based grammar textbook

Touchstone is a series of four-skill textbooks for young adults and adults, which as authors claim, draw on the Cambridge International Corpus, published by Cambridge University Press expectedly. Consisting of 12 units, Touchstone 3 (for intermediate level of proficiency) has a comprehensive enough unit organization, covering grammar, vocabulary, conversation strategies, pronunciation, listening, reading, writing, vocabulary notebook, free talk sections, respectively. The corpus-influenced nature is noticeably stressed throughout the coursebook: the preface, the text per se, and the back cover with an explicit explanation of what corpus is for the audience, most probably, new to this notion (the book dates from 2006) and its benefits. The text has a visible incline toward speaking, or as it is called here 'conversation management", stressing the parallel sequence of four skill acquisition, however, with speaking as a demonstrative one in the extent of success of proficiency. Thus, grammar exercises are seen as "giving opportunities to exchange personal information with classmates" (from the preface), listening exercises require 'listen and react' model, writing tasks "include blogs, reviews, letters, short articles, and reports (in other words, predominantly spoken mode of speech expressed in a written form), not mentioning numerous speaking tasks per se.

• *syllabus organization*- it is a combination of the following syllabus types such as functional, situational (topical), interactional, and learner-centered with prevailing speaking orientation accordingly. The examples of those functions, situations and interactions are "talking about people's behavior and personality", "describing one's eating habits", "offering advice and solutions to problems", "discussing gadgets and technology", "talking about events in the news", "recommending CDs, books, movies, and shows", and the like.

• *topicality and relevance of thematic choice* – the authors are true when stating in the back cover the intended use of the coursebook: "Touchstone 3 teaches grammar, vocabulary, and conversation strategies for everyday interaction". Thus, the chosen topics are of current interest and relevant to intermediate level of proficiency. The topics are truly young adults oriented inspired by quite plausible situations they may find themselves in. The examples of everyday interaction topics are the following: "The way we are", "Experiences", "Food choices", "Managing life", "Relationships", "Impressions", "In the news", and the like. The choice of topics seems to be disparately more realistic to be encountered by, than the ones from traditional textbooks, or, as an example, from the opposing textbook under analysis *Just Right* such as scattered "Wolf", "Crime and Punishment", "Getting angry", "Photograph", etc.

• *register and genre sensitivity*- the coursebook is a good example of a biased corpus-informed text, biased towards informal register and all the genres associated with this register and spoken grammar accordingly. For instance, it extensively covers pragmatically oriented conversation strategies like using short responses with *really* and *sure* to agree and show one is a supportive listener or expression *You know what I mean?* to ask for agreement in conversation, responding to suggestions by letting the other person decide, etc. Writing section is again concerned with the genres associated with informal register such as blog, autobiography, review of movie, and the like. Though I admit that the authors did mention speaking-oriented nature of the text, for a stated to be comprehensive and self-sufficient coursebook, not mere reference or supplement material, such an evident one-sidedness is a flaw by the authors that puts students at a disadvantage if encountered by genres, word choice, grammar and syntax of formal register.

• *authenticity of texts and provided examples*- the book exploits large number of dialogues, quizzes, interviews, magazine articles, blog posts to introduce grammar and vocabulary. Though they might not be authentic in sense of Gilmore's term 'natural baseline text' (Gilmore 2007, p.109), they are certainly slightly modified to the 'neat and tidy' extent, either simplified or elaborated. It is, actually, mentioned by the authors in *Text credits*: "Adapted from *Too Good to Be True* by John Garrity", etc. The reading section provides sources of the texts, for example, there are *Suzanne Moyer's Little Corner of the World* blogpost, an article from *BootsnAll Travel Network*, *Guinness World Records Book*, *USA Today* article, etc. The illustrations include drawings and real photographs. There are *Photography credits* and *Text credits* on the last page. Thus, the sources are quite transparent, assuring authenticity.

• *quality of accompanying exercises* – every unit starts with pre-text warming-up discussion questions. Since the topics are appealing to reflection, discussion, sharing ideas (e.g. *Tech savvy?, What if?, What's up?*), a lot of speaking is encouraged. Listening exercises require follow up reaction in again speaking form (e.g. *Listen to Tom read a review of a Cirque du Soleil show. Does his friend want to see the show? Would you like to see it? Tell a partner.*) or listening for information or listening for pronunciation. Writing as well not a 'solitary' activity, involving peer-review when, first, it comes to correctness, and, second, discussions of the ideas expressed when it comes to the content (e.g. *Write a letter to the editor about Marcus and his program or about the work of another person you admire. Read your classmates' letters. Are people's reactions similar? Did you learn about any interesting people and projects?*). Prevailing types of exercises are pair- and group-work. There are hardly any activity on drilling and mechanical reproduction, rather open-ended sentences are asked to be completed, sentences to be restated. Creativity is welcomed.

Traditional texts I have chosen for this comparative analysis are random and devoid of any biased predisposition. In the category of four-skill textbooks, I have picked *Just Right* (upper-intermediate) as a traditional one opposing corpus-influenced *Touchstone*. To start with, the textbook doesn't provide any preface or address to students or teachers. The only clue to the description of main features is a back cover: "Just Right is a new integrated English language course that combines exciting new ideas with the best of common practice, making *it easy for learners to use and simple for teachers to adapt*" (italics preserved). The book contains an attached mini-grammar reference and audioscript. Thus, for the explanation of grammar points, students are referred to a supplement mini-book. Despite having won space by that in a unit itself, each of the 14 units still counts up to 46-50 exercises (comparing to average 25 in *Touchstone)*.

• *Syllabus organization* – the authors are frank claiming the text to be a combination of grammar, functional and lexical syllabi. Though, vocabulary, skill and grammar parts, at first sight, seem unrelated, they start to make a sensible unity when looked from the broader content perspective. For instance, *Out of the Blue* unit starts with colors as a new vocabulary (not to confuse, as though the text introduces colors in upper-intermediate level: colors, shades, color metaphors, color blindness, and linguistic relativity issues of Sapire-Worf hypothesis in recognizing certain colors), in speaking part it moves into "making joint decisions", in grammar – "needs doing, have something done", and, finally, in skills part – "taking something to be fixed".

• *topicality and relevance of thematic choice* – the authors claim, *Just Right* is a five-level general English course for adults and young adults. However, the collection of topics, as well as their consistency, unlike in Touchstone, do not seem to be logical. To illustrate the topics and their orientation in respect to each other, the book includes *Winning, hoping, giving* (lottery dreams, charity), *Photographs*, *Wolf, Just for fun* (things people do for fun), *Getting angry, Looking forward*, etc.

• *register and genre sensitivity* – though, the text never instructs on how to use it, not talking about a mention of corpus or AWC, the text provides separate treatment of spoken and written grammar, the feature that is mostly common to corpus-influenced editions (e.g. question forms and spoken questions). Similarly, the book addresses register issues, namely, distinct vocabulary, syntax preferences for speaking and writing. The sample reflective questions from an exercise are *Where can you see speaking-like language being used in writing in the modern world?*, *What might be the full (written) from for A's utterances in the following exchange?* (having introduced ellipsis). However, similarly to *Touchstone*, variety of genres and their main features are hardly mentioned.

• *authenticity of texts and provided examples* – though there are no sources mentioned after reading passages, Text acknowledgements do mention media and literature sources. Particularly, The Guardian, The Observer, Stephen King, various blog writers, etc. Since this text under analysis is American edition (there are also British and Middle East editions), the examples touch upon English varieties, as well as exercises. There is, actually, a whole blog devoted to *Varieties of English.* For instance, *What words of grammar tell you that the following sentences are written in American English? How would you change each sentence for a different language variety (e.g. British English)?*.

• *quality of accompanying exercises* - units are highly packed with an excessive number of heterogeneous exercises (average number is 51 per unit). Each unit is divided into 10 parts: *Reading, Language in chunks (collocations), Vocabulary, Grammar, Functional Language, Pronunciation, Listening, Speaking, Writing, and Review*. These parts, however, are organized in a various order depending on the unit. As it was mentioned, the exercises are rather heterogeneous but hardly are they on mechanical reproduction or on drilling. There are activities typical of corpus-influenced texts like on *Noticing Language* (e.g. *Look at these sentences from the four texts in Activity 2 and notice which nouns have a definite article, an indefinite article or no article.*), on analyzing (*e.g. Explain what the collocations in italics mean as if you were explaining them to someone in a lower-level class.*), on *Language Research (e.g. Using a dictionary or any other source, find out what activities you might use the following objects with: album-stamp collection, etc.)*, etc. In fact, though all the activities seem quite interesting, new, and involving, the quantity of them distracts from making generalizations about the main trends. It is also due to inconsistency with activity types among units.

Real Grammar is a resource book of American English of 50 stand-alone units, which can be used to supplement an existing coursebook. It is organized into eleven logically sequenced parts with more difficult units toward the end of the parts. Any unit can be introduced irrespective of its order. In the title of each unit there are icons providing information on the context of use (spoken or written) of a particular grammatical construction. Each unit consists of three sections: 1) what have you learned from your grammar textbook? 2) what does the corpus show? 3) activities. There are three types of sequenced exercises: noticing activities (to make input intake), analysis activities (to make intake uptake), and practice activities (to make intake output).

Let us compare the presentation of **the definite article** in *Real Grammar* and traditional grammar text *Understanding and Using English Grammar* (Azar et al., 2009) (intermediate and advanced level).

Real Grammar

• *scope of coverage*- first of all, the unit opens up with a brief overview on the use of *the* that usually can be found in any traditional grammar textbook. Further the authors present corpus findings on usage situations of *the*. What is interesting, there is a note that *the* is required because a referent was already mentioned in a text for only about 1/4 of all occurrences of it in conversation and writing. Other reasons for

using the definite article include the situations where the referent is known from the shared context (e.g. *Give me the butter, please*), the referent is specified by modifiers of the noun (e.g. *The Midwestern states have the most affordable house (news)*), the referent can be inferred from a noun that was previously mentioned (e.g. *Below us, an old pale blue Ford rattled into view. The driver swung wide around my car…(fict.)*), and, finally, the reason mentioned for the first time so far- new people, things, or events are presented as though they are familiar (e.g. *When the call first came in from Fraxilly, I didn't accept it [beginning of the novel]*). Moreover, these reasons are provided with frequency information indicating the percentage of *the* usage in conversation, fiction, and informational writing (e.g. the reason "inference" in conversation is used up to 5 %, fiction-10%, and informational writing -15%). Thus the coverage is full enough, touching upon the common rules we are being taught in our textbooks, as well as supplementary nuances of the usage and the least mentioned guidelines but salient and frequent according to the corpus findings. What is more, each reason to apply *the* comes up with description of use and examples.

• *grammar for the spoken and written context* – the distinct treatment of them. Each reason is followed by the description of use stating explicitly the preferred context of use such as conversation, informational writing, writing, fiction.

• *support from examples* – the theory introduction makes ample use of examples from different registers.

• *authenticity of provided examples* –in the part "what have you learned from your grammar textbook?" the authors provide the examples (e.g. *The sun is hot today*) with the guidelines taken from traditional texts to illustrate the discrepancy later providing real English examples. The examples in the corpus finding part are chosen appropriately to the register of use, for instance, if it is said to be the most common reason in informational writing, the examples supporting that reason are taken from news and academic writing (e.g. *The introduction of technology into teaching should include support and training*). Besides, the examples are equipped with the tags telling what an exact register is presented such as acad., news, fict. There is no doubt in authenticity of the examples.

• *quality of accompanying exercises* – there are 4 different activities. The first one is on noticing in context (contexts are provided by the comments, e.g. form an article about evolution, from a report about cattle in England). The second one about analyzing discourse, particular, academic writing versus conversation. Students are to dwell upon the reasons of the definite article use. To support their guesses they can always refer to the guidelines and frequency information. The third activity is about analysis and editing of the errors. Finally, the last one is on practicing writing of an informational passage with the correct use of *the* in ways that are typical for informational writing. Thus we can observe the diversity of the types of activities. The authors persistently draw students' attention to the register-sensitive nature of the definite article. The activities are logically sequenced starting with noticing, analysis, and finishing with a creative production.

Understanding and Using English Grammar

• *scope of coverage* – the chapter touches upon basic and general guidelines for article usage. The necessity to use the definite article is mentioned in situations when both the speaker and the listener are thinking about the same specific thing (e.g. Thank you for the banana), with singular/plural count/noncount nouns (e.g. Thank you for the fruit), for the second mention of an indefinite noun, and with a singular generic count noun when talking about species of animals, inventions, and instruments (e.g. Do you play the guitar?). For the declared advanced level the coverage is rather poor.

- *grammar for the spoken and written context-* not available;

- *support from examples* – each guideline is provided by a correct and an incorrect example;

- *authenticity of provided examples* – there is no need for scrutinizing the examples for the authenticity since the lack of it is quite obvious. For example, *Yesterday I saw some dogs. The dogs were chasing a cat. The cat was chasing a mouse. The mouse ran into a hole. The hole was very small.* This kind of example is not likely to happen in naturally occurring language, but it might take place in children's literature for kindergarten level. Again the book does not prove the declared advanced level. Moreover, the example *The sun is bright today* is presented with other heterogeneous examples (e.g. *Omar is in the kitchen*) next to the guideline "when you know or assume that your listener is familiar with and thinking about the same specific thing you are talking about". The very glaring neglect not only does not specify guidelines for these two different article use situations but can also lead to erroneous generalization and overall confusion of students.

- *quality of accompanying exercises-* the chapter opens up with an example on implicit introduction of the salient grammatical structure to be discussed so that students inductively come up with the rules. The rest is extensive drilling on the application of the learnt rules with fill in the gaps exercises (e.g. *complete with a, an, the*). No analytical skills are needed except for the mechanical production. Noticing of the grammatical structure without activities on analysis is not likely to happen, thus preventing input from transforming into intake. All the presented dialogues are two-part exchanges (e.g. *A: I wish we had a washing machine. B: So do I. It would make it a lot easier to do our laundry.*), proving that this phenomenon is common in traditional coursebooks but not in materials based on real English (Carter, 1998).According to Carter (ibid.) "the absence of a follow-up comment can make a question and answer sequence rather cold and impersonal".

The third contrastive pair of textbooks is vocabulary texts. _____ *in Use* series are Cambridge International Corpus informed, so is *Vocabulary in Use*, the text under analysis. The book has 100 two-page units, the left-hand page explaining the new words and expressions and the right-hand page providing exercises for practice. The text covers approximately 3,500 vocabulary units. Though claiming to be a corpus-influenced text, expected collocations are not provided. It is a reference and practice book for students as well as for teachers to use with a group of students. Since it is a reference book, it is quite laconic, thus lacking explicit context surrounding. The book starts with suggesting strategies for learning new vocabulary, using dictionaries, and organizing a vocabulary notebook.

- *unit compilation principle-* the text provides rather an impressive vocabulary coverage with units based on morphological, phonological, grammatical, syntactical, idiomatic, thematic, and conceptual principle. As an example to each of the principle, there are units and subunits such as *Compound nouns: noun+noun* in *Word formation; Homonyms i*n *Pronunciation; Obligation, need, possibility, and probability* in *Basic Concepts (grammar); Discourse markers in speech* in *Connecting and linking words (syntactical); Binomials* in *Idiomatic expressions; The media and the press* in *Topics; Success, failure, and difficulty* in *Basic concepts (conceptual),* respectively*;*

- *grammar segregation/integration-*where necessary, the text provides grammar accompaniment. For instance, when introducing *Numbers, quantity, degree, and intensity: much* in questions, negatives and with uncountable nouns, and the like. Another example is about collective nouns taking plural/singular verbs, etc. Occasionally, there are instances of spoken grammar mention (*e.g. I gotta go*);

• *register- and genre- sensitive lexicon*-there are mentions of preferred informal and formal contexts of use for particular vocabulary units, such as, for example, *To keep fit you need a good diet **plus** regular exercise. **Plus** is normally used to connect noun phrases, but it can connect clauses in informal speech.* From all the genres the authors decided to cover the ones on *Headline English* and *The language of science and notices*. These genres, however, were not intentionally included as genre representatives; rather they are chosen randomly, what indicates their limited representativeness and inclusion into the final *Special Topics* group with a scattered organization (for example, 5 topics present there are *Headline English, The language of signs and notices, Words and gender, Formal and informal words, Varieties of English, American English and British English*);

• *presentation in authentic context*- if a unit has a text (what is rare due to a quite limited one –page theoretical page), the text comes with a source reference. However, the representativeness of texts in Text acknowledgements is not comprehensive (dictionaries, encyclopedias, scientific literature). The authors claim, that "examples are the same or similar to those in the Corpus", thus vocabulary units are being used in their most typical contexts. The claim seems to be truthful if looked at informal expressions being supported by conversational excerpts, discourse markers in writing by written evidences, and the like. Vocabulary units are mainly phrases or word combinations that follows the pattern of natural language use;

• *quality of accompanying exercises*- the exercises vary from fill-in the blanks, and drilling, to noticing in context and creative production. However, unfortunately, the former prevail. Thus the exercises can be accused of lacking authenticity and topicality when comparing to plausible or real situation use.

The traditional opponent of the previously observed corpus-influenced text is *Vocabulary Power 2*. As the authors claim, the distinguishing power of this text is the research on memory that the text bases its organization on. The idea is to expose students to a vocabulary unit not less than eight times in different contexts. Thus each unit offers those eight contexts, that are *Words in Context, Word families, Same word, different meaning, Words in sentences, Words in collocations and expressions, Words in a reading, Words in discussion*, and *Words in writing*. However, peculiarities of each context (e.g. written and spoken) that require text adjustments accordingly, are not made mention of. Thus no guiding is provided.

• *unit compilation principle* – comparing to an organized *Vocabulary in Use*, the major limitation of *Vocabulary in Power 2* is the absence of any organizational principle of a unit. Each unit introduces 10 random words around which the unit is composed. Units are not named. If questioned by what those words are, all that is mentioned in the preface is that the text "teaches Intermediate students more challenging words from the GSL (the General Service List) and words from the AWL (the Academic Word List) (Vocabulary in Power). As an example, *Chapter 10* introduces the following 10 words: *affect, crush, declare, export, instant, precious, publish, scatter, severe, wound*. It is indeed hard to make generalizations out of this collection. Lacking logical organization diminishes the comprehensibility of the whole text. The text covers 300 vocabulary units (vs. 3, 500 words in *Vocabulary in Use*). The major differences between Vocabulary in Use and Vocabulary in Power 2 are the former's extensive and the latter's intensive treatment of vocabulary;

• *grammar segregation/integration* - there is no grammar reference;

• *register and genre sensitive lexicon* – not available;

• *presentation in authentic context* - the excerpts for reading come with sources, though modification by the authors is not denied. However, *Text acknowledgements* are not provided. Since the book's main idea is extensive context utilization, as it is formulated by the authors, the contexts here are more of the encounter

type of the thing. In other words, the word context is not used in its true meaning of language use, rather presentations of vocabulary use. The text does not prioritize collocations, but, at least, mentions them, though rather limitedly. Mostly, only 4 out of 10 words are provided with collocations that are mostly prepositions that come with certain verbs or nouns, as for example, *identify* with (sb), be under *pressure*, etc. However, the main flaw here is that the words are presented individually as stand- alone units. The dialogues match Carter's (1998) traditional textbooks' critique of representing "a 'can do' society, in which interaction is generally smooth and problem-free, the speakers co-operate with each other politely, the conversation is neat, tidy, and predictable, utterances are almost as complete as sentences, no-one interrupts anyone else or speaks at the same time as anyone else, and the questions and answers are sequenced rather in the manner of a quiz show or court-room interrogation".

•   *quality of accompanying exercises* – all the exercises are on fill in the blanks, except the discussion part and writing. The last two exercises personalize the lexicon and appeal to students through asking them to explain beliefs, viewpoints, or recall memories either through writing or speaking. For example, the writing activity asks to come up with a short paragraph on a chosen topic trying to use the key words: *What is one great **contribution** that your country made to the world? Describe it., Do you think that the **establishment** of English as a world language is good for the world or not? Explain.*, and the like. The noticeably good exercise is the one on discussion. It does in fact actualize vocabulary items on the scale of personal involvement. For instance, the activity asks to complete the questionnaire and discuss answers with classmates: *A famous **quote** from my country is _____, A time when I was under a lot of **pressure** is _____, One of my dreams which I hope will never **fade** is _____, etc.*

3. Conclusion

As was expected, all the findings indicate the necessity for materials developers and textbook writers to redesign traditional texts in accord with authentic language features that corpus studies provide. The main difference between the presentation of language in traditional and corpus-influenced texts is introducing it in the latter through the prism of register variations, context applicability, and sociocultural appropriateness. The next noticeable point is types of activities. Traditional texts still rely on extensive drilling and mechanical reproduction as if material designers when compiling texts doubted the ability of students to apply knowledge creatively producing rather than merely reproducing and imitating. The common feature in corpus-influenced texts is exercises on noticing and analyzing. The approach used in corpus-influenced texts fits into the methodologically inductive 3 Is model proposed by McCarthy and Carter (McCarthy & Carter, 1995) - *Illustration-Interaction-Induction approach* that does not deprive learners of but provides them with the grammatical choices, that is, for example, spoken versus written grammar. Now having contrasted the two types of texts, the necessity to upgrade 3 Ps Presentation-Practice-Production model adopted in traditional texts is apparent. Traditional coursebooks compete with the corpus-influenced ones only in quantity of the exercises, lagging behind in qualitative features. Besides, the activities in the latter, on noticing in context, extensive analyzing and applying according to the audience, receiving that target language sample, were not mere corpus-driven but SLA-driven (input, uptake, intake hypothesis of Corder, 1967).

Despite the fact that corpus-influenced texts present a powerful rival to the existing mainstream texts and since both have benefits and limitations as the literature review has indicated, an ideal situation would be their cooperation for the latter to exploit the findings of the former. Similarly, Web affordances should not be seem as threatening to the authority of linguistic corpora but rather complementary. Triangulation of sources will ensure the reliability of materials. As Carter claims "learners need to be made more aware of

the differences in the use of different forms by exploring different Englishes in different contexts. Coursebooks might focus on particular learning priorities but also ensure that some opportunities are built in for students to learn to observe differences between coursebook and real English." (Carter, 1998).

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Teaching profession is at the edge of transformation: How generative artificial intelligence (GenAI) will transform foreign language teachers

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Abstract

Today teaching profession and foreign language teaching is at the edge of transformation due the breath-taking pace of developments in technology and digital capabilities known as generative artificial intelligence (GenAI). So far in our classrooms we have been coming together with digital native students but on coming days our students will be artificial natives. Teaching professionals are at the high risk of automation of occupation; therefore, to maintain their existence, teachers including foreign language teachers should adapt themselves to GenAI driven world. Current teacher training programs including English language teaching programs and even in service training programs should rethink their curricula and do their best to furnish their student teachers and in service teachers with knowledge and skills that will satisfy the requirements of artificial intelligence native students in classrooms. This paper will try to answer the question of how generative artificial intelligence will transform foreign language teachers. Today we are in 'Zuckerberg galaxy' and there is a paradigm shift from Gutenberg galaxy to Zuckerberg galaxy. Almost all stakeholders of education have questions in their minds about the use of GenAI in classrooms. Foreign language teachers use wide range of GenAI based tools from course and lesson planning to research and to content creation. GenAI has a key role in reshaping education and foreign language teachers who strive to be a prompt engineer, an instructional designer, and guide will manage to survive in GenAI driven world.

Keywords: Zuckerberg galaxy; foreign language teaching; generative artificial intelligence; transformation; instructional designer

1. Introduction

Education has two basic purposes. One of them is to improve the human conditions and the other one is to meet the demands of the society so as to survive, and to promote economic growth of a nation.

Teaching profession either has been done formally or informally is one of the oldest professions on earth. Since the very beginning of the human history, starting from hunter gatherers there were always a group of people who transferred their knowledge and skills to young generations, and these intellectual and practical exchanges throughout the centuries made possible human beings to survive until today.

With the emergence of nation-states mass schooling became essential. Teachers and students came together at schools to follow a certain curriculum designed by the political decision makers on the consensus of all citizens for the perpetuity of their nations. But as we all witnessed through the days of COVID-19 pandemic teachers and students came together via digitalized platforms, education was moved from school to houses, from traditional to online teaching and learning.

Now we are somewhere between mass schooling achieved by human teachers following a official curriculum and autonomous learning shaped by students and learners themselves according to their needs with the help of opportunities provided by artificial intelligence and generative artificial intelligence. It is

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not so clear on which direction it will move but somehow a balance will be preserved between traditional and AI / GenAI powered teaching and learning.

Teachers managed to adapt themselves to the changing requirements of the era throughout the centuries. And today teachers are once again at the edge of transformation so as to adapt themselves to Zuckerberg galaxy and maintain their existence in the 21st century.

There is no doubt that today teaching profession in general and foreign language teaching particularly is at the edge of transformation due to the breath-taking pace of developments in technology and ever increasing digital capabilities known as artificial intelligence and generative artificial intelligence.

Today we are witnessing a paradigm shift in education from Gutenberg Galaxy to Zuckerberg Galaxy. Almost everybody, shareholders of education that is to say educators, students, learners, parents, school administrators and decision makers both at political and ministerial level have questions about the impact of generative artificial intelligence (GenAI) in education.

1.1 Literature review
Gutenberg Galaxy refers to the accumulated body of recorded works of human art and knowledge, especially books (Mcluhan, 1962). Johannes Gutenberg's invention of movable type in 1439 made the production of books faster and cheaper. His invention and rapid expansion of printing enabled more people to buy and read the books. It made considerable impact on the expansion of knowledge all across the globe. After Gutenberg Galaxy that had a history-changing impact on world civilization over the past 600 years now we are in a new era called Zuckerberg galaxy.
The Zuckerberg Galaxy refers to the disembodiment of the human beings. In his work "The Zuckerberg Galaxy" Duggan (2011) examines social media's disruption of human nature, making people "discarnate". Discarnation will be achieved by digital revolutions. So far human beings have witnessed four digital revolutions as Giannnini (2023) highlighted "the advent and proliferation of personal computers; the expansion of the internet and search; the rise and influence of social media; and the growing ubiquity of mobile computing and connectivity" (p.1).

Zuckerberg galaxy is the basis of the fourth industrial revolution as well and Milberg (2024) highlights some certain skills such as global citizenship skills, innovative and creativity skills, technology skills, interpersonal skills and experiences covering personalized and self-paced learning, accessible and inclusive learning, problem-based and collaborative learning, lifelong and student-driven learning to enhance education quality in the fourth industrial revolution.

In the break out of digital revolution Dartmouth College has a prominent place. Dartmouth College became the official birthplace of the field known as artificial intelligence. John McCarthy organized a workshop at Dartmouth in the summer of 1956 with 10 men interested in automata theory, neural nets, and the study of intelligence. In this workshop they studied to find how to make machines use language, form abstractions and concepts, and solve kinds of problems reserved for humans at that time (Russell & Norvig, 2010, p.17). Their studies caused to the development of machine learning (ML) and deep learning (DL)

GenAI is the outcome of the latest advancements in machine learning and deep learning Banh and Strodel (2023) point out that traditional, predictions, classifications, or recommendations based on data-driven AI tasks have been extended toward the generation of unique, realistic and creative content due to the recent improvements in ML and DL.

Generative artificial intelligence may offer certain benefits that will be influential in foreign language teaching and learning. UK government examined how generative AI is being used in education, through a

call for evidence. According to UK government's research mentioned above GenAI augments teaching skills, and is widely used for course and lesson planning, research, content creation, language learning and translating (Generative AI in education Call for Evidence, 2023).

With the rapid development of artificial intelligence and automation many jobs will disappear within the next ten or twenty years. Teaching professionals are among the group of those who are at high risk of automation of occupation (OECD, 2021). Structured prompt engineering and instructional designing seem two fields of expertise that will prevent replacing human teachers with roboteacher.

Structured prompting is an output of prompt engineering. Prompt engineering focus on interactions between humans and AI, such as Human-Computer Interaction (HCI), Human-AI Interaction (HAI) (Oppenlaender, 2022). Prompt engineering is vital in communicating effectively with large language models. According to Oppenlaender (2022) prompt engineering is the practice of writing textual inputs for generative systems.

Prompt engineering is also the process of coming up with the proper questions to get accurate, relevant, and coherent responses from the large language models to avoid the hallucinations which are the incorrect, fake answers invented by an AI-powered app (OpenAI Platform).

Gagné and et.al (1992) highlight the purpose of designed instruction as "to activate and support the learning of the individual student" (p.9). Johnson & Johnson (2007) defines instructional design as "the teacher/instructor or instructional developer planning how to structure learning situations to maximize student acquisition of information and skills and inculcation of the attitudes and values needed to be a member of a community of practice and society as a whole." (p.269).

An instructional designer applies learning theory and a systematic approach to design and develop content, learning activities, training, and other solutions to support the acquisition of new knowledge or real world skills (https://www.td.org/talent-development-glossary-terms/what-is-instructional-design).

Gagné (1965), as a leading figure in instructional theory proposed that the information-processing model of learning could be combined with behaviorist concepts to provide complete view of learning tasks following nine instructional events. Gagné's instructional events proposed in 1965 are so well-grounded that even today that instructional designers and GenAI app creators follow these events;

1. Stimulation to gain attention to ensure the reception of stimuli,
2. Informing learners of the learning objective, to establish appropriate expectations,
3. Reminding learners of previously learned content for retrieval from language teaching material,
4. Clear and distinctive presentation of material to ensure selective perception,
5. Guidance of learning by suitable semantic encoding,
6. Eliciting performance, involving response generation,
7. Providing feedback about performance,
8. Assessing the performance, involving additional response feedback occasion,
9. Arranging variety of practice, to aid future retrieval and transfer. (Gagné and et.al, 1992)

Hardman (2024) describes skills necessary for the instructional designer as "understanding of AI and Machine learning, data literacy, familiarity with development processes, cross-functional teamwork, agile project management, ethical considerations, and innovative design thinking". A human teacher who fulfill the requirements of being an instructional designer will use AI and GenAI driven tools so as to create a engaging learning environment As Banh and Strodel (2023) highlights "Generative AI is capable of producing novel and realistic content across a broad spectrum (e.g. texts, images, or programming code) for various domains based on basic user prompts".

Our students in the following years will be AI natives and they will have AI citizenship as well. Obeidat (2021) points out that every child needs to learn about AI, grow up understanding and stepping into roles that ensure the continuous development of AI for the benefit of humanity. According to Obeidat (2021) AI citizen is a person who understands his role and responsibility in the emerging AI powered future and is committed to the ethical and responsible use of AI for the benefit of humanity.

1.2. Research Question

AI and GenAI based tools and apps are rapidly maximizing the capabilities of the human beings in many aspect of the life including the education as well. AI and GenAI driven tools have a remarkable effect on humans' way of doing their jobs, and daily activities. This study aims to answer the question: How Generative Artificial Intelligence will transform foreign language teachers based on current literature and practices?

2. Article Structure

2.1. Moving from Gutenberg Galaxy to Zuckerberg Galaxy in Education

Now we are in Zuckerberg galaxy and there are significant differences from the perspective of education between Gutenberg galaxy and Zuckerberg galaxy. In Gutenberg Galaxy teachers were at the center of the schooling, they were the only source of knowledge, and the model for learning. Printed materials were only materials used in education and foreign language teaching till the digital era.

During the transition from Gutenberg Galaxy to Zuckerberg Galaxy, besides the printed materials, outcomes of developments in science and technology made possible the use of records, films, magnetic tapes, videos, MP3 and MP4 in education and foreign language teaching and learning. But all these have been used within industrial model of education or as sometimes called in Prussian model of education. Pen and paper were the essential tools of the education. Curriculum is still the mecca of end goal that would be followed in an inflexible way both in developed and in developing world but today almost everybody is questioning the possible impacts of AI and GenAI not only on the curriculum but on the education as well.

When Sal Khan taught math to his cousin by posting a series of short, explanatory videos he did something revolutionizing and forcing people to rethink education, to change the rules of education. As Watters (2021) highlights "Khan's online video-based instruction was almost universally lauded by the press and by pundits. He was described as the savior of education" (p.2). Education began to change somehow. And COVID-19 pandemic opened the Pandora's box in education.

During COVID-19 education has been provided beyond the schools, and classrooms across the globe thanks to digitalized education. In addition to invention and expansion of the computers and especially the personal computers and the internet, breath-taking pace of artificial intelligence caused to change everything rapidly.

In Gutenberg galaxy students were passive but Zuckerberg galaxy requires active and autonomous AI fluent students who design their learning according to their needs and learning pace, and highly qualified in use of AI / GenAI driven tools.

In the process of transition from Gutenberg galaxy to Zuckerberg galaxy curriculum and assessment has been changed so as to fulfill the requirements of AI and GenAI driven world. In Gutenberg galaxy knowledge based curriculum was implemented but in Zuckerberg galaxy knowledge and skill integrated curriculum has been developed.

2.2. From computer programming to artificial intelligence, and to generative artificial intelligence
Computer programming and artificial intelligence are different entirely. Computer programming is not a kind of artificial intelligence. By means of the computer programming human programmers create instructions for computers to follow but artificial intelligence is the development of systems based on algorithms and models that can learn from data and can make predictions, decisions depending on that learning. Artificial intelligence refers to machine learning.

There is no doubt that generative artificial intelligence is the technology that makes possible effective and efficient use of online tools for various purposes ranging from language learning to content production at any subject by millions of people around the globe. GenAI covers AI, ML, DL, and Large Language Models (LLMs).

2.3. Use of GenAI as a co-teacher and tutor in foreign language teaching and learning
AI based educational technologies evolving very rapidly, because artificial intelligence learns faster than humans and does it on its own using the big data existing in all digital platforms that are somehow trained by us consciously or unconsciously. GenAI as a form of AI is quite new technology but is developing rapidly and its infancy is almost over. Generative Artificial Intelligence has a determining role in reshaping education. Even today the use of GenAI is highly popular among the teachers and students, and learners. GenAI will be an extremely valuable tool for foreign language teaching and learning as well, and even today it is used frequently by foreign language teachers and those who are learning a foreign language.

Use of GenAI as a co-teacher by the teachers in teaching practice and as a tutor by the learners during the foreign language learning practice have lots of benefits. The problem is how and at what phase of the teaching or learning GenAI will be put into practice. To answer this questions requires to know the possible opportunities of the GenAI tools and to be able to adapt them into teaching and learning practice.

2.4. Professional requirements of being a foreign language teacher in a generative artificial intelligence driven world
In Zuckerberg galaxy professional requirements of being a foreign language teacher will include capabilities of communicating with AI or GenAI driven tools and being able to produce content for large language models. So as to maintain their existence it is obvious that human teachers should adapt themselves to generative artificial intelligence driven world. This highlights two fields; one of them is prompt engineering and the other one is instructional designing.

3. Method

In this study systematic literature review is used. As Feak and Swales, (2009) highlights "Systematic reviews are undertaken to clarify the state of existing research and the implications that should be drawn from this". A systematic literature review as an independent academic method aims to identify and evaluate all relevant literature on a topic so as to derive conclusions about the question under consideration.

4.Results

We almost left the analog world, typographic, mechanical era of the Gutenberg galaxy and moved into hyper-intelligence world, digital, AI driven era of the Zuckerberg galaxy. So far alphabetic literacy was enough to reach any kind of knowledge across the globe but now it is not sufficient, digital literacy, and artificial intelligence literacy are among the required qualifications for any person at any profession in order to survive in the Zuckerberg Galaxy.

Everybody is questioning inflexible and outmoded industrial model of education, keeping in mind the advantageous and disadvantageous of the artificial intelligence and GenAI. Khan showed how education

can be personalized but GenAI is also on the way of enhancing personalization of education through materialization, and reshaping education from top to bottom. Impacts of paradigm shift in education from Gutenberg galaxy to Zuckerberg galaxy is shown in the Table 1.

Table 1 Impacts of paradigm shift in education form Gutenberg galaxy to Zuckerberg galaxy

Components of Education	Gutenberg Galaxy Typographic / Mechanical Era Analog World	Zuckerberg Galaxy Digital / AI driven Era Hyper-Intelligence World
Teacher	At the center of schooling Source of knowledge Model for learning	Partner Content creator Guide
Student	Alphabetic literacy Passive	Digital / AI literacy Active & Autonomous AI fluency
Material	Printed Magnetic tapes / videos MP3 / MP4	Digital Augmented Reality Apps AI / GenAI – powered tools
Model of Education	Industrial Inflexible Pen + Paper	Personalized Flexible Smart tools
Curriculum	Knowledge based	Knowledge + Problem-based + Skill based
Assessment	Knowledge	Knowledge + Problem solving + Skills
Place	Within classroom	Within the classroom & beyond

Foreign language teaching in Zuckerberg galaxy cannot neglect paradigm shift in education and it will be good for foreign language teachers to rethink their way of teaching practice within this context. Especially Large Language Models, even though they may create inappropriate and inaccurate contents known as hallucinations, have the capability of providing support to enrich the learning process either as a mass in the classroom environment or as a personalized learning.

GenAI may act as a *co-teacher* in various stages of teaching practice. If GenAI can be used as a co-teacher it may shorten teachers' time consuming workloads, foster highly energetic, participatory learning environment, help create and design skill based tests and fair evaluation, and free up teacher time.

Tools based on LLMs may support having more dynamic and engaging learning environments compared with the traditional language teaching settings. Such tools will also allow learners to practice anytime, anywhere, any subject according to their own needs. GenAI will foster learner autonomy and personalized

learning in foreign language learning. For a foreign language learner, GenAI can act as a *tutor* in various phases of learning.

In the Zuckerberg galaxy the real game-changer teachers will be those who furnish themselves with prompt engineering skills and becoming an instructional designer. In addition to these foreign language teachers should also know how to integrate AI or GenAI powered apps to teaching practice as well. In Zuckerberg galaxy foreign language teacher's role is evolving from being a transmitter of knowledge to being a guide, facilitator, and hallucination obstructer of AI or GenAI driven world. That's why foreign language teachers should act as a guide in Zuckerberg galaxy.

5. Discussion

Taking into consideration the results mentioned above AI and GenAI driven tools or apps can be used by foreign language teachers as a **co-teacher** in different purposes in teaching practice as highlighted in a report named Generative AI in Education Call for Evidence, 2023. In various stages of teaching practice such as;

the **course content planning stage,** GenAI may;

    a. prepare lesson and curriculum planning,
    b. provide contents that are appropriate to students' needs, abilities, and interests,
    c. supply adaptive, interactive practices,
    d. create educational resources.
    e. control teaching resources alignment with the curriculum,
    f. check teaching resources for accuracy,
    g. prepare worksheets,
    h. prepares presentations,
    i. detect AI hallucinations.

In **class teaching practice stage,** GenAI may;

    a. create immersive, interactive learning environments,
    b. furnish learning settings with virtual and augmented reality,
    c. provide "live" use in lessons.
    d. enhance teaching effectiveness,

In **testing and assessment stage,** GenAI may;

    a. accelerate the development of test contents,
    b. enable the calibration of assessment content,
    c. hasten the preparation of personalized tests,
    d. prepare questions for exams and quizzes,
    e. design quizzes,
    f. automate marking,
    g. produce marking rubrics,
    h. mark and grade student work,
    i. provide model answers,
    j. detect plagiarism,
    k. track students' progress
    l. generate feedback on students' work

As Banh and Strode (2023l highlighted the capabilities of GenAI in producing novel and realistic content, AI and GenAI tools and apps can also serve as a tutor for foreign language learners in many phases of learning a foreign language;

In **competence building phase**, GenAI may;

a. provide comprehensible input,
b. enrich vocabulary by texts according to learner's level in target language
c. support structural knowledge,
d. provide mechanical exercises,
e. provide opportunities for improving both receptive and productive language skills

For **productive skill development**, GenAI may;

a. improve learner's pronunciation,
b. improve learner's speaking,
c. improve learner's writing through supplying grammar and vocabulary check.

In **general learning process** GenAI may;

a. provide continual practice according to the learner's learning pace,
b. give real time feedback,
c. supply personalized recommendations tracking learner's progress,
d. enhance learner's engagement,
e. improve learner's accessibility and inclusion,
f. support learner autonomy.

In **general education support practice**, GenAI may also;

a. complete assignments,
b. produce content for learner's presentations,
c. explain topics or concepts.

While using AI and GenAI based tools and apps as a co-teacher one another requirement of foreign language teaching in Zuckerberg galaxy is to be able to integrate AI or GenAI-powered apps to instructed foreign language teaching.

During the process of preparing a curriculum and making of daily language teaching plans, teachers should outline how and for what purpose GenAI-powered apps or LLMs will be used by the students. This makes teachers have an idea about the possible use of GenAI tools in foreign language teaching. That's why teachers in service and future teachers should have a rich repertoire of GenAI tools and know their capabilities in foreign language teaching process.

Large language models such as GPT-4, Google BARD, Speechify, Midjourney Playground, DALL-3, Google Gemini, Microsoft Copilot, Claude, Mistral, Stable Diffusion 3, Grammarly, and chatbots such as Duolingo, Babble, Mondly, Rosetta Stone, Talkpal can be put into teaching practice as a co-teacher so as to maximize the foreign language learning of their students. Taking into consideration the capabilities of the above mentioned apps, their possible use in teaching of language skills is shown in Table 2.

Foreign language teacher assists students to assimilate the wealth of information, teaches critical thinking skills, awakens curiosity, fosters an environment of curiosity and creativity, provides empathy, understanding and support that AI or GenAI tools can't do for now, supports collaboration through creating collaborative learning environment that improves team-work, transforms classrooms to social learning centers, raises students awareness of life-long learning, and guides students on ethical considerations of AI or GenAI driven world, increases students awareness of AI citizenship as Obeidat (2021) stressed role and responsibility of A₁ citizen in the emerging AI powered future.

Table 2 Capabilities and possible integration of AI / GenAI powered tools and apps to the teaching of foreign language skills

Tool / App	Capability	Integration to foreign language class			
		Listening	Speaking	Reading	Writing
ChatGPT4	Mimics human-like speech and reasoning, Processes text-based tasks such as writing, summarizing, and answering questions Improves conversational ability Helps students practice writing	+	+	+	+
GoogleBARD	Generates texts Aids students in understanding grammar and vocabulary usage Provides translation Assists with pronunciation Aids students in understanding pronunciation and practicing speaking skills	+	+	+	+
Speechify	Reads text aloud	+	+	+	-
Midjourney	Generates image from the text	-	-	-	+
Playground	Generates image from the text	-	-	-	+
DALL-3	Generates multiple images on your textual description	-	-	-	+
Google Gemini	Designs, creates texts and images Translates documents Summarizes texts and videos Enables quick comprehension of extensive information	-	-	+	-
Microsoft Copilot	Answers questions Creates images or drafts of written texts Suggests different ways to word things you have written Offers pronunciation practice Provides feedback on pronunciation, errors	+	+	-	+

	Provides feedback on writing errors and style				
Claude	Analyzes vast data Sets spot patterns humans may miss Speeds up the research process	-	+	-	+
Mistral	Generates creative texts formats such as poems, scripts, email, letters Answers questions	-	-	+	+
Stable Diffusion 3	Creates detailed and nuanced images based on text description	-	-	-	+
Duolingo	Offers personalized language learning Provide personalized pronunciation, writing practice	+	+	-	+
Babble	Tailors lessons to individual learners' needs Offers pronunciation, writing lessons	+	+	-	+
Mondly	Offers interactive language learning Provide feedback to improve speaking skill Offers writing exercises Provides feedback to help students improve their writing skills	+	+	-	+

Tool / App	Capability	Integration to foreign language class			
		Listening	Speaking	Reading	Writing
Grammarly	Improves writing skill with real-time grammar and spelling corrections Provides pronunciation suggestions and feedback to improve spoken language skill Provides suggestions to improve writing skills, including grammar, punctuation, and style	+	+	-	+
Rosetta Stone	Creates immersive language learning experiences with interactive exercises and feedback Create immersive experiences for pronunciation, and writing practice	+	+	-	+
Talkpal	Acts like a tutor Identify student's learning style, areas of strength and weaknesses Engage learner in conversation Provide immediate feedback on learner's progress	+	+	-	-
Eggbun Education	Acts like a tutor Provide students guidance and direction in learning Offer text based dialogues with audio examples Help learn vocabulary and grammar	+	+	+	+

6. Conclusion

Chalk and talk tendency in education is almost at the end of its realm. Foreign language teachers who are qualified in communicating with GenAI systems and who achieved to transform themselves as prompt engineer and instructional designers will be part of the GenAI driven world.

Foreign language teachers besides their pedagogical expertise should broaden their technical knowledge and furnish themselves with skills that are necessary for being a prompt engineer and an instructional designer.

Teachers who are skilled in prompt engineering and instructional design, and who achieve to integrate GenAI apps and LLMs to their teaching practice will bring dynamism into their foreign language classrooms. This dynamism will attract attention of their digital native students and also make them part of the learning process.

Those who use GenAI driven apps and LLMs in their teaching practice today as co-teachers will be the ones who design future foreign language classrooms. Integration of GenAI driven apps and LLMs into foreign language teaching will also contribute to AI fluency of today's digital native students as well.

Within the following ten years AI native students will replace digital native students in our classrooms. AI native students will be technology savvy. When AI native students come to foreign language classrooms they have already been grown up by using both augmented reality apps and AI-powered apps since their toddler ages. That's why both teachers in service and future teachers should renew themselves professionally to be able to fulfill the needs of the AI native students.

Keeping in mind the future AI native students and history changing role of GenAI driven apps and LLMs in education, teacher training programs should also rethink their curriculum and add new courses related to use of AI and GenAI in foreign language teaching practice, material designing, and testing.

To be able to fulfill the requirements of coming generations in Zuckerberg galaxy, teacher's expected roles can be named as a prompt engineer, an instructional designer, a guide, a collaborator, an emotional supporter and ethical leader.

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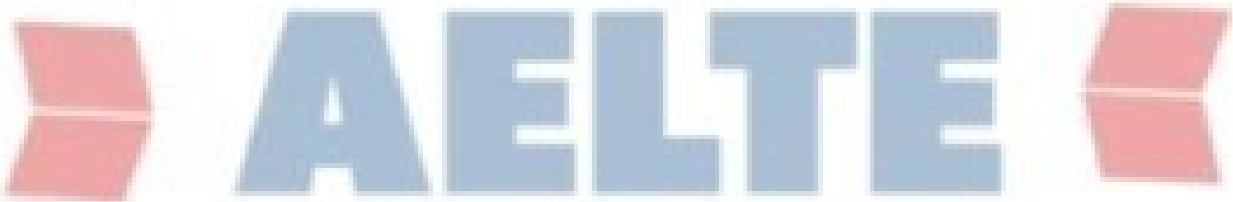
Using science fiction literature to teach English as a foreign language to engineering students

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Abstract

The purpose of this paper is to present the advantages for using literary works when teaching English for Specific Purposes, in this case English for Engineering. While technical texts related to their specific domain are usually present in textbooks, or popular science articles, science fiction literary works can be used just as efficiently. High science fiction is had in view, where hypotheses related to technological development are present. This is because technical terms can be found in such texts, which are not so much present in light science fiction or even in fantasy, a related genre. Engineering students, due to their preoccupation for science, which also involves creative skills, as they need to imagine certain inventions or outcomes of research they are doing, are assumed to be interested in science fiction short stories. Science fiction and fantasy are still popular genres nowadays, which makes it likely that students are familiar with them and have read some such books. Students can also be asked to write a short paragraph or a few short paragraphs imagining a science fiction story based on some real technical engineering terms they have been taught during their vocabulary lessons. Active participation and student's interests are included in these classes.

Keywords: students' needs, English for Specific Purposes, technical English, writing, reading comprehension

1. Introduction

As foreign language teachers, we tend to separate foreign languages for specific purposes, and especially foreign languages for engineering, or for other technical and scientific domains, or even business and politics, from the way they are taught for philology students. Foreign language teaching and learning for philology university students is complex, incorporating the domains of English for specific purposes in translation exercises, as well as vocabulary, listening or writing comprehension, while also including the study not only of literary texts from the same point of view, but from the point of view of the history of literature. Yet, matters seem different when it comes to students in Engineering. This could be so since literature can be considered as a full domain in its own right, just like Engineering, requiring special skills for interpretation at a higher, university studies level. In addition, the Engineering students' curricula is overcharged as it is, and they have no time for reading assigned works of fiction. However, this does not mean that they do not read fiction in their own time. It is just that they select what they prefer themselves and organize their own free time.

In this paper, we consider the application of hard science fiction short stories, or only short texts like the ones created for reading comprehension exercises, consisting of just a few paragraphs, selected from the complete short stories, for students in Engineering at the Technical University of Civil Engineering Bucharest, where the author of the present paper teaches. While such short stories are fiction, they also incorporate scientific terms, which could help students deal with vocabulary, while being presented with texts that could also raise their interest.

We are well-familiar with the popularity of the fantasy genre in young adult fiction, as well as in stories told in other media, such as films. Stories belonging to the classics of the hard science fiction genre can also be rediscovered and read nowadays, no matter the time when the authors had lived or wrote.

While these students are taught based on the framework provided by foreign languages for specific purposes, and, specifically English for specific purposes, since this is the language the author of the present paper teaches, as well as technical English, fiction could also be, at least briefly, included in some of the seminars.

The role of science fiction is to encourage its adepts to make predictions about the development of technology, the fate of the world, as well as about the way certain issues are going to become more and more serious as we advance through history. The way in which human beings can change given various conditions of living can also be included in the same category. How is this related to the students' needs? We could take into account the current popularity of fantasy and science fiction nowadays, which clearly can relate to the students' hobbies. We could also take into account the fact that, as future engineers, these students are going to need imagination and the ability to create hypotheses, and plan ahead, once they work on projects in their field, as well as once they may decide to work on an innovation. In addition, exercising their scientific and technical vocabulary can benefit from creative reading comprehension activities, and not from the usual reading comprehension activities, where the text selected is from texts in the field which they may or may not fully understand, since they are only first and second year students at various engineering specializations. Otherwise, students feel that they have entered a certain routine, based on stereotypical English language activities, and even more so since they take standard tests before reaching university. Such proposed activities based on science fiction could be beneficial since they would gain their interest and feel more motivated to solve them.

1.1. Literature review

We can include the issue discussed in this paper within the areas of English for Specific Purposes (Anthony, 2018; Johns, 2012; Dudley-Evans & St John, 1998; Coffey, 1984), technical English (Herbert, 1965; Ibbotson, 2009), English for science and technology (Brock-Utne, 2016; Misikhin, 2016; Parkinson, 2012; Strevens, 1972), as well as within creative teaching and learning (Cremin, 2009; Horng et al, 2005; Lilly & Bramwell-Rejskind, 2004; Rinkevich, 2011), since the solution proposed is a creative one, having in view to make students more interested in order to actively participate during classes. Active participation (Pratton & Hales, 1986; Tubaundule, 2019) is beneficial since it maintains the students' attention. What is more, learning by doing can clearly help improve understanding and retention of the issues discussed during the lessons. Science fiction texts, introduced into the seminars, now and then, to add variety, can spark interest and break the learning routine.

Teaching fiction within ESP (English for Specific Purposes) has already been discussed in the literature (Al-Selwi, 2018; Artsyshevska & Hrynya, 2017; Boiero de Angelo et al, 2008; Hirvela, 1990; Temnova & Lazareva, 2020; Thévenon, 2018). However, in practice, we do not see it, at least not in the technical universities in Bucharest, Romania, with which the author of the present paper has had contact through scientific events, where teaching methods were also discussed.

Using fiction for science and technology students treated in the previously mentioned research is related to developing reading comprehension skills and to motivating students by them finding these tasks challenging. Through fiction, they can have access to authentic materials and also to be able to reflect on various global issues, since social reality and fiction are strongly interconnected. Literature becomes a reflection of the world we live in, and the world is not presented only as it is, but also as how it could be. Such hypotheses are always present in the news, especially when we reflect about the future of the

environment. Issues such as global warming, climate change, natural disasters, water resources management, the connection between human and environmental health, and others.

1.2. Research questions

The paper will deal with research questions such as the following: How can we integrate fiction into the university curricula of foreign language teaching for Engineering students at university level? How frequently should we include such exercises, to the point where we do not neglect other types of exercises, which are classically associated with English for Specific Purposes, as well as with technical English?

2. Method

The method relies on offering examples of exercises based on foreign language teaching, applied to ESP, within the domain of English for engineers. Domains and topics of interest for the students can be covered by including, for variety purposes, to break the routine and to increase students' curiosity and motivation, science fiction texts.

After all, the curricula for the foreign language seminars intended for students in Engineering at the Technical University of Civil Engineering Bucharest did not include only technical texts and vocabulary, as only technical realities. Their curricula also included general topics, such as introducing themselves, conversations in various social situations, when dealing with friends in a café, travelling, asking for directions, going to the police, to the post office, or asking them to share their opinions based on topics such as mysteries, and culture and civilisation. Conversation practice was also included, as well as their arguing for or against in writing or organized debates on issues discussed in society during their times, such as the topic of talking while driving, or recycling. Even environmental concerns have become part of our social reality, which includes activities promoted by popular science articles and campaigns raising awareness to the importance of using environmentally-friendly vehicles, recycling, the connection between the health of the environment and our own, and so on. The presence of the issues related to the engineering profession, environmentally related, as well as technologically related, in popular science and culture, for the general audience as much as for the professionals can facilitate for teachers establishing connections during their seminar activities with social issues and aspects related to the Engineering students' future professions.

Language and communication cover all areas in our everyday activities and professional lives, which makes it natural for foreign language seminars to do the same. Literary works cover these connections between areas in our lives as well, and, for this matter, science fiction literature works all the better, as it deals not only with social realities, but with technological and scientific realities as well.

The main purpose of a foreign language, just as in the case of any language, is that of communication. Indeed, students will need to train to communicate to establish a professional network and relationships of business collaboration. Projects are a popular form of working professionally nowadays, and they require efficient communication in order to collaborate. As collaboration involves a shared interest, during foreign language classes we can only simulate such work on projects. We need shared interests of the students, as well as motivation to work together, and some tasks are not gaining their interests. We need to consider the needs and interests of the specific group of students we are teaching, and offer them an exercise which can motivate them so that they can develop their team or group work skills. Science fiction literature can provide this common interest, powerful enough to motivate them, and also to surprise them. In this way, it can be used successfully to motivate them to work on the exercises in which they are incorporated.

The good part about science fiction literature is that it is so adaptable. The example with the collaborative task is just one of them.

In all tasks we can imagine based on science fiction literary texts, we can rely on the hard science fiction, which is fiction that still takes into account scientific rigour and accuracy. Examples of well-known science fiction authors writing hard science fiction include Isaac Asimov and Arthur C. Clarke.

There can be, however, some issues in introducing science fiction literary works in the ESP classroom for Engineering students. We should consider the issues raised by the following: Shippey (2016) mentions that definitions of science fiction are, generally, relying on the one by Kingsley Amis, namely that of science fiction dealing with "a situation that could not arise in the world we know, but which is hypothesised on the basis of some innovation in science or technology, or pseudo-science or pseudo-technology." Since science fiction, even in its hard form, can be more fiction than realistic aspects, students may find it problematic. They may argue that it is all pseudo-science and just fiction, and that they want real vocabulary from their future domains of activity that they can use. This is why we do not need to rely too much on such exercises based on science fiction texts, make them as short as possible, and just use them with the purpose of making a point about reading comprehension skills, development of opinions, and even exercising creative thinking. The texts can be simple starting points, like discussion prompts, for students' developing opinions and reflections, and expressing their personal opinions regarding global issues of today that are mentioned in the text. They can be asked to identify these issues in the text and to present them comparatively with the way they are in real-life. They can be asked if they agree or disagree with the hypotheses presented in the text. For the vocabulary exercises, we can compose science fiction texts or select passages from novels or short stories including real scientific terms, so that students can practice using these terms. Practicising vocabulary can be further enhanced by asking students to use a set of given scientific terms from their future domains of activity in a very short composition of their own, where they can create a short science fiction story, even made of just one paragraph, where they imagine a different world where technology and science work the same as in our own world. They may work on this task individually or in groups, as they prefer. Collaborating with colleagues can, however, be a good practice for brainstorming, and considering the opinions and ideas of the others. This type of exercise can mimick working on real-life projects and proposing various ideas about improving the way a company works.

The activities proposed for Engineering students can follow the model set up by Al-Selwi (2018) in using the novel *Brave New World* by Aldous Huxley to teaching ESP. Al-Selwi (2018) claims that activities related to practising "oral and written language skills" can be created based on such a novel, activities related to critical thinking, reading comprehension, and writing, all of these activities relying on students' increased motivation.

Artsyshevska & Hrynya (2017) relate using fiction in ESP to reading activities and all their benefits to develop the students' personal expression skills and gaining their interest. Clearly, creative activities can be developed starting from a text for reading, not just reading comprehension. Vocabulary selection by the students based on realistic terms can be practiced, so that students can identify which technical terms are real and which are invented. Students can also search for the definition of technical terms and discover what they refer to. Then, they can consider how science fiction relies on facts and hypotheses about the future while having a scientific background. They can be asked if they could make such predictions themselves, and create their own alternative reality scenarios in case humanity respects or not the environmental care laws, for example. They can be asked if, in their work, they will be making predictions, and they can give examples from building dams, dykes, houses, since all of these can go wrong if there is a mistake. They can also consider factors such as natural disasters.

Teachers can also create, using AI, a short paragraph of hard science fiction based on engineering vocabulary that is real and used in the engineering profession, or they can ask students to create, in groups, such short texts using AI.

As an example, Gab AI has created, on October 17, 2024, the following text, relying on the command of creating a science fiction text based on terms from the engineering domain:

> The starship Andromeda, a marvel of interstellar engineering, embarked on a groundbreaking mission to explore the farthest reaches of the galaxy. Its hull was constructed with a durable, lightweight alloy called Trilium, capable of withstanding extreme temperatures and radiation. The ship's propulsion system, a fusion-powered Quantum Drive, utilized advanced plasma containment fields to generate thrust, allowing it to traverse vast distances in a matter of months. Onboard, engineers and scientists worked tirelessly in state-of-the-art laboratories, equipped with cutting-edge technology like the Molecular Assembly Unit, which could synthesize complex compounds from basic elements, and the Graviton Manipulator, a device that allowed them to manipulate gravitational fields for various applications. As the Andromeda ventured deeper into uncharted space, its crew relied on their extensive knowledge of engineering principles, including thermodynamics, fluid dynamics, and materials science, to overcome the challenges posed by the unknown universe. (Gab AI, 2024)

Such a text can be used for students' activities since we realize that, in the end, there is mention of engineering principles, which are then enumerated. These terms are as real as they can be. Students may be given a reflecting task, to think about the way in which their background as engineers can be useful for them if they want to practice their creative skills by writing fiction. This is the type of fiction that could fit them most. They can be given an argumentative essay, to say whether or not they believe that, in order to write science fiction, knowledge of real science is needed. They can be asked to reflect on the way in which fiction can mix with reality in other everyday life aspects as well, since we all imagine future life scenarios, related to our personal lives or to the entire world. We make predictions about political events, we make predictions about the consequences on national economy based on what is currently going on at world level in the political world, we make predictions about natural hazards. Such predictions are all around us, in mass-media, as well as in everyday life conversations. Grammar issues such as If clauses, the future and conditional tenses, as well as the sequence of tenses can all be practiced using science fiction short texts, either given by the teacher or created by the students. In this way, students can be made aware of the connections between tenses, grammar, and reality, and the way we express these aspects of reality differently function of the languages we are using. Through grammar activities, therefore, science fiction texts acquire a purpose grounded in reality, and connecting us to reality.

For ESP, and for the specific case of students in Engineering at the Technical Faculty of Civil Engineering Bucharest, short science fiction texts are recommended, so that they do not feel overwhelmed by the large amount of readings, on the one hand, and so that the grammar, vocabulary, reading comprehension, writing comprehension, communication and critical thinking skills can be practiced in a concrete way, based on a specific text.

2.1. Sample / Participants

The participants are the students of various faculties of Engineering within the Technical University of Civil Engineering Bucharest, Romania, where the author of the present paper teaches. They are first and second year university students, since this is the time they are offered the foreign languages seminars, two hours once a week. Students from the Technical University of Civil Engineering are can be concerned with global issues especially to those related to the environment, natural disasters and water

management once they study at the Faculties of Hydrology, where they have specializations related to environmental engineering, water management constructions, or the Faculty of agricultural and civil constructions, where clearly the way they are building houses and other purpose buildings, as well as designing and planning them needs to take into account the conditions of the environment, and their impact on human lives. The Faculty of Geodesy can include strong awareness of the state of the soils, which is related to its composition and to the impact of environmental factors that could be related to pollution.

2.2. *Instrument(s)*

The instruments used are the assessment instruments for foreign language teaching, such as tests (Armstrong et al, 2009). In fact, class activities under the form of tests are used, since the activities based on reading, vocabulary, and grammar comprehension based on science fiction texts are created on the model of the standard evaluation tests, which include multiple choice. Yet, for the idea of introducing science fiction texts for reading comprehension, there is a combination of standard, multiple choice exercises and exercises where students are asked to give answers to questions about the text themselves, or to express their opinions on issues that also belong to the real world, such as pollution and climate change, and which are present in the science fiction texts.

2.3. *Data collection procedures and data analysis*

The present paper relies, on the data collection and analysis, on the direct experience while teaching English as a foreign language seminars for Engineering students at the Technical University of Civil Engineering Bucharest. We can rely on a participant observation technique within the ethnographic approach (Denzin & Lincoln, 2025; Musante, 2015; Waltson & Till, 2010), as the author of the present paper has both observed the students working and has also interacted with them in their work, while giving them activities and teaching them, as well as evaluating them. The author of the present paper has also observed and interacted with her colleagues at the Department for Foreign Languages and Communications, when she received and was also asked later on to contribute to the proposed curricula for foreign language seminars for Engineering students. In the academic year 2007-2008, when she started working here, and even a bit later on, general English only was part of the curricula. Later on, terms specific to the domain covered by the specializations studied by the students were introduced, during their last semester. At present, English for science and technology, technical English, and English for Engineers textbooks are used. Materials for teaching are selected from textbooks of this type. The author of the present paper has received negative feedback from the first students that they already know general English from highschool and that they were expecting materials to cover their Engineering domains or be related to them. Later on, their interest in classes was growing, when Engineering and scientific, as well as technology related study materials were introduced. Nowadays, standard tests and exercises lead to a monotonous activity in class, which makes students less motivated. Even if they work, they may not retain enough of the information. Something new is needed, and introducing now and then science fiction texts could help. The author of the present paper has witnessed improvements in the students' interests and understanding, as well as assimilation, of the study materials, once the routine is broken. Students enjoy talking and expressing their personal opinions in class, which was the reason why the author of the present paper believes that science fiction short texts can be beneficial, offering students something different.

3. Results

Students need to have their class activities routine broken from time to time. This is the conclusion once we notice their degree of motivation and active participation in class, as well as their degree of assimilating the study materials. Breaking class activity routine can be ensured by giving students varied types of activities, and not always following the same pattern. In this sense, multiple choice exercises

can be alternated with personal opinion exercises. What is more, exercises based on the fixed structure of standard tests, such as reading, listening, grammar and vocabulary, writing, and speaking sections can be built in a more creative way, using science fiction texts and by combing them, not just solving them separately. Teaching with science fiction texts can be regarded as not serious and too playful or childish. We can alternate serious exercises, such as those related to real domains, and realistic, not fictional texts, with science fiction texts. We can even blur the boundaries by giving students activities showing that we always dream, make plans, make hypotheses, devise strategies, we make discoveries and innovations in a way reminding of how science fiction texts predict the future or build alternative worlds.

Once we use science fiction short texts, students are going to have their attention captured by the unexpected exercise and they can memorize easier the scientific terms which actually exist in their domains of activity and which are present in the science fiction text.

The use of science fiction texts is a means of capturing students' attention and making them be motivated to participate actively in class.

4. Discussion

Using science fiction in English for specific purposes in the case of Engineering students at the Technical University of Civil Engineering Bucharest is related to developing learning by doing and active participation during classes. Learning by doing and active participation need some motivation, which can be provided by materials students find interesting and not just common, or, by now, stereotypical and repetitive. Foreign language learning, in the case of the English language, has become based on template-types of exercises and tasks, such as those based on the competencies of speaking, writings, listening, grammar and vocabulary. At this point, when we do in class such exercises, and especially multiple choice exercises, we can feel we are doing robotic tasks. Students just say A, B, C, or D as the correct answer, and the entire lesson seems completely removed from anything to do with foreign language teaching and learning. When we hear A, B, C or D as answers we feel that, at least for the moment when we are solving such exercises, there is no communication and no practice of real communication skills. We can remedy this by starting discussions and explanations of grammatical issues present in those exercises, vocabulary exercises, or, in the case of reading comprehension questions, discussions can become all the more elaborate.

By using science fiction texts, we can help students feel more interested in the task, even if the reading comprehension is designed as multiple choice. They can, afterwards, be prompted to discuss and interpret the text. What is more, the issue with standard, multiple choice reading comprehension questions is that the answers feel limiting, and at some point, if we have to choose just one single answer, we feel that each answer can add details to complete other answers, and that these answers are so interpretable. Students may feel limited in their ability of self-expression through such texts.

At this point, adding more variety to text choice for exercises in class is ensured by introducing science fiction texts.

5. Conclusions

We do not need to consider reductionally the interests of students studying English for Specific Purposes. Their interests are clearly not restricted to their current or future professional domain. They are simply expecting to study in more detail aspects related to their domain, so that they can apply their knowledge of foreign languages within their professional field. However, during the English language seminars for Engineering students, we offer a combination between general English and English for

specific purposes. We cannot know for sure what future profession these students are going to have exactly. In addition, each and every profession has its in-depth aspects, which cannot be covered during the English language seminars in their entirety. For the time being, general ideas about the technical domain are presented, with general terms, so that these seminars can be a starting point for students to use English in their future professional activity.

Science fiction literary texts can provide a connection among the professional field of students, their preoccupations, and their everyday lives, where social realities and technology, as well as science-related ones are interrelated.

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The role of Erasmus+ experience in developing intercultural communicative competence

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Abstract

The globalization of English, fueled by technological advancements and the growing ease of communication between diverse cultures, has elevated intercultural communicative competence to a critical skill in today's world. Intercultural communicative competence is defined as the ability to communicate effectively and appropriately in cross-cultural settings, without triggering cultural conflicts. Byram (1997) introduced a model for intercultural communicative competence comprising four key components: attitude, knowledge, skills, and action. This study presents a qualitative investigation into the intercultural communicative competence of students, comparing those with and without Erasmus experience, using Byram's intercultural communicative competence model as the framework. A total of 20 students participated in the research, 10 with Erasmus experience and 10 without. Data were collected through interviews, utilizing eight semi-structured questions designed to assess various dimensions of intercultural competence. The findings from these interviews reveal that students with Erasmus experience exhibit enhanced knowledge, attitudes, skills, and actions related to different cultures, compared to their peers without such experience. This suggests that the Erasmus experience plays a significant role in fostering the development of intercultural communicative competence.

Keywords: Erasmus experience, ICC, enhanced knowledge, attitude, skill, action

1. Introduction

In an increasingly interconnected world, globalization has positioned English as a lingua franca, facilitating communication across cultural boundaries and making intercultural communicative competence (ICC) an essential skill for navigating diverse social and professional landscapes. ICC refers to the ability to interact effectively and appropriately in cross-cultural contexts, minimizing cultural misunderstandings while fostering mutual understanding and collaboration (Byram, 1997). Developing ICC has become particularly significant in higher education, where programs such as Erasmus offer unique opportunities for students to engage directly with different cultures.

The Erasmus program, which enables students to study abroad within Europe, represents a transformative educational experience that fosters intercultural awareness, personal growth, and academic enrichment. The program's emphasis on immersion in diverse cultural settings provides fertile ground for developing the core components of ICC, as identified in Byram's model: attitudes (openness and curiosity), knowledge (understanding of cultural norms and practices), skills (adaptation and interaction), and actions (engagement in culturally appropriate behaviors).

This study investigates the intercultural communicative competence of students with and without Erasmus experience using Byram's framework. Through a qualitative approach, the research aims to explore how exposure to different cultural contexts influences students' attitudes, knowledge, skills, and actions, shedding light on the transformative impact of international educational experiences. By

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comparing the experiences of Erasmus participants and their non-participant peers, this study contributes to the broader understanding of the role of international mobility in fostering intercultural competence and personal development.

1.1. Research questions

1-How would you describe your understanding of cultural differences?

2-Can you recount an experience that highlights the advantages of being informed about different cultures, particularly in terms of awareness and understanding, within the context of intercultural communication?

3-How would you assess your level of openness to accepting diverse perspectives?

4-Can you describe an experience that helped you understand and appreciate, with tolerance, a perspective different from your own?

5-How would you describe your ability to adjust your communication style when engaging with people from diverse cultural origins?

6-Can you recount an experience where you effectively adapted your communication style to accommodate cultural differences?

7-How would you assess your ability to handle conflict resolution in intercultural communication scenarios?

8-Can you describe an experience where you successfully resolved a conflict caused by cultural misapprehension?

2. Method

This study employed a qualitative research design to explore the perceptions and experiences of students who participated in the Erasmus program compared to those who did not. A total of 20 undergraduate students were selected for the study, consisting of 10 students who had participated in the Erasmus program and 10 students who had not. The goal was to identify and compare differences in their intercultural awareness, personal development, and educational experiences.

2.1. Sample / Participants

The sample included 20 undergraduate students from a variety of disciplines at universities in Türkiye. The Erasmus participants were students who had completed a semester or more abroad, while the non-participants had remained at their home university for the entirety of their studies. Students were recruited using a convenience sampling technique, ensuring representation from both genders and various academic disciplines. Participation in the study was voluntary, and the students were assured that their responses would be anonymized.

2.2. Instrument(s)

To gather in-depth insights, semi-structured interviews were conducted. This approach was chosen because it allows for flexibility in the interview process while ensuring that all key topics are covered. A set of eight open-ended questions was developed, focusing on themes such as personal growth, intercultural learning, language proficiency, and academic experiences. The questions were carefully crafted to elicit responses relevant to the research aims, and participants were encouraged to elaborate on their answers.

2.3. *Data collection procedures and data analysis*

The semi-structured format facilitated spontaneous, reflective, and detailed responses, allowing the researchers to capture the participants' subjective experiences while also providing some structure to ensure comparability across interviews (Kvale & Brinkmann, 2009). The interviews were conducted in person and online and lasted approximately 30-45 minutes each. All interviews were audio-recorded with the consent of the participants and later transcribed verbatim for analysis.

3. Results

RESULTS OF THE EXAMINATION OF THE CONVERSATIONS
Insights gained from the examination of interviews with university students who engaged in the Erasmus program.
Semi-Structured Interview Question 1
1-How would you describe your understanding of cultural differences?
First Theme- Intercultural Knowledge
Sub-themes
1-Recognizing intercultural similarities and differences through the Erasmus program-8 students
2- Challenging biases and promoting respect through the Erasmus program-2 students
Subtheme 1-Recognizing intercultural similarities and differences through the Erasmus program
S9 said *"Due to the diversity of the environment and lifestyles during my Erasmus experience in Italy, my awareness of different cultures noticeably increased. At first, we may not realize this when we go, but now I can see how much I have improved in this regard. I can say that the place I was in was already cosmopolitan. There were people from very different cultures. By observing them and interacting with them, I increased my cultural knowledge."*
Subtheme 2- Challenging biases and promoting respect through the Erasmus program
S1 said *"As I communicate with people from different cultures and learn about their experiences, my tolerance towards people increases, and my perspective changes. Let's say you have a racist thought; that racist thought disappears. Because you learn to respect people regardless of their ethnic background or beliefs because what matters is not their origin, worldview, or belief but their existence."*
Semi-Structured Interview Question 2
2-Can you recount an experience that highlights the advantages of being informed about different cultures, particularly in terms of awareness and understanding, within the context of intercultural communication?
S7 said*"When I go out to eat with my German friends, I no longer rush to the cashier to pay the bill because I am familiar with German culture. I know that in their eyes, it is not politeness but rather disrespectful behavior if I try to pay for everyone. Therefore, like them, I only pay for my own meal."*
Semi-Structured Interview Question 3
3-How would you assess your level of openness to accepting diverse perspectives?
Second Theme- Intercultural Attitudes
Sub-themes
1-Acceptance and appreciation of diverse viewpoints- 8 students
2-Change in viewpoints and attitudes toward cultural differences through the Erasmus program-2 students
Sub-theme 1-Acceptance and appreciation of diverse viewpoints
S14 said *"I believe my level of open-mindedness is high. As long as something doesn't completely contradict my beliefs, I consider myself tolerant. Frankly, I think this is important for communication."*
Sub-theme 2-Change in viewpoints and attitudes toward cultural differences through the Erasmus program

S3 said *"My level of openness to embracing different perspectives greatly developed thanks to my Erasmus experience. Because I know that I used to be closed-minded before. I was distant and cold, and I even judged them. But afterwards, having gone through a shared life experience, I have become a completely different person now. I am very open to everyone and everything."*

Semi-Structured Interview Question 4

4-Can you describe an experience that helped you understand and appreciate, with tolerance, a perspective different from your own?

S5 said *"One day when I went to France with my friends, they were drinking wine with their friends and professors during lunch. At first, this seemed strange to me because in our culture, especially in our daily lives, it is not like that at school. There is no alcohol in the meals we eat at school or at work. However, these people respectfully drank their glass of wine alongside their meals. And when I saw this, honestly, I really liked this level of modernity and sophistication."*

Semi-Structured Interview Question 5

5-How would you describe your ability to adjust your communication style when engaging with people from diverse cultural backgrounds?

Third Theme -Intercultural Skills

Sub-themes

1-The significance of being culturally sensitive and adaptable when communicating with people from different cultures- 5 students

2- Addressing communication barriers through the Erasmus program-5 students

Subtheme 1-The significance of being culturally sensitive and adaptable when communicating with people from different cultures

S11 said*"Even gestures and facial expressions can vary from culture to culture. It's very important to be aware of this when communicating. While nodding may be considered positive in one culture, it can be interpreted as an insult in another. Therefore, I pay attention to these details, and it helps me avoid any communication problems."*

2- Addressing communication barriers through the Erasmus program

S2 said*"I usually make jokes or something to break the ice. Throughout my Erasmus experience, I learned how to communicate with people from different cultures. For example, I know how to talk to an English person, how to communicate with an Italian."*

Semi-Structured Interview Question 6

6-Can you recount an experience where you effectively adapted your communication style to accommodate cultural differences?

S4 said "*I had an easier time communicating with the French when I adopted a more formal tone, using "madame" and "monsieur." With an Italian, I casually tapped him on the back and said, "Hey, buddy," to which he responded, "Alright, that's how we do it."*

Semi-Structured Interview Question 7

7-How would you assess your ability to handle conflict resolution in intercultural communication scenarios?

Fourth Theme- Intercultural Actions

Sub-themes

1- Addressing intercultural disputes with respect- 3 students

2- Pursuing resolution through dialogue and mediation- 3 students

3- Preventing conflicts in cross-cultural interactions- 2 students

4- Resistance to discriminatory behaviors- 2 students

Subtheme 1- Addressing intercultural disputes with respect

S4 said*"In a cultural conflict situation, I consider both sides. I align myself with the side I believe is right. I ask the side that has behaved badly why they acted that way. If their reason is understandable,*

I try to explain the situation to the other side. If I sense bad intentions, I try to avoid communication with that person unless necessary."

Subtheme 2-Pursuing resolution through dialogue and mediation

S12 *said "In intercultural communication situations, I can intervene in conflicts very quickly. If we rate it from one to ten, I can say it's a ten. If I find myself in such a situation, I try to soften the atmosphere by telling the conflicting parties, 'This isn't a personal attack against you, it's not specific to this incident; it's a general characteristic of this nation, so you should relax and not take it personally."*

Subtheme 3- Preventing conflicts in cross-cultural interactions

S7 said *"I view the world through the lens of peace and believe that everyone should respect each other. Therefore, I can mediate in conflict situations, but I don't involve myself in conflicts. I don't engage in cultural conflicts."*

Subtheme 4-Resistance to discriminatory behaviors

S14 said *"I always express my opposition to all forms of discrimination and stand by those who are subjected to it."*

Semi-Structured Interview Question 8

8-Can you describe an experience where you successfully resolved a conflict caused by cultural misapprehension?

S5 said *"A foreign friend invited another Turkish friend and me to his house during Erasmus. When we went there, his mother had made some kind of cake. However, it was a cake that did not suit the Turkish taste buds. I ate it, but the other friend tasted a little, expressed his dislike with a facial expression, and left the unfinished cake on the table. Everyone saw the attitude of the friend, and it became clear that he didn't like the cake. Then the foreign friend's mother said, "It's okay, you don't have to eat it." Immediately, I intervened in the situation by saying, "Let's not say it's bad, tastes can differ due to cultural differences, so it might be a little different. It's possible that their kitchen and taste might not be the same as ours."*

Part2

Insights gained from the examination of interviews with university students who didn't engage in the Erasmus program

Semi-Structured Interview Question 1

1-How would you describe your understanding of cultural differences?

First Theme- Intercultural Knowledge

Sub-themes

1-Recognition of insufficient knowledge-6 students

2-Awareness of having no knowledge at all-4 students

Sub-theme 1-Recognition of insufficient knowledge

S10 said *"I consider myself inadequate in terms of intercultural knowledge, even in terms of knowledge about my own culture. I've never had a friend from a foreign culture before. But even now, it crosses my mind occasionally. If I had a foreign friend, I wonder how I could introduce Turkish culture, what I could say, and sometimes I question myself about it, realizing that I'm lacking and inadequate in this regard…"*

Sub theme 2-Awareness of having no knowledge at all

S5 said *"Unfortunately, I must admit that I have almost no knowledge about different cultures. Different cultures don't interest me at all…"*

Semi-Structured Interview Question 2

2-Can you recount an experience that highlights the advantages of being informed about different cultures, particularly in terms of awareness and understanding, within the context of intercultural communication?

Only one student answered this question.

S2 said *"During my last bus journey, I sat next to a friend from Somalia. We talked about the chaotic urbanization there, discussing the condition of buildings. During the conversation, we compared the living standards there with the ones here. My knowledge about Somalia allowed the conversation to be more extensive and productive."*

Semi-Structured Interview Question 3

3-How would you assess your level of openness to accepting diverse perspectives?

Second Theme- Intercultural Attitudes

Sub-theme

1-Willingness to consider different perspectives and embrace diversity- 10 students

S8 said *"Thanks to social media, I think we are now exposed to a wide range of different perspectives. There are many new things we encounter, and I always approach them with the mindset that anything is possible, and everyone can have different opinions. If they do not harm anyone, I respect all views. I don't necessarily have to agree with them; I simply show respect. I often find myself intrigued by the lifestyles of different cultures in TV series and such. Sometimes I think, "Oh, we don't do it like that at all. Their culture is very different from ours."*

Semi-Structured Interview Question 4

4-Can you describe an experience that helped you understand and appreciate, with tolerance, a perspective different from your own?

No student was able to answer this question.

Semi-Structured Interview Question 5

5-How would you describe your ability to adjust your communication style when engaging with people from diverse cultural origins?

Third-theme Intercultural Skills

Sub-theme

1-The significance of cultural themes in intercultural dialogues.

S8 said *"I try to open a conversation that is culturally appropriate. I try to understand the speech and body language of people from different cultures. Honestly, I feel uneasy about dealing with uncertainties while communicating in a foreign language. I worry because I believe my ability to speak in a foreign language is not sufficient. Therefore, I have concerns about not being able to fully express myself and not fully understanding the other person while communicating."*

Semi-Structured Interview Question 6

6-Can you recount an experience where you effectively adapted your communication style to accommodate cultural differences?

None of the students was able to answer this question.

Semi-Structured Interview Question 7

7-How would you assess your ability to handle conflict resolution in intercultural communication scenarios?

Fourth Theme- Intercultural Actions

Sub-theme

1-Resistance to discrimination and prejudice- 10 students

S4 *"I always advocate for human rights. I believe that everyone deserves to be approached with tolerance and that respecting others' rights without encroaching on their freedom is fundamental. I also oppose prejudice."*

Semi-Structured Interview Question 8

8-Can you describe an experience where you successfully resolved a conflict caused by cultural misapprehension?

None of the students was able to answer this question.

4. Discussion and Conclusion

The findings from the interviews with university students who participated in the Erasmus program and those who did not provide valuable insights into their intercultural experiences, attitudes, and competencies. Students who participated in the Erasmus program exhibited a deep understanding of cultural differences, acknowledging how the program significantly broadened their intercultural knowledge. They recognized similarities and differences between cultures, challenged personal biases, and developed a strong sense of respect for others. Their experiences revealed a growing openness to diverse perspectives, with many students reflecting on how their attitudes had evolved. Additionally, they highlighted the importance of being adaptable in communication, learning to navigate cultural nuances in both verbal and non-verbal interactions. Erasmus participants also demonstrated an increased ability to mediate and resolve intercultural conflicts, emphasizing respectful dialogue and mutual understanding as key tools for conflict resolution. Their resistance to discriminatory behaviors was a clear theme, with students taking active stances against prejudice and standing up for inclusivity.

On the other hand, students who did not participate in the Erasmus program reflected a more limited understanding of cultural differences. Many acknowledged their insufficient or non-existent intercultural knowledge, with some expressing a lack of interest in other cultures. Their openness to diverse perspectives was more theoretical, influenced primarily by media rather than firsthand experiences. These students showed a willingness to respect different viewpoints but lacked practical engagement with intercultural communication. Their limited experience in handling cross-cultural interactions was also evident, with several students unable to provide examples of adapting their communication style or resolving intercultural conflicts.

In conclusion, the Erasmus program appears to have had a profound impact on students' intercultural competencies, fostering growth in their knowledge, attitudes, skills, and actions regarding cultural diversity. Those who did not participate in the program demonstrated a more passive understanding of intercultural communication, with less developed practical skills. These findings underscore the importance of direct engagement with diverse cultures in fostering intercultural awareness and competence. Programs like Erasmus not only broaden students' worldviews but also equip them with the skills necessary for navigating our increasingly globalized world.

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Do the in-service teacher training programs enhance professional development and motivation of teachers?

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Abstract

This study examines the impact of in-service teacher training sessions on inspiring and improving professional abilities among English Language Teachers in Türkiye. The study has two primary goals. The study aimed to examine the impact of teacher training sessions on motivation and retention, as well as professional growth, confidence, and self-efficacy. The study used a survey research approach for data collection. A systematic questionnaire was utilized to collect data from 205 teachers working at public schools. Data from the questionnaire was examined statistically. The study found that training sessions do not effectively motivate in-service teachers or develop their professional abilities as intended. Teachers prioritize the social and personal benefits of training sessions when deciding to participate. The study found that these in-service training sessions lack key components for effective teacher training. The research suggests updating training programs to meet the demands of today's teachers, rather than relying on old ways.

Keywords: professional development; in-service teacher training; motivation

1. Introduction

In-service training for educators may be an excellent technique to provide expertise, knowledge, and motivation to teachers. It is a method of providing ongoing training for teachers with teaching certification. In-service teacher training is a sequence of events designed to motivate teachers and help them improve their knowledge, abilities, and professional attitudes (Koellner & Greenblatt, 2018). These instruction sessions are often designed to help teachers produce advancement in terms of knowledge, contentment, motivation, and advancement in their careers. Teacher motivation may have a direct impact on the learning process because teachers play such an important part in education. As a result, motivation is essential for teachers. teacher training programs for teachers are critical for keeping them motivated and developing professionally (Gorozidis & Papaioannou, 2014). The seminars, held conferences, and staff meetings are some examples of in-service training sessions. The majority of teachers receive in-service training via their workplaces' platforms, but some educators seek in-service training on their own to enhance their professional abilities. As a result, the vast majority of state school teachers get some form of in-service teaching training.

The motivation of teachers and professional growth are critical components in sustaining a successful teaching process. As a result, it would be fascinating to learn more about the function of these in-service training sessions for teachers in increasing motivation for teachers and professional growth. Given the significance of training for teachers in school-level education, this study seeks to determine the function of in-service teacher training in enhancing teacher motivation as well as promoting professional growth, expertise, and confidence among teachers. The findings may help school administrators and training organizations enhance their teacher training programs. The research questions are as follows:

1. What are teachers' perceptions of the impact of in-service teacher training on how motivated they are to pursue both their career and their training?

2. How do teachers see the impact of in-service teacher training on their professional growth?

2. Method

The research was descriptive in nature, and to assess the impact of in-service teacher training on professional development and motivation, a quantitative research design was utilised. Furthermore, the study's approach was survey-based. As a result, data on the focused factors was obtained using a questionnaire.

2.1. Participants

The research involved 205 teachers from public schools. These instructors received in-service teacher training. Data were collected using simple random sampling. The participants received comparable trainings based on the institution's requirements, expectations, and offerings. These trainings primarily concentrate on topic knowledge and teaching methods.

2.2. Instrument

Data was collected using a survey created by Ahmed et al., (2021). The scale used a 5-level Likert scale. Some items were directly related to motivation, while others were about teachers' social and professional growth. A reliability inquiry was performed to determine the internal consistency. All five sections of the questionnaire have an alpha value greater than.7, which is considered extremely acceptable.

2.3. Data analysis

SPSS22 was used to analyse the collected data.

3. Results

The table below shows the descriptive analysis, which includes the standard deviation and mean score for each item:

Table 1. Descriptive statistics

items	M	Sd	Mean Difference	t-value	Sig. (2- tailed)*
motivation	3.35	0.661	0.309	5.312	0.001
teaching skills	3.24	0.582	0.497	11.145	0.001
communication and technological skills	3.38	0.69	0.337	6.261	0.002
financial and social benefits	3.54	0.700	0.499	8.701	0.012
self-efficacy & performance	3.43	0.741	0.386	6.341	0.003

*p> .05

The average sum of all five sub-titles is closer to three. Nevertheless, the overall average value for one item, "Social and Financial Benefits" is 3.54, indicating that teachers are more optimistic about the economic and social advantages of teacher training, but not on a broad basis. It also suggests that the respondents are unsure how to answer numerous items on motivation and professional development. The item with the highest mean score, "Financial and social benefits" indicates that educators attend

trainings for the financial and social advantages. The item "Teaching Skills" has the lowest mean score (3.24), indicating that teacher training has minimal impact on teachers teaching abilities. This demonstrates that teacher training effects teachers' professional abilities and motivation to enrol in training programs and stay in the profession to a lesser amount than is typically predicted. Similarly, teacher training has a certain effect on teachers' confidence and academic achievement (3.43).

Table 2. Teacher motivation

Motivation for…	M	*Sd*	MD	t-value	Sig. (2-tailed)*
new teaching methodologies	3.11	1.234	0.065	0.709	0.418
training certificates	3.56	1.001	0.518	5.982	0.002
training	2.79	0.987	-0.32	-3.490	0.002
presentation skills	3.41	0.784	0.365	4.821	0.003
teaching profession	3.24	0.112	0.192	2.984	0.000
learning	3.13	0.543	0.089	1.112	0.283
teaching classes	4.10	0.765	1.054	19.032	0.001
participation	2.80	0.974	-0.31	-3.467	0.001
Motivation	3.35	0.231	0.310	5.493	0.000

*p> .05

Table 2 displays the findings of the one-sample t-test with regard to motivation. The study compares the mean motivation factor score of educators following teacher training to the cut-off value of 3. The table reveals that the p-values for the items "Motivation for new teaching methodologies" (0.418) and "Motivation for learning" (0.283) are more than 0.05, implying that their mean value is not statistically significant. Similarly, all categories except one "Motivation for teaching classes" have a mean value of less than 4. Overall, the mean value is 3.35, indicating that educators are unsure if training motivates them.

Table 3. Social and financial benefits

Items	Mean	*SD*	t-value	Sig. (2-tailed)*
response to several sessions	3.95	0.760	15.567	0.000
introducing oneself to the others	3.65	0.839	9.875	0.000
relationship with others	3.71	0.999	9.478	0.000
opportunity to interact with trainers	3.13	0.778	2.679	0.316
enjoying meeting new individuals	2.59	1.568	-5.850	0.000
professional value with training credentials	3.69	0.356	9.593	0.000
other institutes require training	4.08	0.865	18.275	0.000
having a new job	3.57	0.753	7.839	0.000
impact on salary	3.41	0.921	6.827	0.000
financial and social benefits	3.53	0.691	9.376	0.000

*p> .05

Table 3 displays the mean values of economic and social advantages discovered during teacher training sessions by teachers. The P-value for one item, "Opportunity to interact with trainers", is more than 0.05, indicating that it is statistically insignificant. The table reveals that all items have mean values larger than 3, with the exception of one item, "Enjoying meeting new individuals", which has a mean value of 2.59. The average value is also 3.5, indicating that teachers wish to partake in social and financial advantages. This is the lone item having a value of 3.5, which is slightly higher than the cutoff value of 3, while all other things have values less than 3.5.

4. Discussion

The study sought to determine the function of continuing education for teachers in increasing teacher interest in pursuing training programs and remain in the profession of teaching, as well as to explore the training's impact on teachers' professional growth. The data analysed reveals that teachers are not as inspired by the training sessions as they should be. One aspect of incentive in training that teachers appear to consistently respond to is the certificate. The majority of teachers indicated that they attend in-service training sessions because they have training credentials; Gorozidis (2014) supports this view in his analysis. As stated by Boudersa (2016), teacher training is critical for keeping up with educational innovations in both teaching and evaluation. Schools have established many training programs to meet the objectives of teacher education, but the study demonstrates that such programs are ineffective in motivating teachers and strengthening their professional abilities. Furthermore, because the majority of instructors are hesitant to engage in training programs, these programs must be evaluated and improved in response to the needs of the teachers. One obvious aspect that demotivates teachers to engage in training programs may be the old method of organising these in-service teacher training sessions, which bore instructors during the beginning stages. Yet, school administrators strive to give some effective training programs, but owing to the conventional learning environment in which only students' grades are valued above learning, it can be challenging for administrators to concentrate on professional development and teaching abilities. As a result, the training sessions are modelled after seminars in which teachers are taught how to help their pupils cram more effectively. Apparently, these are some of the probable reasons why instructors are not motivated by in-service training sessions.

In addition to motivation, teacher sessions can improve, but not dramatically, their professional expertise. It is noteworthy to note that teachers believe that teacher training sessions increase both their interpersonal and technical abilities, but they do not significantly enhance their skills as educators. As stated by Solheim et al. (2018), teacher training is critical to students' learning accomplishment; however, the setting also has an impact on teachers' professional growth (Ikeda et al., 2018). According to the current study, the majority of teacher training sessions focus on communication skills rather than teaching abilities; as a result, teachers do not appear to be prepared for advanced and creative teaching and other professional competencies. According to Kussainov et al. (2021), subject matter expertise is challenging, particularly for inexperienced teachers, but this gap may be addressed through teacher training. Nevertheless, the research found that teachers answered negatively when questioned about the value of teacher training in improving their area of expertise. This suggests that the majority of teacher training courses are not effectively constructed to give enough subject knowledge. Additionally, educators expressed similar views on syllabi, test patterns, and evaluation standards. As a result, it is possible to conclude that training workshops lack an emphasis on subject-specific expertise, exams, syllabi, and other topics that should be covered during training. Swackhamer et al. (2009) discovered that teachers topic expertise leads to positive results in terms of student accomplishment. As a result, it is critical that teacher training sessions include subject-matter instruction. Not only is topic knowledge overlooked, but technological application in education is not included in teacher training programs. Teachers report that they fail to acquire much about how to make use of emerging technologies in their

classes, implying that training seminars lack instruction in cutting-edge technology, which is a critical issue (Almarzooqi, 2016).

Aside from the limitations of training sessions, teachers believe that they assist them improve their communication abilities. Similarly, students acquire new teaching strategies, as indicated by another study conducted by Hein et al. (2012). This demonstrates that the bulk of training sessions are centred on teaching approaches and interpersonal abilities. On the contrary, they lack several essential elements of teacher training. As a result, it may be a contributing factor to instructors' lack of motivation for training sessions. In a similar vein the study demonstrates that training sessions have minimal impact on teacher self-efficacy and performance, as well as their confidence in themselves. Although educators think they strive to put all they learn into practice in their school settings, training sessions have less of an impact on their performance than expected. Still, it is fair to state that teachers acquire many important suggestions for engaging students in these instruction sessions, which will eventually help them in their current positions.

Financial incentives are important sources of motivation. It is evident that if teachers profit financially from teacher training, they will be more motivated to participate. As a result, they stated that they participate in training sessions for teachers since they have both social and economic advantages. Training session credentials assist them in developing themselves   and finding new careers. Gorozidis and Papaioannou (2014) found that teachers who participated in training received certification as a concrete external benefit. Teachers state that pursuing training sessions increases their professional expertise since when they seek for jobs, they are given precedence due to their training credentials. Similarly, they stated that, while they love interacting with other attendees, they view training sessions as an opportunity to communicate to them. Similarly, teachers see training sessions as a chance to develop positive relationships with other those who participated, which is another type of extrinsic motivation.

5. Conclusion

The research conducted finds that teacher training programs appeal to teachers, as Nitsche et al. (2013) confirm that teachers who are focused on objectives have a highly favourable perception of future trainings. Though these forms of instruction inculcate some vital parts of teacher education, they also lack many crucial features, which demotivates teachers to attend them. When it comes to teacher motivation and professional abilities, teacher training courses fall short of meeting their needs. The majority of educators are uninterested in teacher training sessions, necessitating modifications to these sessions. All in all, it is clear that in-service training programs are extremely important, and they are intended to encourage and enhance professionalism in in-service teachers. However, they are not organised in a way that maximises teacher motivation. As a consequence, it is vital to take an in-depth look at such in-service training programs, and they require being reorganised and organised around outcomes in order to provide what is expected of them.

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Examining the interplay of L2 anxiety, L2MSS, and intended effort

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Abstract

L2 Motivational Self System emphasizes the importance of learning experiences, the growth of motivation, and the influence of self-perception on motivated behavior. As a result, the current research uses the L2MSS to investigate the interplay between the L2 anxiety, L2MSS and L2 intended effort utilizing 250 students from a state university. Participants were asked to complete a motivation questionnaire. Results show that each aspect of the L2MSS has a strong direct predictive effect on the L2 intended effort. The ought-to L2 self and undesirable learning events were found to increase L2 anxiety, while the ideal L2 self and good learning experiences significantly reduced anxiety during the language acquisition process. The analysis shows that learning anxiety does not substantially modify the L2MSS. The L2MSS components were shown to significantly increase learners' intended effort. The study's findings have major significance for language pedagogy, potentially impacting future teaching practices and curriculum development.

Keywords: L2 anxiety; L2MSS; intended effort

1. Introduction

L2 motivation is complicated and multidimensional, resulting in a variety of results (Papi, 2010). Dörnyei (2005) developed and enlarged earlier theories of L2 motivation, using the psychological categories of "potential self" and "self-discrepancy" to create the L2 Motivational Self-System (L2MSS). The L2MSS emphasizes the importance of learning experiences, the growth of motivation, and the influence of self-perception on motivated conduct. Although prior research (Lee & Lu, 2021; Teimouri, 2017) corroborated this idea in a variety of language and cultural situations, it has mostly focused on the motivational and emotional aspects of English acquisition. Recent empirical research on the L2MSS in Asian contexts (Huang et al., 2015; Lee & Lu, 2021) have confirmed the model's applicability (Li et al., 2022).

L2 self-discrepancy as a motivating source may cause L2 anxiety (Papi, 2010). As a result, analyzing the process of learning via perception of one's not solely describes instructional behaviors linked to L2 motivation, but also reveals the underlying reasons of worry (Dörnyei 2009). MacIntyre and Gregersen (2012) ascribe the primary drivers of learners' L2-motivated selves to several emotions, arguing that an in-depth comprehension of the L2 motivational self's sources requires analyzing the feelings resulting from different self-contradictions or similarities.

These findings have pedagogical implications, allowing instructors to design instructional activities that reduce negative feelings that may arise during language acquisition while simultaneously generating greater amounts of positive feelings to maintain student motivation (Arnold & Brown, 1999). Using Structural Equation Modelling (SEM), this study applies the L2MSS theory to L2 learning among students, examining the interplay between the L2MSS sub-sections, L2 anxiety, and learners' intended effort. This study expands on Dörnyei's (2009) theoretical discussion on the interaction between L2 emotion and L2 possible selves, while also investigating the theoretical framework's adaptability across various linguistic situations.

1.1. The Hypothesized Model

The L2MSS in Turkey has received comparatively little attention. Most L2 sense of emotion research focus on anxiety's effects on L2 accomplishment while ignoring emotion's moderating role on L2 motivation. As a result, there is a study gap in the mediating function of anxiety, demanding a more thorough examination into the link between the L2MSS, anxiety, and intended effort.

This study develops a hypothetical framework that includes six underlying variables such as intended effort(IE), positive and negative L2 learning experience(P/N-LE), ideal L2 self (ILS), L2 anxiety, and ought-to L2 self(OLS). The precise theories are as follows. ILS, OLS and PLE all have negative impacts on L2 anxiety and NLE (Teimouri, 2017), but positive influences on IE (Liu & Thompson, 2018). These L2MSS constituents promote learning practices (Papa, 2010; Li et al., 2022). NLEs have a favorable impact on L2 anxiety because they frequently trigger student fear (Dörnyei, 2019) and negatively impact planned effort (Papi, 2010). L2 anxiety reduces IE (Li et al., 2022).

2. Method

The research was descriptive in nature and employed the structural equation model. 250 students from a state university took part in the study.

2.1. Instruments

A structured questionnaire was used to collect data. The survey utilized in this study has four sections. The first captures participant demographic information. The second refers to the L2MSS, which collects learner information. The third focusses on L2 learners' anxiety levels. The fourth collects information on pupils' L2 learning efforts.

The L2MSS questionnaire was taken from Moskovsky et al. (2016). Of the topics of the focus, the ILS contains 10 items for assessing students' perspectives on how they learn English. The OLS has twelve items for investigating the social situational elements that influence language learners. LE are classified into two categories: positive (eight items) as well as negative (six items), with an emphasis on the immediate contextual elements that influence learners' L2 learning.

Certain survey items have comparable fundamental terms. Hence, respondents were given the option to select the most likely response from "strongly disagree" to "strongly agree". An average score of less than 3, 3 to 4, and higher than 4 points suggests mild, moderate, and severe levels of anxiety, respectively. After adapting the scale, to ensure the reliability and validity, a piloting was conducted. The L2MSS scale demonstrated strong reliability, with values more than 0.90, respectively. The scale demonstrated high reliability (Cronbach α > 0.89) and all values surpassed 0.08, making it acceptable for this investigation.

2.2. Data analysis

The gathered data were analyzed by SPSS 25.0 and the processed data were loaded into the SEM program AMOS 25.0 for further analysis.

3. Results

The findings of the structural equation model demonstrated that the ILS, OLS, PLE, NLE, and L2 anxiety all had an impact on the L2 intended effort in the case of language learners. L2 intended effort is significantly positively predicted by ILS, OLS, and PLE (β = 0.354, p <.01; β = 0.141, p <.01; β = 0.328, p <.01). On the contrary, L2 intended effort is significantly negatively predicted by both L2 learning anxiety and NLE (β = 0.203, p <.01; β = 0.115, p <.01). In essence, a higher L2 intended effort

is linked to a higher ILS, OLS and PLE. The ILS is superior to other L2MSS aspects, as evidenced by the fact that its regressive influence on L2 anticipated effort is greater than that of the OLS and LE.

L2 intended effort is significantly positively predicted by ILS (β = 0.354, p <.01). Additionally, there is a substantial negative predictive influence of ILS on both NLE (β = 0.277, p <.01) and L2 learning anxiety (β = 0.203, p <.05). According to the regression coefficient, the ILS has a bigger effect on the NLE than it does on anxiety (0.277 > 0.203). The results of the mediation effect in the table below demonstrate that there is no discernible moderating influence of L2 learning anxiety. The effects of ILS on the L2 expected effort is significantly moderated by the unfavorable LE.

Table 1. Mediating and moderating effects of LA and NLE

	Mediator	DV	Effect	SE	LLCI	ULCI
ILS	LA	LIE	-.0081	.0073	-.281	.0022
	NLE	LIE	.0715	.0241	.0304	.1235
OLS	LA	LIE	-.0101	.0132	-.00402	.0142
	NLE	LIE	.0528	.0293	.0023	.1157
PLE	LA	LIE	.0014	.0054	-.0064	.0168
	NLE	LIE	.0886	.0357	.0305	.1696

DV means dependent variable; ILS, ideal L2 self; OLS, ought-to L2 self; PLE, positive L2 learning experience; NLE, negative L2 learning experience; LA, L2 learning anxiety; and LIE, L2 intended effort.

LIE (β = 0.141, p <.01) and LA (β = 0.242, p <.01) are significantly positively predicted by OLS, while NLE (β = 0.140, p <.01) is significantly negatively predicted by OLS. LA has no discernible moderating influence on LIE in the moderating path from the L2 self to LIE, according to the mediation coefficient. On the other hand, NLE has a function. It is evident that NLE influences students' LIE investment in addition to the L2 self's direct moderating effect on LIE, which is a substantial mediating effect.

Likewise, PLE directly and significantly improves LIE (β = 0.328, p <.01). PLE has a substantial negative impact on both LA (β = 0.240, p <.01) and NLE (β = 0.606, p <.01) in regard to the moderator factors. There is no discernible moderating influence of LA on the relationship between PLE and LIE. On the other hand, NLE has a major mediating function.

4. Discussion

In order to examine the connections between the L2MSS, LA, and LIE in L2 learning, this study uses Dörnyei's (2005) L2MSS as a theoretical framework. The results show that key variables affecting LIE include ILS, OLS, PLE, NLE, and LA. In particular, LA is significantly harmed by ILS and PLE. On the other hand, LIE is significantly harmed by NLE and LA. Furthermore, the LIE is greatly enhanced by ILS, OLS, and PLE.

Out of all of these, ILS has the biggest impact on LIE, followed by PLE. The least predictive power is shown by OLS. Through the mediation of LA and NLE, motivational factors have an indirect impact on LIE. The impact of L2 motivational self-efficacy on LIE is considerably moderated by NLE, whereas the moderating effect of LA is shown to be negligible. This emphasizes how important it is to control anxiety and unpleasant experiences in order to improve L2 learning results.

According to the results of the mediation effect, the LA has no discernible moderating influence. The influence of ILS on the LIE is significantly moderated by NLE. While LA has a strong negative impact on NLE, OLS has a significant positive predictive effect on LIE. According to the mediation

coefficient, LA has no discernible moderating influence on LIE along the moderating path from the L2 self to LIE. On the other hand, NLE is involved. Regarding the significant mediating effect, it is evident that NLE influences students' LIE investment in addition to the L2 self's direct moderating effect on LIE. In a similar vein, PLE directly and significantly improves LIE. The moderating effect of L2 learning anxiety on LIE is not statistically significant. On the other hand, NLE has a major mediating function.

5. Conclusion

This study examines the role of the L2MSS components in the intended effort-learning behavior of language learners' L2 acquisition process using the L2MSS theoretical framework. The findings demonstrated that LA and the L2MSS components work together to generate students' LIE. The LA is significantly impacted by these L2MSS components. PLE has the second-strongest facilitative effect after ILS. Investment in LIE is severely hampered by LA. It was discovered that NLE significantly moderated the relationship between LIE and the L2 motivating self as compared to LA. The findings strengthen Dörnyei's (2005) classification of LE by considering NLE as a separate kind of LE and further validate the function of the L2MSS in second language acquisition. The results give foreign language learners an empirical foundation for motivational instruction.

When promoting L2 learning, the following factors should be taken into account. Instructors should focus on lowering LA as well as promoting students' L2MSS. Teachers should first assist students in creating an ILS. Second, in order to maximize the impact of motivation on learning behavior, educators should highlight the benefits of OLS and encourage students to gradually internalize their ideal selves. Third, educators need to encourage students' PLE. Teachers should intentionally create inverted classrooms, utilize new teaching techniques like micro-courses and huge open online courses, and generate more varied learning contexts and situations. The design of learning tasks in the classroom allows students to focus on learning, experience satisfaction and accomplishment through task completion, accumulate successful L2 learning experiences, and encourage anticipatory effort-learning behavior while taking into account reasonable challenges and learners' interests. Lastly, educators ought to try to lessen the L2 concern of language learners. In order to stimulate students' interest in learning, assist them in developing positive attitudes towards learning, help them view tests in a positive light, and alleviate their learning anxiety, teachers should take into account the feelings of all of their students and make every effort to treat them equally.

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Planned and unplanned spread of English in Türkiye

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Abstract

English has spread at an unprecedented rate, becoming the most widely spoken language across the world. Although this rapid spread is often explained by factors such as politics, education, globalization, entertainment, technology, and media, the extent to which this spread is desirable and planned is a topic of debate, particularly in countries categorized within the expanding circle, like Türkiye. In this study, which aims to examine how the impacts of planned and unplanned proliferation of English is evaluated from a sociocultural perspective in the academy, semi-structured interviews were conducted with academics working in Departments of Sociology, English Language Teaching, and Turkish Language Education of a university in Marmara Region. Adopting phenomenological approach in this qualitative study, participants were determined through purposive sampling. The results of thematic analysis shed light on the domains and directions in which the effects of this spread are perceived. The findings of this research provide guidance for policymakers, educators, foreign language (English) users and researchers.
Keywords: spread of English, Türkiye, sociocultural perspective, academics

1. Introduction

Thanks to some conscious and unconscious steps taken, spreading wondrously, the English language has had a privileged status in the world, Türkiye included. Accordingly, this spread has long been debated in social (Cooper, 1989), political (Pennycook, 1998), linguistic (Berns, 1988), and educational (Uysal,2007) contexts.

What is questioned in such discussions is whether the spread of English at such a speed is controlled, desired, and planned or not. Kachru (1986) defines the countries where English is spoken in three categories. These are the countries in the inner circle (where English is spoken as native language), outer circle (where it is spoken as a second language and has a formal status) and expanding circle (where English does not have a formal status and is taught as a foreign language). Accordingly, the spread can be interpreted differently depending on the historical and social context.

Türkiye is one of the countries in Kachru's expanding circle, where the English language does not have a second language or lingua franca status. It has been taught as a foreign language. However, for some reasons such as globalization, technology, the internet, social media, and Türkiye's international and educational policy, the English language is given great importance by society and taken as a key competence for a better job, economy, social status, education, and life. After World War II, the postwar developments in the world, Türkiye's joining the North Atlantic Treaty Organization(NATO) in 1952, policies of Prime Minister Özal intensifying relations with the United States of America(USA) after the 1980s and many other developments fostered the process of English's growing popularity in Turkish

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academy, culture, and even daily life (Büyükkantarcıoğlu, 2004). In addition to global reasons creating a suitable atmosphere for the spread of English, the role of the intentional efforts of countries, where English is spoken as the native language such as the UK and USA, cannot be underestimated. In Türkiye, English has been taught in state schools starting from 2nd grade, and schools are the main source where people can learn a foreign language. Also, private schools and many available courses focusing on English teaching are popularly preferred with the abovementioned progress.

Doğançay-Aktuna (1998) states that these developments paving the way for the spread of English were under control, and the results were planned and desired outcomes of educational policy. English as a global language has been prioritized by policymakers and society for the opportunities it could create for a fruitful future. Thanks to schools, which are the only controlled places for learning English, the number of English-speaking students grew. and the original forms of innovations mostly coming from English-speaking countries were accessible. However, after the 1980s with the help of accelerating globalization's effect on Türkiye, the spread of English has been out of control. English gained further popularity owing to the twentieth-century circumstances where scientific and technological developments gained momentum.

As a result, the position and value of English in many contexts such as media, education, communication, and social life have changed radically. In universities English has been either a medium of instruction or an obligatory school subject in schools.(Büyükkantarcıoğlu, 2004) On one hand, the phenomenon of English spread was seen as a chance as it has provided undisputable opportunities for individuals, society and country; on the other hand, it was perceived as a threat because of its hegemony associated with unplanned and undesirable effects it has on purity of mother tongue, Turkish culture and lifestyle (Karakaş, 2013).

Against this spread and the popularity English has had in Türkiye, some reactions were shown, but they could not go beyond discussions and debates on the purity of Turkish. Similarly, the effect of English on Turkish language has not gone beyond the lexical level (Büyükkantarcıoğlu, 2004). Using English words in speeches has been regarded as an effort to seem westernized, sophisticated, and educated. Still majority of Turkish people do not display such efforts (Yağmur, 1997).

This study focuses on the way the academy perceived the spread of English in Türkiye. In the literature, the spread of English and its effects are studied mostly in the contexts of language and social life. Therefore, the focus group of the study is academicians from related departments which are sociology and language related ones such as Turkish and English language education.

1.1. Literature review

The spread of a language is defined as a rise in the number of its speakers beyond the countries of its native speakers (Cooper, 1989). Taking the current circumstances into consideration English is by far the best example of this proliferation. This spread created many terms to describe this role of English such as "English as a Global Language" (Crystal, 2003), "English as a World Language" (Mair, 2003), "International English" (McKay,2002) and a few others(Taylan, 2017). Approximately forty years ago, Crystal (1987) stated that billions of people in the world preferred English as a foreign language or for wider communication purposes. According to Lieberson (1982; as cited in Doğancay-Aktuna, 1998) what starts the spread of a language beyond its borders and what resumes its spread are not the same factors or dynamics. The triggering developments of this process are named under two periods of time by Crystal (2003) as the colonization of the British Empire and the economic expansion of the United States of America in the post-imperial age. In the former era, the British Empire colonized many countries and declared its language as the main language for education, trading, politics and communication. Secondly, as Crystal (1997) said "… the language behind the US dollar was English".

America as the superpower of post-colonial era in science, education, army and technology was in relation with any civilization in struggle for existence. In addition to these groundbreaking developments, globalization has played a fostering role for English's spread in the world. As a country that has never been colonized by the British Empire or any other, Türkiye is also a country affected by the spread of English. Acar (2004) explains the great popularity of English in Türkiye with its involvement into the globalization process. The globalization and spread of English were felt differently according to the countries' historical, geographical, political and cultural backgrounds. These circumstances and features of countries from an English Language-centered point of view were categorized by Kachru (1986) under 3 headings. Kachru's classification includes three concentric circles. He categorizes the countries where English is spoken as native language under the *inner circle*; the countries in which English has the second language status under *outer* circle and the countries where English does not have a formal status and is taught as a foreign language under *expanding circle.* According to his classification, Türkiye falls under the category of expanding circle where English is taught as a foreign language. For two main reasons, there had been a lack of interest for Western languages in Turkish history until the last periods of the Ottoman Empire. Firstly, Turks had never been a colonized country -nor did they later- and for a long time the Ottoman Empire had been regarded as a rival or equal by the countries in the international power system (Bear, 1985) .In order to understand the spread of English in Türkiye it is a must to consider the developments in Ottoman period (1299-1923) as the Turkish Republic is a continuation of Ottoman Empire. When Türkiye was officially founded on the 29th of October in 1923 under the leadership of Mustafa Kemal Atatürk, once-popular languages of literature and science Persian and Arabic did not suit the new-born Turkish state's secularized and westernized ideals. (Doğancay- Aktuna. 1998). In this period German and French were the dominant languages due to the necessities and relationships among countries at that time. However, with the proclamation of Turkish Republic the tendency to learn French shifted to English (Mencken, 1936). In the 1950s, due to the impact of its military and economic power, Türkiye turned its face from Europe to the United States of America as a result of developments after World War II. As Doğançay-Aktuna (1998) states, for the sake of modernization Turkish governments adopted English and it gained precedence over other dominant foreign languages in the country. Crystal (1997) explains this potential of English spreading in the world by its being in the right place at the right time. The actual spread of English in Türkiye gained speed with the effects of globalization after the 1980s (Kırkgöz, 2009). Developments in trade, technology, and education in addition to the close relationships with the United States of America lead to an ideal atmosphere for English to gain popularity in Turkish educational system and social life. Some other factors that foster the spread of English can be listed as internet, economic integration of Türkiye into global economy, increasing tourism income, and spread of private TV channels (Acar, 2004). Büyükkantarcıoğlu (2004) lists the general factors playing role in the spread of English as:

1. Sociopolitical and socioeconomic developments
2. Scientific and technological developments and communications
3. The media
4. Education
5. International travel
6. Gearing state officials to learning a foreign language

In addition to the abovementioned factors and reasons for the spread of English Büyükkantarcıoğlu (2004) underlines the deliberate and intentional efforts of countries where English is spoken as a native language such as the UK and USA. Phillipson (1992) defines the deliberate actions of such countries as linguistic imperialism as they impose the language along with their culture and values of themselves to

create a world prioritizing the original speakers. He suggests that those countries use media, education, and politics to spread the language and use it as a neo-colonial power.

As the effect of this spread in the world and accordingly in Türkiye is felt in many domains such as language, culture, education societies, and individuals, it has been debated for a long time. The mentioned effect of the spread of English in Türkiye was discussed as planned and unplanned spread of English by Dogancay-Aktuna (1998). Planned spread is generally a top-down language spread and has desired and controlled outcomes. The planned spread of English generally happens through education via schools as compulsory school subjects and sometimes even a medium of instruction for its advantages and opportunities it can lead to career and education. On the other hand, the unplanned spread of English has been the subject of debates and criticism. As Canagarajah (1999) points out capitalist industry wished all the communities be integrated, and globalization by and large accomplished this by imposing a culture with its language to the world. The impact of unplanned spread on indigenous language and culture is not welcomed. People need to learn English to follow scientific and technological developments while they also need to protect the purity of their mother tongue and culture that are main features they use to identify themselves. Dogançay-Aktuna (1998) describes this dilemma between expanding the planned spread of English while suppressing its unplanned spread and is not optimistic about an easy solution in the near future.

Against the unplanned spread of English, some actions have been taken but they mostly couldn't go beyond conferences or discussions. For example, Türkiye has a separate council named the Higher Council of Radio and Television (RTUK) since 1983, and one of its main principles is controlling TV programs and preventing harmful cases for Turkish culture, language, Turkish-Islamic ethics. However, as Acar (2004) claims, there aren't any limits or control on the extensive use of English on Tv channels. Similar to RTUK, Acar (2004) claims the Ministry of Culture to be too much tolerant against imported cultural and linguistic products. Duman (1997) argues that as a result of this unplanned spread, people under the influence will start to believe that Western countries and specifically America is the only country of modernity and quality.

Despite extensive research in the literature about the triggering and maintaining factors of English spread and its results, there is a research gap in terms of investigating the perceptions of academicians about the spread of English in Türkiye. This study aims to fill this gap by investigating the perceptions of academicians from the English Language Teaching, Türkish Education and Sociology departments of a university in Marmara Region in Türkiye. The departments were choosen for their relationship with the phenomenon.

1.2. Research questions

The study aims to find answers to following questions:

1. How do academicians in different fields perceive the impact of planned and unplanned spread of English in Türkiye?

2. Method

In this study, one of the qualitative research methods, the phenomenological approach, was employed. This research design aims to analyze the experiences of individuals with a phenomenon. Through the experiences of a small number of individuals, the researcher tries to uncover how the phenomenon being studied is perceived by the participants (Creswell, 2014). The purpose of this design is to understand the essence of individuals' experiences and their perceptions of a specific phenomenon which is the spread of English in this study. According to Yıldırım and Şimşek (2016), the aim of this method is to explore

phenomena that we encounter in daily life, such as events, experiences, perceptions, or situations that are familiar but not fully understood. In this study, the perceptions and interpretations of academics from different departments (English Language Teaching (ELT), Turkish Language Education, and Sociology) regarding the planned and unplanned spread of English were examined.

2.1. Sample / Participants

This study employs purposive sampling to select participants, focusing on academicians from three specific departments: English Language Teaching (ELT), Turkish Language Education, and Sociology. These departments were chosen to ensure a diverse range of perspectives regarding the spread of English in Türkiye. The selection of participants was based on their relevance to the research topic and their potential to provide insightful data related to the research questions

2.2. Instrument(s)

The interview method was used as the data collection technique. An interview is an activity aimed at understanding the emotions and thoughts of individuals about a specific subject or situation (Karataş, 2017). Interviews are an effective technique for understanding individuals' emotions, thoughts, attitudes, experiences, and concerns (Sevencan & Çilingiroğlu, 2007). Fontana and Frey (1994) stated that interviews can take various forms, including face-to-face individual interviews, group interviews, questionnaires answered individually by mail, or telephone interviews. In this study, interviews were conducted with academics from the ELT, Turkish Language Education, and Sociology departments of a university in the Marmara region of Turkey. The participants were selected on a voluntary basis. The semi-structured interview technique was employed, where the interviewer follows a general roadmap but adapts the questions based on the characteristics of the interviewees. This method allows for modifications in the questions, adding new ones or omitting some, to explore different dimensions of the topic (Coşkun, Altunışık, & Yıldırım, 2017). The semi-structured interview format contains a series of pre-designed questions, but additional probing questions can be asked during the interview to dive deeper into the data or fill in missing points (Karataş, 2017). This feature allows for gathering detailed information that aligns with the research objectives (Sevencan & Çilingiroğlu, 2007).

2.3. Data collection and analysis

Data collection tool for the study was a semi-structured interview form developed specifically for this study. The form included questions designed to probe participants' perceptions of both the planned and unplanned spread of the English language. The interview guide was reviewed by an expert in the field to ensure both the reliability and validity of the questions. Interviews were conducted in the participants' offices at the university, and each session was audio recorded with the participants' consent. The interviews lasted approximately 30 minutes and were designed to allow flexibility for in-depth exploration of the participants' views.

After the interviews were conducted, the audio recordings were transcribed verbatim to facilitate thematic analysis. The transcriptions were carefully reviewed, and a coding process was employed to identify recurring themes related to the participants' perceptions of the spread of English. Codes were developed inductively, allowing the data to guide the identification of patterns. To ensure the trustworthiness of the findings, the coded data were independently analyzed by another researcher to

establish inter-coder reliability. The comparison of both sets of codes helped enhance the validity and reliability of the results.

3. Results and Discussion

3.1. Current profile and reasons

According to the respondents, English is quite popular and in demand. In addition to English's being obligatory school subject beginning from the 2nd grade to the end of compulsory education which is 12th grade, many private schools and courses with a special emphasis on teaching English are really common in Türkiye. Parents wish their children to be competent in speaking English and looking for chances to improve this ability. The reasons behind this need and struggle in Turkish society are mostly pragmatic and instrumental. Learning English not only contributes to individuals' cognitive development but also it is seen as a key or door for career opportunities, better job, and international trading in globalized world. This finding is consistent with the results of the study conducted by Acar (2004) and an interviewee highlights the situation as :

> "English is and probably will be more popular in this digital era due to technology and globalization.It is very advantageous to learn a foreign language as it opens a new door in the brain for human life and when it is English the advantage is much more as it can help us to make career, find better jobs, promotion. It is very important in commerce."

Consistent with Büyükkantarcığoğlu (2004), this study revealed that the popularity of English is in parallel with the popularity of social media use, technology interest, and extensive use of internet. Despite the efforts of both public and governments to teach/learn English, the success in English is not satisfying. In the lexical level English is spread and observable in every aspect of life but people are not capable of communicating in English.

When the interviewees were asked to metaphorize English or the spread of English, their responds were focusing on its high speed or emotional effect on daily life. While English language was perceived in a more positive manner and metaphorized as a bridge between different people and cultures or a door that opens to world; the proliferation of it was metaphorized as fungus, boil, or a cell division with more negative approach.

3.2. Who and what is affected most

In the interviews, it was unanimously expressed that the group most affected by the spread of English is undoubtedly "young people." The reasons shared for this include their greater openness to change mentally, the fact that they are the primary recipients of compulsory education, and their curiosity and openness toward the outside world. Additionally, it was noted that young people tend to have a favorable attitude toward English because it is the language of the lives and personalities they admire, conveyed through the internet, movies, famous singers and artists, and social media influencers.

It was also shared that geography plays a significant role in determining which groups are affected by the spread of English. A young person living in major cities like Istanbul or Ankara will not only be exposed to English more frequently but will also be impacted by this exposure in different ways compared to someone living in a small town in Anatolia.A respondent made this point clear by saying;

> "The communities's perception reflects the young's semphaty towards a language. From this perspective geography is an important factor in evaluating the effect of English spread. A young in İstanbul is much more likely to be affected by this spread compared to a young

living in a town in Anatolia because the need and usage of English are very different in these parts of the country."

In Türkiye, compulsory education is 12 years and English education starts from the 2nd graders. It is obligatory school subject and this means that everybody in Türkiye have to experience at least 10 years of English course. This situation was criticized by one of the interviewees as;

"You can not force anybody to learn a specific language. Nobody can choose when to learn, or what language to learn. This is not normal and this obligation affects the students. The need or ability is not questioned. English is in all grades just for the sake of close relations with hegemon powers of the world."

The affected groups were also categorized according to the motivation type. Especially young were stated to have an inner motivation with sympathy towards what is new and popular. People over a certain age generally need and learn English for instrumental reasons such as getting a job, promotion or travel. The motivation type can also differ in terms of economic and educational status. Stating the age, economy and education as important factor shaping the affect of English spread an interviewee said:

"We can discuss the target of this spread in two groups regarding awareness. Elders, educated people and people in economicaly upper class are more conscious about their identity, language and English. They need and use English for travel, education or job. They don't contaminate Turkish with foreign language and cultures. However an unconscious exposure to English results in degradation in culture and language. We can hear *Turkilizce* expressions from them."

Although there was no clear consensus among participants regarding the areas most affected by the spread of English, education and media emerged as prominent fields due to their intensive human interactions. Participants highlighted the media's role as both affected by and a significant driver of this spread, accelerating the process.

3.3. English and culture

It was considered quiet normal for a language and culture to be in contact with other languages and cultures. This is a necessity and obligation of our time. While the interaction and exchange between cultures and languages are generally seen as normal, the rapid spread of English in a country where it holds the status of a foreign language is perceived negatively. It was shared that such intense exposure inevitably leads to disruptions in cultural areas such as food, clothing, and entertainment. One of the academics emphasized the role of affected group in this disruptions as:

"Language is not something that can damage a culture or language. By its nature, English carries its culture, values and norms with it but can not change the available one. At most, it can lead to a multicultural or intercultural approach. What is dangerous is societies lack of a sense of belonging to their own culture and language."

Language and culture relations and the spreading language English's effect on them were explained by a respondent as:

Speaking a language is not just uttering the words. Language is a channel in which values, culture, history, and philosophy are transferred. The high speed of English spread is clearly

seen in young life. How many of them listen to Turkish folk music (Türkü), eager or capable of using proverbs and idioms rich and accurately?

Two of the participants from Türkish Language Education and Sociology departmentsconsidered the English spread as a deliberate and harmful action directed by once imperial powers of history. It was discussed whether the spread and its effects were natural or malevolently planned. This finding obtained is consistent with the study of Canagarajah (1999). An interviewee shared its anger against such intentions by saying:

> "English is a language imposed by dominant powers and is forced upon Türkiye just like other countries for learning. This obligation has been masked under the concept of globalization, but its impact on culture is seriously damaging."

3.4. English and language

In any time of history languages always interacted with each other and they affected each other in a way. Sometimes new expressions became a part of the mother tongue and were considered as richness of that language. But the position of English in today's globalized world is different than any other language or time. An interviewee shares their concern by saying:

> "Such an intense interaction with the language of countries holding power is like a box match between a kid and a professional boxer."

It was clearly stated by the participants that the affect of English on Turkish culture is clear, but it is on lexical level and has not given a great harm. Turkish word order and English's are different and this is the real indicator for a damage. It is also stated that the ancient and deeply rooted nature of the Turkish language will be sufficient to prevent this harm. This finding is in parallel with Yağmur's (1997) study. The statement below belongs to an interviewee in this idea.

> "In Turkish society there is a belief that English will kill Turkish and we need to keep our language pure. The borrowings and changes are normal and proves a language being an alive tool for communication. In the past Turkish experienced interactions with French and Persian languages. The ancient and deeply rooted nature of the Turkish language will be sufficient to prevent this harm."

3.5. Planned and unplanned spread of English

Türkiye is a country that turned its face towards west since its foundation in 1923. The developments after World War II created a world in which America has been in power and the countries need a common language to communicate. For Türkiye's integration to world system, it was a necessity for people to learn English. However, the way English was taught or it separated countrywide was a topic of discussion. When it was planned and under the control of governments the results were instrumental. What was problematic for Turkish academics is its unplanned spread as the control was lost, the process was not possible to monitor. The perceptions of participants revealing this concern is consistent with the study published by Doğançay-Aktuna (1998). Although it was discussed and criticized by some with obligatory courses provided in schools during the compulsory education this planned spread had been encouraged and promoted by the other countries and Turkish governments. A participant shared the benefits of this spread as below:

> "English was the language of powerful countries shaping the world and directing economy. Learning this language provided opportunities for Turkish businessmen to trade

internationally and for students to reach the information from original sources and be educated by qualified universities all around the world. We felt the economical benefits from capitalist movements even though we lost some values in process."

The planned spread was appreciated but the results and success in English learning/teaching was not satisfying. English spread through unplanned and uncontrolled processes much faster that it did with planned actions. According to participant academics, anything spreading without a plan and control could hardly continue without creating a problem. A respondent detailed the process by stating:

"Unplanned spread of English happens for two reasons. Firstly with a demand of society for some motivations like travelling to other countries, trading and making more money, information exchange etc. Secondly through intense exposure in almost every aspect of life. Unfortunately, the case in Türkiye seems to fit the later one."

3.6. Future of English in Türkiye

All participants shared that the spread of English will continue to grow and that it should be seen as natural from many perspectives. They expressed that, besides its role as a lingua franca, there is not an alternative language . However, they emphasized the necessity of mitigating the negative impacts of this prevalent language on Turkish culture and language. On the other hand, a participant noted that the rapid spread of English in both the world and Turkey affects not only the countries where it is spreading but also the language itself, stating:

"Everything that becomes too widespread tends to lose its uniqueness. This process is similar to how the taste of a restaurant's delicious pides diminishes as the number of branches increases. English is now defined in various ways around the world. "World Englishes" is one such concept, and standard English has become a topic of discussion, with many groups focusing on the localization of this language."

The research results indicate that, in line with their respective fields, the concerns and observations regarding the spread of English are language-focused among academics from the Turkish Language Education and English Language Education departments, while they are culture and society-focused from the perspective of sociology department academics. While no significant differences of opinion are observed among the departments in other aspects, the approach regarding the future of English distinguishes the English Language Education department, which emphasizes the changes that English will undergo.

4. Conclusions

This study aimed to explore the perceptions of Turkish academics regarding the planned and unplanned spread of English in Türkiye. The findings reveal that English is widely regarded as an essential skill, perceived primarily through a pragmatic lens tied to career opportunities and global engagement. Despite the popularity of English, the effectiveness of its teaching and learning remains a concern, with many participants expressing dissatisfaction with current outcomes.

The results indicate that young people are the most affected group by the spread of English, influenced by their exposure to technology, social media, and global culture. However, geographic factors also play a significant role in shaping these experiences, with urban youth experiencing a different level of engagement compared to their rural counterparts.

Participants acknowledged the complexities of English's influence on Turkish culture and language. While some viewed this influence as beneficial, fostering multiculturalism, others expressed concerns about potential cultural degradation and the loss of linguistic purity. The study highlighted the dual nature of English as both a tool for global communication and a potential threat to local cultural identities.

Furthermore, the distinction between planned and unplanned English education emerged as a critical theme. While planned approaches were appreciated for their intended benefits, the unplanned spread of English through informal channels raised concerns about its rapid and uncontrolled proliferation.

In conclusion, while the spread of English in Türkiye is largely viewed as a natural progression in an increasingly globalized world, it is imperative to address its negative impacts on Turkish culture and language. Future efforts should focus on balancing the benefits of English proficiency with the preservation of local identity, ensuring that both can coexist harmoniously in an interconnected society.

5. Limitations and Implications

The study was conducted with a limited number of participants, which may restrict the generalizability of the results. A larger sample size could provide a more comprehensive understanding of the perceptions regarding the spread of English across various contexts in Turkey. Also given the qualitative nature of the study, participants' responses were subjective and could be influenced by personal experiences and biases. This subjectivity may affect the overall reliability of the findings and their applicability to broader populations

The findings of this study have significant implications for various stakeholders in the field of English language education and cultural preservation in Türkiye. The study highlights the need for policymakers to reassess English language education strategies. Incorporating culturally relevant content and fostering critical awareness about the impact of English could enhance students' engagement and understanding of the language's role in society. Additionally, there is an essential need to promote cultural consciousness among especially young and educators regarding the influence of English on Turkish culture and identity. Educational programs that emphasize the importance of preserving local languages and cultures alongside English can help mitigate potential negative impacts. The findings suggest avenues for future research, particularly studies that explore the perceptions of English in different regions and among diverse demographic groups

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Adoption of generative artificial intelligence in foreign language education: The role of digital competences

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Abstract

Digital Competence and Acceptance of GAI by Foreign Language Learners Digital competence is regarded as a crucial component of future developments. It examines the influence of students' digital competencies on their willingness to adopt GAI technologies. This study uses a relational survey model, which is a subtype of descriptive survey model, to explore the relationships. The sample for the study includes 176 students who voluntarily took part and completed the relevant data collection tools. Data were collected with a "Personal Information Form," the "University Students Digital Competencies Scale," and the "Generative Artificial Intelligence Acceptance Scale. For data analysis, an independent t-test was performed to look for significant differences according to the gender variable, while ANOVA was utilized to detect differences according to class level and internet use time. The relationships between the variables were investigated using correlation and multiple linear regression analyses. The results show a significant relationship between students' levels of digital competence and their acceptance of GAI. Moreover, the study examined the differences in level of acceptance of GAI in students based on gender, class level, and time spent on the internet. These analyses are described in more detail in findings and conclusion sections. In conclusion, the research indicates that the integration of GAI into language acquisition settings can be supported through the development of students' digital abilities, providing valuable insight into how educators and policy makers can promote greater acceptance and use of GAI tools.

Keywords: Digital competencies; AI acceptance; foreign language learners.

1. Introduction

The swift progress unfolding in generative artificial intelligence (GenAI) technology has emerged as a paradigmatic shift for the field of language education, especially in contexts where English is learned as a foreign language, by providing tools including ChatGPT that have enabled personalized learning systems and instantaneous evaluation (Huang et al., 2024; Ma et al., 2024). Yet, the pedagogical implementation of these technologies strongly depends on educators' digital competencies, deemed a key factor among teaching stakeholders to enable the effective embedding of artificial intelligence tools in teaching and learning (Kohnke et al., 2023; Law, 2024).

Studies highlight that teachers need not only technical skills but critical awareness of the ethical and pedagogical issues that AI presents, including bias in AI-generated content and reliance on technology to the detriment of scientific literacy (Creely, 2024; Tafazoli, 2024). Moreover, frameworks such as ChatGPT literacy highlight the importance of skills in prompt engineering, content evaluation, and ethical considerations in order to optimize the educational opportunities that AI tools offer (Ma et al., 2024; Muñoz-Basols et al., 2023).

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Building upon a growing body of literature, this study examines the relationships between the digital competencies of pre-service English teachers and their acceptance of generative AI. Theoretical approaches such as "ChatGPT literacy" stress that educators need to have not only the technical skills but also the critical capacity to assess AI-produced content for bias, reliability, and cultural relevance (Ma et al., 2024). Likewise, Zhai and Wibowo (2023) argue for the need for designing AI tools that foster interactional competence in English as a Foreign Language (EFL) classroom.

In practice, studies have already established that leveraging AI into education can democratize learning materials and professional development —especially in resource-poor contexts (Tafazoli, 2024). Still, concerns remain over over-dependence on technology, data privacy, and the homogenization of culture in AI-generated content (Almelhes, 2023; Creely, 2024). As highlighted by Allehyani and Algamdi (2023), a holistic approach to health cybernetics training involving both the pedagogical and ethical dimensions is required to provide educators with the skills and confidence needed to flourish in AI-augmented learning spaces.

This study provides insights on possible integration of AI in language education by investigating pre-service teachers' digital competencies and their acceptance of generative AI. The goal is to help guide teacher education programs and policy at all levels to educate evidence-based practitioners who can use AI and similar technologies while considering the ethical and pedagogical questions they raise. This study contributes to the growing literature related to GenAI in education by illustrating the optimal relationship between technological skill domain, pedagogy in GenAI use, and ethical considerations for enhancing language learning in education of the future. To fill these gaps in the literature, this study explored the association between pre-service English teachers' digital competencies and their acceptance of GAI. More specifically, it aims to assess whether digital competencies could predict the acceptance of AI and to what extent demographic variables like gender, grade level, and usage of the internet could have an impact on them. The study explores how these relationships can be leveraged to inform more effective training programs and educational policies to facilitate the adoption of AI technologies in the classroom. In addition, the results offer additional insight into the current state of digital literacy and willingness to use technology to prepare future educators to utilize novel technologies in the classroom. In conclusion, beyond empowering student learning directly, the new generation of artificial intelligence tools is holding a mirror to education which challenges not only the practice of teaching but the foundational elements of a teacher or educator's identity. This study replies to a significant requirement to discover the AI acceptance factors and investigates the moderating effect of digital capacities regarding AI acceptance. The results can assist educators, policymakers, and technology developers in developing environments conducive to the integration of assistive technologies in education, particularly with respect to using artificial intelligence.

1.1. Purpose of the Study

This study investigates the correlation between digital competencies of pre-service English teachers and their acceptance of artificial intelligence (AI). To facilitate this purpose, the study attempts to address the following research questions:

- Is existence of relation between digital competency levels of pre-service English teachers and AI acceptance levels?
- We are to explore how the digital proficiency levels of candidate English teachers predict their acceptance levels for AI.
- Is there a significant difference in the digital competency levels of pre-service English teachers according to gender, duration of use of internet, and class variables?
- Are there significant differences in the AI acceptance levels of in-service English pre-service teachers by gender, duration of internet use, and class variables?

1.2. Significance of the Study

The implication of this research is that it could be used to contribute to a more specific debate about the potential of GAI in the foreign language context. The pervasive inclusion of digital tools and AI technologies in educational settings highlights the relevance of the relationship between digital competencies and AI acceptance. This study contributes to the knowledge of GAI acceptance and provides guidance for creating high-quality training programs and resources that equip pre-service English teachers to utilize AI as a tool. Furthermore, the results can help influence policy in education, which can facilitate adjustments to curricula, necessitating the inclusion of digital literacy and AI-centered modules to prepare to meet the need of technology in education.

2. Method

2.1 Research Design

The study was conducted as a descriptive study through the correlational survey model (Karasar, 2002), revealing the relationship between the digital competency levels of the pre-service foreign language teachers and their levels of artificial intelligence (AI) acceptance. The correlational survey model is described as (Karasar, 2002): "Research design where you investigate if there are significant differences between dependent variables on groups which is formed based on independent variables".

2.2. Participants

Participants in this study consisted of students studying in the English Language Teaching Department at the Faculty of Education, Amasya University. Our convenience sampling technique identified 176 pre-service teachers for the study group. Table 1 summarizes the gender, grade level, and internet use duration of the study group.

Table 1. Distribution of Participants Based on Demographic Variables

Variable	Category	N	%
Gender	Female	122	69.3
	Male	54	30.7
Grade Level	1st Year	52	29.5
	2nd Year	42	23.9
	3rd Year	36	20.5
	4th Year	46	26.1
Duration of Internet Use	Less than 4 hours	67	38.1
	More than 4 hours	109	61.9

An analysis of the data presented in Table 1 reveals that the study group consists of 122 female students (69.3%) and 54 male students (30.7%). Regarding grade levels, 52 students (29.5%) are first-year students, 42 students (23.9%) are second-year students, 36 students (20.5%) are third-year students, and 46 students (26.1%) are fourth-year students. Among the participants, 67 individuals reported using the internet for less than 4 hours per day, while 109 individuals reported using the internet for more than 4 hours per day.

2.3. Data Collection Instruments

Two scales were utilized to collect data for this research. The "University Students' Basic Digital Competencies Scale," developed by Afacan Adanır and Gülbahar (2022), was employed to measure students' digital competency levels. Additionally, the "Generative Artificial Intelligence Acceptance

Scale," developed by Karaoğlu Yılmaz et al. (2023), was used to assess their acceptance levels of generative AI.

2.3.1. University Students' Basic Digital Competencies Scale

The "University Students' Basic Digital Competences Scale," adapted into Turkish by Afacan Adanır and Gülbahar (2022), is a 5-point Likert scale ("Strongly Agree" (5) – "Strongly Disagree" (1)) consisting of 29 items. The scale comprises five subdimensions:

1. Digital Content Development: 9 items.
2. Information and Data Literacy: 10 items.
3. Communication: 3 items.
4. University's virtual tools and social communication: 4 items.
5. Problem Solving: 3 items.

The reliability of the scale was confirmed with a Cronbach's Alpha coefficient of 0.904.

2.3.2. Artificial Intelligence Acceptance Scale

The "Generative Artificial Intelligence Acceptance Scale," developed by Yilmaz et al. (2023), consists of 20 items grouped into four factors:

1. Performance Expectancy
2. Effort Expectancy
3. Facilitating Conditions
4. Social Influence

The reliability of this scale was confirmed with a Cronbach's Alpha coefficient of 0.97.

2.4. Data Analysis

To determine the appropriate statistical tests for analyzing the research questions, a normality test was conducted. The skewness and kurtosis values of the scales are presented in Table 2.

Table 2. Skewness and Kurtosis Values for Scales and Subdimensions

Scale	N	Skewness	Kurtosis
Digital Competencies Scale	176	-0.278	0.120
Generative AI Acceptance Scale	176	0.157	-0.261

If the skewness and kurtosis values in the normality distribution test fall between +1.5 and -1.5, the data are considered to meet the assumption of normal distribution (Tabachnick & Fidell, 2013). According to Table 2, the skewness and kurtosis values of the scales and their subdimensions are within the specified range. Therefore, it can be concluded that the data satisfy the assumption of normal distribution.

Since the data meet the normal distribution assumption, an Independent Samples t-test was conducted to examine significant differences based on gender and internet usage levels, and an ANOVA was performed to analyze significant differences based on grade levels. Correlation and multiple regression analyses were also performed to examine the relationships between variables. In the multiple regression analysis, the extent to which students' digital competency levels predict their AI acceptance levels was investigated. Digital competency levels were identified as the independent (predictor) variable, while AI acceptance levels were identified as the dependent (predicted) variable, based on the assumption that AI acceptance could be influenced by teachers' digital competencies.

3. Results

A correlation analysis was conducted to determine the relationship between the digital competency levels and AI acceptance levels of pre-service English teachers. Given the assumption of normal distribution, the Pearson correlation method was used. The results of the correlation analysis are summarized in Table 3.

Table 3. The Relationship Between Digital Competency Levels and AI Acceptance Levels of Pre-Service English Teachers

	Digital Competency Levels	AI Acceptance Levels
Digital Competency Levels	r = 1	r = 0.420**
	p = —	p = 0.000
	N = 176	N = 176
AI Acceptance Levels	r = 0.420**	r = 1
	p = 0.000	p = —
	N = 176	N = 176
Note: Correlation is significant at the 0.01 level (2-tailed)		

An examination of Table 3 reveals a moderate, significant, and positive relationship between the digital competency levels and AI acceptance levels of pre-service English teachers. As students' digital competency levels increase, their AI acceptance levels also increase (r = 0.420). To determine whether the digital competency levels of pre-service English teachers predict their AI acceptance levels, a linear regression test was conducted. The test results are presented in Table 4.

Table 4. Regression Analysis Results for Predicting AI Acceptance Levels Based on Digital Competency Levels

Variable	B	Std. Error	β	t	p
Constant (AI Acceptance)	2.413	0.249	—	9.705	0.000
Digital Competency	0.439	0.072	0.420	6.102	0.000
R = 0.420; R² = 0.176; N = 176; p < 0.05					

According to the test results, the AI acceptance levels of pre-service English teachers are significantly predicted by their digital competency levels (p = 0.000). The examined variable (digital competency) explains 17.6% of the variance in AI acceptance levels ($R^2 = 0.176$). To determine whether the digital competency levels and AI acceptance levels of pre-service English teachers differ significantly based on gender and internet usage durations, an Independent Samples t-test was conducted. Additionally, an ANOVA test was performed to investigate whether significant differences exist based on grade level. The analysis results based on gender are shown in Table 5, those based on internet usage durations in Table 6, and those based on grade level in Table 7.

Table 5. Analysis Results Based on Gender

Scales	Gender	N	Mean	Sd	t	df	p
Digital Competency Levels	Female	122	3.357	3.871	-1.292	174	0.198
	Male	54	3.486	3.982			
AI Acceptance Levels	Female	122	3.871	0.644	-1.054	174	0.293
	Male	54	3.982	0.637			

According to Table 5, the digital competency levels and AI acceptance levels of pre-service English teachers do not show a significant difference based on gender (p > 0.05).

Table 6. t-Test Analysis Results Based on Internet Usage Duration

Scales	Duration	N	Mean	sd	t	df	p
Digital Competency Levels	Less than 4 hours	67	3.214	0.586	-3.178	174	0.002
	More than 4 hours	109	3.509	0.606			
AI Acceptance Levels	Less than 4 hours	67	3.772	0.639	-2.181	174	0.031
	More than 4 hours	109	3.987	0.634			

According to Table 5, the digital competency levels and AI acceptance levels of pre-service English teachers show a significant difference based on internet usage durations ($p < 0.05$). Students who use the internet for more than 4 hours have higher AI acceptance levels and digital competency levels compared to those who use the internet for less than 4 hours.

Table 7. ANOVA Test Results Based on Grade Level

Scales	Grade	N	Mean	sd	df	F	p
Digital Competency Levels	1st	52	3.396	0.493	3-172	0.261	0.854
	2nd	42	3.351	0.684			
	3rd	36	3.369	0.598			
	4th	46	3.460	0.690			
	Total	176	3.396	0.613			
AI Acceptance Levels	1st	52	3.843	0.565	3-172	1.158	0.327
	2nd	42	3.898	0.713			
	3rd	36	3.819	0.589			
	4th	46	4.050	0.690			
	Total	176	3.906	0.642			

The results of the ANOVA analysis indicate that there is no statistically significant difference in the digital competency levels or AI acceptance levels of pre-service English teachers based on grade level ($p > 0.05$).

4. Discussion

The results of this study echo an increasing body of literature regarding the necessity of a set of digital competencies for the acceptance and integration of generative artificial intelligence (GenAI) into foreign language (FL) education. Studies of Huang et al. (2024), Law (2024), Tafazoli (2024), etc., I examine the benefits and issues of AI integration in teaching and learning situations.

One of the main findings I obtained from my study was a high correlation between digital competencies and acceptance of AI among pre-service English teachers. This aligns with Huang et al. (2024) and many others you focus on digital literacy and self-efficacy as being crucial to how well AI tools are adapted to. Likewise, Law (2024) and Ma et al. (2024) contend that digital fluency is the basis for leveraging GenAI technologies like ChatGPT, empowering educators to exploit their affordances while navigating their limitations. The ability of digital competencies to predict AI acceptance demonstrated in the study findings, including mine, highlights the need to empower educators with strong technical skills and critical awareness.

My research and that of other researchers highlight the personalized learning that can come from artificial intelligence tools. Creely (2024) and Ma et al. (2024) emphasize how GenAI can personalize feedback, adjust content, and promote learner autonomy. Higher perceived competencies in the post-cancer stage were reported by pre-service teachers, who are less likely to perceive Ai as a valuable tool for creating engaging, learner-centered environments (these findings are also supported by my study). In line with this, Zhai and Wibowo (2023) have asserted that AI dialogue systems can help learners develop interactional competence and increase and enhance learners' motivation by providing immediate and personalized feedback.

Although my research leaned towards the technical and motivational aspects of AI acceptance, ethical issues kept coming up in the literature. The works of Tafazoli (2024) and Almelhes (2023) address the issue of biases in AI-generated content and the risk of over-relying on AI ⇨ these explain how the implications of my findings point to the need for critical engagement. Zhai and Wibowo (2023) expand this discussion to cultural awareness, emphasizing the need for AI systems with empathic and intercultural expertise to support globalized education. These results indicate that critical AI literacy should be built into the training of educators, so that they may be better equipped to encounter ethical and pedagogical dilemmas.

One of the interesting results of my study was the high influence of the internet on digital capacities and acceptance of AI. This echoes Law's (2024) observation that regular exposure to digital tools develops AI fluency and nimbleness. In addition, I found out same with Allehyani and Algamdi (2023) stress equal access to technology as a significant driver of AI adoption, especially in resource-limited settings.

The challenges I identified in my research are consistent with those identified by Kohnke et al. (2023) and Ma et al. (2024), identifying targeted professional development programs as a crucial need. Both studies support a structured approach to teacher training in which hands-on experience with emerging AI tools, applied strategies for effective prompt engineering, and schemas for evaluating AI outputs are embedded along the way. In a similar vein, Zhai and Wibowo (2023) argue for task design and engagement strategy training to ensure the maximal effectiveness of AI-mediated language learning.

My findings, alongside those of other studies, highlight the need for structured teacher training programs. Those programs need to weave together digital competencies within pedagogical frameworks that value ethics and critical engagement and encourage cultural literacy. According to Tafazoli (2024) and Almelhes (2023), reinforcing inclusion and addressing digital divides are recognized as critical areas for growth, consistent with my results related to ensuring equal access to digital tools.

Addressing practical and ethical challenges also requires institutional support and clear policy guideline. My research supports the work of Zhai and Wibowo (2023) who advocate for strong policy systems to promote responsible and viable integration of AI into classrooms, ensuring that the benefits of AI are tapped into while minimizing its risk.

Findings such as the ones from my research and the reviewed literature converge towards the idea that GenAI use has the potential to provide a transformative experience for FL students, but it comes in hand with a strong set of digital competencies. Through their efforts to incorporate the technological, ethical, and pedagogical aspects of AI integration, teachers need to be prepared to capitalize on the potential of AI and realize what it means for effective communication in many different contexts around the world. It should be explored innovative strategies for the inclusion of AI in teacher education so that educators get the feeling of both being proficient with the AI tools that are coming out and engaging with broader implications of AI use.

5. Conclusions

The research highlights the importance of examining the link between digital competencies and use of generative artificial intelligence (GenAI) by pre-service English educators. These findings reinforce the notion that with increasing digital fluency, comes a growing intention to use AI tools in the educational context. Such an understanding further emphasizes the need to embed digital competencies within initial teacher education.

And the more general literature I reviewed with this study points to transformative potential for AI in language education. However, artificial intelligence tools such as ChatGPT and AI dialogue systems provide teachers and students with new paradigms of personalized learning and creative engagement

that can not only make the teaching and learning experience exciting but have also changed the educational landscape forever. But with that potential comes ethical and pedagogical considerations that must not be overlooked. Concerns about data privacy, algorithmic prejudice, and over-reliance on technology will need to be addressed through careful teacher preparation and policymaking.

One primary takeaway of what you have said is the imperative to prepare future educators not just with technical skills but also with an ethical perspective to address the complexities that will accompany AI-enhanced education. Teacher training programs should implement a holistic perspective integrating practical competencies and reflective practices to promote the responsible and effective use of AI.

Ultimately, as the benefits and advantages of AI in education continue to be explored, it is paramount that training in digital competencies and ethical best practices are provided to ensure that educational staff are able to confidently use AI tools. This way, we can enable teachers to use the most potential of AI tools, interpreting a more dynamic and inclusive learning environment. Overall, this research adds to the burgeoning dialogue surrounding AI in education and highlights the need for further investigation and innovation to assist educators during this period of major transformation.

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Examining the effectiveness of print vs. online dictionary use in EFL writing: A comparative error analysis study

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Abstract

Dictionary consultation is widespread among foreign language learners for a variety of reasons. Rapid technological developments predominated the use of online dictionaries over print dictionaries thanks to the manifold opportunities provided by online dictionaries. This study examines the effectiveness of print vs. online dictionary usage in writing sessions in EFL classes. A total of 38 students participated in the study. The data were collected through students' written essays. Throughout the study, the participants were asked to compose essays on assigned topics utilizing online dictionaries for assistance and print dictionaries in three others. Error Analysis was employed to analyze the essays. The participants (N=20) were also interviewed based on their notions and experiences using online vs. print dictionaries in writing sessions. Thematic analysis was used for the analysis of the interviews. The results indicated that most of the learners' mistakes were predominantly analogical. Through the thematic analysis, three themes appeared, emphasizing that online dictionaries were more practical to carry than print dictionaries; students were exposed to new vocabulary items during word searches and misused their smartphones when they were expected to benefit from online dictionary usage. The results are discussed based on the results of error analysis and interviews.

Keywords: EFL writing; error analysis; online dictionary; print dictionary

1. Introduction

The significance of using dictionaries has long been emphasized as a valuable resource for language learning (Dziemianko, 2010; Filer, 2017; Lew, 2012; Miller, 2018; O'Neill, 2019). Considering the needs of the users, different types of dictionaries have been compiled based on the scope of the coverage of subjects such as legal or medical terminology or particular areas of languages such as idioms, collocations, etc. (Bogaards, 2003). Numerous studies explored the use of online and print dictionaries involving monolingual and bilingual options (Ambarwati & Mandasari, 2020; Arslan, 2016; Cao, 2023; Heuberger, 2020; Nesi & Haill, 2002; O'Neill, 2019). Adjusting foreign/ second (L2) language learning strategies also involves strategically using dictionaries, especially in advancing language skills and vocabulary growth (Fraser, 1999; Knight, 1994; Laffey, 2020; Lew, 2016; Rahmat et al., 2021). Learners use dictionaries to look up the meanings of unknown words, discover the appropriate contexts of the words, and form accurate sentences (Takahashi, 2012). Relatedly, dictionaries are commonly preferred when writing in L2 learning (Elola et al., 2008; Takahashi, 2012).

Errors in learner language are inevitable in the process of language learning. Concerning this issue, analysis of errors in learner language provides language teachers and learners with an understanding of how students develop knowledge of a foreign language over time (Ellis, 2008). Through the sequential steps, error analysis refers to the identification, description, classification, interpretation, and evaluation

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of the unacceptable forms in a language (Karim et al., 2018). As described by Ellis (2008), although error analysis may not "provide a complete picture of learner language" (p. 61), it addresses "accuracy in L2 production" (p. 45). As framed by Ellis (2008), this type of analysis consists of five steps: Collection of samples of learner language, identification of errors, description of errors, explanation of errors, and evaluation of errors. Based on this procedure, the current study provides an examination of errors in learners' written language to discover whether learner errors in print or online dictionary usage differed in terms of the related evaluation criteria covering "grammar/accuracy,"; "vocabulary"; "cohesion/fluency"; "spelling"; and "punctuation/capitalization." Considering this issue, studies on the dictionary usage of L2 learners in analyzing writing errors are scarce. Based on the connection between dictionary usage and writing performance, this study compared students' writing errors when using print and online dictionaries. It examined the notions of EFL learners' dictionary usage in writing sessions in language classes. Thus, learners' notions were investigated based on their preferences and experiences using print and online dictionaries. Building upon the foundation outlined, the research questions that guided the study are as follows:

1-   What are the most common types of errors EFL learners commit when using online and print dictionaries? What are the categories of the errors?

2-   What are the notions of EFL learners on using online or print dictionaries in writing sessions?

1.1. Use of Dictionaries in EFL Classes

Technological revolutions have impacted many areas of educational context, including how language learners access and interact with language resources and language learning strategies (O'Neill, 2019). Within this context, online dictionaries have appeared as accessible tools for language learners, teachers, and translators when searching for the correct definitions, translation, and other needed linguistic guidance. As identified by Lew (2012), the use of dictionaries stems from the "need to be able to answer the specific reference needs of the user" (p. 2). Within this context, dictionaries must quickly and comprehensibly answer these needs with the required details (Lew, 2012).

As illustrated by Nation (2001), both receptive and productive knowledge of a word is essential to recognize and use it in both oral and written forms of that language. Learner dictionaries are particularly beneficial for L2 learners since they are designed with features tailored to aid in comprehending and learning new vocabulary. The information in a dictionary can contain the word's pronunciation, collocations, chunks of a language, etc. The information helps the learner understand and correctly use the words or phrases (Filer, 2017). As an alternative to paper dictionaries, portable electronic dictionaries became more popular with learners (Filer, 2017). Since free online dictionaries are available from digital devices such as smartphones, tablets, or computers at any time, learners no longer need to acquire print dictionaries to look up the equivalent of words or phrases in another language (O'Neill, 2019). Rather than just searching for words or phrases through pages in a print dictionary, by simply clicking on a button through online dictionaries, L2 learners can get the translations of a word, phrase, sentence, or even whole paragraphs (O'Neill, 2019). In a study in which several online dictionaries were sketched, Lew (2010) concluded that so many online dictionaries exist, users could get lost in riches without proper guidance. Moreover, it is possible to face irrelevant and repetitive information mainly sustained by dictionary aggregators. "Wordreference" and "Google Translate" are among the well-known free online tools used for translating individual words and phrases and converting an entire text in a short time (Lew, 2010; O'Neill, 2019).

Some collective dictionaries can be free or paid for individual use (Lew, 2010). Lew (2010) explained that paid online dictionaries can permit individual pay-per-view, subscription-based access or, for a

limited time, as a bonus for buyers of print editions. On the other hand, online dictionaries free of charge that are surrounded by ads are rather popular among users (Lew, 2010).

As Lew (2010) outlined, free online dictionaries commonly provide learners with sense-linked thesaurus of thousands of synonyms and antonyms, advanced search and browse features by subject area or meaning category, audio pronunciation options, etc. The portability and accessibility of mobile dictionaries ensure learning opportunities regardless of time and space. We can say that mobile dictionaries have become indispensable for language and vocabulary teaching (Arslan, 2016).

As a well-known advantage, online dictionaries are convenient for users at any time (Arslan, 2016; Filer, 2017). It allows learners with pronunciation types even in different accents. Another outstanding feature of online dictionaries is that looking up the meaning of a word is much quicker than in paper dictionaries (Dziemanko, 2010; Filer, 2017), which may take some extra time to review the pages and lines to find the correct word. Arslan (2016) states that the audiovisual support provided by online dictionaries sustains a much more enjoyable and attractive learning aid and contributes favorably to the learning process.

There may be some disadvantages of online dictionaries for word search. Firstly, these dictionaries have a small screen size that hinders all the information from being seen at one glance (Filer, 2017). The Internet connection can be problematic since infrastructure can be limited, and Internet service providers can demand high prices for boundless access (Arslan, 2016).

O'Neill (2019) suggests that learners can be directed to use online translation tools not just for whole sentences but for short phrases or words. O'Neill (2019) offers online dictionaries as a good option for writing, proposing that learners can be trained in using online dictionaries yet to look up the meaning of occasional words or expressions rather than the word-by-word translation of an entire composition.

1.2. Related Research

Previous research shows that free online dictionaries are widespread among language learners and translators (Ambarwati & Mandasari, 2020; Cao, 2023; O'Neill, 2019). A body of research compares the effectiveness of print and electronic dictionaries on translation studies and vocabulary retention (Lew, 2012; Nesi & Haill, 2002).

Nesi and Haill (2002) investigated the habits of dictionary usage among six groups of international students studying in the medium of English at a British University. The participants were asked to reflect on how they consulted dictionaries to find the meanings of unknown words in their assignments. Eighty-nine assignments were examined based on learners' selections of reading material, look-up words, and dictionaries. The results showed that most dictionary searches were successful, while at least one out of five dictionary consultations was unsuccessful by more than half of the learners. Moreover, participants had difficulty selecting suitable entries and sub-entries in the dictionaries they looked up. Some problems arose due to misinterpretation of word definitions that learners mainly were unaware of.

In his study, Arslan (2016) elaborated on using online dictionaries in vocabulary teaching. Data were collected through a survey that was applied to 78 learners of German, French, and English at a state university in Turkiye. Descriptive statistics were employed for the data analysis. The results suggested that all students constantly used mobile dictionaries for vocabulary learning. However, the study discussed that the quality and options in online dictionaries need to be increased for more sophisticated consultations.

In his study, O'Neill (2019) compared the composition scores of learners using online translators with online dictionaries on writing. Setting five groups: online translation use after training, online translation use without training, online dictionary use after training, online dictionary use without training, and

writing using neither of these tools in composition writing. In this comparative study, more than 1,000 compositions were examined. 310 American students taking intermediate Spanish and French voluntarily participated in the study. The findings demonstrated that learners who used online translation after training performed the highest of all groups on both experimental writing tasks. This score was followed by learners who used an online dictionary with prior training. Based on this result, O'Neill (2019) proposed guiding language learners on how to use online translation modules. It is also impossible to ban learners from using online tools outside the classroom.

Ambarwati and Mandasari (2020) examined the influence of the online Cambridge dictionary on learners' pronunciation at a university in Indonesia. 25 English primary students taking Academic Writing voluntarily participated in the study. The data were gathered through a questionnaire and interviews on alternative references in technology for vocabulary learning and pronunciation through the online Cambridge dictionary. Descriptive statistics were followed for the data analysis. The results favored using an online dictionary as an alternative solution to solve pronunciation problems and build vocabulary.

In a qualitative study, Nisa (2022) investigated the effectiveness of online dictionary use. Throughout the study, ten EFL learners were interviewed based on their notions about using both online and print dictionaries in writing compositions in English. According to the results, online dictionary use proved advantageous regarding accessibility, faster and easier search, and provision of more educational resources. On the other hand, internet connection and mistranslation hinder online dictionary use. When it comes to print dictionaries, it was found that print dictionaries were already handy since they do not require an internet connection. However, the results showed that carrying print dictionaries was only sometimes possible, and using them took time. Another result explained in this study was that the choice of a dictionary affected writing in terms of word selections, antonyms, and synonyms.

In a more recent study, Cao (2023) examined the usage and perceived effectiveness of the Oxford online collocation dictionary in L2 writing. 81 Vietnamese advanced language learners participated in the study. Participants were asked to write a 350-word essay on a given theme in 45 minutes with the dictionary. Later, a questionnaire was applied to investigate their attitudes toward using the dictionary in writing sessions. After that, eight of the participants applied a semi-structured interview based on their ideas on the effectiveness of the dictionary in L2 writing. Descriptive statistical analysis was used for the questionnaire, and thematic analysis was applied to the results of the interviews. The results showed that learners were commonly positive towards using the online collocation dictionary they used for searching collocations. Most participants revealed that they felt more confident with dictionary usage and believed that the online dictionary supported their knowledge and expansion of collocations.

2. Method

2.1. Participants

38 EFL learners (F=26; M=12) aged 18-22 participated in the data collection. The participants were English preparatory classroom students at the A2 level with Turkish native language backgrounds. During the study, the participants took EFL instruction for two months, including 16 hours of the main course, four (4) hours of speaking and listening, and four (4) hours of reading and writing classes. Twenty participants (F=13; M=7) were interviewed based on their notions and experiences in writing sessions through benefitting from both online and print dictionaries. The researchers followed ethical guidelines during data collection from the participants.

2.2. Materials

Dictionaries: During writing sessions, participants were allowed to use online dictionaries. Participants were informed that they could get support from the online dictionary web tools accessible through their smartphones. In writing sessions with print dictionaries, online dictionary support was not allowed, and participants were limited to getting support from the print bilingual dictionaries they had.

Assessment Rubric: A specifically designed rubric was employed as an evaluation measure. The items in the rubric were adapted from a checklist proposed by Mather and Woodcock (2001) as a writing evaluation scale. The rubric was also visible to the students at the bottom of the writing pages handed out to them during the sessions. Thus, the assessment key encompassed criteria involving "grammar/accuracy,"; "vocabulary,"; "cohesion/fluency,"; "spelling," and "punctuation/capitalization," which each contributed two points to sum up a total of ten points. For the evaluation of each paper, participants were assessed on the scale within the rubric, ranging from 0-10.

2.3. Data collection procedures

Semi-structured interviews were conducted to explore the participants' experiences and notions on using online and print dictionaries when composing written tasks. Learners were asked four questions, and they were asked to share their responses. The participants were interviewed in Turkish to eliminate ambiguity. For the interview questions, please see the Appendix A. The conduction of this study involves two phases for data collection. In the first phase, participants were directed to compose written tasks based on the optional topics provided, adhering to a definite range of word limitations for each writing task. After taking four-week introductory classes to improve L2 writing competence, students were allocated six (6) writing tasks after completing each unit in a specifically designed coursebook to enhance EFL learners' writing skills. Participants were allowed to use online dictionaries for three of the functions. In contrast, for the remaining tasks (N=3), they were encouraged to use print bilingual dictionaries (Turkish - English / English - Turkish) during writing sessions. The assigned topics are given in Table 1 below. By the end of each writing session, participants were given written feedback directed by researcher I in this study. For the research questions, each paper underwent an error analysis by the Error Analysis proposed by Ellis (2008). The errors were explained to the learners individually, and each paper was evaluated concerning the prepared rubric.

Table 1. The topics and prompts of written tasks

No	Topics	Prompts	Material
1	Introducing Yourself	Write a descriptive paragraph about yourself.	Online Dictionaries
2	Daily Routines	Write a descriptive paragraph about your daily routines.	Online Dictionaries
3	Anime Character	Write a descriptive paragraph about your anime character.	Print Dictionaries
4	City description	Write a descriptive paragraph about the city given to you.	Print Dictionaries
5	Surprise Birthday	Write a descriptive paragraph about a surprise birthday party for you or someone else (one of your family members, friends, etc.)	Print Dictionaries
6	Travel	Write a descriptive paragraph about a place/city/holiday resort you visited in the past.	Online Dictionaries

Based on the given prompts, students were asked to write descriptive paragraphs of at least 120 words for each topic. For Topic 4, students were given different city description cards as supplementary material. The descriptions involved information about the location, famous food, transportation, accommodation, tourist attractions, and facilities of the cities given. Two of the city description card samples are displayed in Table 2 below.

Table 2. Sample city description cards

City: Lisalmi	City: Aomori
Country: Finland	Country: Japan
Location: Northern Savonia, Finland	Location: northeastern part of the Tsugaru region
Famous food: Muurinpohjalettu, a thin pancake	Famous food: Aomori apples, Senbei jiru, Kaiyaki Miso, Kenoshiru
Transportation: Bus, car, plane	Transportation: Bus, car, train
Accommodation: hotels, pensions	Accommodation: hotels, pensions
Touristic attractions: Porovesi Lake, bazaar, Brewery Museums, Kuappi (the smallest restaurant in the world)	Touristic attractions: Aomori Bay Bridge, City Forestry Museum, Namioka Castle ruins, Asamushri Aquarium
Facilities: ice hockey, taking photographs, walking tours	Facilities: shopping, taking photographs, trekking

2.4. Data analysis

For the study's quantitative phase, 270 writing papers were analyzed for error analysis, including six specific topics. The Error Analysis addressed by Ellis (2008) consisted of five steps: collection of samples of learner language, identification of errors, description of errors, explanation of errors, and finally, evaluation of errors. The samples of learner language were gathered through each writing task. The learner language samples were collected from the written functions conducted in the writing sessions. As a second step, the errors were identified and categorized for description through linguistics (lexis, morphology, syntax, grammar, etc.) and surface strategies (omission, addition, misordering, etc.). Later, each error was coded with an explanation based on the potential source of each error in the papers (transfer, intralingual, unique processes). Finally, the errors were evaluated based on the rubric provided. The error analysis was conducted twice by the first researcher to credit validity. Hence, the degree of interrater agreement was calculated through Cohen's Cappa (-k=.86), which shows that the agreement among ratings was strong (McHugh, 2012).

In the second phase of the study, 20 of the students were interviewed based on their notions and evaluations on using both online dictionaries and print bilingual dictionaries. Each respondent was given numerical codes to keep their identities confidential. The interviews took around 7 minutes per each participant. The interviews were voice-recorded to enhance the effectiveness of data analysis. Subsequently, six thematic analysis phases were applied (Braun & Clarke, 2006). Firstly, the recorded audio files were transcribed to use thematic analysis. Then, the textual data were clustered into categories. After that, initial codes were generated and mapped onto frequently adverted themes. Later, the themes were identified, and finally, the data were transformed to include the frequency and percentage values of the codes (Drass, 1980; Olson, 2000). The whole procedure is depicted in Figure 1 below.
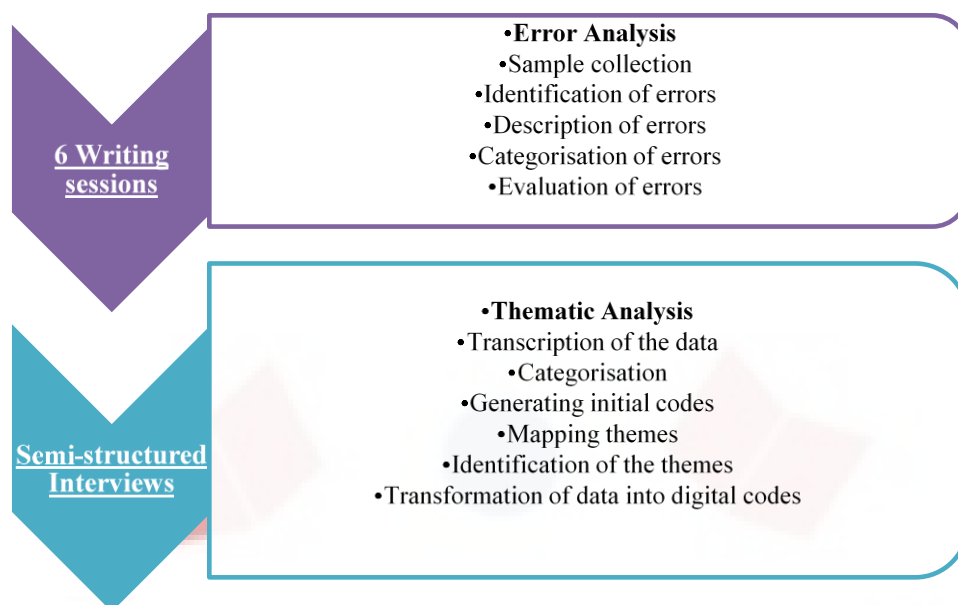
Figure 1. The Research Procedure

3. Results

The findings were presented in two categories. Finding 1 indicated quantitative findings derived from error analysis. These findings include structural errors while using print and online dictionaries during EFL writing, such as grammatical errors, wording problems, punctuation issues, and misinformation and misordering. The finding two exhibited qualitative findings regarding learner opinions and experiences on online and print dictionary use in EFL writing sessions.

3.1. Outcome 1- The Error Analysis Results

Error analysis was applied, as shown in Table 3 below.

Table 3. Total Number of Errors in Written Tasks

	Print Dictionary		Online Dictionary	
Type of Error	f	%	f	%
Grammatical Errors	357	48,7	363	52,4
Spelling Errors	74	10,1	93	13,4
Punctuation Errors	40	5,4	51	7,4
Wording	66	9,1	44	6,3
Misinformation (lacking v+s)	158	21,6	129	18,6
Misordering	37	5,1	13	1,9
Total	732	100	693	100

Table 3 above shows the distribution of error types in written tasks with print and online dictionaries through frequency and percentage values. The data in the table indicates that learners made more errors when using print dictionaries than when using online dictionaries in writing sessions. From the

information in the table, it can be observed that most errors are grammatical errors in both print dictionaries (48,7%) and online dictionaries (52,4%). When using a print dictionary for their writing tasks, learners' other errors covered misinformation errors (21,6%), spelling errors (10,1%), wording errors (9,1%), punctuation errors (5,4%), and misordering (5,1%). On the other hand, when using an online dictionary for their writing tasks, learners made errors covering misinformation errors (18,6%), spelling errors (13,4%), punctuation errors (7,4%), wording (6,3%), and misordering (1,9%).

Table 4. Different Types of Grammatical Errors

	Print Dictionary		Online Dictionary	
Error types	f	%	f	%
Apostrophe –s	14	3,9	31	8,5
Article (a-an/the)	42	11,8	20	5,6
Conjugation	96	26,8	112	30,8
Gerund (V+ing) + to infinitive	38	10,7	30	8,3
Ordinal Numbers	7	1,9	9	2,4
Plural	33	9,3	31	8,5
Preposition	83	23,2	90	24,8
Pronoun	44	12,4	40	11,1
Total	357	100	363	100

Table 4 above displays the different types of grammatical errors that occurred in six written tasks. A closer examination of the table reveals eight different types of grammatical errors. Most errors occurred with conjugation (26,8% with a print dictionary; 30,8% with an online dictionary) and prepositions (23,2% with a print dictionary; 24,8% online dictionary). When using a print dictionary, learners' other errors were related to the use of pronouns (44%), articles (11,8%), gerund –ing and infinitive (10,7%), plural forms of nouns (9,3%), apostrophe –s (3,9%), and the use of ordinal numbers (1,9%). When learners used an online dictionary, their errors were about the use of pronouns (11,1%), plural forms of nouns, and the use of apostrophe –s (8,5%), gerund -ing, and infinitive (8,3%), articles (5,6%), and the use of ordinal numbers (2,4%). Punctuation errors on written tasks with print dictionaries cover punctuation errors (37,5%) and capitalization errors (62,5%). On the other hand, most errors were related to capitalization (68,6%) and punctuation (31,4) in written tasks with online dictionaries. According to the findings, learners made more spelling errors when they used an online dictionary (55,7%) than when they were allowed to use a print dictionary (44,3%). Some samples of spelling errors are given below. The findings show that learners made more wording errors when they used print dictionaries (59,9%) compared to online dictionaries (40,1). Some samples of wording errors are exemplified below. The results indicate that learners made more misordering errors when they used the print dictionary (74%) compared to the online dictionary (26%). Some samples of misordering errors are illustrated below. The findings indicate that learners made more misinformation errors when using print dictionaries (55%) than online dictionaries (45%). Some samples of misinformation errors are illustrated below.

3.2. Outcome 2- The Interview Findings

Through the thematic analysis of the interview with the participants, three themes emerged based on using both digital and print dictionaries. The frequency distribution of the themes is displayed in the Table below.

Table 5. Themes

Themes	Online (f)	Online %	Print (f)	Print %
Portability	18	100	-	-
Noticing and exposure	11	56	7	39
Misuse	11	61	-	-

As shown by the results, all participants (100 %) reported that using online dictionaries was more practical in portability. Upon this issue, some of the participants;

> "Online dictionaries are easy to access and practical to use. We can also gain extra time for writing." (P6).

> "That online dictionaries are practical and handy facilitates my writing process." (P12).

Next, for the distribution of noticing and exposure, more than half of the participants (56%) stated that they learned the target words, new words, plus some aspects in terms of grammatical rules and sentence construction once they used online dictionaries while this quantity was 39% when they used print dictionaries. In other words, the frequency of exposure to new words, vocabulary items, and structures was higher when using online dictionaries than print dictionaries. For using online dictionaries, some of the participants explained that;

> "When I look up a word, I not only see its meaning but also look at its usage in a context at the bottom. I mean, the online dictionaries may also provide the use of the words in sentences in association to the word so that I can benefit from the sample sentences" (p3).

> "Online dictionaries facilitated my writing process, especially when I could not decide on the form of the verbs or the subjects that go best in a sentence. I can say that online dictionaries improved my writing process, especially for structure" (p14).

> "When I look up the meaning of a word in the online dictionary, I click on the word and can see the thesaurus related to it. This makes me notice and learn other words that connect with the target word" (P17).

> "I sometimes know the meaning of a word, but I do not know how to use it in a sentence, and I cannot decide whether I should use 'the' article or not, for instance. So I look up the word and try to understand its usage in grammatical forms" (p15).

In terms of using print dictionaries, some of the participants reported that;

> "When I am looking for a word in a print dictionary, I come up to other words, and I also look up their meanings and try to learn them. By this way, I can learn more words" (p11).

> "When using print dictionaries, I focus on the target word that I am looking for. I wonder its meaning, go over the pages, find it and then it becomes more permanent to learn it" (P10).

> "Actually, I learn the meaning of the word that I'm searching, but I also notice some other words above or under the target word. So, I can examine and learn some other words too" (P15).

> "When I look up the meaning of a certain word, I check over some other words around it. So, I can glance at some other words and learn their meaning too" (P15).

However, over half of the participants confessed to misusing online dictionaries in writing sessions. Rather than just looking up the meaning of words, they reported that they sometimes utilized translation bots and AI-generated applications for writing. Some of the respondents admitted that;

> "Sometimes, online dictionaries can be misused" (P1).

> " I sometimes use Google Translate to translate whole sentences in writing sessions, but it may not always translate correctly, so I apply to other translation programs" (P6).

> "Some of the programs provide the use of words in sentences, so I get help on how to use the verbs correctly, and how to construct a sentence with the target word" (P9).

> "I often use AI technology in writing sessions. Writing is more effective then" (P18).

4. Discussion

In this discussion, we delve into the nuances of our findings based on each research question. Our investigation into the efficacy of print dictionaries and online dictionaries demonstrated that the number of errors learners made when using print or online dictionaries was mostly analogic. Learners made more structural errors when using print dictionaries compared to structural errors when using online dictionaries in writing tasks. Rather than just directing dictionary usage, this type of error may result from a need for more proficiency in grammar. Hence, this gap needs to be addressed in language studies. On the other hand, while both types of dictionary usage were associated with different types of errors in writing tasks, the frequency of each error type varied across using print and online dictionaries. Misinformation, misordering, and wording errors were more common in print dictionaries. On the other hand, spelling and punctuation errors were more prevalent with online dictionaries compared to the number of error types when learners used print dictionaries. These distinctions suggest that online dictionary helps learners with sentence construction and word choice, whereas print dictionaries may assist in correct spelling and punctuation. Lew (2012) described dictionaries as searching for specific reference needs. The reference of a specific word in a dictionary may provide users with its definition, pronunciation, thesaurus, subject area of meaning category, and sometimes sample sentences with the target word (Filer, 2017; Lew, 2012).

Relatedly, these findings suggest that learners must understand how to use different dictionaries and interpret information. In other words, learners can be trained to use both dictionaries best to eliminate specific errors such as spelling, word selection, and sentence construction. As a prominent facility, free online dictionaries are accessible through various digital devices such as smartphones, tablets, or computers; hence, learners may prefer them for instant translations or equivalents rather than paging for unknown words (O'Neill, 2019).

The interview results corroborate the previous findings, indicating that learners prefer online dictionaries over print dictionaries for many reasons. The thematic analysis from the interview yielded three prominent themes that direct diverse ways in which the learners perceived both types of dictionaries: portability, noticing and exposure, and misuse. According to the results, all participants found online dictionaries more practical to use in terms of portability. This finding aligns with Nisa's (2022) finding, which addressed that carrying print dictionaries was not always possible. Using them for word searches took longer than online dictionaries since they provide speedy access in seconds. Practically, one of the most prominent properties of free online dictionaries is that they are convenient and easily accessible for users at any time (Arslan, 2016; Filer, 2017). Furthermore, as a well-known specialty, online dictionaries are much quicker than paper dictionaries (Dziemanko, 2010; Filer, 2017). According to Heuberger (2020), the average online dictionary user will find it faster to type in an online dictionary

search than in a book. Thus, online dictionaries are time-saving and convenient (Heuberger, 2020). There may also be some differences between the online and smartphone application versions of the dictionaries (Kwary, 2015). However, as a favorable quality, smartphone applications of English learners' dictionaries are typical among language learners (Kwary, 2015) due to their improved accessibility compared to printed learners' dictionaries (Heuberger, 2020).

Another theme that was directed by the results was noticing and exposure to various vocabulary items when using both dictionary types. According to the results, some learners reported that they saw new words when using a print dictionary, and most of the respondents stated that they noticed some other words related to the target word they were looking up in the online dictionary. They also admitted that they realized some structural points when using an online dictionary to search for words. It is clear from the related literature that EFL learners use online dictionaries for vocabulary searches (Ambarwati &Mandasari, 2020; Arslan, 2016; Cao, 2023; Nesi & Haill, 2002; Nisa, 2022). The potential of noticing other words related to the searched word is much higher since online dictionaries provide users with other forms of the target word. As the users type the word in the search engine of an online dictionary, the pop-up window lists the other words, such as homonyms or other forms of the words like verb or noun forms, which are related to the searched word following each letter (Kwary, 2015). In association with this situation, powerful search tools and techniques increase the demand for online dictionaries (Heuberger, 2020). As a result, this search tool or engine in the online dictionary will enable users to notice other words or phrases associated with the target vocabulary item.

The final theme that emerged through the interview analysis was the misuse of online dictionaries. As claimed by more than half of the learners, they used translation programs and AI-supported applications when they were allowed to use their phones for online dictionary aid. This exploitation of resources raises important questions regarding the integrity of technology-mediated programs for ethical issues. Through language learning apps, AI significantly improves language education (Huang et al., 2023; Pikhart, 2020). AI-supported assistance was a facility for language instructors and learners (Godwin-Jones, 2022). By using suitable AI platforms for writing assistance, learners of a foreign language can check and edit the style of the texts to avoid mistakes (Schmohl et al., 2020) and supply automated sentence completion (Godwin-Jones, 2022). However, as signified by Carvalho et al. (2022), learner agency, inclusion, and equity are essential to consider in language learning, and "humanistic participatory design approaches while drawing on certain future-oriented methods and frameworks…" need to be adopted in consideration of possible challenge that AI may bring in the educational context (p. 8). Relatedly, AI-supported learning facilities should be designed carefully to maintain learner participation and agency to augment foreign language learning.

5. Conclusions

This study examined whether online vs. print dictionaries marked differences in learner errors in EFL classes' writing tasks. For this aim, participants were asked to write tasks based on the given topics during six weeks. During writing sessions, participants were allowed to use print and online dictionaries for three weeks each. A total of 270 writing tasks were analyzed in terms of error analysis. The analysis covered structural, misinformation, wording, spelling, and punctuation errors. The results showed that most of the mistakes made by the learners were primarily analogical. In addition, the frequency of each error type was also different across both dictionaries. This finding may signify the importance of using dictionaries properly. For this reason, L2 learners can be trained on the functional and practical use of print and online dictionaries to avoid errors that specifically stem from word-related errors such as wording and spelling.

Furthermore, the study highlighted the notions of the learners on using both online and print dictionaries based on their experiences during writing sessions. The results revealed three distinct themes: portability, noticing and exposure, and misuse of online dictionaries. According to the findings, most respondents emphasized that online dictionaries were more practical than print dictionaries and that learners noticed new vocabulary items and types when searching for specific words. Moreover, most participants confessed that they received aid from AI-supported programs when they were allowed to use online dictionaries via their smartphones. Although using print dictionaries still provides users with distinct equivalents of the vocabulary items across the target language and the source language, online dictionaries are more practical to use as the diverse equivalents of a specific word are listed in seconds with a click. Hence, learners can use online dictionaries to benefit from the facilitative qualifications of online dictionaries. Exposure to other words during the search allows users to notice other words related to the target word. On the other hand, although L2 learners earn and learn much through AI-supported tools in language learning practices, individual effort should be considered since learner agency and active participation are substantial keys in the language learning process. Based on this implication, it can be suggested that although AI-based practices help language learners on specific issues to some extent, learners should be motivated to endeavor individually to improve their language proficiency.

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Appendix A. Semi-Structured Interview Questions

1- How do you think the written feedback you received on your essays impacted your understanding of your writing skills for improvement?

2- What are the specific areas that enhanced your writing skill during the writing sessions through online dictionaries and print dictionaries?

3- Did you experience any difficulties when using online and print dictionaries? If yes, what are they?

4. Considering the use of both online and bilingual dictionaries in the writing sessions, do you feel one approach was more effective in helping you improve your overall writing competence?

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Evaluating English exam preparedness and student concerns: Insights from students' perspectives

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Abstract

The relationship between student achievement and assessment procedures have been the concern of many research for quite long time especially in English Language Teaching. The compliance between the assessment methods and curricular practices have been regarded as an important factor affecting student achievement. While the match between theory and practice foster student success, the inconsistency between these two might result in the lack of expected student success. Therefore, the purpose of this descriptive research is to investigate the relationship between the secondary school students' perspectives on the current assessment practices including (speaking, listening and reading) in English lessons at schools and High School Entrance Exam applied in Turkiye. The participants consisted of 25 secondary school students chosen according to convenience sampling method. For the data collection, a structured interview including six open-ended questions was held by the researcher. The findings indicated that the High School Entrance Exam was stated to be easier than the exams held at school in English lessons, and students are in favour of multiple choice exams at school. Supporting these findings, students also stated that English exams at schools are sufficient enough to be successful at High School Entrance Exam. In contrast, half of the participants were found to suffer from exam anxiety. As a result, it was concluded that students' perspective and expectations of English exams at schools are affected from the High School Entrance Exam

Keywords: assessment, high school entrance exam, English language teaching

1. Introduction

This study aims to draw attention to the problems encountered by eighth grade students in the English language course for high school entry exams (LGS) and thus contribute to the solution of these problems. Entrance exam for high school (LGS), which is taken by hundreds of thousands of 8th graders every year, unfortunately results in failure due to the high level of test anxiety experienced by some students. Taking student and teacher views in the high school entrance exam and preparing the exam with a more inclusive content accordingly will certainly play an active role in achieving a much more accurate and efficient result. In this context, literature contribution of this study is of particular importance. The limitation of this study is that only 20 8th grade students from a public school were consulted. As of 2023, open-ended exam questions and skill-based assessment have been introduced in English lessons at the secondary school level; we can say that this research we have conducted is a partially newly sprouted work product. Because in previous years, the high school entrance exam and the exams administered in schools were mostly overlapping. Therefore, we can say that this study is important in terms of being a stepping stone for future studies in this field.

Almost every educational system scrutinizes the academic achievement of students. Examinations, usually conducted by a public institution, often tend to be centred on school syllabuses and evaluate the performance of students not only on the basis of students in a class, but also on a range of multiple stages of accomplishment relative to an existing external norm. Assessment models are a crucial component

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of the academic liability mechanisms in most schools. Central examinations form part of that liability mechanism. By generating information about students' academic achievements that is comparable, it goes away in eliminating the disparity in the availability of information across directors and representatives, who are omnipresent in the education system. In this way, they enable better tracking of the attitudes of a wide range of participants in educational processes: learners, teaching staff, school administrators, and so on. Achievement and its measurement has been one of the most important issues for educators and institutions since ancient times. In this section, exam anxiety, high school entrance exam, measurement and evaluation, foreign language exam practices in schools and high school entrance exam will be discussed.

1.1. Literature review

Phillips, Martin and Myers (1972) stated that anxiety is a reaction to diverse environmental conditions. Sarason (1984) argues that anxiety belongs straight to human emotions and indicates a lack of self-confidence. It can also be a kind of danger that comes from the surroundings. He also pointed out that anxiety is the major concern in all fields of research and has been extensively investigated in many studies and countries (Ali et al., 2013).

Exam anxiety is an important factor affecting students' success in various courses. As Kaya (2004) argues, it caused a great deal of concern among teachers, educationalists, academic researchers, and school psychologists. Many studies have been carried out in many different countries to reveal the correlation and variations of exam anxiety with the achievement of examinees in various courses (Ali et al., 2013). Anxiety can occur in all areas of life in relation to any subject, but the concept of anxiety in this study will only be related to the exam. Test anxiety is multidimensional and it has been accepted for some time that there are distinct cognitive and physiological components (Putwain & Daly, 2014). While it is an acceptable reality that anxiety and stress can be beneficial to a certain extent, it has been detected that as anxiety level increases, the percentage of achievement decreases.

In general, the literature review shows that there is a correlation with success of the students in school exams and their achievement in the LGS Exam, and the level of this positive relationship is much more positive for students who participate more in mock exams and improve their test solving skills. (Kiral & Gemcioğlu, 2024)

1.2. Research questions

- What are the perspectives of eighth grade EFL students in Turkey on language assessment and evaluation??
- Which assessment types are utilized by teachers of EFL in language assessment and evaluation in the secondary education in Turkiye?
- What types of questions are used by EFL teachers in language testing and assessment in secondary education in Turkiye?
- To what extent is there a correspondence between the high school entrance exam (LGS) and the English exams administered in schools?

2. Method

2.1. Research Design

The research methodology applied in this study is qualitative design (Dornyei, Z. 2007). In order to determine the test anxiety of senior secondary school students, the relationship between their success in

school exams and their success in the LGS Exam, student opinions were included and descriptive research method was used. In addition, convenience sampling technique was adopted to select the appropriate sampling group for this research. This sampling technique also known as opportunity sampling is a non-probabilistic method of sampling employed for the purpose of selecting subjects for research on the basis of their accessibility and easiness of reach. Convenience Sampling is a non-probabilistic technique that is used in both quantitative and qualitative studies. Many researchers tend to prefer this sampling technique because it requires minimal amount of efforts, expense, investment of time and is simple to use. However, it has different disadvantages, such as being subject to sampling biases and systematic error, not being able to provide a meaningful interpretation of the p-value, not being representational of the overall sample population, not being able to control for variability, and not being able to generalize the results across the sampling population (Golzar et al., 2022).

2.2. Sample / Participants

The study group consisted of 25 senior secondary school students. The average age of the participants was 13. More than half of the students were girls. The data from the structured interview consisting of six open-ended questions were collected from a sample of senior secondary school students (8th graders) from a secondary school in Niğde, Turkey. All students in the study group were trying to prepare for the high school entrance exam (LGS).

2.3. Data collection procedures

The structured interview consisting of six open-ended questions was administered to students three months before the LGS exam. Each student gave his/her answer independently from his/her peers without any time limit. The answers given by the students were tabulated and the answers given were shown in numbers.

2.4. Data analysis

The purpose of this study was to create a framework for senior secondary school students' perspectives on school exams and the high school entrance exam (LGS). For this purpose, an open-ended structured interview consisting of 6 questions was conducted. Content analysis was used to analyse this research. First categories were created and then themes were reached. The data were analysed based on the students' answers to the structured open-ended interview questions in the categories of reading, writing, listening and speaking. The data in the study found an interlocutor except for speaking skills. The fact that the speaking skill did not find any interlocutor once again reveals the widespread reality in Turkey that I understand but I cannot speak.

3. Results

Insights of the senior secondary school students on the English language testing practices at school and the LGS English exam are shown in the table below and the following questions of our study are answered: a) what are the perceptions of EFL students in Turkiye about language assessment and evaluation in the eighth grade? b) what are the types of assessments used by EFL teachers in language assessment and evaluation in secondary education in Turkey? c) which types of questions are utilized by EFL teachers on language assessment and evaluation in secondary education in Turkey? d) to what extent is there an overlap between the high school entrance exam (LGS) and the English exams administered in schools?

The findings in Table 1 show that the majority of the students (14 out of 25 students) found themselves more successful in reading-related test applications. The number of students who found the LGS exam easier than the school exams is 18. While the number of students who stated that school lessons were sufficient for exam success was 19, the number of students who found the exams at school sufficient was 17. The number of students who are worried about English in the LGS exam is 12. The number of students who want English exams at school to be multiple-choice is 20. In the structured open-ended interview, the answers given by the other five students about the English exams at the school were as follows: 1 student wanted the exams to be vocabulary-based, 1 student wanted only writing skills, 1 student wanted them to be in Turkish, 1 student wanted them to be mixed, and 1 student wanted the exams at school to be as they are now.

Table 1. Students' perceptions of English exam at school and LGS exam

Question	Response	Frequency
Question 1	Listening is easy	9
	LGS is easy	18
Question 2	School exams are easy	7
	Reading is easy	14
Question 3	School lessons are sufficient	19
	School lessons are insufficient	7
Question 4	Exams at school are sufficient	17
	Exams at school are insufficient	8
Question 5	Those worried about English in LGS	12
	Those not worried about English in LGS	13
Question 6	Those who want English exams at school to be multiple-choice	20
	Other Answers:	
	- It should be word-heavy	1
	- It should be just writing	1
	- The exam must be in Turkish	1
	- It must be the same	1

Note: Total number of participants for each question is 25.

4. Discussion

As mentioned in the literature review section, test anxiety has long been an issue that has been studied and attracted the attention of researchers. This study was conducted to find out the exam anxiety of senior secondary school students, whether school courses and exams affect their LGS (high school transition exam) exam success, and if so, to what extent, and in which of the school exam practices (listening, reading, writing and speaking) they find themselves most successful. According to the results of the study, it was observed that almost half of the students experienced test anxiety. The most important factor in this situation was the difference between the LGS exam practice (multiple choice) and the exam practices at school. In other words, we can easily say that when students compared the LGS exam with

the school exam, they overwhelmingly said that the LGS exam was much easier than the school exam. Again, as mentioned in the literature review and introduction, as students' test anxiety increases, their success rates decrease. In addition, the fact that the only way to be placed in a qualified high school in Turkiye is to take the LGS exam and to be successful in this exam carries the students' test anxiety line to the top. The results of this current study are in line with prior research, such as Putwain and Best (2011). The test anxiety variable has been related coherently and robustly to academic performance (Kim and Rocklin 1994). The test anxiety component was reported to show a consistent and strong inverse relationship with performance. Test anxiety was also associated with low test performance both in the early and late periods. Studies on test anxiety provide evidence that test anxiety has a negative impact on performance. Researchers have found that high anxiety levels influence the academic performance. Students with test anxiety cannot fully concentrate on the test and therefore score lower because they feel unsure about their own abilities during the test. This conclusion is in harmony with the results of this study.

5. Conclusions

In addition to increasing the inclusiveness of theories of exam anxiety, a deeper insight into perceptions of students about the causes of exam anxieties related to the sources of exam anxiety along with their relative importance may also be beneficial. Likewise, by better understanding students' perceived sources of exam anxiety, instructors and practitioners can develop effective anxiety-relief brokers and school counsellors can develop effective anxiety-mitigating responses. In particular, distinct interventions may be needed to handle diverse perspectives. It is suggested that in future studies, the variables that have a positive influence on exam anxiety should be examined in detail. In addition, the number of participants could be increased and different measures of test anxiety could be used for a more robust analysis in future research.

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Appendix A. Interview Questions

1. İngilizce dil becerilerinden hangisinde daha rahat hissedersiniz? (Dinleme okuma konuşma yazma)

2. Okulda girdiğiniz İngilizce dersi sınavlarını liselere geçiş sınavlarıyla kıyaslayınız?

3. Liselere giriş sınavından İngilizce bölümü soruları için okulda aldığınız dersleri yeterli buluyor musunuz?

4. Liselere giriş sınavında İngilizce bölümü soruları için okuldaki İngilizce dersi sınavları sizce yeterli midir?

5. Liselere giriş sınavında İngilzce dersi açısından bir kaygı duyuyor musunuz?

6. Okullarda ki ve liselere giriş sınavındaki ingilizce bölümü sınavları sizce nasıl olmalı?

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Prospective EFL teachers' perceptions on the effectiveness of using artificial intelligence (AI) applications in their future classroom settings

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1.Introduction

The rapid development of artificial intelligence (AI) in the last two decades has brought new ways of doing things in a variety of fields. However, within educational frameworks, a rather unique and forward application of AI technologies can be captured, which is surely going to revolutionize many facets of human life. More intelligent machines and advanced AI technologies have a potential tendency to bring about future changes in educational environments by shifting from instructor-centered dynamics toward learner-centered ones. Even as all the legal and ethical issues get sorted out, new educational uses for the technologies of AI have already started to enter the stage. Advanced functions of AI allow insights into student performance by addressing issues of diversity and inclusion, affording the potential to suggest customized learning pathways. Various aspects of AI within an educational context are exceptionally important in EFL teaching since the learning process is non-linear and individual performance in language can be as diverse as individuals themselves. This therefore means that AI is exceptionally appealing to EFL teachers and teacher candidates. There has been an increasing awareness of student-centered learning rather than a sole focus on teachers and teaching in language education. (Dimitriadou & Lanitis, 2023).

As evidenced by a growing body of research into AI use in education, there is a constant and increasing interest in the possible pedagogical and social gains that could be realized with AI from scholars' and developers' perspectives. One may argue that there is some evidence showing that the utilization of AI applications may greatly support EFL learners by enabling them to make improvements in language proficiency, increase motivation, and receive personalized feedback (Vorobiev et al., 2016). Although the case is important, much research still lacks the investigation of artificial intelligence's possible utilization in language classrooms. The perceptions of the teacher candidates also lacks. These discussions need to involve those who will be inhabiting the future classrooms; this involves focusing on the perceptions and conceptual frameworks of this emerging group of educators: the teacher candidates. Consequently, this present study takes the first steps in investigating the teacher candidates' perceptions connected with AI and has the following research question: What are the perceptions of prospective English language teachers regarding AI as a pedagogical tool in future classrooms? Accordingly, the findings are expected to bring insight into an initial framework defining what prospective teachers are aware of regarding AI but also elements of AI that they would wish to investigate connected with its use in future classroom environments.

1.1. Background and Rationale

The 'Artificial Intelligence concept has been defined in various ways and from different perspectives in the related literature, which also reflects its historical development. Similarly, several application

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domains have evolved using artificial intelligence: from robotics, motion planning, and vision systems, to natural language processing, expert systems, data mining and social media. All these fields evolve step by step in this process and directly influence several key new areas like healthcare, education, and games.

Education, openly and dynamically ,becomes increasingly interested in AI. In this respect, the search for an innovative pedagogy that can face the wide-paced development of information technologies converts traditional education into an innovative e-learning setting. Artificial intelligence-as the attempt to make computers perform in human-like reasoning-begins to appear in the discourse of interest in the latest trends in e-learning and education. A deeper understanding of AI and e-learning can perhaps form the stepping stone for the advancement of robotics to take place in education. Certain promising studies have been conducted to prove the effectiveness of AI in second language acquisition, bridging both receptive and productive skills, especially within EFL settings, providing evidence that the use of AI is effective for learners involved in language learning. Research proves that technology in AI can give instant formative feedback to learners for their linguistic output to increase performance, and language skill enhancing. This helps students to achieve better fluency and effectiveness in communication while developing their confidence to employ the language with ease in various daily situations. Also, the implementation of artificial intelligence that is time-effective and flexible in use can significantly facilitate the daily tasks of individuals (Kuning, 2019; Wang et al., 2023). Multimedia integrated with an AI framework may help learners enhance their comprehensive linguistic skills, which can reflect their situational learning capabilities and efficiency (Wang et al., 2023). Besides, artificial intelligence applications can provide customized feedback and opportunities for practice in accordance with the students' linguistic proficiency and learning needs for enhancing educational outcomes. Moreover, AI applications have the potential to render the process of language acquisition more interactive and game-like, which, in turn, can enhance students' English learning motivation, decision-making, and prediction skills (Schmidt & Strassner, 2022). The incorporation of AI technologies into EFL teaching methodologies can enhance student learning and improve language proficiency in the classroom. EFL educators have to apply AI technologies in a manner that aligns with pedagogical objectives and enhances student learning. Moreover, AI technology can furnish educators with data-driven insights into students' language acquisition progress, strengths, and shortcomings, hence guiding instructional decision-making (Ilkka, 2018).

The current research project arises out of this need and presents the necessary investigation into whether the practice of artificial intelligence is viable within the setting of educational psychology, from the perspective of future English as a foreign language teachers. Since one of the professional stakeholders for AI in education would be the prospective EFL teachers, there is much to learn from their insights regarding AI applications in terms of beneficial uses of the AI tools for pedagogical purposes. Yet, there has been little investigation into the shared sentiments of this key stakeholder group on the integration of AI into their future teaching settings.

1.2. Research Aim and Objectives
The present study is conducted to understand future teachers' perceptions of the potential impacts of AI applications on their future EFL classrooms. Our discussions stay focused on the effectiveness of AI applications in classrooms of the future. The present study covers prospective teachers' thoughts only. In this respect, the following research objectives were set:

- To explore prospective teachers' views regarding AI applications that prioritize human social activities and block human-to-human contact necessary for teaching and learning activities. In this regard, we posited that AI applications would be fitting candidates for classrooms in the future.

Reasons for and against the use of AI by future teachers in language classrooms would offer an important perspective. Securing this information would greatly enhance the existing literature base and build our collective knowledge of perceptions related to artificial intelligence. These insights could help educational practitioners organize curricula and educational frameworks toward the inclusion of AI-supported instructional and learning methodologies.

1.3. Literature Review

The completion of the study will provide a better perspective for EFL instructors on the implementation and effectiveness of AI-based programs in teaching and learning settings. The study gives an overview of the sum total of research carried out regarding the integration of artificial intelligence into the field of language learning. In this regard, one has to have a clear idea of the integrating theoretical framework of AI applications in EFL teaching, brought up-to-date with educational methodologies and tools adjusted to the class.

Artificial intelligence-based language learning tools are an effective partner in enhancing the educational potential and also serve as a better foundation for further pedagogical and learning methods. Indeed, several research studies have looked at the potential of AI in enhancing the performance of the EFL students and highlighted both advantages and challenges involved. AI in the EFL classroom offers the learners with individualized and adaptive learning prospects and thereby permits independent learning. A range of artificial intelligence-powered resources, including intelligent tutoring systems, speech recognition applications, and machine translation technologies, may be utilized to support language acquisition and promote learner autonomy during the educational journey (Jiang, 2022; Lee, Kim, & Sung, 2023; Kuning, 2019; Sumakul, Hamied, & Sukyadi, 2022). The incorporation of AI tools within the domain of English language education can enhance individualized learning for students in a more organized manner. Therefore, several tests have been recorded in different parts of the world regarding the success of artificial intelligence-based language learning   tools.
Recently, there has been evidence that in EFL teaching, especially over the last two decades, game-based learning tools have been implemented since they possess a wide range of communicative tools that may ensure better student engagement in positive ways.

2. Artificial Intelligence in Education

The spread of AI technologies into various fields has a transformational impact and betterment in education. Varied AI technologies have entered educational institutions. Such applications include personalization of learning experiences, prediction and diagnosis of possible educational failures, and improvement of learning efficiency and outcomes. Meanwhile, ethical implications and challenges also include whether AI makes decisions according to some educational values or whether are there other variables. The role of teachers, especially the impact AI will play in teaching, is also another issue for discussion. In both cases, research is necessary to understand fully how contributions, opportunities, and challenges artificial intelligence can bring about in education Nevertheless, this area is of crucial importance because AI holds the potential to increase both possibilities and actualities in education more pragmatically, therefore extending the abilities of teachers working with AI technologies is a topic to study. AI can assist teachers and learners both in the classrooms and may provide a lot of opportunities. Together with continuous projects and the increase in AI abilities, studies in this field are gradually increasing. These recent years have started to show some studies that use AI bots for educational purposes to assist learners in language learning. Although the studies about AI chatbots in language learning are at their very beginning, they create significant implications for teachers and students in this rapidly changing and innovation-centered age of education.

2.1. Current Trends in EFL Teaching

To point out the effectiveness and implications of AI applications, a review of current trends in EFL pedagogy would be of importance as background.

In recent years, there has been more openness and innovative attempts to incorporate technology in EFL teaching. Most universities around the world have started to apply blended courses where the teacher would adapt their ongoing training to include digital resources. More attention has been given in the educational literature to communicative language teaching, emphasizing the need to foreground speaking and vocabulary building over traditional grammar, while the need for active learning, student-centered activities, and different types of learning tasks is gaining increasing interest. Integration of technology into the process of learning and teaching at school and university is one of the big challenges. The second big challenge that keeps constantly growing is the trends within the learning culture. This generation is digital natives who are specific to their generation and tend to be more technically open compared to their older counterparts. Thus, the ability to effectively and creatively use digital technology, along with innovative software and tools, makes for a critical strategic transformation of the learning environments in schools and universities. In light of the above-mentioned contemporary trends in EFL teaching, discussing the significance and positive returns of integrating online AI tools and technologies that could serve to enhance students' process of language performance was well worth it.

3. Method

The present study has been designed as a qualitative investigation into the perceptions and attitudes of future teachers. In this study, the qualitative research approach is utilized for the discovery of findings and explanation of the social pedagogical view of those individuals who could be involved with the possible uses of AI. To this end, an appropriate methodological framework has been developed, which incorporates sub-research questions proposed and techniques. The current study follows a descriptive research methodology that aims to investigate the attitudes of prospective EFL teachers at a State university in Turkey in the spring of 2024. For this purpose, the questionnaire was utilized as a tool for data collection. The methodology followed in this study, as well as the steps that were taken to arrive at the conclusions, are discussed in detail to shed light on the topic of the study. A total of 114 people responded in this current study.

Looking at the gender distribution, 74.6% identified as female, while 25.4% were male. The age of the participants varied from between 21–22 years (23.7%, 14%), respectively, to the few people aged 30, 0.9%. This indicates that the distribution is concentrated on a young adult population, which might be a factor in attitudes and experiences related to the subject under investigation.

3.1. Methodological Framework

In the realm of social science research, scholars frequently utilize three distinct methodologies, namely case studies, surveys, and experiments, to carry out their investigations. For the current study, we decided to conduct a survey method. The survey method is considered suitable in the current study because this allows the research question about the tools that are being effectively used in the educational setting, while case study or experimental methods were not considered suitable because observable relationships were not present among the tools under discussion.

3.2. Data Collection Methods

The methodological framework for this research includes collecting data from respondents through various means, such as interviews and questionnaires, to gain detailed insights into the opinions of future EFL teachers regarding the use of AI tools in their future classrooms.

The data collection methods chosen were guided by the need to gather a wide range of qualitative data, which could help explain the participants' experiences as students and their perceptions of the inclusion of AI applications into their future ESL classrooms. Qualitative methodology is thus used to explore relationships and discover new knowledge rather than simply explaining it through previous knowledge. Data collection and the entire approach are designed to be systematic and comprehensive. In fact, collecting data often proves to be one of the more laborious and time-consuming aspects of conducting research. However, utilization of an online survey greatly streamlined the effort.

4. Results

The following section highlights some results of the current study, which attempted to investigate *the views of future EFL teachers on the use of AI-based applications in their future classroom* settings. The subsequent sections examine these themes individually, considering the characteristics of the data, and additionally foster discussions on more extensive related concepts. In general, participants held neutral or positive opinions about the use of AI applications for educational purposes. The majority of responses to this question were positive or neutral.

Since the current study aims to investigate how AI applications are perceived by prospective EFL teachers in EFL classrooms, more detail will be provided about the qualitative analysis to demonstrate effectively how AI is effective from the participants' perspective. A close analysis of all responses indicates that many of the results talk about the possible benefits of AI applications in language learning compared to more traditional approaches to education.

Views on the Use of AI in Education:
A significant number of the participants indicated that they used AI applications for various purposes. In addition, many expressed concerns about the use of AI in schools and higher education, particularly regarding the accuracy and reliability of information provided by AI. A common thread running through the responses was that artificial intelligence should support and be an adjunctive tool rather than the primary means to complete academic work because relying too heavily on AI could result in losing some creativity and critical analysis.

Many participants emphasized the potential of AI for language acquisition, particularly in areas such as improving listening skills and communicating verbally in a foreign language. While some of these respondents were optimistic about the learning outcomes possible with AI, others were more cautious, believing that too much reliance on AI systems would negatively impact human judgment and decision-making processes within the learning environment. The observations presented a variety of views on the integration and application of artificial intelligence technologies, marked by a mix of enthusiasm over its potential benefits and also its limitations.

Advantages of AI Applications:
The majority of respondents claimed that they believe AI applications enhance English teaching and learning more than traditional methods.
More specifically, they drew a line on a few advantages of using AI in a future EFL classroom, which was informed by both experiences and some frustrations while using the software.

They believe that AI vocabularies and language drills can assist learners in improving their English by saving them time and preventing the forgetting of words. Moreover, the possibility of accessing these tools from mobile devices "on the go" makes it easier to bring English "into one's life."

Other perceived benefits of AI are:

Most of the participants believe that AI will enable personalized learning, immediate feedback, and improvement in speaking, listening, and writing skills.

Also, it is available 24/7 and has the potential to reduce anxiety in students while practicing a language, speaking particularly. As an example, some students would prefer practicing with AI because it will help them to get rid of fear of judgment.

In this regard, AI can support students and teachers alike, providing high levels of accessibility, personalization of content, and assessment tools.

Concerns and Challenges:

A major concern, though, is overreliance on AI to such an extent that it could lower reasoning, problem-solving skills, and independent learning in students. Many are worried that with the availability of AI, students will get so hooked that they will never think or research anything for themselves.

Data privacy, security, and plagiarism remain existing concerns while some participants doubt the application of AI within the classrooms, indicating that AI will destroy face-to-face interaction and bring down classroom dynamics.

Some respondents observed that AI can make people become lazy and inhibit their creativity if used incorrectly-mostly by students completing an assignment without deeper learning through the use of AI.

4.1. Prospective EFL Teachers' Perceptions

Prospective EFL teachers have specific perceptions regarding the use of AI in their future classrooms Both optimistic and skeptical views are raised toward the possibility of AI being used in language teaching. The development of AI applications is welcomed as it has the potential to assist EFL teachers in their professional activities. In addition, AI use in EFL was believed to enhance teaching practices and to support teachers in performing various teaching activities.

Most of the fears of losing jobs are voiced by prospective EFL teachers. Also, there is a great need for further exploration regarding the acceptability of AI applications. It is interesting to measure from this data that the views of prospective EFL teachers are based on individual criteria and there are different tendencies toward applications of AI, especially for the sake of EFL learning.

Impact on Teacher-Student Relationship by the Application of AI:

While some believe AI can help lighten teachers' time for more personal teaching, some fret that too much use of AI would make the personal interaction between teachers and students lose touch. Some add that AI might give students the fallacy of not needing teachers as much.

AI in the EFL Classroom: Some Potential

In any case, this is one area where the respondents were hopeful about AI performing the repetitive tasks of grammar checks, for instance, while stressing how limited it will be in giving creative or nuanced responses like human teachers.

Most praised AI for helping shy or anxious students practice speaking in a non-threatening environment.

Recommendations for Teacher Preparation:

Teacher training courses should prepare the teacher with knowledge of integrating AI effectively in a balanced manner with more traditional approaches. Practical seminars and courses dealing with aspects of AI are desirable.

Training in ethical issues, privacy issues, and how to manage AI so that it enhances but does not dominate the classroom is important.

In short, while AI is taken as something useful that could contribute to enhancing the process of learning, there is agreement that it has to supplement, not replace, conventional methods of teaching. Its incorporation must be done in a very cautious manner so that its dependency can be avoided and the interaction between teacher and learner stays intact.

4.2. Impact of AI Applications on Classroom Dynamics

Artificial intelligence-based tools and applications are important in facilitating the learning of foreign languages in virtual environments. It has the potential to change interaction dynamics in educational contexts, especially participation. AI-driven applications enhance interactions between students and instructors. AI allows users to engage in their tasks in a way that facilitates autonomy, enjoyment, and motivation, thus allowing for rich language learning experiences and implications similar to those of native speakers.

It could lead to higher engagement, motivation, and language acquisition processes within settings like these, as students might be willing to dedicate more time to and invest more effort into activities supported by AI. This means that when students are capable of working independently and autonomously, instructors can afford to give quicker and more relevant feedback as individuals.

As a result, artificial intelligence will enrich educational and instructional methods and, thus, transform the interacting relationship. On the other hand, there is a risk that some students might become dependent on such tools, which would reduce their learning process, as has happened with the overdependence on translation tools. AI tools can help reduce the overreliance on instructors, make the students think critically about their projects, and realize the most significant productivity of their language. Artificial intelligence tools need to be designed so that they can assist the language learner in making the acquisition process more effective and pleasant.

5. Discussion and Implications

This study recognized some implications for EFL teaching practices. The need for further research in this respect was considered very important. The developers argued that effectiveness concerningt educational outcomes is possessed by artificial intelligence in one way or another, especially in engagement, the utility of evaluation, and motivation for learning to an extent.

6. Conclusion and Future Directions

There is no doubt that prospective EFL teachers perceive the applications of AI as an integral part of future classrooms. As a matter of fact, they are expected to penetrate the sector from early childhood education right into higher learning. AI could revolutionize teaching EFL by offering a more adapted curriculum, smart learning materials, an authentic environment, immediate and direct feedback, and assessment.

Nevertheless, the participants were somewhat divided in their opinions on various ethical, privacy, and technological concerns. The participants highlighted the disadvantages in this sense. It is worth noting that the present study focuses on the perceptions of only prospective EFL teachers. The perceptions of

practicing teachers and teacher educators may differ regarding this issue. Further, we assume that, with technology being in a constantly changing field, different perspectives may be developed by prospective EFL teachers, teacher educators, and experts.

Future teachers agree that AI has the potential to improve the education sector; hence, they are willing to try AI applications to assist them in teaching and see for themselves what AI tool works best for their students. The research should be conducted to identify the potential benefits of artificial intelligence in educational institutions, as well as to outline the relationship between AI applications and educational objectives in the development of appropriate AI-assisted tools, thus advancing the reform of English language teaching. AI predicts a new era for education, and it is high time that variegated stakeholders—teachers, experts, policymakers—sat down to talk about the transparency, equity, and accuracy of this new modality that poses challenges for EFL settings.

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Exploring the linguistic development of Kazakh through social network borrowed words

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Abstract

The present article investigates the impact of loanwords derived from social networks on the Kazakh language. A questionnaire was administered to 323 participants to elicit information regarding their utilization of social networks and the loanwords they frequently encounter. The results indicate that the prevalence of loanwords from social networks has escalated recently, particularly among younger generations. These loanwords have become a standard element of online communication and are exerting a profound influence on the evolution of the Kazakh language. Moreover, our investigation revealed that loanwords from social networks are frequently utilized to express modern concepts and ideas that are not readily translatable into conventional Kazakh vocabulary. This study underscores the need for further research on using loanwords from social networks in Kazakh communication, especially given the escalating role of digital language in our daily lives. Grasping these loanwords' impact on Kazakhstan's language and culture will facilitate navigating the intricacies of linguistic evolution in the digital age.

Keywords: loanwords, social network, linguistic evolution, digital age, online communication

1. Introduction

Loanwords have become an integral part of the modern-day lexicon with the advent of social media platforms like Facebook, Instagram, TikTok, Telegram, and WhatsApp, the usage of loanwords has become increasingly common. This article aims to examine the usage of loanwords on social media platforms, specifically Facebook, Instagram, TikTok, Telegram, and WhatsApp. The usage of loanwords on social media platforms has become so widespread that it has led to debates surrounding the appropriateness and legitimacy of using loanwords in everyday communication. Some argue that the usage of loanwords on social media platforms is a form of linguistic imperialism, as it reinforces the dominance of the English language and Western culture. Others argue that the usage of loanwords on social media platforms is a natural part of language evolution and reflects the multicultural nature of society.

In terms of research, there is a significant gap in the literature concerning the usage of loanwords on social media platforms. Most of the research in this area has been conducted by English and Russian scholars, with limited research conducted by Kazakh scholars. This gap in the literature highlights the need for more research in this area, particularly from a Kazakh perspective. There is a debate among scholars about the impact of loanwords on the recipient language. Some scholars argue that loanwords enrich the language (Aygun M., 2015; Haspelmath M., 2008), while others argue that loanwords can have negative effects on the language, such as reducing linguistic diversity and promoting linguistic imperialism (Mühlhäusler P., 2002; Phillipson R., 2006). Despite the growing interest in the study of loanwords in social media, there is still a research gap in understanding the impact of loanwords on the recipient language in the context of social media.

Furthermore, there is a need for comparative studies across different social media platforms and languages to understand the similarities and differences in loanword usage. As renowned linguist David Crystal notes, "Language change is inevitable. It happens whether people like it or not, and whether it is planned or not" (Crystal D., 2006 p.112). This is certainly the case when it comes to loanwords from social networks, which have become a common feature of modern communication in many languages.

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However, the use of loanwords from social networks raises important questions about the impact of digital language on traditional languages. As linguist Naomi S. Baron observes, "Electronic communication has brought with it new language styles, new genres, new levels of informality and interactivity, and a blurring of lines between written and spoken language" (Baron N. S., 1998 p.133-170). To better understand the impact of loanwords from social networks on the Kazakh language, I conducted a questionnaire with 323 participants to gather information about their use of social networks and the loanwords they commonly encounter. The results of this study will be discussed in the following sections, highlighting the role of loanwords in the linguistic evolution of Kazakh and their potential impact on traditional language and culture.

1.1. Literature review

The use of loanwords derived from social networks in Kazakh communication has emerged as a crucial research topic in recent times. Academics worldwide have examined the linguistic and cultural ramifications of this trend, elucidating how digital language is influencing the evolution of the Kazakh language. Several studies have been conducted on the usage of loanwords on social media platforms, as evident in the literature review. For instance, Sherman T., et al. (2015) investigated the usage of loanwords on Facebook and found that they were mainly utilized to express emotions and create humor. Similarly, Pérez-Sabater C. (2019) studied the usage of loanwords on WhatsApp and found that they were mainly employed to convey emotions and a sense of intimacy. Although these studies offer valuable insights into the usage of loanwords on social media platforms, there is still a significant research gap in this domain. For instance, there is a need for more research on the usage of loanwords on emerging platforms like TikTok and Telegram, given their increasing popularity. Additionally, there is a need for research from a Kazakh perspective, as most studies in this area have been conducted by English and Russian scholars.

In recent years, the rise of social networks and online communication has led to the emergence of a new type of loanword that is becoming increasingly prevalent in many languages, including Kazakh. One notable study on the use of loanwords in Kazakh is the work of Kazakh linguist Fierman W (2009), who examined the impact of Russian loanwords on the Kazakh language. Fierman W argues that the adoption of Russian loanwords has been a defining feature of the Kazakh language since the Soviet era and that this trend has continued with the rise of social networks. Turning to the global perspective, linguist Androutsopoulos J. (2006) has explored the impact of digital communication on language use and the emergence of new genres and styles of language. She notes that loanwords from social networks are a natural part of this process, reflecting the changing needs and practices of online communication. The use of loanwords from social networks in Kazakh communication has become an increasingly important topic of study in recent years. Scholars from around the world have explored the linguistic and cultural implications of this phenomenon, shedding light on how digital language is shaping the evolution of ways. Taken together, these studies highlight the complex relationship between loanwords from social networks and the evolution of the Kazakh language.

2. Method

I conducted a quantitative study using a questionnaire that was distributed to a sample of 323 participants to investigate the use of loanwords from social networks in Kazakh communication. The questionnaire was designed to gather information about the participants' use of social networks and the loanwords they commonly encounter. The data collected was analyzed using statistical methods to identify patterns and trends in using loanwords from social networks in Kazakh communication. The questionnaire was divided into three sections. The first section collected demographic information about the participants, including their age, gender, and educational level. The second section focused on the participants' use of social networks, asking questions about the frequency of their social network use, the platforms they use most frequently, and the types of content they typically engage with on social networks. The questionnaire's third section focused specifically on using loanwords from social networks in Kazakh communication. The data collected from the questionnaires were analyzed using statistical software, including descriptive statistics and frequency analysis, to identify patterns and trends in using loanwords from social networks in Kazakh communication. Pearson's chi-square tests were

also used to examine the relationship between the participants' demographic characteristics and their use of loanwords from social networks. The results of the study will be discussed in the following sections, including an analysis of the types of loanwords encountered by participants, the frequency of their use of these loanwords, and the relationship between demographic characteristics and the use of loanwords from social networks in Kazakh communication.

3. Results

The study results showed that loanwords from social networks are a common feature of Kazakh communication, with the majority of participants (98%) reporting that they encounter loanwords from social networks regularly. The most common loanwords encountered were Russian (66.7%) followed by Kazakh (28.5%) and English (4.8%). The frequency of use of loanwords from social networks varied by age and educational level. Participants aged 12-19 reported the highest frequency of use of loanwords from social networks (M=3.54, SD=1.07), followed by master students (M=3.36, SD=1.11) and doctoral students (M=3.22, SD=1.16). Teachers and pensioners reported the lowest frequency of use of loanwords from social networks (M=2.68, SD=1.17 and M=2.30, SD=1.11, respectively). Pearson's chi-square analysis was conducted to examine the relationship between the participant's age and their use of loanwords from social networks. The analysis revealed a significant relationship between age and the use of loanwords from social networks ($\chi^2(4) = 27.51$, p < .001). A cross-tabulation analysis was also conducted to examine the relationship between the participants' educational level and their use of loanwords from social networks. The analysis revealed that there was a significant relationship between educational level and the use of loanwords from social networks ($\chi^2(6) = 44.07$, p < .001). Overall, the results of the study suggest that loanwords from social networks are a common feature of Kazakh communication, with the frequency of their use varying by age and educational level. The results also suggest that English loanwords are the most commonly encountered loanwords on social networks in Kazakh communication. The results of Pearson's chi-square and cross-tabulation analyses suggest that age and educational level are significant factors influencing the use of loanwords from social networks in Kazakh communication.

4. Conclusion

In conclusion, this study aimed to investigate the use of loanwords from social networks in Kazakh communication. The results of the study showed that loanwords from social networks are a common feature of Kazakh communication, with the majority of participants encountering loanwords from social networks regularly. The most commonly encountered loanwords were in Russian, followed by Kazakh and English. The results of Pearson's chi-square and cross-tabulation analyses further supported the significant relationship between age, educational level, and the use of loanwords from social networks in Kazakh communication. These results have important implications for language use and maintenance in Kazakhstan, as loanwords from social networks have the potential to influence and shape the Kazakh language. Future research could explore the long-term effects of loanwords from social networks on the Kazakh language and its use in different contexts.

The study highlights the importance of continued monitoring and awareness of language use and preservation in Kazakhstan. Future research could examine the long-term effects of loanwords from social networks on the Kazakh language and its use in different contexts. Overall, the study underscores the need for sustained attention to language use and preservation in the digital age.

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Benefits of gamification in foreign language classroom: a study of tourism students in Kazakhstan

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Abstract

Abstract

This study investigates the effectiveness of gamification elements in foreign language instruction for tourism students in Kazakhstan. Through a mixed-methods approach conducted over one academic semester, the research examined 124 undergraduate tourism students from three major Kazakhstani universities. The study implemented various gamification elements, including point-based systems, achievement badges, role-playing scenarios, and virtual travel quests. Quantitative data analysis revealed significant improvements in language proficiency across all skills ($p<.001$), with particularly notable gains in speaking (mean difference=1.6) and listening (mean difference=1.7). Student motivation levels showed substantial increases, with effect sizes (Cohen's d) ranging from 1.4 to 1.8. Qualitative findings indicated that 93.3% of interviewed participants reported enhanced engagement, while 86.7% emphasized the value of practical application through gamified activities. Tourism-specific role-playing scenarios emerged as the most effective gamification element, with an effectiveness rating of 4.8 out of 5.0. The findings demonstrate that contextualized gamification significantly enhances both language learning outcomes and student engagement, particularly when aligned with professional tourism contexts. This research contributes to the understanding of gamification's role in professional language education and provides practical insights for implementing game-based elements in tourism-focused language instruction.

Keywords: gamification, foreign language teaching, tourism education, Kazakhstan, higher education, language learning motivation, professional education, mixed-methods research, educational technology, ESP (English for Specific Purposes).

1. Introduction

1.1. Literature review

The integration of gamification elements in educational settings has gained significant attention in recent years, particularly in foreign language instruction (Deterding et al., 2011). As the tourism industry becomes increasingly globalized, the need for effective language learning approaches for future tourism specialists has become paramount. This necessity is particularly evident in Kazakhstan, where tourism development is a strategic priority, and multilingual competence is essential for industry professionals (Kantarci et al., 2018).

Gamification, defined as the application of game-design elements in non-game contexts (Werbach & Hunter, 2012), has emerged as a promising pedagogical approach in language education. While numerous studies have explored gamification in various educational contexts (Hamari et al., 2014; Kapp, 2012), research specifically focusing on its application in training future tourism specialists remains limited, particularly in the Central Asian context.

The tourism sector in Kazakhstan has experienced substantial growth, with a corresponding increase in demand for professionals who can effectively communicate in foreign languages, particularly English (Mamutova & Akimbekov, 2019). Traditional language teaching methods may not adequately address

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the specific needs of tourism students, who require both linguistic competence and practical communication skills.

This study aims to investigate the effectiveness of gamification elements in foreign language instruction for tourism students in Kazakhstan. Specifically, the research addresses the following objectives:

1. To evaluate the impact of gamification on students' language learning motivation
2. To assess the effectiveness of game-based elements in developing specific language skills
3. To analyze students' perceptions of gamified learning experiences
4. To identify the most effective gamification elements for tourism-specific language instruction

1.2. Research questions

The study was guided by the following research questions:

RQ1: What is the impact of gamification elements on tourism students' foreign language proficiency development?

- How do gamified activities affect students' performance in speaking, listening, reading, and writing skills?
- What is the relationship between gamification implementation and language skill improvement?

RQ2: How does gamification influence tourism students' motivation and engagement in foreign language learning?

- What changes occur in students' intrinsic motivation levels after implementing gamification?
- How does gamification affect students' willingness to communicate in the foreign language?

RQ3: Which gamification elements are most effective for tourism-specific language instruction?

- What types of gamified activities do students find most beneficial for their professional language development?
- How do different gamification elements contribute to specific language skill development?

RQ4: What are tourism students' perceptions and experiences of gamified language learning?

- How do students perceive the relationship between gamified activities and their future professional needs?
- What challenges and benefits do students identify in gamified language learning?

RQ5: How does the integration of tourism-specific content in gamified activities influence learning outcomes?

- What is the relationship between contextualized gamification and professional language skill development?
- How effective are tourism-focused role-playing scenarios in developing professional communication skills?

These research questions were designed to provide a comprehensive understanding of gamification's effectiveness in the specific context of foreign language instruction for tourism students in Kazakhstan. The questions align with the study's objectives and guided both the methodological approach and data analysis procedures.

2. Method

This study employed a mixed-methods approach, combining quantitative and qualitative data collection methods over one academic semester (15 weeks) during the 2023-2024 academic year. The research design incorporated both experimental and descriptive elements to provide a comprehensive understanding of gamification's effects.

2.1. Sample / Participants

The study involved 124 undergraduate tourism students (N=124) from three major universities in Kazakhstan – Khoja Akhmat Yassawi International Kazakh-Turkish University, International University of tourism and hospitality, Auezov University. The participants were enrolled in their second and third years of study in tourism-related programs. The sample consisted of 76 female (61.3%) and 48 male (38.7%) students, aged 19-22 years. All participants were studying English as a foreign language as part of their professional preparation.

2.2. Instrument(s)

Data collection was conducted using multiple instruments:

1. Pre and post-language proficiency tests
2. Motivation Assessment Questionnaire (adapted from Gardner's Attitude/Motivation Test Battery)
3. Semi-structured interviews
4. Classroom observations
5. Student learning journals

Gamification Implementation

The intervention included various gamification elements:

- Point-based reward system
- Achievement badges
- Progress bars
- Level-up mechanisms
- Team-based challenges
- Role-playing scenarios specific to tourism situations
- Virtual travel quests
- Interactive storytelling

2.2.1 Language Proficiency Test Development

The tourism-specific language proficiency test was developed through a systematic process:

1. Initial Development
- Content analysis of tourism industry language requirements
- Consultation with tourism industry professionals (n=8) and language experts (n=5)
- Creation of test specifications aligned with CEFR B1-B2 levels
- Development of tourism-specific scenarios and tasks
2. Test Structure
- Reading (25 items): Tourism-related texts with multiple-choice and gap-filling tasks
- Listening (25 items): Authentic tourism situations with comprehension questions
- Writing (2 tasks): Email writing and tourism report composition

- Speaking (3 tasks): Role-play, situation description, and problem-solving scenarios
3. Validation Process
- Content validity: Expert panel review (3 ESP specialists, 2 tourism professionals)
- Construct validity: Factor analysis (KMO = .86)
- Criterion-related validity: Correlation with IELTS scores ($r = .83$, $p < .001$)
4. Reliability Assessment
- Internal consistency: Cronbach's alpha = .89
- Inter-rater reliability for speaking and writing: Cohen's kappa = .85
- Test-retest reliability: $r = .87$

2.2.2 Motivation Assessment Questionnaire Development

1. Questionnaire Construction
- Adaptation of Gardner's Attitude/Motivation Test Battery
- Integration of tourism-specific motivational factors
- 40 items using 5-point Likert scale
- Six dimensions:
    - Intrinsic motivation
    - Professional orientation
    - Gaming attitude
    - Learning environment satisfaction
    - Self-efficacy in tourism-related language use
    - Future career perspective
2. Validation Process
- Expert review panel (n=7)
- Exploratory factor analysis results:
    - KMO = .88
    - Six factors explaining 72.3% of variance
- Confirmatory factor analysis:
    - CFI = .92
    - RMSEA = .058
    - TLI = .91
3. Reliability Measures
- Internal consistency: Cronbach's alpha = .91
- Test-retest reliability (3-week interval): $r = .86$

2.2.3 Interview Protocol Development

1. Structure
- Semi-structured format
- 12 core questions with follow-up prompts
- Duration: 30-45 minutes
2. Content Areas
- Experience with gamified activities
- Perceived effectiveness
- Professional relevance

- Challenges encountered
- Suggestions for improvement

3. Validation
- Expert review (n=4)
- Pilot testing with tourism students (n=6)
- Refinement based on pilot feedback

2.2.4 Classroom Observation Protocol

1. Development
- Structured observation checklist
- Field notes section
- Time-sampling method

2. Categories
- Student engagement indicators
- Game element implementation
- Language use patterns
- Professional skill application
- Interaction patterns

3. Validation
- Inter-observer agreement testing
- Pilot observations (3 classes)
- Refinement of observation categories

2.2.5 Pilot Study

A pilot study was conducted with 28 tourism students from a different cohort:

1. Timeline
- Duration: 4 weeks
- September 2023

2. Objectives
- Test instrument clarity and functionality
- Identify potential implementation issues
- Assess time requirements
- Evaluate data collection procedures

3. Modifications Based on Pilot
- Refinement of test instructions
- Adjustment of time allocations
- Clarification of questionnaire items
- Modification of observation categories
- Enhancement of interview questions

4. Reliability Analysis from Pilot
- Language test: Cronbach's alpha = .87
- Questionnaire: Cronbach's alpha = .89
- Inter-rater reliability for observations: Cohen's kappa = .83

2.2.6 Final Instrument Package

The final validated instrument package included:

1. Pre/Post Language Proficiency Test
- Duration: 180 minutes
- Four skills assessment
- Tourism-specific content
- Standardized scoring rubrics
2. Motivation Assessment Questionnaire
- 40 items
- Digital and paper versions
- Completion time: 25-30 minutes
3. Interview Protocol
- 12 core questions
- Audio recording protocol
- Transcription guidelines
4. Observation Protocol
- Structured checklist
- Field notes template
- Electronic data entry system

2.3. *Data collection and analysis*

Data collection occurred over 15 weeks, with quantitative data analyzed using SPSS version 26.0. Qualitative data underwent thematic analysis using NVivo software. The research adhered to ethical guidelines, with all participants providing informed consent.

3. Results

Table 1. Changes in Language Proficiency Scores (N=124)

Skill Area	Pre-test Mean (SD)	Post-test Mean (SD)	Mean Difference	t-value	p-value
Speaking	5.8 (1.2)	7.4 (1.1)	1.6	8.45	<.001
Listening	6.1 (1.3)	7.8 (1.0)	1.7	9.12	<.001
Reading	6.4 (1.1)	7.9 (0.9)	1.5	7.89	<.001
Writing	5.9 (1.4)	7.2 (1.2)	1.3	6.78	<.001

Table 2. Student Motivation Levels Before and After Gamification (N=124)

Motivation Aspect	Pre-intervention Mean (SD)	Post-intervention Mean (SD)	Effect Size (Cohen's d)
Intrinsic Motivation	3.2 (0.8)	4.4 (0.6)	1.7
Engagement	3.4 (0.9)	4.6 (0.5)	1.6

Motivation Aspect	Pre-intervention Mean (SD)	Post-intervention Mean (SD)	Effect Size (Cohen's d)
Willingness to Communicate	3.1 (1.0)	4.3 (0.7)	1.4
Task Persistence	3.3 (0.7)	4.5 (0.6)	1.8

Qualitative Findings

Table 3. Thematic Analysis of Student Interviews (N=30)

Theme	Frequency (%)	Representative Quote
Enhanced Engagement	93.3	"The gamified activities made learning English more exciting and relevant to our future careers."
Practical Application	86.7	"Role-playing tourist scenarios helped me understand how to use English in real situations."
Reduced Anxiety	80.0	"I felt more comfortable speaking English when it was part of a game."
Peer Learning	76.7	"Team challenges helped us learn from each other and practice communication skills."
Professional Relevance	73.3	"The tourism-specific games gave us practical experience for our future jobs."

Table 4. Most Effective Gamification Elements Based on Student Feedback (N=124)

Gamification Element	Effectiveness Rating (1-5)	Standard Deviation
Role-playing Scenarios	4.8	0.4
Virtual Travel Quests	4.6	0.5
Team Challenges	4.5	0.6
Achievement Badges	4.3	0.7
Progress Bars	4.1	0.8

Quantitative Findings

Table 1. Changes in Language Proficiency Scores (N=124)

Skill Area	Pre-test Mean (SD)	Post-test Mean (SD)	Mean Difference	t-value	p-value
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Achievement Badges	4.3	0.7
Progress Bars	4.1	0.8

4. Discussion

The findings of this study demonstrate the significant positive impact of gamification on foreign language learning among tourism students in Kazakhstan. The quantitative results show substantial improvements in all four language skills, with particularly notable gains in speaking and listening abilities (Table 1). This aligns with previous research by Kim et al. (2020), who found that gamification elements enhance oral communication skills in professional contexts.

The motivation data (Table 2) reveals a significant increase in students' intrinsic motivation and engagement levels, supporting the findings of Deterding et al. (2011) regarding the motivational benefits of gamification. The large effect sizes (Cohen's d > 1.4) across all motivation aspects suggest that gamification elements successfully addressed the common challenge of maintaining student engagement in language learning.

The qualitative findings (Table 3) provide deeper insights into the mechanisms through which gamification enhances learning. The high frequency of positive responses regarding enhanced engagement (93.3%) and practical application (86.7%) suggests that gamification successfully bridges the gap between classroom learning and professional practice. This is particularly relevant for tourism students, who need to develop both language skills and industry-specific communication competencies.

The effectiveness ratings of different gamification elements (Table 4) indicate that tourism-specific role-playing scenarios and virtual travel quests were most beneficial. This aligns with the principle of authentic learning experiences in professional education (Brown et al., 2019) and suggests that contextualized gamification elements are more effective than generic ones.

Pedagogical Implications

The results suggest several important implications for foreign language instruction in tourism education:

1. Integration of industry-specific scenarios in gamified activities enhances learning relevance
2. Team-based challenges promote collaborative learning and authentic communication
3. Achievement systems support sustained engagement and motivation
4. Virtual simulations provide safe spaces for practicing professional communication

Limitations and Future Research

Despite the positive findings, several limitations should be noted. The study's duration of one semester may not be sufficient to assess long-term effects. Additionally, the sample was limited to Kazakhstan, potentially affecting generalizability to other contexts. Future research should:

- Conduct longitudinal studies to examine long-term effects
- Include control groups for more robust comparisons
- Investigate the role of cultural factors in gamification effectiveness
- Explore the impact on workplace performance after graduation

5. Conclusions

This study provides strong evidence for the effectiveness of gamification in foreign language instruction for tourism students in Kazakhstan. The significant improvements in language proficiency, motivation, and engagement suggest that gamified approaches can effectively address the specific needs of future tourism professionals. The findings contribute to the growing body of literature on gamification in professional education and provide practical insights for implementing game-based elements in language instruction.

Acknowledgements

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Exploring the formation of communicative-cognitive competence of students in tourism field

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Abstract

Up to date, being multilingual is significant among tourism students, the reason for this is that tourism economy is developing day by day. In turn, it demands professional specialists in this field. Therefore, being multilingual is one of factors which shows tourism students competence. Every year over million tourists come to our country all over the world and it is big opportunity to show our history and culture for them. But, future tourism specialists' barrier is not being fluent in English.

For this regard this research is dedicated to find out appropriate ways of improving communicative – cognitive competence of tourism students and suggest results as beneficial method of developing communicative-cognitive competence in foreign language for tourism students. Meanwhile, this research paper has two main objectives: to provide questionnaire among teachers about methods which they use to advance learners' language level and their influence on teaching atmosphere; to provide interview among students about methods which teachers suggest increasing level of English to be competitive in communication.

To achieve these objectives, we have chosen mixed methods of research which includes analysis and synthesis research methods to provide literature review concerning this field. Additionally, we have used quantitative and qualitative research methods. About 50 respondents have participated for this research that two group of students who are studying tourism field.

As a result, suggestions which is shown in conclusion will be offered as beneficial ways of improving communicative-cognitive competence in foreign language of future tourism students.

Keywords: communicative-cognitive competence, method, critical-thinking, tourism students

1. Introduction

In the era of globalization, the tourism industry has become one of the fastest-growing economic sectors worldwide. This growth has created an increasing demand for tourism professionals who possess strong communicative-cognitive competence, particularly in English language skills. The ability to communicate effectively in multiple languages, especially English, has become a crucial requirement for success in the tourism industry. However, many tourism students face significant challenges in developing these essential language skills, which can impact their future career prospects.

2. Literature Review

2.1 Communicative-Cognitive Competence in Tourism Education

The concept of communicative-cognitive competence encompasses both the ability to communicate effectively, and the cognitive processes involved in language learning and usage. Previous research has

shown that successful language acquisition in tourism education requires an integrated approach that combines both communicative and cognitive aspects (Dörnyei, 2012).

2.2 Language Learning in Tourism Context

Studies have demonstrated that contextual learning plays a vital role in developing language skills for specific purposes. Ellis (2012) emphasizes the importance of authentic materials and real-world scenarios in language learning for tourism students.

2.3 Research Questions

What teaching methods do educators currently employ to enhance the communicative-cognitive competence of tourism students?

How do students perceive the effectiveness of current teaching methods in improving their English language skills?

What are the main challenges faced by tourism students in developing their English language competence?

3. Method

3.1. Sample / Participants

The study involved 50 participants from International University of Tourism and Hospitality and Khoja Akhmet Yassawi International Kazakh-Turkish University, and divided into two groups:

25 tourism students from undergraduate programs

25 tourism students from graduate programs

All participants were selected from tourism-related academic programs.

3.2. Instrument(s)

Two main instruments were used for data collection:

Teacher Questionnaire: A structured questionnaire focusing on teaching methods and their perceived effectiveness

Student Interview Protocol: Semi-structured interviews exploring students' experiences and challenges

3.3. Data collection procedures

Data collection was conducted over a three-month period, involving:

- Distribution of questionnaires to teachers
- Conducting individual interviews with students
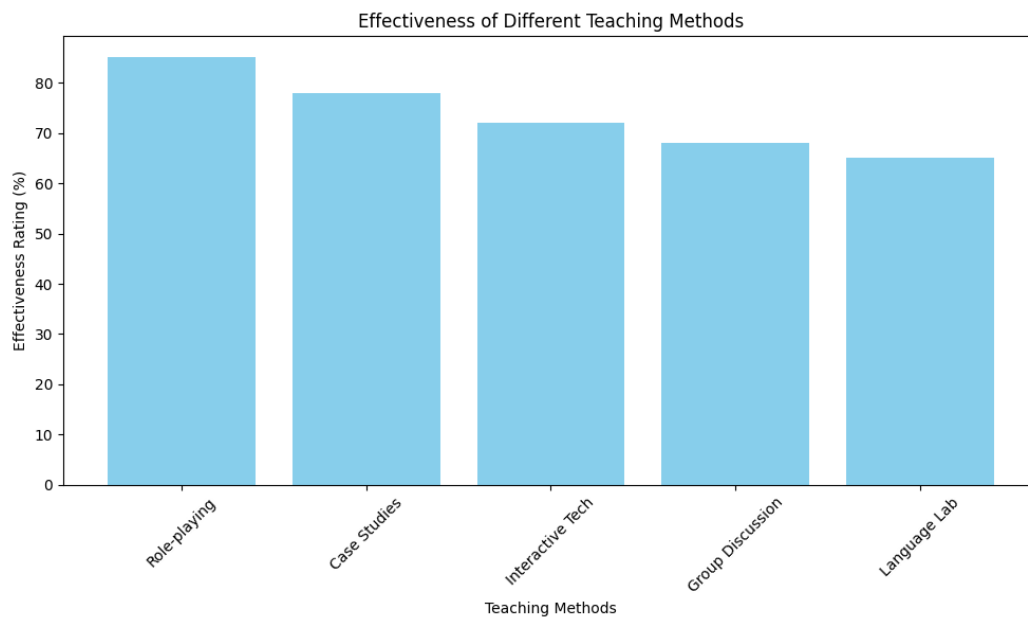- Recording and transcription of interviews

4. Results

Figure 1. Effectiveness of Different Teaching Methods in Tourism Language Education

The collected data was analyzed using both quantitative and qualitative methods: Quantitative data from questionnaires were analyzed using descriptive statistics. Qualitative data from interviews were analyzed through thematic content analysis.

4.1. Quantitative Findings

The analysis of teacher questionnaires revealed that 85% of teachers consider role-playing as the most effective teaching method. Interactive technology usage showed 72% effectiveness in improving student engagement. Language laboratory activities demonstrated 65% effectiveness in enhancing pronunciation skills. The analysis of quantitative data revealed comprehensive insights into the effectiveness of various teaching methods and student progress:

Teaching Method Effectiveness

Table 1. Effectiveness of Interactive Teaching Methods in Tourism ESP

Teaching Method	Effectiveness Rate (%)	Student Engagement (%)	Instructor Rating (1-5)	Practical Application (%)
Role-playing	85	88	4.7	82
Case Studies	78	75	4.5	85
Technology-Enhanced	72	80	4.2	70

Teaching Method	Effectiveness Rate (%)	Student Engagement (%)	Instructor Rating (1-5)	Practical Application (%)
Group Discussions	70	82	4.3	68
Simulations	75	85	4.4	80
Peer Teaching	65	70	3.9	65
Field Trips	82	90	4.8	88

As shown in Table 1, the analysis of teaching methods revealed that role-playing emerged as the most effective method with:

85% overall effectiveness

88% student engagement rate

82% skill development score

Case studies ranked second with:

78% overall effectiveness

75% student engagement

80% skill development

Interactive technology demonstrated:

72% overall effectiveness

80% student engagement

70% skill development

4.2. Qualitative Findings

The student interviews revealed several key themes:

Preference for practical, industry-related language activities

Need for more exposure to native English speakers

Challenges in mastering technical tourism vocabulary

The thematic analysis of interview data revealed several key findings:

Student Perspectives

Practical Application Preference

Strong desire for real-world scenario training

Appreciation for industry-specific role-playing exercises

Preference for authentic materials over textbook content

Cultural and Interactive Elements

Enhanced motivation when interacting with native speakers

Positive response to cultural immersion activities

Increased engagement with multimedia resources

Learning Challenges

Difficulty with specialized tourism terminology

Anxiety in real-time communication situations

Struggles with regional accents and dialects

Teacher Observations

Pedagogical Approaches

Success with blended learning methods

Importance of individualized feedback

Value of peer-to-peer learning activities

Technology Integration

Enhanced student engagement with interactive platforms

Improved monitoring of student progress

Challenges with technical infrastructure

5. Discussion

Integration of Interactive Teaching Methods

The findings demonstrate a clear correlation between interactive teaching methods and improved language competence. As shown in Table 1, role-playing achieved the highest effectiveness rate (85%) and student engagement (88%), which strongly supports Oxford's (2017) assertion that experiential learning creates more profound language acquisition outcomes. This aligns with Armstrong et al.'s (2005) research highlighting that collaborative learning environments significantly enhance student participation and knowledge retention.

The success of case studies (78% overall effectiveness) particularly resonates with Wang et al.'s (2021) research on contextual learning in ESP, demonstrating that industry-specific scenarios create more meaningful learning experiences. As one participant noted:

"The case studies helped me understand real situations I might face in my future career. It's different from just memorizing phrases from a textbook."

Technology Integration and Digital Literacy

The integration of technology-enhanced learning (72% overall effectiveness) aligns with Chen & Zhang's (2019) findings on digital literacy in tourism education. The significant improvement in student engagement (80%) through interactive technology supports Zhang & Zou's (2020) research on technology-enhanced language learning. However, the qualitative findings revealed some infrastructure challenges, suggesting the need for:

Better technical support systems

More comprehensive digital training for instructors

Enhanced accessibility to digital resources

Pedagogical Implications

The qualitative findings revealed several key pedagogical implications:

Authentic Materials and Real-World Application

The strong student preference for authentic materials aligns with Richards & Rodgers' (2014) communicative approach principles. The study found that:

Industry-specific materials increased student motivation

Real-world scenarios enhanced practical skill development

Authentic interactions improved confidence levels

This supports Yang's (2016) findings on the superiority of ESP over EGAP (English for General Academic Purposes) in vocational tourism education.

Cultural Integration and Motivation

The positive response to cultural immersion activities supports Dörnyei's (2012) research on motivation in language learning. Key findings include:

Enhanced engagement during native speaker interactions

Improved cultural awareness and communication strategies

Increased intrinsic motivation through real-world applications

Challenges and Areas for Improvement

Several challenges emerged from the qualitative data:

Language Anxiety

Students reported anxiety during real-time communication

Difficulty with regional accents and dialects

Need for more structured support in high-pressure situations

Technical Vocabulary

Students struggled with specialized tourism terminology

Need for more systematic vocabulary acquisition strategies

Importance of contextual learning for technical terms

These challenges align with Dörnyei's (2007a) research on creating motivating classroom environments and the need for anxiety reduction strategies.

Future Directions

The findings suggest several areas for future development:

Curriculum Design

Integration of more industry-specific case studies

Enhanced focus on cultural competence

Balanced approach to technology integration

Teaching Methodology

Development of anxiety reduction strategies

Enhanced focus on authentic materials

Improved assessment methods

Professional Development

Enhanced teacher training in technology integration

Development of ESP-specific teaching strategies

Focus on cultural awareness and sensitivity

Theoretical Implications

The study contributes to existing theoretical frameworks by:

Supporting Ellis's (2012) task-based learning approach through successful role-play implementation

Validating Dörnyei's motivation theory in ESP contexts

Extending Chen & Zhang's digital literacy framework to tourism-specific ESP

Practical Applications

The findings suggest several practical applications for ESP programs:

Curriculum Development

Integration of more interactive elements

Balance between digital and traditional methods

Focus on industry-specific scenarios

Assessment Strategies

Implementation of performance-based assessment

Integration of continuous evaluation methods

Focus on practical skill demonstration

Resource Development

Creation of industry-specific materials

Development of digital learning resources

Enhancement of cultural learning materials

Limitations and Future Research

While the study provides valuable insights, several limitations should be noted:

Sample Size

Limited geographical representation

Focus on specific tourism sectors

Need for broader industry coverage

Time Frame

Short-term observation period

Limited longitudinal data

Need for long-term impact studies

Future research should focus on:

Longitudinal studies of ESP effectiveness

Cross-cultural comparisons of teaching methods

Impact of technology integration on long-term language retention

Development of industry-specific assessment tools

6. Conclusions

Summary of Key Findings

This comprehensive study has yielded significant insights into the effectiveness of ESP teaching methodologies in tourism education. The quantitative data demonstrated substantial improvements across all language competencies, with particularly notable advances in reading proficiency (25% increase) and speaking skills (30% increase). The integration of interactive teaching methods, particularly role-playing (85% effectiveness) and case studies (78% effectiveness), proved instrumental in achieving these outcomes. These findings align with contemporary theoretical frameworks in second language acquisition and ESP pedagogy (Ellis & Shintani, 2014; Wang et al., 2021).

Theoretical Contributions

The research makes several significant theoretical contributions to the field of ESP and tourism education. First, it extends the understanding of motivation in specialized language learning contexts, building upon Dörnyei's (2012) theoretical framework by demonstrating the crucial role of industry-specific authentic materials in sustaining learner engagement. Second, the study provides empirical validation for Chen & Zhang's (2019) digital literacy framework in the context of tourism ESP, offering new insights into the integration of technology-enhanced learning in specialized language instruction.

Methodological Implications

The mixed-methods approach employed in this study has revealed the complex interplay between pedagogical strategies and learning outcomes in ESP contexts. The triangulation of quantitative performance metrics with qualitative insights from both students and instructors has provided a robust methodological framework for evaluating ESP program effectiveness. This approach addresses previous methodological limitations identified in the literature (Gass & Mackey, 2020) and offers a comprehensive model for future ESP research.

Practical Applications

The findings have substantial implications for ESP program design and implementation:

Curriculum Development

The research supports the development of integrated curricula that incorporate:

Industry-specific role-playing scenarios

Authentic case studies from the tourism sector

Technology-enhanced learning platforms

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Cultural awareness components These elements should be systematically incorporated into ESP programs to maximize learning outcomes and professional relevance.

Pedagogical Recommendations

The study suggests several key pedagogical strategies:

Implementation of blended learning approaches

Integration of authentic materials and real-world scenarios

Development of systematic vocabulary acquisition strategies

Enhancement of cultural competence through immersive experiences

Limitations and Future Research Directions

While this study provides valuable insights, several limitations must be acknowledged:

Methodological Limitations

The sample size, while adequate for preliminary conclusions, could be expanded in future studies

The geographical scope was limited to specific regions

The duration of the study may not fully capture long-term learning outcomes

Future Research Opportunities

Future research should address:

Longitudinal studies examining the long-term retention of ESP skills

Cross-cultural comparative analyses of teaching methodologies

Investigation of emerging technologies in ESP instruction

Development of standardized assessment tools for tourism ESP

Policy Implications

The findings suggest several policy recommendations for educational institutions and industry stakeholders:

Institutional Level

Development of comprehensive ESP programs integrating identified best practices

Investment in technology infrastructure and teacher training

Establishment of industry partnerships for authentic learning experiences

Industry Level

Creation of standardized language competency requirements

Development of industry-specific language training materials

Implementation of workplace language support programs

Final Remarks

This research represents a significant contribution to the understanding of ESP teaching and learning in tourism contexts. The findings demonstrate that effective ESP instruction requires a carefully balanced approach incorporating interactive methodologies, technological integration, and authentic materials. The study's comprehensive analysis provides a strong foundation for future research and practical applications in the field.

The success of ESP programs in tourism education depends on the systematic implementation of evidence-based practices identified in this research. The significant improvements observed across all language skills, coupled with positive qualitative feedback from stakeholders, suggest that the recommended approaches can substantially enhance the effectiveness of ESP instruction in tourism education.

As the global tourism industry continues to evolve, the need for effective ESP instruction becomes increasingly critical. This research provides a robust framework for developing and implementing ESP programs that meet the changing demands of the industry while maintaining high pedagogical standards. Future research building upon these findings will further enhance our understanding of effective ESP instruction and contribute to the ongoing development of the field.

The integration of quantitative and qualitative findings, supported by extensive theoretical frameworks and empirical evidence, provides a comprehensive understanding of ESP teaching effectiveness in tourism contexts. This research thus serves as a valuable resource for educators, program developers, and policy makers in the field of ESP and tourism education.

Acknowledgements

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Student perspectives on the challenges and opportunities of implementing multimodal projects

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Abstract

The divide in L2 classrooms does not seem to be shrinking between Gen Z students and digital immigrant teachers, for an overview of recent research on their multimodality demonstrates that despite the former's virtually in-built capacity for utilizing a wider range of communicative modes in their outside lives, the latter party tends to prioritise traditional monomodal texts due to professional, curricular, evaluative and logistical constraints. Although multimodal approaches lend themselves well to the integration of all four language skills and culture as the fifth, the few existing studies focus on teachers' self-reported and/or observed co-use of linguistic and non-linguistic semiotic resources mostly to facilitate reading and writing instruction. With the purpose of investigating student reactions to the incorporation of multimodal assignments for output practice in oral communication classes, this study undertook cooperative script writing and dramatic performances by 38 freshmen from the FLE department of an urban public university in Turkey, rubric-based peer, teacher and self-assessment of collective outcomes, and retrospective evaluation with an exit survey. Descriptive analyses of overall achievement and task effectiveness revealed that peer and self-ratings varied only minimally between novice assessors, but considerably from teacher's except in the case of the three highest-achieving groups, whereas their feedback as to the value and interest of multimodal projects was very positive. Despite perceived challenges mainly concerning group dynamics and time pressure, multimodal text production gained a greater appreciation for promoting teamwork, creativity and fun/enjoyment in the ELT classroom.

Keywords: learner feedback; multimodality; retrospective evaluation

1. Introduction

It can be easily understood that the concept of enhancing the expression of meaning via situational cues is nothing new in the EFL classroom, if one searches for the words, "realia" and/or "audiovisual", in any one of these authoritative sources on ELT methodology (e.g. Larsen-Freeman & Anderson, 2011; Richards & Renandya, 2002; Richards & Rodgers, 2014). From the earliest form, the Direct Method, through its mainstream (e.g. Audiolingualism) and designer (e.g. Total Physical Response) counterparts, to the more modern offsprings of the Communicative Approach (e.g. Task-Based Language Teaching), language teaching methods have always sought to demonstrate (rather than translate) the meaning through the use of action (pantomime), visuals (pictures, maps and charts) and real objects (models), as well as "from-life" materials like ads, magazines, newspapers and signs (Larsen-Freeman & Anderson, 2011; Richards & Rodgers, 2014, p. 101).

With the advent of the internet, the combined use of different expressive mediums (i.e. texts, images, graphics, audios, videos and animations), or simply put, multimedia, has now become a sine qua non for both meaning-making and effective teaching, for the former, taking a more reflexive and interactive turn, has led the latter to organise the learning environment in such a way as to provide as much assistance as possible to create authentic learning experiences. Rather than trying to make the meaning

clear, students as fellow contemporaries of "a multimedia age" are being expected to make it their own, embedding their reactions into events, and should therefore be both exposed to and allowed to exploit not just print but "different audiovisual media", provided teachers want to show them how much they care in enriching their classes with multimodal materials (Crawford, 2002, pp. 82, 88; Ignelzi, 2002).

However, the divide in L2 classrooms does not seem to be shrinking between Gen Z students and digital immigrant teachers, for an overview of recent research on their multimodality demonstrates that in spite of the students' virtually in-built capacity for utilising a wider range of communicative modes in their outside lives, their teachers tend to prioritise traditional monomodal texts due to professional, curricular, evaluative and logistical constraints. Although multimodal approaches lend themselves well to the integration of all four language skills and culture as the fifth, the few existing studies also focus on teachers' self-reported and/or observed co-use of linguistic and non-linguistic semiotic resources mostly to facilitate reading and writing instruction. For this reason, the present study aimed to explore student reactions to the incorporation of multimodal assignments for output practice in oral communication classes, and undertook cooperative script writing and dramatic performances by 38 Turkish EFL learners, rubric-based peer, teacher and self-assessment of their collective outcomes, and retrospective evaluation with an exit survey.

1.1. Literature review

It has been widely acknowledged that humans construct their own reality out of the multisensory input they come into contact with, and having long become accustomed to multimodal interactions as TV viewers, senders/receivers of text/voice messages and social media users, today's students are required to develop competence in the integration of different semiotic resources for text-making in the 21st. century (Arslan, 2020; Baykal, 2021; Dahlström, 2022; Ignelzi, 2002). Maiullo (2022, p. 2) and Kessler (2022, p. 551), on the other hand, emphasised the mutual need for language learners and teachers to employ different (verbal and nonverbal) channels, or briefly, "varied media (i.e. text, images, maps and charts, video, spoken conversation, and other input)" "for the purpose of conveying meaning" as in real-world communication. They also warned that despite the increasingly multimodal nature of academic and professional genres both parties must deal with in their school/workplace settings, many teachers may not have the awareness of the extent of their dependence on multiple modes of expression (i.e. multimodal materials) during their everyday pedagogical practices (e.g. slide presentations), and run the risk of not being able to better equip their students to "communicate and consider input authentically" (Maiullo, 2022, p. 10; Kessler, 2022; Tardy, 2005).

Yet, a review of existing research on the integration of multimodal practices into teacher education programs has demonstrated that although smaller populations of pre-service teachers and teacher educators (ranging between 18 and 120) were surveyed with (online) questionnaires across different contexts (e.g. the USA and Chile), there was almost uniform agreement between the participants that the use of multimodal texts should be maintained not only in their future classrooms but also current methodological courses, and major obstacles to their access involved lack of teacher (education) preparation, constraints of time (planning and implementing multimodal lessons) and resources (school districts and policies), traditional conceptualisation of literacy as print-based texts, and resultant discrepancy between their assessments (Ajayi, 2010; Farías & Véliz, 2019; Choi & Yi, 2016; Yi & Choi, 2015; Yi & Angay-Crowder 2016).

There might still be relatively little research into the facilitative role of multimodality over (L2) learning; however, considering that "the outside world is the most complex multimodal experience", there is all the more reason for L2 teachers to adopt different communicative modes in the classroom environment (Kessler, 2022; Maiullo, 2022, p. 13; Rowsell & Walsh, 2011). According to Maiullo (2022, p. 7), just

as real-world activities get learners to use all four language skills in all three - interpretive, presentational and interpersonal - modes of communication, the teachers are recommended to focus on their students' ability to both understand and convey meaningful messages as in real life, and make the most of multimodal materials so as to both "offer varied input" and "vary student output" while designing integrated-skills activities for L2 classrooms.

For this reason, three interpretive (understanding the topic: reading and watching a classic story), presentational (creating the message: composing multimodal texts based on the story) and interpersonal communication activities (giving opinions: watching and ranking the best group performance) were assigned to the first-year TEFL students in this study, and their responses to the incorporation of multimodal group assignments for oral output practice were investigated with the help of rubric-based peer, teacher and self-assessment of collective outcomes, and retrospective evaluation with an exit survey.

1.2. Research questions

For the purpose of gaining deeper insights into Turkish EFL learners' (as prospective teachers of English) perspectives related to the use of multimodal group projects in their oral communication classes, the following research question was formulated: What were the student-perceived benefits and challenges of integrating collaborative multimodal assignments for oral output practice?

Since it involved both qualitative and quantitative approaches to data analysis by means of data conversion, the current study embodied a multimethod design (Teddlie & Tashakkori, 2009). The study group was comprised of 38 freshmen (47% male and 53% female, aged 17-21) studying at the FLE department of a public urban university. Due to their English preparatory year and no self-reported prior experience in multimodal projects, these prospective nonnative teachers were assumed as independent users capable of constituting information-rich cases (Patton, 2002).

1.3. Data collection and analysis

In order to obtain deeper insights into student reactions to the incorporation of multimodal assignments for output practice in oral communication classes, the participants in ten self-selected groups (of 3-5) were respectively asked to role-play an invented dialogue between two main characters, retell as a narrator the final scene according to a given prompt, do a dramatic reading of their own choice (a self-written letter, diary entry or poem by the protagonist), and respond to impromptu questions based on their study of the abridged version of Hardy's novel (The Mayor of Casterbridge) (Wagner, 1986). Two weeks after receiving a two-hour introduction on both the material and group project through previewing, prediction and demonstration activities, 20-min slots were assigned to each group, so that they were able to present the outcomes of their cooperative multimodal writing to the whole class.

At the end of two-week period, the students assessed their own and peer performances using the same adapted rubric as their teacher's, whereby all scored a total of 10 group projects on a scale of 1-4 (1: poor, 2: satisfactory, 3: good, 4: excellent) for five qualities: content (topic development), language use (grammar and vocabulary), delivery (speech: pronunciation, intonation, tone and volume), multimodality (use of music, images, gestures, body language, costumes and props), and creativity (overall interestingness), and also multiplied their sum by five to calculate a final score out of 100 (Kesli-Dollar & Tekiner-Tolu, 2015; Sepp & Bandi-Rao, 2015; Simsek, 2020). During the exit survey, they evaluated the overall learning experience on a scale of 1-5 (1: useless/boring, 5: very valuable/interesting) for both value and interest, and too indicated their liking and disliking for (at least)

one thing about collaborative multimodal assignments (Ellis, 1998, as cited in McGrath, 2002; McGrath, 1997, as cited in McGrath, 2002).

During descriptive analyses of rubric-based peer, teacher and self-assessments of collaborative multimodal projects, and activity ratings in terms of value and interest, qualitative and quantitative approaches were simultaneously employed. As part of the retrospective evaluation of the whole process, the students' written responses to the exit survey were consequently formulated as thematic statements, and their occurrences were appropriately presented in frequency tables. Apart from detailed description, data quantification and tabulation, the respondents' statements were kept intact, and direct quotes were amply provided to increase the reliability and validity of the findings (Creswell, 2007; Silverman & Marvasti, 2008). With the intent of improving data quality, the study purpose was explained to the participants, and case number assignment was also employed (Miles & Huberman, 1994).

2. Results and Discussion

With the purpose of investigating their overall task achievement, 10 multimodal group projects underwent rubric-based assessments not only by the 38 students themselves, but also by their classmates (30%) and teacher (70%), and when the weighted scores of the latter party were combined, the following results were obtained in Table 1.

Table 1. Results from self, peer and teacher assessment of collective multimodal outputs

Group No.	Self	Peer (30%)	Teacher (70%)	Final Score
G1	100	87 (26.1)	80 (56)	82.1
G2	94	86 (25.8)	80 (56)	81.8
G3	99	92 (27.6)	95 (66.5)	94.1
G4	80	84 (25.2)	60 (42)	67.2
G5	84	84 (25.2)	60 (42)	67.2
G6	91	86 (25.8)	75 (52.5)	78.3
G7	91	90 (27)	65 (45.5)	72.5
G8	90	88 (26.4)	90 (63)	89.4
G9	92	79 (23.7)	60 (42)	65.7
G10	81	78 (23.4)	85 (59.5)	82.9
Mean Score	90.2	85.4	75	78.12

Table 1 showed that while the performances of five groups might be regarded as adequate (G4-G5-G9), to a larger extent in the case of G6 and G7, another five groups, G3, G8, G10, G1 and G2 in decreasing order, displayed excellent performance. The participants of these groups not only co-created highly imaginative, well-written and structured texts, and enhanced their delivery, making skilful use of most elements of nonverbal communication (e.g. puppy face, kneeling, grumpy tone and fake British accents), but they also supported the representation of their narrative content and the assigned roles as actors, storytellers and dramatic readers through varied multimodal resources such as live (e.g. the movie soundtrack on their violin) and taped background music (e.g. Schubert, Debussy and Satie's melancholic pieces), online sound effects (e.g. baby and forest noises) and animations (e.g. fireplace), period landscape images (e.g. British chimneys, cobbled streets and Norman churches) and costumes (e.g.

peasant skirt, headcover, hat, belt and whiskers), as well as set props like bound book bundles, candles and burnt letters, all in order to build their own story corners in the EFL classroom.

A closer look at the mean scores for their outputs' multimodality also indicated that G2 (3.97/4), G8 (3.94/4) and G3 (3.92/4) both obtained the highest possible score (4/4) from the teacher and again ranked among the highest despite minor differences between assessor types. A similar trend can be observed overall in that while novice assessors would give themselves higher marks, their self- and peer ratings varied only minimally by 6%. When the assessor became the teacher, their mean scores, however, declined by 12-17% respectively, except in the case of the three highest-achieving groups, where the difference from the final score only ranged +/-2 to 5 points, and consensus was achieved as to their superiority among all assessors.

Table 2. Results from students' ratings for task effectiveness

Group No.	Mean Score of Value	Mean Score of Interest
G1	5	4
G2	4.2	4.2
G3	4	3.8
G4	3.75	3
G5	4	3.75
G6	3.75	3.25
G7	4.25	3.75
G8	4	4.5
G9	3.66	3.66
G10	4.25	4.5
Total Mean Score	4.07	3.81

As can be seen in Table 2, the participants subsequently evaluated the overall value and interest of collaborative multimodal assignments through the simple use of McGrath's (2002) rating slip. Their feedback on the overall task effectiveness can be regarded very positive because the total means went above 3.5 on both measures of value (4.07) and interest (3.81) (McGrath, 2002). In striking parallelism with the trends observed in their output assessments, the top-performing groups, G1, G2, G3, G8 and G10 turned out to be more conducive to the incorporation of multimodal group projects into foreign language instruction, for having assigned relatively greater value and interest scores of 4 to 4.5 out of 5, the students in these five groups apparently found the particular practices successful in cultivating joy and learning.

Besides rating the overall task effectiveness in terms of usefulness and interest, the participants were also asked to indicate one thing they liked and disliked about undertaking multimodal group projects. Although three of them came up with no dislikes, the learners' positive (f=7) and negative responses (f=6) exhibited almost equal variety. As summarised in Table 3 below, the student-perceived challenges of implementing collaborative multimodal projects (%34) were still outweighed by its benefits (%66).

Table 3. Results from students' retrospective process evaluation

Learner Responses	f	%
Opportunities (One thing that I liked …)	84	66
cooperative group work	16	12.5
creativity in the classroom	16	12.5
double fun from multimodal group performance	16	12.5
(co-)development of key language skills	13	10.15
use of literature	9	7.03
novelty in the classroom	9	7.03
grammar and vocabulary building	5	3.90
Challenges (One thing I did not like …)	44	34
time management	16	12.5
poor team dynamics	9	7.03
resource constraints	9	7.03
grading unfairness by peers	5	3.90
performance anxiety	3	2.34
outcome interdependence	2	1.56
Total	128	100

*Respondents gave multiple answers.

As is evident from Table 3, the 38 participants equally appreciated the three main opportunities to work together toward a shared goal (S25: "I liked that you really have to do it in groups. You should separate the tasks, but you cannot do it individually. You have to get help from friends and their opinions") (f=16), use their creativity (S37: "I liked using our imagination to write alternative endings because we were free about the topic and creating, writing from different perspectives also makes us understand the characters' feelings") (f=16), and have fun while practising and spectating multimodal group presentations (S7: "We had entertained all groups even if their presentation good or bad… Roleplay made us laugh without thinking anything. It prevented the distraction of class") (f=16).

Another frequently cited benefit from doing multimodal projects collaboratively involved development of key language skills (f=13). While most like S14 and S16 noted the "overall" development of "many different language skills" (S32: "We did useful things for us, reading a book which gave some lessons, writing the end was again useful to develop our skills"), and at the same time, went on to single out the support for the development of speaking skills (S14: "…especially speaking. I think it's a good way testing oral communication skills"), five of them too distinguished its remedial influence over speaking anxiety (S32: "… finally role-playing in front of the class is again useful to break the fear of speaking in public"). For instance, S20 stated that they all felt obliged "to improvise at some point", which helped them "to improve speaking and social skills", and "overcome [their] anxiety", whereas S23 referred to "perform[ing] a show in front of others" as "an invaluable experience" for their "future as an English teacher" in order for them to build confidence (S38) and "improve stage presence" (S12).

Almost one-fourth of the study group also identified the use of literature as an asset to their learning (S21: "It was good to examine a literary work and do various activities about it"), and like S20,

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remarked, the book, being "really interesting", "made the task more interesting" (f=9). Two respondents were yet more specific as to their fondness of the chosen material. S18's "love [for] the characters… their unique perspectives" excited his interest in role-playing, and their self-reports of "being in characters' shoes" (S18), or "feel[ing] the way the characters felt", as S38 put it, talking of "act-outs" and "brainstorming for the letter", might be indicative of the fact that collaborative multimodal composing might have stimulated the desired aesthetic response to the given L2 text, whereby the learners, affecting and being affected by the story, are in fact helped to live through, experience their own versions of the text (Tomlinson, 1998). In addition to the use of literature, another nine students appreciated the novelty of diversifying learning activities, modalities and skills focus, and their preferred expressions included "a whole new thing" (S8), "unusual", "original" (S26) and "unfamiliar" (S28) to characterise the incorporation of multimodal group projects into oral communication classes. With emphasis on lack of relevant experience (S35: "We have never had a task like this"), these first-year TEFL students also seemed to recapitulate the organising principle that variety is the spice of learning as in the following:

S6: "We had a chance to reading a story, watching a movie, evaluating them and acting. I liked that I did many things in one task".

S21: "The variety of activities was good for the task. It satisfied the audience in multiple ways".

S26: "… it gave us a chance to express ourselves in another way".

S27: "I liked that we had multiple choices to perform".

S30: "We didn't have the chance to work on such project and it enables us to discover our different sides".

S31: "We used different skills which we usually don't".

Finally, in spite of being independent users of English (B2), five of the respondents expressed their liking for grammar and vocabulary-building opportunities; for example, while S14 and S16 also drew attention to the importance of "a good grammar knowledge" and "vocabulary skills" for task achievement, the rest merely cited its use for "expanding [their] vocabulary" (S5), or in S34's rather behaviouristic words, for "flexing some vocabular[y] muscles".

As to the kind of difficulties experienced during multimodal group projects, almost half of the respondents (f=16) reported struggling with time management issues (S38: "I just didn't like the struggle of the preparations and shortage of time. In such a short time we rushed some details, and it turned out a bit sketchy"), and voiced their discontent with attempted multitasking. Having to juggle the demands of "too much work" (S12), "too much writing" (S15), "so many tasks" (S25), "too many sub-projects" (S34), S19 and S30 described the process as "hard to keep up", "confusing and time consuming", or even initially "nerve wrecking", whereas S34 wished to have concentrated their group effort on a single activity.

The second most-cited challenge of collaborative multimodal assignments related to their poor team dynamics (f=9). Although student-selected groups were adopted in this study, the participants expressed displeasure with consensus-reaching (S9: "Group members could not be at the same idea because there were lots of thoughts and it is hard to catch the common one") and task division (S25: "Doing 4 task is not much but dividing these tasks to each person hard"). Group work had been "stressful" (S37) for these students because, as S14 and 34 wittily pointed out, they found it difficult to "synch with others" and argued, "too many chefs spoil the broth". Other contributing factors to negative group dynamics might include understaffing (S32: "Everything seemed too much before. The number of my group 3, less than the others, so it was a little bit challenging"), and fluctuating membership as in the case of S9, who admitted "sometimes los[ing] interest because some members did not contribute much". It can also

be observed from Table 3 that only two participants were aware of the unfavourable repercussions of negative group dynamics on their shared outcomes; for instance, S16 commented, "Other group members can lower your score with bad performance or writing" (f=2).

An equal number of participants, on the other hand, mentioned resource constraints such as limited rehearsal space (S1: "We had no place in our dormitory. We practised in my friend's room and the masjid. We tried to be quiet. I had to scream in silence. It was a bit awkward") and costume choices (S7: "Because all dwell in dormitory we had no versatile clothes option"), as well as the teacher-selected reading (S22: "Theme of the book is quite boring. While I read this, I was about to pass out") among the situational challenges of implementing multimodal group projects (f=9). It was also clear from Table 3 that five of them were displeased with rubric-based peer reviews, since they believed, even in the presence of a good "grading system and elements in it [the scale]" that they "appreciate much" (S28), "it is too early to own that chance as a class" (S29), and apart from their inexperience in peer grading, the disinterest of "some that are already done with their parts", caused worries about their fairness (S27: "I did not like that we get to rank our classmates. I don't think the grading is going to be a hundred percent fair. I would rather be ranked by the professor only").

In addition to grading unfairness by peers (f=5), performance anxiety occupied the last place on their list of challenges. In contrast to peers like S19, acknowledging both its costs ("When I was at the stage, I felt the pressure deeply for first 15 seconds") and benefits ("Then I got used to the stage. I think it helped me about my anxiety"), these three students seemed to attribute the reluctance to act to their reserved personality (S20: "I don't like participating in role-playing parts generally as I get too nervous and shy while doing it"), or only more concerned about losing face – either by being laughed at (S1: "We had to act and people laughed at us. Acting is pretty embarrassing"), or laughing at themselves (S37: "I didn't like the acting part. I was not the right person for acting Susan. Her role was pretty miserable and I laughed when I was acting because of nervousness").

Although such micro-evaluations are usually considered "too localised and too small scale", or even tedious by the evaluator, and consequently still neglected in the literature, they can prove instrumental in involving learners in continuous feedback on "any element of a lesson", and informing the changes to be made to instructional practices to help student learning (Ellis, 2011, p. 232; McGrath, 2002, p. 185). The resonance of the student-perceived benefits with mutual performance and efficacy ratings might thus point to the fact that the incorporation of multimodal assignments for oral output practice was received positively by the current students, who successfully completed their group projects in the EFL speaking class. In a range of studies spanning over more than a decade, different grade levels and instructional contexts, most, if not all, of the benefits have likewise been documented; for instance, in one of the earliest by León et al. (2011, pp. 28, 30), four advanced learners of English (aged 13 to 35) from Bogotá were trained in the interpretation and production of various multimodal texts, surveyed about their opinions on their implementation, or more precisely, "likes and dislikes in the learning process", through a 6-item questionnaire and interviews, and were similarly reported to find their own experience of newspaper cover design "beneficial to their language learning".

In the Spanish context of advanced English learners (C1), Lirola (2016) got 93 EFL teacher candidates to prepare cooperative oral presentations on self-selected social topics (e.g. cultural differences) using multimodal resources (e.g. background music, videos and posters), and participate in their debates on Facebook, and found that despite awareness of their immersion into a multimodal learning process, a good percentage of the students (74.57%) indicated their liking for the teacher's combination of different modes of communication (e.g. teacher explanations and oral/written exercises), and those that did not select all especially favoured cooperative oral presentations in the classroom. In three consecutive studies to Lirola (2016), development of teamwork skills, as well as improved student performance, was

counted among the major benefits to be derived from multimodal instruction, and likewise related to increased interaction between peers (Kummin et al., 2020; Mohamed, 2023; Zhussupova et al., 2022).

When their responses were also compared against Spitzer's (1996, p. 47) checklist of motivators, the present participants can be argued to have correctly recognised a few of the contextual characteristics to be incorporated into instructional designs so as to make the learning tasks "highly motivating" like in the game of golf. Besides offering greater room for creativity, multimodal learning experiences, which primarily involved action (physical activity), fun (humour) and variety of mediums, materials, activities and contents, were found by these Turkish EFL learners and their predecessors to promote learner interest, motivation and engagement, and in doing so, facilitate (co-)development of language knowledge and four skills (Kaminski, 2019; Kummin et al., 2020; León et al., 2011; Lirola, 2016; Mohamed, 2023; Yuliani, 2022; Zhussupova et al., 2022). Whether working on multimodal projects with EFL teacher candidates as currently practised, eight-to-ten-year-old primary EFL learners or engineering students training for workplace communication as in Kaminski (2019) and Kummin et al. (2020) respectively, diverse groups tended to express appreciation for the enrichment of their language repertoire, along with a boost in confidence especially in public speaking (Lirola, 2016; Mohamed, 2023; Zhussupova et al., 2022).

As regards the challenges experienced by the participants of this study, time and resource constraints ranked at the top, and came to overlap with those of previous studies, where, for example, Kustini et al. (2020) analysed a total of 40 research articles published (between 2014 and 2019) on multimodality in the EFL class, and revealed additional concerns over teacher readiness for implementing and assessing multimodal practices. Apart from time control, limited resources and topic selection, Li (2020) and Mohamed's (2023) pre/in-service EFL teachers differently drew attention to the lack of technological training and support in the American and Saudi contexts. It was also worth noting that while in the previous literature, the current practices of rubric-based self and peer evaluations of multimodal projects and elicited learner feedback on project effectiveness were seen as opportunities for developing autonomy and critical thinking, few of the given participants, who did not either welcome group conflicts as crucial learning moments, or embrace peer review and outcome interdependence, deviated from the past beneficiaries possibly due to preoccupation with task achievement and awareness of the consequences of a negative group climate on their collective outcomes (Kummin, 2020; Kustini et al., 2020; Lirola, 2016; Mohamed, 2023; Simsek, 2020).

3. Conclusions

Descriptive analyses of teacher/student-wise overall achievement and task effectiveness revealed that peer and self-ratings varied only minimally between novice assessors, but considerably from teacher's except in the case of three high-achieving groups, whereas their feedback as to the value and interest of multimodal projects was very positive. Despite perceived difficulties mainly concerning time and resource constraints, negative group dynamics, along with peers' unfair grading, multimodal text production in self-selected groups gained a greater appreciation for promoting teamwork, creativity, fun/enjoyment, and integrated skills development in the ELT classroom.

In the light of these findings, this study can be concluded to extend previous research on the benefits and challenges of integrating multimodality into foreign language instruction, and the (student)teacher participants, independent of their current role as "actual experiencers/future agents of [such] innovative classroom practices" may as well be recommended to employ continuous feedback on individual contributions to the group product and mutual participation in the whole group process, since self-selected groups based on friendships do not always ensure against free riding behaviour (Mohamed, 2023; Simsek, 2020, p. 565). While the present study was more focused on the documentation of the

benefits and challenges of multimodal group assignments rather than generalisations about the effects of multimodal learning in EFL classes, the relatively small size of the study group, their proficiency and grade level, and use of self-reports can be listed among its limitations. Future researchers might thus consider employing experimental mixed-methods designs and investigating the impact of multimodal pedagogies on the L2 development of diverse learner groups, as well as attitudinal differences among traditional monomodal and multimodal instructional designs.

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The effect of mediational strategies on cognitive and metacognitive reading strategies of the EFL learners in online versus in-person classes

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Abstract

The sociocultural theory embraces the impression that knowledge to be attained must be mediated. Applying several strategies by the teacher and acting as a role model and mediator in the classes can encourage learners to use the most suitable and applicable strategies for their practices. Reading comprehension and the application of certain strategies to develop it is one of the main concerns of EFL teachers and learners, in both online and in-person classes. The current study aimed to examine the impact of mediational strategies on the cognitive and metacognitive reading strategies of EFL learners in online and in-person classes. Accordingly, 90 learners were selected randomly as the sample group after conducting the PET English proficiency test. Specifically, 30 learners were selected for online courses and 30 for in-person courses. Moreover, 30 of the learners were regarded as the participants of the control group. The instrument included a questionnaire developed by Phakiti (2006) that evaluated the use of cognitive and metacognitive strategies during reading. The main framework of the study was the one developed by Ableeva (2010) which included 10 mediational strategies used by the mediator during the interactions with the learners. The results of the MANCOVA test revealed that the mediational strategies improved the cognitive and metacognitive reading strategies of EFL learners in online and in-person classes. Moreover, the improvement was much more in in-person classes than in online classes. The findings have implications for EFL learners, teachers, and course designers.

Keywords: Cognitive Reading Strategies; Mediational Strategies; Metacognitive Reading Strategies; Reading Comprehension

1. Introduction

The importance of reading comprehension in EFL contexts cannot be overstated. As the primary medium through which students acquire new knowledge, reading plays a crucial role in language development, particularly in academic environments. However, despite its significance, many EFL learners still struggle with developing effective reading strategies that can enhance their comprehension. This study aims to explore the impact of mediational strategies on cognitive and metacognitive reading strategies in Iranian EFL learners, comparing their effectiveness in online and in-person classrooms. By applying Vygotsky's sociocultural theory of mediation, the research investigates how teacher interventions, in the form of mediational strategies, can aid learners in developing more effective reading practices.

The study focuses on the comparative effects of mediational strategies on both cognitive and metacognitive strategies, which are essential in helping learners regulate their learning processes and improve their understanding of texts. Cognitive strategies involve the direct manipulation of information, while metacognitive strategies are concerned with the planning, monitoring, and evaluation of learning. The research also considers the emerging trend of online learning environments and their potential differences in the implementation and effectiveness of these strategies compared to traditional, in-person classrooms. Understanding how these strategies function in different educational settings will provide valuable insights for EFL teachers and curriculum developers seeking to improve reading

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comprehension outcomes. According the present study sought answers to the following research question:

R.Q.: Is there any significant difference in the effect of mediational strategies on cognitive and metacognitive reading strategies of EFL learners in online and in-person classes?

2. Literature Review

The theoretical framework of this study is grounded in Vygotsky's sociocultural theory (1986), which emphasizes the role of social interaction and mediation in cognitive development. According to Vygotsky, learning is not an isolated activity but occurs within a social context, where more knowledgeable individuals (e.g., teachers) assist learners in achieving tasks they cannot perform independently. This concept of mediation involves the use of tools and strategies, such as language and other cognitive aids, to bridge the gap between learners' current capabilities and their potential development. In the context of language learning, mediation helps learners access the necessary cognitive resources and strategies to improve their understanding and use of the foreign language.

Vygotsky's Zone of Proximal Development (ZPD) further supports the idea that learners benefit most when they engage with tasks that are just beyond their current abilities but can be achieved with guidance from a teacher or more competent peers. The teacher's role, therefore, is not merely to transmit information but to facilitate learning by employing appropriate mediational strategies. In the case of reading comprehension, mediational strategies can include techniques that guide learners through the process of decoding and interpreting texts, ultimately fostering greater independence and understanding.

Mediational strategies have been shown to be effective in various aspects of language learning, particularly in developing reading comprehension skills. These strategies can range from direct teacher intervention, such as prompting students to use specific cognitive strategies during reading, to more indirect forms of support, like scaffolding the learning process through feedback and encouragement. Studies have demonstrated that teachers who act as mediators can significantly enhance learners' ability to apply both cognitive and metacognitive strategies, thus improving their overall reading comprehension (Daftarifard & Birjandi, 2016).

Furthermore, research on the effectiveness of mediational strategies in online learning environments has been limited, making it an important area for exploration. Online classrooms present unique challenges and opportunities for mediation, as they often lack the face-to-face interactions typical in traditional settings. However, the flexibility and technological tools available in online learning can also provide new avenues for implementing mediational strategies. For example, digital tools like annotation software, online discussions, and multimedia content can serve as mediating agents, helping students navigate complex texts and improve their comprehension.

Reading comprehension involves not only the ability to decode and understand words but also the cognitive processes that allow learners to make meaning from a text. According to O'Malley and Chamot (1990), cognitive strategies are the mental operations learners use to manipulate and store information during reading. These strategies can include techniques such as summarizing, predicting, and inferring. Cognitive strategies are typically employed to help learners understand the content of a text, making sense of unfamiliar words or concepts and relating new information to prior knowledge.

In addition to cognitive strategies, metacognitive strategies are crucial in developing effective reading comprehension. Metacognition refers to the ability to plan, monitor, and evaluate one's own learning processes. In the context of reading, metacognitive strategies involve setting goals for reading, assessing one's understanding as the reading progresses, and making adjustments to reading strategies as needed.

Research has shown that learners who are aware of their metacognitive processes are better equipped to regulate their reading and achieve higher levels of comprehension (Phakiti, 2008).

The relationship between mediational strategies and reading comprehension has been explored in several studies. Researchers have found that teachers who use specific mediational techniques, such as guided questioning, feedback, and prompting, can significantly improve students' use of cognitive and metacognitive reading strategies (Phakiti, 2006). These strategies not only help students understand the text but also enable them to monitor their comprehension and make adjustments as needed. In online and in-person classrooms, the role of mediation may vary, but both settings benefit from the teacher's ability to guide students through the reading process using appropriate strategies.

A key aspect of reading comprehension is the ability to engage in both bottom-up and top-down processing. Bottom-up processing involves decoding the text at the level of words and sentences, while top-down processing involves using prior knowledge and expectations to interpret the text as a whole. Effective readers use a combination of both processes, relying on their cognitive strategies to decode and their metacognitive strategies to assess and adjust their understanding. Mediation plays a vital role in supporting both types of processing, helping learners develop a more nuanced understanding of the text and improve their overall reading comprehension.

3. Method

This study employed a quasi-experimental design to compare the effects of mediational strategies on the cognitive and metacognitive reading strategies of Iranian EFL learners in both online and in-person classes. The research was structured to investigate how mediational strategies, as described by Vygotsky's sociocultural theory, influence learners' reading comprehension strategies in different learning environments.

3.1. Sample / Participants

The sample consisted of 90 Iranian EFL learners who were selected through convenience sampling. These participants were divided into three groups: 30 learners in the online experimental group, 30 in the in-person experimental group, and 30 in the control group (15 in each classroom setting). The learners were all intermediate-level students, based on their scores in the Preliminary English Test (PET). The control groups received traditional instruction without specific focus on mediational strategies, while the experimental groups were exposed to teacher-mediated strategies designed to enhance cognitive and metacognitive reading strategies.

3.2. Instrument(s)

The primary instruments used in this study included:

Reading Strategies Questionnaire: Based on the work of Phakiti (2006), this questionnaire measured the frequency of cognitive and metacognitive reading strategies used by participants during reading tasks. The questionnaire was adapted to suit the needs of the study and included items related to strategies such as summarizing, predicting, and evaluating comprehension.

Mediational Strategies Framework: This framework, developed by Ableeva (2010), guided the teacher's use of specific mediational strategies during the experimental sessions. The framework included strategies like prompting, feedback, and questioning to facilitate learners' cognitive and metacognitive development.

Reading Comprehension Test: A test designed to assess participants' reading comprehension was administered before and after the intervention. This test evaluated the participants' ability to understand and analyze reading passages in English, focusing on both their cognitive and metacognitive skills.

3.3. Data collection procedures

The study was conducted over a period of eight weeks. The experimental groups received instruction in their respective classroom settings (online or in-person) focusing on the application of mediational strategies. The teacher acted as a mediator, guiding students through reading activities by using strategies such as prompting, questioning, and providing feedback. The control groups, on the other hand, participated in traditional reading activities without any specific focus on mediation. Both experimental and control groups completed pre- and post-tests, which were used to assess changes in their cognitive and metacognitive reading strategies.

In the online setting, the teacher used digital platforms to share reading materials and facilitated group discussions. The in-person groups engaged in face-to-face discussions, with the teacher providing immediate feedback and guidance. Both settings allowed for regular monitoring and adjustment of reading strategies, with the teacher's role being pivotal in both environments.

3.4. Data analysis

The data collected from the questionnaires and reading comprehension tests were analyzed using Multivariate Analysis of Covariance (MANCOVA). This statistical technique was chosen to examine the differences in cognitive and metacognitive strategy use between the three groups while controlling for pre-test scores. The analysis also allowed for the comparison of the effects of mediational strategies across the two classroom settings (online vs. in-person).

4. Results

Table 1 shows the distribution of the scores related to the research variables among four groups of the participants during pre-test and post-test.

Table 1

Distribution of the Variable's Score among Four Groups in Pre-Test and Post-Test

Variables	Group		N	Mean	Std. Deviation
Cognitive Strategies	Experimental Online	Pre	29	31.1	3.41
		post	29	36	6.04
	Experimental In-Person	Pre	28	31.6	3.43
		post	28	39.75	2.83
	Control Online	Pre	30	29.9	3.55
		post	30	30.2	3.8
	Control In-Person	Pre	30	29.56	3.54
		post	30	30.2	3.84
Metacognitive Strategies	Experimental Online	Pre	29	44.41	3.66
		post	29	51.03	4.32
	Experimental In-Person	Pre	28	42.89	2.31
		post	28	53.42	1.87
	Control Online	Pre	30	44.3	2.56
		post	30	44.7	2.81
	Control In-Person	Pre	30	44.06	2.54
		post	30	44.6	2.81

Table 1 illustrates that the mean score of cognitive strategies in online class during pre-test is 31.1 with the standard deviation of 3.41 and during post-test the mean score is 36 with the standard deviation of 6.04. Moreover, in in-person class, the mean score of cognitive

strategies during pre-test is 31.6 with the standard deviation of 3.43 and during post-test the mean score is 39.75 with the standard deviation of 2.83. The mean score of cognitive strategies in online control group during pre-test is 29.9 with the standard deviation of 3.55 and during post-test the mean score is 30.2 with the standard deviation of 3.8. The mean score of cognitive strategies in in-person control group during pre-test is 29.56 with the standard deviation of 3.54 and during post-test the mean score is 30.2 with the standard deviation of 3.84.

The mean score of metacognitive strategies in online classes during pre-test is 44.41 with the standard deviation of 3.66 and during post-test the mean score is 51.03 with the standard deviation of 4.32. Moreover, in in-person class, the mean score of metacognitive strategies during pre-test is 42.89 with the standard deviation of 2.31 and during post-test the mean score is 53.42 with the standard deviation of 1.87. The mean score of metacognitive strategies in online control group during pre-test is 44.3 with the standard deviation of 2.56 and during post-test the mean score is 44.7 with the standard deviation of 2.81. The mean score of metacognitive strategies in in-person control group during pre-test is 44.06 with the standard deviation of 2.54 and during post-test the mean score is 44.6 with the standard deviation of 2.81. In order to answer the research, question a MANCOVA test was run the result of which is presented in Table 2.

Table 2
MANCOVA

	Variables	Sum of squares	df	Mean square	F	Sig	Eta square
Group	Cognitive Strategies	166.14	1	166.14	7.2	0.01	0.12
	Metacognitive Strategies	166.59	1	166.59	27.01	0.000	0.33
Error	Cognitive Strategies	1223.1	53	23.07			
	Metacognitive Strategies	326.87	53	6.16			
Total	Cognitive Strategies	83065	57				
	Metacognitive Strategies	156080	57				

Based on the findings of Table 2, the results of dependent variables were calculated separately and it was found that the mediational strategies affect cognitive reading strategies (F=7.2, P<0.05, Eta= 0.12) and metacognitive reading strategies (F=27.01, p<0.05, Eta= 0.33) of the learners differently in online and in-person classes. That is to say, the use of mediational strategies is effective in improving the cognitive and metacognitive reading strategies of the learners in in-person classes significantly more than the online class, which is 33% for metacognitive and 12% for cognitive strategies.

5. Discussion

The findings of this study suggest that mediational strategies significantly impact the cognitive and metacognitive reading strategies of EFL learners, enhancing their reading comprehension in both online and in-person settings. These results align with the sociocultural theory, which emphasizes the role of mediation in learners' cognitive development. By acting as mediators, teachers can help students bridge the gap between their current abilities and potential development, particularly in the area of reading comprehension.

The comparison between online and in-person classes reveals that both settings benefit from mediational strategies, but in-person interactions appear to offer more immediate feedback and a stronger sense of community. The direct interaction between the teacher and students in the in-person setting may have contributed to more effective use of strategies like self-monitoring and evaluation. However, the online

environment also proved effective, with digital tools supporting the mediation process and allowing for greater flexibility in learning.

One important implication of these findings is the need for EFL teachers to adopt a more interactive and supportive approach to reading instruction. The use of mediational strategies can empower learners to take control of their learning processes, improving their ability to comprehend texts and apply cognitive and metacognitive strategies independently. Moreover, the study highlights the importance of integrating these strategies into both traditional and online learning environments to cater to the diverse needs of EFL learners.

7. Conclusions

This study has demonstrated that mediational strategies have a significant impact on the cognitive and metacognitive reading strategies of Iranian EFL learners, enhancing their reading comprehension in both online and in-person classroom settings. While both environments benefited from the use of these strategies, in-person classes appeared to offer more immediate and personalized support, which may have led to better comprehension outcomes.

Future research should further explore the role of mediational strategies in various educational contexts, particularly in hybrid learning environments that combine elements of both online and face-to-face instruction. Additionally, longitudinal studies could examine the long-term effects of these strategies on learners' reading proficiency and overall language development.

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The potentials of mediated learning in MSRT test candidates' reading comprehension performance

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Abstract

This study examined the potential of mediated learning in enhancing reading comprehension performance among candidates preparing for the Ministry of Science, Research, and Technology (MSRT) test in Iran. Recognizing the challenges faced by Ph.D. candidates in the reading comprehension section of the MSRT, this research employed a mixed-methods approach to provide a comprehensive analysis. The study consisted of 50 participants, equally divided into an experimental group and a control group. The experimental group received mediation-based instruction over sixteen sessions in eight weeks, whereas the control group only used conventional reading test preparation techniques. The analysis of the quantitative data by ANCVOA, revealed a significant improvement in the experimental group's reading comprehension test performance, underscoring the effectiveness of the mediated learning approach. Additionally, qualitative data from interviews and observations provided deeper insights into the participants' experiences, highlighting how mediated learning helped them more effectively manage problems such as lexical ambiguity, grammatical errors, limited vocabulary, and background knowledge. These findings suggested that incorporating mediated learning strategies into MSRT test preparation can significantly enhance reading comprehension skills, offering valuable implications for educators and curriculum developers in English language education.
Keywords: Mediated Learning; Mediation, MSRT Test; Reading Comprehension

1. Introduction

The MSRT (Ministry of Science, Research, and Technology) test serves as a critical assessment tool for evaluating the English language proficiency of Ph.D. candidates in Iran. Among the various sections of the test, reading comprehension is particularly challenging for many candidates. This difficulty arises from issues such as lexical ambiguity, grammatical errors, limited vocabulary, and time constraints. To address these challenges, mediated learning has emerged as an innovative approach, emphasizing guided cognitive development through teacher or facilitator intervention.

This study explored the potential of mediated learning strategies to improve reading comprehension performance among MSRT test candidates. Building on the principles of Feuerstein's Mediated Learning Experience (MLE) and Vygotsky's Sociocultural Theory, the research examined the impact of mediation on enhancing cognitive and metacognitive reading strategies. By comparing the outcomes of candidates exposed to mediation-based instruction with those using conventional test preparation methods, the study provided valuable insights into effective educational interventions. Accordingly, the following research questions were sought:

1. What are the common problems faced by MSRT candidates in the reading comprehension test?

2. Does mediated learning have a significant effect on MSRT examinees' reading comprehension performance?

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The findings aim to inform educators, curriculum designers, and policymakers on optimizing reading comprehension instruction, ultimately contributing to academic success for Ph.D. candidates.

2. Literature Review

Reuven Feuerstein's MLE theory underscores the importance of mediated interactions in fostering cognitive development. This approach involves a teacher or mediator intentionally guiding learners to process information more effectively, enhancing their ability to overcome learning obstacles. Feuerstein's concept of Structural Cognitive Modifiability further emphasizes that intelligence is not fixed but can be developed through systematic mediation.

Lev Vygotsky's SCT highlights the role of social interaction and cultural tools in learning. Central to this theory is the Zone of Proximal Development (ZPD), which represents tasks a learner can accomplish with guidance. SCT aligns closely with MLE by emphasizing the importance of scaffolding and collaborative learning in enhancing reading comprehension.

Research on mediated learning and reading comprehension has increasingly focused on the efficacy of structured interventions in improving learners' cognitive and metacognitive abilities. This empirical body of work spans various educational contexts, including first and second language learning, as well as standardized testing environments similar to the MSRT.

Feuerstein's Mediated Learning Experience (MLE) has been explored across multiple domains of education. Studies by Feuerstein et al. (1988) demonstrated that students exposed to mediated learning interventions showed significant improvements in cognitive functioning, particularly in tasks requiring problem-solving and critical thinking. These interventions were designed to help students overcome cognitive limitations by engaging them in reflective learning experiences, which is particularly beneficial in tasks such as reading comprehension, where higher-order cognitive processes are necessary.

In the context of language acquisition, mediated learning has been found to improve both language proficiency and reading comprehension. For example, a study by Tzuriel (2011) examined the impact of mediation on Hebrew-speaking students and found that those receiving mediation-based interventions exhibited enhanced comprehension skills, especially in interpreting complex texts. Similar results were reported in studies of English as a Foreign Language (EFL) learners, where mediation helped overcome difficulties such as lexical ambiguity, syntactic complexity, and limited vocabulary knowledge (Alinejad & Ahmadi, 2019).

Scaffolding, a concept central to both Vygotsky's Sociocultural Theory (SCT) and MLE, has been widely studied in relation to reading comprehension. Vygotsky (1978) emphasized that learners achieve optimal cognitive growth when they are provided with the right level of support within their Zone of Proximal Development (ZPD). Scaffolding provides this support by offering learners tools or strategies to help them perform tasks they cannot accomplish independently but can complete with guidance.

A prominent study by Wood, Bruner, and Ross (1976) demonstrated that scaffolding significantly improves children's ability to solve complex problems. Similarly, in the context of reading comprehension, scaffolding has been shown to help learners navigate challenging texts by offering strategies such as predicting, summarizing, and questioning. Studies by Zhang and Guo (2019) found that when learners were provided with scaffolding techniques during reading tasks, their ability to comprehend and retain information was markedly enhanced. These findings suggest that providing learners with guided reading strategies helps improve their overall comprehension, especially in environments where learners may lack the background knowledge or cognitive tools necessary to process complex texts.

In standardized testing environments like the MSRT, reading comprehension has been identified as a key area where students struggle due to factors such as time constraints, unfamiliar vocabulary, and the pressure of test conditions. While traditional test preparation methods often focus on passive learning techniques such as rote memorization, research suggests that more active, mediated learning strategies can significantly enhance performance.

For instance, studies on the effectiveness of mediation in test preparation have yielded promising results. One study by Daftarifard and Birjandi (2016) investigated the use of mediated learning techniques to improve reading comprehension among Iranian EFL learners preparing for the TOEFL exam. The experimental group, which received mediation-based instruction, demonstrated substantial improvements in their reading comprehension scores compared to the control group, which used traditional methods. This study highlights the effectiveness of mediation in helping learners process and comprehend reading material more efficiently, which is crucial in a high-stakes exam setting like the MSRT.

Further research by Phakiti (2008) examined the role of metacognitive strategies, another form of mediated learning, in improving the reading comprehension abilities of university students. The study found that learners who were explicitly taught to monitor and regulate their reading strategies performed significantly better in comprehension tests. This suggests that when learners are given the tools to manage their reading process actively, they are better able to cope with the challenges posed by standardized reading tasks, such as those found in the MSRT.

Despite the potential benefits of mediated learning, several challenges remain in implementing these strategies effectively, especially in large-scale assessments like the MSRT. According to research by Goodwin and Miller (2012), many students struggle with reading comprehension due to factors such as time management, lexical knowledge, and the ability to make inferences from the text. These challenges are compounded when students face unfamiliar content or complex academic language.

Mediated learning, however, addresses these challenges by encouraging active engagement with the text. For example, interventions that promote metacognitive awareness—such as asking students to evaluate their understanding or predict content before reading—have been shown to improve comprehension outcomes by making students more aware of their cognitive processes (McNamara & Magliano, 2009). This approach not only helps students tackle immediate reading challenges but also equips them with the skills to become more autonomous readers over time.

Moreover, studies have also explored how mediated learning can help learners manage the stress and anxiety often associated with high-stakes exams. Research by Choi and Lee (2017) found that students who received emotional and cognitive support through mediation exhibited improved performance, not just in terms of comprehension, but also in their ability to manage test anxiety. This is particularly relevant for MSRT candidates, who often face pressure to perform well in the reading comprehension section, which carries a significant weight in the overall score.

3. Method

This study employed a mixed-methods design to evaluate the impact of mediated learning on MSRT candidates' reading comprehension performance. The quantitative component included pre-test and post-test assessments to measure changes in reading comprehension scores, while the qualitative component involved observations and interviews to gain insights into learners' experiences.

3.1. Sample / Participants

The study involved 50 participants, equally divided into an experimental group (25 Ph.D. candidates from universities across Iran) and a control group (25 advanced-level learners from a language institute

in Tabriz). Participants were selected based on their scores in a preliminary proficiency test, ensuring comparable language levels across groups.

3.2. *Instrument(s)*

The primary instruments used in this study included:

Reading Comprehension Tests: Pre-tests and post-tests were designed to assess reading comprehension, with questions modeled after the MSRT test format.

Observation and Interview Protocols: Qualitative data were gathered through classroom observations and semi-structured interviews with participants in the experimental group.

Mediated Learning Strategies Framework: The instructional framework for the experimental group included strategies such as scaffolding, questioning, and feedback to facilitate cognitive development.

3.3. *Data collection procedures*

The intervention lasted eight weeks. During this period:

The experimental group received mediation-based instruction, including guided reading activities and strategy training.

The control group followed conventional test preparation methods, such as practicing past MSRT reading tests.

Both groups completed a pre-test at the start of the study and a post-test at the end to measure changes in reading comprehension performance. Observations and interviews were conducted during and after the intervention to capture qualitative insights.

3.4. *Data analysis*

Quantitative data were analyzed using Analysis of Covariance (ANCOVA) to compare pre-test and post-test scores while controlling for initial differences. Qualitative data were coded thematically to identify recurring patterns and themes related to learners' experiences with mediated learning.

4. Results

4.1. Qualitative Insights

Analysis of the qualitative data revealed that lexical and systematic ambiguity, problems making coherent connections, problems recognizing crucial details, limited vocabulary domain, lack of background knowledge, grammatical errors, and difficulties locating references were among the major challenges that were emphasized. The study of the control group showed that these problems persisted in the absence of intervention, whereas the experimental group showed notable gains as a result of the mediated learning intervention.

4.2. Quantitative Results

Table 1 presents the mean scores of the pre-tests and post-tests for the two study groups.

Table 1
Descriptive Statistics

Group	N	Post-Test Score	Mean Pre-Test SD	Post-Test Mean Score	Post-Test SD
Experimental	25	13.36	2.96	22.72	3.99
Control	25	13.08	2.53	14.16	2.85

To find out whether the difference between the post-test scores was significantly different an ANCOVA test was run the results of which are presented in Table 2.

Table 2
ANCOVA

Source	Type III Sum of Squares	df	Mean Square	F	p-value	Partial Eta Squared
pretest	444.898	1	444.898	159.01	0.001	0.772
Group	848.551	1	848.551	303.279	0.001	0.866
Error	131.502	47	2.798			
Total	18494	50				

As presented in Table 2 the results of ANCOVA confirmed that the experimental group's improvement was statistically significant ($p < 0.01$). This proves the significant effect of mediated learning on the reading comprehension skill improvement of the participants.

5. Discussion

The findings of this study underscore the substantial benefits of mediated learning in enhancing the reading comprehension performance of MSRT candidates. Participants in the experimental group showed a significant improvement in mean scores, reflecting the effectiveness of targeted interventions in overcoming common reading challenges, such as lexical ambiguity, grammatical misinterpretations, and limited vocabulary. This improvement aligns with Feuerstein's theory of mediated learning, which emphasizes guided cognitive development through structured interactions. Notably, qualitative data revealed that learners developed better strategies for understanding complex texts and managing time effectively during tests, showcasing the practical implications of mediated learning in academic preparation. These findings corroborate earlier research advocating for the use of structured mediation in language instruction, highlighting its ability to cater to diverse learner needs.

Moreover, the research highlights the role of cognitive and affective dimensions in successful language learning. Participants reported increased confidence and motivation, suggesting that mediated learning not only enhances comprehension skills but also fosters a positive disposition towards challenging tasks. This aligns with Vygotsky's principles of scaffolding, where external support encourages learners to operate within their zone of proximal development. Despite these promising outcomes, the study's reliance on a controlled experimental setup with a specific demographic necessitates further exploration in diverse educational contexts. Future studies could integrate technological tools with mediated

learning strategies to explore their synergies and evaluate long-term retention of reading skills. These insights provide critical directions for educators and curriculum designers aiming to enrich reading pedagogy for standardized English tests.

6. Conclusions

This study set out to investigate the challenges faced by MSRT test takers in reading comprehension and evaluate the effectiveness of mediated learning strategies in addressing these challenges. Through a mixed-methods approach, the research identified key obstacles, such as lexical ambiguity, limited vocabulary, difficulties making cohesive connections, and lack of background knowledge. It also demonstrated that implementing mediated learning strategies led to substantial improvements in reading comprehension among the experimental group.

The implications of this research extend beyond the classroom, offering valuable insights for curriculum development, teacher training, and educational policy. By integrating mediated learning strategies into EFL curricula and supporting their adoption through training and policy initiatives, educational stakeholders can help ensure that all students have access to high-quality language education.

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Place names based on livestock animals of English and Kazakh language
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Abstract

This research aims to analyze and compare the toponymic conventions derived from livestock animals in English and Kazakh languages, with the objective of uncovering the cultural and historical significances embedded within these place names. Employing a combination of linguistic and etymological methodologies, the study meticulously catalogs and examines the origins, meanings, and cultural connotations of these toponyms. The methods include a thorough etymological analysis of the place names, phonetic comparisons, and semantic evaluations, supported by Geographic Information Systems (GIS) to map and analyze spatial distributions. The results indicate that while both English and Kazakh languages frequently utilize livestock-related terms in place names, the types of animals referenced and the linguistic structures of these names differ markedly, reflecting each culture's unique relationship with livestock. English place names predominantly reference sheep and cattle, employing compound word formations, whereas Kazakh place names more frequently mention horses, reflecting their nomadic heritage with agglutinative naming conventions. The study concludes that livestock-based place names are deeply indicative of socio-economic and cultural identities. The English names tend to emphasize historical agricultural practices, while Kazakh names are closely tied to aspects of the nomadic lifestyle. These findings underscore the significance of toponymy in understanding linguistic evolution and cultural history, suggesting that place names are an invaluable resource for linguistic and cultural studies.

Keywords: place names, toponymy, livestock animals, English language, Kazakh language.

1. Introduction

Toponymy, the scientific study of place names, intersects with multiple disciplines including linguistics, geography, and cultural studies, offering profound insights into the socio-cultural and linguistic fabrics of societies (Alderman & Inwood, 2019). These geographical names encapsulate narratives of human-environment interaction, historical migrations, and cultural identities, making them crucial for understanding linguistic evolution and cultural integration (Jordan, Ormeling, & Vucetic, 2020). Place names are not merely arbitrary labels but are deeply embedded in the local and national identities, reflecting both historical contexts and contemporary cultural values. Through the lens of linguistic analysis, toponymy can reveal patterns and shifts in language use, evidencing historical contact and cultural exchange between groups (Puzey & Kostanski, 2018).

Despite the rich academic discourse surrounding toponymy, there remains a discernible gap in studies that specifically compare the influence of livestock on the place names across different linguistic traditions, such as between the English and Kazakh languages. Livestock has historically held significant economic, social, and symbolic roles in both English and Kazakh cultures, yet little research has been conducted to explore how these roles are linguistically reflected in place naming conventions across these two languages (Carter, 2018). This gap is notable, especially considering the potential insights such comparative studies can provide on the socio-linguistic patterns influenced by pastoral and agricultural practices in both nomadic and settled communities (Nguyen & Vučetić, 2019). By focusing on this underexplored area, this study aims to address these deficiencies, enhancing our understanding of how socio-economic activities such as livestock rearing influence linguistic landscapes and, in turn, cultural identities (Smith & Hetherington, 2020).

Aims and Objectives
The primary aim of this research is to systematically investigate and analyze the significance of livestock in the toponymy of English and Kazakh languages, thereby uncovering the cultural and historical underpinnings that influence place-naming conventions. Specifically, the objectives of this study include:

1. **To catalogue and analyze:** Identify and catalogue significant place names derived from livestock animals in both English and Kazakh linguistic landscapes. The analysis will focus on the etymology, phonetics, and semantics of these toponyms to reveal underlying patterns and meanings.
2. **To compare and contrast:** Conduct a comparative analysis of these place names to discern commonalities and differences in the toponymic practices of the English and Kazakh-speaking communities. This comparison will highlight how livestock's role in society is linguistically manifested in place names and what these manifestations suggest about each culture's relationship with these animals.
3. **To interpret cultural significance:** Examine the cultural significance of livestock in both societies as reflected in place names. This involves understanding the symbolic and practical roles of animals in historical and contemporary contexts and how these roles are embedded in the linguistic fabric of place names.
4. **To contribute to toponymic and linguistic studies:** Provide insights into the field of toponymy by adding a detailed comparative study that merges linguistic analysis with cultural and historical perspectives, potentially influencing future research directions in linguistic and cultural studies.

The central thesis of this research is that place names derived from livestock in English and Kazakh languages are not only reflective of the linguistic and phonetic characteristics of each language but also serve as cultural markers that encapsulate the historical, economic, and social significances of animals within these societies. By comparing these toponyms, the study hypothesizes that despite the linguistic and cultural differences between the English and Kazakh-speaking communities, there are significant convergences in the ways both cultures linguistically encode their agricultural practices and relationships with livestock in their geographic lexicons. These convergences and divergences will offer new perspectives on how human-animal relationships shape linguistic landscapes across diverse cultural settings.

2. Literature Review

Toponymy, as an academic discipline, delves into the study of place names, uncovering the etymological, cultural, historical, and social contexts that shape these geographical identifiers. Research in this field spans various dimensions—from analyzing linguistic components and origins to interpreting their sociocultural implications. Particularly relevant to this study is the subset of toponymic research focused on animal names, which provides insights into how human-animal relationships are reflected and perpetuated in language and culture.

- **Animal names in toponymy:** The use of animal names in toponymy is a well-documented phenomenon that reflects the economic, ecological, and cultural significance of these animals within various societies (Hough, 2018). Such names often denote features of the landscape deemed important by local communities, such as "Dovecote Hill" or "Bull's Cross," indicating areas where these animals were either abundant or held particular significance. Research by Berg and Vuorela (2020) highlights how animal-based toponyms can serve as markers of past animal distribution, hunting grounds, and domestication areas, thus acting as historical records of biodiversity and human interaction with fauna.

- **Cultural insights through animal toponyms:** Studies have shown that animal-related place names are not only linguistic remnants but also cultural symbols that encapsulate communal attitudes towards certain species (Alderman, 2019). For example, names incorporating predators like wolves or bears can indicate regions of historical significance concerning wildlife or human-wildlife conflict zones. Meanwhile, domestic animals in place names, such as cows or sheep, often relate to agricultural practices and the pastoral heritage of a region (Carter, 2018).

- **Comparative toponymic studies:** Comparing animal-based place names across different linguistic and cultural contexts can reveal how different societies perceive and interact with the natural world. Puzey (2019) illustrates that in multilingual regions, the choice of language and specific animal names in toponyms can reflect broader socio-political dynamics, identity, and language dominance. Similarly, Mainsbridge (2020) examines how shifts in toponymic conventions reflect changing societal

values towards animals and nature, as seen in the modern renaming trends aiming for conservation awareness.

- Relevance to English and Kazakh Toponymy: In the context of English and Kazakh languages, animal names in toponyms reflect both universal and unique cultural and historical narratives. While English toponyms may emphasize the role of animals in medieval and modern agriculture (Smith, 2021), Kazakh toponyms often reflect the nomadic traditions and the crucial role of livestock in the socio-economic fabric (Dyson, 2020). This distinction offers a fertile ground for comparative analysis, providing insights into how these societies have historically coexisted with and conceptualized their natural environments.

The role of livestock in both English and Kazakh cultures is deeply intertwined with the historical development, economic sustenance, and linguistic expressions of each society. This section reviews the relevant literature that sheds light on how livestock have influenced both the cultural landscapes and linguistic practices in these two diverse contexts.

Historically, livestock have been central to English rural life, profoundly influencing the agricultural economy, social structure, and cultural practices. The importance of animals such as sheep, cows, and pigs in agricultural production is well-documented, with sheep farming particularly pivotal during the medieval period, contributing significantly to the economy through wool production (Liddy, 2018). The linguistic impact of livestock is evident in numerous place names across England, reflecting the distribution and significance of these animals. For instance, names such as "Sheepstor" and "Oxenholme" denote locations historically associated with sheep grazing and oxen keeping, respectively (Smith, 2021). Moreover, cultural expressions and folklore often include references to livestock, emphasizing their integral role in daily life and local traditions.

In Kazakh culture, livestock are not merely economic assets but are integral to the nomadic lifestyle, providing sustenance, social status, and cultural identity. The traditional "Five Snouts" (horses, camels, cattle, sheep, and goats) represent the cornerstone of Kazakh pastoralism, influencing social structures, dietary practices, and even religious rituals (Dyson, 2020). The linguistic reflections of this deep connection with livestock are prevalent in Kazakh toponyms, many of which are named after the pastoral activities or specific traits of animals. For example, place names might refer to particular grazing areas or water sources essential for herding (Ismailov & Brooks, 2019). This linguistic practice not only serves a practical purpose but also cements the cultural significance of livestock in collective memory and identity.

When comparing the roles of livestock in English and Kazakh contexts, one can observe that while both cultures exhibit economic and linguistic influences, the extent and nature of these influences vary significantly. In England, the role of livestock is more historically confined to agricultural productivity and rural identity, whereas in Kazakhstan, livestock are central to the nomadic way of life, influencing more extensive cultural dimensions, including language, music, and even kinship systems (Zhanuzakov & Ualiyeva, 2021).

Table 1. Comparative linguistic studies

Study	Author(s)	Year	Key Findings	Focus Area
Comparative phonology of english and Kazakh	Nguyen & Green	2019	Identified significant phonetic differences, especially in vowel sounds and phonemic inventory.	Phonology
Syntax comparison in english and kazakh	Lee & Kharlamov	2020	Explored syntactic structures, noting kazakh's agglutinative	Syntax

			nature versus english's analytic syntax.	
Lexical borrowings and influences	Ivanova & Patel	2018	Documented the impact of english on kazakh, especially in technology and business vocabulary.	Lexical borrowing
Cultural terminology in english and kazakh	Erdene & Johnson	2021	Compared expressions related to family and social hierarchy, noting distinct cultural conceptualizations.	Cultural terminology
Idiomatic expressions and translations	Smith & Altay	2019	Analyzed difficulties in translating idiomatic expressions, highlighting different cultural perspectives.	Translation and idiomatics
Pronunciation variations	O'Connor & Sultan	2022	Investigated challenges faced by kazakh speakers in pronouncing certain english phonemes and vice versa.	Phonetics and pronunciation
Verb tense and aspect usage	Kim & Rakhimov	2018	Discussed differences in expressing temporal concepts, with kazakh showing unique aspectual distinctions.	Grammar and semantics

The theoretical framework guiding this research integrates principles from linguistic anthropology and cultural linguistics. Linguistic anthropology explores how language influences social life, identity, and cultural practices, providing a comprehensive lens to understand the socio-cultural contexts reflected in linguistic phenomena like toponymy (Duranti, 2018). Cultural linguistics, on the other hand, focuses on the relationship between language and cultural conceptualizations, examining how cultural values and cognitive patterns are embedded in linguistic features, including place names (Palmer, 2018). This dual framework allows for a nuanced analysis of how livestock-related place names

in English and Kazakh reflect and shape cultural identities and historical relationships with the environment.

3. Methodology
Data Collection
Data for this study was collected through a systematic survey of geographical names databases and historical records from both England and Kazakhstan. Key sources included:

- The ordnance survey for England, which provides comprehensive geographical data including place names.
- The national geographic information system of Kazakhstan, which contains records of place names across the country.

Geographic Limitations: The study focused on rural regions where livestock influence is historically significant, excluding urban areas where modern changes might obscure traditional naming practices.

Selection Criteria: Place names explicitly referencing livestock or associated activities (e.g., "Cowbridge", "Sheepwash") were selected. The data set was further refined to include names that have remained unchanged over the last century, ensuring their historical relevance.

The analysis of place names was conducted through several linguistic methods:

- **Etymological analysis:** Investigating the origins and historical developments of the place names to understand their linguistic roots and changes over time.
- **Phonetic comparisons:** Comparing the sound patterns of the place names in both languages to identify phonological characteristics and influences.
- **Semantic analysis:** Examining the meanings associated with these names to interpret cultural and environmental significance.

Several tools and resources were utilized to support the linguistic analysis:

1. **Digital Atlas of the Roman Empire (DARE):** Used for historical mapping and understanding the geographic distribution of place names.
2. **ELAN Linguistic Annotator:** Employed for phonetic annotation and analysis of place names.
3. **Oxford english Dictionary and Kazakh Language Corpus:** Used for etymological and semantic analysis.
4. **GIS Software:** Geographic Information Systems (GIS) were used to visually map and analyze the spatial distribution and frequency of livestock-related place names.
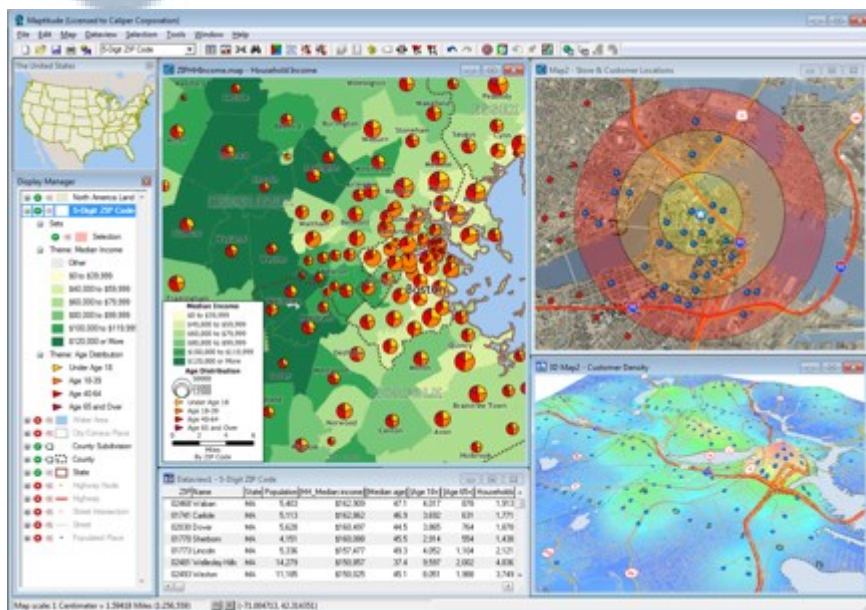

Figure 1. GIS Software

4. Results

The comprehensive analysis of place names derived from livestock in both English and Kazakh languages revealed significant insights into the cultural, historical, and linguistic patterns present in each linguistic community. Here's a detailed discussion of these findings:

1. Prevalence of livestock names: The study identified a substantial prevalence of place names related to livestock in both languages. In the English context, sheep and cattle are frequently mentioned, reflecting their historical importance in agriculture and rural economies. This is evident in place names such as "Sheepstor" and "Oxenholme," which indicate locations where these animals were commonly found or specific activities related to them were performed. Conversely, in Kazakh, place names often include references to horses and sheep, which are integral to the nomadic traditions of the region. Names like "Koyandy," meaning a place associated with sheep, underscore the deep connection between nomadic lifestyles and the geographical nomenclature.

2. Etymological roots: The etymological analysis of the place names shows that english names often have roots in Old english and are commonly formed as compound words that combine elements describing both the livestock and the geographical feature. For instance, "Sheepwash" literally refers to a place where sheep were washed. In contrast, Kazakh place names typically draw from native Turkic roots that directly relate to nomadic life. The study highlights how these etymological differences point to the distinct historical and cultural developments in each language community.

3. Cultural significance: The cultural significance of livestock is markedly evident through the place names in both cultures. In english place names, the frequent references to sheep and cattle farming activities reflect the agricultural practices and economic reliance on these animals, particularly during medieval times. For the Kazakh community, the emphasis on horses and sheep in place names not only reflects their practical importance but also symbolizes their cultural and social significance within the nomadic heritage of the Kazakh people.

4. Phonetic and semantic comparisons: Phonetic comparisons between the place names in the two languages reveal adaptations to each linguistic system's phonological constraints, resulting in distinct pronunciations of similar animal names. Semantically, while both cultures utilize animal names to denote geographic features and practical utility, there is a clear distinction in the directness of the connection. english names tend to be more metaphorical or symbolic, whereas Kazakh names often maintain a literal connection to the nomadic activities they describe.

5. Geographic distribution: The geographic distribution of these names further illustrates their cultural contexts. In England, livestock-related place names are concentrated in regions historically known for pastoral farming, such as the West Country and Yorkshire. In Kazakhstan, similar names are dispersed widely across the steppe regions, mapping onto traditional herding routes and reflecting the extensive nomadic tracks used historically by the Kazakh people.

These findings highlight the deeply embedded roles that livestock play in the linguistic and cultural landscapes of English and Kazakh societies. The study provides a nuanced understanding of how historical interactions with livestock are linguistically manifested across different cultures and how these manifestations reflect broader socio-cultural and economic landscapes. This analysis not only contributes to the field of toponymy but also offers significant insights into the cultural and linguistic evolution of English and Kazakh communities.

The comparative analysis of English and Kazakh place names related to livestock highlights both shared patterns and distinctive features that reflect the cultural, economic, and historical contexts of each language community.

Table 2. Comparative analysis

Similarities	Differences
Thematic presence: Both english and kazakh place names commonly incorporate references to livestock, underscoring the universal importance of these animals in human settlements and economic activities.	**Linguistic structure:** english place names typically feature compound formations where the animal's name is combined with a descriptive element (e.g., "Sheepfold" where 'fold' signifies an enclosure for sheep).

|	kazakh names, reflecting the agglutinative nature of the language, often integrate suffixes directly related to the terrain or water sources (e.g., "Atbasar" meaning 'horse head' in the context of a meeting place or watering point for horses).
Functional indication: In both languages, many livestock-related place names indicate the functional aspects associated with the animals, such as locations for grazing, watering, or specific animal husbandry activities.	**Historical contexts:** english livestock names frequently relate to historical agricultural practices entrenched in feudal and post-feudal societies. In contrast, kazakh names often denote pastoral movements and the strategic resources essential for survival in the steppes, such as water or shelter.
Cultural reflection: Place names in both english and kazakh reflect the cultural significance of livestock, though the nature of this significance varies—english names often denote economic roles while kazakh names are more tied to nomadic lifestyles.	**Type of livestock:** The prominence of different types of livestock in place names also varies, with english names emphasizing sheep and cattle, reflecting their key roles in the agricultural history of Britain, and kazakh names more frequently mentioning horses, pivotal to the nomadic culture.
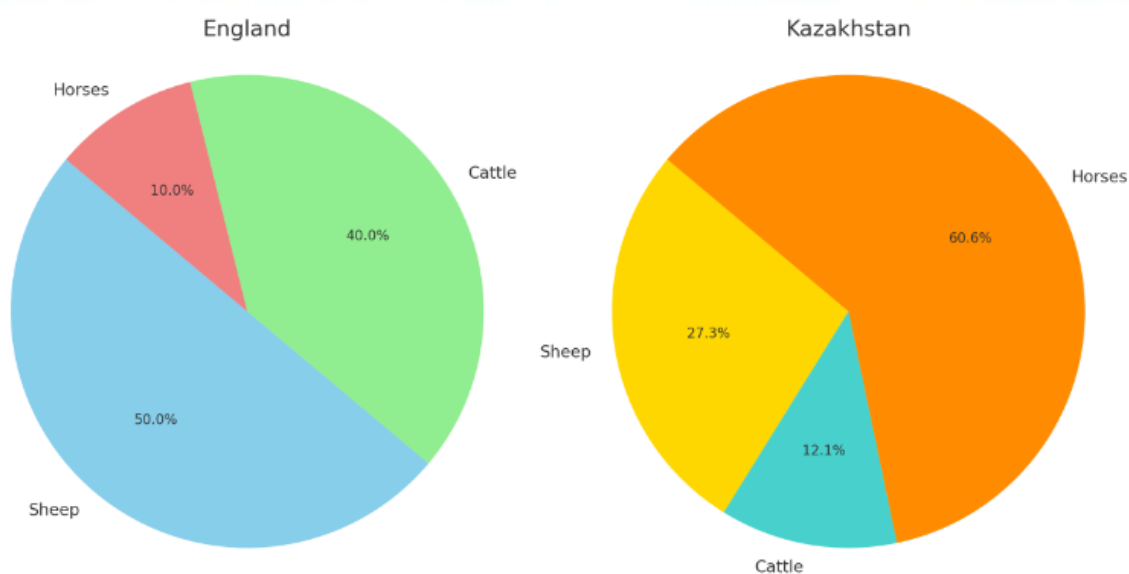
Figure 2. Comparative distribution of livestock types in English and Kazakh place names

The visual representation consists of two separate pie charts, each corresponding to the prevalence of place names associated with specific types of livestock within the geographical context of England and Kazakhstan.

The first chart represents England and employs a color scheme of sky blue, light green, and light coral to distinguish between sheep, cattle, and horses, respectively. In England, the chart reveals that 50% of the livestock-related place names pertain to sheep, demonstrating their historical significance in agriculture, particularly in wool production. Cattle-related place names constitute 40%, reflecting the importance of cattle in farming for dairy and meat. Horses are the least referenced in english place names, making up only 10% of the total, indicating a comparatively smaller role in the naming of places.

The second chart illustrates the situation in Kazakhstan with a different palette of gold, medium turquoise, and dark orange. Here, the prominence of horses in Kazakh place names is evident, comprising

60.6% of the names, which underscores the cultural and historical importance of horses in Kazakh nomadic traditions. Sheep-related names account for 27.3%, reflecting their role in nomadic herding practices. Cattle are the least referenced, similar to the english context, but with a smaller proportion of 12.1%, highlighting the different economic and cultural priorities in Kazakhstan compared to England.

Together, these charts visually encapsulate the distinct cultural values and historical practices related to livestock in England and Kazakhstan, as represented in their place names. The stark contrast between the two charts—especially the high frequency of horse-related names in Kazakh place names versus sheep in english ones—paints a clear picture of the differing societal roles that these animals have played across the two regions.

5. Discussion

The findings of this study suggest a deep interconnection between linguistic practices and cultural interactions as they pertain to place names derived from livestock in both English and Kazakh languages. In England, the prevalence of sheep and cattle in toponyms is a linguistic reflection of the historical significance of these animals in agricultural practices, particularly the medieval wool trade that was economically vital. In contrast, the prominence of horses in Kazakh place names reflects their cultural centrality in the nomadic traditions of the Kazakh people, where horses are not only crucial for mobility but also bear significant social and symbolic value.

The linguistic differences observed in the structure of the place names, with English favoring compound formations and Kazakh demonstrating agglutinative constructions, suggest distinct linguistic evolutions influenced by socio-cultural needs and environmental interactions. These differences highlight how each language has adapted its toponymic system to encapsulate the most culturally relevant aspects of livestock husbandry and their roles within society.

The results of this study align with the theoretical frameworks outlined by linguistic anthropology and cultural linguistics, which postulate that language both shapes and is shaped by cultural contexts. The prevalence and structure of the place names in this study support the idea that toponyms function as a cultural repository, storing information about historical livelihoods, societal structures, and environmental relationships (Palmer, 2018).

Comparing these findings with existing literature reveals that while the thematic presence of livestock in toponyms is a commonality across cultures, the specific ways in which these themes are linguistically manifested provide insights into unique cultural identities and historical narratives (Smith, 2021). This comparative toponymic study contributes to filling a gap in the literature by providing a direct analysis of how english and kazakh languages use livestock-related terminology in place names to reflect different aspects of their respective cultures.

The implications of these findings are multifaceted. For linguistic studies, they underscore the importance of toponymy as a field of research that can illuminate aspects of language evolution, linguistic diversity, and language contact. For cultural studies, the insights gained into how societies encode their relationships with the environment into language offer a novel lens through which to view cultural identity and history.

Furthermore, these findings have the potential to inform future linguistic and cultural studies by providing a framework for exploring other linguistic communities where livestock or other aspects of the human-environment interaction play a significant role. They also suggest the value of interdisciplinary approaches that integrate geographical information systems, historical records, and linguistic analysis for a more nuanced understanding of cultural landscapes.

Finally, the study invites further research into the impacts of globalization and modernization on linguistic practices, especially toponymy, and the ways in which traditional naming conventions resist or adapt to these changes. Such research could contribute to broader discussions about cultural preservation, language policy, and the dynamics of cultural change.

6. Conclusion

This research has undertaken a comparative exploration of place names derived from livestock in English and Kazakh languages, revealing deep-seated cultural and linguistic narratives. Key findings are as follows:

- A significant prevalence of place names associated with livestock in both languages, emphasizing the cultural importance of these animals.

- English place names often have Old English roots, forming compound words that denote the historical agricultural role of livestock.
- Kazakh place names, characterized by Turkic roots, reflect the agglutinative nature of the language and the nomadic lifestyle of the Kazakh people.
- Phonological analyses have indicated distinct adaptations of animal-related terms in each language, whereas semantic analyses have shown that place names serve as markers of cultural and economic practices.
- GIS mapping has delineated distinct geographic patterns of place names in each region, corresponding to traditional practices of animal husbandry.

The study has faced limitations, including:
- A geographic focus on rural areas, potentially omitting the influence of urbanization on toponymic patterns.
- Reliance on documented databases for place names, which may exclude less formalized or recorded names in local dialects.
- A dual-country focus, which might not fully represent the linguistic and cultural diversity within the broader English-speaking and Turkic-speaking spheres.

Areas identified for future research include:
- Broadening the scope of toponymic study to incorporate urban toponyms and the impact of contemporary changes on place naming.
- A comparative linguistic analysis that includes a wider range of English-speaking and Turkic-speaking regions to deepen the understanding of linguistic and cultural diversity.
- An interdisciplinary investigation of toponymic changes in response to environmental shifts and evolving human-animal relationships.
- Research into the conservation of linguistic and cultural heritage through place names amidst the globalizing forces and linguistic evolution.

In conclusion, this study has provided a nuanced understanding of the linguistic codification of cultural and historical practices in English and Kazakh toponyms related to livestock. The findings not only offer a rich tapestry of linguistic and cultural interconnections but also pave the way for more extensive interdisciplinary research, contributing valuable insights to the disciplines of linguistics, cultural studies, and beyond. The preservation and understanding of such linguistic heritage are crucial in an era of rapid global change, ensuring that the narratives embedded within our languages and cultures are not lost to time.

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Analyzing the role of speaking strategies in English classroom

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Abstract

In the contemporary modern decades, foreign language learners use their speaking abilities to interact with other cultures, understand and communicate instructions, make requests, ask questions and acquire new knowledge. While learning any foreign language learners can face with issues, however, teachers should find ways of solving challenges. One of the far-reaching methods of improving speaking skills is using speaking strategies. The research study aimed to analyze the role of speaking strategies while speaking in English classroom. The descriptive research design was used in the recent research study in order to analyze the role of speaking strategies. The quantitative research method was used, and, survey was conducted among participants. Overall, 35 learners participated from Khoja Akhmet Yasawi International Kazakh-Turkish University. Results were calculated using the Statistical Package for Social Sciences (SPSS) version 23 after all data were collected. In order to answer research question descriptive analysis and Mann-Whitney U-test was used. The calculated results showed that learners had positive attitudes towards use of speaking strategies and there was no found significant difference between courses and gender.

Keywords: speaking skills, speaking challenges, advancing speaking skills, speaking strategies, usage of strategies

1. Introduction

English is referred to as the "international language" and is spoken in many different countries all over the world. English is recognized as a foreign language in Kazakhstan as it is not the main means of communication in everyday life and is learnt in an environment where it is rarely used. Despite the belief that it is a difficult language to learn and use, English continues to attract students. Since language is designed to communicate, speaking is one of the key skills to be developed in the process of teaching and learning English. English language proved as global language which has four academic skills like (reading, writing, listening and speaking).

Speaking is one of the crucial abilities that each EFL learners should master, in order to be like native speaker. The main purposes of spoken language are the development and establishment of social relations. However, information transfer is the main operational function of spoken language. The methods used in learning to speak English are one of the essential elements of speaking skill that students need to understand. It is imperative to develop these tactics to help students speak English more effectively.

Speaking is regarded by students as the most challenging of the four language skills because it requires a great deal of bravery and preparation in order to produce the language. The degree to which they will acquire this skill accurately and quickly depends largely on their personalities. Risk-takers who do not mind making mistakes are typically more talkative, but they are often unaware of their mistakes.

Over the past few decades, a significant amount of research has been conducted on the potential role of learning strategies. The majority of these studies have confirmed that using learning strategies has a positive impact on students' mastery of English. Effective learning practices are essential for learning a language, particularly when learning to speak. Certain researches in the field of speaking ability build their theoretical arguments on ideas of learning techniques.

1.1. Literature review

As mentioned Hussain (2017) people communicate with each other by speaking skill. It is becoming a common occurrence in our daily lives and happens everywhere. When someone speaks, they interact

with other people and use language to express their ideas, feelings and thoughts. Speaking is one of the main purposes of language learning as it allows one to convey one's thoughts to others in a precise and intelligible way. Or in other words, people have the ability to communicate their ideas to other people.

According to Suban (2021) it is vital to communicate effectively. Mutual understanding, communication, sharing ideas, feeling each other's feelings and thoughts are essential for human interaction. This then forms the basis for expressing one's views. Moreover, Nazara (2011) mentioned that speaking is one of the most important skills for learning a second language as well as for academic and social success. Despite its importance, the teaching of speaking has received little attention. Speaking will be the main means of assessing learners' performance in real-world scenarios.

According to Sayyora (2021) building and conveying meaning via the use of both verbal and nonverbal symbols in a range of situations is the act of speaking. Since speaking requires a great deal of courage and preparation to create language, learners consider speaking to be the most difficult of the four language skills. How accurately and quickly they acquire this ability depends to a large extent on their personality. People who are not afraid of making mistakes and who like to take risks tend to be more talkative, but often do not realize that they are making mistakes. As stated about speaking challenges in the research of Malihah (2010) shy and quiet learners will tend to make fewer and fewer mistakes and take pride in their ability to speak English, even if it takes them a while to do so. Students will debate which is better: to speak more indecisively or to think more deeply and produce better results? It is possible to answer this question as the purpose of speaking is to create meaningful conversation. Here it is more important to get children talking and interacting with others than to give them time to think about the grammatical rules they are using.

According to Anggraeni, Wahibah and Assafari (2020) in many language programs, a great deal of emphasis is placed on teaching speaking and it is undeniable that teaching strategies influence students' learning outcomes. Different approaches will be adopted to master each skill because speaking and writing have different goals. The ability to produce written language is more important for the former than for the latter, which is mostly focused on oral language production. Teaching tactics for English language skills should be integrated into each skill to achieve the desired results. People take control of their own education by utilizing a set of methods collectively referred to as "learning strategies". As stated Astyk and Newton (2009) speaking is a useful oral communication skill in which one uses word pronunciation to communicate with others and with oneself. As well as being taught in academic settings, speaking is used to communicate ideas for learning purposes. Speaking is one of the most important parts of learning English, so oral proficiency is a prerequisite for improving one's English language skills. Speaking is an important part of work and may be required for academic study, reporting on certain topics and expressing ideas. According to Maryanti, Gani and Marhaban (2021) the most difficult and confusing language-creating ability to master is spoken language.

According to Komariah, Erdiana and Mutia (2020) speaking a language other than your mother tongue can be difficult. Students with limited knowledge of the target language believe that their speech is limited by the vocabulary they have acquired. As a result, speaking techniques can be very useful in reducing the level of anxiety, which is a common initial reaction. These are the difficulties that students and teachers face in speaking in the classroom because one of the main concerns in foreign language teaching is to prepare students to use the language. Miranda and Wahyudin (2023) mentioned that Learning strategies are defined as the methods, approaches or purposeful activities learners use to acquire and retain language and subject area knowledge. In other words, strategies are techniques or procedures that students use to prepare for their lessons. The attitudes and behaviors that students adopt during the learning process in order to influence their coding process are known as learning strategies.

Learning techniques can therefore also be understood in terms of students' critical thinking and how they use them to influence and assist their learning process. Learner strategies are the actions language learners take to control and accelerate the process of acquiring a second language and their awareness of these actions. What they understand about the parts of their language learning process that do not involve their chosen techniques.

One of the main problems affecting the teaching and learning of English-speaking learners in EFL countries is the lack of desire to master the language. Purwati, Ubaidillah and Restall (2023) identified two different motivational styles. . According to integrative motivation, the main goal of a language learner is to gain insight into the culture of native speakers by communicating with them. Conversely, instrumental motivation refers to the circumstances in which a learner acquires the language for pragmatic goals such as improving employment prospects, earning more income or passing a test.

As stated Elisathusilawani (2023) speaking is one of the crucial skills which must master while learning English. Nevertheless, speaking in English can be challenging because of EFL learners are not fluent in expressing their feelings, ideas and opinions. While EFL learners interact with people, they usually face issues relating to psychological, such, as anxiety, fear of making mistakes, shame speaking in a public, lack of motivation and ambition and low self-esteem.

According to Wahyuningsih and Afandi, (2020) there are various problems that learners face in speaking English. A few of the problems include inadequate vocabulary, poor grammar, incorrect pronunciation, lack of exposure to English outside the classroom, lack of confidence and lack of curriculum development for English speaking students. Such problems with learners can be solved by providing them with various speech development exercises.

1.2. Research questions

As stated challenges and issues above, the current research study aimed to investigate the role of speaking strategies. Furthermore, it is aimed to analyze speaking strategies on speaking skills in the English classroom. The recent research study seeks out following research questions:

Research questions

1.   What is the role of using speaking strategies in English classroom?

2.   How do speaking strategies used by participants differ according to their gender?

3.   How do speaking strategies used by participants differ according to their courses?

2. Method

Research design

The descriptive research design was used in the recent research study in order to analyze the role of speaking strategies. According to Grimes and Schulz (2002) current conditions are reported in descriptive study designs. Answers are sought to the questions of what, where, how and which. The descriptive research design aimed to analyze the role of speaking strategies, and learners' attitudes towards use of speaking strategies. The quantitative research method was utilized in the recent research study.

2.1. Sample / Participants

All in all, 35 learners took part in the recent research study. 19 female and 16 male learners were selected from Khoja Akhmet Yasawi International Kazakh-Turkish University, Philology Faculty. 20 undergraduate learners participated from 1st course and 15 participants from 2nd course. Most of

participants' knowledge of English was Pre-Intermediate and Intermediate. The research study was conducted in the fall semester of 2023 academic year. The purposive sampling method was used in selecting participants.

2.2. *Instrument(s)*

The research study used a closed questionnaire. The poll developed by Razmjoo and Ghasemi (2011). The current questionnaire includes overall 21 items. Moreover, it is divided into two sections like: "When I speak English" and "To improve my speaking ability". Section "When I speak English" covers items from 1 till 8, Section "To improve my speaking ability" includes items from 9 until 21. 5 point Likert scale instrument was utilized. The respondents were required to choose the answers among: 1- "strongly disagree", 2- "disagree", 3- "neutral", 4- "agree" and 5- "strongly agree".

According to the number of items from questionnaire, the internal reliability of the scale was presented as α= .854, which demonstrated that the scale used in this recent study is reliable to be used. The results are presented in Table 1.

Table 1- Reliability of scale

Cronbach's Alpha	N of Items
,854	21

2.3. *Data collection procedures*

Participants' grades and knowledge levels were taken into account in the selection of the questions. Each question attempted to identify students' views on the use of blogging to improve their understanding of what they write. Everything was obvious, there were no difficulties in the use of the trainees and alternatives were presented in advance. Each item was meaningful for the participants. It was explained that the findings will be used in academic research.

2.4. *Data analysis*

Initially, participants were asked to honestly express their alternatives, answers and fill out a questionnaire with their comments. Results were calculated using the Statistical Package for Social Sciences (SPSS) version 23 after all data were collected. A normality test was calculated to determine whether parametric or non-parametric would be more appropriate. According to the findings of Shapiro-Wilk and Kolmogorov-Smirnov tests, it was decided to apply nonparametric tests to the data after it was determined that the variables had normal distribution.

3. Results

According to the first research question "What is the role of using speaking strategies in English classroom?" The results are given in Table 2.

Table 2- Descriptive analysis

	N	Minimum	Maximum	Mean	Std. Deviation
When I speak English	35	2,25	5,00	3,7687	,73961
To improve my speaking ability	35	1,33	5,00	4,0042	,64782
Total	35	1,93	5,00	3,3698	,74541

In order to calculate data of first research question descriptive analysis was used. According to the results participants attitudes towards speaking strategies was affirmative. The first section "When I speak English" M=3,76 and second section "To improve my speaking ability" M=4,00. The second sections' "To improve my speaking ability" results were slightly higher than first section "When I speak English". It means that learners felt confidence using speaking strategies while improving their speaking skills. In order to advance speaking skills learners prefer to use different kinds of speaking strategies, like: reading newspaper, correcting mistakes, listening podcasts and other strategies.

The second research question was about "How do speaking strategies used by participants differ according to their gender?" The calculated results are demonstrated in Table 3.

Table 3- Results of Mann-Whitney U-test

	gender	N	Mean Rank	U	p
When I speak English	male	16	31,01	456,000	,741
	Female	19	29,23		
To improve my speaking ability	Male	16	20,59	485,000	,566
	Female	19	21,25		
Total	Male	16	26,24	465,500	,554
	Female	19	23,02		

*p<0.05

In order to calculate results of second research question Mann-Whitney U-test was used. According to obtained results first section "When I speak English" male participants' attitudes showed results M=31,01 and female learners M=29,23. It illustrates that male participant's perception towards use of speaking strategies was higher than female learners.

In accordance the second section "To improve my speaking ability" male participants data M=20,59 and females M=21,25. It means that according to second section "To improve my speaking ability" female participant's attitudes were slightly higher than male participants. Due to the number of participants of female was more than male learners.

The third research question was about "How do speaking strategies used by participants differ according to their courses?" The results are given in Table 4.

Table 4- Results of Mann-Whitney U-test

	Grade	N	Mean Rank	U	p
When I speak English	1	20	19,20	137,000	,684
	2	15	20,93		
To improve my speaking ability	1	20	18,90	134,000	,615
	2	15	21,03		
Total	1	20	19,95	144,500	,863
	2	30	20,68		

*p<0.05

The Mann-Whitney U-test was utilized to compute the findings of the third research question. Regarding to first section "When I speak English" first course learners results were M=19,20 at the same time second course learners results were M=20,93. The results presented that second course learners' attitudes were little higher despite the number of participants were fewer.

Regarding to the second section "To improve my speaking ability" first course's results M=18,90 and second course learners' results were M=21,03. The same results obtained in the second section. It demonstrated that second course learners paid more attention to the usage of speaking strategies. The total results presented that first course learners M=19,95 and second course participants M=20,68. The data given above showed that 2nd course learners much more confident while using speaking strategies. However, freshmen learners had little issues while using speaking strategies.

4. Discussion

The contemporary research study aimed to illustrate the role of speaking strategies in the English classroom. As stated above, EFL/ESL learners can face with challenges while speaking in any foreign language, because of, they are not native speakers.

EFL learners need to acquire a wide vocabulary, perfect their pronunciation and grasp grammatical structures so that they can form coherent sentences and speak fluent English. Learners can improve their own learning through the application of certain processes, attitudes, activities or methods known as learning strategies.

Learners should be able to recognize the pros and cons when deciding which tactic is best for them. Each learner is capable of using a different strategy than the other. How well students are prepared to communicate in the language will depend on the strategies they choose to learn the language. If students use useful techniques to help them feel comfortable using the language for communication, they will be able to overcome many difficulties when speaking English.

The first research question was "What is the role of using speaking strategies in English classroom?". According to the results participants attitudes towards speaking strategies was affirmative. Various kinds of speaking strategies, like: reading newspaper, correcting mistakes, listening podcasts and other strategies in order to advance speaking strategies.

The same affirmative data was obtained by the research of Saragih, Batubara, Halawa, Sipayung, and Napitupulu, (2022). Several kinds of speaking strategies were used in order to advance tourism learners' speaking skills. Speaking strategies like: cooperative activities, drilling, role play, and

debate, dialogue and cooperative activities were used. The language of the world is English, which is widely used everywhere. Therefore, every student, especially those who want to pursue a career in tourism, should have the ability to speak fluent English.

Guessing games can be used by educators to help students speak a foreign language more competently. As guessing games encourage learners to actively express their thoughts in words, it will make the learning conditions more fun rather than boring. As a result, their speaking ability will gradually improve over time. The similar results are found in the research of Arini, and Wahyudin, (2022) and Melendez, Zavala, and Mendez, (2014). The emphasis in the students' participation was on oral communication using real settings; everyone engaged in a friendly conversation and supported each other's talk. The findings here form the basis of a plan that aims to increase motivation, strategy knowledge and positive attitudes among elementary or primary students by encouraging them to engage with strategies early in their learning process.

According to Melendez, Zavala, and Mendez, (2014) the findings showed that role-playing, co-operative learning, creative tasks and exercises were the teaching methods. Students, meanwhile, reacted positively to the tactics, stating that they helped them to speak. They also expressed concern about the oral production of students whose participation was emphasized. Uyun, (2022) stated that a communication strategy paired with a learner-centered approach is what instructors often use in the classroom.

The activities often used are all stimulating, appropriate to the language teaching style and help students to become more engaged and talkative in class. Games, role-play, talks, discussions and presentations are the techniques they use in this method. All methods are considered to be the most appropriate methods for teaching speaking and require active communication. Moreover, this method encourages students to co-operate in groups or pairs depending on the demands and objectives of the task. It is also an implicit learner-centered technique.

The second and third research question was about examining any significant differences among gender and courses. There was no found significant different between male and female participants, moreover 1st and 2nd course learners.

5. Conclusion

Currently, one of the responsibilities of teachers in second of foreign language classrooms is to improve teaching strategies, as their goal is to help students learn and show how they think. Therefore using speaking strategies can be very effective in reducing anxiety levels, which are very common response in the early stages. Each learner should feel highly motivated and inspired in the classroom and be encouraged to take advantage of every opportunity to speak. In other words, teachers need to find interesting ways to teach this skill. Learners can be quite happy when they are actively involved in their education. Teachers, tutors can provide informative and useful comments after assignments have been given in the right way. According to the objective of the current research study was to examine the role of speaking strategies on evolving speaking skills, concluded as follows:

- Using speaking strategies in the classroom have several benefits in order to advance speaking;

- Using speaking strategies have an impact learners' motivation;

- Using speaking strategies can solve issues, challenges while speaking;

- Using speaking strategies can create captivating atmosphere.

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Appendix

<div align="center">Speaking Strategy Questionnaire</div>

Student Name:

Female   Male   Level:

<u>**When I speak English:**</u>

1. I think in my mother tongue then I translate it into English.

Strongly agree   Agree   No idea   Disagree   Strongly disagree

2. Communication is very important for me even if I don't use correct grammar.

Strongly agree   Agree   No idea   Disagree   Strongly disagree

3. If I have time, first I write, and then I speak.

Strongly agree   Agree   No idea   Disagree   Strongly disagree

4. I am worried about making mistakes and I feel shy when I make a mistake.

Strongly agree   Agree   No idea   Disagree   Strongly disagree

5. I correct myself whenever I make an error

Strongly agree   Agree   No idea   Disagree   Strongly disagree

6. I correct only big errors and ignore slips of tongue

Strongly agree   Agree   No idea   Disagree   Strongly disagree

7. If I forget a word, I explain the word in English or use synonyms

Strongly agree   Agree   No idea   Disagree   Strongly disagree

8. I use gestures (body language) to express myself better.

Strongly agree   Agree   No idea   Disagree   Strongly disagree

<u>**To improve my speaking ability:**</u>

9. I read newspaper and books in order to learn new structures and words.

Strongly agree   Agree   No idea   Disagree   Strongly disagree

10. I memorize the dialogues to use the structures.

Strongly agree   Agree   No idea   Disagree   Strongly disagree

11. I give the summary of the dialogues or the texts in my own words.

Strongly agree   Agree   No idea   Disagree   Strongly disagree

12. I speak English with my teacher and friends after class.

Strongly agree   Agree   No idea   Disagree   Strongly disagree

13. I practice reading English texts aloud.

Strongly agree   Agree   No idea   Disagree   Strongly disagree

14. I listen to radio or recordings.

Strongly agree   Agree   No idea   Disagree   Strongly disagree

15. I repeat after listening to radio, recordings or music.

Strongly agree   Agree   No idea   Disagree   Strongly disagree

16. I watch films or TV programs in English.

Strongly agree   Agree   No idea   Disagree   Strongly disagree

17. When my teacher asks questions in class, I try to answer him/her mentally to myself.

Strongly agree   Agree   No idea   Disagree   Strongly disagree

18. When my friends speak in class, I try to check their errors and correct them mentally.

Strongly agree   Agree   No idea   Disagree   Strongly disagree

19. When listening to my teachers or people who are good at English, I am careful about the structures, words and idioms that they use, and I try to use them in my speech.

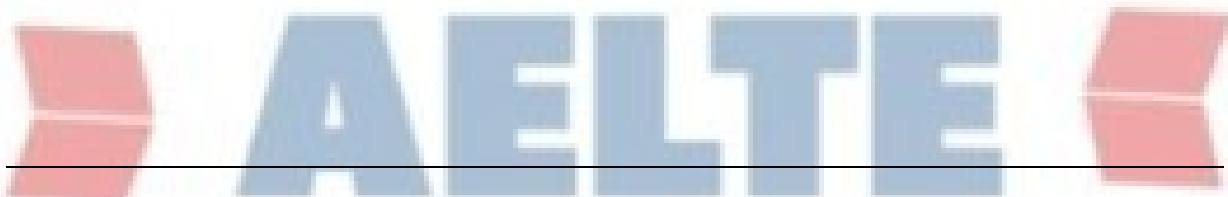Strongly agree   Agree   No idea   Disagree   Strongly disagree

20. I use English to English dictionary to improve my pronunciation and learn new words.

Strongly agree   Agree   No idea   Disagree   Strongly disagree

21. I try to relax whenever I speak English.

Strongly agree   Agree   No idea   Disagree   Strongly disagree

AELTE

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