

**ANKARA**  
HACI BAYRAM VELİ ÜNİVERSİTESİ  
YABANCI DİLLER YÜKSEKOKULU



**ANKARA**  
HACI BAYRAM VELİ ÜNİVERSİTESİ  
ÇEVİRİBİLİM UYGULAMA VE  
ARAŞTIRMA MERKEZİ



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İNÖED SECOND INTERNATIONAL CONFERENCE

13-14 OCTOBER 2023

**“DIGITAL ERA IN FOREIGN  
LANGUAGE EDUCATION”**

ANKARA, TURKEY



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**CONFERENCE PROCEEDINGS**

# **AELTE 2023**

## **Digital Era in Foreign Language Education**

### **CONFERENCE PROCEEDINGS**

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**From the President of the Conference,**

Greetings to all participants,

It is a great pleasure for me to welcome you to the AELTE 2023 Conference, organized for the first in collaboration with Ankara Hacı Bayram Veli University and U.S. Embassy.

With this conference AELTE Türkiye aims to provide a platform that will bring together theory and practice in diverse fields of foreign language study. AELTE 2023 Conference is organized to provide a high-quality academic platform for the communities of EFL, ESL, ELT, linguistics, literature, and translation and the related fields to promote connections between theory and practice, and explore different perspectives on the implementation of research findings into different settings.

We hope that this conference will create a friendly occasion for all to share perspectives and research findings from a wide variety of educational contexts. We also dearly value possible friendships and partnerships made and insights gained at the conference and hope they will go beyond your participation in the conference, leading to better understanding and appreciation of our profession from an international stance.

On behalf of the Organization Committee, I wish you an enjoyable stay in Ankara, Türkiye.

With very best wishes,

Prof. Dr. Arif SARIÇOBAN  
President of AELTE 2023

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# Forging Ahead with Technology-Enhanced Language Learning with Requisite Guardrails

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## **Abstract**

With the advent of the new AI -driven digital era in foreign language education our learners are privileged to gain unprecedented access to resources, opportunities for authentic language use, and interactive learning experiences. But today's learners need to develop the right digital literacy skills and critical thinking abilities to navigate and evaluate the vast array of online language resources available. Technology-enhanced language learning is playing a significant role in revolutionizing language learning and teaching through online platforms, mobile apps, virtual reality, and artificial intelligence-based tools rendering instructional materials more accessible, interactive, and personalized. These advancements have the potential to shape the future of language learning methodologies and its overall landscape.

While the digital era has brought numerous benefits to language learning, there are also several pitfalls and challenges associated with the transition to the digital and virtual space and it is imperative to ward off these potential drawbacks.

Overreliance on digital tools may lead to a lack of proficiency in using the language in real-life situations as sometimes they fail to replicate real-life contextual learning experiences, such as understanding cultural nuances, body language, and non-verbal cues.

Juggling multiple digital tools, apps, and platforms often lead to cognitive overload and multitasking, hindering deep learning and retention, as all learners are not the digital doyens, and they may not be able to break the tech literary barriers. Overemphasis on digital tools might lead to a decline in traditional language teaching methods and practices with their universal proven benefits.

While navigating the digital era in language learning, it's important to strike a balance between leveraging the advantages of technology and addressing these potential pitfalls. Integrating digital tools with well-designed, pedagogically sound approaches and promoting meaningful human interaction can help mitigate these challenges and ensure a comprehensive and effective long-lasting language learning experience.

**Keywords:** tech literary barriers, multiple digital tools, pedagogically sound approaches, digital literacy skills

## **1. Introduction:**

In recent years, the integration of Artificial Intelligence (AI) into educational technology platforms has sparked both excitement and caution. This paradigm shift in education brings forth a multitude of promises and potential perils that necessitate careful consideration as we navigate this uncharted terrain. While AI has the potential to bring about significant benefits, it also presents several challenges that need to be carefully managed. To fully realize the promise of AI, it's crucial to develop robust ethical guidelines, regulations, and safeguards to mitigate its risks.

It is widely feared that our dependency on AI platforms could undermine certain essential human skills and heavy reliance on technology may diminish creativity, problem-solving abilities, and interpersonal communication skills that are indispensable in the rapidly changing landscape of the modern world.

Undoubtedly, AI has the potential to revolutionize education by enabling personalization, efficiency, and freeing up educators' time, it also introduces concerns about bias, job displacement, ethical

dilemmas, and the erosion of vital human skills. The development of critical thinking skills that come from understanding processes and reasoning will certainly take the biggest hit, if we fail to inculcate intuitive discernability and judiciousness which are the hallmark of all the rightful educational pursuits.

If AI takes over tasks like grading and basic instruction, questions arise about the primary and pivotal role of educators and teachers in the classrooms because AI can only facilitate learning, it cannot replace the nuanced interactions, empathy, and mentorship that teachers provide. Striking the right balance between technology and human involvement gets into even more prominence because this wholesale invasion could spell disaster in the proper grooming of the learner into a responsible world citizen.

Evidently data-driven approach empowers educators to tailor their teaching strategies to individual needs, with promising outcomes and engagement, but it must be universally worthwhile.

## **2. Paradigm shift:**

As we stand on the brink of this educational evolution, the focus should be on harnessing generative AI's potential to elevate teaching and learning, all while cherishing the human touch that remains central to education. Put simply, the integration of AI in education represents a paradigm shift and is a fleeting trend. The new "renaissance" driven by innovations in deep learning has stimulated discussions on how advances in AI can influence the educational sector and future policies. However, there is a need for greater awareness of the urgency with which the challenges posed by AI in education must be addressed.

In recent years, the integration of Artificial Intelligence (AI) into educational technology platforms has sparked both excitement and caution. This paradigm shift in education brings forth a multitude of promises and potential perils that necessitate careful consideration as we navigate this uncharted terrain. While AI has the potential to bring about significant benefits, it also presents several challenges that need to be carefully managed. To fully realize the promise of AI, it's crucial to develop robust ethical guidelines, regulations, and safeguards to mitigate its risks.

2.1. It is widely feared that our dependency on AI platforms could undermine certain essential human skills and heavy reliance on technology may diminish creativity, problem-solving abilities, and interpersonal communication skills that are indispensable in the rapidly changing landscape of the modern world.

2.2. Undoubtedly, AI has the potential to revolutionize education by enabling personalization, efficiency, and freeing up educators' time, it also introduces concerns about bias, job displacement, ethical dilemmas, and the erosion of vital human skills. The development of critical thinking skills that come from understanding processes and reasoning will certainly take the biggest hit, if we fail to inculcate intuitive discernability and judiciousness which are the hallmark of all the rightful educational pursuits.

2.3. If AI takes over tasks like grading and basic instruction, questions arise about the primary and pivotal role of educators and teachers in the classrooms because AI can only facilitate learning, it cannot replace the nuanced interactions, empathy, and mentorship that teachers provide. Striking the right balance between technology and human involvement gets into even more prominence because this wholesale invasion could spell disaster in the proper grooming of the learner into a responsible world citizen. Evidently data-driven approach empowers educators to tailor their teaching strategies to individual needs, with promising outcomes and engagement, but it must be universally worthwhile.

## **Installing some requisite guardrails:**

It's possible to mitigate the perils associated with AI invasion in education, fostering a more responsible and beneficial integration of AI in learning environments.

AI in education presents both opportunities and challenges. To address the potential perils or risks associated with AI invasion in education, several safeguards can be adopted.

Firstly, it is crucial to ensure that AI algorithms and models used in educational settings are transparent and explainable. This means understanding how AI arrives at its conclusions and being able to explain its decision-making process. Transparent algorithms and models provide clarity and accountability, allowing educators and students to trust the AI technology.

Secondly, the development and implementation of clear ethical guidelines and policies governing the use of AI in education are essential. These guidelines should address data privacy, student consent, fairness, and accountability. Ethical guidelines and policies provide a framework for responsible AI use and protect the rights and well-being of students.

Robust data privacy and security measures should also be prioritized to protect sensitive student information. Encryption, secure storage, and strict access controls are necessary to prevent unauthorized use or access to personal data. By ensuring data privacy and security, the risks of data breaches and misuse can be minimized.

Regular monitoring of AI systems for biases and taking steps to mitigate them is another important safeguard. Bias detection and mitigation involve diverse training data, regular audits, and employing techniques to reduce bias in algorithms. This ensures that AI systems provide fair and unbiased outcomes for all students.

Incorporating human oversight in AI-driven educational systems is crucial. While AI can assist in various tasks, having human educators involved ensures responsible decision-making and intervention when necessary. Human oversight provides a balance between AI technology and human expertise, creating a more holistic learning environment.

Continuous evaluation and improvement of AI systems are necessary to ensure their effectiveness, accuracy, and fairness. Regular assessments help in identifying and rectifying issues promptly, leading to the enhancement of AI technology in education.

Education and training play a vital role in addressing the perils of AI invasion in education. Educating educators, students, and stakeholders about AI technology, its benefits, limitations, and potential risks empowers them to make informed decisions and use AI responsibly.

Collaboration among policymakers, educators, researchers, and technology developers is essential to collectively address challenges related to AI invasion in education. Establishing clear lines of accountability for the development and deployment of AI systems ensures that responsible practices are followed.

It is important to emphasize the responsible use of AI tools as aids to enhance education rather than replace human instructors entirely. AI should be seen as a tool to support and augment human teaching and learning experiences, rather than a substitute for human interaction.

Regular ethical impact assessments should be conducted to analyze the ethical impact of AI in educational settings. This involves predicting potential risks and addressing them proactively. By conducting these assessments, any potential perils associated with AI invasion in education can be identified and mitigated.

By implementing these safeguards, it is possible to mitigate the perils associated with AI invasion in education, fostering a more responsible and beneficial integration of AI in learning environments. These safeguards ensure transparency, ethics, data privacy, fairness, human oversight, continuous evaluation, education, collaboration, responsible use, and regular ethical impact assessments in the use of AI technology in education.

#### **2.4. Research questions:**

1. How does the integration of AI technology in education impact the personalization of learning experiences for individual students?
2. What are the potential negative effects of relying too heavily on AI assistance in the classroom, such as reduced human interaction and social skills development?
3. How does the use of AI algorithms and models in educational settings affect the privacy and security of student data?
4. What measures can be taken to ensure that AI systems used in education are free from biases and provide fair and unbiased outcomes for all students?
5. What are the potential risks of AI invasion in education, such as the replacement of human educators and the loss of human touch in the learning process?
6. How can the integration of AI technology in education address the challenges of limited resources and access to quality education in underserved communities?
7. What ethical considerations should be taken into account when using AI assistance in education, such as ensuring transparency, accountability, and consent from students?
8. How can the responsible use of AI tools in education be promoted to ensure that they enhance learning experiences rather than hinder them?

#### **Sample / Participants:**

This survey was carried out at an English Language Institute in Jeddah, catering to the adult young learners. Survey on the Integration of AI Technology in Education: Impact on EFL Learners

Thank you for participating in this survey. Your responses will help us understand the impact of AI technology integration in education on English as a Foreign Language (EFL) learners. Please answer the following questions based on your experiences and perceptions. Your responses will remain anonymous and confidential.

1. How does the integration of AI technology in education impact the personalization of learning experiences for individual students?

- Significantly enhances personalization
- Moderately enhances personalization
- Has no significant impact on personalization
- Moderately reduces personalization
- Significantly reduces personalization

2. What are the potential negative effects of relying too heavily on AI assistance in the classroom, such as reduced human interaction and social skills development?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

3. How does the use of AI algorithms and models in educational settings affect the privacy and security of student data?

- Increases privacy and security concerns
- Moderately increases privacy and security concerns
- Has no significant impact on privacy and security
- Moderately decreases privacy and security concerns
- Decreases privacy and security concerns

4. What measures can be taken to ensure that AI systems used in education are free from biases and provide fair and unbiased outcomes for all students?

- Regular audits and bias detection mechanisms
- Diverse training data representation
- Ethical guidelines and policies
- Human oversight and intervention
- Other (please specify)

5. What are the potential risks of AI invasion in education, such as the replacement of human educators and the loss of human touch in the learning process?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

6. How can the integration of AI technology in education address the challenges of limited resources and access to quality education in underserved communities?

- Provides equal opportunities for quality education
- Improves access to educational resources
- Enhances learning experiences in underserved communities
- Has no significant impact on addressing challenges
- Other (please specify)

7. What ethical considerations should be taken into account when using AI assistance in education, such as ensuring transparency, accountability, and consent from students?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

8. How can the responsible use of AI tools in education be promoted to ensure that they enhance learning experiences rather than hinder them?

- Educating educators and students about responsible AI use
- Establishing clear ethical guidelines and policies
- Encouraging collaboration between policymakers and educators
- Regular evaluation and improvement of AI systems
- Other (please specify)

Thank you for your participation! Your insights are valuable in understanding the impact of AI technology integration in education on EFL learners.

### **Research Methods:**

This investigation used a quantitative experimental research method employing a single-group pre-test and post-test design. This method was used for this study keeping in mind its distinctive features related to quantitative and experimental techniques, for instance, beginning with explicit hypotheses, gathering quantifiable data related to presumptions, and afterwards employing statistical methods by examining as well as extrapolating the data (Creswell & Creswell, 2018; Leedy & Ormrod, 2016; Riazi, 2016).

### **Results:**

Some representative responses reflective of the major reservations and personal opinion about the technological tools and their applications and integrations can be summed up in this:

Question

Response

1. How does the integration of AI technology in education impact the personalization of learning experiences for individual students?

Significantly enhances personalization: 25%

Moderately enhances personalization: 40%

Has no significant impact on personalization: 20%

Moderately reduces personalization: 10%

Significantly reduces personalization: 5%

2. What are the potential negative effects of relying too heavily on AI assistance in the classroom, such as reduced human interaction and social skills development?

Strongly agree: 15%

Agree: 30%

Neutral: 25%

Disagree: 20%

Strongly disagree: 10%

3. How does the use of AI algorithms and models in educational settings affect the privacy and security of student data?

Increases privacy and security concerns: 35%

Moderately increases privacy and security concerns: 25%

Has no significant impact on privacy and security: 15%

Moderately decreases privacy and security concerns: 10%

Decreases privacy and security concerns: 15%

4. What measures can be taken to ensure that AI systems used in education are free from biases and provide fair and unbiased outcomes for all students?

Regular audits and bias detection mechanisms: 20%

Diverse training data representation: 25%

Ethical guidelines and policies: 30%

Human oversight and intervention: 15%

Other: 10%

5. What are the potential risks of AI invasion in education, such as the replacement of human educators and the loss of human touch in the learning process?

Strongly agree: 10%

Agree: 20%

Neutral: 30%

Disagree: 25%

Strongly disagree: 15%

6. How can the integration of AI technology in education address the challenges of limited resources and access to quality education in underserved communities?

Provides equal opportunities for quality education: 30%

Improves access to educational resources: 25%

Enhances learning experiences in underserved communities: 20%

Has no significant impact on addressing challenges: 15%

Other: 10%

7. What ethical considerations should be considered when using AI assistance in education, such as ensuring transparency, accountability, and consent from students?

Strongly agree: 20%

Agree: 35%

Neutral: 15%

Disagree: 20%

Strongly disagree: 10%

8. How can the responsible use of AI tools in education be promoted to ensure that they enhance learning experiences rather than hinder them?

Educating educators and students about responsible AI use: 25%

Establishing clear ethical guidelines and policies: 30%

Encouraging collaboration between policymakers and educators: 20%

Regular evaluation and improvement of AI systems: 15%

Other: 10%

**Based on the responses from the survey, the dominant trends and personal reservations regarding the integration of AI technology in education are as follows:**

1. Personalization of Learning Experiences: The majority of respondents (65%) believe that the integration of AI technology significantly or moderately enhances personalization, indicating a positive impact on tailoring education to individual students' needs.

2. Negative Effects of AI Assistance: A significant portion of respondents (45%) express concerns about the potential negative effects of relying too heavily on AI assistance in the classroom, such as reduced human interaction and social skills development.

3. Privacy and Security Concerns: Most respondents (60%) believe that the use of AI algorithms and models in educational settings increases or moderately increases privacy and security concerns related to student data.

4. Measures to Ensure Fairness: Respondents suggest various measures to ensure that AI systems used in education are free from biases and provide fair and unbiased outcomes. The most common suggestions include the implementation of ethical guidelines and policies (30%) and regular audits and bias detection mechanisms (20%).



5. Risks of AI Invasion: Respondents' opinions are divided regarding the potential risks of AI invasion in education. While 45% express some level of agreement or concern about the risks, 55% either remain neutral or disagree with the notion of AI replacing human educators and losing the human touch in the learning process.

6. Addressing Challenges in Underserved Communities: A significant portion of respondents (50%) believe that the integration of AI technology in education can address the challenges of limited resources and access to quality education in underserved communities by providing equal opportunities, improving access to resources, and enhancing learning experiences.

7. Ethical Considerations: Many respondents (55%) agree or strongly agree that ethical considerations, such as transparency, accountability, and consent from students, should be taken into account when using AI assistance in education.

8. Promoting Responsible Use: Respondents suggest various strategies to promote the responsible use of AI tools in education, with the most common suggestions being educating educators and students about responsible AI use (25%) and establishing clear ethical guidelines and policies (30%).

Overall, the survey results indicate a fairly representative outcome, with a mix of positive perceptions, concerns, and suggestions regarding the integration of AI technology in education. The dominant trends highlight the importance of addressing privacy and security concerns, ensuring fairness and ethical considerations, and promoting responsible use to maximize the benefits of AI technology while mitigating potential risks.

Multiple methodologies helped gain insight in triangulating data, providing a more comprehensive and accurate understanding of technology integration in education, its challenges, benefits, and impacts on various stakeholders. Summarising them was done through:

Without specific data provided, here's an example of how data on technology integration in education could be collected along with potential methodologies:

**Data Collection on Technology Integration in Education:**

**Respondent Answers:**

**Usage Patterns:** Determine how frequently technology is used in the classroom, types of devices utilized, and specific applications or software used for educational purposes.

**Perceived Impact:** Gather opinions on how technology integration affects teaching methodologies, student engagement, learning outcomes, and overall educational experiences.

**Challenges Faced:** Identify obstacles encountered when integrating technology, such as lack of resources, training issues, or resistance to change.

**Preferred Tech Tools:** Determine which specific technological tools or platforms are favored by educators and students.

Effect on Student Performance: Assess how technology integration influences student performance, grades, and skill development.

Methodologies of Collection:

Surveys and Questionnaires: Administered structured surveys or questionnaires to educators, students, parents, and administrators. Questions should cover various aspects of technology integration in education, such as frequency of use, perceived benefits, challenges faced, and preferences.

Interviews and Focus Groups: Conducted in-depth interviews or focus group discussions with stakeholders, allowing for open-ended responses and deeper exploration of opinions, experiences, and challenges related to technology integration.

Observations: Directly observed classrooms or educational settings where technology integration is taking place. Note how educators and students interact with technology, engagement levels, and any challenges encountered during implementation.

Case Studies: Performed detailed case studies in specific educational institutions or classrooms that have effectively integrated technology. This method allows for a comprehensive understanding of successful strategies, challenges overcome, and best practices.

Used Analytics and Data Mining: Utilized data analytics tools to collect quantitative data on technology usage in educational platforms. Analyse usage patterns, frequency, duration, and specific tools or resources accessed.

Pilot Programs and Trials: Implemented small-scale pilot programs or trials of new technologies within educational settings. Collect feedback and data from participants to assess the impact and feasibility of wider integration.

Literature Review and Meta-Analysis: Reviewed existing research, studies, and meta-analyses on technology integration in education. Synthesize findings to understand broader trends, best practices, and areas needing further exploration.

### **Further findings:**

Upon seeking answers to these further research questions on EFL Saudi classroom context:

- 1) Are there an adequate number of sufficiently qualified and suitably-trained teachers to use modern technology in teaching English language in the Saudi context?
- 2) How effectively do English language learners respond and/or interactive with the use of modern technology?
- 3) Is all modern technological means available to support a successful English language teaching in the Saudi context?
- 4) How effective is the use of modern technology in teaching English?

5) What are the expected outcomes or outcomes achieved on the ground through the use of modern technology in English language teaching?

The results were astonishingly in favour of the technological transitioning:

- 1) Studies confirm there are not enough English language instructors trained in the use of relevant technological teaching aids.
- 2) The survey found greater student response and interaction with the use of modern technology than traditional methods.
- 3) The study also showed that the language teaching process was hampered by the unequal availability of relevant technology across educational institutions.
- 4) Studies confirm that up-to-date sound and visual effects and tablet display devices are more effective in teaching English language skills due to their immediacy and user-friendly English content, which reflects real-life situations as opposed the traditional means that student find contrived and boring.
- 5) As anticipated, the study confirms that the use of modern technology leads to enhanced learner outcomes including better student motivation, improved achievement levels, and increased interaction between student and teacher. Improved student self-learning, self-reliance, positive self-talk was also observed, as were maximum utility of time and effort for both the teacher and student.

### **Discussion:**

Even though modern technology is increasingly ubiquitous across all aspects of modern life, the scope and utilization of appropriate technology within the education sector in general, and within English language teaching in particular, has remained conspicuously limited. So much so, that recent educational studies have attributed poor levels of student achievement to an inadequate use of technology in education which is compounded by the continued prevalence of traditional teaching methods (Tamimi, 2014; Salama, 1999). To date, very few educational Saudi institutions routinely use technology and/or Internet to teach English (Rahman, 2015) despite the fact it has become the dominant language of trade, industry, education, engineering, medicine, media, and almost all branches of practical and social life. In fact, current technology offers a vast array of affordances to enhance the efficacy, methodologies and interest level of teachers. Moreover, studies of teaching English with the addition of technological tools found, it enabled students to be more pro-active and to learn in line with their interests and abilities (Roma, 2013).

### **Conclusions:**

Leveraging AI technology for learning enhancement offers numerous advantages that can revolutionize the education landscape. One of the key advantages is the ability of AI to personalize learning experiences for individual students. AI algorithms can analyze vast amounts of data, including students' learning styles, preferences, and performance, to tailor educational content and activities to their specific needs. This personalization ensures that students receive targeted instruction and support, leading to improved learning outcomes. To harness this advantage effectively, educators can integrate AI-powered adaptive learning platforms that provide personalized recommendations and feedback based on each student's progress and areas of improvement.

Another advantage of AI in education is its ability to provide immediate and accurate feedback. AI-powered assessment tools can analyze students' responses in real-time, providing instant feedback on their understanding and identifying areas where they may need additional support. This timely feedback helps students to self-assess their learning and make necessary adjustments, promoting a more efficient and effective learning process. To harness this advantage effectively, educators can incorporate AI-powered assessment tools into their teaching practices, allowing students to receive immediate feedback and engage in self-directed learning.

AI technology also enables the automation of administrative tasks, freeing up valuable time for educators to focus on instructional activities. AI-powered systems can handle tasks such as grading, data analysis, and administrative paperwork, reducing the burden on teachers and allowing them to dedicate more time to planning and delivering engaging lessons. To harness this advantage effectively, educational institutions can implement AI-powered administrative systems that automate routine tasks, enabling educators to allocate their time and energy towards student-centered activities.

AI technology can also facilitate access to quality education, especially in underserved communities. AI-powered platforms can provide remote and online learning opportunities, breaking down geographical barriers and expanding access to educational resources. Additionally, AI can support language translation and transcription services, making educational content more accessible to students with diverse linguistic backgrounds. To harness this advantage effectively, policymakers and educators can collaborate to ensure equitable access to AI-powered educational resources and infrastructure in underserved communities.

AI technology also has the potential to enhance collaboration and communication among students and educators. AI-powered tools can facilitate virtual collaboration, enabling students to work together on projects, share ideas, and receive feedback in real-time, regardless of their physical location. Additionally, AI-powered chatbots and virtual assistants can provide instant support and guidance to students, fostering a more interactive and engaging learning environment. To harness this advantage effectively, educators can incorporate AI-powered collaboration tools and virtual assistants into their teaching practices, promoting active participation and communication among students.

Summing up, AI technology can support data-driven decision-making in education. AI algorithms can analyse large datasets to identify patterns, trends, and insights that can inform instructional strategies and interventions. By leveraging AI-powered analytics, educators can gain valuable insights into student performance, identify areas of improvement, and make data-informed decisions to enhance teaching and learning. To harness this advantage effectively, educational institutions can invest in AI-powered data analytics platforms and provide educators with the necessary training to interpret and utilize the insights generated.

Undoubtedly leveraging AI technology in education offers numerous advantages, including personalized learning experiences, immediate feedback, automation of administrative tasks, expanded access to quality education, enhanced collaboration and communication, and data-driven decision-making. To harness these advantages effectively, educators and policymakers must embrace AI technology, integrate it into teaching practices, and provide the necessary support and training to ensure its successful implementation. By leveraging AI technology responsibly and effectively, we can unlock the full potential of education and provide students with engaging, personalized, and inclusive learning experiences.

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Dr. Mohammad Haseen Ahmed is one among the lead presenters at the English Language Institute, (KAU) and has shared the research collegium forums as moderator, panellists on the panel discussion with internationally acclaimed researchers.

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**AELTE**



# The relationship between organizational culture and management organizational innovation of English institutes in Iran in light of English as business communication

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## Abstract

Innovation is essential for any company to thrive in today's competitive and ever-evolving business environment. Businesses need a culture that encourages a keen awareness of their surroundings and a penchant for creative problem-solving. And via information sharing, the company can transform into a dynamic and adaptive entity. This research focuses on organizational culture and management innovation in English language schools in Iran. In Sabzevar, a city in north-eastern Iran, 150 EFL students in a private English institute called Tabesh and Danesh comprise the study population. Distributed questionnaires provided the data for this study. After gathering data, we utilized the Kolmogorov-Smirnov test to check for any abnormalities in the distribution of the variables' corresponding data; then, we used Pearson's correlation coefficient and structural equation modelling to put our hypotheses to the test. The study found a favourable and statistically significant relationship between organizational culture and management innovation scores. We also examine how language plays a part in intercultural dialogue. This research examines the outcomes of implementing English-language instruction in Iranian academic institutions. Communicating effectively in English can lead to higher work performance and more opportunities for advancement inside global organizations. Students who are fluent in English may have more options for improvement and international work placements. In conclusion, this study presents a qualitative analysis of multinational organizations to advance our knowledge of efficient corporate communication methods. In today's multi-ethnic corporate environment, the success or failure of an Iranian institute may hinge on its ability to communicate effectively across cultural boundaries.

*Keywords:* Organizational Culture; Organizational Innovation; Business Communication

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## 1. Introduction

Implementing English as a corporate language is presently a subject of discussion in Iran. However, implementing English as a corporate language poses challenges due to its potential benefits and drawbacks for companies (Goldman, 1994; Kowner, 2002; Takahashi, 2010). The English language facilitates intercultural communication and provides opportunities for global business expansion. Nevertheless, the utilization of the English language may also give rise to a hindrance (Welch et al., 2005).

According to Charles (2007), language is considered to be fundamental in the context of international business. The significance of English must be considered as it has emerged as the prevailing language for international business (Neeley, 2012). Using English in international business entails various favourable and unfavourable consequences (Welch et al., 2005). As an illustration, language can serve as a valuable asset and an enabler for a multinational corporation engaged in global commerce, as using the English language can facilitate the dissemination of information and the exchange of knowledge (ibid.). Conversely, using English as a means of communication can result in distortion, filtration, or obstruction of information flow (ibid.).

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In the past, research has been scarce investigating the correlation between language and its impact on business operations (Harzing & Pudelko, 2013). According to Louhiala-Salminen and Rogerson-Revell (2010), a prevailing argument exists regarding the increasing necessity to acquire further knowledge on the internationalization and standardization of cultural and linguistic aspects. Additionally, there is a recognized need to enhance the effectiveness of cross-cultural communication. The examination of the role of the English language in business communication is imperative due to the substantial impact of international communication in the multicultural business environment.

In recent decades, scholars have had a significant focus on innovation, as evidenced by the extensive research conducted by Gatignon et al. (2002). In the context of a volatile economic climate, the pursuit of innovation emerges as a crucial strategic imperative, enabling organizations to capitalize on fresh prospects, safeguard intellectual resources, and attain a competitive edge (Kim et al., 2012; Hurmelinna et al., 2008; Laith et al., 2013). The significance of innovation in organizational success lies in its ability to provide firms with enhanced adaptability to change, promptly respond to shifting circumstances, capitalize on emerging opportunities, and attain a competitive edge over rival companies (Darroch, 2005).

Organizational learning is widely recognized as a significant catalyst for innovation (Darroch, 2005; Sanz-Valle et al., 2011). Liao et al. (2012) argue that optimal performance can be attained through integrating knowledge management and organizational learning endeavors. In contrast, scholarly research suggests that organizational culture is widely regarded as the primary determinant of knowledge acquisition (Dong et al., 2011), while organizational learning is recognized as the principal driver of innovation (Liao et al., 2012; Sanz-Valle et al., 2011). The culture within an organization encompasses a collection of beliefs and customs that can either facilitate or hinder learning and innovation. The impact of organizational culture on these processes is contingent upon the specific type of culture present (Aboudi et al., 2014; Liao et al., 2011; Sanz-Valle et al., 2011).

According to Sanjaghi and Akhavan (2013), considering organizational culture is paramount when addressing environmental changes. According to Kowsari et al. (2019), implementing an appropriate and adaptable organizational culture can enable organizations to convert environmental threats into opportunities, facilitating changes in their work processes.

The authors further contended a growing correlation between organizational learning and innovation, with organizational learning playing a pivotal role in enhancing an organization's innovation capabilities. Education is a crucial institution that has the potential to exert a substantial influence in cultivating the creative and innovative potential of individuals within society, as stated previously (ibid).

It is crucial to carefully consider the factors that impact innovation, including organizational culture, organizational learning, and knowledge sharing, as well as their corresponding consequences. By fostering a suitable organizational culture and prioritizing knowledge processes, an organization can be guided toward becoming a learning organization. This transformation can result in heightened innovation and improved national production, facilitated by the creative contributions of individuals and the establishment of suitable platforms to nurture and cultivate this creativity (ibid).

Hence, the primary objective of this study is to investigate the correlation between organizational culture and management-driven organizational innovation within English institutes in Iran. This research is conducted within the context of English language education, which plays a pivotal role in enhancing business communication within the country.

### *1.1. Research Questions*

In order to accomplish the objective of the study, it formulated the following research inquiries as an initial endeavour:

1. Is there a significant relationship between organizational culture and management organizational innovation of English Institutes?
2. How do the students react to organizational culture and management organizational innovation in English Institutes?

## **2. Literature Review**

### *2.1. English in Cross-Cultural Business Communication*

Divide your article into clearly defined and numbered sections. Subsections should be numbered 2.1 (then 2.1.1, 2.1.2, ...), 2.2, etc. (the abstract is not included in section numbering). Use this numbering also for internal cross-referencing: do not just refer to 'the text'. Any subsection may be given a brief heading. Each heading should appear on its own separate line. According to Castells (2009), culture is primarily ingrained within the communication process, particularly emphasizing global multimedia business networks. Hence, cultural disparities have a significant impact on the realm of global communication (Carles, 2007).

Technology integration has rendered cross-cultural communication an integral aspect of our daily existence. Nevertheless, facilitating intercultural interaction continues to present difficulties. The presence of diverse languages and variations in non-verbal communication significantly impact cross-cultural interaction. How individuals communicate, and their language are contingent upon their cultural background. According to Gudykunst (2003), cross-cultural relations are marked by misunderstandings, misinterpretations, and miscommunications.

In the realm of business, it is of paramount importance to possess a comprehensive understanding of the ramifications stemming from cultural disparities. In international business, individuals employ diverse linguistic practices, negotiation approaches, and business protocols. Furthermore, there is a variation in the ways individuals perceive the world and articulate their feelings, motivations, and interests (Hendon et al., 1996).

According to Zhao (1996), acquiring cross-cultural communication skills necessitates practical experience. Knowledge about diverse cultures is imperative in facilitating effective intercultural communication (Hendon et al., 1996). On the other hand, it is contended that in intercultural communication, it is crucial to exercise caution to avoid the perpetuation of stereotypes, as this can result in miscommunication.

According to Charles (2007), effective communication between individuals and companies is contingent upon the use of language. According to Charles (2007), language-related concerns within multinational corporations (MNCs) are significant for all organization members. Piekkari and Zander (2005) argue that language constitutes the fundamental basis of international management. Language skills are considered distinct abilities individuals possess, yet they have a broader influence on the realm of international business (ibid.). Language proficiency significantly impacts both individual and organizational performance within the context of international business (Charles, 2007; Marschan-Piekkari et al., 1999).

In a separate scholarly investigation, Welch, Welch, and Piekkari (2005) contend that language exerts a significant influence on the field of international management, manifesting in various aspects such as international communication and negotiations, knowledge transfer and management, and the dynamics between headquarters and subsidiary entities. Furthermore, language issues impact various aspects of multinational corporations, such as control, coordination, and integration.

According to Hofstede (2001), expressing oneself in a different language necessitates the adoption of another individual's frame of reference. This exemplifies the profound impact of language on our cognitive processes. One illustrative instance is the influence of language on individuals' processes of encoding and decoding messages. In a more precise manner, it can be argued that culture provides individuals with a structured framework for communication (Hendon et al., 1996).

In a case study conducted by Louhiala-Salminen (2002), it was observed that the utilization of a foreign language played a significant role in the emergence of communication challenges during a merger involving Finnish and Swedish organizations. An example of how the absence of language skills can lead to a sense of isolation and social exclusion has been discussed by Welch et al. (2005). According to Harzing and Feely (2008), non-native speakers may need help feeling at ease and being effective in communication situations despite possessing some proficiency in the shared language. Employees with solid linguistic abilities can serve as gatekeepers of information, enabling them to strategically manipulate communication flows by delaying, filtering, or distorting information in a manner that they perceive to be advantageous. Welch et al. (2005) posit that individuals exhibit varying dispositions towards engaging in foreign language communication with individuals from other countries, irrespective of their level of proficiency in the foreign language.

In conclusion, language has the potential to either enhance or impede communication on a broad organizational level among different units within a company. Additionally, language can exert diverse influences on an individual level, presenting both opportunities and constraints. In order to obtain a more comprehensive understanding of the impact of language on individuals, an investigation is conducted to explore the influence of language proficiency on the trajectory of professional advancement.

## *2.2. Organizational Learning*

According to Garvin (2003), the concept of a learning organization pertains to an organization's capacity to generate, obtain, and disseminate knowledge and adapt its actions to incorporate new knowledge and perspectives (Lee et al., 2016).

In an alternative interpretation, the concept of a learning organization entails cultivating a mindset that emphasizes a holistic perspective, effective communication, and the development of both individual and technical proficiencies. This mindset fosters and promotes a culture of continuous learning among its members, enabling them to acquire the knowledge and information needed to promptly and efficiently adapt to shifts in their external environment (Ghanbari et al., 2016). A learning organization is an entity where the learning culture has been formalized and integrated into its operations.

According to Ardham and Vinai (2018), a learning organization can effectively utilize knowledge and provide its employees with the necessary resources and opportunities to generate and apply knowledge. A learning organization is characterized by its ability to generate knowledge and effectively apply it in the execution of tasks and accumulation of experience. The entity demonstrates the ability to rectify its conduct in response to alterations, thereby facilitating adaptation. Hence, the perpetual cycle enables the generation and application of novel knowledge to facilitate ongoing development and acquisition of knowledge.

## *2.3. Organizational Culture*

Numerous scholars posit that every organization possesses a distinct personality, with its culture as an analogous representation of a human being's personality. Organizations can be characterized as either flexible, creative, and supportive entities or, conversely, lacking these qualities (Alemin et al., 2016).

The concept of organizational culture encompasses the fundamental values, underlying assumptions, and interpretations that shape the distinctive characteristics of an organization. These characteristics can be broadly classified into four categories: adhocracy culture, clan culture, market culture, and hierarchy culture (Quinn & Cameron, 2006).

#### *2.4. Organizational Innovation*

Innovation is a multifaceted endeavour encompassing novel concepts' generation, dissemination, modification, and adaptation. Various scholars have put forth comparable definitions of these phenomena, suggesting that innovation encompasses more than just the deliberate creation of novel concepts. It also involves implementing and utilizing these ideas (Hussein et al., 2016; Janssen et al., 2004).

While creativity and innovation are often used interchangeably, scholars widely acknowledge that these two concepts should be distinguished (Jahanian & Haddadi, 2015). Damanpour (2018) posits that innovation can be classified into two distinct categories: radical and incremental. The distinction between radical and incremental innovation within an organization has been recognized by researchers, who argue that radical innovation plays a crucial role in ensuring the company's long-term success (Damanpour, 2018).

Based on the literature, the prevailing classifications of significant innovations encompass technological innovation in contrast to administrative innovation, incremental innovation as opposed to radical innovation, and product versus process innovation. Based on the literature, a discernible differentiation exists between technological innovation and administrative innovation. Technological innovation pertains to introducing novel products and services, whereas administrative innovation centres on developing policies, procedures, and organizational structure (Damanpour & Evan, 1984).

### **3. Method**

#### *3.1. Participants*

This study involved a sample of 150 English as a Foreign Language (EFL) learners enrolled in an English private institute called 'Tabesh and Danesh' in Sabzevar, a city in the northeast region of Iran. The participants were chosen at the pre-intermediate and intermediate proficiency levels, and their course of study focused on American English Files textbooks two and three. The age range of the students fell within the bracket of 17 to 23 years. The total population size for this study was 210 individuals. Following the guidelines provided by Krejcie and Morgan (1970) for determining sample size, the study opted to select 150 participants. This decision was made with a confidence level of 99% and a margin of error of 0.05, considering the population's classification as small. The participants were chosen from a total of eight classes. The participants attended the classes three times per week, with each session lasting 90 minutes. Additionally, the interview phase of the study included the participation of six students, as determined by the data saturation method.

#### *3.2. Instrument(s)*

The initial tool employed to evaluate organizational culture was the Organizational Culture Assessment Questionnaire (OCA). The scale utilized in this study assesses the organization's cultural attributes, encompassing eight items. The assessment utilizes a structured 7-point Likert-type scale, with each statement being measured from 1 to 7. In this study, the self-report scale demonstrated a relatively high level of reliability, as indicated by Cronbach's  $\alpha$  coefficient of .86.

The Organization Innovation Assessment Questionnaire (OIA) was the second instrument for measuring management organizational innovation. The scale utilized in this study assesses the characteristics of management innovation and consists of 49 items. Upon responding to each inquiry and assigning scores, the cumulative sum of all responses can be computed to obtain a final aggregate. A solid innovation capability is indicated by scores exceeding 400 points. Scores ranging from 300 to 400 are considered to be commendable. A score ranging from 300 to 350 is deemed acceptable, albeit with room for improvement. A score below 300 indicates ample potential for improvement, while a score below 200 implies limited prospects for innovation. In order to complete this assessment, kindly assign a numerical value between 1 and 10 to indicate the level of innovation capability within the organization for each question.

The final tool employed to investigate students' viewpoints regarding the relationship between organizational culture and management organizational innovation in English Institutes consisted of a set of semi-structured interview questions. These questions, tailored explicitly for this study, were developed by the researcher. The content validity of the questions was assessed by two experts in the field of English Language Teaching (ELT) who have experience teaching English courses at the University of Hakim and Islamic Azad University of Sabzevar.

### *3.3. Data collection procedures*

The researcher administered a questionnaire on organizational culture. The primary data for this study was obtained through interviews and questionnaires conducted by the researcher exclusively for this research (Hirsjärvi et al., 1998).

The questionnaire underwent testing in both a paper-based and an online format to ensure the clarity and comprehensibility of the questions. Subsequently, an electronic iteration of the questionnaire was distributed to the participants. The survey instrument was exclusively provided in the English language. The pertinent data were collected during two separate sessions due to the absence of certain students on holiday.

The interviews conducted in this study were structured as focused interviews, wherein the questions were predetermined prior to the interviews. However, participants were also allowed to discuss relevant topics not explicitly included in the interview agenda (Yin, 1989). Semi-structured interviews typically involve predetermined themes while maintaining an open-ended format (Hirsjärvi & Hurme, 2000).

Each interview ranged from 10 to 15 minutes, with some interviews lasting up to 30 minutes. The interviews were carried out in the English language. During the interview, two distinct categories of questions were posed: factual inquiries on the institute's policies and inquiries concerning the interviewees' personal experiences and emotions. Initially, the participants were questioned regarding the observed correlation between organizational culture and managerial organizational innovation within their workplaces.

### *3.4. Data Analysis*

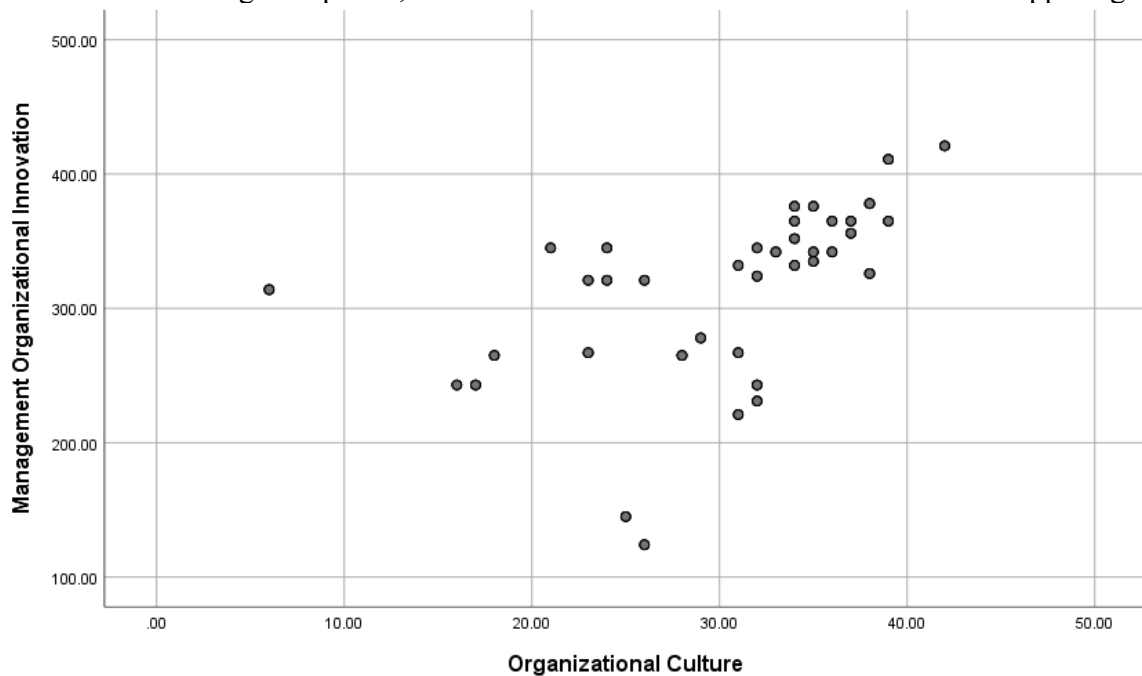
The distribution of the research variables was examined using the Kolmogorov-Smirnov test after data collection. Subsequently, the research hypotheses were examined using the Pearson correlation coefficient and structural equation modelling.

According to the interviewees, adopting anonymity was perceived as the sole viable option, enabling them to articulate their viewpoints openly. The names of the participants are not mentioned due to the presence of anonymity. The interview participants were encouraged to provide illustrative instances and elaborate on the specific circumstances they had encountered. Furthermore, participants were queried regarding their perspectives on business communication as a whole. In conclusion, the interviewer summarized the responses to ensure mutual comprehension.

## 4. Results

### 4.1. Organizational Culture and Management Organizational Innovation

As illustrated in Figure 1, the scatterplot showed that the relationship was positive since if we drew a line through the points, the direction would be from the lower left to the upper right.



**Figure 1.** Scatterplot for organizational culture and management organizational innovation

As shown in Table 4.1, the researcher performed the preliminary analysis to ensure no violation of the assumptions of normality (i.e., skewness and kurtosis, which were between +2 and -2 for the variable). The table shows the means and standard deviations of the scores for organizational culture (M=30.06; SD=7.62) and management organizational innovation (M=313.06, SD=65.22).

**Table 4.1** Descriptive Statistics for the variables

	N	Mean	Std. Deviation	Skewness	Kurtosis	
					Statistic	Std. Error
Organizational Culture	150	30.06	7.62	-1.04	.19	.99
Management Organizational Innovation	150	313.06	65.22	-1.02	.19	.96
Valid N (listwise)	150					

As displayed in Table 4.2, after performing the preliminary analysis to ensure no violation of the assumptions of normality, the results obtained from the Pearson product-moment correlation coefficient showed the relationship between scores of organizational culture and management organizational innovation. There was a significant, positive correlation between

scores of organizational culture and management organizational innovation. [ $r=.50$ ,  $n=150$ ,  $p<.05$ ], with higher scores on organizational culture were associated with higher scores on management organizational innovation, based on the guideline proposed by Cohen (1992):

$r=.10$  to  $.29$  or  $r=-.10$  to  $.29$  small  
 $r=.30$  to  $.49$  or  $r=-.30$  to  $.49$  medium  
 $r=.50$  to  $1.0$  or  $r=-.50$  to  $1.0$  large

**Table 4.2** Correlations between the variables

		Organizational Culture	Management Organizational Innovation
Organizational Culture	Pearson Correlation	1	.502**
	Sig. (2-tailed)		.001
	N	38	38
Management Organizational Innovation	Pearson Correlation	.502**	1
	Sig. (2-tailed)	.001	
	N	38	38

\*\* . Correlation is significant at the 0.01 level (2-tailed).

#### 4.2. Results of Interviews

In this study, the data findings were categorized after transcription of the interviews. The most significant themes that came up were finally indicated as four main themes including (1) reasons to use English in Iran, (2) opportunities and challenges, (3) how to respond to challenges and (4) effects of culture. Other themes such as ideal situation of using English, how to develop English language skills, motivation to speak English, future aspects and level of English language skills did not end up as their own topics in the final data analysis but were included in the four main themes. It is argued that themes are often re-evaluated and re-organized during the analysis process (Hirsjärvi & Hurme, 2000).

The interviews were conducted in English institutes with three different criteria. The criteria including reasons to go to English classes, opportunities and challenges, how to respond to the challenges, and the effects of culture are related to non-native English speakers who are studying English in the institutes.

##### 4.2.1. Reasons to Go to English Classes in Iran

Initially, the respondent was prompted to expound upon the rationales of attending English courses in Iran. According to the respondent, three primary justifications exist for enrolling in a foreign language course. Individuals pursue education or employment opportunities in other nations, furthering their studies for advanced degrees and pursuing personal interests. Sure, students endeavor to enhance their English proficiency by engaging in activities such as listening to podcasts or consuming other forms of media, including news broadcasts, television shows, and films.

Nevertheless, the interviewee asserts that some educators impose restrictions on children, prohibiting them from using their native language. Some institutions provide an English training program for students who have reached an upper-intermediate level of proficiency.



However, it is essential to note that the program has limited availability regarding the number of participants. At the ideological level, there is a promotion of English language use. However, the continued utilization of the mother tongue persists in several educational settings.

“I mean, some people are very positive, but I do not see them emerge themselves in concrete actions, to speak [English] more and more. They always shift to their mother tongue. I mean, they do not try to find a good equivalence in English and try to speak just in English.”

According to the respondent, proficiency in the English language is crucial due to its status as a worldwide language. English is the language that individuals in global-oriented roles are required to use. Conversely, the potential benefits associated with English language proficiency, such as acquiring knowledge and exposure to novel experiences, should make the pursuit of English language acquisition attractive to individuals across the board.

The interviewee highlights varying perspectives about the optimal use of the English language across several contexts. Some see the increased use of the English language as significant, while others contend that using one's native language is appropriate in specific contexts.

#### *4.2.2. Opportunities and Challenges*

During the interview, the discussion revolves around the need and advantages of using the English language. Proficiency in the English language enhances one's prospects for career advancement and increases the likelihood of being selected for international assignments. The respondent also asserts that acquiring English proficiency among all pupils would provide them with enhanced educational prospects, expanded cognitive horizons, novel experiential chances, and access to diverse informational outlets. Proficiency in the English language facilitates individuals' lives when they are assigned to work or reside abroad.

However, the acquisition of English presents some difficulties for pupils. The interviewee highlights that the absence of proficient language skills among Iranian students leads to several negative consequences, including misunderstandings, heightened stress levels, wasted time, and increased dissatisfaction. The interviewee highlights that despite an intense desire among individuals to engage in English communication, a reticence exists to initiate spoken interactions. The interviewee highlights the desire for individuals to attain perfection and their tendency to express an inability to communicate in English. The interviewee highlights the challenge many non-native speakers face in effectively articulating their thoughts in a second language, which often hinders their ability to express ideas with desired clarity.

“It feels sometimes that you want to say something, but you don't say it beautifully or how you want to say it.”

According to the respondent, establishing specific criteria for assessing language proficiency is another challenge. Individuals who lack proficient language skills may experience anxiety and frustration when English proficiency is a prerequisite for career advancement. Their limited language abilities might impede their prospects for promotion. Participation in worldwide training programs may provide challenges in terms of feasibility. However, the lack of adequate language training before sending individuals on international missions poses a significant challenge.

“It's a pity because we have outstanding students in our institute; they are devoted, hard-working, but it's a kind of, they don't speak English, so I think we should not penalize these people just because they don't speak [English].”

The respondent perceives the English instruction provided in Iranian schools as a contributing factor to the development of inadequate conversational skills. According to the respondents, the proficiency levels of Iranian pupils in essential language abilities such as reading, writing, speaking, and listening have remained relatively high. During academic

sessions, it is common for the discourse to transition to using the participants' native language. The cultivation of discussion, dialogue, creative writing, and speaking skills is rarely emphasized inside educational institutions. Furthermore, there is ongoing discourse around the notion that the administration of language assessments, such as the Test of English for International Communication (TOEIC), fails to ensure the cultivation of language proficiency since these examinations fail to evaluate practical communicative abilities. One issue associated with tests is that individuals often focus only on studying English to get a passing grade on the investigation.

The interviewee laments the current challenges in establishing a bilingual environment in Iran, which would facilitate cross-cultural interaction and enable more students to communicate in English.

#### *4.2.3. How to Respond to the Challenges*

In addition to advocating for the reformation of English language education and reduced reliance on language examinations, the interviewee emphasizes the need to foster a more significant commitment to self-directed learning at the individual level. The interviewee asserts that the responsibility for language education should not just rest on the employer; students should actively seek out opportunities to enhance their language skills independently. Encouraging pupils to use English more often inside the academic setting is essential. The interviewee proposes the establishment of collaborative objectives within departments, intending to foster active participation from all department members towards the attainment of shared goals, hence enhancing language proficiency. Furthermore, it is advisable to implement some language proficiency requirements, while moderate, throughout the enrolment process for these courses.

“Instead of learning English, students will try to understand the Western way of thinking, not just the language.”

#### *4.2.4. Effects of Culture*

According to the respondent, the communication style in English is influenced by Iranian culture. Due to its high-context cultural orientation, Iran exhibits a communication style where not all information is explicitly verbalized. Furthermore, Iranian pupils have difficulty expressing refusal. According to the respondent, individuals from other countries have challenges due to their need to comprehend the indirect manner in which Iranian individuals express negation. As an illustrative instance, "I shall contemplate about it" conveys acknowledging the proposal's merit while acknowledging its impracticability. Despite the interviewee's comprehension of the vocabulary used, interpreting the intended significance may prove challenging.

“I mean, if I understand the language, I don't understand the meaning. It's not about speaking the language; you must think about it. You will have to know how to use the language. Like many other students, not only Iranian but from other countries, they speak English fluently but don't really understand English. So, that's a different thing.”

The interviewee sometimes tends to have excessive directness and straightforwardness. In the context of Iranian culture, it is essential to use caution to prevent causing another individual to experience loss of face. The interviewee emphasizes the need to avoid direct delivery of negative criticism due to the very personal nature of its reception by individuals.

The respondent argues that acquiring knowledge about the Iranian community benefits individuals from other countries. The interviewee forms Iranians traveling abroad to visit other countries and gain an understanding of Iranian culture. For individuals from other countries, working in Iran is much more convenient if they possess proficiency in Persian. Nevertheless,

the respondent emphasizes that acquiring the Persian language poses considerable challenges, primarily due to the intricacies associated with some characters. Furthermore, the respondent emphasizes the need to consider that Persian is only spoken in Iran, with a relatively small number of speakers compared to the vast number of English speakers.

## 5. Discussion

The primary outcomes of the investigation are delineated as follows to address the research inquiries. The results are consistent with the research of Lotfollahzadeh (2014), Liao et al. (2012), and Julia et al. (2010). Julia et al. (2010) examined the relationship between culture and product innovation in Spanish companies.

Upon constructing a theoretical framework and doing empirical study, one might posit that language proficiency assumes a significant role in facilitating intercultural dialogue. The empirical study results underscore the significance of comprehending variations in communication styles and possessing language skills relevant to business contexts.

The use of language has diverse effects on the process of communication. The data results suggest that the primary purpose of communication in the classroom is to facilitate successful cooperation among students from diverse backgrounds. English is a valuable medium for proficient communication and is indispensable in contemporary global business. The researcher discovered a significant and favourable association between scores measuring organizational culture and managerial organizational innovation. Based on the guideline, there was a significant positive correlation ( $r=.50$ ,  $n=150$ ,  $p<.05$ ) between higher corporate culture scores and management organizational innovation scores.

The results suggest that proficiency in the English language provides advantages and presents difficulties that impact both corporate communication and organizational culture. Language proficiency directly influences individuals' practical task performance and, indirectly, their perceived efficacy in carrying out work-related responsibilities.

To begin with, it is important to acknowledge that language proficiency may directly impact individuals' ability to successfully carry out work-related responsibilities that include the use of the English language. Proficiency in the English language enables individuals to actively engage in successful communication with others from different cultural backgrounds, therefore facilitating enhanced intercultural dialogue. Moreover, possessing strong English language abilities equips individuals with the ability to undertake novel professional responsibilities, leading to opportunities for international assignments and increased prospects for career advancement. Inadequate linguistic abilities may impede work performance, mostly through engendering misinterpretations and impeding the pace of communication. Furthermore, acquiring a new language might indirectly facilitate intellectual development and foster a deeper comprehension of one's own culture and other cultural perspectives. Given the potential adverse consequences, individuals may experience feelings of irritation and see their job performance as challenging, or perceive a lack of appreciation due to inadequate language proficiency.

The primary discoveries at the individual level are the correlation between language proficiency and professional advancement. The progression of one's career is contingent upon several elements, with language proficiency being identified as a significant determinant. The results derived from empirical data suggest that language proficiency may play an essential role in fostering professional advancement inside global businesses. The notion that proficiency in language plays a role in career advancement was considered. Language proficiency may provide individuals with opportunities to pursue otherwise inaccessible professional routes. Language proficiency may be necessary even during the first stages of the recruitment process. Indeed, possessing language abilities does not inherently guarantee advancement or opportunities for overseas postings. Not all individuals have equal possibilities to use their

linguistic abilities effectively. Conversely, a deficiency in language proficiency might hinder the advancement of one's professional trajectory.

The data reveal diverse perspectives on the requisite English language proficiencies inside multinational businesses. In contrast, there is a strong emphasis on globalization and the need to use English as a global language. Many individuals perceive that employing English as a means of communication poses challenges. The importance of English proficiency is contingent upon an organization's specific industry, department, and job requirements. In Iran, the Persian language continues to have significant prominence, rendering English proficiency non-essential for all individuals. However, there are notable advantages to acquiring English language abilities, as they may facilitate career advancement and enhance job efficiency.

Based on the data obtained from interviews and questionnaire answers, it is essential for educational institutions to provide a supportive environment and provide students with many chances and resources to enhance their proficiency in the English language. The use of the English language has been shown to impact several domains. The use of the English language has significant importance as a means of communication inside global organizations.

## 6. Conclusions

In conclusion, this research reveals two primary conclusions. Initially, a notable correlation has been shown between organizational culture and the implementation of management organizational innovation. Additionally, the significance of corporate management in facilitating efficient cross-cultural communication within multinational firms must be considered.

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## Appendix A. Organizational Culture

Rate the organization's culture using the sliding scale below.

Mark an "X" in the appropriate rating where you feel the organization falls in between the two given attributes. For example, if you feel that the culture is an even mix of flexible and

structured, you would choose “4.” If you feel it’s more structured, you would choose a value between 5 – 7.

- 1**      **Flexible**         **Structured**
- 2** **Result Driven**         **Idea Driven**
- 3**      **Chaotic**         **Stable**
- 4** **Competitive**         **Collaborative**
- 5**      **Inclusive**         **Tribal**
- 6**      **Few Rules**         **Lots of Rules**
- 7**      **Innovative**         **Slow to Adapt**
- 8**      **Impulsive**         **Thoughtful**

#### Appendix B. Management Innovation Characteristics

1. Have a stated and working strategy of management innovation
2. Develop structural mechanisms for management innovation
3. Reward management creativity and innovation
4. Create a management vision/strategic intent
5. Treat employees as a vital resource for building competitive advantage in management
6. Hold creative managers and their contributions in high esteem
7. Proactively create new management opportunities and respond to change relative to management innovations
8. Possess a market-based management orientation (it is close to its customers)
9. Require cross-functional management innovation teams
10. Celebrate creative/innovative management successes
11. Allow managers to make mistakes when innovating management
12. Have management idea people
13. Encourage new management ideas and risk taking
14. Practice innovative management
15. Require managers to have objectives for management innovation and evaluate their performance relative to these objectives
16. Have management innovation programs/centers
17. Have management information systems for management innovation M scan the environment for new opportunities, monitor and benchmark competitors, determine best

practices, keep abreast of new technologies, monitor market conditions, and exchange information internally

18. Suspend Judgment on new management ideas
19. Have management idea/innovation champions
20. Value and practice openness with respect to management
21. Successfully practice continuous as well as ‘big bang’ (reengineering-based) management innovation
22. Put each and every management practice on trial for its life every 18 months to two years
23. Have open communication between management in centres/teams and the rest of the organization
24. Have formal management idea assessment systems that separate on from evaluation and look beyond simple financial analysis
25. Empower subordinates: delegate sufficient authority for manager: to be innovative
26. Train management employees to be creative
27. Possess a shared value that this an innovatively managed organization
28. Engage in knowledge management of the management process itself—identifying knowledge assets, sharing information, tapping innate knowledge of individuals
29. Make management innovations priority
30. Structure for flexibility to adapt and seize management opportunities
31. Have a system for implementing management innovation
32. Use a problem-solving management style for solving management problems
33. Use many of the 100 or more creativity processes such as brainstorming, verbal checklists, mind mapping, storyboarding, lotus blossom and so on for management innovation
34. Manage organizational culture to make management more innovative
35. Practice organizational learning—learn from experience and share knowledge about management
36. Use deadlines and/or objectives that stretch performers’ capabilities to speed management innovations
37. Use alliances to obtain management innovation
38. Use both formal and informal management innovation information exchanges within the company
39. Use transformational leadership in management innovation
40. Provide time for/encourage reflection on management
41. Place a high value on change and make it part of the organization’s management admire
42. Leverage resources to achieve seemingly unobtainable management innovation objectives
43. Know when and how to lead the customer to lower costs and/or higher quality resulting from innovative management
44. Have an effective and efficient structure for creating management innovation
45. Have effective management improvement suggestion programs
46. Use special approaches in managing innovative management employees
47. Provide physical facilities conducive to idea exchange and creative thinking in management
48. Require relevant non managerial employees to have objectives for management innovation and evaluate their performance in relation to those objectives
49. Invest heavily and appropriately in management R&D

### **Appendix C. Semi-Structured Interview**

These semi-structured questions were the basis of the face-to-face interviews. The questions were designed to elicit information to answer the research questions.



1. Please share your background in education.
2. Please share any languages other than English in which you are fluent.
3. Please share any specialized training or education you have had.
3. What is most important for students to learn?
4. What are some things that are absolutes or taken-for-granted?
5. Do you think there is something special about working in this place?
6. What are the shared beliefs and values held at this institute?
7. What do you feel is an important aspect of your position at this institute?
8. Please share your overall thoughts and feelings about this place.
9. What, if any, challenges (internal and external) have you faced in working of this place.
10. What support have you been given (internal and external) in working with students and their families?

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Roya Aliakbari is a master of strategy management student at the Islamic Azad University of Sabzevar. She was reading different books and articles during her studies. She also wrote two other Persian articles in her mother tongue. She publishes them as soon as possible.



# Teaching metaphor via online tools in higher education

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## Abstract

Metaphor is ubiquitous in everyday language. From a cognitive linguistic view, metaphor is a matter of cognition more than it is of language (Lakoff and Johnson 1980, Kövecses 2002). Actually, it is an aspect that highly features educational discourse (Cameron 2003), which is so often difficult to interpret by non-native speakers of language (Boers and Demecheleer 2001; Littlemore 2003; Boers 2003; Littlemore and Low 2006; Belkhir 2020). This highlights its importance in English language teaching in higher education contexts. Unfortunately, this issue has not received enough attention among scholars, in the Department of English at Mouloud Mammeri University, in Tizi-Ouzou. The present research aims to (i) draw teachers' attention to the import of teaching metaphor to advanced learners of English, in the current context, (ii) suggest some practical strategies for teachers and their students, which could be implemented via up-to-date tools that are available on the Internet (online dictionaries, large corpora, among others), (iii) exemplify how Metaphor Identification Procedure can be applied for educational purposes, and (iv) raise teachers and learners' awareness of the pervasiveness of metaphors in discourse. This can prove helpful in developing EFL teaching and learning in the present context.

*Keywords:* Cognitive Linguistics; educational discourse; metaphor; online tools; strategies

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## 1. Introduction

Metaphors are pervasive in educational discourse. They function as devices that ensure effective communication. They have an instructive function; therefore, they should feature the contents of EFL teaching syllabi and curricular. They can be integrated in the EFL teaching-learning process. The issues raised in this paper include the fact that research into metaphor interpretation acknowledged the difficulty encountered by non-native speakers of language in identifying and understanding metaphors, especially in foreign language learning (Boers and Demecheleer 2001; Littlemore 2003; Boers 2003; Littlemore and Low 2006; Belkhir 2020) along with a lack of attention among scholars pertaining to similar issues in the Department of English at Mouloud Mammeri University, in Tizi-Ouzou. The aim of the present research is four-fold: (i) draw teachers' attention to the import of teaching metaphor to advanced learners of English, in the current context, (ii) suggest some practical strategies for teachers and their students, which could be implemented via up-to-date tools that are available on the Internet (online dictionaries, large corpora, among others), (iii) exemplify how Metaphor Identification Procedure can be applied for educational purposes, and (iv) raise teachers and learners' awareness of the pervasiveness of metaphors in discourse.

The paper is organised in the following way: The introduction includes some background information on conceptual metaphor in Section 1.1.1. This is followed by a succinct description of pertinent research into metaphors in education in Section 1.1.2 to reveal the import of metaphor in foreign language teaching and learning. Section 1.2 introduces the research questions. Section 2 presents the methods used in the elaboration of strategies for teaching metaphors online. Section 3 provides a detailed account of the strategies and their implementation in the teaching and learning of metaphors by means of tools available on the Internet. Sections 4 and 5 are respectively devoted to the discussion and conclusions.

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## 1.1. Literature review

### 1.1.1. Conceptual metaphor: Background

Research in Cognitive Linguistics has highlighted the mechanisms underlying metaphorical language, which when associated with cognitive abilities allow to comprehend one concept in terms of another on the basis of bodily experience of the external world (Lakoff 1993). Metaphor, within a Cognitive Linguistics perspective, is primarily conceptual not linguistic. It is a cognitive device that facilitates communication through the understanding of abstract concepts in terms of concrete ones (Lakoff and Johnson 1980). The relationship between the two types of concepts is made possible by conceptual mappings, which are correspondences between a source and a target domain (see Kövecses 2002). For instance, in the metaphorical linguistic expression ‘Time is money’, the source domain is MONEY, while the target domain is TIME, as shown in figure 1.



Figure 1. source-target domain mapping

Metaphors that structure people’s thinking are called conceptual metaphors. In this view, thinking metaphorically has a direct impact on the use of language. That is, when metaphors are found in language, this indicates their existence at a conceptual level. Consequently, such linguistic expressions as *Your claims are indefensible* and *I never won an argument with him* (Lakoff and Johnson 1980: 4) featuring everyday metaphorical language, are no more than a reflection of a conceptual metaphor structure: ARGUMENT IS WAR. In this metaphor, the structure of the abstract concept ARGUMENT is understood in terms of the structure of the concrete concept WAR. As a result, people speak of arguments as something indefensible or something to win in the same way they do with wars.

### 1.1.2. Metaphors in education

Metaphor is not only ubiquitous in everyday language, but in educational and scientific discourse as well. Research in applied linguistics has shown the import of metaphor in foreign and second language teaching. For instance, the role of metaphor in the learning of English as a foreign language is revealed in the work on teaching personification as metaphor (see Low 1999). Metaphor has been researched within educational discourse from the perspective of applied linguistics to find out “how metaphor is used in classrooms, how students understand the metaphors they encounter and how metaphor can contribute to learning” (Cameron 2003:2). Besides, there has been research into metaphors as signs of learners’ educational views and conceptualisations of teaching and learning. The findings demonstrated how learners viewed the link between the processes of teaching and learning (see Northcote and Fetherston 2006). Furthermore, it has been proved that awareness of the literal origins of figurative vocabulary in a foreign language helps understand and memorise that vocabulary (see Boers and Lindstromberg 2008). What is more, stress has been put on the need to consider the way metaphor is used at discourse level, and to determine what learners are requested to do with metaphor. Yet, the difficulty of testing for ‘metaphoric competence’ in a foreign language has been pointed out (see Low 2008a). Metaphor has furthermore been researched in academic discourse with respect to book reviews. An analysis of reviews revealed authors’ regularity in metaphor use for positioning purposes (see Low 2008b). It has been claimed that, in education, metaphors characterised activities, actions, and practises. They also served as a medium between the worldview traditions of these actions and practices (see Botha

2009). Research into the teaching of English metaphors and idioms with reference to key principles of Cognitive Linguistics showed the significance of ‘metaphoric competence’ in ELT. The worth of teaching metaphors and idioms demonstrated the necessity of including it in language syllabi in order to enhance learners’ proficiency in L2 (see Gutiérrez Pérez 2017). There have also been some explorations of the use of metaphors in classroom settings. Those investigations mainly aimed to understand the ways learners conceptualised the teaching process and the teacher-learner relationship. Learners’ conceptualisations of teachers featured metaphors that showed differences in teachers attributes (see Martin Hard et al. 2021). Overall, those studies of metaphors in education are indicative of the position that metaphor holds in foreign and second language teaching.

### *1.2. Research questions*

Previous research has highlighted the difficulties that learners encounter in identifying and interpreting metaphorical language. In a study involving French learners of English, Boers and Demecheleer (2001) showed that learners’ inability to understand English idioms is caused by cross-cultural differences. In another investigation on culture-dependent metaphors and cross-cultural variation, Boers (2003) revealed that cultural-specific metaphoric expressions hinder EFL learners’ progress. What is more, a study focusing on some Bangladeshi students’ capacity to understand their British lecturers’ metaphors demonstrated that the students misinterpreted the metaphors used by their lecturers because of differences in value judgments and cultural backgrounds (see Littlemore 2003). Another interesting research showed EFL learners’ understanding of metaphors is different from that of native speakers, as they devote more time and effort in trying to understand metaphorical expressions. This is due to their lack of knowledge about conventional English metaphors (see Littlemore and Low 2006). Most of the time, metaphors go unnoticed because of students’ lack of awareness of their prevalence in educational discourse. In a study on a group of Kabyle doctoral and MA students’ cognitive ability to recognise and identify metaphors within the written text of a master’s dissertation, Belkhir (2020) demonstrated that the subjects had a low capacity to recognise metaphorically used expressions. This is indicative of their difficulty in understanding what metaphors are and what they look like in written discourse. Furthermore, students generally face difficulties in translating English metaphorical linguistic expressions into another language (Belkhir 2022). These issues are an outstanding reason that stimulates thinking about the importance of teaching metaphor in higher education. Therefore, this paper addresses the following research questions: (i) Can metaphor be an efficient tool for EFL teachers in a higher education context? (ii) What kind of practical strategies are adequate for practicing metaphors? (iii) How can these strategies be implemented using online-teaching-learning resources?

## **2. Methods**

This section presents the procedures used in the elaboration of the strategies for teaching metaphors online and for the development of activities to help students improve their competencies in identifying metaphors and searching them in discourse. The procedures include the lexical method, the Metaphor Identification Procedure (MIP), and online dictionaries and large corpora.

### *2.1. Lexical method*

Kövecses et al. (2019) suggested an up-to-date approach called the ‘lexical method’, which has been used to research types of linguistic expressions of metaphor and metonymy in online dictionaries and other resources. They describe the method in the following way:

The researcher using this method searches for various lexical items or other types of information that are related to the general topic, or concept, under investigation (such as particular emotions

indicated by particular lexemes: e.g., anger, fear, and, in the present case, surprise). These include synonyms, antonyms, related words, various idioms and phrases, collocations, and, importantly, the definitions of the lexemes. The most likely sources for these types of information are dictionaries (Kövecses et al. 2019: 151).

This method was considered complementary to the corpus-based approach prevalent in corpus linguistics. The scholars conducted research to compare the implementation of a lexical approach with that of a corpus-based approach when contrasting the emotion concept of SURPRISE. The two methods were applied to researching metaphors and metonymies of surprise for shedding light on the connection between the two approaches and on their advantages and/or shortcomings. The conclusion was that the two approaches complemented each other. In the present paper, the lexical method is used to collect types of linguistic expression destined for the elaboration of activities for teachers to implement via online means in their teachings.

## *2.2. Metaphor Identification Procedure (MIP)*

The Metaphor Identification Procedure (MIP) (Pragglejaz group 2007) is a method used to check whether collected lexical items are metaphoric in nature. A group of ten cognitive linguists specialising in conceptual metaphor research, and who called themselves the Pragglejaz Group, elaborated this method to facilitate the identification of metaphorically used words in natural discourse. They called this method MIP. Steen et al. (2010: 768) described this method as an inductive tool that requires “moving from the available linguistic structures towards a set of reconstructed conceptual structures that constitute cross-domain mappings”.

This method is implemented in four steps. In the first step, the analyst ensures that the overall meaning of the discourse is understood. In the second step, he/she identifies the lexical units that he/she assumes to be metaphorical in the text in question. In the third step, he/she sets up their meaning in context; then, he/she searches for other basic concrete/bodily meanings in other contexts and decides whether the meaning in the text can be understood in terms of or in comparison with a more basic meaning. If this is found to be right, the researcher marks the identified lexical units as being used metaphorically, in the fourth step. In this paper, MIP serves in the elaboration of activities for online practice wherein students are requested to use this procedure in order to understand the way it operates and how to use it efficiently for the identification of metaphors in discourse.

## *2.3. Online dictionaries and large corpora*

Online dictionaries, also known as ‘machine readable’ dictionaries, can be useful for EFL teachers in higher education. The term ‘machine-readable’ is used to refer to data “in a form that a computer can understand” ([www.oxfordlearnersdictionaries.com](http://www.oxfordlearnersdictionaries.com)). Machine-readable versions of dictionaries have been regarded as a beneficial source of data for use in investigations of linguistic phenomena within natural-occurring discourse, such is the case with metaphor. A number of scholars have used online dictionaries in research into metaphor. For instance, Fontenelle (1994), in research into using lexical functions to discover metaphors, aimed to build a collocational database and dealt with the potential implementation of the database in question for general and applied linguistics purposes. The construction of the database was based on the machine-readable version of the Collins-Robert dictionary in such a way as to supply users with various access points (the base, the collocator, the lexical function, among others...), and so the database could be used as a large-scale source of collocational material to

study the structure of the vocabulary. Another role of the database is to facilitate the study of metaphors through the examination of the manifestation of the lexical function.

In another study, Dolan (1995) described an example-based approach to metaphor interpretation that exploits a large “lexical knowledge base” derived from a machine-readable dictionary. He then suggested a model to demonstrate how novel instances of metaphor can be interpreted by accessing this lexicon, and looking for substantiation that links the usage to a current category of meaning extensions. Further research has been carried out by means of machine-readable dictionaries. As for example, Kövecses et al. (2019) suggested an up-to-date approach called the ‘lexical method’ (see Section 2.1 above)

In this article, two online dictionaries are used to collect metaphors for the development of online activities. These dictionaries include Cambridge Dictionary Online (<https://dictionary.cambridge.org/>), and Longman Dictionary of Contemporary English Online (<https://www.ldoceonline.com/>). The latter is mainly used in the online practice session to encourage students to search for metaphors. Additionally, large corpora are used: *the British National Corpus* (<https://www.english-corpora.org/bnc/>) and the *Corpus of Contemporary American English* (<https://www.english-corpora.org/coca/>).

### 3. Teaching-learning metaphors: Strategies and implementation

This section describes the steps of the procedure of teaching metaphors to EFL learners along with a depiction of the process of implementation of some suggested strategies for both the lecture and the online practice sessions focusing on the use of Internet tools for this purpose.

#### 3.1. Step one: Strategies for the lecture session

The first step of the teaching and learning of metaphors includes three major strategies. The first strategy is about understanding what conceptual metaphor is. It mainly aims to introduce the learners to the idea of conceptual metaphor within a cognitive linguistic view. The second strategy is concerned with understanding what conceptual mapping is. It purports to explain to the learners in simple terms what is meant by ‘conceptual mapping’ and how it is structured. The third strategy aims to help the learners be acquainted with the distinction between ‘conceptual metaphor’ existing in thought and ‘linguistic metaphor’ characterising language.

- *Understanding what conceptual metaphor is*

In Cognitive Linguistics, metaphor means “understanding one conceptual domain in terms of another conceptual domain” (Lakoff and Johnson 1980).

Conceptual metaphor exists in speakers’ mind.

Conceptual metaphor is transcribed in small capitals. For example: TIME IS MONEY.

- *Understanding what conceptual mapping is*

Metaphor involves a conceptual mapping. This means the systematic correspondences between elements of the conceptual domains of understanding: the source and target (Kövecses 2002).

Source domain	→	Target domain
concrete	→	abstract
JOURNEY	→	LIFE
LIVING	→	TRAVELING
GOAL	→	DESTINATION
PROBLEMS	→	OBSTACLES
SPEED	→	INTENSITY

Figure 2: Conceptual mappings in LIFE IS A JOURNEY metaphor

Example: LIFE IS A JOURNEY conceptual metaphor

Target domain = the conceptual domain we try to understand.

Source domain = the conceptual domain that we use for this purpose. (see Kövecses 2002)

- *Understanding what linguistic metaphor is*

Metaphorical linguistic expressions are linguistic manifestations of conceptual metaphors (Kövecses 2002).

Conceptual metaphors exist in people's thoughts and underlie their observable metaphorical expressions.

Examples of metaphorical expressions of the conceptual metaphor TIME IS MONEY include 'spend time', 'waste time', 'save time', etc.

### 3.2. Step two: Strategies for the online practice session

This second step is practical in character and immediately follows the lecture session. It comprises three major strategies. The first strategy focusing on 'recognising and identifying metaphors' aims to develop learners' ability to distinguish metaphorical from non-metaphorical patterns of language in natural-occurring discourse. The second strategy is 'identifying conceptual mappings' whose purpose is to allow learners to get more familiar with conceptual mappings and their structure by means of online practice. The third strategy concerns 'identifying metaphorical linguistic expressions', which strategy purports to help learners refine their capacity to identify metaphorically-used expressions. Of note, these strategies are mostly inspired from Kövecses (2002) and Kövecses et al. (2019)

- *Recognising and identifying metaphors*

This strategy is inspired from the Metaphor Identification Procedure (MIP for short) introduced by the Pragglejaz Group (2007) and adopts its principles. An example of a metaphorical expression is supplied to the learners and the steps of metaphor identification are explained as follows:

**Example:** *We need to build a strong theory.*

*Understanding the steps of MIP*

- 1–Read carefully the sentence above to understand its overall meaning.
- 2–Identify the lexical units that you assume to be metaphorical in the sentence.
- 3–Set up their meaning in context; then, search in the dictionary for other basic concrete/bodily meanings and decide whether the meaning in the sentence can be understood in comparison with a more basic meaning.
- 4–If this is found to be correct, mark the identified lexical units as being used metaphorically.

Following those four steps, the verb ‘to build’ in the example above is recognised and identified as being used metaphorically. The first activity in the practice session is designed using online resources, precisely one large online corpus: the British National Corpus (BNC).

### Activity 1

- Follow the MIP steps to identify metaphorical expressions in the utterances, in Extract 1 below. The utterances are retrieved from the British National Corpus (<https://www.english-corpora.org/now/>).
- Focus on the lexical item ‘want to build’ highlighted in green.

### Extract 1

our way. " # " We say to visionaries, whether you **want to build** a University, start an investment club for local farmers, run an urban fashion

cut corners. That is what is happening to buildings. If you **want to build** a house you will not go to a qualified builder to build for you.

talking with them about their purpose in life, and the legacy they **want to build**. This is the perfect occasion for us to talk about sustainable investing. It

customers, who told me how fragrance enhanced the " image " they **want to build** for themselves. It made me realise how the beauty industry can impact every man

in the market, we have made sure to stand by people who **want to build** a strong financial portfolio ", said Swapnil. # With a team of highly-qualified

your personal brand. Once you are clear about the brand image you **want to build** and continue to reinforce that, people will recognise you for who you are and

also played their role. # Last but not the least, I **want to build** solid teamwork in the embassy. Indonesia has one of its largest foreign missions in

callout to the industry in the blueprint is minimal. # If you **want to build** an ecosystem that becomes a regional leader, support has to be sustainable and ongoing

only be given once or twice, says Hasnul. " If you **want to build** an ecosystem that becomes a regional leader, support has to be sustainable and ongoing

steel and carbon fibre bicycles with Jute fibre. " # " We **want to build** a successful startup. We plan to make this bicycle in Bangladesh at a huge



wouldn't say that it would always work, because they don't **want to build** false hope. But I think if you're consistent, and you ask for

between cultures and civilizations. Through the observance of this Day, we **want to build** better understanding of Islam and Islamic precepts. We intend to send a message of

How do you define your current role and what is the legacy you **want to build** for yourself? # I am passionate about the Real Estate Sector and also actively

n't like where they settle down you can tell them you don't **want to build** in that particular spot and move their house location to wherever you see fit.

internships and mentoring from employees, including top managers. # " We **want to build** games for everyone, " said Kellyanne Dignan, senior director of corporate communications.

Bhargava. " Riding on the second wave of digital disruption, we **want to build** a future-ready company that not only champions the stories that creators want to tell their

Education, Digital Media, Adobe, India highlighted, " If you **want to build** digital fluency, providing technology is only part of the equation. " He further

anyone'. He's always been really good about that. I **want to build** my own legacy instead of being in my dad's shadow. Obviously, it

hang out together and are very proud of our beer. If you **want to build** a long term career with a growing Australian company this is your chance. #

, players can only build one campsite at a time. If they **want to build** a new one somewhere else, or completely change the look, design, and

and a major facelift on the edge of West Hampstead. # Landsec **want to build** 2,000 homes on the site but -- as the New Journal reported last month --

to help you understand their tasks and their terminology. They very much **want to build** a relationship with you. They know it's in their best interest to work

League and it doesn't always happen overnight for everybody. We **want to build** on our six wins in a row # We hope we can continue that.

? 159/\$199 SR2 wireless surround speakers and? 179/\$199 React Sub if you **want to build** more of a proper surround sound setup. # All in all, it's

want students to feel empowered, listened to, and encouraged. We **want to build** community and establish relationships with our families that extend across all aspects of our community

But, more importantly, it depends on what sort of capitalism we **want to build**, how to govern the relationships between the public and private sectors and how to

businesswoman, and her husband Jolyon, 51, a property investor, **want to build** the pool in the seven-acre grounds of their listed house. Sponsored # Opponents

pool plan plunges village into war of words # Jolyon and Ophelia Froud **want to build** the pool in the grounds of their grade II listed house in Dorset # Will

could invest 10% of my salary into various other assets. But I **want to build** my income pay-outs, and invest smaller amounts on a regular basis. A buy-to-let

a clear tracker of progress in creating the kind of company where people **want to build** long-term fulfilling careers, which is of key importance given the strong order book and

Ms James. " I'm very aware that some people in Newport **want to build** the M4, but I'm also very aware that a lot of people do

but I'm also very aware that a lot of people don't **want to build** the M4 and wish to protect the natural environment. That's why the commission

want to develop products for infectious disease and cancer, but we also **want to build** a new kind of biopharmaceutical company to deliver medicines which reduce suffering in many kinds

the momentum. Related Articles # " It's something that we **want to build** with the new Alpine name and the team. So I can not guarantee that

the principal of Dallas firm Beyond Interior Design. 2. You **want to build** equity. # Spending money on a property you're already invested in offers more

for Apple TV, expected this year, and he and Meghan clearly **want to build** a media portfolio. The mutual benefits are clear, says Kelley. " Huge

Wheeler said after the game. " I mean that's everything we **want to build** our team around. That's why it was imperative for us to keep Beau

kind of players we want and what kind of identity and team we **want to build**, " said Sacre. " I think we have a great future, so

said Khaira. " You always think about it and now I just **want to build** off it. Growing up as a kid playing street hockey, you always picture

the future planning of their communities. # " Developers know what they **want to build**, developers know what they're successful at building, but communities, mine included

solid first half for us, and something that we're going to **want to build** on heading into the second half, for sure. " # sbilleckpostmedia.com # Twitter

can't get them, you can't build whatever it is you **want to build**. Supply chains are global and very tightly integrated. It's s

- *Identifying conceptual mappings*

Activity 2 below is designed using the lexical method (Kövecses et al 2019) and online resources, specifically, one machine-readable dictionary, *Cambridge Dictionary Online*.

## Activity 2

Read the metaphorical expressions, in Extract 2 below, including the lexical item 'heart' extracted from *Cambridge Dictionary Online* (<https://dictionary.cambridge.org/dictionary/english/heart>), then identify

the conceptual mappings in each of the linguistic expressions. Each of the expressions is followed by its corresponding metaphorical meaning between brackets.<sup>3</sup>

## Extract 2

*She has a good heart* (= she is a kind person)

*I mean it from the bottom of my heart* (= very sincerely)

*He had a change of heart* (= his feelings changed)

*Homelessness is a subject very close to her heart* (= is very important to her).

*It breaks my heart* (= makes me feel very sad) to see him so unhappy.

*It does my heart good* (= makes me very happy) to see those children so happy.

*His heart leaped* (= he suddenly felt very excited and happy) when the phone rang.<sup>4</sup>

- *Identifying metaphorical linguistic expressions*

Activity 3 below is achieved by means of the aforementioned lexical method (see Kövecses et al 2019).

## Activity 3

- What linguistic expressions can you collect as examples of the conceptual metaphors below?<sup>5</sup>

- THEORIES ARE BUILDINGS
- ARGUMENT IS WAR

- To collect expressions refer to the *British National Corpus* (<https://www.english-corpora.org/bnc/>), *Corpus of Contemporary American English* (<https://www.english-corpora.org/coca/>), *Cambridge Dictionary Online* (<https://dictionary.cambridge.org/>), and *Longman Dictionary of Contemporary English Online* (<https://www.ldoceonline.com/>).

## 4. Discussion

This paper has sought to reveal the importance of teaching-learning metaphors in a higher EFL education context, such as Mouloud Mammeri University, in Tizi-Ouzou, develop some practical strategies for teachers, which could be implemented via up-to-date tools available on the Internet, such as online dictionaries, large corpora, among others, and raise teachers and learners' awareness of the pervasiveness of metaphors in discourse. It thus has addressed the following research questions: (i) Can metaphor be an efficient tool for EFL teachers in a higher education context? (ii) What kind of practical strategies are adequate for practicing metaphors? (iii) How can these strategies be implemented using online-teaching-learning resources?

EFL teachers can make use of a number of strategies in their teaching to arouse students' awareness of the ubiquity of metaphor in language and train them to identify it in discourse. Various strategies have been developed for this purpose. These included a variety of activities aiming to

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<sup>3</sup> Activity 2 is inspired from Kövecses 2002.

<sup>4</sup> The Examples in extract 2 are drawn from <https://dictionary.cambridge.org/dictionary/english/heart>

<sup>5</sup> Activity 3 is adapted from Kövecses 2002.

introduce the notions of conceptual metaphor, conceptual mappings, and metaphorical linguistic expressions to students. Scholars within the field of cognitive linguistics have provided pertinent background on this subject matter to help the elaboration of useful activities to foster students' competence in recognising, identifying, and interpreting metaphors appropriately. Furthermore, various tools that are available online can contribute efficiently to the implementation of these strategies to attain fruitful results in higher education.

## 5. Conclusions

Drawing teachers and learners' attention to the importance of metaphors in education and their germane function as useful tools in the EFL higher education context is very advantageous. The aim of the present research was to draw teachers' attention to the import of teaching metaphor to advanced learners of English, mainly in Mouloud Mammeri University, suggest some practical strategies for teachers and their students, which could be implemented via up-to-date tools that are available on the Internet (online dictionaries, large corpora, among others), and exemplify how Metaphor Identification Procedure can be applied for educational purposes and raise teachers and learners' awareness of the pervasiveness of metaphors in discourse. In Mouloud Mammeri University, as in any other higher education context, metaphor teaching seems to be requisite, as educational discourse is filled with plenty of patterns exhibiting metaphorical language. What is more, online dictionaries or large online corpora (e.g., BNC) were proved practical for the teaching of metaphors featuring English. The different strategies presented here demonstrated how the integration of metaphor in various activities may be fruitful as they contribute in raising learners' awareness of the ubiquity of metaphors in communication, and in developing their knowledge about conceptual metaphor, linguistic metaphor, and conceptual mappings. This may gainfully foster their language proficiency and communicative competence in English as a foreign language. Therefore, such strategies should be included in English language syllabi. The suggested strategies were also developed to raise teachers' awareness of the role of metaphors in communication. Nonetheless, more research is needed to gain a wider picture of metaphor in teaching and online learning.

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# An analysis of EFL coursebooks used in primary schools in terms of culture-specific elements.

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## Abstract

Language is regarded as a reflection of cultural values, norms, and various features of a society. The fact that culture is an indispensable part of a language motivates coursebook writers to benefit from a diverse set of culture-specific elements. It is an effective way to create a meaningful learning environment by incorporating culture into language teaching. The aim of this study is to gain insight into the current use of the culture-specific elements in teaching English to young learners in public primary school settings. Thus, this study examines the extent to which culture-specific elements are presented in three EFL coursebooks selected for grades 2, 3 and 4 by the MoNE in Türkiye. The data were collected through the content analysis of the text types (written and spoken) and the pictorial materials in the selected coursebooks in terms of cultural content. The analysis covered the quantification and categorization of the text and pictorial materials in the coursebooks based on the degree of culture-specific elements in both native and target languages. The results revealed that there is a low proportion of cultural context associated with both native and target cultures. This shows an inadequacy of culture-specific elements in both written and spoken text types along with the pictorial materials. It was concluded that the majority of the units in all three coursebooks are far from creating a cultural context. The pedagogical implications are provided based on the significance of integrating culture into English coursebooks.

*Keywords:* coursebook; culture; language teaching

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## 1. Introduction

The aim of the current study is to analyze the culture-specific elements reflected in the written and spoken texts, and pictorial materials in English language coursebooks utilized in the 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> grades in primary public schools. To do this, the coursebooks in question have been examined and related items have been categorized accordingly.

### 1.1. Literature review

#### 1.1.1. What is culture?

As culture is a broad term, there are several definitions of it. Culture is identified as “the customs and beliefs, art, way of life and social organization of a particular country or group” in the Oxford online dictionary (2023). Likewise, it is described as “the way of life, especially the general customs and beliefs, of a particular group of people at a particular time” in the Cambridge online dictionary (2023).

In Bates and Plog's (1990) definition, shared beliefs, values, behaviors, traditions, customs, views, and artifacts, and other concepts belonging to the society people live in are the main components of culture. People learn these concepts during socialization and they are transmitted from one generation to the next. Peterson and Coltrane (2003) define culture as a complex and interrelated pattern of human behavior including all the thoughts, communication strategies and systems, languages, beliefs, values, customs, rituals, manners, of interacting and roles, relationships and expected behaviors of a racial, ethnic, religious or social group.

Thus, there is not a specific definition of culture, but several definitions that relate to distinct characteristics of the society.

### *1.1.2. Why is culture important in language instruction?*

The relationship between language and culture has been a major concern for language instructors. Since any language is born into a specific culture and any culture is reflected by a language, they develop and evolve together. This two-way relationship has implications in language learning and teaching settings.

As stated above, there is an inseparable bond between culture and language. Brown (1994, p. 165) describes the two as follows: 'A language is a part of a culture and a culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture.' This explains why it is highly recommended that the integration of culture-specific elements should take place in foreign language teaching contexts. According to Hamilioğlu and Mendi (2010) the ultimate goal of English language teaching is focused on "one's awareness on others' cultures as well as his/her own culture"

Since English has been accepted as an international language or lingua franca for the last decades; scholars, language professionals, and practitioners need to reevaluate the important role of culture in English language class (Kramersch, 1993). Foreign language teachers should also be foreign culture teachers; therefore, they need to have the ability to experience and analyze both the home and target cultures (Byram, Morgan & Colleagues, 1994). Fenner (2000, p. 142) claims that if education is regarded as 'development and personal growth,' the aim of foreign language education should be "to give the learner opportunity to develop cultural knowledge, competence and awareness in such a way that might lead to a better understanding of the foreign culture, the 'other' as well as of the learner's own culture, the 'self'".

Therefore, language teachers and instructors should adopt or adapt the language coursebooks in such a way that they can create more culture friendly learning environments. Culture-specific elements can be utilized for several purposes such as to raise interest, to develop cultural awareness and to achieve intercultural communicative competence.

### *1.1.3. How can culture be used in language instruction?*

There are various ways in which language instruction can be enriched by the careful utilization of culture-specific elements. Hamilioğlu and Mendi (2010, p. 16) suggest that incorporating culture in English language classes needs to emphasize "the social functions of a target language and make learners interculturally sensitive".

McKay (2002) identifies three types of cultural materials: target culture materials, learners' own culture materials and international target culture materials. She points out that international target language materials supposedly cover a variety of knowledge from different cultures all over the world using the target language. It is an undeniable fact that the elements of both native and target cultural content are presented proportionally in ideal textbooks.

According to Adaskou, Britten & Fahsi (1991), with the use of textbooks, cultural information can be communicated through informative or descriptive text material, texts presenting foreign attitudes and opinions, human-interest texts (including dialogues) authentic with details of everyday life, questionnaires, contextualized practice activities, writing tasks, lexis-particularly idioms and unfamiliar collocations, the exponents of a communicative function, realia, or pseudo-relia, illustrations in the student's book and other pictorial materials, and sound recordings.

In this study, the culture-specific elements in the written texts such as monologues, dialogues and speech bubbles were taken into account. As examples of spoken texts, dialogues and songs that had cultural relevance were examined. Also, the pictorial materials which are related to the culture-specific elements of native or target culture were analyzed.

## *1.2. Related Studies*

The issue of culture involvement in language instruction has attracted the attention of many researchers so far.

Saluveer (2004), in her study on teaching of culture in the foreign language classroom in Estonia, mentions that despite the recognition of the importance of culture in language classes, the teaching of it has still remained limited. The main reasons are lack of time, issues of designing a cultural syllabus, choosing appropriate techniques, presentation of culture-related activities and preparation of instructional materials.

Yamanaka (2006) evaluated the cultural contents of nineteen English coursebooks which have been approved by the Ministry of Education and are used at secondary schools in Japan. According to the results of the study, American culture was found highly dominant among the inner circle countries while the rate of the outer circle countries' cultural contents' rate was found very low. Among the expanding circle countries Japan's cultural contents were prevalent in the evaluated coursebooks.

Korkmaz (2009) found out that in the coursebooks there was no rhyme or reason about how many of culture-specific elements should be scattered through the coursebooks. Ertan (2014) analyzed and compared the culture-specific elements and components in two English language teaching coursebook series, namely American Language Coursebook Series and Turkish Air Force Language School content-based book series. It was concluded that culture is not taught systematically in both series. These results are similar to the results of Iriskulova's study (2012). In her study, the results showed that the cultural load of the textbook was insufficient and that the percentage of culture-specific elements in the reading passages was found significantly low.

Yuen (2011) made a content analysis of two series of junior secondary English language coursebooks. According to the content analysis, contents related to products are prevalent while the contents related to other three aspects less frequently appeared in the coursebooks. The cultural contents regarding to English speaking Inner Circle countries cover most of the field in the coursebooks.

Messekher (2014) analyzed the cultural representations found in four Algerian coursebooks. According to the study results, the cultural contents of the US come first and they are followed by the UK and Algeria, which are almost equally represented.

Gorjian & Aghvami (2017, p. 77) did a comparative study beyond the perceptions of EFL teachers and learners to investigate how important English culture to improve students' reading comprehension ability. The results of comparing English materials of native and non-native textbooks indicated that the first performed more cultural content for almost all students in class than the second. It is supposed that it is crucial to include English culture in ELT.

Tajeddin and Pakzadian (2020) evaluated the types of English and cultural contents of the three most widely used English coursebooks in Iran. The results indicate that the contents of the coursebooks analyzed and evaluated employ mostly Inner Circle countries' cultures while native cultures' coverage is in a small scale. Furthermore, the coursebooks mostly consist of American, British, Canadian, and Australian accents by neglecting non-native accents. This possibly can result in focusing on a specific culture and neglecting other cultures.



Zhang and Su (2021) analyzed and compared cultural representations in four series of high school English language coursebooks distributed in China and Germany. This research indicates that the cultural representations of Inner Circle countries are highly dominant in evaluated coursebooks. Moreover, China's coursebooks present more varied cultural contents than Germany's coursebooks however Germany's coursebooks involve more multicultural aspects.

In his study, Jabaghi, I. (2021) also concentrated on the research of the culture-specific elements in the EFL coursebooks used in Türkiye and Iraq. The study revealed that, in comparison to the Iraqi textbook, the Turkish textbook includes more elements related to the target culture. On the other hand, it seemed that the writers of the coursebooks chosen for the study did not take CEFR criteria into consideration when designing the textbooks as they were not satisfactory in including various culture-specific elements related to especially ritual behavior and living conditions.

All of these researches have given insight into the use of culture-specific elements in English coursebooks.

### 1.3. Research questions

The study aims to answer the following questions:

1. How is the distribution of culture-specific elements in primary school English coursebooks in terms of written and spoken texts, and pictorial materials?
2. How is the distribution of culture-specific elements in primary school English coursebooks in terms of native and target culture?
3. How is the distribution of the culture-specific elements throughout the units in the selected coursebooks?

## 2. Method

The current study is based on quantitative content research. The samples chosen for the study will mainly be analyzed in terms of the distribution of the culture-specific elements. This section presents sample, data collection procedures and data analysis.

### 2.1. Sample

Three ELT coursebooks that were specifically designed for the primary school curriculum (grades 2-4) in Türkiye were selected for the analysis. The coursebooks are all certified and approved by the Ministry of National Education (MoNE) in Türkiye.

**Table 1.** English coursebooks analyzed in this study

Title	Authors/Publication Date	Units/ Pages	Publisher
Primary School 2 <sup>nd</sup> Grade English	Mehmet Karataş (2019)	10/ 172	Sözcü Publishing
Primary School 3 <sup>rd</sup> Grade English	Pınar Cenk (2019)	10/192	Yıldırım Publishing
Primary School 4 <sup>th</sup> Grade English	Evrin B. Kaldar (2022)	10/192	Pasifik Publishing

Table 1 above depicts the sampling of the coursebooks. In this study, the latest editions of the primary school English coursebooks were analyzed. Each coursebook covers 10 units on predetermined themes that are all tailored to the English language teaching curriculum designed by MoNE.

## 2.2. Data collection procedures

The process of the examination was guided to confirm validity and reliability. For the analysis of the coursebooks, three EFL coursebooks for primary schools were selected. These coursebooks were opted in consideration of the difference between publishing houses and authors to validate a wide and distinct scope. For the analysis of the coursebooks, the PDF forms and listening materials of coursebooks were downloaded from the internet. Each coursebook was examined for quantitative analysis based on the frequency count of the types of texts via two main variables of written and spoken texts. All text types and pictorial materials went through a screening process to calculate the frequency of occurrences. The examination for the calculation of the text types and pictorial materials in the coursebooks was conducted two times.

## 2.3. Data analysis

The analysis of the selected coursebooks was conducted through the quantitative content research technique. The text types (written and spoken texts) and pictorial materials were examined throughout each coursebook unit by unit. The written text types were categorized in three groups as monologues, dialogues and speech bubbles. The culture-specific elements detected in the texts and pictorial materials were analyzed in terms of belonging to native or target culture.

## 3. Results

In the following section, results are presented based on each research question. The first research question interrogated the frequency of the use of culture-specific elements reflected in the written texts, spoken texts and pictorial materials in English coursebooks. The results relating to each coursebook grade by grade are presented in the tables below:

**Table 2.** Distribution of the culture-specific elements in 2<sup>nd</sup> grade coursebook

	Written text		Spoken text		Pictorial materials	
	f	(%)	f	(%)	f	(%)
Native culture	16	36	-		14	100
Target culture	28	64	9	100	-	

As seen in Table 2 above, the results of the coursebook for the 2<sup>nd</sup> graders show that the culture-specific elements are more preferably used in written texts than spoken texts. On the other hand, despite the use of pictorial materials reflecting culture-specific elements from the native culture, no incidence of target culture related pictorial material was found.

**Table 3.** Distribution of the culture-specific elements in 3<sup>rd</sup> grade coursebook

	Written text		Spoken text		Pictorial materials		Total	
	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)
Native culture	40	34	9	41	17	94	66	42
Target culture	79	66	13	59	1	6	93	58

Similar to the results of Table 2, Table 3 points out that the written texts outweigh the spoken texts and the pictorial materials in terms of the inclusion of culture-specific elements. Another significant result is the lack of pictorial materials related to target culture.

**Table 4.** Distribution of the culture-specific elements in 4<sup>th</sup> grade coursebook

	Written text		Spoken text		Pictorial materials		Total	
	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)
Native culture	67	56	14	40	47	49	128	51
Target culture	53	44	21	60	49	51	123	49

Table 4 points out that the use of culture-specific elements in written texts outnumbers those in spoken texts in 4<sup>th</sup> grade coursebook. However, the culture-specific elements in the written texts reflect the native culture more than the target culture. Also, different from the results of Table 2 and Table 3, the results of Table 4 highlight that the use of pictorial materials including culture-relevant elements outweighs that of spoken texts.

**Table 5.** Comparison of the culture-specific elements related to native and target cultures

Coursebooks	2nd Grade		3rd Grade		4th Grade		Total	
	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)
Pictorial materials	14	21	17	10	96	38	127	26
Spoken text	9	13	22	12	35	14	66	13
Written text	44	66	139	78	120	48	303	61

Table 5 presents the prevalence of text types and pictorial materials according to different grades. It is clear that the use of culture-relevant pictorial materials peaks in 4<sup>th</sup> grade. Likewise, the use of culture-specific elements in spoken texts rises as the grade of the coursebooks increase. The written texts with the most culture-specific elements are found in 3<sup>rd</sup> grade coursebook.

**Table 6.** Prevalence of the culture-specific elements related to the native and target cultures

Coursebooks	2nd Grade		3rd Grade		4th Grade		Total	
	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)
Native culture	30	45	66	42	128	51	224	47
Target culture	37	55	93	58	123	49	253	53

As for the second research question, the distribution of culture-specific elements related to native and target cultures is analyzed in Table 6. It is possible to see that there is a balance between the native culture and target culture in 2<sup>nd</sup> and 4<sup>th</sup> grade coursebooks, however, target culture is more dominant in 3<sup>rd</sup> grade coursebook. In all three coursebooks, culture-specific elements related to target culture outnumber those of native culture.

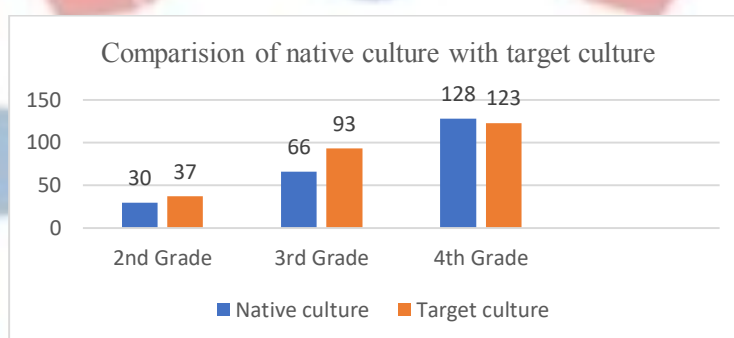
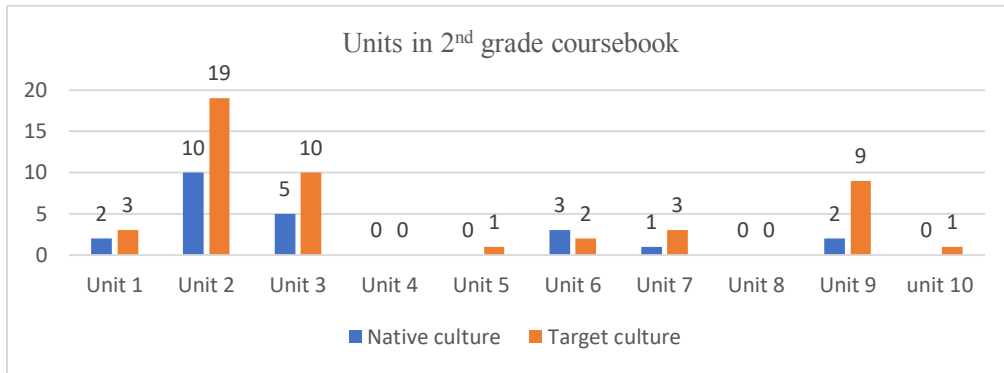
**Figure 1.** Prevalence of culture-specific elements according to grades

Figure 1 shows the distribution of culture-specific elements in primary school English coursebooks in terms of native and target culture. It is obvious that the prevalence of culture-specific elements rises as the grades of coursebooks increase from 2<sup>nd</sup> grade to 4<sup>th</sup> grade.

**Table 7.** Distribution of some speech acts reflecting culture in the written texts

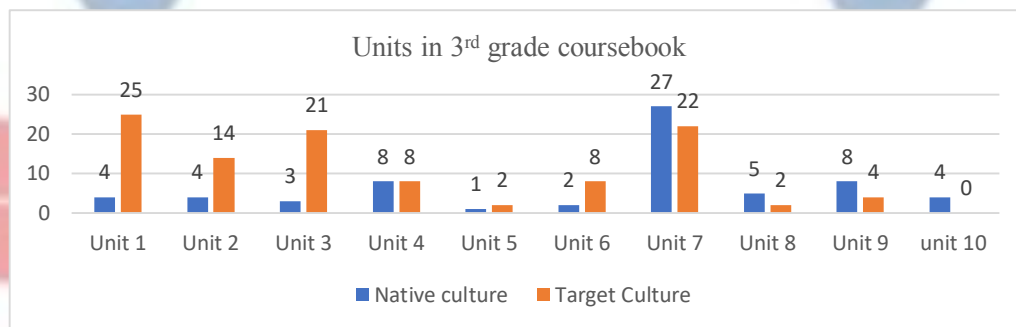
Coursebooks	2nd Grade		3rd Grade		4th Grade		Total	
	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)
Monologues	5	19	5	11	8	20	18	13
Dialogues	36	71	30	65	19	48	85	62
Speech bubbles	10	20	11	24	13	32	34	25

In Table 7, different kinds of written texts are analysed in terms of culture-specific elements according to grades. It is obvious that culture-specific elements are preferably utilized in dialogues more often than monologues or speech bubbles in all coursebooks. Also, it is seen that most written texts with culture-specific elements are encountered in 2<sup>nd</sup> grade coursebooks.



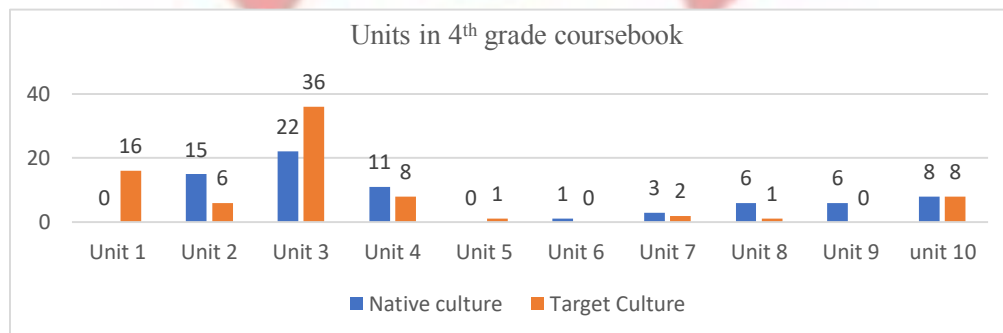
**Figure 2.** Distribution of the culture-specific elements in the 2<sup>nd</sup> grade coursebook

As stated above, the third research question is about the distribution of culture-specific elements through the coursebooks. Figure 2 presents the distribution of culture-specific elements related to native or target culture unit by unit in 2<sup>nd</sup> grade coursebook. It is obvious that while some units include culture-specific elements, some units lack any instance of either native or target culture. It is evident that the distribution of culture-specific elements is imbalanced throughout the 2<sup>nd</sup> grade coursebook.



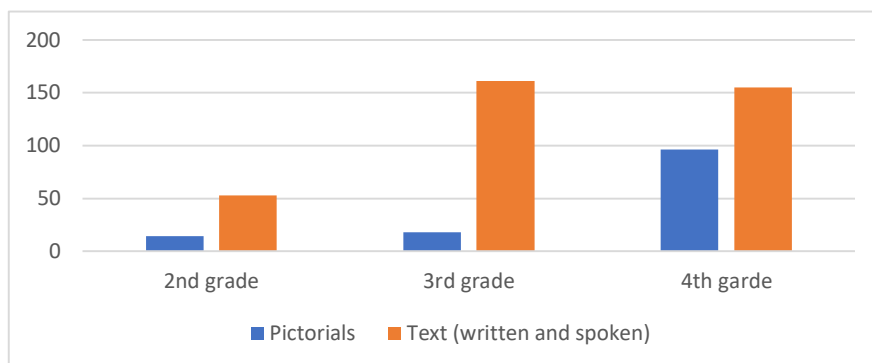
**Figure 3.** Distribution of the culture-specific elements in the 3<sup>rd</sup> grade coursebook

Similarly, Figure 3 depicts the distribution of the culture-specific elements through the 3<sup>rd</sup> grade coursebook. It is interesting that while culture-specific elements from the target culture are more often in the first six units, the focus on the target culture decreases in the last four units. It is evident that the distribution of culture-specific elements is imbalanced throughout the 3<sup>rd</sup> grade coursebook. In some units, native culture outperforms the target culture, in others vice versa. As a result, a balanced distribution can not be seen again.



**Figure 4.** Distribution of the culture-specific elements in the 4<sup>th</sup> grade coursebook

Figure 4 clarifies the distribution of the culture-specific elements throughout the 4<sup>th</sup> grade coursebook. It is clear that the culture-specific elements are mainly seen in the first three units, but the distribution diminishes towards the end of the coursebook. Thus, it is hard to claim a balanced distribution throughout the coursebook.



**Figure 5.** Distribution of the culture-specific elements in pictorial materials and texts

In Figure 5, the use of pictorial materials is compared with the text types in terms of the inclusion of culture-specific elements. It is evident that in all grades, text types with cultural content surmount pictorial materials related to culture. It is also possible to say that the number of culture-specific pictorial materials and text types increases in upper grades.

#### 4. Discussion

In this study, three different coursebooks were examined in terms of the use of culture-specific elements from both native and target cultures. The findings above were discussed here to find answers to the research questions which were the objectives of this study.

The first research question was about the distribution of culture-specific elements in terms of the text types and the pictorial materials. When the text types were examined, it was found that the written texts were loaded with the most culture-specific elements. Yet, the only kind of written texts found were monologues, dialogues and speech bubbles, which means the written texts were lacking in terms of diversity. It can be suggested that the coursebooks had better be enriched with such written texts as short stories or tales, e-mails, text messages, letters, and poems related to native or target culture. Besides, the written texts were devoid of culture-specific elements such as proverbs, idioms, rhyme and riddles which are perfect examples of culture-specific language. As for the spoken texts, the number of culture-specific elements was found quite lower than those in the written texts. In the primary school curriculum, it is essential to develop listening skills prior to writing skills. So there is a mismatch between the objectives of the curriculum and the texts presented in the coursebooks. Especially songs and chants are perfect spoken texts for young learners as they are useful to lower the learning anxiety of the learners and they are useful in making the learning environment more enjoyable and stress-free. However, the number of English songs was limited in all grades (only 4 or 5 units included songs). Another point is that the culture-relevant pictorial materials are far limited compared to the text types. As Lazarus (2010) points out that if children are capable of using logical processes of reasoning based on concrete evidence, young learners need to be supported with more pictorial materials.

The second research question focused on the distribution of culture-specific elements in primary school English coursebooks in terms of native and target culture and it was found that target culture was more dominant in 2<sup>nd</sup> and 3<sup>rd</sup> grades however native culture was more dominant in 4<sup>th</sup> grade coursebook. This implies that the use of culture-specific elements specific to both native and target culture need to be balanced in all grades.

The third research question was about the distribution of the culture-specific elements throughout the units in the selected coursebooks and it appeared that there was an imbalance in the utilization of culture-specific elements throughout the coursebook in all grades. This can be described as a drawback because culture-specific elements help the learners gain deeper insight into the language. Also, culture-specific elements are beneficial to raise interest and motivation to learn more about the target culture while making the learners more aware of their native culture. Thus, the coursebook under scrutiny needs to be adapted in terms of the distribution of the culture-specific elements throughout the units.

Last but not least, some culture-specific elements found in the coursebooks do not appeal to the interest of young learners. To exemplify, such cartoon characters as “Red Kit” or “Popeye” are irrelevant to most children. The pictorial materials of such cartoon characters as “Gumball” or “Kıral Şakir” are supposed to raise more excitement in the classroom. Therefore, the coursebook writers should follow the preferences of the digital native generation and keep the coursebooks more up-to-date and culturally related at the same time.

## **Conclusion**

As a result of the content analysis of the English coursebooks in terms of the inclusion of culture-specific elements in text types (both written and spoken) along with the pictorial materials, it can be concluded that the number of culture-specific elements was not satisfactory throughout all grades. Although the exploitation of culture-specific elements increases as the grade of the coursebooks rises, the result is in favour of the native culture. That is, the target culture falls behind as the grade level goes up, which results in a language classroom devoid of culture-related context. Another fact is that the culture-specific elements were found more common in written text types than in spoken texts in all grades. Language instruction is more effective with a more holistic exploitation of all basic skills. Thus, more culture-specific and authentic spoken texts should be integrated into the coursebooks. Furthermore, as pictorial materials make the learning process more vivid, motivating and memorable, young learners need more pictorial materials, pictures, drawings, cartoons and authentic photos etc. to get a real grasp of the target culture. Therefore, the coursebooks under scrutiny need to be adapted to represent both native and target cultures with more authentic materials. Besides, the units throughout the coursebooks can be better balanced in terms of the distribution of the culture-specific elements. To sum up, this study implies that the selected primary school English coursebooks need to be tailored and enriched in terms of culture-specific elements.

In addition, as this study was implemented quantitatively, the research can be duplicated with a combination of both quantitative and qualitative methods to gain a deeper insight. Last but not least, this study is focused on the analysis of EFL coursebooks in terms of culture-specific elements associated with native and target cultures. This study can be extended further with the inclusion of elements related to the interculture to shed more light on the issue.

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## Appendix A. List of culture-specific elements

### A.1. Examples of culture-specific elements in 2<sup>nd</sup> grade coursebook

N	Native culture	Target culture
1	Yoghurt	Greetings
2	Kız Kulesi (Maiden Tower)	Addressing someone (Mrs. Green, Mom)
3	Turkish Flag,	Apologizing
4	Turkish cartoon characters: Karagöz, Hacivat, Nasreddin Hoca, Keloğlan, Doru, Pepe	Exclamations (Yummy!Yuck!)
5	Atatürk's picture	Game (Simon Says)
6	Turkish names: Deniz, Emrah, Ali, Elif etc.	English Songs

### A.2. Examples of culture-specific elements in 3<sup>rd</sup> grade coursebook

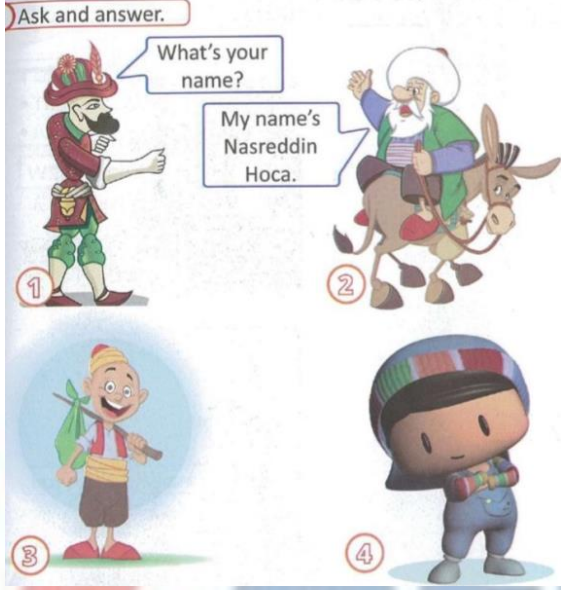
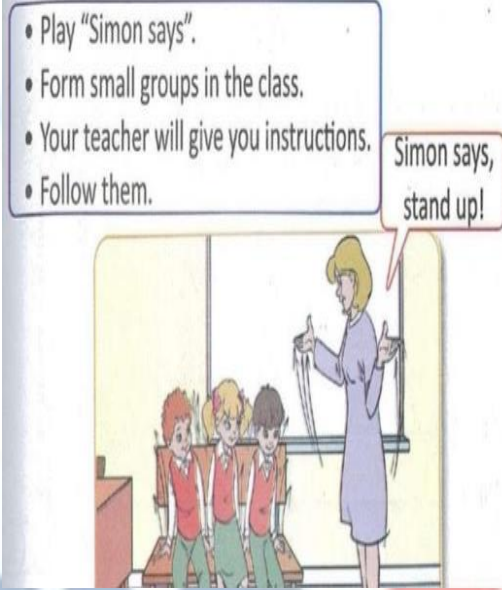
N	Native culture	Target culture
1	Turkish flag	Greetings
2	Türkiye, Anıtkabir, Beypazarı, Ankara Balıklı Göl, Şanlıurfa Bosphorus, İstanbul Pamukkale, Denizli Clock Tower, Ephesus, İzmir Uludağ, Bursa Sultan Ahmet Mosque Mount Nemrut, Adıyaman	Big Ben, London, England
3	Map of Türkiye	Daily use (Dad, grandpa)
4	Turkish names: Emine, Ali, Ahmet, Hasan etc.	English names: Jenny, July, James, The Smith Family etc.
5	Atatürk's picture	English Songs
6		Exclamations (Oh No!, Wow!)
7		Thanking, apologizing

A.3. Examples of culture-specific elements in 4<sup>th</sup> grade coursebook



N	Native culture	Target culture
1	Turkish flag, Türkiye	British flag, Britain
2	Turkish folk dance clothes	English songs
3	Turkish cartoon characters: Doru, Ege and Gaga, Rafadan Tayfa, nasreddin Hoca, Aslan, Maysa ve Bulut, Pepe, Mandalina	English Cartoon Characters; Lucky Luke, Popeeye, Sherlock Holmes, Robin Hood, Fred, Smurfs, Lightning Mcqueen, Owlette, Gekko, Catboy (Pj Masks) Maya the Honey Bee, Paw Patrol, Madagaskar.  Characters from tales: Snow White, Cinderella, Tinker Bell, Little Mermaid
4	Map of Türkiye	Oscar Actor/Actress
5	Games: playing with marbles, “saklambaç”, “kelime bulmaca”	Games: blind man’s bluff, Wordsearch, hide and seek.
6	Food and drinks: Yoghurt, kebab, Turkish delight, ayran, tea.	Food and drinks: Fish and chips, banana split, cheesecake, hamburger
7	Turkish names: Bora, Ege, Hande, Ceren, etc.	Asking /giving for permission
8		Requesting, Thanking
9		Apologizing
10		Exclamations (Oh no!)

**Appendix B. List of culture-specific illustrations**

*B.1. Examples of pictorial materials in 2<sup>nd</sup> grade coursebook*

Turkish culture	English culture
 <p>Ask and answer.</p> <p>What's your name?</p> <p>My name's Nasreddin Hoca.</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>Primary school 2<sup>nd</sup> grade English coursebook, p. 27.</p>	 <ul style="list-style-type: none"> <li>• Play "Simon says".</li> <li>• Form small groups in the class.</li> <li>• Your teacher will give you instructions.</li> <li>• Follow them.</li> </ul> <p>Simon says, stand up!</p> <p>Primary school 2<sup>nd</sup> grade English coursebook, p. 43.</p>

*B.2. Examples of pictorial materials in 3<sup>rd</sup> grade coursebook*

Turkish culture	English culture
 <p>Ankara, Turkey</p> <p>Primary school 4<sup>th</sup> d grade English coursebook, p. 131.</p>	 <p>London, England</p> <p>Primary school 4<sup>th</sup> d grade English coursebook, p. 131.</p>

B.3. Examples of pictorial materials in 4<sup>th</sup> grade coursebook

Turkish culture	English culture
<p>6</p> 	 <p>Snow White</p>
<p>7</p> 	 <p>Popeye</p>
<p>8</p> 	 <p>Robin Hood</p>
<p>9</p> 	 <p>Cinderella</p>
<p>10</p> 	<p>Primary school 4<sup>th</sup> grade English coursebook, p.42.</p>

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# Considerations on the Translation in CEFR Companion Volume

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## Abstract

After Common European Framework of Reference for Languages (CEFR) was published in 2001, it brought a new and different perspective to foreign language education, teaching, and evaluation content and practices. Although it seems that some educational tools are only tried to be implemented formally, the activity still maintains itself as a student-centered model today. CEFR Companion Volume offers descriptive scales in a comprehensive section under the heading “mediation.” Compared to the 2001 edition, the most obvious difference at first glance is the addition of the intermediary section. In addition, we see another important change in descriptors level. Here, a new level, "Pre-A1", has been added before the starting level A1. The new leveling will not be mentioned in this study. It is observed that in CEFR Companion Volume, a rarely used term (mediation) is given a higher meaning in the context of translation. In the context of translation, as part of foreign language education, teaching, and evaluation; the descriptors "médiation / aracılık" will gain their place in the development, design of textbooks, educational materials and evaluation stages with the creation of new activities, exercises, and sample questions. In this study, we will also considerate on how mediation descriptors will be used in materials design process.

*Keywords:* translations; mediation, cefr

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## 1. Introduction

The use of mother tongue in foreign language teaching has long been regarded as a taboo in classroom practices and in the context of interaction. In the Natural Method, there is no mother tongue (Hengirmen, 19). In the Audio-Lingual Method, the teacher is given little autonomy in the use of the first language. Translation is forbidden (Betti & Al-Jubouri, 2015: 46). In The Silent Way, meaning is not given through translation but by focussing on students' perceptions. However, the learners' native language can be used for instructions and directions when necessary or to support the learner in improving his/her pronunciation (Larsen-Freeman & Anderson, 2011: 90). In the Suggestopedia, explanations can also be made in the mother tongue when necessary (Demirel, 1999: 62). In the Total Physical Response (TPRM), the use of mother tongue is allowed. While answering the teacher's questions, students can use their mother tongue instead of a foreign language, but they are not encouraged to do so. The reason for this is to enable the real emergence of understanding (Puren, 1993: 262). Puren (1988:123-124) draws attention to this situation with the following statements: The mother tongue is used only in rare cases where it is very difficult or impossible to explain in the foreign language. Words should be taught by pointing to objects, using as little native language as possible. The teacher will avoid using (native) French except when it is necessary to make his/her explanations clearer, shorter and more complete (cited in Tagliante, 2001:7). This situation is changing with the communicative approach and language teaching methodologies based on this perspective. Puren (1993: 210-211) emphasises that in the communicative method it is essential to use the target language in the classroom. However, in cases where this use is unrealistic and incomprehensible, the use of the student's mother tongue is tolerated. Translation can be done in some cases. Tagliante (2001:40) states that, contrary to Puren, there are no clear lines regarding the use of the mother tongue in the communicative approach. He states that there are only intuitive judgements. He questions the reason for an oppressive approach to the foreign language over the mother tongue. He also questions the reasons for depriving the learner from expressing in the first language what he/she intuits in the second language if he/she feels so secure. In this context, he also emphasises that a path should not be followed by continuous translation. In conclusion, he argues

that the occasional use of the mother tongue should not be prohibited when it would contribute to the solution of a situation or problem.

## 2. Mediation in CEFR

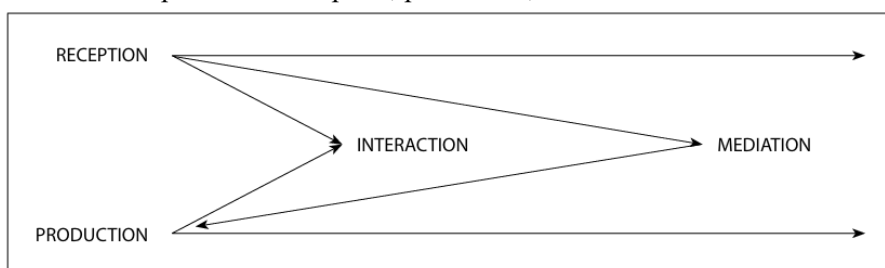
In the companion volume of the Common European Framework of Reference for Languages (CEFR), new definitions and content have been added to 'mediation'. In order to help learners, teachers and other users to include 'mediation' in their language teaching activities, courses, curricula and materials, descriptors under five headings have been identified and added to the text.

The dictionary meaning of 'mediator' is defined as a conciliator, a person who establishes a connection between two things; a medium. 'Mediation' is defined as the work done by the mediator, the state of being a mediator; mediation (TDK dictionary). It should not be a coincidence that this word is used in Obm in the theoretical dimension. The word 'translation' has always been used with its general and special meanings in the contents of foreign language teaching methods against the meaning phrases evoked by this word. We assume that this contains many explicit and implicit messages. It is necessary to briefly examine the approach adopted in OBM and its content, which offers a renewed perspective to language teaching studies with the term 'mediation'. First published in 2001, OBM was last published in 2018 in an expanded edition. In both publications, the purpose of this text remained the same. First of all, this text aims to facilitate the coordination of educational institutions in different countries in the process of looking at language teaching. It also aims to provide a solid basis for the mutual recognition of language competences between countries and to assist learners, teachers, foreign language course content designers/material designers, language examiners and educational administrators in determining and guiding their work (CEFR-companion volume, 2020: 28). If we look at the approach adopted here, we come across an 'action-oriented approach'. From a new perspective, CEFR views each language learner as a language user and social actor. According to this perspective, language is seen as a means of communication rather than a learning topic. In this process, it suggests the identification of learners' needs, the use of "I can" descriptors to be realised in the language learnt and the use of communicative tasks in this context. CEFR bases language learning on a method that enables learners to act, express themselves and perform tasks of different nature in a real-life environment (CEFR-companion volume, 2020: 29).

An action-oriented approach involves collaborative tasks aimed at realising the following goals:

- Learners must be conscious and strategic in their own actions. They should be allowed to take the initiative in doing so
- Define a task for the learners (it can be a product, a work of art)
- In mutual and in-group interaction, meaning should be co-constructed through mediation
- Conditions and limitations should be determined
- Specify the 'language policy' (when to be 'multilingual', when to use one language or another) (North, 2021).

Figure 1 – The relationship between reception, production, interaction and mediation



In mediation, the user/learner acts as a social agent who creates bridges and helps to construct or convey meaning, sometimes within the same language, sometimes across modalities (e.g. from spoken to signed or vice versa, in cross-modal communication) and sometimes from one language to another (cross-linguistic mediation) (Cefr-companion volume, 2020: 34, 90).

It is emphasised that the descriptors presented under the chapter of mediation are not intended to describe the qualifications of expert interpreters and translators. The current descriptors focus on the language competences of a language user or learner in informal everyday situations and contexts. This is because mediation and expert interpreter and translator competences and strategies are completely different fields (Cefr-companion volume, 2020: 92, 93). This means that mediation descriptors and strategies are different from specialised translation competences and strategies. At their centre are processes of simplifying, elaborating, clarifying or otherwise adapting the input, etc., in order to facilitate the appropriate transfer and understanding of information. This is conceptualised as follows:

The focus is on the role of language in processes like creating the space and conditions for communicating and/or learning, collaborating to construct new meaning, encouraging others to construct or understand new meaning, and passing on new information in an appropriate form. The context can be social, pedagogic, cultural, linguistic or professional (Cefr-companion volume, 2020: 90).

Mediation has a supporting role;

- a. in creating a multilingual/multicultural space for communication and learning;
- b. reducing emotional barriers and tension;
- c. building bridges between the new and the other;
- d. co-creating new meaning;
- e. in simplifying, elaborating, explaining or adapting the transfer of knowledge (North, 2021).

### 3. Language functions and mediation

In CEFR, the mediation function has been included in the expanded edition as a fourth function in addition to the reception, production and interaction functions. Reception has taken its place as one of the four forms of communication labelled as ‘reception, production, interaction and mediation’. It has entered the field to go beyond the classical four skills of listening, speaking, reading and writing in language teaching (Table 1).

Table 1: Macro-functional basis of CEFR categories for communicative language activities (Cefr-companion volume, 2021:33)

	<b>Reception</b>	<b>Production</b>	<b>Interaction</b>	<b>Mediation</b>
<b>Creative, interpersonal language use</b>	e.g. Reading as a leisure activity	e.g. Sustained monologue: describing experience	e.g. Conversation	Mediating communication
<b>Transactional language use</b>	e.g. Reading for information and argument	e.g. Sustained monologue: giving information	e.g. Obtaining goods and services Information exchange	Mediating a text
<b>Evaluative, problem-solving language use</b>	<i>(merged with Reading for information and argument)</i>	e.g. Sustained monologue: presenting a case (e.g. in a debate)	e.g. Discussion	Mediating concepts

In the table above, the language function translated as reception contains descriptors for the procedural foundations of the aspects of language perceived by receivers/learners. Reception can be expressed as a passive functional language domain. It contains descriptors for the perception and understanding of

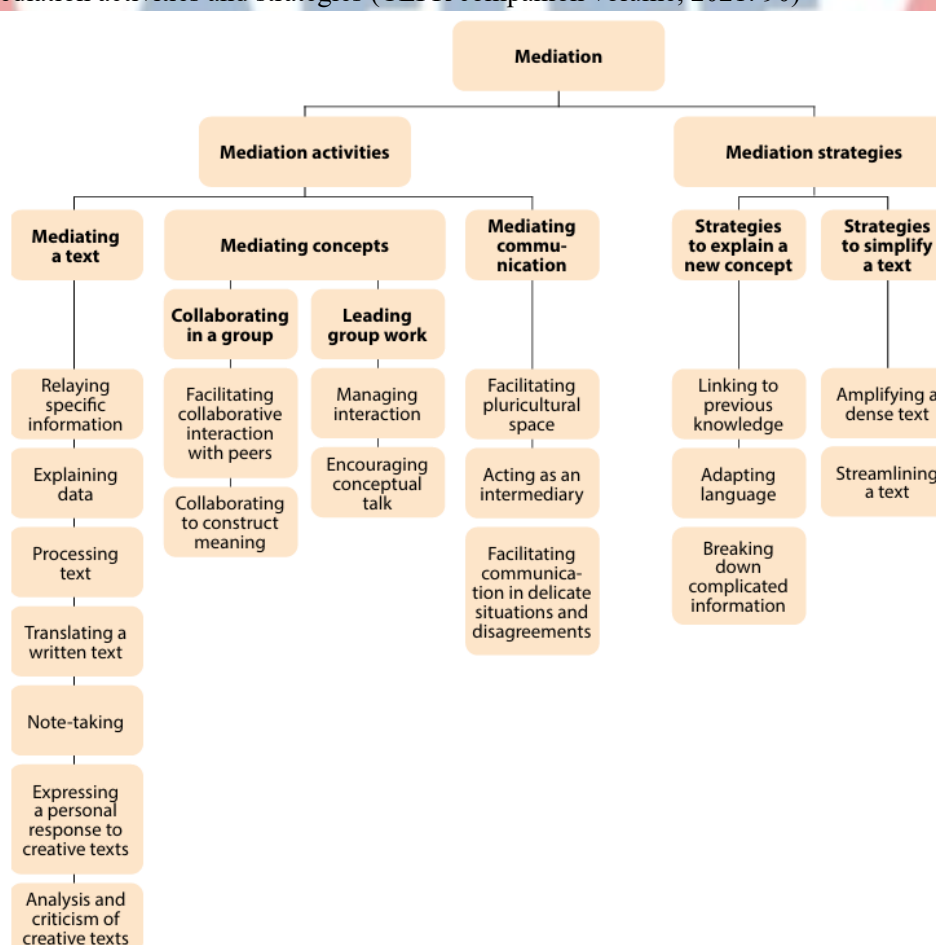


listening and reading. In the production function, it includes activities related to functional skills such as oral presentation, prepared speeches and writing. The interaction function includes basic descriptors within the framework of mutual interaction. Descriptors related to language competences such as conversations, discussions, mutual exchange of information are handled under this function. In the mediation function, basic mediation descriptors such as transferring communication, transferring texts, explaining concepts are included. This language function covers the mediation and transfer activities from language A to language B in order to overcome all kinds of barriers that interrupt communication in the foreign language education and training dimension. The examples to be prepared in the study will be handled within the framework of the descriptors belonging to this function.

In the CEFR companion volume, the concept of mediation, which is considered as part of a person's multilingual competence, is divided into three main categories including various descriptors (Table 2):

- a. **Mediating the text:** 'Text' refers to both spoken texts (e.g. articles, e-mails, brochures, reports) and videos, photos, graphics, etc. 'Transferring' the content of a text to another person is the basic practice here. These specialised descriptors lead to a set of descriptions that provide guidance to teachers on how to make use of them to introduce interlanguage mediation tasks in their classrooms.
- b. **Mediating concepts:** This is more related to the educational function of mediation. The descriptors related to this area are directed, inter alia, to areas that require teachers to manage interaction, to collaborate in order to realise understanding, to facilitate collaborative interaction.
- c. **Mediating communication:** These descriptors refer to the process of facilitating understanding between participants, for example in tensions, disputes or disagreements. Negotiating, creating common spaces and resolving conflicts are key practices here (<https://www.ecml.at>).

Table 2: Mediation activities and strategies (CEFR companion volume, 2021: 90)



#### 4. How will the CEFR mediation descriptors be included in the course content?

The descriptors related to the mediation function in language teaching mentioned in Table 2 above are described separately under the title '3.4. Without moving on to the descriptors of specific sub-units, general descriptors of mediation at six levels between C2 and A1 are given. It is possible to see the numerical distribution of these descriptors according to the groups in the tables below.

The descriptors related to mediating a text are divided into the titles of conveying certain information, explaining data, text processing, translating a written text, taking notes, expressing personal opinions about creative texts (including literature), analysing and matching creative texts (including literature), and the first five of these are classified within themselves and their descriptors are given. Under this heading, a total of 143 descriptors were given in the expanded edition of CEFR (Table 3).

Table 3: Numerical data of mediating a text

A. Mediating a text		Number of descriptor
Relaying specific information	Relaying specific information in speech or sign	13
	Relaying specific information in writing	13
Explaining data	Explaining data in speech or sign	6
	Explaining data in writing	5
Processing text	Processing text in speech or sign	28
	Processing text in writing	17
Translating a written text	Translating a written text in speech or sign	9
	Translating a written text in writing	8
Note-taking	lectures, seminars, meetings, etc.	12
Expressing a personal response to creative texts (including literature)		18
Analysis and criticism of creative texts (including literature)		14
Total descriptor		143

In the CEFR companion volume, descriptors related to mediating concepts were grouped under the subheadings of co-operating in a group and leading group work. The subheadings were divided into two groups within themselves and the descriptors were given within these subheadings. A total of 58 descriptors related to mediating concepts were given (Table 4).

Table 4: Numerical data of mediating concepts

A. Mediating concepts		Number of descriptor
Collaborating in a group	Facilitating collaborative interaction with peers	14
	Collaborating to construct meaning	18
Leading group work	Managing interaction	13
	Encouraging conceptual talk	13
Total		58

Descriptors related to mediating communication are given under three sub-headings. These are; providing a multicultural environment, acting as a mediator in informal situations (with friends and colleagues), facilitating communication in sensitive situations and disputes. A total of 41 descriptors were found under these subheadings (Table 5). The descriptors of mediating communication generally consist of descriptors related to oral transmission and translation.

Table 5: Numerical data of mediating communication

A. Mediating communication	Number of descriptor
Facilitating pluricultural space	16
Acting as an intermediary in informal situations (with friends and colleagues)	10
Facilitating communication in delicate situations and disagreements	15
Total	41

The descriptors related to explaining a new concept were analysed under the subheadings of associating with existing knowledge, adapting language, and dividing complex knowledge into parts. Under this heading, 23 descriptors were given (Table 6).

Table 6: Numerical data of strategies to explain a new concept

B. Strategies to explain a new concept	Number of descriptor
Linking to previous knowledge	7
Adapting language	10
Breaking down complicated information	6
Total	23

Finally, under the heading of strategies to simplify a text, the subheadings of elaborating a dense text and facilitating the comprehensibility of the text were given and the descriptors were detailed under these subheadings. In general, 15 descriptors were included here (Table 7).

Table 7: Numerical data of strategies to simplify a text

C. Strategies to simplify a text	Number of descriptor
Amplifying a dense text	8
Streamlining a text	7
Total	15

When the above data were analysed, it was determined that there was a total of 280 descriptors in the field of mediation. In the content given in the mediation section, all levels from C2 level to pre-A1 level were addressed, and the descriptors were associated with the relevant levels in proportion to their suitability to the level. It should also be stated that: The descriptors were not presented to the levels in equal numbers for each heading and subheading. Each of these descriptors will be handled one by one

and the title of mediation-translation will gain functionality to the extent that they are included in the foreign language teaching process when developing textbooks and content. In Tables 6 and 7, descriptors related to the basic strategies discussed before and during the action are given. The use of each of the descriptors in language teaching studies is a guideline for achieving the desired goal. Their literal use should not become a taboo or a legal obligation. Two primary shortcomings need to be addressed. The first is to reconsider the course contents, materials, programmes and assessment and evaluation areas used in previous processes. The second is the need for course contents, materials, programmes and assessment-evaluation studies appropriate to the new situation. In the West, the number of examples of works suitable for the new situation has increased considerably in the last three years. A few examples of the inclusion of mediation descriptors in the education and training process will help to make the subject comprehensible.

### *Example 1: Mediating a text*

In this section, a sample activity will be carried out in the context of ‘mediating a text’. An explanation will be given about which achievement related to mediation can be associated with the activity. The following study is planned as a language teaching mediation activity in teaching English to Turkish students at the A2 level at the age of 12-15.

---

English for me

#### Activity 1



At the airport: Listen to announcement

You are at the airport in London with your family. You are listening to the announcement about your flight information. Your family does not understand the announcement. Explain the information about the flight's boarding to your family in turkish.



“Attention passengers on Turkish Airlines flight 320 to İstanbul. This is the final boarding call. Your flight is ready to leave. Please go to gate A7 immediately. The doors of the plane will close in 15 minutes. I repeat. This is the final boarding call for passengers on Turkish Airlines flight 320 to İstanbul. Thank you.”

---

An approximate translation into turkish of the study is given below.

-Ailenizle birlikte Londra'da bir havalimanındasınız. Bineceğiniz uçağın uçuş bilgileri ile ilgili duyuruyu dinliyorsunuz. Aileniz duyuruyu anlamıyor. Uçağın biniş kapısı, biniş saati ve kalkış saati ile ilgili bilgileri ailenize Türkçe olarak açıklayınız.

"Türk Hava Yolları'nın 320 sefer sayılı İstanbul yolcularının dikkatine. Bu uçağa biniş için son çağrıdır. Uçuşunuz kalkışa hazır. Lütfen hemen A7 kapısına gidiniz. Uçağın kapıları 15 dakika sonra kapanacak. Tekrar ediyorum. Türk Hava Yolları'nın 320 numaralı İstanbul uçağının yolcularına biniş için son çağrıdır. Teşekkür ederim."

In the first activity, let us first analyse the descriptors 'relaying specific information in speech or sign' under the sub-heading 'relaying specific information' under the heading 'mediating a text' collectively. In this section, it is necessary to identify the descriptors at A2 level without looking at other levels. When we look at it, the following descriptors are encountered at the level and in the relevant winter.

-Can relay (in Language B) the point made in a clear announcement (in Language A) concerning familiar everyday subjects, though they may have to simplify the message and search for words/signs.

-Can relay (in Language B) specific, relevant information contained in short, simple texts, labels and notices (in Language A) on familiar subjects.

-Can relay (in Language B) the point made in short, clear, simple messages, instructions and announcements, provided these are expressed slowly and clearly in simple language (in Language A).

-Can relay (in Language B) in a simple way a series of short, simple instructions, provided the original (in Language A) is clearly and slowly articulated.

When we analyse the four descriptors above, since the first two of them are compatible with the given text, this text is considered suitable to be used in the educational environment for learners to reach the competence expressed in the first two descriptors. In order to reach the competence of 'transferring the specified point' and 'transferring a series of simple instructions' expressed in the following descriptors, a different teaching activity is needed. For example, the content of a 3-step address description on transferring instructions can be didactised by finding it.

### *Example 2: Mediating a text*

In this section, a sample activity will be presented under the subheadings of 'Processing the text' and 'Relaying specific information' under the title of 'Mediating a text' and information will be given about which learning outcomes this activity can be associated with. The study was planned as a language teaching mediation activity at B2 level for adults in teaching English to Turkish students. In this activity, unlike the one above, a mediation activity was planned to be carried out by analysing the descriptors of two different topics together. This time, let us start by analysing the descriptors.

Abstracting from the other levels, three language descriptors related to 'Relaying specific information in writing' heading at level B2 were identified:

-Can relay in writing (in Language B) which presentations at a conference (given in Language A) were relevant, pointing out which would be worth detailed consideration.

-Can relay in writing (in Language B) the relevant point(s) contained in propositionally complex but well-structured texts (in Language A) within their fields of professional, academic and personal interest.

-Can relay in writing (in Language B) the relevant point(s) contained in an article (in Language A) from an academic or professional journal.

In these descriptors, it can be stated that the last two descriptors of the mediation skills that can be reached by using the text below are descriptors that can be planned as teaching content. The first

descriptor can be the subject of a study that should be processed using the conference context. The language descriptor related to ‘Processing text in writing’ at level B2 is as follows: ‘Can summarise in writing (in Language B) the main content of complex texts (in Language A) on subjects related to their fields of interest and specialisation’. Descriptors at other levels are not discussed here. Since it is possible to describe in writing the content of the text presented below as an example to the learners, this text can be associated with the descriptor ‘Processing text in writing’ at level B2. It is seen that some texts can be designed in such a way that they can be associated with more than one domain descriptor by associating them with different domains by thinking in a multifaceted and gradient way.

English for me

### Activity 2 - I explain to my friend



-Explain to an english-speaking friend about the topic of an article in a Turkish magazine.

-Write him/her an e-mail in English summarizing the important points of the topic of this article.

Step 1: Read a turkish article from a magazine.

Step 2: Write an e-mail in English about this turkish article to your friend.



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#### BEY ARMUDU'NDAN BERGAMOT'A BİR YOLCULUK A VOYAGE FROM BEG ARMUD - PRINCE'S PEAR TO BERGAMOT

Osman COŞKUN\*

#### 0. Giriş

Bey Armudu, bugün dünyada birçok dilde bir cins turunca ad olan bergamot kelimesinin anasıdır.

Türkçede bir çeşit armudun adı olan “beg armudu”, Avrupa lisanlarında şekil değişikliğine uğrayarak “bergamotta, bergamote, bergamot” gibi kelimelerle aynı anlamda kullanılmış, sonra ayrıca anlam değişikliği ile bir çeşit portakalın adı olarak da kullanılmaya başlanmıştır. Türkçeden Avrupa lisanlarına şekil değişikliği ile geçmiş olan “beg armudu”, anlam değişikliğinden sonra BERGAMOT şekli ile ve bir çeşit portakalın adı olarak yeniden Türkçeye dönmüştür(Çalışkan, 1996: 75). Ancak bazı yerli ve yabancı kaynaklar, bu kelimenin kökenini İtalya'nın Bergama kentine dayandırmaktadırlar. Bu yaklaşım bazı İtalyan kaynaklarda reddedilmektedir ve kelimenin kökeni ile ilgili bey armuduna vurgu yapılmaktadır. Çalışma boyunca gerek yerli gerek yabancı kaynaklardan bey armudunun bergamot'a dönüşümü tarihi seyri içinde ele alınacaktır. Bergamot kelimesi ile ilgili araştırmalarımıza çeşitli sözlüklerde bu kelimenin nasıl yer aldığı ile ilgili örneklerle başlamak istiyoruz.

#### 1. Bergamot Kelimesinin Sözlüklerde Kullanımı

Güncel Türkçenin kökenlerini aradığımız en önemli kaynak eserde Divanü Lûgat-it Türk'te,(DLT) bey ve armut kelimelerinin anlamlarını tarayalım.

بِه = Bey

بِه = Bek. Evinde beye benzediği için böyle denmiştir. (DLT, Cilt III, 2013: 155). Bey kelimesi DLT'de (Cilt I, II, III, 2013: 78-79) Atalay dizinine göre yaklaşık 75 örnek cümle kuruluşunda geçmektedir.

أَرْمُوت = armut: Armut. (DLT Cilt I, 2013: 95)

أَرْمُوت كَاتُوت = armut katutu = armudun çenedi, bir parçası. Barsgan dilince(DLT, Cilt II, 2013: 284).

أَرْمُوت لَانْدِي = armutlandı

أَرْمُوت لَانْدِي = أَرْمُوت لَانْدِي = yığac armutlandı = ağaç armutlandı

أَرْمُوت لَانْدِي = أَرْمُوت لَانْدِي = armutlanur-armutlanmak(DLT, Cilt I, 2013: 312)

### Example 3: Mediating Communication:

In this section, a sample activity will be presented under the subheading ‘Acting as an intermediary in informal situations (with friends and colleagues)’ under the heading ‘Mediating communication’. Explanations will be made about which learning outcomes the content of the activity can be associated with. It is planned as a language teaching mediation activity at C1 level for adults in teaching English to Turkish students. Let's start the study by seeing the descriptors.

There is one language descriptor related to the C1 level ‘Acting as an intermediary in informal situations (with friends and colleagues)’: ‘Can communicate fluently (in Language B) the sense of what is said (in Language A) on a wide range of subjects of personal, academic and professional interest, conveying significant information clearly and concisely as well as explaining cultural references.’

The following is an example of an informal tour of a city in which the participants are expected to be able to fluently communicate information in English to others in the group who may need it.

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English for me

**Activity 3 – In London tour:** Translate into Turkish what your english speaking-friend who guide you in London tour.



Guide: - London, city, capital of the United Kingdom. It is among the oldest of the world’s great cities—its history spanning nearly two millennia—and one of the most cosmopolitan. By far Britain’s largest metropolis, it is also the country’s economic, transportation, and cultural centre. London is situated in south-eastern England, lying astride the River Thames some 50 miles (80 km) upstream from its estuary on the North Sea. The growth of the built-up area was halted by strict town planning controls in the mid-1950s. If the border of the metropolis is well defined, its internal structure is immensely complicated and defies

description. Indeed, London’s defining characteristic is an absence of overall form. It is physically a polycentric city, with many core districts and no clear hierarchy among them. London has at least two (and sometimes many more) of everything: cities, mayors, dioceses, cathedrals, chambers of commerce, police forces, opera houses, orchestras, and universities. In every aspect it functions as a compound or confederal metropolis. Historically, London grew from three distinct centres: the walled settlement founded by the Romans on the banks of the Thames in the 1st century CE, today known as the City of London, “the Square Mile,” or simply “the City”; facing it across the bridge on the lower gravels of the south bank, the suburb of Southwark; and a mile upstream, on a great southward bend of the river, the City of Westminster. The three settlements had distinct and complementary roles. London, “the City,” developed as a centre of trade, commerce, and banking. Southwark, “the Borough,” became known for its monasteries, hospitals, inns, fairs, pleasure houses, and the great theatres of Elizabethan London—the Rose (1587), the Swan (1595), and the world-famous Globe (1599). Westminster grew up around an abbey, which brought a royal palace and, in its train, the entire central apparatus of the British state—its legislature, executive, and judiciary... (www.britannica.com).

### Example 4: Mediating a text

In this section, a sample activity at B2 level will be presented under the subheadings ‘Expressing a personal response to creative texts (including literature)’ and ‘Notes-taking’ under the title ‘Mediating a text’. Explanations will be made about which learning outcomes the content of the study can be associated with. It is planned as a mediation activity for teaching English to Turkish students at B2 level for adults. Firstly, let us present the descriptors related to these subheadings.

The language descriptors related to the B2 level ‘Mediating a text’ title ‘Expressing a personal response to creative texts (including literature)’ are as follows:

- Can give a clear presentation of their reactions to a work, developing their ideas and supporting them with examples and arguments.
- Can give a personal interpretation of the development of a plot, the characters and themes in a story, novel, film or play.
- Can describe their emotional response to a work and elaborate on the way in which it has evoked this response.
- Can express in some detail their reactions to the form of expression, style and content of a work, explaining what they appreciated and why.

Four descriptors were identified in the sub-heading specified at level B2. Except for the first descriptor, it is appropriate to associate the other descriptors with the study to be conducted.

It was observed that there were two language descriptors related to the ‘Notes-taking’ sub-heading of the CEFR B2 level ‘Mediating a text’ heading. These are as follows:

- Can understand a clearly structured lecture on a familiar subject, and can take notes on points which strike them as important, even though they tend to concentrate on the actual formulation and therefore to miss some information.
- Can take accurate notes in meetings and seminars on most matters likely to arise within their field of interest.

Here, it is possible to make an indirect association with the first descriptor and relate it to the study.

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English for me

#### Activity 4 –



(www.trtmarket.com)

Take notes on the content of a Turkish movie. Tell an English-speaking friend about the content of this movie.

## 5. Conclusion

The Action Oriented Method adopted in the CEFR emphasises the use of mother tongue and translation as a mediating tool. It seems that, contrary to many classical methods and approaches, translation and mother tongue use are no longer taboo. In fact, if we look at the history of classroom practices - contrary to the methodological discourse - it is possible to say that mother tongue and translation have an



important place in the activities and studies in the institutional educational environment from past to present and that they cover a certain area. It is important that the existing reality in foreign language teaching practices is methodologically accepted and subject to theoretical studies. However, there is an important point that needs to be taken into consideration in the way CEFR deals with the translation context: There is a significant difference between the mediation activities that should be studied in the process of foreign language teaching and the specialised translation activities. One has a translation content in the context of 'mediating' language teaching. The other has a texture in which the translation act is realised as a result of following the necessary processes in its own context - oral/written translation. In this respect, it can already be predicted that mediation activities will act as a lever in making translation visible again in all kinds of course contents in the language teaching process. Mediation descriptors will contribute positively to the education and training process in accordance with different skills and language competences. For this reason, it is thought that mediation and translation activities will take place in the course contents, materials, programmes and assessment-evaluation studies to be prepared in the foreign language teaching process from now on.

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# The influence of the European Union language policies on teaching foreign languages

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## Abstract

The purpose of this paper is to look at European Union foreign languages policies and to see how these influence the teaching of a foreign language, from primary to highschool and then to university level. Among the research problems we deal with the following questions, in the context of countries members in the EU: Why are certain languages taught and not others? What is the EU's impact of the way Translators and Interpreters specializations and universities organize their curricula? What are other foreign languages that achieve soft power and can be studied in cultural centres across the world, together with their corresponding culture? The methodology will take into account the skills required of students such as collaboration and team work, as well as type of teaching, e.g. through interactive, collaborative, and teaching with technology methods. Among the results we can find that the aim of schools and universities is to align with the demands of employers, which are set up by the EU's decisions with a direct implication on our lifestyle. In conclusion, EU policies influence the way we live not only professionally, but also in our everyday lives. Communication and cooperation are a must even when dealing with services such as mobile phone companies and the bank. We expect the staff to be helpful and to listen to our dilemmas. The teachers also receive students' feedbacks. Students are like clients, expected to be offered what they need and request.

*Keywords:* interaction; cooperation; soft power; translators; interpreters

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## 1. Introduction

The European Union, with its policies, has a great influence on the way we lead our lives, as well as on the way we fare in school and at our job. The foreign languages that we have been learning since our childhood years are not a product of chance, and not a product of actual choice, for that matter. They are languages considered useful in our adult years, and languages whose position has been set by certain political circumstances. Some languages are more widely taught than others. In our days, English and French, as well as Spanish, German and Italian, at least in Romania, are the most widely spread. They are also among the languages taught to Engineering students during their first two years of study at the Technical University of Civil Engineering Bucharest, within the Department of Foreign Languages and Communication, where the author of the present paper teaches. English is usually the preferred language of students, when they are presented with the options of languages to study for the first two years of university. They can choose only one and not change it during the course of the two years. Students enrolled in some academic years may have been in an intensive German or Spanish as a foreign language class, function of the highschool they have studied at. They are students coming from all over the country. French is, generally, the least preferred language, even if Romania is a Francophone country and cultural relationships of collaborations are still ongoing. The university tries to attract them towards French language and culture, due to the collaboration with the French Cultural Institute, where film evenings are organized, and they are for free for students and teaching staff. Discussions based on the film then follow, thus encouraging critical thinking and argumentative skills for students. The present paper's author's education includes learning English as a foreign language since kindergarten, while playing with other children and listening to, then telling stories and poems for children, as well as learning the French language from the age of one year before starting primary school, when at first she

did not know how to read and write. Afterwards, the author of the present paper has noticed, while in school, where the same foreign languages, English and French were studied, how their teaching method differed. While English did not focus at all times on grammar, French did so, to a larger extent. The paper's author noticed how her school classmates did not enjoy the study of the French language the way they did the study of the English language. The truth was that English was becoming, at the time, during the 1990s and early 2000s in Romania, especially popular with the young generation, due to the introduction of the American culture after the fall of Communism in 1989. Suddenly, the young generation in Romania could have the same popular culture products and have access to the same type of entertainment as young people from the entire Western world. They had access to pop music, live concerts, films, songs, etc. Therefore, English was associated more with entertainment and freedom, as well as with music, which was so frequently played on the radio. It is well-known how listening to music is one of the favourite pastimes of young teenagers. The same preference for English and lack of major interest in French has been going on until 2023, when the author of the present paper teaches at the Technical University of Civil Engineering Bucharest. She has tried, during the first semester of the academic year 2022-2023, when she received a course in French as a second foreign language for third year Engineering students to offer them materials selected from textbooks with translation in the English language and published in the English-speaking world, based on a conversational approach, and with less explanations and less focus on the grammar. The students enjoyed the relaxed approach.

Within the Department of Foreign Languages and Communication, at the same university, there is a Translators and Interpreters section. Here, the students have as a major English, all of them, and as a minor language one of their choice, from French, German and Spanish. Generally, for the major language, English, everyone agrees, whether in the Engineers' students' groups or in the translators and interpreters students' groups, as it is an international, world, global language (Crystal, 2003) or *lingua franca* (Seidlhofer, 2005), which can be used, we believe, on all occasions where various people do not speak a common language. Otherwise, it depends which of the secondary languages they have studied in school and highschool, and which they feel confident with. Some students, from Engineers and translators and interpreters, may even wish to learn and study a new language if they feel up to the challenge. Their choice may be based on the soft power of these languages, which can be related to their cultural products that they find appealing. These can include films, paintings, songs, as well as various subcultures they feel influenced by at the level of values, mindset, lifestyle, and fashion.

Other universities in Romania, specialized in the technical, economic, political, business, mathematics, geography, medicine, etc. domains also include foreign languages seminars. This is a proof that, in today's interconnected world, with many possibilities of mobility, through the European Union or simply through globalization, we need to know foreign languages. Which languages are taught is a matter of decisions taken at a larger, supranational level, not just at the level of schools and universities. While we have English as an international language, some countries may have stronger nationalistic feelings and wish to use their own language instead of an international one, some persons may not know English function of their age and function of which foreign languages were popular and useful when they were in school, or simply due to their education which lacks these languages. English may also not be known in less big cities and villages all over the world in some countries. While in hotels, banks, and airports English may be widely used, in other areas of life in a foreign country students may find it useful to know and understand a few useful phrases related to asking for directions, to buy a ticket, to get something from the supermarket, etc.

All these participatory observations (Delamont, 2004) according to the ethnographic, anthropological type of approach, which refers to observing habits and practices of a culture or subculture around us, to which we belong or just have contact with, can be explained further by what is going on at political level, through looking at international relations, geopolitical structure of the world, the soft power of

certain cultures, the supremacy of some languages that become international languages, as well as by languages that have been named as official ones for the institutions of supranational organizations such as the European Union (Schimmelfennig & Wagner, 2004). Various laws and policies agreed upon and set up at the level of the European Union can explain the current state of affair of the way some languages are being taught in kindergartens, schools, highschoools and universities, as well as in foreign language learning institutes and centres.

### *1.1. Literature review*

According to Ulrich (2012), the language policy could be defined, in the context of the EU, as “regulating or influencing choice of language, but not attempts at influencing people’s actions or attitudes through language.” Thus, we can refer, through this policy, to “the agents or rulers (individuals, groups or institutions) who regulate choice of language,” to “the subjects (individuals, groups or institutions) at which these regulations are aimed,” as well as to “the objectives or contents of regulations,” meaning, in the latter case, the “assigned and actual functions” of the foreign languages. Thus, this language policy can be controlled by larger units and powers that influence which languages are going to be taught and learned, such as the cultural appeal of a country, the geopolitical power it has achieved, as well as the practical use of knowledge of the foreign languages imposed for study and teaching. At some point, the interests of the state, of the supranational organization such as the EU, or of the situation at world level can coincide with the personal interests of the persons studying the respective foreign languages.

For the EU, foreign languages learning are considered a “priority,” to the point where “linguistic diversity and promotion of language learning are placed at the very core of the EU policies” (Maican, 2020). Foreign languages are a s-called “priority” as they are part of the key to “intercultural understanding,” and for to the “respect for linguistic diversity” (Language Policy, 2017). There are laws ensuring the respect of this apparently common-sensical principles and values. They can be regarded as common-sensical since the EU includes several European cultures, which should have their specificities recognized and respected. The European countries and cultures are all very different, and do not have much in common except for their geographical location on the old continent and a few shared features, such as a common origin of languages, due to their belonging to the same family of languages, e.g. the Romance language family, in some cases, for languages such as French, Spanish, and Italian, while others belong to North Germanic language families, e.g. Dutch. The grounds for a law that legitimates the respect for linguistic diversity are the following: “The Charter of Fundamental Rights of the EU, adopted in 2000 and made legally binding by the Treaty of Lisbon, prohibits discrimination on grounds of language (Article 21) and places an obligation on the Union to respect linguistic diversity (Article 22)” (Language Policy, 2017; Bessie, 2018). Due to the language and culture differences, the EU specifies that there is a need for “intercultural dialogue” (Language Policy, 2017). The EU has some specific practices related to the way it “promotes the teaching and learning of foreign languages,” since these include “the mobility of every citizen through dedicated programmes for education and vocational training.” Additionally, the foreign languages skills can be used for better opportunities for education and for employment (Language Policy, 2017).

The value of respect for linguistic diversity of the EU is connected with the value of multilingualism (Language Policy, 2023). Thus, “Linguistic and cultural diversity are ‘a fact of life’ in the EU” (ECSPM, 2023). Additionally, “The EU aim and commitment to embrace the European cultural mosaic and promote the appreciation of Europe’s linguistic wealth” (Dendrinos, 2018). The language policy claims that, leaving the mother tongue aside, any citizen of the EU member countries has to learn at least two foreign languages, in a compulsory manner. According to School Europaea (2019), two compulsory foreign languages, next to the study of the dominant, or national language of the pupils are recommended

in schools. A third language, and even a fourth and fifth are not excluded. The EU language policy has, as a main role, that of “Supporting language learning,” which includes the recommendation of the Council for the states that are members of the EU to offer opportunities for teachers to study abroad and to teach using “innovative teaching methods” (Language Policy, 2023). These most recent methods are those based on interaction and interactivity, as well as on an active role of the student throughout the classes.

According to Council of Europe (2023a), “The Council of Europe is committed to the preservation and promotion of Europe’s linguistic and cultural diversity as a precondition for peaceful, cohesive and democratic societies.” Thus, the role of such policies and values which should respect languages and cultural diversity is related to the way that individual rights are respected. Nowadays, we are moving towards an individualistic society, at world level (Santos & Varnum, 2017), and thus towards respect for the individual. Naturally, however, the individual is always part of a larger group, which, in the case of EU member countries, each of these groups have their own specificities.

There are 24 official languages used at the level of the EU institutions. These languages are European countries’ languages, while English is also present among them: Bulgarian, Croatian, Czech, Danish, Dutch, English, Estonian, Finnish, French, German, Greek, Hungarian, Irish, Italian, Latvian, Lithuanian, Maltese, Polish, Portuguese, Romanian, Slovak, Slovenian, Spanish and Swedish (European Union, 2023). The students have the occasion to get to study some of these languages, in schools, highschools and at universities, but also at various institutes of foreign languages, where they can become prepared for various standard, EU-level tests if they want. The most popular of these languages are those studied at the level of the Technical University of Civil Engineering Bucharest, namely English, French, German, Italian, and Spanish. Non-EU languages at this university had included Japanese, yet it is no longer available, since there are currently no teachers and not a large enough number of students interested. Russian had also been a non-EU country language studied, yet it was removed for the same reasons as Japanese. At some point, Portuguese, a EU language, was also taught, but then it was removed for the same reason as Japanese and Russian.

The European Cultural Convention, from 1954, which was ratified by 49 states, works as a legal basis to promote the values of plurilingualism, diversity with respect to languages, as well as the process of language learning (Council of Europe, 2023b).

### *1.2. Research questions*

The present paper deals with questions related to reasons the choice of languages that are taught in schools and universities, EU’s impact on the organization of the curricula used by the Translators and Interpreters specializations, as well as that of faculties where foreign languages are taught in universities. Another question the paper deals with can be related to other foreign languages that achieve soft power and can be studied in cultural centres across the world, together with notions of culture and civilization.

## **2. Method**

The soft power (Nye, 2021) of certain countries refer to the popularity and widely spread knowledge of their cultural products, traditions, holidays, food, fiction, art, films, music, and others, as well as of their language. The geopolitical order also makes a difference, thus those countries being considered among the great powers at world level, such as the United States and China (Yongnian & Xin, 2017), should be expected to popularize their language and culture.

The European Union, of which Romania is a member, also influences which languages should be taught and which languages are currently being the most used and searched for in various domains. The language policy, the education policy, the cultural policy, as well as the multiculturalism policy of the EU (Kucheryavaya et al, 2020) can influence the way that foreign languages are being taught, or supposed to be taught, in our contemporary times in Romania. Teachers are being offered various workshops where they can learn the recommended interactive methods they can apply to students to help them learn efficiently. The student-centered approach, the collaborative learning, the communicative method, the project-based learning, group and pair work are all suggesting that teachers should help students gain practical skills, so that they can actually use the foreign language for communication purposes, in a variety of situations, from everyday life matters, chatting with friends, asking for directions when travelling, for information at the hotel, to professional setting, e.g. in order to give a presentation of research or of a product created by their company, to making small talk at a scientific event during the coffee break and establishing contacts with professionals in their field of work.

A foreign language, by its nature, implies that it has a practical use, first and foremost, and that it should be used to transmit and get information, for having access to scientific literature, to entertainment, to establishing relationships for friendship reasons, as well as for professional reasons. Translation and interpretation is a domain that can help reinforce the communicative role of foreign languages, in order to transmit information on various fields and areas of interest. Through translation and interpretation we can connect to research at world level in our domain of work, as well as in entertainment and interests related to our age group. Subtitling for films, access to fiction through translation, interpretation for academic events, all these offer us the opportunity to be part of an interconnected world. As a result of all of these opportunities, we can claim, indeed, that we do live in the age of communication, and that foreign language learning is, as we are being told, a necessity nowadays. Employers favour candidates knowing foreign languages, as in any company and institution they can help with international collaborations. Documents are being translated, due to the need to be allowed to travel in various countries and due to various diplomas needing to be recognized for studies at various levels. Translation software is of a great help, yet it cannot completely replace human translators. Foreign languages applications for translation on the spot have been developed, yet these applications are not entirely accurate and we cannot rely completely on them. Foreign language learning and foreign language skills are still needed, and are more reliable than the use of artificial intelligence, at least for the time being. What is more, we do not always have the necessary time to use them, or not everyone has access to them.

The curricula for schools, highschoools and universities is supposed to be, to some extent, common, being based on universal elements and skills, as well as teaching methods, according to the EU. There is the “European Indicator of Language Competence, which is an instrument to measure overall language competence in each Member State. The EU also promotes the use of the Council of Europe’s ‘Common European Framework of Reference for Languages: Learning, teaching, assessment’ (CEFR)” (Language Policy, 2023). The European Centre for Modern Languages of the Council of Europe and the European Research Centre on Multilingualism and Language Learning work together to ensure efficient learning of foreign languages.

The EU member states are supposed to consider the following when teaching, learning, and acquiring necessary skills for being employed:

- Action-oriented learning and teaching, with competences as the basis and as the focus;
- Cooperation/ collaboration;
- Efficient communication;

- Interaction;
- Active learning skills;
- Understanding and making oneself understood in a foreign language;
- Making use of technology during the teaching and learning process when it is the case, in order to show how we can adapt to the world we live in;
- Intercultural competences, which can refer to understanding other cultures. Having notions of culture and civilization for the foreign language studied, in order to show empathy for a different mindset, and to communicate efficiently in-between different cultures.

These general competences are set up by the European Centre for Modern Languages of the Council of Europe (ECML, 2023). A very active stance is, thus, the common ground for all foreign language teaching in the EU member countries. The student needs to make an effort and to be able to practice and finally develop practical skills of using the respective language.

The approach to teaching looks individualistic, since learners are encouraged to express their opinions and develop their skills during classes.

Education is believed, by the EU, to be “one of the fundamental rights of individuals” (Cankaya et al, 2015), leading to their personal development and achievements.

The promotion of foreign language learning at EU level reaches the point where the European Day of Languages is celebrated, on September 26, the same date every year, and which is meant as an encouragement to EU members to learn foreign languages (Language Policy, 2023).

The status of foreign language learning, thus, is combined with and inseparable from education and multilingual policies, as well as from respect for diversity values.

### *2.1. Sample / Participants*

The participants in the study are the Engineering students that the author of the present paper has been teaching throughout her career at the Technical University of Civil Engineering Bucharest, starting from October 2007, as she has witnessed them voicing their preferences over the study of one language over another. She has witnessed, through participatory observation, the way students would express their wish to register for the English language, in the majority, which is an international language. Meanwhile, from the official EU languages, Spanish has been preferred some academic years, or German, function of the type of highschool most students went to. If they has been in intensive or bilingual classes, then they preferred to continue with these languages. At some point, Italian was also preferred, but not in the high range of Spanish and German. French, although Romania was and still is a francophone country, was not wanted, as students perceived it as difficult to master. The author of the present paper assumed that French was not attractive due to the extended focus on grammar rules and of the grammar difficulty of the language. Additionally, the participatory observation experience with the students in Translation and Interpretation also showed how students did not want usually to choose French in a large number. Instead, they preferred Spanish or German, although German is known for its difficulty in its turn. English is made part of the curricula as a compulsory first specialization for all students, due to the teachers' awareness of the status of English as a lingua franca and, thus, as an indispensable one in the career of any translator, interpreter, or teacher.

### *2.2. Instrument(s)*

The instruments used for analysing the students' noticed tendencies when relating to one language or another are a mixture of, on the one hand, political situation at geopolitical level, the influence of supranational organizations such as the EU, as well as of the general trends circulating in the circles of

the teachers and academic world regarding teaching methods. The teaching methods have a strong influence on the way students perceive a foreign language and on the way they want to continue studying it later or not. In the case of the present paper, we can see how, at university level, at the Technical University of Civil Engineering Bucharest, students avoid French since it has been centred on grammar teaching and translations, a method which is considered old in the case of the English language, where a communicative method is generally preferred. English is now recognized as a world language, or even as a universal language, since we rely so much on it in any situation where we do not know the language of a foreign country or when we do not share any other common language with people from various parts of the world. The EU has also influences which languages should be taught and studied, since it has established a number of official languages to be used within its institutions. Students will always react while being influenced by larger decisions, taken at a wider level than just their school or university. Thus, once America is considered a world power, it is natural for English to be part of the commonly known foreign languages everywhere.

### *2.3. Data collection procedures and data analysis*

No questionnaire is necessary, since the author of the present paper has noticed, repeatedly, the same reactions of the students towards the same foreign languages since 2007. Participatory observation is more than enough. Otherwise, questionnaires may not be reliable since students may not be completely honest in their answers, or they may even be unwilling to participate. This is because they may not be aware of the external circumstances influencing their decisions, and they may also feel that they are not polite to the teachers if they answer in an honest way.

We can see how the students are not knowingly influenced by the larger trends. Yet, they react in a very intuitive way, and their reactions can be explained by applying the background knowledge relating to the current state of the world nowadays. At the same time, we can see how personal reactions can show personal preferences. As an example, students may enjoy collaborating on assignments with colleagues once they know one another from other groups for other subjects, in their engineering field, and other seminars and courses. If they also share the same room at a hostel, they will definitely be tempted to work together. This is because the students at the Technical University of Civil Engineering Bucharest are, in most cases, from all over Romania and rarely from Bucharest. Noticing the students' reactions to preferences related to the way they would like to work on various assignments and class activities can help ease the teaching and learning process, by adapting it to the students' needs. Teachers generally react to what is imposed from a higher level by conforming, while students are being more honest in expressing their opinions and do not always conform, or do so, in some cases, reluctantly. From the students' reactions, teachers can think about whether or not the demands imposed by the EU policies are truly beneficial and to what extent they need to incorporate those demands in the classroom or, at least, how to do so in order for students to comply.

## **3. Results**

The EU has established, by backing up through laws, certain principles and values according to which relationships among citizens and among states can work. Language learning helps support principles of respect of other cultures. The principles and values are in direct connection with the way the world today is ruled by governments. The ideal form of rule for today's mindset is the democracy, with respect for each and every individual, personally, as well as by taking into consideration the group related to the ethnicity and nation they belong to.

The EU offers all the conditions and landmarks for the efficient study and teaching of foreign languages. In this way, the curricula, the teaching methods, the skills acquired are all unitary throughout the member



states. The levels of knowledge of a language use the same code throughout the EU countries, to the point where they are quite exact, especially if evaluated through standard tests or if measured according to the level of the knowledge and skills students are supposed to master by the end of certain classes. Before, in Romania at least, students were used to naming their levels as beginner, intermediate and advanced, and these are still used, in parallel with the EU terminology.

Students and teachers are in a constant need to adapt to the changing demands of society. Students, intuitively, ask and want to acquire practical skills and be able to find the notions they get in school, highschool and university useful. Teachers need to make an effort and encourage students to be active and to communicate during classes in a relaxed manner. Foreign language learning is supposed to be both enjoyable and useful. Once students feel safe for the activities, they may feel glad to express their opinions, argue for them, as well as to collaborate on tasks with their colleagues. The relevance of the tasks they are given in class matters a lot to students, as they can become truly motivated to work.

The Translators and Interpreters will need the same skills as foreign language learners, since they are also studying two foreign languages. Additionally, they will need to be able to work with translation software, since this is the norm nowadays. Teaching foreign languages with technology, thus, can complement the techniques used by teachers for these students. EU institutions where translations occur rely on translators using software and then correcting the material, after they get a basis from machine translation. Project management culture is becoming popular, thus team work is a skill frequently needed and searched for. Students learning foreign languages are trained for this through being frequently divided into groups for doing various activities together.

A very active and implicated student in the learning process is the model promoted by the EU, for all domains in the education field. The entire education system in EU member countries becomes based on the practical side and skills gained by the students. Previously, in Romania at least, schools and universities included more theory and less practice. Nowadays, we argue for a balanced approach. From here, we can see how courses where students are also asked to deliver, not just to listen passively to lectures, are becoming more and more popular.

It includes numbers, tables, and figures (e.g., charts and graphs). The information presented and conveyed to the reader in this section should be written objectively, factually, and without expressing personal opinion. For example, you should not make statements such as, “We were disappointed to see that more female participants opted to use computers than male participants as we are often accustomed to seeing male students play computer games.”

A good way to organize and discuss your research findings is to restate the hypotheses – research questions, one by one, and present the data collected to test each of them. It is your decision as to what data to present in a narrative form and what to present in tables or figures. Very often, the tables and figures are accompanied by a narrative explanation. You do not need to describe in words everything presented in a numerical or visual form. Instead, take the reader through the numerical and visual information. As the author, you should highlight the main findings, point to trends and patterns, and guide the reader through the information you present. For example, in a table displaying results from four independent-samples *t* tests, you can state that the second *t* value, which was used to test the second research hypothesis, was statistically significant at  $p < .01$ , and that the mean of the experimental group was eight points higher than the mean of the control group. You do not need to repeat in the narrative all the numerical information reported in the tables. Or, suppose your Results chapter includes a double-bar graph that is used to show trends and differences in the percentages of male and female teachers in preschool, elementary school, and high school. You may explain that the trend is for the percentage of male teachers to increase with grade level, whereas the percentage of female teachers decreases from preschool to high school.

#### **4. Discussion**

Romanian students are not only attracted to the languages of the European countries, which are also members of the EU. Their preferences extend to the Asian languages, in particular to Japanese, more recently to Korean, as well as to British and American English and, perhaps more recently, to the Turkish language. All these non-EU languages include a great degree of popularity and attraction explained by these countries' soft power, as well as, in the case of the Turkish language, the international relations between Romania and Turkey, and which are relations of cooperation, including at cultural level, not just at diplomatic and political level.

The EU seems, up to a point, to go against the world influence and power that the English language has achieved, focusing, while allowing this language to be learned and used for cooperation purposes, to promote specifically European languages. Definitely, even among these ones some can be more popular than others, as the present paper has shown from the observations of its author of the academic settings.

The EU can, thus, to some extent, raise awareness of the specificity of the cultures and languages in the European space, for the members countries. Definitely, culture and civilizations, and the study of languages cannot be considered separate, as, through learning the language, we are told by the EU that we can gain access to a different mindset and to different values. The national specificity of the European countries whose language and culture we are studying is, thus, reinforced. It is a well-known fact that feelings of nationalism have become strengthened as a reaction to the EU and to the globalization, which were believed and feared to remove the specific features and patriotism of the countries involved in these. English was believed to replace other languages, and consumerist or global culture would also become infused with American culture influences. However, recently, moves have been started to change this state of affairs.

The EU guidelines for teaching and learning foreign languages offer a practical, interactive approach, which should definitely attract students and motivate them in view of using foreign language skills in the future.

#### **5. Conclusions**

While the EU provides a common ground and offers a common basis for ensuring the feeling of unity for so many diverse countries and cultures, it also facilitates the preservation of the specific languages and cultures. What is more, it raises awareness of the respect for the varieties of languages and cultures present within the European space, which is not homogenous at all. Through learning foreign languages, we get the opportunity to interact not just as communication level, but also at cultural mindset level with other people from other countries and cultures. While the role of English as an international language is recognized at the level of its use for translations and discussions within EU institutions, other EU member countries' languages are also being promoted. For students, there can be, at some point, a choice as to which language to study. Otherwise, school curricula can make certain foreign language as compulsory subjects of study, and students may have no choice but to study the foreign language that is available next to English. English is a language that is present in all school curricula, and some students even start learning it from kindergarten.

Foreign language learning is a means of showing respect to the cultural legacy of various countries, in this case, from Europe, and members of the European Union.

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# Human Learning and Educational Technology in the Digital Era

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## Abstract

The realities of 21st-century learners require educators to teach in ways that are conducive to how digital natives learn in the digital economy. Learning is central to any discussion of the future of inclusive knowledge societies. Re-examining human learning in the digital era of artificial intelligence, big data, and machine learning requires a reconfiguration of what we learn, how we learn, and how we manage multiple networks of more or less institutionalized learning spaces. This study explains how educational technology plays a significant role in human learning in key aspects like access to information, online courses, personalized learning, virtual reality and augmented reality, collaboration, data analytics, etc. This paper will study the opportunities and challenges faced while providing education online from the perspectives of students, teachers, and higher education institutions. Some problems like digital distractions, information overload, lack of critical thinking, cyber security, and inequality. This research is based on conceptual and descriptive study in nature. The digital revolution, driven by the internet and the recent introduction of modern artificial intelligence, continues to open the way towards empowering more people and giving them access to newer ways of learning. Sustainable Development Goal (SDG) number four, which specifically calls for quality education for all, indeed important because it requires a fundamental, rethink of the ultimate purpose of education and knowledge for the possible sustainable future of humanity. Finally, overall, educational technology in the digital era offers immense potential to transform and enhance the way humans learn and acquire knowledge.

*Keywords:* human learning; digital revolution; educational technology; online courses; SDGs

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## 1. Introduction

In the digital era, the intersection of human learning and educational technology has redefined the landscape of education. Technological advancements have ushered in a paradigm shift, influencing how individuals acquire and process information. This synergy holds the promise of enhanced accessibility, personalized learning experiences, and innovative pedagogical approaches. The realities of 21st-century learners require educators to teach in ways that are conducive to how digital natives learn, considering that these learners have to sift through a large amount of information at their disposal. Kelly, McCain, & Jukes (2008) Modern learners, regardless of where they come from, are much more digital-oriented than their previous generation. Students are introduced to interactive technology such as social media. They are so attached to digital tools that they spend most of their daytime on smartphones or tablets exploring the internet, chatting, searching, and sharing videos and other content. Quinlan, (2014), Teach Thought (2018).

Teachers have a substantial responsibility to ensure quality education for all. The emphasis here is on all; this is in line with Sustainable Development Goal (SDG) number four, which

specifically calls for quality education for all. This is particularly pertinent for developing countries where the levels of inequality are stark; South Africa ranks as one of the most unequal countries in the world. Schools in rural areas and urban poor areas are bedeviled by a lack of qualified teachers and educational resources. Information and Communication Technology (ICT) has the potential to contribute to addressing some of these challenges and even the playing field. Chigona & Chigona (2010). Despite the benefits, there are challenges, including issues related to privacy, the digital divide, and the need for educators to adapt to new teaching methods and tools. However, as we navigate this transformative journey, challenges such as equitable access and the integration of technology into effective teaching practices require careful consideration. This introduction sets the stage for exploring the dynamic relationship between human learning and educational technology in our rapidly evolving digital world.

### ***1.1. Literature review***

**Gerhard Fischer, Johan Lundin, and Ola J. Lindberg (2023)**, “The Challenge for the Digital Age: Making Learning a Part of Life”, This paper's main argument is that, in the digital age, learning should not be limited to building digital infrastructures to support existing educational models or viewing schools as God-given, natural institutions. Rather, it should involve changing existing educational models by creating new frameworks and socio-technical environments that make learning a fundamental aspect of daily life. The need to "make learning a part of life" is reinforced by the digital era, which also significantly expands available options. However, while technological advancement is unavoidable, no specific future is inevitable. Beyond the fact that modern schools incorporate new knowledge about computers, the Internet, and social media, education has a significant influence. The influence of mindset formation, which shapes people's attitude towards learning for the rest of their lives, must be understood in order to guide the change in schools.

**Muthmainnah, Ahmad Al Yakin, Andi Asrifan (2022)**, “Education for a Digital Era.”, At the start of the twenty-first century, new learning technologies started to appear and develop more quickly than ever before, and this was becoming more and more noticeable at this time. In the late 1990s, the notion of ending educational technology as we knew it appeared to be a magical switch that would bring in a new age of technology that would not only improve, expand, or extend human intelligence but also have the capacity to modify it in novel ways. After discovering that students were passionate about mobile learning and its capacity to close knowledge gaps, educational establishments were urged to integrate mobile technology into the curriculum.

**Geeta Rani, Puninder Kaur, and Taruna Sharma (2022)**, “Digital Education Challenges and Opportunities.”, although online learning has been around since 2014, the COVID-19 epidemic of 2020 has made it the sole available form of training. There are many difficulties facing the entire world, particularly in emerging nations. The reason for this is that technology in emerging nations is limited to large cities. Since many of these nations are still mostly rural, they are unable to offer the infrastructure required for digital education. Despite these difficulties, there are a lot of opportunities as well. This essay will examine the advantages and disadvantages of online learning from the viewpoints of instructors, students, and educational institutions or universities.

**Arvind, Mallik. and Lakshmi, Mallik. (2017),** A Review of Education Technology in Digital Age: Classroom Learning for the Future and Beyond”, The future and structure of educational institutions were the main topics of discussion during this heated exchange. It was our responsibility to rise to the challenge of the Information Age and to recognise the conceptual and methodological obligations of learning at this epistemic moment, when learning is the most dramatic medium of change. This is an idealistic assertion regarding the importance of learning: the ability of the future of classroom learning in the digital age to facilitate idea exchange and peer learning in a way not possible in the past among a global community and its infinitely diverse subsets is the single most important feature. The content that the Internet gives mankind as a model of a learning institution is so profound that a thorough, epistemological understanding of it is necessary for the future of educational institutions.

### **1.2. Research Objectives**

The present study tries to explore the various practices of human learning and educational technology in the digital world.

The objectives of this study are

1. To study the concept of human learning and educational technology in the digital era.
2. To study the various roles of educational technology in the digital era.
3. Enhance access to education, improve learning outcomes, increase engagement, foster lifelong learning, and adapt to technological advances in educational technology.
4. Enhancing teacher professional development and promoting global citizenship.

### **3. Method**

Based on the secondary data, the current study effort has selected the following research technique: This study has a conceptual framework and a descriptive nature in research. Source of Data: Secondary data collected from Research Gate, Google Scholar, Mendeley software, and search engine websites.

### **4. Human Learning and Educational Technology**

Human learning in the digital era has been significantly influenced by educational technology. The integration of digital tools and platforms has transformed traditional teaching methods, offering personalized and interactive learning experiences. Adaptive learning systems, virtual reality, and online resources cater to diverse learning styles, fostering a more inclusive educational environment.

**Personalized Learning Environments:** Explore the advent of educational technology in tailoring learning experiences to individual needs, allowing for personalized instruction and adaptive assessments.

**Virtual Learning and Remote Education:** Examine the impact of digital tools on the shift towards virtual classrooms, discussing both the opportunities and challenges associated with remote education.

**Cognitive Science and Learning Analytics:** Delve into how advancements in cognitive science and learning analytics contribute to a deeper understanding of how humans learn, aiding in the development of more effective educational technologies.

**4.4 Digital Literacy and 21st Century Skills:** Analyze the role of educational technology in cultivating digital literacy skills and preparing learners for the demands of the 21st-century workforce.

**Challenges of the Digital Divide:** Discuss the disparities in access to technology and how this digital divide poses challenges to ensuring equitable educational opportunities for all.

**4.6 Teacher Training and Professional Development:** Explore the importance of adequately preparing educators to integrate technology seamlessly into their teaching methods, fostering effective and engaging learning environments.

**Emerging Technologies (AI, AR, VR):** Investigate the transformative potential of emerging technologies such as artificial intelligence, augmented reality, and virtual reality in shaping the future of education.

**Ethical Considerations in EdTech:** Consider the ethical implications associated with the use of educational technology, including data privacy concerns, algorithmic bias, and the responsible integration of technology in educational settings.

**Innovations in Assessments:** Examine how digital tools are revolutionizing assessment methods, moving beyond traditional exams to more dynamic and authentic evaluation approaches.

**Future Trends and Implications:** Anticipate the future trends at the intersection of human learning and educational technology, discussing potential advancements and their broader implications for education on a global scale.

## **5. The Role of Human Learning and Educational Technology**

Human learning and educational technology in the digital era are closely intertwined, with technology playing a significant role in reshaping how we acquire knowledge and skills.

**Access to information:** The digital age has made information more widely accessible. With the internet, learners can access a vast amount of knowledge at their fingertips, making learning more accessible and flexible.

**Virtual Reality and Augmented Reality:** These technologies are transforming education by creating immersive and interactive learning experiences. Students can explore historical sites; conduct virtual experiments, and more, enhancing engagement and understanding.

**Artificial Intelligence:** AI can automate administrative tasks, provide personalized feedback to students, and even support in grading assignments, saving educators time and resources.

**Global Learning Communities:** Technology facilitates connections with learners and experts from around the world, fostering collaboration and a broader perspective.

**Lifelong Learning:** In the digital era, the concept of lifelong learning is becoming increasingly important. People need to continuously update their skills to stay competitive in the job market.

**Personalized Learning:** Personalized learning is made possible by educational technology. Adaptive software and platforms can tailor content and pace to individual students' needs, optimizing their learning outcomes.

**Online Courses and MOOCs:** Massive Open Online Courses (MOOCs) and online platforms have expanded educational opportunities, enabling people to acquire new skills and degrees remotely. This has been especially valuable for adult learners and working professionals.



**Blended Learning:** Many educational institutions now embrace a blend of traditional classroom teaching and digital tools. This can be a combination that offers flexibility and can enhance the learning experience.

**Data-Driven Education:** Educational technology provides data on students' performance, helping educators identify areas where students may need extra support and allowing for data-driven decision-making in curriculum design.

## 6. Educational Technology and Learning Trends

**Global Rise in EdTech Investment:** Investment in educational technology has been steadily increasing globally, with billions of dollars being infused into the sector. This reflects a growing recognition of the transformative potential of technology in education.

**E-learning Adoption:** The adoption of e-learning platforms and digital content has seen a significant surge, especially accelerated by the COVID-19 pandemic. Many educational institutions worldwide have had to rapidly transition to online learning.

**Mobile Learning:** The proliferation of smartphones has facilitated a rise in mobile learning. Mobile applications and platforms provide flexible learning opportunities, reaching learners in diverse locations.

**Digital Divide Challenges:** Despite advancements, challenges related to the digital divide persist. Not all students or educational institutions have equal access to technology and high-speed internet, creating disparities in learning opportunities.

**AI and Adaptive Learning:** Artificial intelligence (AI) is increasingly being integrated into educational technology, offering adaptive learning solutions that cater to individual student needs, and providing personalized learning experiences.

**Virtual Reality (VR) and Augmented Reality (AR):** VR and AR technologies have gained traction in education, offering immersive experiences that enhance learning in various subjects, from science to history.

**Data Analytics in Education:** Learning analytics and data-driven insights are being utilized to track student performance, identify learning patterns, and inform instructional strategies, contributing to more effective teaching methods.

**Professional Development through Online Platforms:** Online platforms and Massive Open Online Courses (MOOCs) continue to be popular for professional development among educators, allowing them to acquire new skills and teaching methods.

**Cybersecurity Concerns:** As educational institutions increasingly rely on digital platforms, cybersecurity concerns have become more pronounced. Protecting student data and ensuring the security of online learning environments are paramount.

**Open Educational Resources (OER):** The use of open educational resources, including freely accessible digital textbooks and educational materials, has been on the rise, promoting affordability and accessibility in education.

## 7. Suggestions

Online tools give students more flexible learning experiences. A YouTube video lesson may be used by certain students to get a deeper understanding of a subject. Some people could finish an online game or activity that offers real-time feedback to see if they are headed in the correct

direction. Technology provides both teachers and students with access to a selection of educational resources that motivate creativity, critical thinking, communication, and collaboration. It encourages the growth of digital literacy abilities and inclusivity. It takes education beyond the confines of the classroom and the book. Set clear learning objectives, choose the right tools, provide training, encourage active learning, personalize learning assessment and feedback, flipped classroom models, collaboration tools, gamification and interactive content, AR and VR, accessibility and inclusivity, Open Educational Resources (OER), data privacy and security, feedback loops, balance technology and offline learning.

## **8. Conclusions**

Our civilization now relies heavily on technology. Many aspects of our daily lives would be considerably different in the absence of technological breakthroughs. Technology works to meet the evolving requirements of society as it advances. Educational technology has transformed the way we learn, making education more accessible, personalized, and data-driven. However, it also poses challenges that need to be addressed to ensure equitable access and quality in education in the digital era. The possible benefits of online learning include more educational access, better learning opportunities, enhanced student performance and abilities, and a wider range of educational possibilities. There is no denying that technology has a good influence on schooling. Technology has completely changed the way we learn, creating new opportunities for both instructors and students. These opportunities include more flexibility and personalized learning, as well as the capacity to interact with and access a vast array of materials. India's education system might undergo a complete change thanks to digital education, which would also help the nation become a knowledge economy.

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# Global issues in English language teaching: Insights and perspectives

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## Abstract

English language is regarded as the lingua franca with its changing role in communication, education, technology, business and daily life (Dewey, 2007). In an increasingly interconnected world, English Language Teaching (ELT) encounters a wide spectrum of challenges to meet the requirements of intercultural communication. The change experienced in the teaching process of the English language necessitates to focus on the challenges of living and working in a globalized world. One way of achieving global ELT is to integrate global issues (GIs). Today, several GIs can be integrated into ELT ranging from climate change to gender equality, human rights, migration, conflict, poverty, racism, pandemics, and more to common problems of humanity awaiting to be solved on the global scale. Focusing on this reality, this study synthesizes the current research related to the GIs and exemplifies the various GIs in ELT. Incorporating GIs into ELT can be advantageous for developing English language learners' knowledge, skills, values, and awareness of global issues so that they can become engaged global citizens. GIs can contribute to the development of learners' perceptions of global citizenship by enhancing critical thinking and problem-solving skills, increasing awareness of global challenges and opportunities, and advancing intercultural communication abilities. However, integrating GIs can present challenges, as it is difficult to teach them due to their multifaceted nature, and may necessitate special training or teacher education resources. Furthermore, it is not always possible to discuss GIs with mutual respect and comprehension.

*Keywords:* global issues, ELT, English as a lingua franca, language teacher education

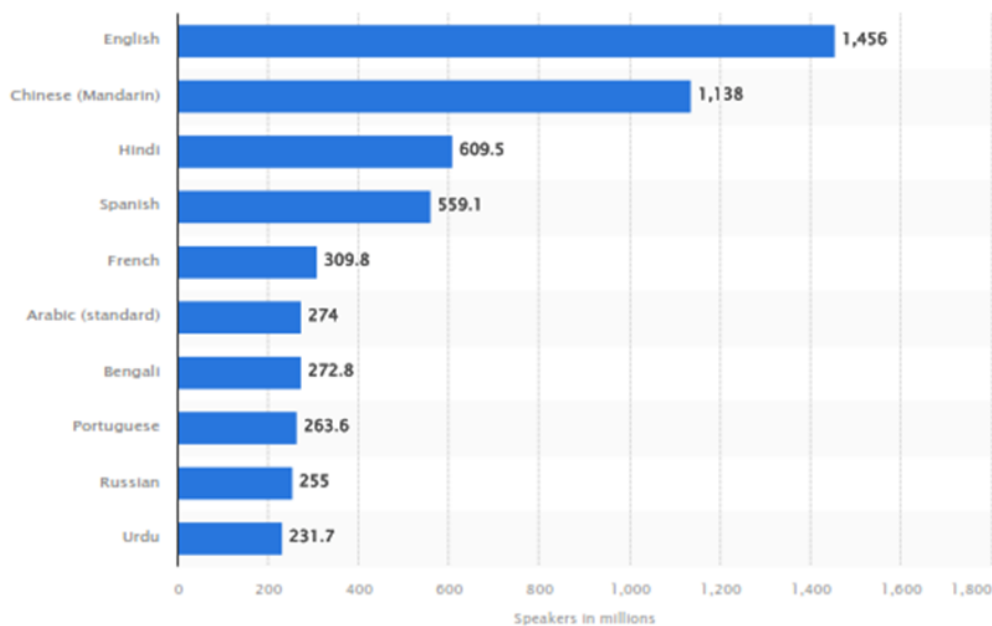
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## 1. Introduction

The English language is a member of the Indo-European language family and is a West Germanic language (Crystal, 2003). The historical development of the English language can be divided into three distinct time periods: Old English, Middle English, and Modern English. The English language, historically rooted in the British Isles, has evolved into an international language and a globally significant phenomenon (Crystal, 2003). In today's interconnected world, the English language has served as a common means of communication, particularly in areas such as business, trade, science, technology, and academia (Graddol, 2006). On account of its unprecedented rise as a global language, the English language has been described as a contemporary lingua franca. The use of the English language for international and intercultural communication enables native speakers of different languages to communicate effectively. With globalization, the need to communicate among individuals and communities with different mother tongues has arisen and the English language has been used as a common means of communication (Kiczkowiak, 2020). Moreover, this reality has made English the language of intercultural communication among non-native speakers (Foley & Deocampo, 2016). The following figure stresses the importance of the English Language very well.

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**Figure 1.** The most spoken languages worldwide in 2023 (Statista, 2023)

According to the statistics, the approximate number of English speakers throughout the world is estimated 1.456 million in 2023 and this number is increasing enormously each year. With this in mind, the present study tries to delve into the multifaceted position of the English language as a contemporary global lingua franca. In this context, the main objective of language teaching is to help students learn the target language effectively by mastering listening, reading, writing and speaking skills and to help them develop positive attitudes towards the target language. However, language teaching cannot be limited only to this objective, and in addition to this main objective, many other objectives and processes have become a natural part of language teaching.

This research aims to shed light on the complexities and opportunities that English presents in our rapidly transforming global landscape by examining the issues included in English language teaching, its historical evolution, present-day dominance, and the multiple implications of its global status (Seidlhofer, 2011). In addition, the global issues mentioned in the study are explained according to their classifications together with some example situations.

## 2. Global education

Global education is derived by Cates (1990), and it "involves learning about those problems and issues which cut across national boundaries and about the interconnectedness of systems – cultural, ecological, economic, political, and technological" (Tye & Knip, 1991, p. 47). Global education looks beyond national borders to address humanity's common problems. Individuals are becoming more interconnected as communication and transportation facilities continue to advance. We are making interesting connections and have things in common with someone from another part of the world. For example, a toddler from China can watch the same cartoon as another toddler from China, and a girl from Germany can root for the same Spanish football team as a boy from Turkey. Also, the butterfly

effect idea proposed by Edward N. Lorenz is related to global results of common problems. A recent well-known example of the butterfly effect is the appearance of a virus in a small part of a country that turned out to be a global pandemic that has affected the whole world named as Covid-19 pandemic. Interaction between teachers and learners at national and international levels has increased and multinational training and research groups have been formed. A training video produced by a teacher in Brazil can be viewed by students and other teachers in many different countries. In addition to these positive benefits of globalization and the possibilities of technology to make human life more comfortable, these factors have also increased the capacity of humans to inflict harm on the world more easily and to a greater extent (Kaplan, 2019). The atomic bombings of Hiroshima and Nagasaki in 1945, the Chernobyl disaster in 1986, and the Fukushima nuclear accident in 2011 are all environmental disasters due to human activity and have affected millions of people on a global scale. Also, millions of people have become refugees and migrated to different countries as refugees due to the wars that have broken out in Syria and Ukraine in recent years and have continued for many years. This has triggered a mass migration movement in modern times. Environmental disasters, human rights violations, racism, gender discrimination, wars, political conflicts, terrorism and many other global problems have become common problems for all humanity. In connection with all these negative factors, there is a need for a radical reshaping of education on a global scale (Cates, 1990). Individuals can be given adequate knowledge and practice with the outside world, and their awareness of global problems can be raised. Individuals' critical thinking skills should be developed for them to question inequalities in life and make better sense of the world and their place in it (Dede, 2010).

### 3. Global issues

Stating that global issues and global education are recent popular buzzwords in language teaching, Cates (1990) highlights the connection between global education and global issues and he asserts that global education includes the introduction of global issues to students. Students are expected to acquire relevant information and develop the skills required to work towards solutions. Cates (1990) also states that reading passages, dialogues, discussions, and other similar materials in our teaching can be designed in a way to inform students of important global issues and challenges to consider challenges.

Global issues are collected in seven groups as mentioned in previous studies by Mark (1993), Swenson and Cline (1993), and Yoshimura (1993). They are as follows:

**Environmental issues:** pollution, deforestation, endangered animals, global warming, recycling, natural disasters, etc.

**Peace education issues:** wars, nuclear arms race, refugees, etc.

**Human rights issues:** racism, gender issues, children's rights, etc.

**Intercultural communication issues:** cultural issues, global citizenship vs. national identity, multiculturalism, etc.

**Socio-economic issues:** poverty, wealth, consumer society, advertising, etc.

**Health concerns:** drugs, AIDS, etc.

**Linguistic imperialism**

The COVID-19 pandemic, as mentioned by Özel (2021), can be referred to as a global issue because it is not only a health problem but also an issue affecting many areas such as education, economy, business, transportation, communication, safety, and tourism. This situation was also stated by UNESCO (2020). All similar issues affecting humans from a global perspective are described as global issues. Moreover, 17 goals were adopted by the United Nations to promote global concerns:

“No poverty, zero hunger, good health and wellbeing, quality education, gender equality, clean water and sanitation, affordable and clean energy, decent work and economic growth, industry, innovation and infrastructure, reduced inequalities, sustainable cities and communities, responsible consumption and production, climate action, life below water, life on land, peace, justice and institutions and partnerships.”  
(UN, 2015, Goals Section, paras. 3-19)

These are global issues that affect everyone on the planet and can be solved with the cooperation of all countries. Although different definitions and classifications of global issues exist, the general perception is that global issues are phenomena that affect or are likely to affect all of humanity negatively. There is no single globally accepted list of global issues or values; rather, classifications are made from various perspectives. Based on the research of Hanvey (1982), Phillipson (1992), Yoshimura (1993), Taylor (1996), Cates (2000), Cates (2004), Yakovchuk (2004), Çavdar (2006), and Kaplan (2019), an integrated list of global values and global issues are developed as shown in Table 1 and 2.

**Table 1.** List of global values (Kaplan, 2019, p. 35)

Global Values	
Justice	Social Responsibility
Freedom	Independence
Peace	Environmentalism
Dignity	Multiculturalism
Equality	Anti-consumerism
Rights	Global Awareness
Democracy	Respect for Diversity
Tolerance	Cultural Appreciation
Empathy	

In Table 1, 17 global values are presented such as justice, equality, empathy, social responsibility, multiculturalism and cultural appreciation. These values can be regarded as the basis for cultural issues.

**Table 2.** The classification of global issues (Kaplan, 2019, p. 30)

<b>Environmental Education</b>	<b>Peace Education</b>	<b>Human Rights Education</b>	<b>Gender Issues Education</b>
Global warming	(Nuclear) Arms Race	Slavery/Racism/	Feminism
Climate Change	Refugee Influx	Segregation	Gender Equality
Endangered Animals	Migrant Crisis	Child Rights Abuse	Patriarchy
Recycling	Conflict Resolution	Human Trafficking	
<b>Health Issues Education</b>	<b>Socio-economic Issues Education</b>	<b>Linguistic Issues Education</b>	<b>Others</b>
Plagues	Sharing of Wealth	Linguistic Imperialism	Globalization
Improvement of Sanitary Conditions	Poverty	Euphemism	Intercultural Awareness
AIDS	Social Inequalities	Doublespeak	Postmodernism
Drug Use, Addiction	Social Classes	Covert Grammar	
		Stereotypes	

As indicated in Table 2, 30 global issues are classified under eight categories; environmental education, peace education, human rights education, gender issues education, health issues education, socio-economic issues education, linguistic issues education, and others. Several topics were listed under each title. For example, global warming is included in environmental education while linguistic imperialism is under linguistic issues education. Global issues can be integrated into lessons and awareness can be raised in students while teaching the lesson. Furthermore, the goal of incorporating global values into education is to help students become responsible global citizens with a conscience for living in an interconnected global world (Dyer & Bushell, 1996).

Global issues extend beyond the problems of a single community, transcending national borders and having a significant impact on people all over the world (Stiglitz, 2006). These global challenges highlight our global community's interconnectedness, ranging from economic disparities (Piketty, 2014) to pandemics (Gates, 2020) and climate change (Lindzen, 1994). Through the study of global issues, it is possible to identify underlying causes, assess their outcomes, and develop solutions that promote cooperation, peace, and sustainability (UN, 2015). Exploration of global issues is more than just an academic study or an intellectual exercise; it is primarily a critical endeavour to understand the multifaceted dynamics that shape our modern world, as well as a call to action to solve humanity's common problems (Lovelock, 2009).

#### **4. Global issues in English language teaching**

Global issues integration in English language teaching has emerged as a significant and dynamic pedagogical approach. It is significant because global issues and problems are essential, and it is dynamic because they are here and now, affecting every individual directly or indirectly. The incorporation of global issues into English language teaching emphasizes English's critical role as a global lingua franca, as English can function to bridge diverse cultures and voices (Galloway & Rose, 2015). It is possible to raise awareness of global issues and empower students to engage with complex challenges such as climate change, human rights, social justice, and intercultural communication by integrating global issues, fostering critical thinking, empathy, and a sense of global citizenship (Li, 2019). It is claimed that global issues affect everyone on the planet and can be used as content for English language teaching (Brown, 1991). Brown also claims that teachers must help everyone in the world communicate with one another in order to prevent global disasters and solve existing problems.

#### **5. Discussion and conclusions**

Global issues and the incorporation of global issues into English language teaching is a recent and current topic in global education. Giving priority to global issues can be viewed as a form of ethical responsibility in education and training. Teachers have a moral obligation to integrate and incorporate global issues into their classroom instruction (Hronopoulos, 2005). By allowing students to engage with real-world challenges and cultivate the skills required to navigate our complex, interconnected world, a broader context and a wealth of materials can be provided in English language teaching (Li, 2019).

This pedagogical approach that incorporates global issues is consistent with the primary goals of global education, which are to develop responsible, empathetic and informed global citizens (Mundy & Manion, 2015). Because language is regarded as a tool for communication, it stands to reason that English language instruction should foster not only linguistic proficiency but also a sense of global citizenship and global awareness. This approach enhances the language learning experience and provides language learners with the knowledge and skills needed to address today's pressing global issues. The incorporation of global issues into English language teaching highlights the function of English as a lingua franca and demonstrates the importance of ELT in preparing people to interact with a diverse and connected world.



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# A comparative study of evolution in translation theories

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## Abstract

This study aims to gain insights into how translation has changed in due course and explore different viewpoints betimes on translation. In this context, the turns in translation are investigated, and the universal, social, and political factors that contribute to periodical differences are examined. Although it can be argued that the source text and whatever is transferred to the target text varies according to the text types, translation theories have developed, and some assumptions are predictable about what may change based on varying opinions in the days to come. This study comprises three parts: a) The pioneering names in the field of translation studies in the context of translation from the past to the present are reviewed; b) The social traces of periodic turns in translation are discussed; and c) The findings on possible strategies for the future of translation studies and how society can bring about translation changes.

*Keywords:* Translations, Society, Newmark, Venuti, Vermeer

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## 1. Introduction

Translation studies contain intralingual translation, interlingual translation, or translation between different sign systems, causing translation studies to show an alteration in defining the translation. In the early years of the development of translation studies, word-for-word translation was in the foreground. Although the literal translation is thought to have been already promoted, Cicero's perspective on translation emphasizes earlier periods in translation studies. "If we go back to the years before Christ, we find that Cicero departed from the dogma that translation necessarily consisted of a word-for-word rendering." (Snell-Hornby, 1995; Martínez González, 2015, p.8). Here, translation is obtained without prior regard to the requests and interests of the target language's audience, and the translator has various responsibilities to be taken in ST. "In source text (ST) oriented translation, the target culture reader is not expected to be as much influenced as the source culture reader." (Tanrikulu, 2017, p. 97).

## 2. Translation methods

For Peter Newmark, in the pre-linguistics period of writing on translation, the translation debates focused on whether it should be done in the free method or through paraphrasing, "depending on whether the bias was to be in favor of the author or the reader, the source of the target language of the text." (Fengling, 2017, p.32; Newmark, 1981, p. 38) Newmark (1981) emphasizes the importance of the text in translation by elucidating the translation, exposing meaning losses subjected to many factors. Newmark theorized a method and responded to the debate—in a prescriptive manner—by referring to cultural, "factual, aesthetic, allegorical truth, logical and linguistic truth" (Newmark, 2004, p.8) or a set of these factors. Up the mentioned factors, opposing theorems are asserted:

A) Cultural factor

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- a. The translation is a cultural tool, and ST should be modified to adapt to the target culture.
  - b. The translation is a cultural tool, and ST should be translated with minimal changes to be a schema of the paraphernal nation's mentality.
- B) Linguistic factor
- a. The translator rejoices in the author's expressions as much as possible and enriches the target language (TL).
  - b. The translator must avoid the corrupting expressions of the author in TL.
- C) Moral factor
- a. The translator must be committed to the author's every word.
  - b. The translator must be loyal to the spirit of the work.
- D) Aesthetic factor
- a. The translator must transfer the linguistic strangeness of ST to the translation by defamiliarizing and violating TL's conventions.
  - b. The translator should minimize the linguistic inconsistency of ST and make the translation as fluent as possible.

These rulings are prescriptive and have a subjective and valid basis, well accepted by society, but unacceptable in some instances because they contradict each other. However, their validity ultimately depends on social, cultural, and linguistic preferences. Newmark regards culture as "the way of life and its manifestations that are peculiar to a community that uses a particular language as its means of expression" (Newmark, 1988, p. 94), thus, "the greatest obstacle to translation, at least to the achievement of an accurate and decent translation" (Newmark, 2010, pp.172-173). Culture-specific items (CSIs) "as the most problematic area in 'translation studies'" "[are] arising from generic and cultural aspects manifest themselves in the form of CSIs" (Tekalp, 2019, p.295). Kuleli (2020) asserts, "As a result of the analysis based on Newmark's (2010) categorization of culture specific items (CSI), a total of 163 CSIs was found in the source text." (p.649) In Newmark's (2010) translation procedures for CSIs, the main procedures are: "transference of a cultural word, target language cultural equivalent, descriptive equivalent, componential analysis, transonym" (Newmark, 2010, p. 176-177).

Although translation studies have been gradually formed, translation theorists still find themselves limited to general methods. However, the fundamental difference between the theorists is simplified to several factors that impact various texts through objective issues. The transformation of the theoretician's method from prescriptive to descriptive has many implications for translators who are not obliged to follow the dominant method, depending on the reader and the type of text. The selected method is left to the translator, who must choose the appropriate method with a sense of responsibility—although it is sometimes unfathomable.

For Newmark, the first criterion for the text analysis is the purpose, and the translator's first duty is to understand, analyze, and make generalizations about the text before selecting an appropriate translation method. The second criterion is the translator's purpose in questioning whether a) the process fulfills the emotional and persuasive task of ST, b) the translated text leaves the same effect on the reader as ST, or c) the translator properly transfers the cultural elements of ST or not. The third factor is the reader and the setting of the text, and the translator must question the reader's education level, class, age, and gender. The fourth factor is the quality of the writing and the mastery of the text on the subject. If a text is well written and ST is well versed in the subject, the translator must consider the priority of each

change in the author's meaning over the reader's response, assuming that the reader does not need to take an immediate reaction. (Özyön, 2014, p.22)

The old debate on the proper translation method has changed, and contemporary translators emphasize the importance of fidelity, precision, and balance. The ideas of today's translation scholars first show translation's importance and scope in the contemporary democratic era when translation is not limited to scholars and academics and is considered a compound of linguistic, economic, cultural, social, ethnic, and political factors. However, some translators translate all texts invariably without the ought knowledge of the appropriate method. In recent decades, many proposed methods—undoubtedly overlapping to some extent—have caused fundamental changes in the translation perspectives, and “[the] concept of translation shifts is revived and applied to new methods and questions” (Cyrus, 1970, p.98).

While the classic approach to Study of language and translation has been to isolate phenomena (mainly words) and study them in depth, translation studies is essentially concerned with a web of relationships, the importance of individual items being decided by their relevance in the larger context of text, situation and culture. (Snell-Hornby, 1988, p.36)

### *2.1. Communicative and Semantic methods*

Peter Newmark called the communicative and semantic translation methods by questioning whether a translation should remain close to the source language or be free and idiomatic. Newmark, due to the content and writing style of the text, divides language functions into a) expressive, b) informative, c) vocative, d) phatic, e) aesthetic, and f) multilingual functions.

Among these six functions of language, Newmark presents that the expressive, the informative and the vocative are the three chief functions of language use. Therefore, based on the three main functions of language use, Newmark put forward his text-categories: the expressive type, and informative type and the vocative type, and correspondingly, each type correspond to different translation methods. (Cai, 2019, p.175)

In the communicative method, the translator has more freedom in interpreting the text and aims to communicate with the reader. The translator removes the ambiguities and rewrites the text within the framework of TL's syntactic, semantic, and practical conventions. As “most translators have a tendency to couple communicative translation theory with translation practice, in particular its conducting direction toward literature translation practice” (Bai, 2020, p.2) assigns fluency after a conflict between accuracy and fluency. In the semantic method, the translator preserves the form of ST in the translation as far as the syntactic and semantic rules of TL function properly. Here, ambiguity, inconsistency, and the problems of ST in the translation of literary texts reflect the author's perspective and method of expression as the translator chooses accuracy against fluency.

### *2.2. Formal and Dynamic equivalences*

Eugene A. Nida (1964) assigned formal and dynamic equivalences in Biblical translation to develop his theory and “to achieve the maximum functional equivalence” (Wang, 2010; Li, 2021). In dynamic equivalence, the translation creates the same passivity in the reader as well as ST's influence on its audience. TL's reader is taken into account in dynamic equivalence, and the content is translated to make more sense than a direct translation. Thereby, the translator avoids unfamiliar cultural terms in TL, uncovers the hidden information in ST to canonize the content, and chooses a smooth language for translation. Nida utilizes this method in translating the Bible because the purpose is to inform readers and spark their reactions to the holy message. However, this method is also utilized in various

translations as the preface of recent theories in which the reader, the type of text, and the audience's culture are vitally important for ST. For Nida,

In such a translation one is not so concerned with matching the receptor-language message with the source-language message, but with the dynamic relationship, that the relationship between receptor and message should be substantially the same as that which existed between the original receptors and the message. (Nida, 2000, p.129)

In the formal method, the translator transfers the formal features of ST—phrases and the content—to TL and does not assign creativity to the scribe due to the linguistic requirements of TL. Besides, the order of the author's essaying phrases, punctuation marks, and crossing paragraphs is preserved. However, although the sentences are grammatically correct, they may not keep a coherent style. With all its limitations, this method is considered the best for translating texts such as religious manuscripts, in which the translator prefers to keep the author's style. Nida says, "Formal equivalence focuses attention on the message itself, in both form and content... the message in the receptor culture is constantly compared with the message in the source culture to determine standards of accuracy and correctness." (Nida, 2000, p.129)

### *2.3. TQA model of Overt versus Covert translation*

Juliane House (1989/2015) discussed covert translation, in which the goal is authentic translation similar to ST, which is suitable for translating texts without dependency on language, culture, tradition, or history. Instead of translating words independently, the translator recreates the function of ST in TL—which prevails in press and commercials. "An overt translation is required whenever ST is heavily dependent on the source culture and has independent status within it. A covert translation is required whenever ST is not source culture specific." (Barkhordar & Fatemi, 2020, pp.9-10) Simply, "[the] covert translation attempts not to show the translation's essence and spirit through the functional equivalence to create a text as it would act in the source language." (Valizadeh & Vazifekhhah, 2022, p.1377) However, in overt translation, "the cultural characteristics of the source language are protected intentionally, and the source language receptors are not being overtly and directly addressed" (Valizadeh, & Vazifekhhah, 2022, p.1377).

One-off position of some texts in the main language, written for a particular audience or dependent on culture, tradition, or history, needs a determined method for translating—completely perceptible as a translation—through equivalents for the phrases of ST in TL. Considering cultural merits, this method is suitable for translating religious and political speeches and literary texts. For House (2015), "translation quality assessment means both retrospectively assessing the worth of a translation and prospectively ensuring the quality in the production of a translation" (p.2).

### *2.4. Foreignization and Domestication*

Lawrence Venuti played a major role in the cultural turn represented by Susan Bassnett and André Lefevere. Venuti emphasizes the (in)visibility of the translator in translation—focusing on the translator. As Venuti introduces the translator as the primary focal point in translation studies, Schleiermacher—pioneering Venuti—also brought the focus on the translator. Venuti, Bassnett, and Lefevere suggest that the translated text should be viewed as a distinct piece of work from ST and that translation involves both interlingual and cultural aspects. "During the rewriting process, translators must consider both the cultural, linguistic, and literary systems of the source and TLs. They must interpret the source text based on their own experiences and recreate it in the target system." (Abdal, 2018, p. 578) Venuti (1993) says,

Admitting (with qualifications like ‘as much as possible’) that translation can never be completely adequate to the foreign text, Schleiermacher allowed the translator to choose between a domesticating method, an ethnocentric reduction of the foreign text to target-language cultural values, bringing the author back home, and a foreignizing method, an ethnodeviant pressure on those values to register the linguistic and cultural difference of the foreign text, sending the reader abroad. (p.210)

Due to the above considerations, two options emerge: a) the culture of ST is conveyed directly to the target reader, and b) the characteristics of the target culture translate ST. For Yang (2010), “Domestication and foreignization, however, are concerned with the two cultures, the former meaning replacing the source culture with the target culture and the latter preserving the differences of the source culture.” (p.77) In Foreignization, as Venuti (1995) suggested, the translator deliberately violates the linguistic conventions of TL and transfers part of the linguistic features of ST to the translation. This benefits from Schleiermacherian understanding of the optimal method in translation that leaves the author and the reader alone by the translator. Here, “a target text is produced which deliberately breaks target conventions by retaining something of the foreignness of the original” (Shuttleworth & Cowie, 1997, p.59; Yang, 2010, p.77). Thus, “the aim of foreignization is to develop a kind of translation theory and practice to resist the trend of the dominance of TL, so as to give prominence to the difference between the original and the version in terms of language and culture” (Wang, 2014, p.2424).

For Venuti, foreignization is adopted by cultures with no attitude toward learning other languages and cultures—such as the US—in which the dominant method in translation is the localization method, and the translator a) causes cultural shock by following the defamiliarization method; b) does not show absolute adherence to the linguistic and textual conventions of the target culture; c) introduces the cultural interpretations of the source language into the translation text; and d) creates a style that is not fluent and conventional; thus, the reader feels that the text belongs to another language and culture. When examining its function, despite the aim of localization to increase the reader’s proximity to the source culture, translation involves the absorption of both ST and culture. Venuti summarises the scenario as follows:

Translation is the forcible replacement of the linguistic and cultural difference of the foreign text with a text that will be intelligible to the target-language reader. This difference can never be entirely removed, of course, but it necessarily suffers a reduction and exclusion of possibilities—and an exorbitant gain of other possibilities specific to the translating language. (Venuti, 1993, p. 209)

Domestication for Venuti is a common translation method in the pioneering American culture that does not care about other languages and cultures and prefers to evaluate everything in its familiar linguistic understanding. Venuti criticizes domestication due to “an ethnocentric reduction of the foreign text to Anglo-American cultural values” (1995, p.20) because “[by] selecting the domestication method, especially in translating English and the other languages, the translator helps and supports consciously or unconsciously the Anglo-American cultural imperialism. Because this method imposes the English language as superior to others.” (Çekçi, 2020, p.559) The reader, thereby, does not feel that the text is a translation, and the translator a) selects a text for translation that can easily be translated using the domestication method; b) translates the text in a fluent style so that the translation of the text is closed for the reader. Naturally, the translator has to add merits to the text and subtract some from it to create a fluent style that matches the reader’s expectations. Venuti’s proposed domestication method may not seem suitable for American culture due to its linguistic and cultural narcissism and hostility that challenges other cultures. However, choosing the right translation method in other cultures should be fulfilled considering the specific cultural factors of those societies.

## 2.5. Abusive Translation

For Lewis (1985/2012), inspired by Derrida, a good translation mixture with ST. Translation—based on interpretation—is inevitably expanded compared to ST. Lewis says “abusive translation” pursues “both to violate and to sustain the principles of usage” (Lewis, 2012, p.236). The translator prefers to follow the language of ST wisely and, by going beyond the conventional limits of the language, expresses a new perspective to the native speakers in an unconventional way. The translator changes the common uses of words and highlights the linguistic differences in ST and the deviations of ST from STandards of the source language, using the tools of TL. Moreover, TL is expanded and compensates faithfully for whatever is lost in translation. This method is used to translate texts with linguistic and literary values with interpretive capabilities; their word-for-word translation is very complicated and does not give TL reader a correct impression of ST. For Lewis, only abusive translation can “do justice to contemporary texts that pursue a critique of conventional ‘phallogocentric’” (von Flotow, 1991, p.80).

## 2.6. Pure and Hybrid translation methods

Katharina Reiss, a founder of *Skopos theory* in Germany, proposes an objective method for translation criticism in *Translation Criticism, Potentials and Limitations* (2000), categorized according to the function. She agrees with the traditional translation theorists and the established balance as the basis of translation—although it is not expected to establish balance at the level of thought, form, and function. She admits two translation methods:

- a) Pure translation method: the audience or the role of the text in the target culture is stable, and the text does not follow an understandable language without the help of explanations and footnotes. Here, the translator seeks to balance ST’s level of thought or form.
- b) Hybrid method: the translator goes beyond linguistic and cultural boundaries and limitations to provide a translation with the same role in the target culture as ST in the source culture.

The criteria Reiss suggests as guidelines for translation criticism do not follow structures of ST but depend on the type of text that clarifies the level of the balance due to the purpose of the translation. (Chen & Zhang, 2020; Demirkıvıran & Göktepe, 2021) Based on the model proposed by the German psychologist Bühler and his proposed functions of the linguistics sign, Reiss assigns three types of texts:

- a) The main role of informative texts is informing, and the choice of language and style is a function of this position. The translator must be faithful to the content when translating reference books, administrative letters, official documents, and university articles; however, the work depends on the prevailing criteria in the target culture.
- b) In expressive texts, the aesthetic element is dominant, and stylistic features are part of the meaning of the texts because they have an aesthetic effect on the reader. The translator must maintain the dominant role of text in the translation and achieve a stylistic similarity by transferring STylistic features of ST.
- c) In operative texts, the author aims to persuade the readers and make them take action. In these texts, the content and form are a function of the effect that the text is supposed to create on the reader, and the translation creates a reaction in the reader similar to ST. Here, it is sometimes necessary for the translator to change the content or stylistic features of ST. A text may consist of several types, each of which, in each culture, has its conventional features. (Reiss, 1989)

From the point of view of Skopos theory and functionalism, “the end justifies the means” (Reiss and Vermeer, 1984, p.101; Zheng, 2017, p.624). Reiss draws the translator’s attention to the types of texts and their different roles and emphasizes that the translator must be familiar with the linguistic and



cultural standards and conventions governing all genres. Being a writer or a translator is the only way to sneak into people's imaginations with a purpose, like teaching people the facts of politics, motivating the young generation, or giving information. In some cases, we may not achieve this goal due to the translator's mistranslation. For Reiss, "Unintentional changes may arise from the different language structure as well as from differences in translating competence." (Reiss, 1981, p.121) The translators' translation outside their field and not being proficient in a language structure with a different syntax are examples of unintentional communicative differences. The result is an unintentional consequence, which can negatively affect the target reader. Due to sociological and psychological disparities between the source and target cultures, the translator may need to establish some strategies. Reiss's functionalist approach theory emphasizes the translator, who may not always translate effectively, even if the translator or authors follow their original objective. For instance, although Goethe's main objective in writing *The Sorrows of Young Werther* was to shed light on the issues young people face in society, the book surpassed its intended purpose and led to mass suicides rooted in society's psychological and sociological situation.

### 2.7. Culture-oriented or reader-oriented methods

Hans Vermeer's Skopos theory of purposeful action suggests that translation is not just a linguistic event but a transition of cultures. Therefore, the translator should adopt both languages and both cultures properly. Since translation is a complex cultural act, the translation theorist cannot be satisfied with a purely linguistic understanding. (Şevik et al., 2015, p.190) ST consists of elements to communicate with different readers, and "The Skopos rule...translate/interpret/speak/write in a way that enables your text/translation to function in the situation in which it is used and with the people who want to use it and precisely in the way they want it to function." (Du, 2012, p.2191) Therefore, translation theory should emphasize two major factors: the culture of translation audiences and the role that translation is supposed to play in the target culture, so every translation theory must be based on a theory in the field of culture. The translator's awareness of the role of translation in the target culture leaves the translator's hand free in choosing the method. By extension, Vermeer's theory is based on two principles:

- a) Human action is subject to its purpose.
- b) The purpose changes according to the audience.

Vermeer considers translation an action with a specific purpose, and the translator must determine the purpose of the translation. For Vermeer, translation is subject to the laws of coherence and fidelity. Coherence elucidates the text's compatibility with variations; ST is considered coherent in its own culture, but its word-for-word translation may not follow coherency in the target culture. Besides, due to the law of fidelity—although the translation is subject to the translator's interpretation of the text and the purpose of the translation—the translation is not ultimately completely alien to ST. Rather, there is a relationship between the two coherent texts. In translating texts with a different role in TL, the fidelity between the two texts or the translator's fidelity is maximized. However, in the translation of literary texts, coherence between the translation and ST is no longer a criterion. Here, adherence to ST is a function of the translation goal. If translation suggests the text has a different role in the target culture, there is no need to create coherence between the two texts. The criterion of adequacy of the text is the adaptation of the text to the predetermined purpose of the translation. The reader-centered method Vermeer proposes is opposed by those who consider adherence to ST as the immutable moral law of translation.

The main idea of translation theory is shaped by "purpose," for Hans Vermeer introduced the Skopos theory in 1970. According to him, stakeholders who are editor, compositor, illustrator, or commissioner are significant. The commissioners lead the translator in their translation: "[t]he translator is such an

expert. It is thus up to him to decide, for instance, what role a source text plays in his translational action. The decisive factor here is the purpose, the *skopos*, of the communication in a given situation. (Nord, 1988, p. 9.)” (Vermeer, 2021, p. 192). Vermeer emphasizes that a major part of the responsibility belongs to the translator and the integration of culture in translation proceeds from one language to another. Each translation provides cultural transmission and transfers the text from the source to the target culture. By considering cultural diversity, Vermeer argues that the translator has to be an intercultural communication expert due to an action of intercultural.

A source text is usually composed originally for a situation in the source culture; hence its status as “source text”, and hence the role of the translator in the process of intercultural communication. This remains true of a source text which has been composed specifically with transcultural communication in mind. In most cases, the original author lacks the necessary knowledge of the target culture and its texts. If he did have the requisite knowledge, he would of course compose his text under the conditions of the target culture, in TL! Language is part of a culture. (Vermeer, 2021, p.192)

According to Vermeer, translation has not only a main purpose but also a sub-purpose. This sub-purpose is the translator’s adaptation of the translation according to the needs and wishes of TL’s readers. Accordingly, if TL’s reader is a child, the translator must translate according to TL’s reader’s needs—even if ST does not appeal to children. Translators who decide on a method before the translation aim to make an educational and instructive translation for the child as a sub-objective, and in the meantime, they have to deal with children’s psychology. Thus, Vermeer’s *Skopos* theory is culture-orientated and contains factors translators and interpreters need to consider.

### **3. Conclusion**

A new era in translation in the realm of technology adopts translation studies. Like every other profession, technology has dominated translation and has been impacted positively and negatively. The question is whether machine translation (MT) will replace human translation. However, the translator best understands ST and TL’s cultural values in the societies impacted by their languages. Although MT cannot read the subtext of ST, technology assists in finding terminology, dictionaries, and parallel texts easier and has given translation a new direction. According to Hutchins and Somers (1992), in machine-assisted human translation, the translator’s task is to translate ST using a machine and then rearrange it. Although fully automatic high-quality translation is discussed in the scheme, it is questioned within the translation framework. Translation theory averts new approaches to the translation process, such as intergenerational translation theory/turn in the future. With the evolution of technology over the generations, the lack of intergenerational communication has emerged as a possible debate in translation studies. The variance in word usage between different age groups demands intra-language translation—even in oral discourse—and technology usage among various generations may necessitate the need for intra-language translation. Misunderstandings may arise when a Türk descendant from a generation unfamiliar with technology interacts with a Türk from the new generation who is well-versed in technology. Generation Z clarifies verbal communication, welcoming foreign words into their everyday language due to social media influence. These linguistic disparities could lead to intergenerational translation in the future in the realm of social and cultural issues.

Culture takes center stage not only in literary translations, but even other translations, such as advertising translations, require unique text based on the source culture; e.g., when an advertisement in question is tailored to the expectations and desires of the particular audience. If the brand has global significance, the translation is adjusted, and ST is re-crafted to suit the audience’s expectations. If the advertisement includes visual and audio components, they are translated and adapted to account for cultural differences

across societies. Advertising must be tailored to suit different cultures rather than being translated. (Altay, 1998, p. 41) Moreover, “[although] the products may be identical across cultures, their perceived value varies.” (Altay, 1998, p. 40). Other cultural issues, such as gender inequality, are also impacted by ST while translating.

The translator may translate from a specific approach or include theoretical attitudes as an annotations in the target text. The translator may remain faithful to the point of view of ST and rewrite it by changing expressions using non-sexist discourse until TL reader may come to a different conclusion than ST. The translator may also disclose ST and give TL reader a positive perspective, as “signature on a translation” for Snell-Hornby (2006) “means: this translation has used every possible feminist strategy to make the feminine visible in language.” (p.102) Similarly, in the translation of ST taken from an exploited country into an exploiting country, the positive postcolonial translation strategy increases awareness. “The linking of colonization and translation is accompanied by the argument that translation has played an active role in the colonization process and in disseminating an ideologically motivated image of colonized people.” (El-Daly, 2015, p. 381). However, the effect of postcolonial rewriting may not always be consistent. The translator’s intention and ethical understanding are critical in transferring the content to another culture. Consequently, other societies conscious of colonization within “the colonial power structure” (Abdal, 2018, p. 582) may positively raise their motivation while evaluating TL.

There have been various turning points for translation studies scholars under the theorizing and development of technology, which has enriched translation. Every turn in the translation is characterized by the requirements of the period, and translation is classified by linguistic, cultural, sociological, psychological, and technological turns. In translation studies, the concept of the linguistic turn is language-based, and significant translation scholars such as Nida and Newmark have represented these concepts. Besides, Bassnett and Lefevere have provided a new approach to translation studies as representatives of the cultural turn, which involves creating ST according to cultural characteristics and the target audience’s cultural understanding. When examining translation’s sociological and psychological aspects, it becomes apparent that human beings and society have postcolonial and gender-specific impacts on the translation process. Scholars like Simon, Apter, and Gentzler have contributed significantly to translation studies after technology integration. This study investigated the pioneering names in translation studies in the context of translation theories to display the probable alterations in translational functioning hereupon.

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# Teaching Arabic imperative verb conjugations through literature: the example of Khalil Gibran

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## Abstract

This research aims to present a way of teaching imperative verbs in Arabic through the language used in a literary work. Language teaching methods through literature were utilized in the research. Language teaching through literature is one of the most important methods used in the field of language teaching. The work used in the research is "The Prophet" by the Lebanese writer Gibran Khalil Gibran. This work is about a scholar who addresses the island people. In the work, the scholar constantly addresses the islanders with several positive and negative imperative sentences. In this context, it is thought that the frequent use of Arabic imperative verbs will be useful in Arabic language teaching. Document analysis was used in this study. With this analysis, existing documents are scanned and suitable of them for the purpose are utilized. As a result of the research, it is seen that many imperative sentences in the literary work in question can be used by creating an exemplary model in teaching Arabic imperative verbs.

*Keywords:* language education, Arabic education, education through literature

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## 1. Introduction

### 1.1. Literature review

Language teaching methods change and develop over time. Approaches that highlight four language skills are gaining importance. On the other hand, it is possible to say that the role of any element that diversifies language use in teaching is increasing. Literature is one of the important elements used in language teaching. Since literary material blends reality and fiction, it offers usage options other than the daily, plain and simple uses of the language. This provides an advantage in language teaching. Therefore, the use of literary materials in language teaching will enable the development of language skills (Eagleton, 2008, p.16-17). Since literature carries traces of the culture it belongs to, it not only shows the reader the different possibilities of the language, but also enriches the reader's knowledge with cultural symbols and symbols.

Literary texts are a phenomenon that gains new dimensions by easily changing different features such as language, content, form and meaning. In this respect, every feature has a function. It is possible to obtain material suitable for the purpose by performing operations with these features. Changing these features of the literary text is valid to the extent of the possibilities of the language to which the text belongs. At the same time, the culture to which that language belongs is also effective in this case. Just as culture and society can be examined with the literary texts used, the mental-intellectual processes of the society can be analysed by examining the language-society relationship. Therefore, it is possible to say that language and culture are intertwined.

To teach a language through literature, the literature of that language must be rich. The abundance of literary texts in a language in terms of quantity and quality is of great importance in terms of providing the researcher with material to be used. In this context, the written culture of Arabic, whose oral

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culture dates to the very ancient periods of history, is also highly developed. Many Arab writers, poets, storytellers, and novelists have left behind works, from the seven-hanger poems of the period of ignorance to today's literary environment. Considering that each period has its own language and style characteristics, it can be said that Arabic has a rich resource in terms of language teaching (Soyer, 2016, p.308).

## 1.2. Research questions

What method should be followed in teaching language through literary texts?

What are the benefits of language teaching through literary texts?

What are the benefits of teaching verbs through literary texts?

## 2. Article structure

### 3. Method

#### 3.1. Instrument(s)

In this study, Lebanese writer Gibran Khalil Gibran's work called "The Prophet" was used as data. Due to its subject, this work contains many verbs used in imperative forms. Therefore, it was seen that it would be useful to evaluate the imperative verbs in this work in terms of the context in which they are used and the meaning in which they are used and use them in an educational material.

#### 3.2. Data collection and analysis

In this study, Lebanese writer Gibran Halil Cibran's "The Prophet" is examined in the context of the imperative verbs it contains, and a suggestion is made regarding the use of the verbs in the work in teaching imperative verbs. Document review was used in the study. Document review includes the analysis of written materials containing information about the phenomenon or phenomena that are targeted to be investigated (Yıldırım and Şimşek, 2008, p.187).

## 4. Results

### 4.1. Verbs and Their Contexts

Table 1. Verbs and Their Contexts

Arabic Text	English Text	Imperative verbs used
إذا أشارت المحبة إليكم فاتبعوها	If love points to you, follow it	فاتبعوها (اتبع)
إذا ضمتكم بجناحيها فأطيعوها	If it embraces you with its wings, obey it	فأطيعوها (اطاع)
إذا خاطبتكم المحبة فصدّقوها	If love speaks to you, believe it	فصدّقوها (صدّق)
إذا ذبحت حيواناً فقل له في قلبك	If you slaughter an animal, say it in your heart	فقل (قال)



إذا نهشت تفاحةً بأسنانك فقل لها في قلبك	If you bite an apple with your teeth, say it in your heart	فقل (قال)
إذا أحاطت بكم جيوش الكآبة، فارجعوا ببصائرکم ثانيةً إلى أعماق قلوبكم وتأملوا جيّدًا	If the armies of depression surround you, return your insights again to the depths of your hearts and meditate well.	فارجعوا (رجع)
إذا ذهبتم إلى ساحة المدينة أيها الدائبون في خدمة البحر والحقول والكروم، فاجتمعوا بالحاكة والخزّافين وجامعي الحنوط والطيوب	If you go to the city square, you who are diligent in serving the sea, the fields, and the vineyards, meet the weavers, the potters, and the gatherers of spices and spices.	فاجتمعوا (اجتمع)
إذا جاء أحدكم بالزوجة الخائنة إلى المحاكمة، فليزنْ أوْلاً قلب زوجها بالموازين، ولتقسنْ نفسه بالمقاييس	If any of you brings an unfaithful wife to trial, let him first weigh her husband's heart in scales, and measure himself with standards.	فليزنْ (وزن)
إذا رأيت صديقك على جادة الطريق، أو جمعتك به ساحة المدينة، فدع الروح التي فيك تحرك شفّيتك وتدير لسانك	If you see your friend on the street, or meet him in the city square, let the spirit within you move your lips and turn your tongue.	فدع (وضع)
إذا شئتم أن تقسموا الزمان إلى فصول مختلفة في أفكاركم، فاجعلوا كل فصل من فصوله يحيط بجميع الفصول الأخرى	If you want to divide time into different chapters in your thoughts, let each chapter surround all the others.	فاجعلوا (جعل)
إذا رغبتم بالحقيقة في أن تنظروا روح الموت، فافتحوا أبواب قلوبكم على مصاريحها لنهار الحياة	If you truly desire to see the spirit of death, open the doors of your hearts wide to the day of life	فافتحوا (فتح)
إذا قادتكم خطواتكم إلى الحقل الذي وضعت فيه أسلافكم، فتأملوا جيّدًا جميع جهاته	If your steps lead you to the field in which you placed your ancestors, consider carefully all its directions.	فتأملوا (تأمل)

12 verbs and contexts suitable for use as teaching materials were identified in the text, and they are as shown in Table 1. The Arabic text, which is the source text, is given to see how the verbs are used and to ensure permanence. In addition to the source text, the English translation of the target text and the past tense conjugations of the verbs are given. In this way, it is aimed to establish a connection between the verbs by showing both the imperative and past tense forms of the verbs.

## 5. Discussion

Language teaching through literature has an important place among language teaching methods in the modern world. Literature is an extremely important material in education as it uses the countless possibilities of the language and escapes the simplicity of everyday ordinary language with elements such as fiction and imagination. It offers useful material to the student with elements such as different perspectives, different verb tense usage and changing language awareness within the plot. There are 12 verbs identified in the work discussed in this study. By giving these verbs with their contexts, it is aimed for the student to see the use of verbs with examples. There are 11 different verbs among the verbs in question. English translations of these verbs along with their contexts are given, with the aim of allowing the student to compare them with their native language and achieve permanent learning. In addition, the past tense conjugations of the verbs used are also given, with the aim of students benefiting from their past knowledge.

## 6. Conclusions

Teaching through literature is a method recommended and used in the modern world and with positive results. Literature not only removes the boundaries of language, but also removes the boundaries of reality and time, offering an unlimited power of language and thought. In this study, Gibran Halil Gibran's work called "The Prophet" was examined. 12 verbs identified from the work and the context in which they are used are given in the source and target text. In addition, it was aimed to provide permanent learning to the students by giving the past tense forms of the imperative verbs. In order to implement language teaching through literature, in addition to the target audience and general objectives, material suitability is also extremely important. It is recommended to use literary texts in future studies, thus showing the student the unlimited usage areas of the language and instilling an interest in literature.

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**AELTE**

# The Use Of Digital Tools at Preparatory Schools of Universities

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## Abstract

The fast rise of technological advances in communication and information, as well as social networks, has drastically altered our lives over the last few decades. The digital age has had a significant influence on many aspects of life, particularly education, helping learners to develop their language and communication skills. Nowadays, knowledge is available on the internet, and instructors at preparatory schools are responsible for helping students through the learning process. As a result, instructors' job is more crucial than ever; their function requires being reviewed, and they must be prepared for the difficulties of digital education.

This research seeks to be a tool for guiding their steps towards a teaching ready to tackle societal difficulties, where, face-to-face education may fail at any time. Instructors should make an effort to get ready for future teaching. Methodology, resources, techniques, and even assessment need to be modernized. This study focuses on the usage of digital technologies in the classroom while teaching English as a foreign language. To achieve this objective, the advancement of the implementation of digital tools in the educational sphere, particularly in the teaching of foreign languages, is examined, considering the key benefits and drawbacks of their incorporation in the classroom.

*Keywords:* technology; digital tools; digital age

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## 1. Introduction

Innovative technologies may be extremely beneficial to EFL learners when it comes to education and, in particular, the learning of a foreign language (Prensky, 2001). According to Murray (2005), the implementation of modern technology increases learners' autonomy and motivation while also assisting in the development of a firm foundation of interaction and collaboration between instructors and learners. The usage of digital resources such as the Internet, apps, blog entries, conversations, mobile phones, laptops, and iPads has undeniably become an integral part of learners' everyday lives. Taking everything into consideration, it is crucial to use technology tools to meet the goals that emerge in English education. Learners studying English as a second language require additional linguistic assistance; they must practice speaking, reading, writing, and listening to develop their language abilities (Ybarra & Green, 2003). To attain these objectives, they must employ a variety of methods that will assist them in learning English successfully and efficiently. the tools of Web 2.0 which are the social networking platforms that have altered the lives in the decades that have followed, among the large array of tools provided for learners today can be distinguished,(Thomas et al., 2012). In general, social media platforms have become extremely successful methods for interaction due to their simplicity in usage and easy access, as they are accessible to anybody with a smartphone (Windeatt, 2015).

The usage of social media platforms such as Facebook, Twitter, and Instagram, to mention a couple of them, are now an ordinary occurrence for users of any age, socioeconomic, or occupational group, to stay in touch with acquaintances and friends or to stay aware of anything taking place around the world. Nevertheless, not only may these media be valuable in everyday life, but they may also be employed for educational goals, such as enhancing the learning and teaching of English (Li & Ni, 2011).

As a result, the primary goal of the current article is to develop a training program based on what is needed highlighted in terms of teaching digital skills. From this core goal, subsidiary goals such as developing tasks that follow the program's conceptual framework might be presented.

## **2. Method**

### *2.1. Participants*

During the academic year 2022-2023, 22 instructors between the ages of 30 and 40 took part in the study. Even though they have all used digital books and other resources for years, most agree that their digital abilities are rather poor and that they want to make them better. To determine where instructors stand in terms of digital abilities, they all fill out a digital teaching competency questionnaire. This questionnaire is completed willingly, and those who take part are in charge of sharing their results to identify their requirements and tailor this intervention program to them. According to the information presented, all of the instructors who took part are classified as A2-B1 level on the Digital Teaching Competence Reference Framework.

### *2.2. Instruments*

In this study, the following Web 2.0 tools were used: blog entries, Really Simple Syndication (RSS), social media platforms, as well as significant classifications such as chat, maps of concepts, forums, development of courses, file hosting, processing photographs, blogging via microblogging, specific sharing of files, podcasts, video games, demonstrations, contest growth and development, suggestions, video tools, creating websites, and work organization.

### *2.3. Data collection procedures*

Because of the course's extremely applicable nature, which is closely tied to the job of instructors, the classic active technique is adopted. During the training sessions, the essential functions of the different instruments are briefly discussed, and then various exercises are carried out to understand how they operate by doing. The second step involves being carried out directly in the classroom; each instructor must employ the tools that they believe are most useful for their teaching practice and apply them during lectures with the students they teach. each week devotes itself to a new sort of tool: digitalization of the classroom, spoken comprehension, written awareness, and so on, so instructors have an entire week to devote to working in their teaching environments with the tools analyzed in each session.

## **3. Results**

Before getting into the details of the sessions, it's important to note three critical components of tool selection:

- Only free applications have been chosen and are available to all Android and iOS users.
- All of the tools are simple to use.

- Those that can be readily incorporated into the daily lives of staff and that act as a supplement rather than a replacement for the e-book that was chosen.
- This project was never meant to be a comprehensive list of tools, but rather the ones that might be most valuable to them.

#### Session 1: digitalization of the classroom

It begins with an overview of the major online platforms that are utilized for class organization in both B-learning and e-learning systems.

The very first one is the Google Classroom which allows instructors to establish groups of learners with whom they may share a variety of materials and connect with children as well as adults. It is a very basic and user-friendly platform learners may use with their electronic mail, and the instructor may contact them via email, an invitation, or a code for access. Both instructors and learners use a message board to connect in Google Classroom, as well as a class work area where instructors may create themes, post content, assignments, quizzes, reuse stuff from other classes, and so on.

The next platform is TEAMS, which is possibly the least used. It is a Microsoft service, but as opposed to Google Classroom, Teams is more of a platform for interaction that mixes chat and video chats, as well as the ability to share material with learners, set assignments, and so on.

#### Session 2: Tools for listening to spoken language

The subsequent session begins with a quick discussion of how each instructor has been using the platform they selected during their initial training session. During this lesson, many digital tools that might be very useful in working on the learners' oral comprehension are explored.

Usually, the instructor attempts to increase the students' understanding of spoken texts in the classroom with audio files and exercises tailored to their level. Nevertheless, digital technologies and smartphones can have a substantial influence on language development in this domain. There are now a plethora of apps and websites readily accessible for learners to work on developing their ability to listen, as well as devices that instructors can utilize to generate instructional resources for learners, such as EDPUZZLE, an invaluable instrument that transforms any audio or video into an interactive course. It supports videos from Khan Academy, YouTube, TED Talks, National Geographic, and Vimeo. Edpuzzle allows instructors to clip the video, add audio, or add related questions.

The second tool is well-liked by pupils as well as instructors. This is LYRICS TRAINING, which mixes music listening with language study. Instructors can determine the degree of difficulty, as well as whether they want to rebuild all of the verses of the song or just a few lines. The mechanics of the game are used to introduce the many tasks in the program. The music pauses at the very end of each line as learners pay attention to the song, and they have a time restriction to fill in the words that are missing. If they do not finish the line, they must restart the song from the beginning. The inclusion of songs in this form of text reconstruction practice lets pupils listen to them again without becoming fatigued.

TEACHVID, an application that mixes listening and viewing videos, is the third resource that may be utilized to develop learners' oral abilities. This application takes YouTube videos and creates a series of exercises based on them, such as text restoration, transcription, multiple-choice, and jumbled sentences.

### Session 3: Tools for oral production (Speaking)

GOOGLE DOCS with its automated dictating tool is an accessible but extremely effective resource that converts speech into written form in multiple languages with the click of a button. When the English language is chosen, learners may practice pronouncing various words to see if the program is capable of recognizing what they're saying and accurately typing what they are saying at any point. Word, like dictation, offers a "Read aloud" option in which you can pick the language, voice style, and reading speed, which can be handy for students to hear the correct pronunciation of any word or phrase.

The second site is called YOUENGLISH, and it uses YouTube to compile pronunciation examples. Simply input a word, and it will automatically find YouTube videos with the term's pronunciation.

The PHOTRANSEEDIT website provides the phonetic transcription of any word or phrase to assist learners with a higher level of English and understanding of phonetics. PHONETIZER, in the same way, not only provides a phonetic transcription but also performs any written material aloud with both a British and an American accent.

Another fascinating website is CLARISKETCH, which lets learners capture a photo, draw on it, and then create an audio description of the photograph or artwork. It's a fascinating and amusing approach to describe images and email them to the instructor.

FLIPGRID is an online forum that promotes discussion among students. Like Google Classroom, groups of students are established to which a discussion subject in video format is delivered, and they are required to engage in the conversation by providing films with their responses.

Another tool in this part is LISTENWISE, a website that gives numerous tapes of stories ranging in length from three to six minutes and focusing on a wide range of themes. The audio version of these narratives is complemented by a text and interactive exercises that may be tailored to each student's level.

SYNTH is an intriguing technique for making podcasts more fun and entertaining for learners. Instructors may record their podcast, an email, an inquiry, or an audio recording for the learners to listen to and respond to or add to. It's an excellent technique to obtain information or engage pupils in a debate while improving their listening skills.

### Session 4: Tools for written awareness (Reading)

The initially introduced tool is known as READLANG. It is a fantastic Google plugin for assisting with text reading. After it is installed, instructors may read a text from the library, via the internet, or straight from the computer. Once submitted, tapping on any of the words instantly translates it on the line where that phrase is located. All the previously chosen phrases are added to a word chart, and flashcards are generated for the learner to practice with. This technique can also be utilized with textbook readings because most publishers provide the texts in Word format; if they do not, instructors may scan the material using Google Lens and give it to their students to read at home.

LINGRO is designed to read websites. It requires no registration or installation; simply copy and paste the website's link and begin reading. When the instructors come across an unfamiliar term, they tap on it, and a window that opens with an explanation or translation in the appropriate language appears beside the word.

Another useful tool for pupils is the REWORDIFY plugin, which turns any piece of writing into a more easier version, allowing students to be motivated to devour any sort of literature.

If working with actual materials is the goal, educators can use NEWS IN LEVELS, a website that contains hundreds of current journalistic pieces sorted by level. It has the unique feature of recording each paragraph so that they can pay attention to it.

This fourth session concludes with SCRIBBLE, a Google plugin that enables the instructors to draw attention to or highlight words, add written notes, and interpret, and read aloud any text on any online page.

#### Session 5: Tools for written production (Writing)

This last session is devoted to the final skill in which the foreign language learning and teaching process is generally separated, written performance. The first resource is called INKLEWRITER, and it is an application for creating an interactive story that allows the reader to pick between numerous possibilities. To begin writing, just click the "Start writing" button, provide a title and the first paragraph, and then select the alternatives from which the reader will pick.

Similarly, the PLOT GENERATOR assists pupils in creating their plots. In the program, several sections appear to be filled out: the headline of the tale, the identity of the protagonist, the name of the secondary character, both psychological and physical traits, the setting of the events, and so on, and using all of this information, the application constructs a narrative.

If the student is required to create a newspaper article rather than a story, FREE NEWSPAPER GENERATOR may be an invaluable assistance. It is a very simple online page in which you enter the title of the publication, the piece of writing, your personal information, a photograph, and the article and it automatically converts it into a printable PDF document that looks like a traditional newspaper.

The MYSTORYBOOK is used for developing interactive tales. It is a web page where we may construct a book with whatever number of pages we like, whose look we can customize using the models provided

by the web: backdrops, landscapes, objects, images, and drawings. Text, of course, may be added and customized in terms of color, font, and so on.

#### **4. Discussion**

This didactic approach stems from the socio-educational necessity to implement creative techniques for the incorporation of technological advances in educational settings in the autonomous community, using English as a foreign language as the topic. After analyzing the findings offered by the conceptual framework and the findings gathered after implementing the program, it could be found that the use of digital technology as well as the resources it provides in the classroom instruction of English as a foreign language appears to have a positive impact on learners as well as instructors, so its incorporation into English instructors' daily teaching practice is required.

Among the positives, it is possible to emphasize the students' increased motivation and dedication, which has turned into an improvement in overall performance as well as their behavior in particular. Learners have been paying greater attention and anticipating the innovations that department members have been presenting in their sessions.

The technologies that have garnered the most positive feedback are those that allow students to participate more directly through their mobile devices while also providing greater autonomy. Overall, English professors at public universities are enthusiastic about using technology and its capabilities in the classroom.

The instructors in this program range in age, knowledge of instruction, and digital training, but they are all open to new ideas, which explains their positive attitude towards this intervention program. According to the reflections that have been received, the teachers appear to be hopeful about the incorporation of technology.

#### **5. Conclusions**

The advent of computer technology and Web 2.0 tools have left varying effects on practically every sector in the twenty-first century, including education. This study found that instructors are increasingly being urged to include digital media technologies in teaching and learning activities, particularly in the setting of English language acquisition. The teachers involved in this initiative have witnessed firsthand the benefits of using digital technologies in the English method of instruction and learning.

Educators must develop a digitization program that promotes integration action plans, including making choices. Furthermore, the technological strategy must strictly adhere to the educational goals. When adopting digital technologies in the classroom, educators must be aware of which pedagogical style will be most effective.



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# The Perceptions Of Pre-Service Teachers On The Use Of Mobile Assisted Language Learning In Efl Classes

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## Abstract

The rise of technology has altered the way students learn in the twenty-first century. The usage of Mobile Learning strategy is one of the ways that may be used to help students learn in the age of digitization. Mobile learning is related to language learning and has further evolved into the term Mobile Assisted Language Learning (MALL). The purpose of this study is to investigate pre-service teachers' beliefs about the usage of Mobile Assisted Language Learning in the classroom when teaching English. The methodological approach utilized in this study is a quantitative research design. This study included 120 participants from a state university in Türkiye. The data for this research is collected using a questionnaire. The results suggest that pre-service teachers expressed favorable mindsets toward the usage of MALL in English instruction. It demonstrates that they are aware of MALL in English language teaching.

*Keywords:* Mobile assisted language learning; teacher perceptions; language learning

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## 1. Introduction

Mobile gadgets have piqued people's interest in their application in the instruction and comprehension process nowadays (Hsu, 2013). Mobile learning refers to the usage of mobile devices in the course of education and instruction. Mobile learning, as defined by Kukulska-Hulme and Shield (2008), refers to education that may be done anywhere and at any moment using a portable device. According to Dehkordi (2018), mobile instruction (M-learning) is one tool that is gaining significance in the process of instruction and learning, particularly in the acquisition of languages. It demonstrates that mobile instruction is an instructional approach that can be conducted utilizing a device that is portable anytime and at any place. Mobile learning is associated with language-gaining knowledge and is further evolved into the phrase Mobile Assisted Language Learning (MALL). Sutrisna et al. (2018) describe Mobile Assisted Language Learning as a form of language acquisition that uses mobile devices and technologies. mobile devices, tablets, and laptops are examples of portable gadgets in MALL, according to Kukulska-Hulme and Traxler (2005). These gadgets are known as mobile technological devices, and they help individuals by providing flexibility and mobility. This implies that these gadgets are portable, allowing instructors and pupils to get an education virtually whenever and wherever they decide on. According to Azli et al. (2018), MALL can supplement conventional learning through informal as well as formal learning. Because it may be conducted in or out of the classroom, it is referred to as informal as well as formal education.

Since they are prospective instructors, pre-service teachers employ technological advances in the process of instruction and learning as well. According to Ryan et al. (2017), pre-service teachers are learners enrolled in a teacher-education program who have to fulfill their academic prerequisites, comprising practical instruction, before graduating from academia and becoming teachers. Furthermore, Berkup (2014) defines pre-service teachers as learners who are now members of the generation known as Z and are studying to be teachers at an institution of higher learning. It is because the term Generation

Z refers to persons born after 1995, who are also known as digital natives due to their upbringing in the age of technology (Levickait, 2010). Therefore, prospective educators are learners who have registered in a teaching program to learn, grow, and acquire the procedures to educate the next generation, to become an effective educators after graduation. As a result, it is especially critical to understand pre-service teachers' perspectives, as they are the consumers of technologies in the digital world and will eventually become future instructors.

As a result, the current study looked into the views of prospective teachers on the usage of MALL during English language teaching. Because their perceptions are vital to understanding to providing information regarding the usage of MALL.

## 2. Method

A design based on quantitative statistics was used in this study. It involved 120 students from a Turkish state university. The current study's tool was a questionnaire derived from Hussin et al. (2012) and Azli et al. (2018). The questionnaire was grouped into three aspects based on the adapted survey from two studies: notions, advantages, and MALL implementation. This scale is a Likert scale with 30 positive phrases ranging from highly agree (5) to agree to strongly dislike (1).

On SPSS 22.0, a descriptive analysis was performed to establish the average score as well as the standard deviation of novice teachers' answers to the MALL Perception Questionnaire.

## 3. Results And Discussion

Table 1. Notion, advantages, and implementation of MALL

	Notion	Advantage	Implementation
N	120	120	120
Mean	4.27	4.39	4.36
Std. Dev.	.278	.113	.312
Min.	1.41	1.73	2.07
Max.	5	5	5

To investigate novice teachers' attitudes about MALL, an analysis of descriptive data is performed. According to Table 1, the average scoring on MALL Questionnaire Perception was 4.27, the average scoring on MALL Advantages was 4.39, and the average scoring on MALL Implementation was 4.36. Furthermore, the lowest and highest scores for each aspect were discovered. The standards were determined using the lowest and maximum values. The standards were then utilized to calculate the qualifying level for each dimension.

Table 2. The Categorization of Mean Score on Notion of MALL

Interval	Category	Qualification
$4.094 \leq M \leq 5.012$	Very high	Very positive
$3.482 \leq M \leq 4.094$	High	Positive
$2.870 \leq M \leq 3.482$	Average	Neutral
$2.258 \leq M \leq 2.870$	Low	Negative
$1.340 \leq M \leq 2.258$	Very low	Very negative

According to Table 2, the prerequisite level of the concept of MALL was highly favorable, as the average score was 4.27, which is in the range of 4.094 M 5.012. It shows that novice educators comprehend the concept of MALL. It may be inferred that they understood the concept of MALL since their view of MALL was highly good.

Table 3 shows the classification of average scores for the subsequent component of MALL benefits.

Table 3. The Categorization of Mean Score on Advantage of MALL

Interval	Category	Qualification
$4.173 \leq M \leq 5.010$	Very high	Very positive
$3.615 \leq M \leq 4.173$	High	Positive
$3.057 \leq M \leq 3.615$	Average	Neutral
$2.499 \leq M \leq 3.057$	Low	Negative
$1.662 \leq M \leq 2.499$	Very low	Very negative

According to Table 3, the qualifying level for the benefits of MALL was highly favorable, as the mean score was 4.39, which is in the range of 4.173 M 5.010. This finding revealed that novice instructors benefit from MALL. According to Chiu et al. (2015), the adoption of MALL provides various benefits to users during their language learning experience.

It may be deduced that novice educators value the benefits of MALL. They thought that incorporating it would benefit both the instructional procedure and the instructors themselves. It is considered that incorporating it into the learning procedure can assist students in learning English through scheduling efficiency, having accessibility to resources for instruction and learning with limitless time, and the ability to be done whenever and wherever.

Table 4 shows the classification of average scores for this third component of MALL implementation.

Table 4. The Categorization of Mean Score on Implementation of MALL

Interval	Category	Qualification
$4.261 \leq M \leq 5.001$	Very high	Very positive
$3.761 \leq M \leq 4.261$	High	Positive
$3.261 \leq M \leq 3.761$	Average	Neutral
$2.762 \leq M \leq 3.262$	Low	Negative
$2.011 \leq M \leq 2.762$	Very low	Very negative

According to Table 4, the level of competency in MALL implementation was extremely good because the average value was in the very high category and very positive classification since the average value was 4.36 and it is in the range 4.261 M 5.001. It revealed that novice educators are becoming more understanding and conscious of MALL implementation.

Instructors can use applications for mobile devices such as Facebook, Twitter, and YouTube in the course of teaching and learning while utilizing MALL. It is due to millennial learners utilizing social networking sites regularly (Abdelraheem & Ahmed, 2015). Furthermore, instructors can use video game apps such as Quizlet, Kahoot, and Quizizz in the course of instruction to supplement vocabulary and grammatical material (Nobre & Moura, 2017).

Based on the findings and discussions, it can be concluded that novice educators can utilize MALL in learning English since it is simple to use. They become accustomed to using their cell phones in their everyday activities. It's also because they've had previous expertise utilizing mobile devices in the learning process.

#### **4. Conclusion**

According to the findings of this research, novice instructors are acquainted with MALL. It is demonstrated by the responses from each of the components of the survey which suggest that novice teachers' opinions were extremely positive. Furthermore, prospective educators stated that the usage of MALL benefited English learning by providing a wealth of information sources linked to educational material, allowing them to learn anywhere and at any time. It also makes it easier for teachers to develop materials utilizing mobile technologies.

Because of the good reaction of respondents to the usage of MALL in English education, it is proposed that other prospective educators educate themselves on how to teach in the digital era. They are also advised to develop their knowledge and skills in the use of mobile technology since they will be future instructors in the digital age. Furthermore, additional research is proposed to perform and enhance this study by broadening the research difficulties and respondents for those who have an interest in doing MALL research.

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# The use of ICTs by technical university students in the process of English language acquisition

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## Abstract

The incipience and evolvement of various information and communication technologies (ICTs) have triggered the birth of a new era – the era of digitalization. Digitalization has speedily penetrated to all the industries and activities of the humankind, and the field of education is not an exemption. Nowadays many researchers are studying the various effects that the new technologies make on different educational processes, as the influence can be both positive and negative. This article aims at exhibiting the findings of a research which has investigated some particular aspects of ICT application in English language acquisition (ELA) by technical university students. The method of both descriptive and exploratory surveying has been applied in a form of an online questionnaire for identifying the learners' feedback and perspectives on the use of ICT in the process of ELA. Overall, 60 students of different engineering majors have been surveyed at Satbayev University, which is recognized as the best national technical university in the Republic of Kazakhstan. The sample was formed based on the English language proficiency level of B1-C1 (Upper-Intermediate and Advanced). The Google form questionnaire involved both multiple choice and open-ended questions, as well as Linkert-scale evaluation. The data collected from the respondents was then thoroughly analyzed and practical recommendations for ICT application in ELT have been formulated. These findings might further contribute to the research in this subfield of FLT.

*Keywords:* ICT, ELT, new technologies in ELA, social media in language learning.

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## 1. Introduction

In today's era of globalization and rapid digitalization it is crucial to acknowledge the importance of introduction and application of the information and communication technologies (hereinafter – the ICTs) in all sectors of economy and social development, including the sphere of education. ICT, in its turn, has brought impressive changes into the conceptual perception of the educational process itself. Thus, many authors believe that nowadays, due to the overwhelming penetration of ICTs into people's everyday lives, Bloom's Taxonomy can no longer be applied in the same way as it has been applied for many decades after its first introduction in 1950s. Form our point of veiw, a contemporary concept of the 'e-learning 'flower' created and proposed by Holmes, B. and Gardner, J. (2006) is a more pragmatic alternative. The circle-like shape of the 'flower' and radial location of its petals imply that there is no hierarchy in the considered framework of skills. In any one case of e-learning, the practical activity undertaken by the learner may involve one or several of the actions or skills in the order most suitable for achieving the set goals, within a particular context. Therefore, the paradigm of learning has changed. Both teachers and students have to be technologically savvy and know how to apply various types of ICTs in the most productive way. The aim of this paper is to present the findings of a research which has investigated some aspects of ICT application in the process of English language acquisition (ELA) by technical university students. To achieve this aim, a three-stage procedure has been implemented: 1) reviewing and summarizing some available research papers on this topical issue; 2) designing and

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conducting a questionnaire among the target group on the ICT application in ELA; 3) systemizing and analysing the findings to work out recommendations for the further usage of ICT in ELT.

### *1.1. Literature review*

Around 20 research articles of some recognized scholars in this subject matter have been considered. As the result, it is noteworthy that the majority of the researchers distinguish more advantages rather than disadvantages of digitalizing the sphere of ELT. Thus, according to Utami (2012), computer assisted language learning (CALL) is a more productive way of vocabulary acquisition. Moreover, nowadays the Internet can also serve as a convenient and quite an authentic source for getting acquainted with grammatical rules, examples of their application, along with controlled and semi-controlled grammar practice exercises. Furthermore, Larson (2010) suggests that E-books offer an enormous base of reading material to language learners. Digital readers, like 'Kindle', help both strong and weak students to develop their reading skills. We believe that the same statement could be applied to the listening skills – there is a great number of e-platforms which provide access to a great database of audios in English with listening scripts and exercises. As far as productive language skills are concerned, Waddell (2014) states that video-recording enables learners to practise speaking and increases motivation of language acquisition as they are asked to speak and act out dialogues or monologues on interesting topics. Similarly, integration of social media can promote writing skills, as it makes students produce more written target language (Arslan et al., 2010). Apart from the basic language skills, the use of ICTs in daily life helps develop intercultural communication skills (Ur 2015). Savvidis (2016) assures that ICTs help develop skills essential for the 21st century: collaborating with others, critical thinking, communication in different forms, making and conducting presentations, improving motivation and productivity. Moreover, ICTs help students demonstrate what they have learnt and undertake formative and summative assessment (Hue et al., 2013), as well as self-assessment (Gide 2014). Virtual learning environments (VLE) allow not only students, but also other interested parties like parents, have access to seeing and assessing the learners' progress. VLEs decrease the social distance among all participants (Rhalmi 2017). Thus, ICTs contribute tremendously to the formation of the learners' intercultural communicative competence.

However, ICT application in the educational process is not deprived of some particular drawbacks. The foremost obstacle while integrating ICT in ELT relates to the issues of intellectual property, plagiarism and credibility of sources (Tyner 1998). Furthermore, without teachers' guidance, most students may not use all the available advantages of ICTs at full capacity on their own (Gebremedhin et al., 2015). One more disadvantage of ICT application in ELT is the cost of modern technology: both hardware and software. The latter are sometimes very expensive in their price (Poudel 2018) to be purchased by individuals or institutions. Moreover, learners and teachers as ICT users may sometimes experience problems with transportation and electricity (Poudel 2018).

### *1.2. Research questions*

1. What types of software do technical university students of high English proficiency use in the process of ELA?
2. What types of hardware do technical university students of high English proficiency use in the process of ELA?
3. What is technical students' perspective on ICT application in ELA?

## **2. Method**



The method of both descriptive and exploratory surveying has been applied in a form of an online questionnaire for identifying the learners' feedback and perspectives on the use of ICT in the process of ELA.

### *2.1. Sample / Participants*

Overall, 60 students of different engineering majors have been surveyed at Satbayev University, which is recognized as the best national technical university in the Republic of Kazakhstan. The sample was formed based on the English language proficiency level of B2-C1 (Upper-Intermediate and Advanced).

### *2.2. Instruments*

In order to conduct the survey among the target group a Google form questionnaire was designed. The anonymous questionnaire involved both multiple choice and open-ended questions, as well as Linkert-scale evaluation:

1. What kind of software applications do you use (or have used on a regular basis) to develop your listening skills in English? You can choose more than one option.
2. What kind of software applications do you use (or have used on a regular basis) to develop your reading skills in English? You can choose more than one option.
3. What kind of software applications do you use (or have used on a regular basis) to develop your speaking skills in English? You can choose more than one option.
4. What kind of software applications do you use (or have used on a regular basis) to develop your writing skills in English? You can choose more than one option.
5. What kind of social media and messengers do you use (or have used) for learning English? You can choose more than one option.
6. What hardware ICTs are applied (or have been regularly applied) in your learning of English? You can choose more than one option.
7. Please, rate your opinion on the following statement: "ICTs are useful for learning English". Choose "1" if you "strongly disagree", "2" – "disagree", "3" – in case it is "undecided", "4" - if you "agree" and "5" - for "strongly agree".
8. What are the most important reasons for your answer in the previous question?
9. What applications and devices would you suggest to the learners of lower levels that could help them in upgrading their English proficiency? Why?

## **3. Results and discussion**

Overall, 60 students have filled in the anonymous online questionnaire. 50 of them have indicated YouTube as the primary software application for developing listening skills, whereas 20 students use British Council Learn English Podcasts for this purpose. Some individual respondents have proposed their own options like Spotify, Netflix Chatwheel, Duolingo, etc. (see Figure 1):

What kind of software applications do you use (or have used on a regular basis) to develop your listening skills in English? You can choose more than one option:

60 ответов

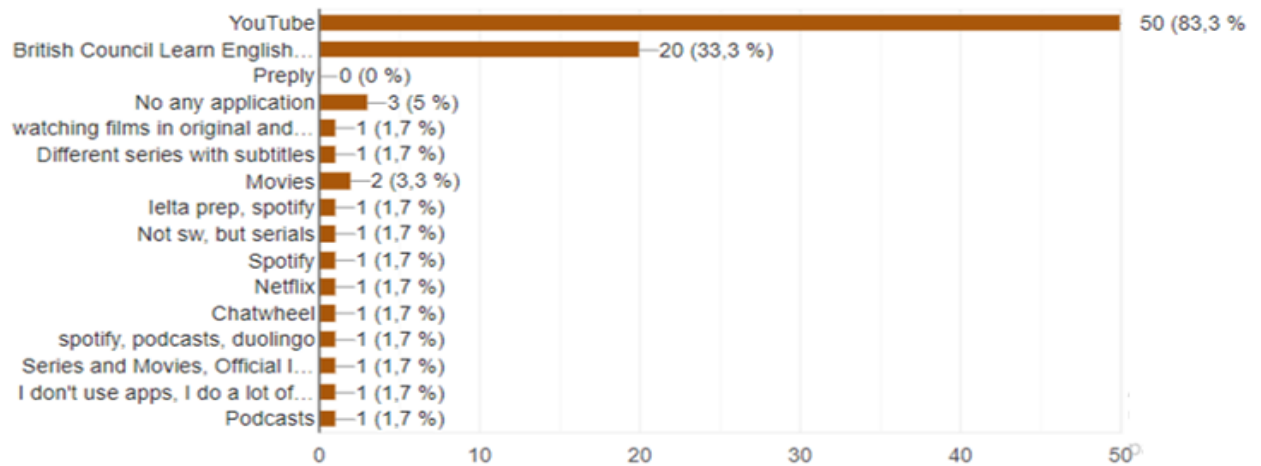


Figure 2. Responses to question 1

For enhancing their reading skills the engineering students of Upper-Intermediate and Advanced levels mostly use the “Kindle” software (13 votes out of 60). Other answers to this question include the options of Duolingo, games, British Council free resources, scientific posts on social media platforms, etc. (see Figure 2):

What kind of software applications do you use (or have used on a regular basis) to develop your reading skills in English? You can choose more than one option:

Копирс

60 ответов

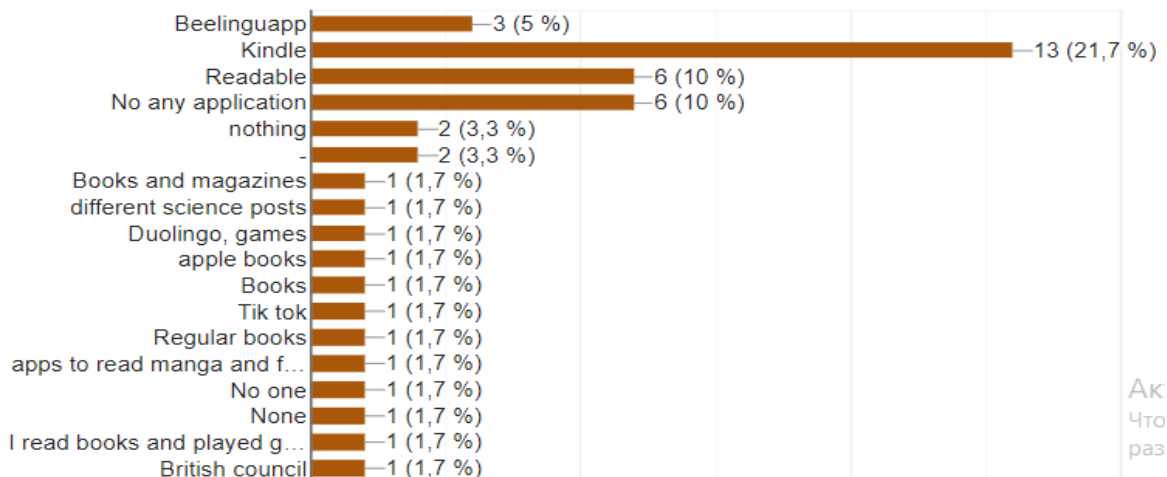


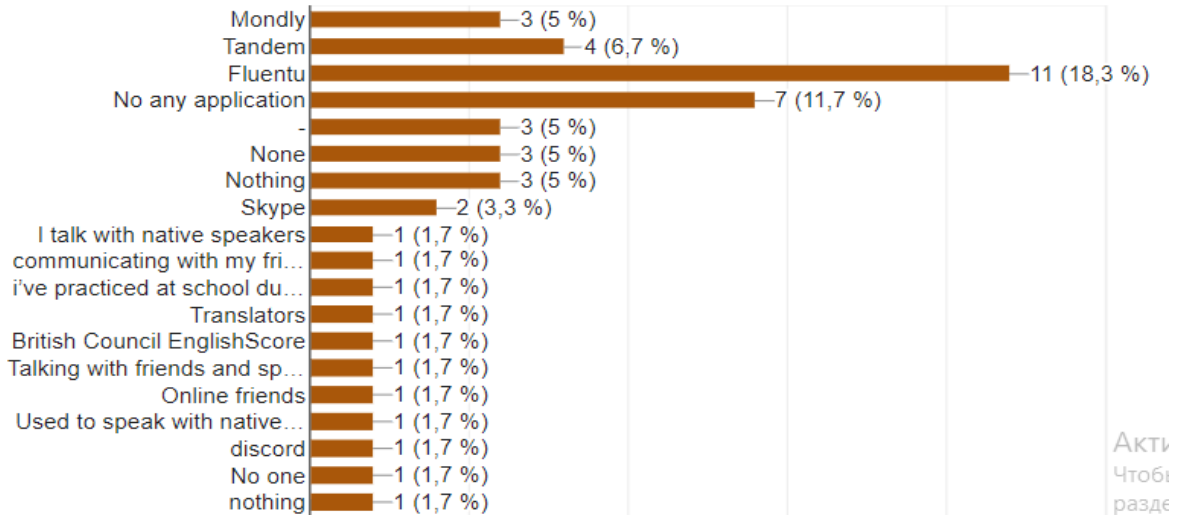
Figure 2. Responses to question 2

As far as speaking skills are concerned, the majority of the respondents have selected Fluenu application (11 votes). Some students have indicated Skype, Tandem and Mondly (see Figure 3):

What kind of software applications do you use (or have used on a regular basis) to develop your speaking skills in English? You can choose more than one option:

Копировать

60 ответов



Активировать  
Чтобы раз...

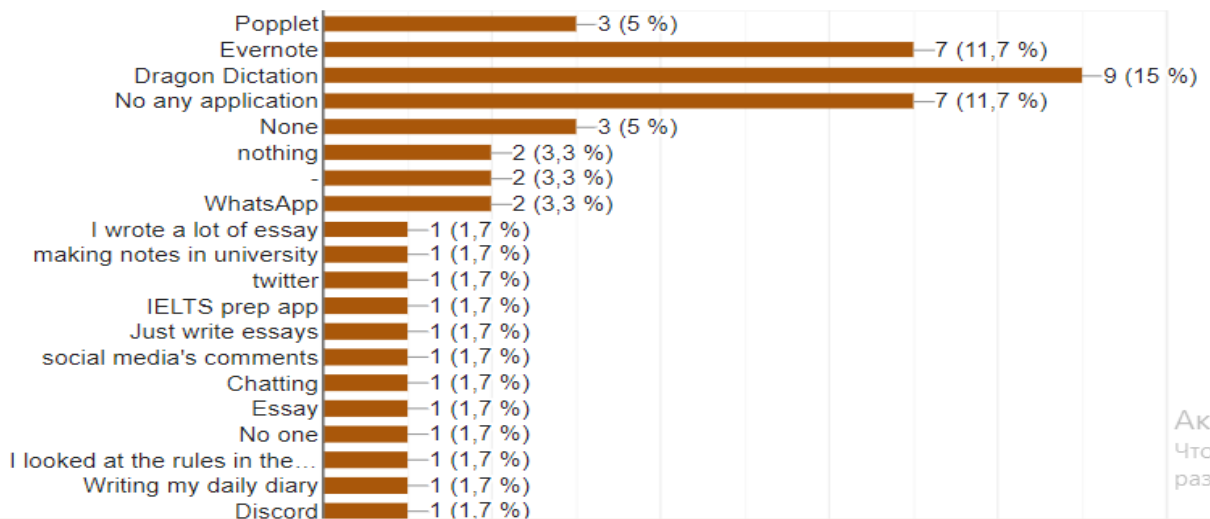
Figure 3. Responses to question 3

Furthermore, for improving the writing skills future engineers try to apply mostly the “Dragon Dictation” and “Evernote” software applications (see Figure 4):

What kind of software applications do you use (or have used on a regular basis) to develop your writing skills in English? You can choose more than one option:

Копировать

60 ответов



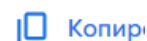
Активировать  
Чтобы раз...

Figure 4. Responses to question 4

In regard of the social media and online messengers the majority of the respondents are keen on YouTube (86.7%) and Instagram (75%), followed by Telegram (48.3%) and TikTok (43.3%). As figure 5 suggests, WhatsApp and Facebook are less popular among the technical students – 28.3% and 16.7% respectively. Surprisingly, 7 participants have marked LinkedIn as one means of acquiring the English language, although this platform is mostly used by working professionals who have already graduated

from their universities. Meanwhile, Viber and WeChat are not exploited at all with “0” votes (see Figure 5).

What kind of social media and messengers do you use (or have used) for learning English? You can choose more than one option:



60 ОТВЕТОВ

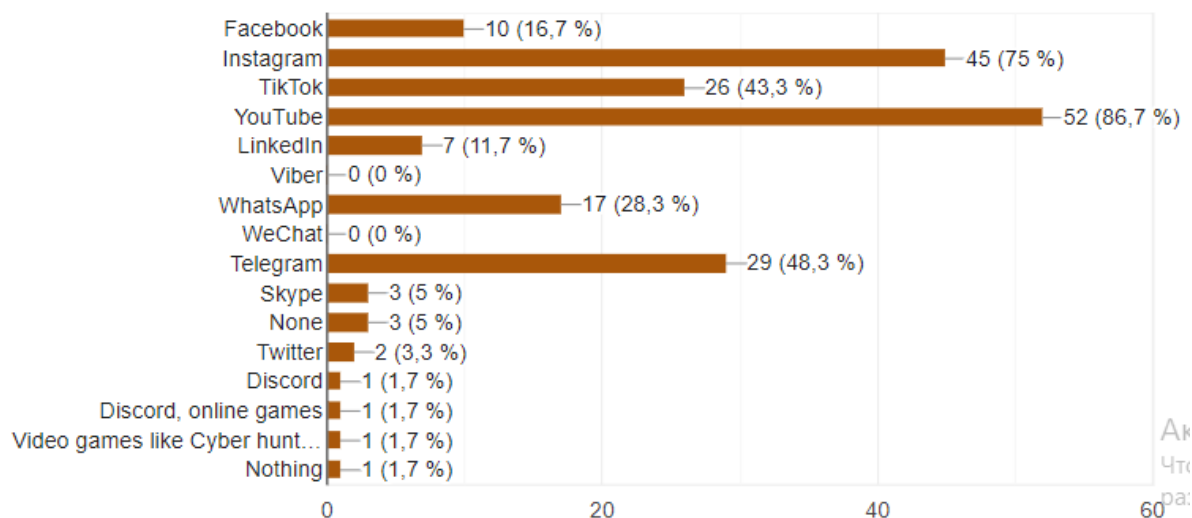


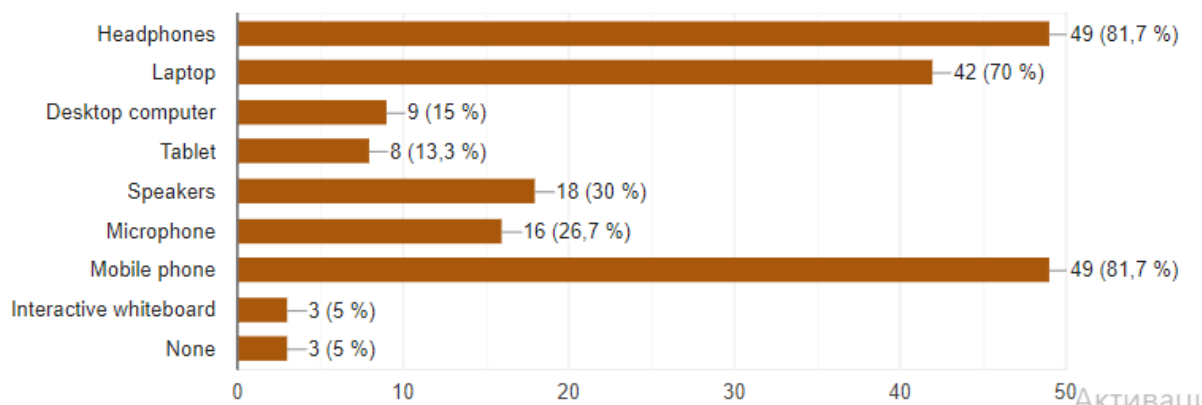
Figure 5. Responses to question 5

Turning to the use of hardware, we can observe the following tendency: mobile phones and headphones serve 4 out of every 5 students in their English studies, whereas laptops are used by only two students out of every 5, constituting 81.7%, 81.7% and 70% respectively. Speakers are applied by 1/3 of the respondents in learning English, while microphones are a little less popular with 26.7% of users. Furthermore, the following types of hardware are of the lowest demand: a desktop computer (15%), a tablet (13.3%) and interactive whiteboard (5%). Also, 5% of the respondents have highlighted that they use no any hardware on purpose in the process of acquiring English as a foreign language (see Figure 6).

What hardware ICTs are applied (or have been regularly applied) in your learning of English? You can choose more than one option:



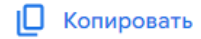
60 ОТВЕТОВ



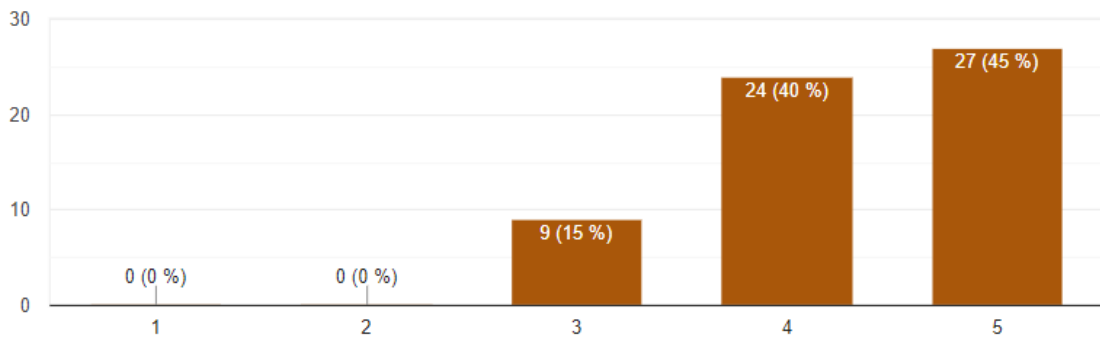
**Figure 6.** Responses to question 6

Finally, the overwhelming majority of the interviewed engineering students (85%) strongly support the idea that ICTs are useful for English language acquisition, while only 15% are undecided regarding the effectiveness of ICTs in this field of education (see Figure 7).

Please, rate your opinion on the following statement: "ICTs are useful for learning English".



60 ОТВЕТОВ



**Figure 7.** Responses to question 7

Moreover, Figure 7 illustrates that no one of the respondents rates the information and communication technologies as inefficient in learning the foreign language.

## Conclusions

To conclude, ICTs perform an invaluable role in the process of English language acquisition, by enhancing the learners' motivation and creativity, by decreasing the cost of assessment procedures in terms of time and labor spent. However, they jeopardize the intellectual property regulations due to the issues of plagiarism, which become more frequent. Despite these disadvantages, it is hard to imagine the sphere of foreign language education without ICT application.

This research has proved the indispensable function of ICTs in learning English for the engineering university students. The latter use various types of software and hardware to improve their knowledge of the foreign language. The great portion of them consider the information and communication technologies as a crucial instrument in this kind of educational process.

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# Unveiling the Dynamic Fusion: Exploring How Future ELT Teachers Embrace Digitalization in EFL Settings

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## Abstract

In an era marked by rapid technological advancement, the integration of digital tools and resources has become increasingly essential in English as a Foreign Language (EFL) environments. This exploratory study delves into the perspectives and approaches of aspiring English language Teaching (ELT) educators towards the incorporation of digitalization in EFL settings. Through a qualitative research design, a diverse cohort of future ELT teachers was engaged in interviews to uncover their attitudes, beliefs, and practices regarding the utilization of digital tools and platforms. The study examines the various ways in which these future educators perceive the fusion of technology and pedagogy, shedding light on their motivations, challenges, and innovative strategies. The study unearths a range of factors influencing their digital adoption, including personal technological proficiency, institutional support, perceived student engagement, and adaptability to evolving educational paradigms. Furthermore, the study highlights the implications of these findings for teacher training programs, curriculum design, and educational policies in EFL contexts. As the landscape of education continues to evolve, understanding how prospective ELT educators navigate the dynamic fusion of digitalization within EFL becomes crucial. This research contributes to the ongoing dialogue surrounding effective integration of technology in language education, ultimately shaping the future of ELT in the digital age.

*Keywords:* ELT; EFL; candidate ELT teachers; digitalization

## 1. Introduction

The integration of digital tools and resources in education represents a fundamental shift in how teaching and learning are conducted. This transformation is driven by the recognition of technology's potential to enhance educational experiences and outcomes (Delgado et al., 2015). Digital tools and resources provide opportunities for interactive and engaging learning experiences. They can include multimedia elements, simulations, virtual reality, and gamified content that make learning more dynamic and appealing to students (Serrano et al., 2019). Technology allows for personalized learning experiences, where students can progress at their own pace and access resources tailored to their individual needs. Adaptive learning platforms use data to adjust content and challenges based on a student's performance (Lee et al., 2018). The internet and digital libraries provide students with access to a vast amount of information and resources. This democratizes education, as students from diverse backgrounds can access materials that were previously unavailable to them (Marchionini & Maurer, 1995). Digital tools facilitate communication and collaboration among students and between students and teachers. Online discussion forums, video conferencing, and collaborative document editing tools enable remote and asynchronous learning (Beldarrain, 2006). Technology allows for more efficient and data-driven assessment methods. Automated grading, quizzes, and digital portfolios can provide immediate feedback to students and help teachers track progress more effectively (Guston & Sarewitz, 2020).

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Digital tools make education more flexible, allowing for remote and online learning options. This is particularly valuable for students who may have geographical or time constraints (Collis & Moonen, 2002). Educators can use digital resources for their own professional development. Online courses, webinars, and educational blogs help teachers stay current with best practices and innovations in education (Bates, Phalen, & Moran, 2016). Educational technology generates a wealth of data that can be analyzed to improve teaching and learning. Insights from data analytics can inform instructional design and help identify areas where students may need additional support (Ifenthaler et al., 2014). Integrating digital tools and resources equips students with digital literacy skills, which are increasingly important in today's workforce. It prepares them for a world where technology is ubiquitous (Falloon, 2020). Overall, the integration of digital tools and resources in education represents a transformative shift that has the potential to improve the quality and accessibility of education at all levels (Gafurov et al., 2020). However, it also comes with challenges, such as the need for digital equity, cybersecurity considerations, and the importance of maintaining a balance between technology and traditional teaching methods (Beaunoyer, Dupéré, & Guitton, 2020). Furthermore, the integration of digital tools and resources in English as a Foreign Language (EFL) education is a dynamic and evolving process that holds great promise for enhancing language learning. There are numerous online platforms and applications designed specifically for language learning. These platforms offer interactive lessons, practice exercises, and assessments tailored to learners' proficiency levels (Usai, O'Neil, & Newman, 2017). Mobile apps are widely used for language learning. They often feature gamified elements, making learning more engaging (Pikhart, 2020). Websites like BBC Learning English, ESL Gold, and British Council's Learn English provide free resources, including videos, articles, and interactive exercises, to help EFL learners improve their language skills (Stevenson & Liu, 2010). Virtual Reality (VR) and Augmented Reality (AR) technologies are being used to create immersive language learning experiences. Students can virtually visit English-speaking countries, practice real-life scenarios, and interact with virtual characters to improve their language skills (Parmaxi & Demetriou, 2020). Platforms like iTalki and Preply connect EFL learners with online language tutors from around the world. These one-on-one sessions offer personalized instruction and conversation practice (Hampel & Stickler, 2005). Educational institutions often use Language Learning Management Systems (LMS) platforms like Moodle or Blackboard to deliver EFL courses online. These systems provide a centralized location for course materials, assignments, and communication between instructors and students (Dogoriti, Pange, & S. Anderson, 2014). Numerous YouTube channels and podcasts have been specifically created to facilitate English language instruction. These sites include educational materials, opportunities for pronunciation improvement, and exposure to genuine spoken English (Raja et al., 2021). Specialized language learning software like Anki and Quizlet helps learners build and reinforce vocabulary through flashcards and spaced repetition techniques (Levy, 2009). EFL instructors can use digital assessment tools to evaluate students' language skills, including online quizzes, speaking assessments via video conferencing, and automated writing evaluation tools (Remmi & Hashim, 2021). Besides, social media



platforms offer opportunities for EFL learners to practice reading and writing in English. Joining English-language groups or following English-speaking accounts can help learners immerse themselves in the language (Nesrallah & Zangana, 2020). In sum, the integration of digital tools and resources in EFL education not only enhances language acquisition but also provides flexibility and accessibility for learners of all ages and backgrounds. However, effective implementation requires thoughtful planning, teacher training, and consideration of individual learning needs and goals. Therefore, the current study explores the prospective EFL teachers' perspectives, convictions, and methods concerning the incorporation of digital tools and platforms. This investigation delves into the diverse ways these future educators view the merging of technology and teaching methods, offering insights into their driving forces, obstacles, and inventive approaches. The research uncovers a spectrum of factors that impact their embrace of digital tools, encompassing their personal technological skills, institutional backing, perceptions of student engagement, and adaptability to changing educational models. The following research question was accordingly formulated.

- What are the attitudes of prospective ELT teachers towards the integration of digital tools and resources in EFL settings?

## **2. Methodology**

Phenomenological research design is a qualitative research approach that seeks to understand and describe the lived experiences of individuals related to a particular phenomenon. It is a philosophical and methodological framework that was developed by philosophers such as Edmund Husserl and later expanded upon by phenomenologists like Martin Heidegger and Maurice Merleau-Ponty. Phenomenological research is concerned with exploring the subjective experiences, perceptions, and meanings that individuals attach to a specific phenomenon. It seeks to understand how people make sense of and interpret their experiences, which is the case in the present study. Phenomenological studies often rely on in-depth, open-ended interviews with participants who have experienced the phenomenon of interest. These interviews aim to elicit rich descriptions of participants' experiences. Phenomenological data analysis involves a systematic process of examining interview transcripts or textual data. Researchers identify and extract themes, patterns, and structures that emerge from participants' descriptions of their experiences. A semi-structured interview designed by the researchers was utilized to learn about the experiences of the informants of the current study. The informants in this study were the 4th class ELT students (N= 26) studying in Mersin University. 22 of the participants were female, while 4 of them were male. In selecting the participants, the convenience sampling method was used as the target population was too large, and therefore not accessible. In this study, in order to analyze the perceptions towards related topic, open-ended questions were employed.

## **3. Findings and Results**

### **3.1. Digital Tools in Language Learning and Education Experiences and Their Impact on English Language Teaching**

The respondents were asked to describe *their own experiences with using digital tools and technology in their language learning or educational journey, and to refer to how this has influenced their perspective on integrating technology into EFL settings*, and all the respondents (N= 26) declared positive conceptions towards their related technology background and the use of integrating it into EFL settings. The following remarks exemplify the perceptions of the informants.

- *When learning English, I utilized a variety of digital tools and technologies, including online dictionaries, free digital book websites, and free article websites. Rather than merely acquiring information and then forgetting about it, I've found it highly productive to use these tools as ongoing resources and to reduce my burden. Reading various articles from websites that disseminate content on topics that interest me, as opposed to being forced to read imposed and required materials, has significantly improved my reading abilities. When I compose an article or paragraph, using digital tools that provide "text analysis" services to identify grammar errors, punctuation mistakes, incorrect word choices, or spelling errors has saved me time and proven to be highly efficient tools. As language acquisition is a long-term process, it is essential to support the process with digital tools and technologies.*
- *I have extensively used digital tools and technology in my own language learning experience. It was vital in my exposure to the language. Traditional methods were utilized in the classroom, and I acquired a certain amount of language knowledge, reading and writing skills. Nonetheless, I utilized technology to improve my communication and listening abilities. These encounters have influenced my perspective on the use of digital tools in ELT positively. Currently, I do not neglect digital resources when developing instructional plans in my practicum.*
- *Edmodo was one of the applications I utilized during my language learning and educational experiences. This app allotted weekly writing course topics, and I uploaded my essays on these topics to the system. These essays were evaluated and graded weekly by the course instructor. This process enabled me to learn what changes I needed to make in my work and what deficiencies I needed to address. I believe that the use of digital instruments in language instruction facilitates learning as a result of this activity.*
- *The internet makes it possible to watch English films, television shows, and videos, to conduct research, and to make English-speaking companions. Therefore, I find the use of digital instruments to be extremely advantageous. Using songs, videos, and similar resources in the classroom is also very effective for language instruction. I find digital tools extremely useful for both language acquisition and instruction, and I employ them frequently. There are numerous excellent applications that I have tested and been pleased with. In the same way that I benefited from them as a student, I intend to use them when teaching English.*

- *I have effectively utilized technology in my language learning and educational experiences. I frequently used technology to find unfamiliar words or articles I wished to read. I also realized the significance of incorporating technology and digital tools into my lesson preparations.*

Overall, the respondents' positive experiences with digital tools have shaped their perspective on technology's role in ELT. They view technology as a valuable asset in language learning and instruction, facilitating more engaging, efficient, and effective learning experiences. These firsthand experiences reinforce the importance of integrating digital tools into EFL settings to enhance language acquisition and education.

### **3.2. Exploring the Dynamic Fusion of Technology and Pedagogy in ELT: Enhancing EFL Learning with Examples**

The informants were required to refer to *how they would define the "dynamic fusion" of technology and pedagogy in the context of ELT and to provide examples of how this fusion can enhance the EFL learning experience for students*, and all 26 participants defined the unavoidable blending of technology and pedagogy within the context of ELT. The subsequent comments illustrate the viewpoints of the participants.

- In the context of ELT, I believe the "dynamic fusion" of technology and pedagogy would be extremely beneficial. Children are frequently more proficient with technology than the majority of adults, and teaching through technology would likely be more engaging for them. It is necessary to use technology to positively impact children's cognitive and sensory development. In addition, it provides students with an abundance of resources. Internet-based videos, music, and activities, for instance, make learning more memorable for children in elementary school. Additionally, their enjoyment of the session increases their participation.
- *I would define the "dynamic fusion" of technology as enabling students to accomplish their goals in the simplest way. It makes language instruction more engaging and efficient. For instance, with the assistance of advanced artificial intelligence, it is simple and effortless to determine the origin and meaning of a word that reflects the cultural structure of the learned language. We can create websites or applications with new educational activities that students will enjoy playing and learning.*
- *In reality, technology and pedagogy are intertwined concepts. The selection of technological tools and resources is crucial for conveying the knowledge to students in the most appropriate manner in language teaching. If students acquire a language through technology, they are not limited to a singular location or time and can engage in a continuous learning process. Moreover, when interactive tools are employed, language can be actively utilised to become a way of life. I believe that the greatest benefit of new software is its convenience. Additionally, it enhances the learning environment. For instance, you no longer need to browse through a*

*dictionary to find an unfamiliar word, and when explaining a new topic, you can use digital visualizations and sounds rather than relying solely on verbal communication.*

- *Since technology and pedagogy have become inseparable, I would refer to this dynamic fusion as "learning for the new generation." Many queries can now be answered independently by students, making the process more memorable. Given that today's youth are exposed to technology from an early age, I believe that technology-enhanced activities are, at the very least, a suitable method for capturing their attention. Analysing the situation and adjusting accordingly makes the process more intuitive. Using technological tools and channels that encompass popular culture to capture students' attention and align their learning with their existing life serves the purpose and essence of language learning.*
- *In particular, technology serves an important role in learning the English language. There are outstanding websites and applications for learning vocabulary, grammar structures, and everyday language patterns. When technology is incorporated into the teaching profession within the context of ELT (English Language Teaching), it becomes more efficient. Technology provides materials that can captivate students' attention visually and aurally. Learners can swiftly and readily access a variety of information thanks to technology. It offers essential websites to teach all language skills, such as websites with films to enhance listening and pronunciation, as well as specialised programmes to acquire new vocabulary. Foreign language education is enhanced by incorporating technology into instruction while considering children's psychological well-being into consideration. I would define it as a meticulously selected combination that is tailored to the age group and learning requirements of the students. In contrast to conventional methods, students can learn English in a more holistic and enjoyable manner. Utilizing technology, particularly for pronunciation and articulation, can improve the experience of learning a new language.*

Overall, the participants' perspectives underscore the transformative impact of technology on ELT, making it more engaging, efficient, and tailored to the needs of contemporary learners. The "dynamic fusion" of technology and pedagogy is regarded as an essential element in enhancing the English language learning experience.

### **3.3. Motivations for Integrating Digital Tools in ELT Teaching and Envisioned Student Benefits**

The participants, totaling 26 in number, were asked to discuss *their motivations for integrating digital tools and resources into their prospective teaching methods, as well as how they anticipate these tools will enhance their students' language acquisition.* All respondents linked their motivation to the advantages of using technology in foreign language learning. The following remarks provide insights into the perspectives of the participants.

- *I can't imagine teaching in this age without them. As stated previously, they provide a more enduring form of learning. I am completely inspired. This is a necessity, not a want, in my opinion. Teachers who fail to adapt to the technological age will fall far behind. In terms of learning materials and tasks, I want students to feel enriched, confident, and closer to the lesson in their learning environments. In the end, each student's path to knowledge acquisition is unique. I believe that it can be advantageous in this regard.*
- *As a potential English teacher, I avidly anticipate employing digital tools and technology in my classroom. I believe that resources such as videos, audio recordings, visual diagrams, and digital activities will increase my students' enthusiasm for language learning. I expect that providing my students with a diversity of materials and technological support will not only accelerate their language acquisition, but also make the process more engaging.*
- *As a potential teacher, I have already incorporated a number of digital tools into the sample lesson plans I've created for my coursework. Integrating technology into education is essential for attaining success and creating a more effective and enriching learning environment. These tools can broaden the horizons of language learners and correlate with their interests, ultimately increasing their motivation.*
- *I view this in a positive way because the students we will be working with have grown up in a technologically advanced environment. I believe these instruments will appeal to and motivate students more. Because it is impossible to separate the new generation from technology, I will utilize technology extensively as long as I am a teacher. Thanks to technology, we have access to numerous resources for language learning, particularly in the field of English, and we can offer more engaging and interactive activities via the internet. I am confident that this will make learning more pleasant for students. I set high standards for myself. There are numerous digital tools that I can integrate and utilize. Regarding this, I am highly motivated. If I can discover the appropriate and effective instruments, I believe they will significantly contribute to students' language learning procedures. I hope that English class will no longer be a dull subject, but rather a time when my students and I discuss a topic, use the target language during our discussions, and learn together. I believe that technology is essential for such a class.*
- *I intend to heavily utilize digital instruments. I can say that I am motivated in this regard, considering the positive results of my previous private tutoring experiences where I used digital tools. I believe that digital tools, particularly for younger pupils, will significantly improve their listening and pronunciation skills and prevent fossilisation.*

Overall, the participants' motivations for integrating digital tools into ELT stem from a recognition of the transformative impact of technology on education and a desire to create more engaging, effective, and enriching learning experiences for their students. They believe that technology is an essential element in modern language instruction and are enthusiastic about its potential to enhance the language learning process.

### 3.4. Challenges in Integrating Digitalization into EFL Instruction and Strategies for Maintaining Effective Learning Outcomes

Twenty-six participants were entrusted with discussing *the difficulties that may arise when incorporating digitalization into EFL instruction and delineating their strategies for overcoming these difficulties in order to maintain effective learning outcomes*. Each participant expressed their ideas and concerns in diverse ways. The accompanying statements reflect these participants' insights and provide a glimpse into their perspectives.

- *I may experience technical difficulties. In such a circumstance, I should always have a secondary plan, such as reading transcripts rather than watching videos. The resources of students may vary. In such situations, I can avoid assigning individual activities or tasks requiring technological instruments and instead delegate group work. The internet could provide students with inaccurate information. So, I can direct students to reliable sources. Students may choose the easy way and utilize translation tools. I do not support the use of translation tools in language education. Therefore, none of the assignments or activities I assign should require translation.*
- *Digitalization is advantageous to some extent. I also contemplate using digital technology adequately and not excessively so as not to negatively impact learning. While digitalization offers numerous benefits, it is crucial to strike a balance and ensure that the use of digital technology does not overshadow traditional learning methods. It is important to foster a healthy blend of both digital and non-digital resources in order to create a well-rounded educational experience for students.*
- *It may be challenging or tedious for my students who do not know how to use technology or who prefer not to use it. I intend to familiarize them with the instruments I will use by involving them frequently. By incorporating hands-on activities and interactive lessons, I can gradually introduce my students to technology and help them develop the necessary skills. Additionally, I will provide support and guidance throughout the learning process to ensure that all students feel comfortable and confident using these tools.*
- *If digital teaching tools are not thoroughly examined, they may contain hidden messages or malicious intent from malicious users or producers. Similarly, digital applications may contain elements that make it difficult to maintain concentration. Choosing inappropriate instruments can also negatively impact productivity. It is possible to surmount these obstacles by being a cautious and effective educator who evaluates and selects digital teaching tools with the intention of providing quality education. By conducting thorough research and seeking recommendations from trusted sources, educators can ensure that the teaching tools they choose are safe and reliable. Additionally, regularly monitoring and updating these tools can help address any potential issues or vulnerabilities that may arise over time.*

- *Due to the fact that not all students can have equal access to digital resources, the learning process can become unequal. Therefore, I am contemplating implementing digitally supported activities, particularly in schools where students have equal access. By incorporating digitally supported activities, we can bridge the gap between students with varying access to digital resources. This approach will ensure that all students, regardless of their circumstances, can benefit from the advantages of technology in their learning journey.*
- *Using digital tools without taking pedagogical considerations into account can be problematic. I believe that learning tools should be selected with age groups and learning requirements in mind. Before incorporating digital tools into my courses, I can take precautions, such as conducting a comprehensive review. This review can involve evaluating the effectiveness and appropriateness of the digital tools for the specific learning objectives and content. Additionally, seeking feedback from students and colleagues who have used similar tools can provide valuable insights into their potential impact on the learning experience.*

In summary, the participants' responses reflect a thoughtful and balanced approach to the integration of digital tools in EFL instruction. They acknowledge potential challenges but also offer practical strategies to overcome them, ensuring that the incorporation of technology supports effective learning outcomes and addresses the diverse needs of students. This comprehensive approach underscores the importance of careful planning and consideration when harnessing the power of digitalization in education.

### **3.5. Strategies for Seamless Digital Integration in Language Learning and Their Impact on Students**

A group of twenty-six participants were invited to discuss *an innovative strategy for integrating digital tools seamlessly into language learning, and to share their views on how this strategy could benefit the language learning journey of their students*. The accompanying statements provide a glimpse into their perspectives and insights, as they conveyed their thoughts and concerns in various ways.

- *Using smartboards and devices, we can project a variety of applications in classrooms. We can employ a variety of tools such as videos, melodies, and animated images that correlate with our lesson plans. This will make teachings not only more pleasant but also simpler to remember. In addition, interactive activities can be incorporated into the lessons, allowing students to actively participate and engage with the material. This hands-on approach fosters a deeper understanding and retention of the concepts being taught. Furthermore, incorporating technology in the classroom also helps to develop students' digital literacy skills, preparing them for the increasingly digital world they will enter as adults.*

- *Instead of reading directly from the textbook when beginning a new unit, we can create a digital story that encompasses the unit's objectives for our students. Thus, children are exposed to a variety of learning materials and become more engaged in the lesson. This approach not only enhances their comprehension and retention of the content but also promotes creativity and critical thinking skills. Additionally, incorporating multimedia tools such as images, videos, and interactive activities can further enhance their understanding and make the learning experience more enjoyable.*
- *During the warm-up phase, activities such as displaying a video can be used. It stimulates the interest of students and psychologically prepares them to use the target language. In the presentation part, technology can be used because it will primarily entail input; digital tools such as digitally perusing texts or playing audio materials with the target language structure, or even PowerPoint presentations to explain the target structure, can be used. Web 2.0 tools can be utilized effectively during the practice phase. It is possible to use online games, create entertaining assessments, and more. Students can utilize digital instruments during the production phase. They can create posters, videos, diagrams, and presentations, among other things. As previously stated, digital instruments may be more engaging for students. They are exposed to the target language, and their interest in the lesson grows. These examples I provided are quite limited and rudimentary, but through digital instruments, we can do much more. Technology may be employed at each stage of the lesson or not at all. The sole objective of the educator should be to effectively utilize the available resources. Technology can be advantageous or detrimental for students. I believe it can contribute significantly to the language acquisition of students if employed correctly. When used effectively, technology can provide students with interactive and engaging learning experiences. For example, online language learning platforms offer a wide range of activities such as interactive exercises, multimedia resources, and virtual language exchanges that can enhance students' language skills. Additionally, technology allows for personalized learning experiences tailored to individual students' needs and preferences, which can further enhance their language acquisition process.*
- *As a student, I make a concerted effort to incorporate digital tools into my lesson plans because traditional strategies may not captivate the attention of today's children. It is ideal to have a carefully formulated plan that takes school resources and previous obstacles into consideration. A plan that minimizes challenges will facilitate students' rapid and efficient learning. Additionally, incorporating digital tools can enhance students' engagement and motivation, as they are more accustomed to technology in their daily lives. By utilizing these tools, students can actively participate in interactive activities, collaborate with their peers, and explore various multimedia resources that cater to different learning styles. This comprehensive*



*approach ensures that students are not only learning effectively but also developing essential digital literacy skills that are crucial for their future success.*

- *Watching animations on the smartboard that feature definitions and sentences containing unfamiliar (newly encountered) terms from the newly learned unit can be an innovative strategy. This strategy not only engages students visually but also helps them understand the context in which these terms are used. Additionally, animations can make the learning experience more enjoyable and memorable for students, increasing their retention of the newly learned vocabulary.*
- *For EFL, a brand-new programme can be created. With the aid of applications such as Google Classroom, I believe it is possible to create classroom activities and personalised assignments for students. This can provide students with considerable motivation. Additionally, incorporating interactive multimedia elements into the programme, such as videos and online games, can further engage students and enhance their learning experience. Moreover, the use of technology allows for real-time feedback and assessment, enabling teachers to track students' progress more effectively and provide targeted support when needed.*

In conclusion, the participants' perspectives emphasize the transformative potential of digital tools in language learning. They envision these tools as not just supplements but integral components of effective language instruction. By leveraging technology to create interactive, engaging, and personalized learning experiences, educators can better prepare students for the challenges of language acquisition and equip them with essential digital literacy skills for their future success in an increasingly digital world.

### **3.6. The Impact of Personal Technological Proficiency on Effective Digital Resource Utilization in Teaching and Strategies for Skill Enhancement in a Dynamic Technological Environment**

Twenty-six participants were asked to deliberate on *the significance they attribute to their personal technological competence regarding their effective utilization of digital resources in teaching.* Additionally, they discussed *their strategies for improving their digital skills to remain up-to-date in the continually changing technological landscape.* They shared their thoughts and concerns in various manners, and the statements below offer a glimpse into their viewpoints and understanding as they articulated their ideas and worries in diverse forms.

- *I believe it is essential to keep up with technological advancements. I intend to keep abreast of current information and experiment with its application in the classroom. I believe that lacking this proficiency would undermine my instruction and squander time. Instead of seeking assistance from students, I should develop my own skills. By staying updated on technological advancements, I can better engage my students and provide them with relevant and meaningful learning experiences. Additionally, being proficient in technology allows me to effectively*

*integrate digital tools and resources into my lessons, enhancing student understanding and preparing them for the digital world they will encounter outside of the classroom.*

- *If I were to engage in self-reflection, I believe I should receive training in digital areas and maintain developments in this area. Given the increasing problems with students' attention spans in recent years, I believe it is necessary for teachers to have greater subject matter expertise. It seems to me that, without practicing by trying out different programmes, entering different platforms, and utilizing various resources, we cannot effectively implement the knowledge we acquire in theory. Each programme and supporting platform has a unique purpose and content, so it is essential to engage with them closely. Even when creating a basic context, I have to utilize multiple applications. This not only helps me become more proficient in using different tools, but also allows me to explore the diverse features and capabilities they offer. By familiarizing myself with a range of applications, I can better adapt to the ever-evolving technological landscape and provide my students with a more comprehensive learning experience. Additionally, utilizing multiple resources ensures that I can cater to the diverse needs and learning styles of my students, promoting inclusivity and enhancing their overall educational journey.*
- *I am conversant with technological devices and closely monitor technological advancements. I frequently keep abreast of technological developments by reading numerous articles and websites. I also make a concerted effort to be among the first to test newly released tools. I believe that my generation's proficiency with new technological tools will make my job simpler and help me utilize these resources more effectively. In addition, I actively participate in online forums and communities dedicated to discussing the latest technological trends and innovations. This allows me to engage in insightful conversations with others and gain valuable insights into the practical applications of these tools. By staying up-to-date with the ever-evolving tech landscape, I am confident that I can leverage my knowledge and skills to stay ahead in my professional endeavors.*
- *Since I was seven years old, I have actively used a computer and self-improved in various computer applications. Currently, I believe I use it effectively. In the future, I will remain technology-updated by participating in various digital courses to perpetually improve myself. Indeed, as a member of the "Z Generation," I do not anticipate any difficulties in this field, as I was born into the internet era and share the students' enthusiasm for it. I am definitely as dependent on technology as the students. I am confident that my knowledge of technology will continue to enhance as I adapt to new advancements and embrace the ever-evolving digital landscape. As long as I remain open-minded and proactive in my approach, I am confident that I will thrive in this technology-driven world.*
- *Due to its constant evolution, I'm not very knowledgeable in this field. I attend courses in this discipline through specific platforms in order to remain current. I have gained a great deal from*

*my undergraduate English teaching courses, but in order to remain updated, I also monitor various job-related channels. By staying updated with the latest advancements and trends in this field, I can ensure that my knowledge and skills are up-to-date. Additionally, networking with professionals in the industry will be invaluable in expanding my understanding and staying informed about new opportunities.*

- *I am unsure of how I will enhance my digital talents or precisely what I will do. Probably, I need to conduct additional investigation, make additional discoveries, or acquire additional knowledge. If I feel inadequate in a specific area, I should investigate the matter. Currently, I consider myself adequate. However, I am also aware that I have room for improvement. In addition, having experienced distance education, I am aware of the educational benefits of technology and am confident in my ability to utilize digital resources. I believe that continuously expanding my digital skills will not only enhance my professional prospects but also enable me to adapt to the ever-evolving technological landscape. By actively seeking opportunities to learn and staying updated with the latest advancements, I can stay ahead of the curve and contribute effectively in a digital-driven world. Moreover, embracing technology in education has not only improved accessibility but also fostered a collaborative and interactive learning environment, which I am eager to leverage for my personal growth and success.*

In summary, the participants' perspectives emphasize the dynamic nature of technology and the necessity for educators to adapt and continuously enhance their digital skills. They view technology proficiency as a means to provide students with high-quality, engaging, and relevant learning experiences. By actively pursuing opportunities for skill development and staying informed about technological advancements, educators can better prepare themselves for success in the ever-evolving digital landscape and, in turn, empower their students for a technology-driven future.

### **3.7. Perceived Role of Educational Institutions in Facilitating Technology Integration in EFL Classrooms and Preferred Forms of Support**

Twenty-six participants were asked to refer to *the influence of institutional support on digital adoption, and the role of educational institutions in facilitating the integration of technology in EFL classrooms*. The following remarks provide insight into the individuals' viewpoints and understanding as they articulated their thoughts and concerns via several means.

- *Technological devices like smart boards that provide tools such as videos, animations, and audio recordings can facilitate integration in EFL classrooms. Institutions can further simplify this by supplementing with different technological devices. For example, virtual reality headsets can immerse students in English-speaking environments, allowing them to practice their language skills in a more interactive and engaging way. Additionally, online*

*platforms and applications can provide personalized learning experiences, tailoring content and activities to individual students' needs and interests.*

- *In general, institutions may not be able to provide instructors with much assistance in this regard. Educators frequently determine on their own whether they will use technology in the classroom or adhere to traditional methods. Institution leaders who are interested in introducing innovative changes to schools are rarely observed. This lack of support from institutions can be attributed to various factors such as limited resources, resistance to change, and a focus on maintaining established practices. As a result, educators often have to rely on their own initiative and personal preferences when it comes to incorporating technology into their teaching methods. Additionally, this independent decision-making by educators can lead to a fragmented approach across different classrooms within the same institution.*
- *While it cannot be said that technology has been extensively integrated into education in our country, it can be stated that efforts in this field are increasing day by day. Having computers, smart boards, projectors, quality sound speakers, and similar technological devices in classrooms, along with a rapid and active internet connection, will have a positive effect on the process. These technological advancements can enhance student engagement and interaction, as well as provide access to a vast amount of information and resources. Additionally, integrating technology in education can help develop important skills such as critical thinking, problem-solving, and digital literacy that are essential for success in the modern world.*
- *Smart boards and internet access in schools are a positive start, but not every pupil has the same opportunities at home. Therefore, providing pupils in need with laptops and unrestricted Internet access could be extremely beneficial. If this is not possible, school computer laboratories should be expanded and made available to students for longer periods outside of regular class hours. By ensuring that all students have access to laptops and unrestricted Internet, regardless of their socioeconomic background, we can bridge the digital divide and promote equal educational opportunities. Additionally, extending the availability of school computer laboratories beyond regular class hours would allow students to further enhance their skills and engage in independent learning.*
- *In comparison to the past, I do observe that conditions have improved significantly. Even public schools have access to interactive whiteboards and the internet, while private schools may have distinct resources. I believe this all contributes to language acquisition abilities. Physical support is already in place, but based on my practicum experiences, I would like to convey that in-service training can improve English instructors' proficiency with digital tools. In addition, it is possible to emphasise the significance of technology for students to acquire proper speaking skills. I have observed that instructors in public institutions*

*generally place a greater emphasis on writing skills than speaking skills, which frequently results in students having difficulty developing even basic dialogues. By incorporating technology into their teaching methods, instructors can create interactive and engaging activities that encourage students to practice speaking. This can include using online platforms for language exchanges or utilizing speech recognition software for pronunciation practice. Implementing these digital tools during in-service training can help instructors better understand the importance of fostering speaking skills and equip them with the necessary strategies to address this gap in their teaching approach.*

In conclusion, the participants recognize the potential of technology in EFL education and advocate for adequate support and training for teachers. They propose solutions to bridge the digital divide among students, emphasize the importance of financial support, and acknowledge the increasing efforts in technology integration in education. Additionally, they highlight the need to address speaking skills and promote interactive language learning through technology.

### **3.8. Strategies for Accommodating Diverse Learning Styles and Needs in EFL Digitalization**

When asked, 26 participants recognize the power of technology in addressing the diverse needs of learners. They express a willingness to develop various tools tailored to different learning styles, emphasizing the importance of customization rather than relying on pre-made solutions. Prioritizing the understanding of students and identifying their common learning styles is highlighted as a fundamental step. The following statements provide valuable perspectives and comprehension as the informants expressed their opinions and worries via various mediums.

- *The advent of technology has facilitated the availability of diverse resources that cater to a wide range of needs and preferences. I am confident in my ability to design and create various educational tools that are tailored to accommodate diverse learning styles. There exists a wide range of apps that are accessible for this particular objective. In this particular scenario, I have a preference for developing customised tools rather than relying on pre-existing ones. My first objective would be to familiarise myself with the kids and ascertain their prevailing learning preferences. By understanding their individual needs, I can then design personalized educational tools that cater to their specific learning styles. Additionally, this approach allows me to incorporate interactive elements and engaging activities that can enhance their overall learning experience.*
- *Each learner has a unique learning style. It is my contention that there should be a commensurate expansion in the range of tools used. When designing an instructional task, a wide array of visual and auditory stimuli may be used to cater to the preferences of learners with both auditory and visual learning styles. By incorporating a variety of visual and*

auditory stimuli, educators can engage learners who thrive in different learning environments. For auditory learners, incorporating audio recordings or discussions can enhance their understanding and retention of the material. Similarly, visual learners may benefit from charts, diagrams, or videos that provide visual representations of the concepts being taught. Ultimately, providing a diverse range of tools ensures that all learners have equal opportunities to succeed and grasp the content effectively.

- *In contrast to conventional pedagogical approaches, I maintain the perspective that digital technologies represent the most effective way of facilitating student diversity and accommodating various learning styles. In order to accomplish this objective, one may contemplate using an educational approach whereby students are actively engaged in digital environments, mirroring the level of engagement shown by the instructor. By incorporating digital technologies into the learning process, students can have access to a wide range of resources and interactive tools that cater to their individual needs and preferences. This approach allows for personalized learning experiences, fostering a deeper understanding and retention of the subject matter. Additionally, it encourages collaboration and communication among students, promoting a more inclusive and dynamic learning environment. It is advisable to choose programmes that has the capability to provide a diverse learning environment, hence accommodating various learning styles.*
- *It is advisable to prioritise programmes that provide the capability to concurrently engage with several students. By doing so, students can benefit from collaborative learning experiences and develop important social skills. Additionally, it is important to consider programs that offer opportunities for hands-on activities and practical application of knowledge, as this can enhance understanding and retention of concepts. Similar to the field of development, education and instruction also exhibit variations among individuals. Employing a diverse array of strategies and procedures is the most effective approach for addressing the aforementioned individual variances.*
- *The use of technology in educational settings has the potential to effectively engage students across several dimensions of intelligence, including auditory, visual, linguistic, and other cognitive abilities. By incorporating technology into education, educators can create a more interactive and dynamic learning environment that caters to the diverse needs and learning styles of students. This can enhance their overall comprehension and long-term retention of the subject matter. Additionally, the use of technology can also provide opportunities for personalized learning experiences, allowing students to progress at their own pace and explore topics in a way that suits their individual strengths and interests.*

Ultimately, the integration of technology into educational settings holds the promise of an interactive and adaptive learning landscape, catering comprehensively to diverse needs and learning styles,

while offering personalized learning opportunities that empower students to explore, progress, and thrive on their unique educational pathways.

### **3.9. Anticipated Impact of Technology on ELT Assessment and Feedback Mechanisms**

26 participants foresee technology playing a significant and positive role in education's assessment and feedback mechanisms, as long as it is thoughtfully integrated and supplemented with the expertise of educators. For them, the predominant sentiment is that technology can significantly enhance these processes, making them more efficient and practical. The following statements provide valuable insights and comprehension of the informants.

- *Technology can play a significant role in accelerating the assessment procedure, but it may generate less memorable, easily-forgotten information in the feedback mechanism. Therefore, by incorporating repetitive elements into assessment methods, we can facilitate the receipt of more efficient feedback. One way to incorporate repetitive elements into assessment methods is by using automated grading systems that provide immediate feedback to students. These systems can use algorithms to identify common mistakes and provide targeted feedback on those areas. Additionally, incorporating regular quizzes or practice exercises that cover similar concepts can help reinforce learning and improve retention of information.*
- *Utilising technological products for evaluation and feedback is significantly more effective than traditional methods. As we observed during the recent pandemic, an online system can assess exams, assignments, and projects much more quickly and provide feedback while the information is still fresh. In this regard, the use of technology is significantly more efficient because it saves time. Furthermore, technological products can also provide more detailed and personalized feedback compared to traditional methods. With features such as automated grading and data analysis, students can receive specific insights on their strengths and areas for improvement, allowing them to better understand their performance and make necessary adjustments. This level of individualized feedback is often difficult to achieve through manual evaluation methods.*
- *Initially, technology can make feedback considerably more useful. However, this may only apply to particular measurements and evaluations. It may have a negative effect in circumstances requiring interpretation and discretion. The promotion of uniformity is encouraged. This promotion of uniformity can be beneficial in situations where consistency and standardization are crucial, such as in manufacturing processes or quality control. However, it is important to recognize that certain tasks or decisions may require human judgment and subjective analysis, which technology may not be able to provide effectively. Therefore, striking a balance between technology-driven feedback and human expertise is essential for optimal outcomes.*

- *We can rapidly receive feedback through technological tools. This saves us time as well. By utilising digital instruments, we can avoid the flaws of the conventional approach. Digital instruments allow us to gather feedback from multiple sources simultaneously, reducing the time it takes to receive comprehensive feedback. Additionally, these instruments provide us with real-time data analysis, enabling us to identify and address flaws or areas for improvement more efficiently than with traditional methods.*
- *In my opinion, technology can make assessment a bit more practical, but I prefer teacher-provided feedback. On the other hand, students can self-assess using technology. With the feedback they receive through technology, they can improve themselves. In addition to traditional assessment methods, it can be used effectively, particularly for process evaluation. Technology has the potential to provide instant feedback and allow for personalized learning experiences. It can also enhance student engagement and motivation through interactive assessment tools. However, it is important to strike a balance between technology-based assessments and teacher-provided feedback to ensure a comprehensive evaluation of students' progress and understanding.*

In conclusion, technology's potential to make assessment more practical and efficient is evident, particularly when used in conjunction with traditional assessment methods. It can facilitate self-assessment, personalized learning experiences, and increased student engagement. Nevertheless, the integration of technology should be approached with care, maintaining a balance that leverages its strengths while preserving the unique value of teacher-provided feedback to ensure a well-rounded evaluation of students' progress and understanding.

### **3.10. Implications for Curriculum Design and Teaching Methodologies in the Digital Age of ELT**

Overall, the informants (N= 26) underscore the need for continuous professional development and in-service training for English teachers to effectively integrate technology into their teaching practices. For them, as the field of foreign language education evolves, it is expected to become more student-controlled and adaptable to the demands of the digital age, ultimately enhancing the learning experience. The following comments provide significant understanding on the informants providing information.

- *With each passing semester, my instructional strategies will become more diverse and up-to-date as a result of the influence of curriculum design on my teaching methods. These findings will contribute to the field of education by introducing enduring changes, and over time we will observe the addition of substantially different teaching programmes, approaches, and varieties. As a result, students will benefit from a more dynamic and*



*engaging learning experience that caters to their individual needs and interests. Additionally, the integration of new technologies and research-based practices will further enhance the effectiveness of these instructional strategies, ultimately improving student outcomes.*

- *The pervasive use of technology in EFL may eventually necessitate a curriculum reconstruction, as we are currently living in an entirely new and modern era in which adaptation may be required. This new era of technology has transformed the way we communicate, access information, and interact with the world. As a result, educators must consider integrating digital tools and resources into the EFL curriculum to better prepare students for the demands of the digital age. Additionally, this curriculum reconstruction should also address the development of digital literacy skills to ensure students can navigate and critically evaluate online content effectively.*
- *Instructors who integrate curriculum design with digital tools will have the upper hand. I will attempt to eliminate traditional practises as much as possible and adhere to the needs of the time. As a result of the fact that language has become a global utility in a globalising world, communication will be enhanced and language use will increase. It will encourage me to utilise digital tools more frequently and conduct ongoing research on digital tools.*
- *By staying updated with the latest digital tools, instructors can create engaging and interactive learning experiences for their students. This will not only improve their teaching effectiveness but also better prepare students for the digital age. Additionally, incorporating digital tools into curriculum design can foster critical thinking and problem-solving skills, equipping students with the necessary skills to thrive in a technology-driven society.*
- *Taking students' desires and requirements into account, even the smallest change can be considered progress. It would be an error for instructors to begin using digital tools more frequently and progressively abandon traditional tools. When the presence of digital tools forces us to combine the present with the future, creative outcomes ensue. By embracing both digital and traditional tools, instructors can create a dynamic learning environment that caters to the diverse needs of students. This approach allows for a seamless integration of technology while still preserving the valuable aspects of traditional teaching methods. Ultimately, this balance between the old and the new fosters innovation and enhances students' learning experiences.*

In summary, the informants' perspectives highlight the ongoing transformation of ELT in response to the digital age. They emphasize the need for educators to adapt, embrace technology, and strike a balance between traditional and digital methods to provide students with effective, engaging, and future-ready learning experiences. Continuous professional development and curriculum design aligned with the demands of the digital era are pivotal in achieving these goals.

### 3.11. Shaping Curriculum Design and Teaching Methods in the Digital Age: Insights and Broader Implications for EFL Education

The informants (N= 26) were asked about how they perceive technology and curriculum design and teaching methodologies, and what broader implications they have for the field of EFL education, and they declared the integration of technology into ELT is already well-established and holds great potential for the future. For them, curriculum design actively encourages the use of digital tools and resources, and this integration not only enhances the learning experience but also prepares students for the digital world they will encounter in their future careers, promoting collaboration and engagement among students. The subsequent remarks offer valuable insights from the individuals sharing information.

- *Curriculum also encourages the utilisation of digital tools and resources. It presents examples of the technological instruments that can be used to accomplish the course's goals. As a consequence, it is evident that technology can be incorporated into nearly every phase of the course. This integration of technology with classroom learning not only enhances the learning experience but also prepares students for the digital world they will encounter in their future careers. Moreover, the use of digital tools allows for greater collaboration and engagement among students, fostering a more dynamic and interactive learning environment.*
- *It will be simpler for me to keep up with students' ages if I am more receptive to modern teaching techniques. In this manner, I believe classroom instruction can be more interactive with students. Our strategies will undoubtedly differ from the current norm. There may be a need for more technologically integrated strategies. By embracing modern teaching techniques, we can incorporate digital tools and platforms that cater to the interests and learning styles of today's students. This could include interactive online modules, educational apps, and virtual reality experiences that make the classroom more engaging and dynamic. Additionally, integrating technology can also help us collect real-time data on students' progress, allowing for personalized instruction and targeted interventions when needed.*
- *The digital age enables students to select their own learning paths and obtain a student-centered education. Additionally, digital tools improve students' language skills, enable them to practise, and facilitate real-world communication. It becomes more efficient when combined with traditional methods, and a balance should be maintained. By incorporating digital tools into education, students can engage in interactive and immersive learning experiences. These tools provide opportunities for students to collaborate with peers, access a vast amount of resources, and receive immediate feedback on their progress.*

- *I believe that technology-centered education is already widely accepted and has been for some time. In the near future, I expect curriculum design will become more innovative and imaginative. Curriculum and teaching methods should incorporate digitalization without question. In the future years, technology may be integrated into curricula. Tasks, activities, and assignments that emphasise technology and digital tools can be included in curriculum design. However, there should be a balance between technology and face-to-face interaction in the EFL classroom.*
- *As the number of pages in textbooks decreases over time, I believe I will need to discover and employ more innovative methods than conventional ones. I believe this will have a positive effect on EFL education, which has relied for years on traditional methods. By embracing innovative methods, EFL education can become more engaging and interactive, catering to the diverse learning styles of students. This shift can also foster critical thinking skills and promote a deeper understanding of the English language beyond just memorization and repetition.*

Overall, participants believe that embracing innovative methods and technology in EFL education will create more engaging and interactive learning experiences, catering to diverse learning styles, fostering critical thinking skills, and promoting a deeper understanding of the English language. The digital age is transforming EFL education, preparing students for a future where technology plays a central role in communication and learning.

### **3.12. Balancing Technology and Face-to-Face Interaction in the EFL Classroom: Strategies for a Well-Rounded Learning Experience**

With respect to how they envision striking a balance between technology and face-to-face interaction in the EFL classroom, and what strategies they would employ to maintain a well-rounded learning experience, they shed light on the importance of balancing technology and face-to-face interaction in education. Those who are dedicated to providing meaningful learning experiences recognize the value of in-person teaching, emphasizing that simply relying on digital tools falls short. Integrating technology into face-to-face education is seen as essential, with the aim of preparing students for the digital age and making learning more engaging. The following comments provide vital insights from the informants who are contributing information.

- *I see no foreseeable challenges provided that technology is effectively incorporated into traditional, in-person educational settings. For example, in the context of presenting a lecture, one may use technology to facilitate practical applications. Introducing students to technology in the contemporary day may provide advantageous outcomes for their educational development. It is important for students to see technology as more than just a*

*recreational tool, but rather as a valuable resource that can be used to their benefit. By integrating technology into traditional classrooms, students can engage in interactive learning experiences that go beyond the limitations of textbooks and lectures. For instance, they can use educational apps and online resources to explore complex concepts through simulations and virtual experiments. This hands-on approach not only enhances their understanding but also fosters critical thinking and problem-solving skills, preparing them for the digital age ahead.*

- *My objective is to provide an environment where students are actively engaged in their learning via the use of technology. I apply pedagogical tactics, such as evaluating the level of student engagement throughout the lesson and the effectiveness of the instructional approach, in order to sustain a varied range of learning experiences. By incorporating technology into the classroom, I aim to create a dynamic and interactive learning environment that caters to the diverse needs and interests of my students. Additionally, I regularly seek feedback from students to ensure that their voices are heard and their individual learning styles are accommodated.*
- *Challenging segments of instructional material, which often pose difficulties for students in terms of concentration and comprehension, may be made more engaging via the integration of technology or by augmenting engagement through online platforms. Nevertheless, in the majority of instances, direct interpersonal communication is deemed essential. Direct interpersonal communication allows for immediate feedback and clarification, which can help address any confusion or misunderstandings that may arise. Additionally, it provides an opportunity for students to actively participate in discussions and ask questions, fostering a deeper understanding of the material.*
- *I believe I can achieve a balance because I am proficient with technology. When delivering presentations in our classes, we incorporate digital tools into our lesson plans whenever possible. This not only enhances our teaching methods but also keeps the students engaged and interested in the subject matter. Additionally, my proficiency with technology allows me to troubleshoot any technical issues that may arise during presentations, ensuring a smooth and seamless delivery.*
- *Considering my own learning manner and the fact that humans are social creatures, I believe face-to-face interaction should not be neglected. Technology and interpersonal interaction must be delicately and harmoniously integrated. Designing activities that involve face-to-face interaction and implementing activities that utilise digital tools as supplementary classroom exercises will be fruitful. This balanced approach can enhance students' social skills, such as communication and collaboration, while also providing them with the necessary digital literacy skills for the modern world. By incorporating both face-to-face*

*interaction and digital tools, educators can create a dynamic and engaging learning environment that caters to the diverse needs of students.*

In essence, the consensus among the informants is that the integration of technology into face-to-face education should be harmonious, creating a holistic and effective learning experience that prepares students for the digital age while preserving the valuable aspects of traditional, in-person teaching.

### **3.13. Recommendations for Teacher Training Programs and Educational Policymakers in the Digitalized EFL Landscape**

When asked about what recommendations they would offer to teacher training programs and educational policymakers aiming to prepare future ELT educators for the digitalized EFL landscape, the informants referred to balancing tradition and technology, continuous professional development, digital literacy education, supporting well-prepared instructors, and addressing the digital gap. The following samples refer to the views from the respondents.

- *We should create programmes that address the requirements of the digital era without ignoring conventional teaching techniques. Teachers play a crucial role in guiding students; keep this in mind. Teachers have the expertise to adapt traditional teaching methods to incorporate digital tools and resources effectively. By embracing technology, educators can enhance student engagement and foster critical thinking skills necessary for the digital era. Additionally, teachers can provide valuable mentorship and support to students as they navigate the complexities of the digital world, ensuring their holistic development beyond just technical skills.*
- *We should encourage English teachers to participate in ongoing professional development through national and international conferences, and provide them with opportunities to construct technology-enhanced learning environments in their classrooms. These initiatives will not only help English teachers stay updated with the latest teaching methodologies and research findings, but also empower them to integrate technology effectively into their instructional practices. By attending conferences and creating technology-enhanced learning environments, English teachers can foster a dynamic and engaging learning experience for their students, preparing them for the demands of the digital age.*
- *I recommend including digital literacy education, teaching pedagogical use of digital tools, and providing examples of best practises and model lessons to teacher candidates. These additions will equip teacher candidates with the necessary skills and knowledge to effectively integrate technology into their future classrooms. By incorporating digital literacy education, they will learn how to navigate and critically evaluate online resources, ensuring*

*that they can guide their students in responsible digital citizenship. Additionally, teaching the pedagogical use of digital tools will empower teacher candidates to create engaging and interactive lessons that enhance student learning experiences. Providing examples of best practices and model lessons will further inspire them to incorporate technology seamlessly into their teaching methods, fostering a more dynamic and inclusive classroom environment. By integrating technology into their teaching methods, teacher candidates can cater to different learning styles and abilities, promoting equal opportunities for all students to succeed. Moreover, embracing digital tools can also encourage collaboration and communication among students, preparing them for the demands of the modern workforce where technology skills are essential.*

- *I recognize that well-prepared instructors enhance educational quality. Encourage educators to take advantage of available resources and opportunities for self-improvement, as this will positively influence their students' experiences. Providing educators with ongoing professional development and training can also help them stay up-to-date with the latest teaching methods and technologies. This, in turn, can lead to more engaging and effective classroom experiences for students. Additionally, fostering a culture of continuous learning among educators can create a supportive environment where they can share best practices and collaborate with their peers, ultimately benefiting the entire educational community.*
- *I know that, despite being "digital natives," many of the teacher candidates of today may be unfamiliar with educational software. We should consider developing new courses to fill this void. These new courses could focus on introducing educational software and its various applications in the classroom. By providing hands-on training and guidance, teacher candidates can gain the necessary skills and confidence to effectively incorporate technology into their teaching practices. Additionally, these courses can also emphasize the importance of staying updated with emerging educational software trends to ensure continuous professional growth.*

In sum, these recommendations emphasize the need for adaptability, continuous learning, and a thoughtful integration of technology into education to prepare educators and students effectively for the digitalized EFL landscape.

#### **4. Discussion and Conclusion**

In conclusion, this study sheds light on the dynamic fusion of technology and pedagogy in ELT as perceived by future ELT educators. The study reveals that these aspiring teachers hold positive attitudes towards the integration of digital tools and resources in EFL settings. They recognize the transformative potential of technology in enhancing language learning, motivating them to incorporate it into their teaching practices. Furthermore, the study highlights the importance of providing adequate training and support to future ELT educators in order to effectively integrate technology into their

classrooms. This includes offering professional development opportunities and resources that can help them navigate and utilize digital tools effectively. Ultimately, by embracing technology, these aspiring teachers are better equipped to meet the diverse needs of their students and create engaging and interactive learning environments.

Despite acknowledging potential challenges, the participants offer practical strategies to overcome them, emphasizing the importance of careful planning and consideration when harnessing digitalization in education. They also highlight the role of educational institutions in providing support and training for teachers, as well as addressing the digital divide among students. Additionally, the participants stress the need for ongoing professional development opportunities for teachers to stay updated with technological advancements and best practices in digital education. Furthermore, they emphasize the importance of collaboration among educators, policymakers, and technology experts to ensure effective implementation of digital tools and resources in classrooms.

Furthermore, the study underscores the need for accommodating diverse learning styles and needs through technology, promoting personalized learning opportunities for students. It also anticipates technology's positive impact on assessment and feedback mechanisms, provided it is thoughtfully integrated. Additionally, the research highlights the potential of technology to bridge educational gaps and provide equal opportunities for all students, regardless of their socioeconomic background. Moreover, it stresses the significance of continuous professional development for teachers to effectively integrate technology into their teaching practices and enhance student engagement and achievement.

The informants emphasize the ongoing transformation of ELT in response to the digital age, calling for continuous professional development and curriculum design aligned with the demands of the digital era. They believe that integrating technology into ELT not only enhances the learning experience but also prepares students for a future where technology is central to communication and learning. Furthermore, the informants highlight the importance of teachers being knowledgeable and confident in using various technological tools and platforms. They argue that this proficiency allows educators to create dynamic and interactive lessons that cater to different learning styles, ultimately leading to improved student engagement and achievement. Additionally, they stress the need for educators to regularly update their skills and adapt their teaching practices to keep up with the ever-evolving digital landscape.

Finally, the participants stress the importance of balancing technology and face-to-face interaction in the EFL classroom, creating a harmonious learning experience that combines the benefits of both approaches. By finding a balance between technology and face-to-face interaction, educators can create a dynamic and interactive learning environment that meets the diverse needs of their students. This approach allows for personalized instruction while also fostering social interaction and collaboration among students, leading to enhanced language acquisition and overall student success.

Overall, this study provides valuable insights for teacher training programs and educational policymakers as they navigate the digitalized landscape of EFL education, ultimately shaping the future

of ELT in the digital age. By understanding the benefits of an interactive learning environment, teacher training programs can incorporate technology and digital tools into their curriculum to better prepare educators for the digital age. Additionally, educational policymakers can use these insights to create policies that support the integration of technology in EFL classrooms, ensuring that students have access to the resources they need for successful language acquisition.

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# Pre-service EFL teachers' conceptualizations of relational teacher autonomy in relation to trust: A critical incidence perspective

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## Abstract

Taking on a person-based approach, the present study deals with relational teacher autonomy perceptions of three pre-service EFL teachers (PSTs) as they completed their practicum process. In the present study, following Paradis et al. (2019), teacher autonomy was conceptualized in terms of trust. It is suggested that trust plays a vital role in teacher autonomy, among other psychological aspects. Hence, designed as a case study, the present paper focused on the relation teacher autonomy perceptions of three pre-service EFL teachers. In order to collect data, critical incidence analysis was used. The pre-service EFL teachers were asked to draw plots chronicling the critical events that affected their relational autonomy perceptions. The PSTs were required to think through their whole practicum process, identify specific incidents that either fostered or hindered their autonomy development. The second data collection method were semi-structured interviews which were intended to complement the critical incidence data. The findings indicate that trust on students, the administration, and the colleagues play a significant role in the autonomy perceptions of pre-service EFL teachers.

*Keywords:* Teacher autonomy, trust, narrative research, qualitative data, pre-service EFL teachers

## 1. Introduction

Being autonomous offers definite advantages to teachers. In the first place, whether teachers view themselves as autonomous has direct relation with their job commitment, job satisfaction, and efficiency (Dilekçi, 2022; Parker, 2015; Skaalvik and Skaalvik, 2014; Xia, Wang, and Zhang, 2023; Yu-hong and Ting, 2012). The construct of teacher autonomy allows teachers to view their potentials and increase their commitment (Dilekçi, 2022). Effective reflection through autonomy strengthens teachers and increase their effectiveness. Having a certain level of teacher autonomy also prevents teacher burnout (Parker, 2015).

Teacher autonomy is viewed as an essential component of effective schooling along with effective professional development. Constructs such as collaboration (Kılınç et al., 2018), teachers' morale (Yıldız et al., 2021), as well as job engagement and satisfaction (Skaalvik & Skaalvik, 2014), and persistence in the profession (Worth & Van den Brande, 2020) have been related to the construct of teacher autonomy. It is generally accepted that teacher autonomy is not only a multidimensional construct, but it is also a relational construct arising from complex relations between the individual and contextual or personal factors (Bergh, 2015; Frostenson, 2015; Paradis, Lutovac, Jokikokko, and Kaasila, 2019).

A considerable number of authors suggest the view that teacher autonomy is a relational construct, arising from complex relation between the individual and the context, including students, parents, school administrators, or the broader policy environment (Paradis et al., 2019; Parker, 2015). This view suggests that rather than being a monolithic individual construct, teacher autonomy is a multi-dimensional construct involving inextricable connections with external factors.

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In the present study, I adopted the suggested relationship between teacher autonomy and trust, as was reasonably put forward by Paradis et al., (2019). Capitalizing on the related literature (e.g., Lundström, 2015), Paradis et al. (2019) suggested that trust is a crucial element of teacher autonomy. Trust here is conceptualized in relation to the immediate environment including students, colleagues, or the school administration as well as the broader environment including the policies of the ministries of education. It is suggested that the behavioral history of teachers involving the pertinent discourses help establish the construct of trust on the part of teachers (Adams and Forsyth, 2010). Paradis et al. (2019) also conceptualized the potential relationship between teacher autonomy and trust in the face of the context of the teachers. This is the main starting point for the present study. The main suggestion in the present study is that now that trust is an essential element in terms of teacher autonomy, it would be proper to evaluate pre-service EFL teachers' perceptions and experiences in terms of the suggested relationship between teacher autonomy and trust.

## **2. Method**

The present study was designed as an exploratory case study.

### *2.1. Sample / Participants*

The present study was conducted with three pre-service EFL teachers (PSTs) going through their practicum process. They are all graduated of English Language and Literature department. At the time of the study, they had completed their theoretical courses which include basically courses related to educational psychology, introduction to education, etc. The PSTs in the present study had mixed mindsets towards the teaching process.

### *2.2. Instrument(s)*

The present study mainly depends on critical incidence analysis. A critical incident is defined as a 'vividly remembered event which is unplanned and unanticipated' (Brookfield 1990, 84). Tripp (1993) suggested that critical incidents:

... are not "things" which exist independently of an observer and are waiting discovery  
... but like all data, critical incidents are created. Incidents happen, but critical incidents are produced by the way we look at a situation: a critical incident is an interpretation of the significance of an event. (p. 8)

A bunch of studies indicate the context-dependent nature of critical incidents (e.g. Karimi and Nazari 2019; Chien 2018; Hall and Townsend 2017). Hence, in the present study both contextual and personal elements were taken into account. The PSTs were required to identify the critical incidents that they went through in terms of educational, social, and administrative domains. They were provided with an empty plot that covers the timeline and the critical incidents. Follow-up interviews were conducted based on the plots of the PSTs.

### *2.3. Data collection procedures*

Designed as an exploratory case study, the present study mainly depended on qualitative means of data collection and analysis. Data was collected through critical incident analysis and follow-up interviews. The participants were required to draw plots on three dimensions of teacher autonomy which include educational, social, and administrative domains assuming that all these three dimensions are critical in terms of teacher autonomy. The next step was to conduct follow-up interviews with the PSTs based on

their plots. The interviews basically lasted around 30 – 35 minutes. Content analysis was conducted to analyze the data.

#### *2.4. Data analysis*

Content analysis was used to analyze the data.

### **3. Results**

In this section, the findings are presented case by case.

#### PST 1

The first PST identified seven critical incidents regarding her educational domain. The very starting point for PST - 1 was that she stated she had no previous experience, and this lowered her autonomy perceptions. Then, the first critical incident or development was getting used to the school environment. This was reported by other PSTs as well, which indicates that knowing the school context is a prerequisite for teachers to feel safe and autonomous. Next comes getting help from previous notes. This was important because this points at the personal autonomy of PST – 1. Then, her autonomy perception follows a stable progress. The next significant incident was getting to know some digital tools to prepare materials. Then, PST – 1 experienced a drop in her autonomy perception which resulted from a perceived inability to select appropriate activities for instruction. The next upward move came when she decided to consult her previous English teacher. This largely helped her. Then, finally, her autonomy level continued on a stable line. The analysis here indicated that she trusted on herself and her previous teachers for her autonomy development.

Regarding the social dimension, the autonomy perceptions of PST-1 follow a gradual and at times steep rise. Initially, it was seriously low which was due to inefficiency in keeping the class silent. The second critical incident occurred when she had hard times in ensuring effective interaction with students during model lessons. Then, she experienced a gradual rise in her autonomy perceptions which was facilitated by the help provided by her mentor. The next critical incident came when she started to know the students. It seems that knowing the students is perceived as crucial in the autonomy perceptions of PSTs. The peak moment in her autonomy perceptions came when she stated that she was highly confident in interacting with students not only in class but also outside the class. These critical incidents indicated that PST-1 trusted her mentor and her knowledge of students in the social domain.

Finally, regarding the administrative domain, PST-1 experienced ups and downs and a stable progress after the middle of the term. The very first incidence that lower her autonomy was not being welcome by the administration, which is a common problem. PST-1 experienced a sharp increase in her autonomy perceptions after she was accepted by the school administration and the mentor teacher. However, she sustained a gradual decline on the observation that she was not appreciated by other teachers at school. The next upward trend came when she saw that she was able to see school resources like the photocopy machine and when she saw that she could design her own lessons herself. Finally, having a good conversation with the school principal enabled her to fix her autonomy perceptions.

#### PST – 2

In this section, I present the autonomy perceptions of PST-2 in relation to educational, social, and administrative domains. To start, in terms of the educational domain, PST-2 experienced ups and down, sometimes sharp. The first critical incident was analyzing the yearly plans, which increased her

autonomy perceptions considerably. However, she experienced a sharp fall when she saw that she could not teach, and they were supposed to observe first. Then, she experienced a relative increase with the help provided by the mentor. Some incidences regarding time management led to a slight decline in her autonomy perceptions. A sharp increase followed then which was facilitated by mentor feedback, and this was sustained when the mentor allowed them to grade students papers. Later, she experienced a sharp fall again when she saw that students were highly demotivated. However, she overcame this by designing activities that would get learner attention and by using authentic materials. What stood out in PST-2's autonomy perceptions in the educational domain were the mentor support, effective lesson preparation, and student (de)motivation.

Secondly, in the social domain, PST-2 experienced an interesting pattern. Her autonomy perception in this domain displayed a steady and sharp increase right after the beginning of the term and followed a relatively stable and high progress till the end of the terms. The very first incidence that kept her autonomy perception low was lack of classroom management skills. Then, she experienced a steady and sharp increase thanks to getting to know students and getting peer feedback. Her autonomy perception followed steady progress after this. Some critical events involved building student confidence, giving homework, and the effort to maintain learner motivation high. In short, it could be said that she was able to keep her autonomy perception high thanks to a number of critical incidents.

Finally, regarding the social domain, she reported some critical incidents. The first incident that kept her autonomy low was the perceptions that the teachers, students, or the administration did not want to them there. The second critical incident was that the mentor was not very friendly towards them at the beginning. She could recover from this low level of autonomy by setting up close relationships or rapport with students. This was mentioned by PST-1, as well. It could be suggested that rapport is even more important than we, as teacher educators, think. The next sharp decline came when the massive earthquake hit Türkiye. A tremendous decline was experienced in learner motivation and teacher motivation. However, later, she was able to recover from this low level through her mentor's help and guidance. Then, a stable level of autonomy was reported by PST-2 thanks to effective lesson planning and good relations with students. It could be seen that interaction is extremely important in PSTs' autonomy perceptions.

### PST – 3

Finally, the educational, social and administrative trust of PST-3 in relation to her autonomy perceptions will be explained here. To start with, in terms of the educational domain, PST-3 experienced occasional ups and downs resultant of a series of incidents. The very first incidence was the observation that high school students and environment looked very different from her expectations. The second incidence that kept her autonomy low was the observation that she was not very familiar with the topic taught. However, she experienced a sharp rise in her autonomy perceptions thanks to the observation period during which the PSTs observe the workings of the school and the teacher. This period lasts around five weeks. This remark shows the importance of this period. The next critical incidence was the high level of participation of the students. This was mentioned many times by the PSTs. Most of the time, PSTs are highly sensitive to classroom participation of students, with more participation peaking their autonomy while low participation discouraging them to a large extent. The next downfall was reported by PST-3 as a consequence of the massive earthquake, which caused both teachers and students' motivation to plunge. However, PST-3 was able to recover from this through effective activities and when she became more of an assessor in the class. However, at the end of the term, she sustained a sharp decline when she saw that most of the things she had taught were not learned by the students.

In terms of the administrative domain, PST – 3 experienced a stable progress first, a downfall later, and a steep and decided increase later. The final part of her plot indicated that she sustained a high level of autonomy perception after the middle of the term. At first, what kept her autonomy perception low was not being welcomed by the school administration, nor by the mentor teacher. After these two critical incidents, PST-3 experienced a downfall due to being ignored by the administrators and other teachers. It could be seen that the first three critical incidents were related to psychological aspects. It is interesting to see that the facilitating moment or critical incident came when she could be in the teachers' room. The next critical incident came when she started to use the photocopier machine. Then, the following critical incidents that helped her to sustain her autonomy were an effective conversation with the principal, being welcomed by their mentor teacher and also other teachers.

#### 4. Conclusions

The present study was designed to see the role of trust in PSTs' teacher autonomy perceptions. A number of significant findings are reported in the study. To begin with, the study found that in terms of the educational domain, PSTs reported that the capacity to design interesting and engaging activities increased their autonomy perceptions while low student motivation was an inhibitory factor. It was interesting to see that using school materials and resources was a powerful autonomy-gaining critical factor. In terms of the social domain, the PSTs reported that mentor support, interaction with mentors and other teachers, being able to sit in the teachers' room, having a viable interaction with the school administration were the autonomy-gaining factors while now being appreciated by mentors or other teachers was a autonomy-declining critical incidents. It could be seen that the psychological burden of school administration and teachers, and sometimes other teachers, was really noticeable. Some other critical incidents mentioned by the PSTs include effective communication, establishing rapport, collaboration with the school administration, the importance of the initial observations, class participation, knowing students, or mentor feedback.

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# A survey-based exploration of tertiary level L2 writers' integrated writing self-efficacy perceptions

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## Abstract

The main objective of the present study is to measure undergraduate tertiary level L2 writers' writing self-efficacy perceptions, depending on the assumption that writing self-efficacy determines written production of L2 writers up to a large extent. Commonly viewed as the accuracy of the judgements of students in terms of their confidence in L2 writing skills, writing self-efficacy has started to receive considerable attention over the last years. Writing self-efficacy is a critical determiner of writing performance in L2 writing. Even though there are several tools that could be deployed to measure writing self-efficacy beliefs, they mostly fail concise information regarding writing self-efficacy. To fill this void, based on the social cognitive perspective of writing, Zhang et al. (2022) developed the *L2 Integrated Writing Self-Efficacy Scale*, which surveys the writing self-efficacy beliefs or perceptions of learners in terms of three dimensions, namely *self-regulatory efficacy*, *discourse synthesis self-efficacy*, and *writing conventions self-efficacy*. The present study implemented this scale. The participants of the study were 324 tertiary level learners. Preliminary findings indicated that the tertiary level learners have relatively high level of writing self-efficacy.

*Keywords:* L2 writing, writing self-efficacy, tertiary level L2 learners, self-efficacy

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## 1. Introduction

L2 reading-to-write self-efficacy (L2RWSE) could be defined as “students’ judgments of their confidence that they possessed the various composition, grammar, usage, and mechanical skills appropriate to their academic level” (Pajares and Valiante, 1999, p. 369). Research has indicated that writing self-efficacy has been influential on the writing performance of L2 learners (e.g., Sun & Wang, 2020; Teng, Sun, & Xu, 2018). In the present study, the concept of L2RWSE was problematized following that of Zhang et al. (2022), who viewed it as “students’ judgments of their abilities to execute self-regulatory control, as well as perform writing conventions and discourse synthesis actions.” (p. 3), including three dimensions, which are *self-regulatory efficacy*, *discourse synthesis self-efficacy*, and *writing conventions self-efficacy*.

Of these dimensions, *self-regulatory efficacy* is concerned with whether the learners can conceptualize their goals before writing, whether they can adjust them during the writing process, to what extent they have control over their writing process, and to what extent they can evaluate their writing. As is known, self-regulation is a critical cognitive skill and “... requires students to explore their own thought processes so as to evaluate the results of their actions and plan alternative pathways to success” (Usher & Pajares, 2008, p. 443). Studies show that learners continuously create and re-create their writing goals (Zhang & Jia, 2022). In reading-to-write process, learners are expected to monitor their comprehension and their overall progress on the task (Zhang & Jia, 2022). Second, the discourse synthesis dimension is about the particular composing skills that are needed in integrated writing tasks. These skills may

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include (1) mining the source texts for ideas, (2) selecting ideas, (3) synthesizing ideas from one or more source texts, (4) transforming the language used in the input, (5) organizing ideas and (6) using stylistic conventions such as connecting ideas and acknowledging sources (Knoch and Sitajalabhorn, 2013). In short, *discourse synthesis self-efficacy* refers to one's capacity to select and organize text and make connections between or among the ideas in a text. Finally, *writing conventions self-efficacy* is about the capacity to use the conventions of writing accurately, which includes punctuation, the selection of accurate lexical items, and effective construction of sentences. According to Zhang et al. (2022), this is one of the most important dimensions of writing self-efficacy.

Based on the information above, the present study attempts to sketch out the L2RWSE of undergraduate EFL learners assuming that this will shed light on their writing process. The study is designed as a quantitative large scale survey study. The scale used in the present study was developed by Zhang et al. (2022), who designed the L2RWSE scale having reviewed the related literature and identifying the gaps. Hence, it is believed that the study will contribute to the existing knowledge about L2RWSE.

## 2. Method

The present study is a descriptive study that aims to measure the writing self-efficacy perceptions of undergraduate L2 writers.

### 2.1. Sample / Participants

The present study was conducted with 321 undergraduate L2 students enrolled in an English Language and Literature Department in Türkiye. The number of female participants is 217 (67.6%) and the number of male participants is 104 (32.4%). The total number of first graders is 175 (54.5%), second graders is 6 (1.18%), third graders is 144 (44.82%), and fourth graders is 16 (4.98%).

**Table 1.** Characteristics of the participants

Grade	Gender	Counts	% of Total	Cumulative %
1	1	112	34.9 %	34.9 %
	2	63	19.6 %	54.5 %
2	1	5	1.6 %	56.1 %
	2	1	0.3 %	56.4 %
3	1	87	27.1 %	83.5 %
	2	37	11.5 %	95.0 %
4	1	13	4.0 %	99.1 %
	2	3	0.9 %	100.0 %

## 2.2. Instrument(s)

In the present study, L2 Integrated Writing Self-Efficacy Scale (L2RWSE), developed by Zhang et al. (2022), was used. L2RWSE is a multidimensional tool including three sub-dimensions, which are Self-Regulatory Efficacy (7 items), Discourse Synthesis Self-Efficacy (10 items), and Writing Conventions Self-Efficacy (7 items). In total, there are 24 items in L2RWSE. Zhang et al. (2022) validated L2RWSE with 1414 participants. The overall reliability level was calculated as 0.967 in the present study. The reliability value for self-regulatory was calculated as 0.912, for discourse synthesis self-efficacy as 0.929, and for writing conventions self-efficacy as 0.907. One important reason why I used Zhang et al. (2022) is that it considers the writing in an integrated way while most previous conceptualizations dealt with it in isolated writing tasks. To see whether the scale fits the population in the present study, I conducted confirmatory factor analysis. The results indicated moderately high level of fit indices (Table 2). It can be seen Table 3 that the chi-square value is 602, the CFI value is 0.938, the TLI value is 0.931 and the RMSEA value is 0.0661. The p value is < .001. These values indicate that the model fit indices are relatively high. In addition, the factor loadings range between 0.384 and 0.892.

**Table 2.** Model fit

$\chi^2$	CFI	TLI	RMSEA	P
602	0.938	0.931	0.0661	< .001

## 3. Results

In this section, the findings are presented based on sub-dimensions. Finally, a correlation analysis is given.

**Table 3.** The descriptive statistics pertaining to the sub-dimensions writing self-efficacy

Sub-dimension	Mean	Min	Max	SD
Self regulatory efficacy	6.35	1	11	1.88
Discourse Synthesis Self-Efficacy	6.59	1	11	1.80
Writing Conventions Self-Efficacy	6.34	1	11	1.95
Writing self-efficacy	6.42	1	11	1.75

Table 3 gives an overview of the sub-dimensions of writing self-efficacy. The general mean score for writing self-efficacy was calculated as 6.42, indicating a relatively moderate level of efficacy. The mean score for the self-regulatory efficacy is 6.35, for discourse synthesis self-efficacy is 6.59, and for the writing conventions self-efficacy is 6.34.

**Table 4.** The descriptive statistics pertaining to self regulatory efficacy

	N	Mean	Median	SD	Minimum	Maximum
1. I can think of my writing goals before writing.	324	6.51	6.00	2.39	1	11
2. I can adjust and modify my goals during writing.	324	6.36	6.00	2.29	1	11
3. I can have a good control over reading and writing process	321	5.77	6	2.38	1	11

	N	Mean	Median	SD	Minimum	Maximum
4. I can detect problems (e.g., language, ideas, organization)	322	6.28	6.00	2.28	1	11
5. I can evaluate whether I achieve my goals in writing.	323	6.30	6	2.24	1	11
6 I can evaluate my strengths and weaknesses in my writing.	322	6.51	6.00	2.30	1	11
7. I can judge what I have to do differently next time.	321	6.66	6	2.41	1	11

Table 4 indicates that the participants have a moderate level of efficacy in terms of judging what they have to do differently next time (M=6.66), whether they can evaluate their strengths and weaknesses in my writing (M=6.51), or whether they can contemplate their writing goals before writing (M=6.51). The participants also reported a moderate level of efficacy in terms of whether they can evaluate if they have achieved their goals (M=6.30). Finally, the participants do not seem to have a high level of control over their reading and writing processes (M=5.77).

#### *Discourse Synthesis Self-Efficacy*

**Table 5.** The descriptive statistics pertaining to discourse synthesis self-efficacy

	N	Mean	SD	Minimum	Maximum
1. I can write the summary and argument with a good overall org	320	6.07	2.35	1	11
2. I can make critical analysis on the ideas in the source texts based on my own experience.	320	6.15	2.22	1	11
3. I can distinguish the more important from the less important information ones in the source texts.	321	6.61	2.23	1	11
4. I can identify the organization of source texts.	320	6.28	2.20	1	11
5. I can recombine the main ideas of the source texts in my summary.	322	6.35	2.19	1	11
6. I can select appropriate information from the source texts to support my argument.	320	6.83	2.28	1	11
7. I can provide additional new evidence to support my argument.	322	6.80	2.24	1	11
8. I can understand the connections among paragraphs in the source texts.	323	6.84	2.25	1	11
9. I can summarize overall ideas from the source texts.	322	6.61	2.23	1	11
10. I can integrate the ideas in the source texts to support my argument.	323	6.43	2.24	1	11

Table 5 presents the descriptive statistics regarding the discourse synthesis efficacy dimension. It can be seen that the participants have a moderate level of efficacy in selecting appropriate information from the source texts to support my argument (M=6.83), providing additional new evidence to support my argument (M=6.80), and understanding the connections among paragraphs in the source texts (M=6.84). The participants also reported a moderate level of efficacy in terms of summarizing overall ideas from the source texts (M=6.61), integrating the ideas in the source texts to support my argument (M=6.43), distinguishing the more important from the less important information ones in the source texts (M=6.61), identifying the organization of source texts (M=6.28).

**Table 6.** The descriptive statistics pertaining to writing conventions self-efficacy

	N	Mean	Median	SD	Minimum	Maximum
1. I can correctly punctuate my sentences.	322	6.20	6.00	2.32	1	11
2. I can correctly use parts of speech (e.g., nouns, verbs, adjectives) in writing.	323	6.39	6	2.57	1	11
3. I can paraphrase the ideas chosen from the sources texts by using different vocabulary and structure.	323	5.93	6	2.37	1	11
5. I can correctly write a simple sentence with grammatical structure	321	7.14	7	2.57	1	11
6. I can write the essay with appropriate vocabulary.	322	6.67	6.00	2.39	1	11
7. I can correctly write compound and complex sentences with grammatical structure.	321	6.07	6	2.47	1	11
8. I can revise wordy or confusing sentences in my writing.	322	6.02	6.00	2.32	1	11

Table 6 presents the descriptive findings regarding writing conventions self-efficacy. The findings indicate that the participants have a moderate level of efficacy in terms of correctly writing a simple sentence with grammatical structure (M=7.14) and writing the essay with appropriate vocabulary (M=6.67). They also reported a moderate level of efficacy in terms of correctly using parts of speech (e.g., nouns, verbs, adjectives) in writing (M=6.20), using parts of speech (e.g., nouns, verbs, adjectives) in writing (M=6.39), writing compound and complex sentences with grammatical structure (M=6.07). Finally, the participants reported a relatively lower level of efficacy in terms of paraphrasing the ideas chosen from the sources texts by using different vocabulary and structure (M=5.93).

**Table 7.** Correlation between the sub-dimensions of writing self-efficacy

	1	2	3
Self-Regulatory Efficacy			
Discourse Synthesis Self-Efficacy	0.851		
Writing Conventions Self-Efficacy	0.751	0.798	

Table 7 presents the correlation between the sub-dimensions of writing self-efficacy. It can be seen that there is a high level of positive correlation between self-regulatory efficacy and discourse synthesis self-efficacy ( $r = .85, p < .01$ ), self-regulatory efficacy and writing conventions self-efficacy ( $r = .75, p < .01$ ), and between discourse synthesis self-efficacy and writing conventions self-efficacy ( $r = .80, p < .01$ ).

**Table 8.** T-test results pertaining to gender differences in writing self-efficacy dimensions

Item	group	N	M	Min	Max	SD	p.
1. I can adjust and modify my goals during writing. (self-regulatory efficacy)	Female	217	6.11	1	11	2.101	0.004
	Male	104	6.88	1	11	2.552	
2. I can evaluate whether I achieve my goals in writing. (self-regulatory efficacy)	Female	216	6.13	1	11	2.102	0.038
	Male	104	6.63	1	11	2.458	
3. I can judge what I have to do differently next time. (self-regulatory efficacy)	Female	214	6.43	1	11	2.328	0.014
	Male	104	7.13	1	11	2.501	
4. I can write the summary and argument with a good overall organization (Discourse Synthesis Self-Efficacy)	Female	214	5.88	1	11	2.339	0.046
	Male	103	6.44	1	11	2.308	
5. I can distinguish the more important from the less important information ones in the source texts. (Discourse Synthesis Self-Efficacy)	Female	214	6.41	1	11	2.138	0.038
	Male	104	6.96	1	11	2.348	
6. I can provide additional new evidences to support my argument. (Discourse Synthesis Self-Efficacy)	Female	215	6.53	1	11	2.254	0.005
	Male	104	7.28	1	11	2.097	
7. I can summarize overall ideas from the source texts. (Discourse Synthesis Self-Efficacy)	Female	216	6.40	1	11	2.216	0.025
	Male	103	6.99	1	11	2.172	
8. I can integrate the ideas in the source texts to support my argument. (Discourse Synthesis Self-Efficacy)	Female	216	6.22	1	11	2.211	0.031
	Male	104	6.79	1	11	2.206	

Within the context of the study, a number of gender differences were observed. Interestingly, male participants seem to have more efficacy in several items. Male participants seem to have more capacity in adjusting and modifying their goals during writing ( $M=6.88$ ) compared to female counterparts ( $M=6.11$ ). Male participants reported that they can evaluate whether they have achieved their goals in writing ( $M=6.63$ ), that they can judge what they have to do differently next time ( $M=7.13$ ), and that they can write the summary and argument with a good overall organization ( $M=6.44$ ). In addition, the male participants believe that they can distinguish the more important from the less important information ones in the source texts ( $M=6.96$ ), provide additional new evidences to support their argument ( $M=6.99$ ), and integrate the ideas in the source texts to support their argument ( $M=6.79$ ) more accurately compared to their female counterparts.

#### 4. Discussion

This large-scale survey-based study was undertaken to investigate tertiary level L2 writers' integrated writing self-efficacy perceptions. To measure the writing self-efficacy of L2 writers, the *L2 Integrated Writing Self-Efficacy Scale*, developed by Zhang et al. (2022), was deployed. Initially, the overall writing self-efficacy of the participants was at a moderate level, the discourse synthesis self-efficacy dimension ranking the highest.

In terms of the self-regulatory efficacy, the participants were observed to have a moderate level of efficacy in judging their future decisions regarding L2 writing, whether they have the efficacy to evaluate their strengths and weaknesses in addition to designing their writing goals. However, their efficacy does not seem to be high in terms of having control over their reading and writing. With respect to the discourse synthesis efficacy dimension, it was observed that the tertiary level L2 writers have a moderate level of efficacy in supporting their ideas through sources, seeing connection between paragraphs and ideas in a text, and summarizing texts. The participants were also seen to have a moderate level of efficacy in discriminating useful information.

Third, regarding writing conventions self-efficacy, the participants were found to have a relatively high level of efficacy in terms of grammatical and lexical accuracy. They had a moderate level of efficacy in the use of parts of speech and writing complex sentences. However, they were seen to have a relatively lower level of efficacy in different vocabulary and structures.

The study identified some gender differences. Interestingly, male participants were found to have more efficacy in alternating their goals, evaluating their progress, and taking future steps more carefully. Male participants were also seen to have more efficacy in writing summaries and distinguishing important knowledge, and finally supporting their ideas with evidence.

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# «One day-one problem» approach in problem-based learning as one of the tools of modern learning technologies

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## Abstract

This article reports on a study of problem-based learning. The research is devoted to the process of problem-based learning and especially to the three phases of problem-based learning: initial discussion of the problem, self-learning and drawing conclusions. The article also reports on the factors affecting students' learning in problem-based learning technology: problems in the process of problem-based learning technology, a teacher, worksheets and a journal of reflections. The research was conducted in conditions in which a specific approach "one day-one problem" was used. This approach is an effective approach in problem-based learning. Reflecting on the research published in this article, first of all, the unique approach to problem-based learning "one day is one problem" will be explained. The results of the research reported in this article will be summarized, the strengths and weaknesses will be presented, as well as suggestions for further research and educational practice.

Key words: problem-based learning, technology, methodology, research, professionally-oriented competence.

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## 1. Introduction

Today, problem-based learning is understood as such an organization of classes, which involves the creation of problematic situations under the guidance of a teacher and the active independent activity of students to resolve them, as a result of which there is a creative mastery of professional knowledge, skills, abilities and the development of thinking abilities.

The technology of problem-based learning involves the organization, under the guidance of a teacher, of independent search activity of students to solve educational problems, during which students form new knowledge, skills and abilities, develop abilities, cognitive activity, curiosity, erudition, creative thinking and other personally significant qualities.

A problematic situation in learning has a learning value only when the problem task offered to the student corresponds to his intellectual capabilities, helps to awaken the desire of the trainees to get out of this situation, to remove the contradiction that has arisen. (Rotgans & Schmidt, 2011)

The problem tasks can be educational tasks, questions, practical tasks, etc. However, it is impossible to mix a problem task and a problem situation. A problem task in itself is not a problem situation, it can cause a problem situation only under certain conditions. The same problem situation can be caused by different types of tasks. In general, the technology of problem-based learning consists in the fact that students are faced with a problem and they, with the direct participation of the teacher or independently, explore ways and means of solving it, i.e.

- build a hypothesis;
- outline and discuss ways to verify its truth;
- argue, conduct experiments, observations, analyze their results, reason, prove.

According to the degree of cognitive independence of students, problem-based learning is carried out in three main forms: problem presentation, partially-search activity and independent research activity. The least cognitive independence of students takes place with problematic presentation: the communication of new material is carried out by the teacher himself. Having posed a problem, the



teacher reveals the way to solve it, demonstrates to students the course of scientific thinking, forces them to follow the dialectical movement of thought towards the truth, makes them, as it were, accomplices in scientific search. In the conditions of partial search activity, the work is mainly directed by the teacher with the help of special questions that encourage the student to independent reasoning, active search for an answer to individual parts of the problem.(William,2001)

Advantages of problem-based learning technology: promotes not only the acquisition by students of the necessary system of knowledge, skills and abilities, but also the achievement of a high level of their mental development, the formation of their ability to independently acquire knowledge through their own creative activity; develops interest in academic work; provides lasting learning outcomes. (Schmidt, 1983,1993)

## **2. Method**

Studies have been conducted around the "One day-One Problem" approach to the study of its impact on learning and student performance. In order to present the articles in a somewhat logical form, we have divided them into two categories: The first study is about how students learn in the process of problem-based learning technology and the second study is about the factors that affect the process of problem-based learning. The first category is devoted to the main processes of learning in PBL. For example, how do students form their knowledge in PBL? Or are there differences in cognitive activity of students during the process of problem-oriented learning? The second category is devoted to factors that affect the main learning processes.

## **3. Results**

The What are the results of the studies reported in this article? The first study demonstrates that all stages of problem—based learning - initial analysis of the problem, independent work and reporting - are important for students to assimilate the relevant concepts that are recalled, and that remembering the relevant concepts at the end of the reporting stage is positively associated with student achievement (Schmidt et al., 2009). The results of the second study show that cognitive involvement of students increases at the stages of problem-based learning every day, because students gain more knowledge on the topic under discussion (Rotgans and Schmidt, 2011). In general, it can be concluded from two studies that the process of problem-based learning and especially all three stages of problem-based learning improve students' memorization of concepts, cognitive involvement of students and their academic performance.

The rest of the research focuses on factors affecting student learning, such as the problem-based learning task, problem worksheets, and the teacher. The following study focuses on the problems of problem-based learning, demonstrating that a clearly formulated problem with clear problem statements has a positive impact on group discussion. Group discussion is more focused and leads to a clear list of learning issues, which subsequently has a positive impact on independent work and academic achievements. The fourth and fifth studies are devoted to the relationship between mentor and student. The fourth study demonstrates that the tutor's social congruence, that is, the tutor's ability to communicate informally with students and the tutor's ability to make students feel comfortable asking questions, has a significant impact on the concepts remembered by students at all three stages of problem-based learning, and on student academic performance. Cognitive congruence of the teacher, i.e. students could understand the teacher, and the teacher's subject knowledge did not have a significant impact on the concepts reflected during the three stages of problem-based learning, although both of them had a significant impact on student academic performance. The fifth study shows that students'

assessments of social congruence, cognitive congruence, and teacher competence are stable over two different measurement periods or semesters, especially teacher social congruence (Schmidt et al., 1995). The sixth study focuses on worksheets. This study demonstrates that the framework of the worksheet (i.e., a series of questions and information for students to understand the processes described in the problem-based learning task) did not play a significant role in improving the effectiveness of student learning from the point of view of the students themselves, and also did not play a significant role in memorizing the relevant concepts. The dynamics of the team, the teacher and the problem, according to the second-year students, played a greater role in the training of students than the framework of the worksheet, which provides additional information for students to understand the processes. The final, seventh study is devoted to the role of writing a diary of reflections. The analysis of the frequency of mentioning various thematic areas on which students decided to write when they were instructed to reflect on the teacher's question about how and what was studied only weakly correlates with student performance. In general, it can be concluded from these studies that a clearly formulated problem, especially a socially congruent teacher, a cognitively congruent teacher with experience and a purposeful group discussion have a strong impact on learning and student performance, while the other two frameworks — a worksheet or a journal of reflections — do not play a significant role. The results of studies on the factors affecting learning and student performance in problem-based learning are consistent with previous studies, which revealed a strong influence of the quality of problem-based learning tasks and the teacher on the functioning of the group and student performance were shown in the process of problem-based learning. (Schmidt & Moust 2000).

The technology of problem-based learning is aimed at actively involving students in the learning process by activating their previous knowledge, involving them in elaboration (i.e. creating meaningful links between information) and stimulating their interest in finding new information (Schmidt et al. 2009), using discussion of problems in small groups under the guidance of a teacher.

#### **4. Discussion**

The research was carried out at the M.Auezov South Kazakhstan University for students of non-linguistic specialties, namely students who study in the specialty "Engineering" and who had no experience of problem-based learning when entering this specialty. As we are form a foreign language professionally oriented competence, second-year students participated in the experiment, because they learn a professionally oriented foreign language according to the educational program.

The programs include engineering and construction sciences. Every day students solve one problem in five teams of five people under the guidance of one teacher working in one large room. Students meet twice a day, 2 days a week. During the first meeting lasting approximately 1 hour, each team discusses the problem and generates questions for training. The teacher does not join any particular group, but is always available to clarify and facilitate the formulation of the problem. This is followed by 1-hour period of independent work, during which students search for literature and fill out structured worksheets either individually or with other members of their team. During this period, each team also meets again to meet with the teacher for 20 minutes to check whether the team members are properly configured to track and reformulate the learning issues, if necessary. Subsequently, the training period continues. After that, the teams meet again, this time for 2 hours. First, team members discuss the results of their individual research and prepare a summary of their findings.

Then each team presents its findings to the whole class for discussion with the assistance of the teacher. The next day, the same procedure is repeated to solve a new problem. The task and study materials are provided to students in electronic form (Rotgans et al., 2011).

#### **4.1 Strengths and limitations of the conducted research and further research**

The strengths of the studies reported in this article are that they all focus on the process of problem-based learning; they contribute to a better understanding of the various stages of problem-based learning - initial discussion of the problem, self-study and reporting. Research clearly shows that all these stages are important and are based on each other. Another strong point is that research explores the relationship between aspects of the problem-based learning process and student learning, using students' conceptual perceptions of their learning and student performance results, in other words, depend on both the learning process and the results. In particular, the procedure of memorizing concepts used in several studies provides an innovative and unique approach to getting an idea of the process of problem-based learning. This procedure provides a new tool for further research aimed at understanding the process of problem-based learning. The ultimate advantage is that the studies are based on each other in terms of the measurement methods used, focused on different phases of problem-based learning and research of different types of frameworks in the process of problem-based learning.(Mahwah,2005) When it comes to the limitations of research, we should keep in mind that all the studies reported in this article were conducted at the same South Kazakhstan University named after M.Auezov. On the one hand, this unique "One day-one problem" approach has a lot in common with problem-oriented learning used in many higher education institutions around the world; i.e. the use of three stages of problem-based learning, a carefully thought-out problem, discussion in a small group, individual self-study and teacher guidance, and it is also possible to summarize the results for multi-day problem-based learning. On the other hand, the "one day - one problem" approach in problem-based learning seems to be more structured. Since only one problem is considered per day, the tasks are usually more focused and structured than the complex, multi-level complex cases used in most higher education institutions, especially for students who have not reached a certain (B1-B2) level of knowledge of a foreign language. Given the narrower focus of the problem, the teacher can provide additional recommendations on learning issues that should be considered by students. These differences may limit the degree of generalization of the results obtained. For example, the lack of influence of the frame of the worksheet and the frame of the journal of reflections may be due to the level of recommendations offered by the teacher regarding what should be studied. Further research is needed to find out if the conclusions made in this article are consistent, especially in terms of the proposed frameworks, such as a worksheet and a journal of reflections, which are also suitable for regular problem-solving training programs and for different levels of learnability.

Although the procedure of memorizing concepts provides a new approach to obtaining students' understanding of learning, it would also be advisable not only to count the number of recalled concepts, but also to study how the student connects the recalled concepts with each other in order to find out what contribution the various stages of problem-based learning make towards a deep understanding of the subject of research. (Moust,1993)Until now, little is known about the self-learning phase in the process of problem-based learning and whether problem-based learning really encourages students to become more independent over the years.

#### **5. Conclusion**

This new, more structured approach to problem-based learning "one day, one problem" may be of interest to higher education institutions that have students who need more guidance and who are not yet ready to work less independently. The research reported in this article once again emphasizes that it is important to develop problem-based learning tasks with clear indications of what should be learned. In addition, this approach to problem-based learning demonstrates that one teacher can actively involve a class of 25 students in the learning process, using teams of five students and a teacher, a combination

of independent work and work with the assistance of a teacher, in a similar format used in team learning. The idea of dividing a group of 25 students into small teams provides an opportunity for all students to participate in valuable interaction, such as asking questions, answering questions, reasoning with each other, discussing contradictions, explaining in their own words, correcting misconceptions of others and giving feedback to each other related to effective learning (Dolmans and Schmidt, 2006). The joint work of students on preparing a presentation can also have a positive impact on the learning process, since students can help each other clarify unclear issues and can support and motivate each other. The involvement of students during the process of problem-based learning in the development of a joint project was successfully used by Bridges and Hallinger in postgraduate studies in the field of education. Finally, the research presented in this article demonstrates that when students in the process of problem-based learning are faced with high-quality problems, the group can more or less do the work on their own, and the tutor just needs to make sure that students feel safe, can ask questions to the tutor when necessary. Students also have resources at hand for self-study and develop positive working relationships with other students.

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# Problem-based learning as one of the areas of modern learning technologies

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## Abstract

Currently, as part of the digitalization of various fields of activity, including education, the introduction of innovative Technology integration into the educational process is actively being done. The use of modern technologies, including the technology of problem-based learning in the classroom enhances student learning activities, aids in the teaching of foreign languages, and helps students reach their full potential as future specialists who speak multiple languages fluently. The use of problem-based learning technology in the process of teaching foreign languages is one of the most pertinent approaches to organize effective learning, according to domestic and international scientists. Even if there has already been a great deal of expertise gained in the field of teaching foreign languages, many students are hesitant to use problem-based learning technologies. The aim of the study was to determine the attitude of students of non-linguistic specialties. The survey method was adopted for the study. A questionnaire was used as a data collection tool. In the analysis of the collected data, frequency counts and simple percentages were used. As a result of the study, it was revealed that many of the students surveyed advocate the use of problem-based learning technologies in professional foreign language education, but in the process of solving problematic problems, they need the help of a teacher. In addition, it was considered necessary to consider the possibility of using problem-based learning as a component of innovative technology to improve the level of a foreign language in a professional context. The article provides information about the technology of problem-based learning as a means of teaching a foreign language to students of non-linguistic specialties.

*Keywords:* competence, professionally oriented competence, problem-based learning, technology, foreign language, modern technology, future specialist, professional context.

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## 1. Introduction

One of the most promising areas for the development of creative abilities of a person, so necessary for a modern specialist, is problem-based learning.

Problem-based learning as a creative process is presented in the form of solving non-standard scientific and educational tasks using non-standard methods. If training tasks are offered to students to consolidate knowledge and develop skills, then problem tasks are always a search for a new solution. [Aleman and Lopez, 2000]

Problem-based learning is training aimed at solving non-standard tasks, during which students acquire new knowledge, skills and abilities, the formation of professional thinking among students:

- the opportunity to independently see and formulate a problem;
- the ability to put forward a hypothesis, find or invent a way to test it;
- collect data, analyze them, propose a methodology for their processing;
- the ability to formulate conclusions and see the possibilities of practical application of the results obtained;
- the ability to see the problem as a whole, all aspects and stages of its solution, and when working together – to determine the measure of personal participation in solving the problem. [Barret, at.al., 2005]

The essence of the problematic interpretation of the educational material is that the teacher does not communicate knowledge in a ready-made form, but sets problematic tasks for students, encouraging them to look for ways and means to solve them. The problem itself paves the way for new knowledge and methods of action.

New knowledge is given not for information, but to solve a problem or problems. With the traditional pedagogical strategy – from knowledge to problem – students cannot develop the skills and abilities of independent scientific research, since they are given ready-made results for assimilation. The result is the real whole, the result together with its formation and tendencies.[Barrows and Tamblyn,1976]

The "consumption" of ready-made scientific achievements cannot form a model of future real activity in the minds of students. The problem method attaches the utmost importance to replacing the "from knowledge to problem" strategy with the "from problem to knowledge" strategy.

In traditional teaching, trainees form two groups of motivating motives:

I – directly motivating motives. They can arise in students due to the pedagogical skills of the teacher, forming an interest in this subject. These external factors reflect rather the interest, but not the motivation of the cognitive plan;

II – promising motivating motives. For example, a teacher explains to students that without mastering this particular section, it is impossible to master the next section, or students have a motivation to study, because there is an exam in the discipline ahead; or they need to pass the session perfectly in order to receive an increased scholarship. In this case, cognitive activity is only a means to achieve a goal that is outside of cognitive activity itself.[Colliver,2000]

With active forms of learning and, in particular, problem-based learning, a completely new group of motives arises:

III – cognitive motivating motives of selfless search for knowledge, truth. Interest in learning arises in connection with a problem and develops in the process of mental work associated with the search and finding a solution to a problem or a group of tasks. On this basis, an internal interest arises.

So, cognitive-motivating motivation appears when using active teaching methods and, having arisen, turns into a factor of activating the educational process and learning effectiveness. Cognitive motivation encourages a person to develop their inclinations and capabilities, has a decisive influence on the formation of personality and the disclosure of its creative potential.[Creswell,2013]

With the appearance of cognitive motivating motives, there is a restructuring of perception, memory, thinking, reorientation of interests, activation of human abilities, creating prerequisites for the successful performance of the activity in which he is interested.

## **2. Method**

One of the main methods of scientific research in pedagogy is observation. Currently, it is receiving increasing attention in other social sciences (psychology, sociology). The experience of psychologists and sociologists in using this method is also very important for pedagogy.

The purpose of observation as a scientific method is, therefore, not only to describe reality, but to register facts. Observation should lead to the formulation of hypotheses, to their verification by subsequent observation, to their refinement and, finally, to the transition to a theory that explains the phenomena. According to our hypothesis, if the technology of problem-based learning is used in the process of teaching a professionally oriented foreign language, then we form a foreign-language professionally oriented competence, since in the process of teaching a professionally oriented foreign language, students can use all their qualities to solve problems of the professional context.

The subject of observation is the activity of the teacher and students in the process of forming a foreign language professionally oriented competence of students in foreign language lessons.

### 3. Results

The The results of the review showed that when using problem-based learning technology, the following principles should be taken into account:

1. Focus on communication skills. The main purpose of using the technology of problem-based learning in foreign language is to improve communication and professional skills and confidence in using the language in real professional circumstances. As a result, it is extremely important to facilitate the exchange of information and the solution of problems of the professional context.
2. Universality is a complete set of humanities disciplines that provide basic training in unity with professional and specialized educational programs;
3. Integrativity - interdisciplinary cooperation of scientific research and academic subjects, meaningful and structural-functional unity of the educational process;
4. Fundamental - scientific thoroughness and high quality of socio-humanitarian and general cultural, psychological and pedagogical and special training;
5. Professionalism - mastering diverse social technologies .[Savery,2015]

According to the survey results received from students, most of the responses were positive, which means that the use of problem-based learning technology was well organized and liked by both students and foreign language teachers. Setting clear goals and objectives for each lesson of a problematic situation was a crucial moment, since more than 80% of students stated that it was important for them to know the specific goals and deadlines for solving any professional problem. In response to the question "Are you interested in the technology of problem-based learning", more than 80% of the people who took part in the survey said that they were interested in solving the problems of the professional context, as they can use the acquired skills in the future professional environment. About 85% of respondents said that they would like to use the technology of problem-based learning not only in learning a foreign language, but also in other disciplines, including.

Respondents noted that the use of problem-based learning technology had other advantages related to the motivation of students to learn a foreign language. 45 out of 60 students said that the teacher helped them understand complex ideas. 50 out of 60 students said that the teacher gave useful feedback when it was necessary. This means that both individual and group feedback works well. Students' ability to critically analyze information and think about solutions to problems, as well as their skills to formulate and solve professional problems have improved through participation in the learning process using problem-based learning technology. Also, almost 80% of students liked both paired and group discussions and solutions to the problem, which shows that giving people the opportunity to explore different points of view to a particular problem is one of the most important ways to organize problem-based learning technology. Only 5% of students disagreed with the statement that problem-based learning technology makes students more independent, forcing them to be responsible for their own learning. Last but not least, there are evaluation criteria that should be clear and stated at the beginning of the lesson. 55 people who answered this question said it was true.

### 4. Discussion

As a result of this research, the most effective ways of implementing problem-based learning technology were identified. As mentioned earlier, the study was conducted with students who are studying in the OP "Construction" at the M.Auezov SKU and went through four stages.

Description of the stages

Stage 1 represented the formulation of a professional problem.



At the second stage, literature was reviewed to solve the problem of professional context, based on the principles set out in the literature review.

Stage 3: Students, based on the studied literature on a certain topic, discuss solutions to problems.

Stage 4: Presentation of the solution to the problem in the form of projects or in written form.

Four times a week, a professionally oriented foreign language was conducted, during which the teacher presented problems based on what they were studying at the time. Since evaluation is one of the most important parts of a well-planned lesson, at the beginning of the lesson, all students were given recommendations on evaluation and evaluation criteria. Literature reviews and responses to surveys of sophomore, junior and senior students revealed the most relevant recommendations (see Table1).

**Table 1.** Strategies and the most relevant recommendations

Strategies	Survey questions	Ideas of students and professors
Setting specific tasks and objectives of PBL	<ul style="list-style-type: none"> <li>- It is important to know goals of PBL process</li> <li>- It is important to know the deadlines of the solved problem</li> <li>- Every student should be evaluated and know the criterion of assessment</li> </ul>	<ul style="list-style-type: none"> <li>- Students in Kazakhstan should know about influence of PBL for the formation professionally-oriented competence</li> <li>- The use of PBL helps students to be more motivated and engaged</li> <li>- Instructor should give feedback</li> </ul>
Establishing friendly and trustworthy learning environment	<ul style="list-style-type: none"> <li>- I could freely express my opinion which was treated respectfully by peers and my professor</li> <li>- I was given adequate time to complete the tasks and solve problem</li> <li>- Discussion of the problem allowed the diversity of views and perspectives to be heard and appreciated;</li> <li>- Assistance was provided by the teacher in case of any misunderstanding;</li> </ul>	<ul style="list-style-type: none"> <li>- Students should not worry about being graded in discussion of the problem;</li> <li>- Shy students need to be motivated whereas dominant students not;</li> </ul>
The use of authentic materials	<ul style="list-style-type: none"> <li>- It was interesting to discuss problems related to Engineering context;</li> <li>- The authentic material supported by pictures helps to set the context;</li> <li>- Use materials or discussions that were easy to understand;</li> </ul>	<ul style="list-style-type: none"> <li>- Involve students in exercises that have real-world relevance;</li> <li>- Use open-ended problems problems that require learners to explore and work collaboratively to propose solutions;</li> <li>- Don't make materials or tasks complicated;</li> </ul>
Providing appropriate guidance and support	<ul style="list-style-type: none"> <li>- Tutor's guidance facilitated thinking;</li> <li>- Tutor helped to understand difficult concepts;</li> <li>- Tutor maintained balanced participation between students;</li> <li>- Tutor gave feedback;</li> </ul>	<ul style="list-style-type: none"> <li>- Use task prompts to help students understand better;</li> <li>- Give model answers and provide examples;</li> <li>Provide feedback individuals as well as general ones;</li> </ul>

Promoting critical thinking	<ul style="list-style-type: none"> <li>- Participation in discussion is improving the ability to accumulate and analyze information;</li> <li>- Participation in discussion is requiring me to engage in higher order thinking (analysis, synthesis, evaluation)</li> </ul>	<ul style="list-style-type: none"> <li>- Create open-ended activities that foster reflection and critical thought;</li> <li>- Allocate an adequate time for preparation;</li> </ul>
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## 5. Conclusions

Using problem-based learning technology to teach a professionally oriented foreign language can be useful if all procedures are followed properly. This can help students feel more comfortable discussing professional topics, foster a sense of community among them, and provide students with the opportunity to practice speaking in a professional context.

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# Teaching Arabic culture images with web.2 tools

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## Abstract

Culture can be defined as the way of behaviour, life and speech that an individual acquires, consciously or unconsciously, in the society to which he belongs since his birth. A student who learns a foreign language also learns the culture of that language along with this language. Individuals who learn different cultures become multicultural. Being a multicultural individual is a reality that can be developed through education. This reality includes respecting various cultures, differences and similarities and helping students understand and learn them. Multicultural education also includes respecting and understanding students' racial, cultural and linguistic differences. Students who learn Arabic as a foreign language also follow Arab culture closely. Since the language and the culture of this language are intertwined, a foreign student who learns the Arabic language becomes aware of the different images of the Arabic culture. Course materials used in foreign language teaching also develop with the advancement of technology. Web.2 tools also serve as course materials used in education. Students benefit greatly from digital environments as well as printed course materials. Students who used to read information on a website can interact with each other on websites using web.2 tools. With this method, students can interact mutually. It is very important for today's digital age students learning Arabic as a foreign language to learn images of Arabic culture in lessons using web.2 tools. This study aims to introduce and practice web.2 tools that can be used in teaching Arabic cultural images to teachers and students. As a method, firstly the web.2 tools that can be used are introduced and sample applications are shown. As a result of the findings, recommendations were made to teachers and students about the use of web.2 tools.

*Keywords:* teaching Arabic; culture; image; web.2 tools

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## 1. Introduction

There has always been a need to learn a foreign language due to the political, social, commercial and economic relations of countries with neighboring countries and the need for a common communication language during these relations. Educational research is known as the process of systematically recording, analyzing and publishing data obtained through various methods, covering research processes specific to the field of education (Mortimore, 2000). These education-related studies, which play an important role in establishing theoretical foundations for the education system, providing policies and developing practices, have increased greatly in the academic world in recent years. While some of these educational studies form the basis for educational reforms, some test the reliability of previous research results by reviewing the relevant literature, and some shed light on new research with the findings obtained. It can be said that these studies conducted in the field of education make significant contributions to the field of education and researchers by increasing the quality and functionality of the education system (Karadağ, 2009; Göktaş et al., 2012).

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### *1.1. Literature review*

Culture can be defined as the way of behavior, life and speech that an individual acquires, consciously or unconsciously, in the society to which he belongs since his birth (Çakır, 2015).

The set of values in which knowledge, skills and behaviors are formed as a result of the processing, development and enlightenment of the human soul constitute universal culture. National culture is the knowledge, skills and behavioral characteristics that make a nation different from other nations. Local culture is the values of a certain group of people living in the same region at a certain time. The coexistence of all these cultures is called multiculturalism.

The principles of developing curriculum and differentiating language teaching objectives are discussed in the Common European Framework of Reference; What is at stake here is the development of multilingual and multicultural competences of individuals who can meet the communicative needs of a multilingual and multicultural Europe. The various cultures (national, regional, social) that a person encounter does not form separate parts within the framework of his cultural competence. They are compared and interacted with each other as a more enriched and integrated multicultural competence is formed. The concept of "multilingualism and multiculturalism" indicates the ability of a person with varying degrees of proficiency in many languages and experience with many cultures, as a social being, to use languages for communication purposes and to participate in intercultural interaction.

Textbooks and dictionaries developed for foreign language teaching have become the main materials used by educators in their courses, as they concretize words, sentence structures and grammar rules and ensure their permanence. Developing technology has brought diversity in educational materials and pushed educators who want to move their lessons away from the routine and make them fun, to different searches. Teachers should be encouraged to use other teaching materials apart from textbooks to motivate students and provide an interactive foreign language teaching environment. Web.1, which is a text-based technology in which only information is presented to users, is a technology that does not allow users to contribute, cannot make comments, and does not offer participants the opportunity to socialize. It has been replaced by web.2 since 2004. This technology has transformed users from passive to active and provided an experience where participants can edit content and produce their own content. Today, Web.2 tools have become a technology that has radically affected the entire education system. It has moved its users from the position of merely receiving information to a position of producing information, sharing information, and interacting with each other. A new one is added every day to these tools, which are rapidly taking their place in education with the conveniences they provide. Web.2 tools have been a great help to teachers who want to appeal to more than one learning style at the same time, increase the permanence of what is taught and make their lessons fun. A lot of research has been done on these tools, which are of great importance in foreign language education, as in every branch of education.

### *1.2. Research questions*

In this study; What are the web.2 tools that Arabic teachers can use to teach Arab cultural images? The answer to the question has been sought.

## **2. Method**

The research is a qualitative study and was evaluated within the scope of the "scanning" model. The data of the research were collected by scanning existing teaching materials and the data were analyzed using the "content analysis technique". Content analysis; It is the name given to "a scientific approach that investigates social reality by objectively and systematically classifying the message contained in verbal, written and other materials in terms of meaning and/or grammar, converting them into numbers

and making inferences." In this research, web.2 tools in use on the Internet were scanned and tools that could teach Arabic cultural images were identified. Recommendations have been made for teachers and students to use these tools.









### 3. Results

As a result of the research, many web.2 tools used during Arabic language education have been identified. Tools that can be used especially when teaching cultural images are listed below.

#### Wordwall

The Wordwall application, which can be used on any web-enabled device such as a computer, smart board or phone, stands out with its rich template content that can appeal to every lesson. This application, which is widely used by teachers to make the information to be taught fun and permanent, can be very productive for teaching Arabic cultural images. The test is notable for making it easier for instructors to create matching and word games. It is possible to access pre-prepared activities by educators from the Community tab. After sending the link to the activity you have chosen from the community tab or prepared by yourself, the application presents you with the answers given and the success graphs of the students. It is also possible to determine the start and end time of the activity sent to students.

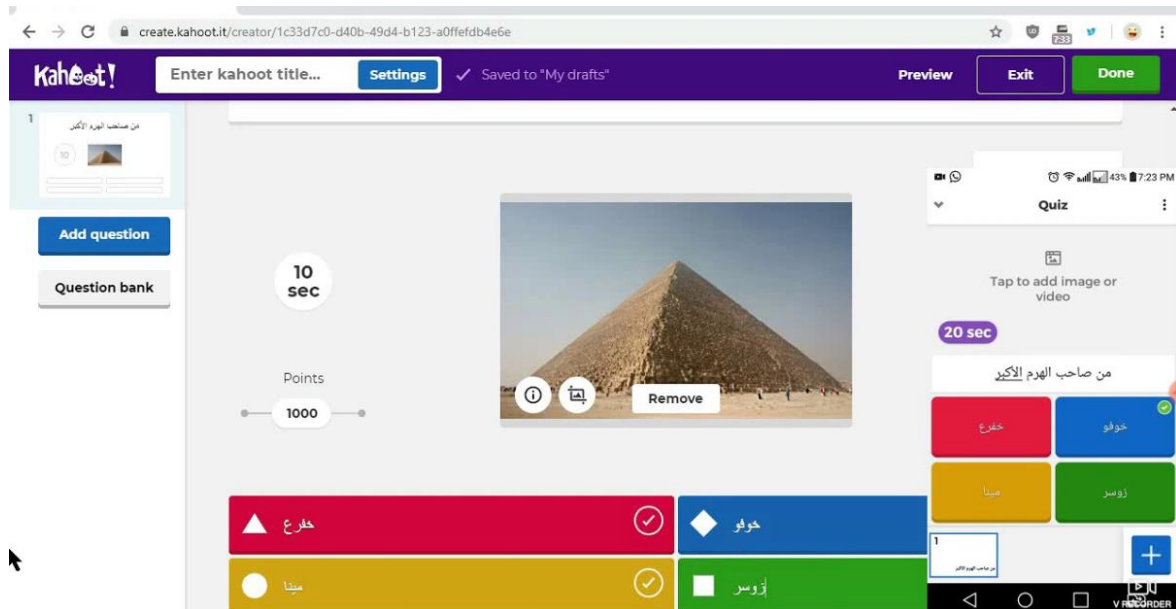
**تعرف على القوالب الخاصة بنا**  
حدد قالبًا لمعرفة المزيد

<p><b>البطاقات العشوائية</b></p> <p>وزع البطاقات عشوائيًا من مجموعة البطاقات المطبوعة.</p> 	<p><b>اختبار تنافسي</b></p> <p>سلسلة من الأسئلة متعددة الخيارات. انقر على الإجابة الصحيحة للتقدم.</p> 	<p><b>المطابقة</b></p> <p>اسحب كل كلمة رئيسية وألقها بجوار تعريفها.</p> 
<p><b>فرز المجموعات</b></p> <p>اسحب كل عنصر وألقه في مجموعته الصحيحة.</p> 	<p><b>العثور على العنصر المطبق</b></p> <p>انقر على الإجابة المطابقة للتخلص منها. كرر الأمر حتى تختفي جميع الإجابات.</p> 	<p><b>البطاقات التعليمية</b></p> <p>اختر نفسك باستخدام البطاقات المزودة بتعليمات على الجانب الأمامي وإجابات على الجانب الخلفي.</p> 
<p><b>افتح الصندوق</b></p> <p>انقر فوق كل صندوق بالترتيب لفتحه والكشف عن العنصر الذي بداخله.</p> 	<p><b>الكلمة الناقصة</b></p> <p>في نشاط الإكمال عليك أن تسحب الكلمات وألقها في المربع الصحيح داخل النص.</p> 	<p><b>العجلة العشوائية</b></p> <p>أدر العجلة لمعرفة أي من العناصر سيكون التالي.</p> 
<p><b>مطابقة الأزواج</b></p> <p>انقر على زوج من البلاطات في كل مرة لتكتشف ما إذا كانتا متطابقتين.</p> 	<p><b>الترتيب</b></p> <p>اسحب الكلمات وألقها لإعادة ترتيب كل جملة في ترتيبها الصحيح.</p> 	<p><b>إعادة ترتيب الأحرف</b></p> <p>اسحب الأحرف إلى مواضعها الصحيحة لتظهر الكلمة أو العبار.</p> 
<p><b>الجداد</b></p> <p>حاول إكمال الكلمة بكتابة الأحرف الصحيحة.</p> 	<p><b>اختبار الألعاب التلفزيونية</b></p> <p>اختر إجابة من متعدد مع ضغط زمني، وخطوط حياة، وجولة إنشائية.</p> 	<p><b>مخطط المربعات</b></p> <p>اسحب التباين وألقها إلى مكانها الصحيح على السور.</p> 
<p><b>ألق البلاطات</b></p> <p>استكشف سلسلة من البلاطات ثنائية الأوجه من خلال النقر المتكرر لها والتعمير عليها.</p> 	<p><b>الكلمات المتقاطعة</b></p> <p>استخدم مفاتيح الحل لحل الكلمات المتقاطعة. اضغط على الكلمة وكتب الإجابة.</p> 	<p><b>البحث عن الكلمات</b></p> <p>الكلمات مخفية في شبكة من الأحرف. اعثر عليها بسرعة ما يمكنك.</p> 

#### Kahoot!

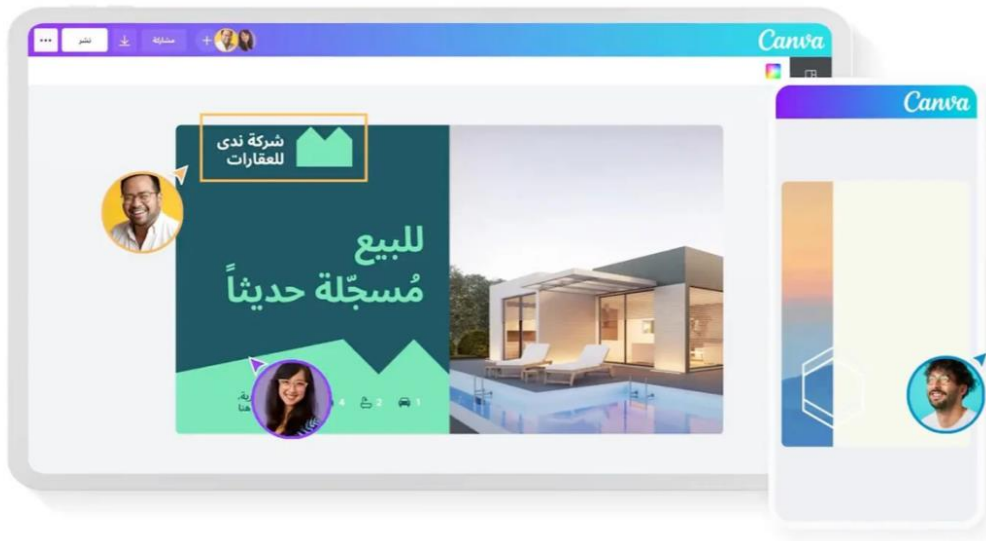
It is a web.2 tool that allows students to conduct surveys, discussions or tests simultaneously in a game-like manner, and students can access this activity from any device with internet connection. It is generally applied in classrooms with smart boards or projections, where the prepared Kahoot is projected

onto the screen and students answer questions via their own internet-enabled devices. However, if the teacher wishes, he can include remote participants in the exam by providing the game access code. When logging into the application, participants can log in with the name they want. The animations, question transitions and music included in the application distract the student from the feeling that it is an exam or that his success is being measured, and the application turns the exam into a game. During the test preparation phase, the teacher can save time by using pre-prepared tests and ready-made templates.



### Canva

Canva is a web.2 tool that can create poster designs, presentations and visuals. After registering and logging in to the application, a window opens asking what purpose the Canva application will be used for. Users can log in to the application by stating that they are a teacher or student or by selecting the personal user option. It allows you to easily create professional visuals for many subjects such as presentation, logo design, poster and document design. Canva application can be used from a computer or any smart device. The application contains hundreds of templates related to every design field. The user can choose one of the templates, make changes to the chosen template, or create a new design from scratch.



### *LearningApps*

LearningApps.org is a web.2 application containing interactive elements designed to support the education and training process. Existing elements can be used by the person who will create the content, allowing the preparation of online and interactive training materials with new information inputs. In addition, if the person wishes, he can change the ready-made elements so that the content he uses remains constant. The purpose of the application is to create interactive digital media content that can be reused and transformed into other forms. Ready-made templates offer suitable environments for different lessons and teaching Arabic vocabulary. The application, which is logged in with the username and password created, allows the use of ready-made contents as well as the opportunity to produce new contents. The desired template is selected before the event creation begins. The words to be taught can be given either supported by visuals or in plain form. After the desired content is entered into the template, the application is saved. The teacher can either send a link to his students or create a class within the application. The created class ensures that students are instantly informed and benefit from the applications that the teacher has prepared and allowed access to.



### *Powtoon*

Powtoon is a web-based application where you can prepare educational content and presentations to help the course by using existing templates and animations or by adding videos and images from your own archive. The screen that will greet you when you log in to the application is given below. The application, which has Arabic language support, increases interest in the course thanks to the entertaining and high-quality presentations that can be prepared, and continues to exist as an alternative that can be used to make learning permanent. Its ease of use makes the application very useful for teachers and students and allows them to prepare professional presentations. The application, which can be used either for teaching a new subject, for course repetition, or for warning or information, has two versions: free and paid.





There are many other applications similar to the web.2 tools given above. It is possible to use the appropriate ones from these applications while teaching Arab cultural images.

#### 4. Conclusions

The use of technology in foreign language education is expanding its scope, the number of web 2.0 tools is increasing day by day and its usage areas are diversifying. Culture is an indispensable element of foreign language teaching. It is essential to use these web.2 activities to teach this indispensable element. With developing technology, today's students are more interested in visual-based teaching materials. With these materials, teachers can keep their students' motivation at a high level. Cultural elements learned visually will be more easily established in students' minds. Web. In-service training should be given to teachers to popularize the use of these tools. Different web.2 tools should be produced.

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# Utilizing English Pop Songs With The Karaoke Site "Lyrics Training" To Enhance Young Efl Learners' Pronunciation

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## Abstract

Conceivably the most neglected skill in foreign language teaching is pronunciation. Boring listening texts in Turkish textbooks and crowded classrooms in Türkiye make it challenging for English as a Foreign Language (EFL) learners to develop this skill. This study aims to take the pronunciation skill out of being tedious and complex and to be fun and functional with the help of English pop songs. 5 male and 5 female (10) 12-year-old 7th-grade students studying at a public secondary school in Samsun/ Çarşamba district participated voluntarily. They had almost the same academic success, family structure, and foreign language skills. It is a mixed method study that lasted for 5 weeks. The participating students studied 5 English pop songs on the "Lyrics Training" site, took screenshots, and shared their scores. A one-way anova test was applied to see if there was a significant difference between student scores. Both the difference between the students and the difference in scores between the songs were examined. To ensure the validity and reliability of the score, the students' opinions were taken with a semi-structured interview at the end of the study. Student statements were interpreted by making content analysis with the help of another ELT expert. The study results show that students' pronunciation skills improved, and autonomy is provided for students who take responsibility for their own learning. An opportunity is created for crowded classrooms and shy students.

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*Keywords: pronunciation, english pop songs, karaoke, lyrics*

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## 1. Introduction

Conceivable the most neglected skill while learning a foreign language is pronunciation. The most common behavior when learning a new language is memorizing vocabulary and trying to learn about mostly grammar rules. However, when new language learners move from learning on paper to real life, it is realized that what they actually need is communication and being understood with good pronunciation skills. Unclear pronunciation may lead to misunderstanding and can cause miscommunication (Smith, 2003).

In Türkiye, using foreign resources in English language education in public schools is forbidden. Teachers must use the English coursebook's CDs and listening recordings written by the commission, which the state distributes free of charge. English books written by Turks and limited speaking and listening activities voiced by Turks are insufficient for learning a new language accurately. Inadequate infrastructure, lack of technical equipment, and overcrowded classrooms in public schools cause speaking and listening activities not to be done properly. In order to solve these problems, teachers try to keep these skills alive with activities such as Erasmus projects or E-twinning projects, where they will support students in contact with native speakers and use the language they have learned.

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It is possible to say that students do not enjoy listening and speaking activities very much. Listening texts that do not interest students are long, tedious, monotonous daily speeches and do not reflect the present or recent, real-life issues. However, it has been depicted in some studies that it is possible to develop listening, speaking, and pronunciation skills with a more entertaining method, namely songs (Jolly, 1975). In that way, songs will increase attention, improve learners' memory, and they can learn new words and phrases while enjoying popular pop songs in English. Songs release tension and enhance their imagination. Students can develop their inspiration and motivation to learn how to pronounce better (Arjomad, 2015).

It will be obtainable for students to develop their listening and speaking skills with the music genre they like and listen to, which is appropriate for their age and proficiency level. It will prevent some situations we do not want to happen in the classroom, such as shyness, fear of making mistakes, or being criticized. Against many negativities, such as insufficient infrastructure, lack of technical equipment, crowded classrooms, and limited access to authentic materials, using English pop songs will be helpful to enhance their pronunciation skills. It is an alternative and advantageous opportunity for them to utilize in a safe environment. They can practice independently whenever and wherever they want. They can also add new songs to their playlists for listening and studying in their free time. This also can promote and facilitate autonomous learning. Students feel more relaxed and can understand the meaning behind the song with the help of enjoyable lyrics, rhythm, stress, sentence patterns, and syntax vocabulary (Richards, 2012).

In the studies conducted, it is seen that the pronunciation of the students with the songs improved, they learned new words more easily and even contributed to their reading skills. However, as far as I have researched, there is no such study conducted in Türkiye. That's why this study is conducted to show that I find it effective to improve pronunciation through songs, which I find more useful than pronunciation activities in books, in order to diversify educational materials in Türkiye.

In this study, it is aimed to improve the pronunciation of the students by combining the pronunciation skills that they do not like to do with the English pop songs that they like very much. Students are asked to stay away from activities they find boring and meaningless at school and improve their pronunciation with authentic materials such as English pop songs.

### *1.1. Literature review*

## **2. Review Of Literature**

### **2.1.Pronunciation as a sub-skill**

Pronunciation skills go far beyond making individual sounds. Sounds have impact on word stress, sentence stress, intonation, and word linking. In the late 1800s and early 1900s with Direct Method pronunciation is taught through imitation. With the Reform Movement International Phonetic Alphabeth (IPA) is developed as a standardized representation of speech sounds in written form. Henry Sweet pioneered the study of the now-accepted connection between vocal organs and sound production. Comprehensibility and intelligibility of pronunciation are prioritized above accent. Jennifer Jenkins notes that motivation, exposure to target language, attitude and instruction are key factors which students find relevant and therefore motivated to learn. The important thing in pronunciation skill is not to imitate, to sound like native, but to be understandable and clear. It is important to use the right sounds when speaking, others can smoothly comprehend what you are trying to say. In light of the intelligibility view, less focus on accent means less focus on (supra-) segmental elements, with consequently more focus on aspects of comprehensibility and intelligibility (Levis, 2005).

### **2.2.The use of songs in ELT**

It can be said that the most overlooked skill is pronunciation. When we look at the previous studies, it has been observed that the students' pronunciation skills can be improved with the help of songs and lyrics for young learners. However, to my best knowledge, there are a few studies in the Türkiye context.

When the studies are examined, the information stands out that lyrics significantly enhance learners' vocabulary (Kelly, 2009). The songs' lyrics expand students' vocabulary and make it easier to remember longer word strings. (Chen, 2020) Long-term memory enhancement through recall and vocabulary

retrieval. Songs also support authentic interaction with the English language that learners cannot easily find in real life. Karaoke will lessen the emotional filter, lowering the anxiety associated with communicating in a foreign language in various situations. (Gürbüz, 2010) Songs can assist students in learning how to pronounce new words in a relaxed setting, which increases students' receptivity to new knowledge. (Lee, Lin, 2015) Learning new and different English words, besides reaching authentic materials, another effect of song lyrics is its contribution to students' reading skills. Cochran (2009), Hill Clarke, and Robinson (2004) find that songs can help students boost their reading performance.

The researchers mostly carried out their studies using the mixed method. The reason for this is to increase the validity and reliability by supporting the qualitative data with quantitative data. Pourkalhor (2017) used a mixed method design with the help of observation and questionnaires and found that students are more motivated and more eagerly engaged in classroom activities. In 2016, Chen's research results show that virtually all students loved listening to music and that by singing along and remembering the words, they had improved their knowledge of numerous English songs as well as pronunciation conventions. Similarly, Şener (2018) found that young learners are eager to participate while learning a new language. Cedona (2021) states that singing and chanting have been found to be practical teaching tools for learning new languages in areas like phonological awareness, pronunciation, word retrieval, and other linguistic functions; it appears that chanting works especially well for encouraging young learners' vocabulary retention, which is a skill linked to long-term memory.

## 1.2. Research questions

1. Does the karaoke app "Lyrics Training" help young learners to enhance their pronunciation skills?
2. Does the pronunciation success of the students show a significant difference according to the song used?

## 2. Article structure

### 2.1. Subdivision - numbered sections

ABSTRACT .....	I
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### 3. Method

Mixed method research design is used in this study. The scores obtained by the students in "Lyrics Training" are shown through screenshots. The arithmetic averages of the students' scores are taken and the correlation value is found. At the end of the study, to ensure the reliability of the study, a semi-structured interview is conducted to support the data and the scores obtained from lyrics training. While interviewing the students, the interviews were recorded on a voice recorder. Later transcribed and translated into English. The expressions of the students were divided into categories by content analysis. Support was received from another English teacher for the content analysis.

#### 3.1. Sample / Participants

For the sample, 10 students (5 male, 5 female) studying in 7th grade at the age of 12. They have similar academic achievements. They are studying in two different classes from the same public school in Samsun/ Çarşamba. Volunteering is essential in this study. Parental permission is obtained from the parents of the students participating in the study.

#### 3.2. Instrument(s)

3.3. For the qualitative research part of the study, semi-structured interviews were conducted with the participant students. In the quantitative part of the study, the results obtained by the students on the Lyrics Training site were compared with one way Anova test. In order to ensure the validity and reliability of the study the information obtained through qualitative research was supported with quantitative data.

#### 3.4. Data collection procedures

3.5. In this study, both qualitative and quantitative data were used and mixed method was applied in order to explain, support and increase the reliability of qualitative data. To gather information from the participating students Lyrics Training site is used for this study. Lyrics training site is chosen because it is suitable for the age of the students; popular and current songs are all together on this site, it is free of charge and it is ideal for cyber security for young learners. Because you can use this site without being a member, or the only information the site gets is your e-mail address, and unlike other karaoke apps and sites, you can stay safe and study only the lyrics of the songs. There is no space to be disturbed. Even students can practice pronunciation with songs without being a member, but for the membership processes, students either log in with their own Facebook accounts or write their e-mail addresses, create a password, and become members. After the students create their profiles, they can choose the songs at four different difficulty levels: beginner, intermediate, advanced, and expert. At the beginner level, they should find 10% of missing lyrics. In the intermediate, the level is 25%. In advanced, the level is 50%, and the last one at the expert level, students have to find all the lyrics of the song. Students either can write lyrics or they can choose the correct word from the list. Photos are

given below. In this study, students study at the beginner level. Students can decide on their own learning process and build their autonomy. The teacher plays the role of a facilitator (Erten,2015).

### ***Data analysis***

Qualitative data were evaluated with a semi-structured interview with students at the end of 5 weeks. The interviews were recorded with a voice recorder, then transcribed and translated into English. Assistance was received from another ELT expert while performing the content analysis. Both the researcher and the other ELT expert conducted the content analysis.

For quantitative data, the students sent the screenshots of the scores they received on the Lyrics Training site to the researcher via WhatsApp. Whether there is a difference between the results obtained was tabulated with the one-way Anova test. The difference between the songs was also examined in the SPSS program by using the dependent variable.

First of all, the students are given information about the content of the lyrics training site. Personal profile pages are created by showing them one by one. A parent consent form is requested from the students who will participate in the study. A survey is conducted for the song genre and singer to decide what type of songs each student like most. They write their favorite songs; we make a list of 12 different songs that they want to study. 5 out of 12 songs are selected with the survey, the selected songs are shown in the Table 1.

According to the survey results, pop is the most popular genre by a large margin (98%). The most popular singers are Dua Lipa, Tom Odell, Billie Elish, Maneskin, and Imagine Dragons. 5 different songs are selected in accordance with the ages and levels of the students.

*Table 1, Song names and singer/band names selected in the survey*

Number	Singer/ Band	Song Name
1.	Dua Lipa	Kiss and Make up
2.	Tom Odell	Another Love
3.	Billie Eilish	Lovely
4.	Maneskin	Beggin
5.	Imagine Dragons	Believer

Since the school needs more technical equipment, the students carry out the application part of this study individually in their own homes from their phones, tablets, or computers. For each song, the song is played on YouTube with 4-5 repetitions, and the students are expected to remember the lyrics. There is no difficulty in this regard, as all the songs are in the genre that the students like, and they like the singer as well. With these 5 songs for 5 weeks, it is examined with the help of scores whether the students improve their pronunciation skills with lyrics training or not. This study also provides suggestions for applying the Lyrics Training into class as a good source of material to enjoy and enhance pronunciation skills. Choosing teaching materials from current and entertaining songs can also contribute to the success of students.

### **Results**

All students participating in the study have taught English at least 2 hours a week since they were in the 2nd grade. They all have almost the same English proficiency. Their family structure is similar, and their academic achievements are close to each other. In light of this information, students have

obtained different scores on the songs they have studied on the Lyrics Training site as indicated in Table 2. Based on this information, although it is known that the students show parallel characteristics, it is seen that they are different in terms of pronunciation skills. Although the students who participated in the study got different scores, their common opinion is that their pronunciation improved, they could hear better and they felt successful.

Volunteer students who participated in the study said that they felt very excited, happy, and lucky because they practiced pronunciation with their favorite song lyrics instead of listening to texts in their school textbooks. The semi-structured interview with the students was recorded with a voice recorder, written and translated into English. Content analysis of what the students said was done by both the researcher and another ELT expert. Content analysis was conducted according to what the participants said. 5 different categories yielded according to the statements of the participants : Fun, Love, Useful, Home and Lyrics.

#### Fun

Student 7 states that Lyrics Training is fun and entertaining, “I like to sing and listen to music so I had a lot of fun at this site.” Student 9 states studying lyrics is an example of fun activity. “It is very good to do fun activities. I didn’t get bored. It is entertaining.”

#### Love

Student 6 stated that she benefited from this activity due to her personal interest. “I love to sing. That's why I loved this activity so much.” Student 1 talks about the genre that he love to study “The texts we listened to in the school textbook were very boring, and when my friends made noise, I could not understand what was being said. But I'm happy to do it at home with the songs I love.”

#### Useful

Student 2 states that she did not pay attention to the lyrics and meanings of the songs while listening to the songs, and even she needed help understanding some words because she heard them wrong. “I realized that I heard some lyrics wrong. I am happy that our teacher taught us this site. It is useful” Student 8 “I know different karaoke apps but this site is more convenient, safe and useful.”

#### Home

Doing this activity at home encouraged shy students. They performed karaoke safely and comfortably without criticism or fear of being teased at school. Student 3 “I can sing the songs without shame while listening to the lyrics at home.” Student 10 “I do not participate in activities because I am ashamed of doing wrong in front of my friends at school, but it was good to do this activity alone at home.”

#### Lyrics

Even if the students sang their favorite songs many times without knowing the meaning of the words without looking at the lyrics, they said that they did not hear the words correctly, even they heard some words incorrectly and memorized them incorrectly. Student 4 “Now I can better understand the lyrics of the songs I listen to.” Student 5 “I can hear and understand better as I practice lyrics at this site.”

This study also contributed to the students' autonomy by taking their responsibilities and doing this work alone at home. They felt free and more willing to participate in activities related to the target unit's topic because they could do so without being embarrassed, criticized, or ridiculed in the classroom in front of their classmates. It was an opportunity for shy students as well.



Table 2, The Scores of 10 Students at Lyrics Training

Song Names	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8	Student 9	Student 10
1.Kiss and Make up - Dua Lipa	529	520	430	515	443	521	402	448	432	510
2.Another Love - Tom Odell	645	440	364	432	356	428	315	367	389	620
3.Lovely - Billie Eilish	424	417	230	351	287	368	155	375	265	413
4.Beggin - Maneskin	480	435	352	368	310	350	247	321	298	472
5.Believer -Imagine Dragons	491	420	340	384	397	324	298	310	250	426

Table 3, The arithmetic mean of the students' scores

Student 1	513,8
Student 2	446,4
Student 3	343,2
Student 4	410
Student 5	358,6
Student 6	398,2
Student 7	283,4
Student 8	364,2
Student 9	326,8
Student 10	488,2

Each of the students achieved different scores in different songs. The arithmetic average of the score results of the students on the Lyrics Training site is also shown at Table 3. One way Anova test was

applied in order to find out what kind of a connection there is between these different results. In this study, both the score differences between the students and the score differences between the songs were examined by SPSS program using dependent variable.

*Table 4, One Way Anova Results*

Anova Scores

	Sum of squares	df	Mean Square	F	Sig.
Between Groups	144217,080	4	36054,270	5,304	,001
Within Groups	305909,000	45	6797,978		
Total	450126,080	45			

According to the one way Anova test results at Table 4, the significance value is ,001 and it is possible to say that there is significant difference between the students. In addition, it was also examined whether there was a difference between the songs in terms of student achievement. It is possible to interpret the test scores as follows Sig. < 0.05 = there is a significant difference, Sig. > 0.05 = there isn't a significant difference. When the significance ratios are considered, it is seen that it is higher than 0.05. Therefore, it can be said that there is significant difference between the students and the songs.

It would be correct to look at Table 5 and interpret the scores between the songs. For the first song "Kiss and Make up" there is a significant difference between the songs "Lovely", "Beggin" and "Believer" because the significance value is lower than 0,05. For the second song "Another Love" there is a significant difference between the same three songs "Lovely", "Beggin" and "Believer". For the third song "Lovely" there is a significant difference between the songs "Kiss and Make up" and "Another Love". For the fourth song "Beggin" there is a significant difference between the two songs "Kiss and Make up" and "Another Love". For the last song "Believer" there is a significant difference between the same two songs "Kiss and Make up" and "Another Love". Based on these data, it is seen that there is a difference between the songs.

Table 5, Multiple Comparisons Dependent Variable: Scores Tukey HSD

(I) Songs	(J) Songs	Difference (I-J)	Std. Error	Sig.
Kiss and Make up - Dua Lipa	Another Love – Tom Odell	39,40000	36,87269	,822
	Lovely – Billie Eilish	146,50000*	36,87269	,002
	Beggin – Maneskin	111,70000*	36,87269	,031
	Believer – Imagine Dragons	111,00000*	36,87269	,000
Another Love – Tom Odell	Kiss and Make up - Dua Lipa	-39,40000	36,87269	,822
	Lovely – Billie Eilish	107,10000*	36,87269	,043
	Beggin – Maneskin	72,30000	36,87269	,301
	Believer – Imagine Dragons	71,60000	36,87269	,311
Lovely – Billie Eilish	Kiss and Make up - Dua Lipa	-146,50000*	36,87269	,002
	Another Love – Tom Odell	-107,10000*	36,87269	,043
	Beggin – Maneskin	-34,80000	36,87269	,878
	Believer – Imagine Dragons	-35,50000	36,87269	,870
Beggin – Maneskin	Kiss and Make up - Dua Lipa	-111,70000*	36,87269	,031
	Another Love – Tom Odell	-72,30000	36,87269	,301
	Lovely – Billie Eilish	34,80000	36,87269	,878
	Believer – Imagine Dragons	-70000	36,87269	1,000
Believer – Imagine Dragons	Kiss and Make up - Dua Lipa	-111,00000*	36,87269	,033
	Another Love – Tom Odell	-71,60000	36,87269	,311
	Lovely – Billie Eilish	35,50000	36,87269	,870
	Beggin – Maneskin	70000	36,87269	1,000

## Discussion

It is important to prepare various activities in accordance with the level and needs of the students in the course content and activities and to guide the students. Music is a human product and wherever there are people in the world there is music therefore music is universal. Even students who are prejudiced against English became interested in the activity when they combined English with music. By listening to their favorite songs, the students had the chance to learn how the speakers of that language, that is, those who learn English as a second language, pronounce it. In this way, it became easier for students to access authentic materials. Students learned new words, phrases and their meanings in an easy way. With this study, the negative thoughts of the students such as the difficulty of pronunciation, which are their own prejudices, and the inability to hear what they listen to correctly, were replaced by positive thoughts. It was observed that the students achieved good scores in Lyrics Training site in the songs they worked on. In the semi-structured interview, they said that the students had fun and improved their pronunciation, corrected the words they heard wrong in the past with this study, and that they were thinking of improving their pronunciation by using this site in the future. Doing this study with authentic materials by taking responsibility for their own learning at home contributed both to the autonomy of the students and to the self-confidence of the shy and introvert students.

Although students' academic achievements are similar, their interest in English and their grades are close to each other, there is a difference between their pronunciation skills. It can be said that the development of pronunciation skills is different from academic success. In the semi-structured interview, it was seen that the students had almost the same feelings and thoughts. The content analysis made on the interviews

also proves this. The results students get on the Lyrics Training site show five different results on five different songs. Already in the study using SPSS, the difference value was found to be 0.01. Students from the same background received different scores and showed differences in pronunciation skills.

Boring MoNE books, materials, listening and speaking activities in public schools and the inability to perform speaking, listening and pronunciation activities in crowded classrooms make it difficult for students to develop their pronunciation skills. In order for students to improve their communication skills and gain self-confidence, performing the karaoke activity by themselves in a stress-free positive learning environment contributes to their autonomy. Trying to match a skill they have difficulty in and trying to improve it with which they love both increases the motivation of the students and promotes their inspiration.

#### **4. Conclusions**

According to the results of the semi-structured interview and content analysis in the study carried out, the students' improvement of their pronunciation skills with the English pop songs they like instead of the activities in the books at school made them happy, entertained and created a positive perception.

When previous studies are examined, it has been revealed that songs are beneficial in terms of vocabulary learning and pronunciation in primary and secondary school students. It is observed that it is effective when working with young age groups, but studies for adults are very few. Since my sample group was not adults, it would not be correct to generalize the results I got. The previous studies and the studies I conducted with my sample group show that the students' pronunciation and vocabulary have improved with songs suitable for their level. They took their own responsibility, and this study gave them autonomy. For shy students this study is an opportunity. Students have the opportunity to develop themselves.

It was useful to use songs that students like, to reach authentic materials in the language they learned, to pronounce words correctly, to hear how different singers pronounce the same words and phrases and to perceive them precisely. Doing such a different activity at home, in a stress-free environment, on a cyber-safe and age-appropriate site, without fear of criticism or ridicule, provides a positive learning environment for shy students.

According to the results obtained from the Lyrics Training site, a difference is observed in the arithmetic averages of the students in the songs. The one-way anova test was used to examine whether there was a significant difference between the students in the results obtained, and the result was .001, emphasizing that there was a significant difference. There was a difference in both the anova results between the students and the student scores between the songs according to the test results. The differences between the test results show that although the English academic success of the students is similar, their pronunciation skills are different.

This study included a small sample; it is not possible to generalize the results. A longitudinal study could also reveal more about students' pronunciation learning process through songs. The songs at the end of each unit in the course materials in MoNE books can be produced in this context. It is possible to present entertaining materials that attract the attention of students with small changes. English books' speaking, listening materials can be updated with popular pop songs in accordance with the unit's achievements, and this change will contribute to the student's academic success despite the negative conditions mentioned earlier.

For students who do not have internet, tablet or smart phone at home, information technology classes in schools can be used even once a week. Students who improve their pronunciation this way feel more confident. A karaoke contest can be held at school on special days, for example, on April 23 celebrations. Giving awards to the first 3 winners in English karaoke competitions increases their motivation.

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## Appendix A

### A.1. Examples of screenshots from participating students.

Image 1 – Tom Odell – Another Love



















Image 2- Billie Eilish - Lovely


Final Score **417** Hits **17** Fails **0** Progress **100%**

Beginner Level

Highscores Worldwide **My Country** My Friends

1	 TheEvilQueen98		<b>450</b> points	2 years
2	 TommasoGatti		<b>450</b> points	2 years
3	 mafina2000		<b>425</b> points	5 months
4	 Atnuts.busra		<b>417</b> points	1 minute
5	 EnglishTeacher2020		<b>416</b> points	1 year
6	 Francesca12121212		<b>375</b> points	1 year
7	 sara.schwingshackl		<b>375</b> points	6 months

 Play Again  Exit

Lovely 5 years | 285267 plays | ester29 

Billie Eilish, Khalid

#### A.2. Semi-structured Interview Questions

1. How did you feel when you practice pronunciation with English pop songs at ‘Lyrics Training’ site?
2. What is the difference between this site and your English textbooks’ listening parts?
3. What did you gain by contributing this research for 5 weeks?
4. Will you use this site from now on?
5. Would you recommend this site to those who are learning a foreign language but need help with pronunciation?

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## Tapping chatGPT responses for nurturing writing ability-a minor study

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### Abstract

Writing is one of the most difficult skills to foster among school children. There are several reasons for this. Educators know that an improved writing ability among secondary school children, is dependent on students being trained to walk through the writing process. But during school visits, the investigator, a teacher educator by profession, noticed that the time set aside for practice in the writing process particularly in Kerala State, India, is extremely limited in many schools. Another reason for poor writing ability is that teachers seldom concentrate on vocabulary acquisition and learning among school children. The ignorance of the writing process and a poor repertoire of vocabulary naturally results in an abysmally low writing ability.

The arrival of ChatGPT has made possible generation of texts on a variety of topics in seconds. In an attempt to tap this unique ability to nurture writing skills, the investigator attempted an experiment with Primary school teachers during a weekend Workshop. The strategy employed was found by the teachers to be interesting, innovative and attention catching. This paper presents the strategy employed for tapping ChatGPT responses for fostering descriptive writing ability by utilizing film clips pre-checked for appropriateness for writing tasks. It is hoped that the presentation would not only shed light on a workable language teaching strategy but also sensitize participants to strategies for developing the ability to write different types of texts.

*Keywords:* ChatGPT, English, generate, learners, teachers, vocabulary

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### 1.Introduction

Students in the English as a Second Language (ESL) classroom in India are expected to develop the ability to listen, speak, read and write in English. Though a Course Book is prescribed for study in each standard (I to XII), students are tested primarily through written responses during term-end examinations. During such examinations, almost fifty percent of questions for testing writing skills tend to be based on the prescribed Course Book.

Usually the publication of Course Books are invariably followed by the production of 'Guides' by private agencies with a profit motive. The 'Guides' are popular among learners for the sheer reason that it enables them to pass the term-end examination with respectable marks. Another reason for the popularity of 'Guides' is that they are usually written by experts. It provides answers for all the exercises for the different lessons included in the Course Book. So neither learners, nor their concerned parents would have to grope in the dark for the answers of questions given in the Course Book. Naturally, parents purchase such 'Guides' and insist on



their wards to meticulously by-heart the answers given in the 'Guide' prior to the examination. Unfortunately, parents who purchase such 'Guides' fail to realize is that they are unknowingly killing the ability of their children to write answers on their own. As the state of affairs is quite common across the country, many students at the secondary level are found to possess, average or poor competence in the skill of writing.

### *1.1 Motivation for research*

The investigator, a teacher educator by profession during visits to schools, noted that teachers of English as a Second Language (ESL) seldom focus on the teaching and learning of vocabulary among school children. While observing classes, the investigator also noted that many primary school teachers are ignorant of the pedagogic strategy normally employed for familiarizing learners with the process of composing written texts. As a concerned teacher, the investigator during a weekend workshop conducted an experiment using ChatGPT responses based on select film clips to familiarize primary school teachers with the writing process and sensitize them to the need for nurturing vocabulary in their own students.

### *1.2. The Problem*

Teachers in Higher Education have often noted fresh students joining colleges after schooling, with average or below average writing skills. Educators in India are also acutely aware of the fact that many secondary school children for whom English is a Second Language, conspicuously lack the ability to write grammatically correct sentences using a variety of styles.

### *1.3.Literature review*

#### *On Chat GPT*

'Entrepreneur' in a post discussed how ChatGPT can be used as a creative writing partner. According to the author of the post, users have to experiment with different prompts to get the best results for ones writing needs. Similarly, ChatGPT can be used to brainstorm ideas and all one needs to do, is to provide a question or prompt that produces a range of potential ideas. In short, ChatGPT can help produce captivating content tailored for ones requirement.

Scharth in a post in the popular website 'The Conversation', on the impressive ability of ChatGPT, concludes highlighting an easily overlooked fact. The author affirms that despite its ability to impress, ChatGPT remains a reflection of its training data. It does not have the originality or well developed critical thinking ability of humans!

Haewon, in a blog post of APIDOG, a company that specializes in debugging, proposed a step by step process for using ChatGPT to improve writing. One step in the post which has relevance to this study relates to ChatGPT's ability to suggest alternative words, phrases or sentence structures.

#### *On writing skills of ESL learners*

Mohammed(2022) concluded his review of the literature related to the teaching of writing skills stating that it is not easy for teachers to teach the skill of writing. Several reasons have been listed. These include, improper development of analytical and cognitive skills, lack of writing practices, absence of feedback for writing, poor vocabulary and grammar skills and inability to structure ideas effectively.

According to Thomas (1993) a feeling of incompetency among learners can lead to self doubt and anxiety in writing hindering the very process of achieving proficiency in writing. Decades later, Riel(2022) in a post for Bridge Universe, a platform offering training in TEFL and TESOL courses, made a related observation while providing tips for writing. The author pointed out that for developing the ability to write well, students' affective filters have to be lowered and successful teaching usually comes from relationship-building.

Storch (2007) found that pair work allows learners to combine their linguistic resource and create new knowledge about language, which can lead to successful writing experiences. Data collected from learners regarding writing ability found that providing opportunity to write more, helped in improving writing skill. One of the participants of a study undertaken by Al-Alawi & Kohls (2012) remarked that continual practice or "writing more" helped to advance own writing skills.

It has also been found that many content area teachers did not consider themselves as experts in writing. A direct consequence of this was that students were not taught explicitly how to write effectively in the content area.(Kibler,2011)

Studies have found that a lack of sufficient time can also be a challenge in ESL writing instruction. (Gebhard et al.,2010) for instance found that the teacher had little time and could not do much to help own students develop as writers.

#### *On process skills*

Raimes (1983) noted a shift in ESL from product-based to process-based approaches owing to dissatisfaction with previous approaches. Vejjayan & Yunus(2022) attempted a review of writing approaches adopted by teachers to teach writing skills, and identified five approaches: process-based, product-based, genre-based, process-genre and processproduct approach. These imply that the absence of a working knowledge about writing as a complex literacy skill, the writing processes and the kind of errors learners typically make can affect a teacher's ability to teach writing as a skill. (Kibler et al., 2016)

## **2.Research questions**

The main objective of the study was to explore the possibility of adapting ChatGPT responses to foster writing skill. So the following research questions were framed:

- 1.Can ChatGPT responses on select topics be tapped for building vocabulary?
- 2.Can ChatGPT responses be employed to enable one to write good descriptive texts?

## **3.Methodology**

This is an empirical, analytical, descriptive and participant observer study. The population of the study comprised teachers of English at the primary level. The sample comprised teachers attending a workshop in English Language Teaching organized by a teachers' association.

### *3.1.The experiment*

The investigator drawing on own familiarity with adapting film scenes for English Language Teaching, reviewed film-based YouTube videos available on the Internet. (Praveen, 2007;2018) Videos which are interesting, and possessing a rich visual backdrop, without dialogue, but with scope for fostering vocabulary were downloaded. The videos were then edited in such a way that there is no lag in action, and is of a duration of 30 seconds. The video format was then converted to GIF for continuous play. This was used as source text for

descriptive writing tasks. For ensuring availability of a model, ChatGPT texts based on the scenes chosen from popular films were generated. The scenes chosen were from the films:  
1. *Moana* (American computer- animated musical fantasy film 2016 produced by Walt Disney)  
Please see Appendix-1 for ChatGPT response: summary of scene given for descriptive writing.

2. *Bahubali, The Beginning*, (Indian Telugu language film 2015 Directed by SS. Rajamouli)  
The workshop session on the four types of writing commenced with the Resource Person (investigator-cum-teacher educator) presenting a handout on the four types of writing (Expository, Descriptive, Persuasive and Narrative) with a brief write up on what it is and a specimen paragraph. Please see Appendix-2 for an investigator edited version of ChatGPT response on four types of writing. This was done to familiarize the teachers with the four types of writing.

### 3.2. Phase I

The investigator displayed the videos from *Moana* (GIF). After the teachers had viewed the clip, the teachers were directed to write a descriptive paragraph based on the video about *Moana's* attempt to save a baby turtle. (1)[Baby Moana Lends a Helping Hand-YouTube]

Next volunteers among the participating teachers were asked to read aloud their responses and the peers rated if for accuracy and ability to communicate (2)

Next, the teachers were asked to reflect on the strategy they would employ in the classroom if the same video is being played. Quite surprisingly, the unanimous reply was that they will follow the same procedure employed by the Resource Person. Then, the investigator asked the participants whether their own students have the necessary repertoire of vocabulary to write good descriptive texts and received the answer in the affirmative. Following this the investigator demonstrated how they can improve their own written description by changing vocabulary by relying on ChatGPT.

### 3.3. Phase II

The Resource Person-cum investigator asked the participants (Primary school teachers) to recall as many nouns and verbs related to the video (GIF) they had seen. As the command of language, background and vocabulary repertoire of the teachers themselves varied, the number of words listed under nouns and verbs by the participants varied from 6 to 10. As the words were listed/recalled, the participants were directed to note down the words. Next, they were asked to compose meaningful sentences combining a noun and a verb which they have listed. These were then read aloud and the Resource Person drew the attention of the participants to an improvement in the sentences when compared to own response. Following this, the participants were directed to list down adjectives related to the film clip. Finally, the participants were directed to prepare sentences employing the nouns, verbs and adjectives they had listed. At this stage the teachers were directed to work in groups of three. Please see Appendix -3 for the nouns, verbs and adjectives listed down by the participants.

Next the Resource Person cum investigator displayed the ChatGPT composed descriptive text which was of a fairly good standard. The teachers were directed to note the descriptive but evocative words included in the ChatGPT response which enable the reader to see in the mind's eye, the scene being described.

The experiment sensitized the teachers to the role vocabulary has in preparing an enriched version of a descriptive text. The participants also realized the significance of walking learners through the very process of composing a text namely, Noun + Verb sentences followed by sentences using Noun+Verb+Adjectives. They also realized that after a self attempt, learners

can if necessary rely on ChatGPT responses to match own writing ability with machine written texts.

### 3.4.Phase III

The steps of Phase I and Phase II were followed for the second film clip (Scene from the Indian film *Bahubali, The Beginning*)[Dhivara Full Video Song-YouTube]

### 4.Implications of the study

\*Teachers of English can rely on ChatGPT responses to improve vocabulary of learners.

\*To improve the writing skill of learners, teachers should sensitize learners to the very process of composing written texts.

### 5.Limitations of the study

\*The sample size was very small and the ability to improve the vocabulary of participants was attempted by making use of two film clips-based ChatGPT responses.

\*The teachers who participated in the study were from semi-urban schools. It is now known how teachers from rural areas will perform similar tasks.

\*The intended target group are learners in the ESL classrooms but the study did not check the effectiveness of the strategy with school children.

### 6.Scope for further studies

\*Similar studies can be undertaken for different target groups in rural, tribal, semi urban and urban settings employing more film clips based ChatGPT responses to identify the usefulness of the strategy.

\*In the present study the investigator only explored responses for improving the writing ability of descriptive texts by participants of the Workshop. Similarly ChatGPT responses can be used to improve ability to write Expository, Persuasive and Narrative writing type texts.

### 7.Summing up

This paper has reported on a weekend Workshop which aimed at sensitizing primary school teachers to the need for familiarizing themselves with the very process of writing. The innovative attempt to foster the ability to improve own vocabulary and writing ability to compose sentences utilizing ChatGPT responses have also been explored. The study has also hinted the scope for fostering the ability to write paragraphs in different styles through a discreet use of film-based ChatGPT responses. It is hoped that the study and the experiment conducted will prompt ESL teachers to exploit the hidden potential of ChatGPT especially at a time when many are worried about the current tendency among students to submit plagiarized work prepared through the assistance of ChatGPT.

### Notes

1)It may be noted that the four types of writing (Expository, Descriptive, Persuasive and Narrative) was recently included for study in the revised syllabus of the Bachelor of Education in several universities in India. Kannur University for instance has included Narrative writing and Expository writing in EPC 01:Reading and Reflecting on Texts.(pp98-99)

2) The hall mark of good descriptive writing is that those who listen to a description should be able to see in the mind's eye the scene being described.

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### *Filmography*

Baby Moana Lends a Helping Hand | Moana | Disney Princess.

[https://www.youtube.com/watch?v=73QmOb3L0fU&ab\\_channel=DisneyPrincess](https://www.youtube.com/watch?v=73QmOb3L0fU&ab_channel=DisneyPrincess)

Dhivara Full Video Song || Baahubali (Telugu) || Prabhas, Tamannaah, Rana, Anushka || Bahubali.

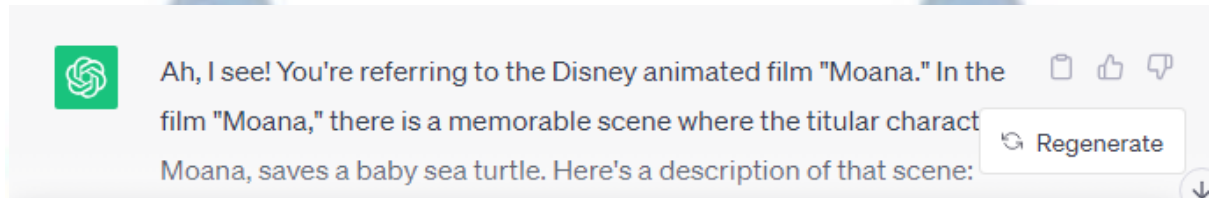
[https://www.youtube.com/watch?v=F67EVY\\_sg4E&ab\\_channel=T-SeriesTelugu](https://www.youtube.com/watch?v=F67EVY_sg4E&ab_channel=T-SeriesTelugu)

### **Appendix-1**

ChatGPT reponse: summary of scene given for descriptive writing

**Prompt:** Describe the scene in the film Moana in which little Moana saves a baby turtle.

ChatGPT response:



Ah, I see! You're referring to the Disney animated film "Moana." In the film "Moana," there is a memorable scene where the titular character, Moana, saves a baby sea turtle. Here's a description of that scene:

Moana, a spirited and adventurous Polynesian girl, is drawn to the ocean from a young age. One day, as a child, she encounters a baby sea turtle stranded on the beach. The turtle is struggling to make its way to the water. Moana, with her natural connection to the ocean, immediately takes action.

She gently picks up the baby turtle and carries it in her hands, carefully navigating through the sand and obstacles to reach the shoreline. Moana's determination and kindness shine as she ensures the little turtle's safe return to the ocean. This moment symbolizes Moana's deep connection to the sea and foreshadows her destiny as the chosen one to restore balance to her island and the ocean itself.

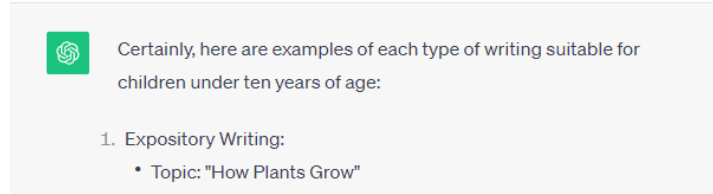
The scene is not only heart-warming but also significant in illustrating Moana's character and her eventual journey to save her people and discover her true purpose as a way finder.

ChatGPT August 3 version

## Appendix-2

Prompt: Give example sentences of the four kinds of writing for school children under ten years of age

ChatGPT Response:



Four kinds of writing- Investigator edited version of ChatGPT response distributed to participants of the Workshop.

<p><b>1.Expository</b>            *Usually explains something in a process.            * Is often equipped with facts and figures.            *Is usually in a logical order and sequence.            Topic: "How Plants Grow"            Example: Expository writing for young children might explain that plants need sunlight, water, and soil to grow. It would use simple language and perhaps include illustrations to show the stages of a seed turning into a plant.</p>	<p><b>2.Descriptive</b>            *It is often poetic in nature.            *It describes places, people, events, situations, or locations in a highly-detailed manner.            * The author visualizes what he or she sees, hears, tastes, smells, and feels.            Scene: "My Favorite Park"            Example: Descriptive writing for children might describe their favorite park, using colorful language to depict the playground equipment, the green grass, the tall trees for shade, and the sounds of children laughing and playing.</p>
<p><b>3.Persuasive</b>            *It is equipped with reasons, arguments, and justifications.            *The author takes a stand and asks you to agree with his or her point of view.            Topic: "Why We Should Recycle"            Example: Persuasive writing for children could explain why recycling is important by saying, "Recycling helps protect our planet by reducing pollution and saving trees. Let's recycle our plastic bottles and paper to keep our Earth clean and healthy!"</p>	<p><b>4.Narrative</b>            *A person tells a story or event.            * Has characters and dialogue.            *Has definite and logical beginnings, intervals, and endings.            Story: "The Magical Adventure of Teddy the Bear"            Example: Narrative writing for young children might tell the story of Teddy the Bear going on a magical adventure, meeting friendly forest animals, and overcoming challenges to find his way back home. It would engage young readers in an exciting journey with a beloved character.</p>

### Appendix-3

Nouns, verbs and adjectives listed down by the participants of the Workshop

Nouns	Verbs	Adjectives
Seashore Tortoise Vulture Sunlight Leaves Sand Water Waves Girl Beach	run tottering flying attack touch catch pluck swim	tiny big small beautiful cute little baby glittering crystal clear bright

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# Cognitive competence – the challenges in foreign language classroom

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## Abstract

Cognitive competence in a foreign language classroom presents a unique set of challenges that both students and educators need to navigate. Learning a new language involves not only linguistic skills but also various cognitive processes. The cognitive approach to teaching foreign languages boosts and facilitates language and grammar comprehension, motivates students, and aids in their memorization of new vocabulary and structures. It also draws learners' attention to the subject matter. Forming students' communicative and cognitive competence in teaching a foreign language is a complex and multifaceted process that requires a combination of effective teaching strategies, classroom activities, and a supportive learning environment. The recent research study aimed to examine the challenges of forming cognitive competence. Both descriptive research and quantitative research methods were used. A questionnaire was administered to the participants. In total, 78 teachers from Khoja Ahmet Yasawi International Kazakh-Turkish University participated. The findings of the survey show that developing learners' cognitive skills poses a number of challenges for foreign language instructors.

*Key words:* cognitive competence, challenges, foreign language classroom, EFL teachers

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## Introduction

According to the analysis of the competence models of professionals, each of them includes a set of cognitive competences that define how active their mind is when processing information that is important for their field of work. Formalized cognitive competences are necessary both for basic professional training and for subsequent work as a specialist. According to Chapman (2013) one of the main aims of higher vocational education is its formation and development. The development of social, personal, professional, general scientific and instrumental competences is declared as a learning goal by the Federal State Educational Standards for Higher Vocational Education (FSSES HVE), which includes cognitive competences by nature. However, the psycho-pedagogical literature on vocational training lacks a clear definition of the structure and organization of the set of cognitive abilities. According to Salthouse (1990) some studies only state that their content depends on the primary activity of a specialist and discuss behavioral indicators in relation to cognitive processes such as perception, memory, thinking and imagination. Information processing and comprehension, generalization, analysis and synthesis, and decision-making.

A competitive specialist today needs to fulfil several criteria, including professional mobility, the capacity to acquire new skills, knowledge and abilities, and the ability to change their professional activity in response to changes in their role in the workplace. The demands of pedagogical involvement are perfect for an educator. They are particularly important because of the dialectical flexibility of scientific concepts that help to reveal educational problems, the breadth of their professional responsibilities and the variety of activities for which they must prepare. A few ideas on how to characterize the activity of a teacher should be considered further. The competence of an educator ranks first. "Competence is the possession of knowledge that allows one to judge something, the ability to comply with established standards applied in any profession".

## *Literature review*

According to Piaget, cognitive competence consists of cyclical processes of assimilation and adaptation, indicating that people are able to manipulate their experiences and how they organise and modify their thinking to influence their behavior (1962).

Similarly, Fry suggested that overt behaviors, cognitive processes and cognitive structures are three interrelated and dependent components that make up cognitive competence. Different cognitive processes and skills can influence an individual's "behaviors" such as task performance, decision-making and problem solving, as well as "cognitive structures" such as self-schemas and goal orientation. These processes and skills include metacognition, cognitive self-regulation styles, thinking, reasoning, problem analysis and information processing.

Moreover, Vygotsky argued that cognitive competence goes beyond mere information manipulation and strategic planning and encompasses the ability to assimilate, self-regulate and apply these cognitive skills to develop knowledge and make sense of the world around oneself [1978].

According to Kassymova et al. (2020), teaching foreign languages with a cognitive component has its own specific features. The dual nature of human cognitive nature is recognized by foreign language researchers and teachers, in contrast to cognitive science, which is primarily concerned with the process of cognition and information processing by humans in general without reference to a specific language. On the one hand, human cognitive capacities are universal across languages. But from a cognitive perspective, language is recognized as a unique layer of human experience that conveys many kinds of reality-based knowledge. This suggests that speakers of different languages have different and incompatible cognitive experiences (i.e. mastery of the real world within a given linguistic and national community). When a person starts learning a foreign language, he or she has to understand and integrate a new way of conceptualizing the world, a way that is fixed in a language that is not familiar to him or her. This is especially true for native speakers of the target language who have assimilated and mastered the cognitive experience developed in their own community.

The process of speech activity involves not only a change in the language system of thought transmission (in the sense of external language differences), but also a change in the thinking system. This is because natural language functions as a mechanism linking thoughts or mental representations with forms of expression. The cognitive approach to foreign languages aims to address the need to consider the cognitive aspects of linguistic phenomena, i.e. to explain them in terms of their relations and connections with the processes of cognition in the external world, as well as differences in the ways of understanding them. Speakers of different languages think. This method allows us to consciously address language description from the perspective of country differences, encompassing not only linguistic expression but also understanding of the real world. It enables us to plan the learning process more efficiently and to understand and clarify the specific challenges of foreign language learning (Ishaque 2020).

Pinchuk (2019) argues that understanding and accounting for the regularities of language acquisition constitutes the cognitive component. Helping the learner to develop this system is the goal of "cognitive" education. Therefore, it is imperative to give appropriate language acquisition strategies instead of pre-prepared information, the implementation of which affects the learner's intellectual development, activation of his/her cognitive activities, processes of acquiring and applying knowledge. Therefore, the topic under discussion serves as one of the main tools for the construction of worldviews. The methods developed within the framework of the cognitive orientation in learning have enormous potential for use in the classroom. In addition to mental development, which supports the social and spiritual development of the individual, they gain independence of thought and behavior and the desire to control and evaluate their own education.

The need to understand that the formation of a utterance is influenced by non-linguistic factors as well as the specific mental image of the communication factors formed in the speaker-listener activity shows how the cognitive aspect is shaped. It also involves the consideration of the wider context of communication situations. The "image" that learners form through extended mental practice is a subset of intellectual abilities that lag behind expressive skills. The complex interplay between these two groups supports the need to use the communicative-cognitive approach in foreign language teaching. Cognitivism gives a new impetus to communicative methodology as it shows that language is "created"

on the basis of cognitive activity in the process of language practice and offers a new orientation for the development of communicative teaching approaches (Willis, 1996).

### **Interactive Learning Activities**

Interactive learning activities are important in foreign language classes because they promote student engagement, the development of communication skills, cultural awareness, motivation and a deeper understanding of language and culture. They provide learners with an engaging and successful method of teaching and learning a foreign language, increasing their enjoyment of the process and their competences.

As it is known, recently there has been a significant shift in education from passive to active. Consequently, a practice-centered approach to learning, in which the learner actively participates in cognitive activity and the strengthening of the technological components of specialized training are of particular focus. Foreign language teachers should look for ways to get their students more involved in the classroom and more motivated to learn a language. The use of interactive technology in the classroom is one way to achieve these goals. Students' imagination and creativity are developed, their cognitive interest in learning a foreign language increases, and all of these contribute to the development of communication skills. The term "interactive learning technology" is often associated with computer or multimedia learning, as it suggests interactive communication with real partners and direct exchange of messages. However, this term refers to a broader concept of collective cognitive activity in which all individuals participate in interaction, exchange of information, problem solving and self-assessment in a real collaborative environment (Panina, 2008).

R. Blair, S. Martinelli, L. Konoplyanik, H. Stern and others have also investigated the use of interactive techniques in foreign language teaching in post-secondary educational institutions. Explicit learning goals, interactive techniques, tools and forms that support learning, mental and cognitive environments and steps to achieve goals are examples of interactive learning technology. Therefore, the sum total of interactive techniques that an educator uses in his/her work is interactive technology. In contemporary methodology, a method is a means to an end. There are different views on how interactive learning techniques should be categorized. For example, Panina and Vavilova include interactive techniques in tutorials, games and talks. Pometun initially categorizes teaching strategies into active and passive categories according to the level of student engagement.

Interactive learning is based on direct communication between students and teachers as well as between students and external visitors. It can be applied to one lesson, several classes, or an entire course. The main features of interactive approaches to foreign language teaching are represented in this classification: activity, collectivity, and situational learning; the development of students' reflective abilities, focus, imagination, observation, and creative thinking; educational coherence, logic, critical thinking, creativity, efficiency, curiosity, cognitive independence, and determination to achieve goals.

### **Interdisciplinary Approach**

By combining an interdisciplinary approach, teachers can design a more comprehensive and engaging learning experience in the foreign language classroom. By taking a broader view of language teaching, it enhances students' learning by giving it more importance, interest and relevance to their daily lives and future aspirations.

The aim of the interdisciplinary approach to teaching English as a foreign language is to bring together different academic fields to stimulate students' curiosity and develop their understanding. With this method, students can learn a subject in more depth, develop their critical thinking and problem solving skills and improve their language learning process.

### **Real-World Contexts**

Incorporating real-world context into ELF teaching is essential for preparing learners to use English as a means of global communication. It enables them to engage confidently and effectively with speakers from diverse linguistic and cultural backgrounds, promoting successful intercultural communication and collaboration.

One of the challenges of teaching English as a second language (ESL) is helping students expand their vocabulary and use it meaningfully. Using authentic materials and real-world contexts can be an

effective way to introduce and practice new vocabulary, as well as to motivate and engage learners. In this article, you will learn how to use authentic materials and real-world contexts to teach ESL vocabulary and some tips and examples to make it fun and effective.

### **Critical Thinking and Problem-Solving**

This not only improves the quality of learning, but also gives teachers and students invaluable skills that they can use in many different areas of their lives. These skills include critical thinking and problem solving. These skills are particularly vital in today's connected and evolving world.

Paul states that "critical thinking is an intellectually disciplined process that involves actively and skillfully conceptualizing, applying, analyzing, synthesizing and/or evaluating information derived from or generated by observation, experience, reflection or communication as a guide to belief and action".

Furthermore, "the use of cognitive abilities or tactics that increase the probability of a desired outcome is called critical thinking.

According to Halpern, critical thinking is logical, goal-orientated and purposeful. This type of thinking is applied when drawing conclusions, evaluating possibilities and solving problems.

To make the best decisions about what to believe and do, critical thinking is a process that mobilizes specific cognitive skills, as suggested by Flage (2004).

### **Technology Integration**

Appropriate integration of technology into TFL education requires careful preparation and consideration of learners' needs and goals. Technology, when used carefully, can greatly improve language learning outcomes and provide learners with the materials and tools they need to succeed in today's globalized world.

The use of technology such as digital tools and gadgets to develop and support cognitive capacities and skills is referred to as technology integration in cognitive competence. Various mental functions such as problem solving, critical thinking, memory, attention and decision making are included in cognitive competence. When technology is integrated into this domain, it can significantly affect the way people acquire, use and analyses information.

### **Encourage Independent Learning**

Incorporating opportunities for independent learning in TFL education encourages students to become active and self-reliant language learners. TFL instructors can guide and support this process by providing guidance, resources, and opportunities for self-directed study, ultimately empowering students to achieve greater language proficiency and cultural competence.

Encouraging independent learning is a pedagogical approach and mindset that promotes self-directed, autonomous learning. It empowers individuals to take control of their own educational journey, cultivating the skills and motivation needed to acquire knowledge and develop expertise. The essence of encouraging independent learning lies in fostering intrinsic motivation, critical thinking, problem-solving, and self-discipline.

Independent learners are proactive, setting their own goals and seeking out resources to achieve them. They take responsibility for their education, breaking away from traditional teacher-centered models. This approach is not limited to formal education; it extends to lifelong learning and personal development.

Independent learning often involves utilizing a wide range of resources, including books, online courses, tutorials, mentors, and peer networks. It emphasizes the importance of self-assessment and self-reflection, enabling learners to continuously adapt and evolve in response to their educational needs and goals.

By encouraging independent learning, individuals gain the ability to learn anything they set their minds to, adapt to new challenges, and thrive in an ever-changing, knowledge-driven world. It promotes a love of learning for its own sake and equips individuals with the tools to become self-reliant, intellectually curious, and adaptable lifelong learners.

## **Research questions**

1. What are the most common challenges faced by foreign language teachers when forming cognitive competence among their students?

## **Method**

The aim of the most recent research study was achieved by using descriptive research methodology. In addition, the descriptive research approach used to examine the current situation as a whole answers the questions of who, what, why, and how. A quantitative approach was used. A questionnaire was administered to the participants.

The purpose of this survey was to gain insights into the challenges faced by foreign language teachers when forming cognitive competence among their students. We received responses from 78 teachers with varying levels of experience and backgrounds in foreign language education.

### **2.1 Participants**

In this study, 78 teachers from Khoja Ahmet Yasawi International Kazakh – Turkish University participated. The majority of respondents were female 55 (63%), while 23 (37%) identified as male. The respondents' age distribution was fairly evenly spread across different age groups. Teaching experience varied, with 41% having 1-5 years of experience and 32% having 6-10 years of experience. Most respondents (78%) held a PhD degree as their highest educational qualification. Purposive sampling, a type of non-probability sampling in which the researcher relies on his or her own judgment, was used by the researchers to select the survey participants. The questionnaire was distributed in the spring semester of the 2023–2024 academic years.

**Table 1. Demographic information**

Gender	55 (63%) women	23 (37%) men
Years of experience	41% 1-5 years	32% 6-10 years
PhD degree	78% held a PhD degree	

### **2.2 Instruments**

The attitude questionnaire was developed by Simon and Halford in 2023. The final questionnaire included seven items analyzing the difficulties in building cognitive competence. There were seven statements in it. Teachers' responses ranged from 3 (moderate challenge) to 4-5 (significant challenge) scale. The reliability of the presented questionnaire ( $\alpha=,813$ , higher than  $\alpha=,600$ ) means that the use of the questionnaire is reliable.

**Table 2. Reliability of the scale**

Cronbach's Alpha	N of Items
,813	7

### **2.3 Data analysis**

Each question was clear and easy to understand and offered alternatives that had already been considered. For a new learner of English, every component needs to be understandable. The teachers were the first to be informed. They were informed that the information they submitted would be kept confidential and would only be used for academic purposes. After collecting the necessary information,

the findings of the study were produced using Statistical Package for the Social Sciences (SPSS) version 23.

## **Results**

### **Challenges in Forming Cognitive Competence:**

#### **1. Lack of Access to Adequate Resources and Materials for Cognitive Development:**

1. 23% of respondents rated this as a significant challenge (rating 4 or 5).
2. 42% considered it a moderate challenge (rating 3).

#### **2. Difficulty in Incorporating Critical Thinking and Problem-Solving Skills into Language Lessons:**

1. 37% of respondents rated this as a significant challenge.
2. 32% considered it a moderate challenge.

#### **3. Balancing Cognitive Skill Development with Language Proficiency Goals:**

1. 29% of respondents found this to be a significant challenge.
2. 47% considered it a moderate challenge.

#### **4. Insufficient Professional Development Opportunities for Enhancing Cognitive Competence Teaching Strategies:**

1. 40% of respondents rated this as a significant challenge.
2. 33% considered it a moderate challenge.

#### **5. Student Resistance to Engaging in Critical Thinking Activities:**

1. 28% of respondents found this to be a significant challenge.
2. 36% considered it a moderate challenge.

#### **6. Assessing and Measuring Cognitive Competence Effectively:**

1. 32% of respondents rated this as a significant challenge.
2. 41% considered it a moderate challenge.

#### **7. Insufficient Time in the Curriculum to Address Cognitive Competence Development:**

1. 45% of respondents found this to be a significant challenge.
2. 28% considered it a moderate challenge.

## **4. Discussion**

Forming cognitive competence, which refers to the development of cognitive skills and abilities, is a complex process that individuals go through from infancy to adulthood. There are several challenges and factors that can influence this development. Here are some of the key challenges:

Individual Variability: Every individual is unique, and cognitive development can vary widely from person to person. Factors such as motivation, self-regulation, and resilience play a role in how individuals approach and overcome cognitive challenges.

Cultural and social expectations: Societal and cultural expectations can shape the development of cognitive competence. For example, educational systems, family dynamics, and societal norms can influence the way individuals perceive and approach cognitive challenges.

To address these challenges and foster cognitive competence, it is essential to provide a supportive environment, access to quality education, early intervention when necessary, and awareness of individual differences. Early identification of cognitive challenges and appropriate interventions can also help individuals overcome specific obstacles and reach their full cognitive potential.

#### 4.1 Suggestions and Comments

Challenges in forming Cognitive Competence	EFL Teacher should...
Interdisciplinary Approach	Connect language learning with other academic subjects. Encourage students to use the target language to understand and discuss topics from science, history, literature, or current affairs.
Real-World Contexts	Authentic Materials: Use authentic materials from the target language culture, such as newspapers, websites, or literature, to expose students to real-world language use and cultural nuances. Cultural Immersion: Encourage students to explore the culture associated with the language they are learning. This can include learning about customs, traditions, and historical contexts.
Critical Thinking and Problem-Solving	Incorporate activities that require students to analyze, synthesize, and evaluate information in the target language. This could involve discussing complex topics, solving linguistic puzzles, or debating cultural issues.
Technology Integration	Utilize language learning apps, online resources, and language software to provide additional practice and exposure to the language. These tools can reinforce language skills and engage students in interactive learning.
Encourage Independent Learning	Teach students effective language learning strategies, including vocabulary acquisition, grammar review, and self-assessment techniques, to help them become independent language learners and accept the principles of lifelong learning.

Some participants emphasized the importance of integrating critical thinking exercises into regular language lessons. Professional development opportunities focusing on cognitive competence teaching strategies were suggested to address the lack of resources. Suggestions included providing clear guidelines for assessing cognitive competence and allocating more time in the curriculum for these activities.

#### 5. Conclusions

Based on the observation that in contemporary foreign language teaching methodology there are processes of developing an adequate representation of a linguistic phenomenon and processes of developing an adequate representation of a linguistic phenomenon, we consider that the application of the communicative approach together with the cognitive approach is not only possible but also the only

correct approach. The processes of developing the skills of using this phenomenon in real communication are perceived as equally important.

- The aforementioned analysis leads us to conclude that the term "cognitive" in this context implies the following:
- the necessity for students to understand the taught content;
- the necessity of taking into account the fact that knowledge is "built-in" into the cognitive structure of students and becomes its components;
- the necessity to develop students' critical thinking skills in the process of autonomous discovery of new knowledge when solving cognitive, preferably problematic tasks;
- the necessity of using only meaningful (communicatively meaningful) training exercises;
- the necessity of intensive use of intuitive and creative exercises;
- the necessity of taking the mother tongue into account; the necessity of identifying the cognitive structures of the linguistic reality being analyzed and the necessity of planning speaking-learning exercises in accordance with these structures

The complexity of the process known as "foreign language acquisition process" is revealed by communicative-cognitive competence.

The survey results indicate that foreign language teachers face various challenges in forming cognitive competence among learners. These challenges include limited resources, difficulties in integrating critical thinking skills, and the need to balance cognitive development with language proficiency goals. To address these challenges, respondents emphasized the importance of professional development and clear assessment guidelines. Further research and collaboration within the foreign language education community may help develop effective strategies to overcome these challenges and promote cognitive competence formation in language learning.

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# A state-of-the-art app in the spotlight: BoldVoice

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## Abstract

Accent is an intricate concept with sociolinguistic ramifications in that one's distinctive accent is often associated with that individual's identity (McCrocklin & Link, 2016), resulting in a potential identity clash between native and target cultures or an unconditional acceptance of the target identity. It, for instance, might reveal speaker's linguistic backgrounds (Munro, 2008) (e.g., Spanish and Turkish) and thus creates a sense of social inclusion (Colic-Peisker & Hlavac, 2014) or, in some extreme cases, leads to social exclusion (Dovidio et al., 2010). A good command of the target accent has also been a preference reason for recruitment in business spheres (Li, 2022). In education settings, mainstream accents (e.g., American English or British English) have been preferred by learners and teachers (Mısır & Gürbüz, 2022) for various reasons, including the ease of understanding (Tsang, 2020) and accessibility of materials (Rose & Galloway, 2019). Accordingly, English language learners from all walks of life have been aspiring to sound like a native speaker in their oral interactions (Lee & Kim, 2021). However, previous research indicated accentual problems on behalf of language learners from manifold linguistic backgrounds (Barcomb & Cardoso, 2020; Topal & Altay, 2022). Given that an intelligible accent is essential to effective communication (Levis, 2018) and that technology might be employed in accentual improvement (Rogerson-Revell, 2021), this research report intends to present the review of BoldVoice – a mobile application for English pronunciation endorsed by Hollywood accent coaches – using Chapelle's (2001) evaluation criteria for computer-assisted language learning products.

*Keywords:* BoldVoice, mobile app, digital learning, educational technology, tech review

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## 1. Introduction

It is well-established that intelligible pronunciation is essential to effective communication (Jones, 2018; Levis, 2018). The intelligibility of pronunciation, on the other hand, depends on segmental (Yenkimaleki & van Heuven, 2021) and suprasegmental features (Hodgetts, 2020) to varying degrees. In addition, pronunciation instruction incorporating these features is considered worthwhile (Yenkimaleki et al., 2022). Previous research revealed the diverse needs of learners from various native (L1) linguistic backgrounds (Barcomb & Cardoso, 2020; Topal & Altay, 2022). Despite the national and international endeavors, manifold pronunciation errors have persisted (Munro, 2018; Topal, 2023). Moreover, instructional, institutional, and curricular constraints (e.g., limited class time, enforced syllabus policies, and curricular exclusion) (Darcy, 2018; Topal, 2021) have prompted teachers not to accommodate the individual needs of learners. This has brought into the agenda the salience of individualized pronunciation instruction, which in this case, might remediate individual pronunciation problems by addressing individual learner needs (Thomson & Derwing, 2015). These needs have been relatively reciprocated by various computer-assisted pronunciation training (CAPT) tools that have emphasized individual instruction and customized feedback (Rogerson-Revell, 2021). Chun (2019) asserts that CAPT tools must be promoted by audiovisual material, automatic speech recognition (ASR), and immediate/authentic feedback.

BoldVoice is a mobile application (app) that provides pronunciation instruction and practice and is founded on the mainstays of CAPT tools, with a powerful auditory feature supported by video lessons by accent coaches and ASR for an immediate and comprehensive assessment. The app leverages cutting-edge artificial intelligence (AI) and ASR technologies to measure users' speech samples. It is aimed at non-native English-speaking individuals seeking intelligibility and confidence in their speech. The app

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operates in Standard North American English (SNAE) accent for its widely accepted clarity and easy understandability purposes (Richter & Weissenbäck, 2022).

## 2. Description

Selected as the best app of the year by Google in 2021 and recognized as a top educational app on Forbes in 2021, BoldVoice was released on July 16, 2021, and last updated on December 24, 2022. It is accessible on App and Google Play stores for iOS and Android users. Seven-day trial and paid versions are available.

Users are directed to fill out some information once the app is downloaded. They are asked to type in their names, native language, motivation for starting an accent journey and create their account eventually. Once an account is created, users are presented with a menu comprising For You, Course, Resources, and Profile. Lessons are tailored according to the selected native language. Comprehensive assessment details are presented following each performance. Figures 1(a), 1(b), 1(c), and 1(d) display the four main tabs on the app.

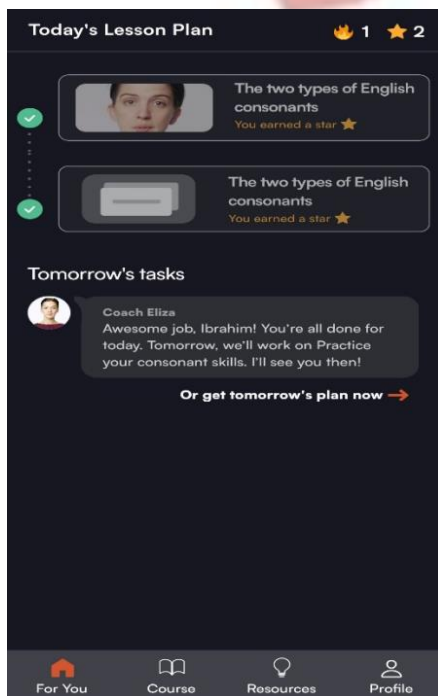


Figure 1(a). For you menu

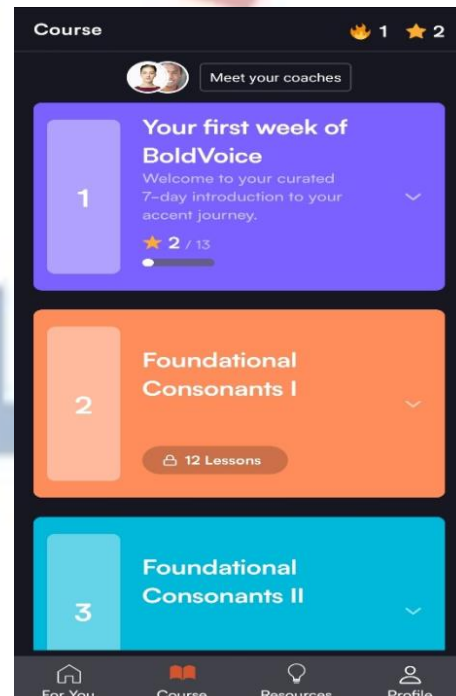


Figure 1(b). Course menu

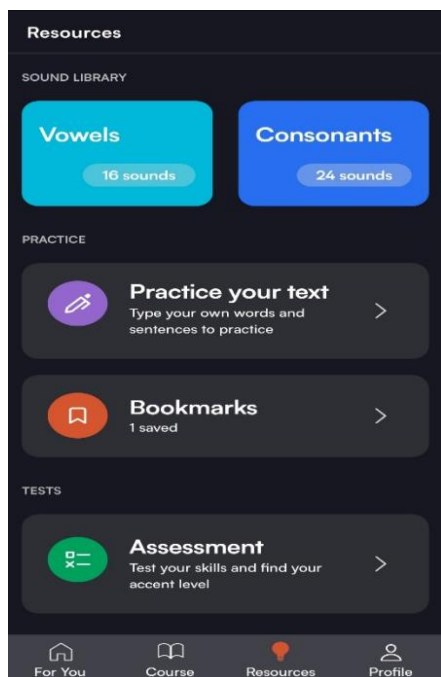


Figure 1(c). Resources menu

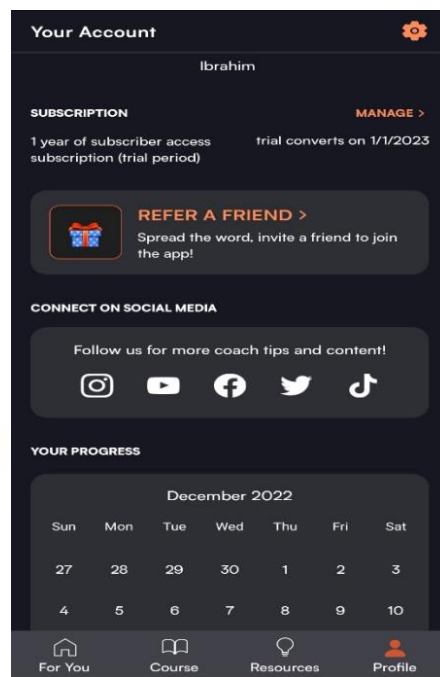


Figure 1(d). Profile menu

The *For You* menu allows users to access their daily customized lessons and see tomorrow's tasks. The app recommends practice for 10-20 minutes for muscle memory development. The app does not allow skipping lessons unless the current one is completed. Users are also provided practice with the target sounds with a syllabic, lexical, sentential, and contextual focus. In other words, tasks are arranged from an isolated (easy) to a contextualized (difficult) fashion. Speech samples of coaches and users are also displayed after each practice so that users might compare the two. Coach feedback is auditorily provided to users at every attempt, either to congratulate and move on to the next task or contemplate and revise the target sounds with low success levels. Users further receive a quick detailed assessment of their performance, where they can see overall and specific feedback about each sound.

The *Course* menu offers nearly 200 lessons on a variety of pronunciation features (e.g., segmentals, suprasegmentals, and spelling). More specifically, lessons are about consonants, American /r/, vowels, rhythm, intonation, suprasegmentals, challenge sounds, focus words, and spelling. Additionally, public speaking lessons (i.e., breathing techniques, pitch, volume, pacing, posture, movement, eye contact and facial expressions, hand gestures, managing speaking anxiety) are also given on the app. Lessons include individual focus on the target sounds/topics, idioms that contain these sounds, rules, and conversation practice. Rules of use are explained through video lessons by accent coaches. Users might also practice in conjunction with coaches as they teach target lessons. Users are also given stars after completing each task, which might form a competitive environment.

The *Resources* menu grants access to 16 vowels (11 phonemes and five diphthongs) and 24 consonants, each phonetically transcribed and accompanied by auditory and lexical examples. Users might also type their own words and sentences to practice in this menu. They can further access their previously saved bookmarks. Moreover, they might assess their pronunciation skills and learn about their accent level through the pronunciation test provided in this menu. The test consists of 14 sentences that include various sounds. After each test, top scores and study priorities are displayed as general feedback (Figure 2a), or detailed results might be accessed further down the menu (Figure 2b).

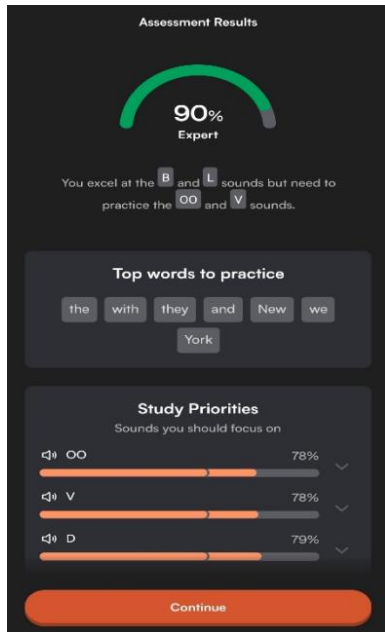


Figure 2(a). Overall assessment results

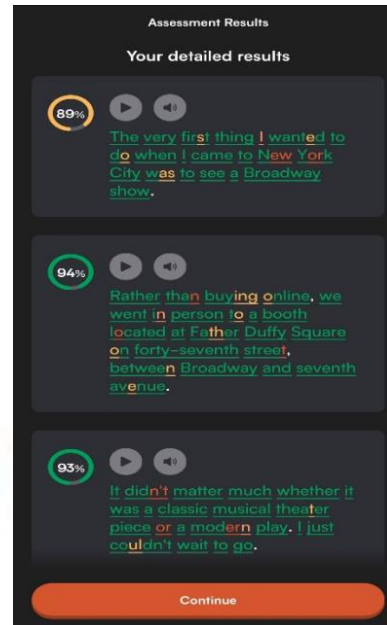


Figure 2(b). Detailed assessment results

Finally, the *Profile* menu allows users to upload profile photos, manage their subscription, refer a friend, connect on social media (e.g., Instagram, YouTube, Facebook, Twitter, and TikTok), see their daily progress on a calendar, and contact the co-founders to provide feedback. They might further edit account details, set notification preferences, and adjust practice settings.

### 3. Evaluation

BoldVoice was evaluated based on Chappelle's (2001) evaluation criteria of CALL products. The six criteria in the framework were (i) language learning potential, (ii) learner fit, (iii) meaning focus, (iv), authenticity, (v) positive impact, and (vi) practicality. Language learning potential is more associated with language learning activities than opportunities for language use. In other words, CALL products might be deemed to have language learning potential if they encourage adequate opportunities for focus on form. The operationalizations proposed in this regard were very well-addressed by BoldVoice. That is to say, the app has clear audiovisual explanations, presents sufficient exercises (e.g., syllabic, lexical, sentential, and contextual), promotes pronunciation/accent improvement, and provides performance scores that show mastery levels (e.g., by offering pre-, during, and post-assessment).

Learner fit refers to task difficulty and appropriateness for learner characteristics. Although the app addresses non-native English speakers wishing to improve pronunciation and fluency, the tasks are designed in an easy-to-difficult manner. Exercises start with a syllabic focus and end with contextualized practice. This means that lower-level pronunciation enthusiasts might also benefit relatively from the tasks. Additionally, lessons require a moderate phonetic/phonological familiarity (e.g., the phonetic alphabet and sounds) for a maximized learning experience. When performed appropriately, pronunciation practice with a segmental focus might enhance learners' bottom-up processing skills (Kissling, 2018) and speech intelligibility and comprehensibility (Munro & Derwing, 2011; Levis, 2018). In terms of learner characteristics, the app might apply to self-motivated and self-paced learners.

As the name suggests, meaning focus is concerned with the meaningfulness of the task at hand during task completion. In other words, it might be considered the direct opposite of focus-on-form. BoldVoice might suffer from perceived shortcomings on this criterion. Most drills focus on form despite the provision of conversation practice as the final exercise (a meaningful, communicative task). However,

the seemingly isolated exercises are aided by speech samples of coaches that serve as a model. They might thus be regarded as a type of guided practice in Celce-Murcia et al.'s (2010) communicative framework for teaching English pronunciation. Additionally, this guided practice might be discussed within the concept of accentedness, which refers to "a listener's perception of the ELL's speech as different from that of the listener's own language community" (Derwing & Munro, 2005, p.385), or "how closely the pronunciation of an utterance approaches that of a native speaker" (Kennedy & Trofimovich, 2008, p.461). The app provides model pronunciation samples for each task and comprehensive feedback on user performance. Model speech samples of native-speaking coaches in each task might, in this regard, be said to foster the approximation of user accents to those of native speakers as much as possible.

On the other hand, conversation practice (e.g., practicing voiced and unvoiced /θ/ sounds by reading through a conversation where you are setting up a bank account with a bank teller) included as an ultimate drill on the app might be viewed as communicative practice in the foresaid framework. That, however, does not necessarily cloud the fact that the app necessitates discernable enhancement in this regard. Another weakness of the app is that it overwhelmingly focuses on segmentals (173 lessons) and thus overlooks suprasegmentals (14 lessons). Research has indicated the significance of both (Yenkimaleki, van Heuven, Soodmand Afshar, 2022). The app must therefore reconsider the integration of more suprasegmental features such as stress, pitch, juncture, intonation, and rhythm.

As per the fourth criterion, the app might be claimed to be authentic since it incorporates speech samples of native-speaking American coaches. Also, the words and sentences included in the exercises are not divorced from those likely to be encountered in real life. Positive impact refers to the app's effects beyond its learning potential (Chapelle, 2001). BoldVoice might be claimed to promote metacognitive pronunciation strategies (Oxford, 1990), such as "finding out about TL pronunciation and self-evaluating," as in Peterson's (2000) classification. As users allocate more time and delve into video lessons, auditory support, and speech production, they might be expected to learn more about the pronunciation rules and self-evaluate their performances by comparing them to the provided speech models.

The last criterion, practicality, pertains to the perceived easiness of use of a CALL product by learners and teachers in and out of the classroom (Chapelle, 2001). The audiovisual guidance, user-friendly interface, and clear instructions and explanations of BoldVoice make it a manifestly practical app.

Ultimately, the app was evaluated in terms of feedback quantity and quality. The AI-powered accent coaches provide more than 30 statements as feedback on users' performance through formative (e.g., "Let's keep going. Say the phrase below," or "Let's pause to troubleshoot. Listen to the difference in our recordings and try again.") and summative (e.g., Strong work today, but we still have room for improvement) evaluation. In other words, the feedback type varies according to how good or bad the performance is, but it is always encouraging and motivating for users to continue to practice. In addition, users are asked if they feel they have improved at the end of the exercises. They are also asked to rate the video lessons on a five-point linear scale. The app further gives a star to users at the end of the video lessons and exercises to create a competitive atmosphere. Most importantly, one of the most significant features of the app is the comprehensive assessment presented at the end of exercises, where users might analyze individual sounds and track their progress. The supportive encouragement and meaningful assessment might help users to improve their pronunciation. *Sample / Participants*

#### **4. Conclusion**

BoldVoice has an easy-to-use interface and comes with explicit instructions. The personalized language content tailored as a result of users' native languages is one of the distinct qualities of the app. This means that the challenging pronunciation features are incorporated into the lessons based on users' linguistic backgrounds. Users might also opt for individual lessons on the specific sounds of their preferences rather than the planned lessons based on their native languages. The provision of speech

samples by native-speaking American accent coaches grants users who struggle to access such authentic materials the chance to reduce their accentedness levels and improve their overall pronunciation performance. Through continuous and dedicated efforts, users might also enhance their fluency and build confidence. The pedagogical utility of language content (i.e., easy-to-difficult practice) and the variety of content (e.g., focus words, idioms, conversation practice, video lessons) is another distinctive feature of the app. This might help prevent users from experiencing boredom during practice. Another distinguishing feature is that the app allows users to practice their texts and provide comprehensive feedback on their performance. In line with this, a final strength of the app is its assessment feature that presents general (e.g., overall performance score) and specific (e.g., scores on individual sounds) feedback on users' performances. However, more conversational practice is needed on the app (meaning focus). In addition, suprasegmental features should be given more place in the app's content since they also impact intelligibility.

Overall, this app might be helpful for users who wish for pronunciation improvement but cannot achieve this goal due to personal reasons or educational/institutional constraints. With its customizable and diversified linguistic content, BoldVoice is a promising and original app for those who want to overcome the linguistic barriers caused by their mother tongues and lower their accentedness levels. More research, of qualitative and quantitative nature, is required to corroborate the findings of this media review. that more female participants opted to use computers than male participants as we are often accustomed to seeing male students play computer games.”

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### Appendix A. Media Synopsis

<b>Title</b>	BoldVoice
<b>Developer</b>	Welloction Inc.
<b>Website</b>	<a href="https://www.boldvoice.com/">https://www.boldvoice.com/</a>
<b>Product Type</b>	Online/Mobile English pronunciation and accent coach
<b>Operating Systems</b>	iOS (iPhone with iOS 12.0 or later, iPad with iPadOS 12.0 or later, iPod touch with iOS 12.0 or later, macOS 11.0 or later and a Mac with Apple M1 chip or later.), Android AS systems (6.0 and up).
<b>Registration</b>	Required
<b>Hardware Requirements</b>	An internet-accessible device
<b>Price</b>	A 7-day trial account or subscription at \$9.99 - \$89.99 per item

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İbrahim Halil Topal has been an English instructor at the College of Foreign Languages, Gazi University in Turkey, for about 11 years. He holds a PhD from the ELT department of Hacettepe University. He has published several articles in international journals and presented in many international conferences. His main research interests include but are not limited to educational technology, teacher education, educational phonetics and phonology, culture, and discourse.

# Leveraging ChatGPT to Empower Learner Autonomy and Support Instructors in ELT Writing Classes

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## Abstract

The integration of technology in education has transformed traditional teaching paradigms, offering new possibilities for enhancing learning experiences. In the realm of English Language Teaching, writing classes play a pivotal role in honing students' language proficiency. This paper explores the potential of ChatGPT, a powerful language model developed by OpenAI, as a tool to augment learner autonomy and assist instructors in ELT writing classes. By analyzing the benefits and challenges of incorporating ChatGPT into the ELT curriculum, this paper aims to provide insights into how this innovative technology can revolutionize language education.

*Keywords:* ChatGPT; writing; learner autonomy; instructor workload

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The profession of language teaching has always adapted to the dynamic landscape of education, social changes and needs, and technological developments. Today, it faces yet another task, a challenge that is growing faster than anything ELT professionals dealt with before: the advent of artificial intelligence (AI) and natural language processing (NLP) technologies has opened unimaginable new avenues for transforming language education. This paper will address the role of ChatGPT, a super-advanced language model, in revamping and revolutionizing ELT, especially in terms of teaching writing skills. The focus is on leveraging ChatGPT to promote learner autonomy and provide valuable support to instructors who are crushing under the workload of marking student papers. Any language instructor would be willing to provide extensive feedback to their students for their written products. However, giving extensive and detailed feedback and doing this in subsequent drafts require substantial effort and time. If an instructor teaching a 20-student classroom assigns a writing task every two weeks, this amounts to marking 240 papers within a period of 8 weeks (the commonly accepted duration for the teaching of one CEFR level), provided that the instructor makes the students write 3 drafts for each task since that is the ideal. Adding to this massive workload, the same instructor has lots of other things to do.

When this is considered together with the fact that in countries like Türkiye, an instructor is asked to teach about 25 class hours per week on average and with the fact that in most state universities the class sizes are unfortunately much larger than 20 students, the instructors experience immediate burn-out. This leads to two things: (1) the instructor refrains from assigning writing tasks or, at the least, requires only a single draft for each task, and/or (2) the instructor gives only superficial feedback or none at all for s/he only assigns a grade for the submitted work using a holistic grading scale. Either way, this shows that the instructors need support while teaching writing skills in ELT classes and the learners need more autonomy to compensate for the lack of full instructor support in the development of their individual writing skills.

As educators strive to meet the diverse needs of language learners, the incorporation of cutting-edge technologies becomes imperative. ChatGPT, developed by OpenAI, emerges as a promising tool in this

context, offering a bridge between traditional pedagogy and the dynamic requirements of the modern classroom. The most immediate support that ChatGPT and similar AI models can provide to instructors and students is fulfilling the role of a writing assistant to aid the instructor in the process of providing individualised quality-feedback to each learner and promoting learner autonomy in its capacity.

Learner independence is one of the paramount characteristics of education today, meaning learners' ability to take responsibility for their learning processes. In ELT, creating learner independence means not only a philosophy in teaching but also a practical need. For those learning a foreign language, for instance, it is viewed as very important learner skill that they learn how to handle most of the complexities in the language on their own. The possibility that adaptation of ChatGPT can provide real-time feedback aligns exactly with this goal of fostering independence. It may catalyze this effect in that it gives tailored, interactive support necessary for the students to learn how to write in English independently. As Su, Lin and Lai also point out, students can utilize it to start an independent learning process based on their needs and progress at their pace (2023).

Serving as a writing assistant is the second most important application of ChatGPT in teaching ELT. It helps learners improve their writing by giving real-time suggestions, corrections, and feedback. Having an ability to understand the context, grammar, and style, the model provides personalized help for students at a very rapid rate in the learning process. While students work on writing tasks, ChatGPT acts like a Virtual Writing Coach, who will share insights about the structure of sentences, vocabulary choices, and coherence. The immediate feedback is, perhaps, the greatest benefit that allows students to correct the mistake on the spot and refine the writing instantly. Such a proactive approach to learning a language not only improves the quality of work but also contributes to the process itself.

Individualization of learning is one of the most challenging situations one may come across in the classroom. Since ChatGPT is adaptive and tailored to particular needs, it can accommodate different learning styles. This, in a way, offers individualized learning to each student through interactive dialogue and focused feedback. Research by Dai and et al. (2023) found results that support this point as they say that “[their] study showed ChatGPT’s ability to generate more readable feedback with greater consistency, which assists students in understanding the feedback and thus encourages their actions for improvement” (p. 325). The adaptability of ChatGPT is particularly advantageous in the context of ELT writing classes, where students exhibit varying levels of proficiency and unique learning preferences. For instance, a student struggling with verb conjugation may receive specific exercises and explanations tailored to address this particular challenge. In contrast, as in the case of Fitria’s recent study (2023), a more advanced learner may engage in nuanced discussions and receive feedback on complex sentence structures (p. 54).

One of the major challenges encountered by learners of the English language is that of overcoming the language barrier. It might be overcome by using ChatGPT, though, as it explains, provides synonyms, clarifies, and can speak with the learner in his or her own native language. This not only eases the understanding of the material but also enhances learners' confidence in expressing themselves in English. In most language learning classes, there is always multiculturalism that requires a tool that can accommodate the resultant linguistic diversity. Understanding different dialects on English and accommodating learners from diverse language backgrounds make ChatGPT very effective in promoting inclusivity. Subtle descriptions and context-based proposals make ChatGPT very instrumental in aiding learners whose first language is not under study to sail through complex content

areas of the language. Another virtue associated with integrating ChatGPT into writing classes in ELT lies in the fact that it promotes collaborative learning. Under the guidance of ChatGPT, learners are able to practice peer review sessions where they learn from each other's strengths and weaknesses. It is an impartial judge, giving constructive feedback, and contributes to an enjoyable and cooperative learning atmosphere. Cooperation in learning is one of the basics of successful foreign language acquisition. By the possibility of opening one's work to feedback in a controlled environment, ChatGPT promotes a sense of community within a class. Furthermore, the impartial feedback from the model makes students view each other as comrades in the learning process, hence reducing competitiveness and increasing cooperation.

Although AI integration into education is associated with several benefits, several ethical issues have to be addressed during the process (Baskara, 2023, p. 51). They include privacy issues relating to data, the presence of bias in language models, and overreliance on the technology among others, which need to be duly managed. It thus becomes incumbent upon the teacher to guide the student in using ChatGPT responsibly and ethically for the purpose in which it is deployed: to complement human interaction and feedback, not to substitute for either one. Major ethical dimensions are associated with using AI tools in education. While dealing with ChatGPT, a student has to be aware of intellectual property, respect the role of the human teacher, and know that technology balances traditional teaching methodologies. It will be incumbent upon the teachers to see that the use of ChatGPT remains aligned with the broader goals of education on values.

Though ChatGPT is very helpful for students, it is also an excellent tool for teachers. With the help of ChatGPT, teachers can handle large classes—pointing out the most common problems different students go through during their learning. The teacher will get enough time to provide personalized guidance, mentorship, and help in solving their specific learning needs. It is part of the role played by teachers in an ELT writing class to take students beyond mere delivery of content, toward more critical thinking, personalized feedback, and excitement about being good communicators. Assuming tasks like grading and generating statistics about common errors, ChatGPT frees up time for these much more important components of teaching. In turn, this rebalancing makes for a significantly more rewarding and meaningful learning experience. However, one should note that teachers cannot simply allow ChatGPT to automate their grading just yet. As various studies, notably that by Yoon, Miszoglud, and Pierce (2023) note, ChatGPT does not understand the ideas presented in student papers but rather grades on linguistic markers such as transitional words and range of vocabulary used.

While ChatGPT presents a groundbreaking approach to ELT, it is not without challenges (Barrot, 2023). The model misinterprets subtle cultural contexts very often and may not easily tackle issues with highly specialized or technical writing. Other worries include issues of plagiarism and the constant need for updating in order to keep up with language trends in evolution. In this sense, any AI model is stopped by the very fluid nature of the languages themselves. It is here that despite being competent, ChatGPT might fail if it comes across new slang, cultural references, or fast-changing linguistic norms. Teachers will therefore have to resort to using ChatGPT with sensitivity to these weaknesses, and with a need to channel students toward more critical assessment of proposals and further help as necessary.

The use of ChatGPT in ELT writing classes remains to be fully assimilated. Imran and Almusharraf (2023) offer a fuller survey of the relevant research. Future research should focus on improving model capabilities and methods, together with ethical issues involving innovative ways that AI technology can

work in conjunction with traditional teaching methods (Meyer et al., 2023). The goal is to create a symbiotic relationship between AI and human instructors that maximizes the benefits of both. Potential uses in ELT are several, immensely great, and will grow as the technology further develops. Future models could integrate more sophisticated language understanding, thus providing subtle cultural context and adapting to the changing linguistic landscape. Much research needs to be conducted about tools that can integrate ChatGPT into existing curricula organically and create a seamless blend of technology and teaching.

Overall, it can be concluded that ChatGPT stands as a revolutionary tool that has immense instrumental capacity in changing English Language Teaching, mainly in terms of writing classes. With its potential to increase learner independence, personalize feedback, and conduct learner diversities, the teachers are all set to create a far more powerful and inclusive language learning environment. While there are several challenges, the potentials of ChatGPT in empowering learners and teachers are enormous and predictably able to transform ELT teaching dramatically. ChatGPT comes to help when first steps towards a more interactive, personalized, and effective ELT environment are taken in the journey of continuous possibilities that AI in education represents. One has to walk in this landscape remembering explicit possibilities with ethical considerations and limitations for integrating AI in education. It is visionary that in the future, human teachers and AI technologies could complement one another to enrich this educational experience for generations to come.

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# Revolutionizing ELT Speaking Classes: The Integration of AI for Enhanced Learning

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## Abstract

The realm of English Language Teaching is continually evolving, driven by advancements in technology. This paper explores the transformative potential of integrating Artificial Intelligence (AI) into ELT speaking classes. Focusing on the use of AI, particularly ChatGPT, as a tool to augment speaking proficiency, this paper examines the benefits, challenges, and future implications of incorporating AI in language education.

*Keywords:* ChatGPT; speaking; learner autonomy

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Fast-changing is the world of English Language Teaching, and one must pace up with new approaches lest one be left behind. One of those things has to do with the development of speaking skills for language learners. Now, with the availability of AI, language teachers have another great opportunity to reform their speaking classes, especially where, as in Turkey, English is taught as a foreign language. This paper will investigate how tools of artificial intelligence, such as ChatGPT, can enhance speaking lessons and support both students and teachers alike.

Mastery over spoken communication plays a vital role in language acquisition; however, it often proves challenging for both students and teachers. Effective communication means knowing the words but also the cultural responding nuances, the intonation, and proper language use according to context. Addressing these aspects may be hard and take much time for a non-native teacher. Through AI integration in speaking classes, they will be better placed in dealing with all these challenges to help learners acquire speaking skills comprehensively.

The integration of AI technology offers an array of possibilities within ELT's sphere—ranging from speech recognition systems to interactive conversational agents—that aim at creating an immersive and dynamic learning environment tailored specifically towards enhancing spoken proficiency. Among the many technologies available for application in this field, one of the most prominent is ChatGPT. This high-level technology manages not only to extract natural conversations but also provides personal feedback to the learner. According to the results of a very recent study carried out by Jahan and et al. (2023), “[ChatGPT] provides real-life language use, creates interactive classrooms, helps enhance fluency, optimizes learning levels, provides meaningful and contextual communication” among many other things (p. 321).

In the realm of speaking classes, a significant obstacle arises when it comes to refining one's pronunciation and intonation. With advanced speech recognition capability, AI technologies can now

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immediately provide meaningful feedback on pronunciation. The power of ChatGPT lies not only in its capacity to rectify errors but also in its aptitude to grasp contextual cues, which underlines the fact that its benefits extend beyond mere correction. ChatGPT corrects mistakes but also feels contextual cues, enabling students to get guidance in intonation, stress patterns, rhythm—making the learning experience enriched. Immediate feedback assures that learners take prompt correction and monitor their speech to become more accurate and natural. This interactive exchange aids in the growth of not just precise but also smooth and authentic speaking skills.

In fact, ELT speaking classes seldom present the chance for students to engage in a genuine conversation regarding real life experiences because of the small number of other learners whom they communicate with and because of the fact that they are all learners, not native users of the target language. AI-driven conversational agents like ChatGPT may fill this gap since they act as virtual language partners, thus providing opportunity for significant conversation at different proficiency levels of the learner and giving them the simulation of the language immersion process.

One of the major advantages of AI conversational agents is their accessibility and flexibility. Each student can practice his or her speaking at their convenience anytime and from any geographical location; this frees one from both time and geographical constraints. Agustini, in 2023, firmed up the point that tools like ChatGPT facilitate autonomy since they offer personalized conversations according to a learner's needs and interests.

Speaking anxiety is common to most language learners, especially at the elementary level. AI in speaking classes creates a non-judgmental and stress-free environment for learners to practice and enhance their speaking. The lack of human judgment puts them at ease from anxiety and allows learners to experiment with the language without fears of criticism. In their 2023 research, Muñoz and colleagues describe at length how AI tools like ChatGPT can actually reduce stress and augment motivation and engagement among learners.

With this in mind, it should also be underlined how AI tools, like ChatGPT in this case, can become encouraging interlocutors for the learners who need speaking practice. They fulfil the role of a sympathetic and understanding conversational companion, and hence, they contribute to the development of learners' self-assurance in communicative contexts. Especially when it is used to provide graded learning tasks, i.e., to advance gradually from basic dialogues to intricate language patterns, it will enable learners the more to adapt to using the target language in communicative contexts. This way of learning and practicing will happen in a manner that suits their individual rhythm and will result in a motivating atmosphere. In other words, such a gradual progression will allow students to learn at their own pace and will always provide the supportive, positive learning environment that they need.

There is one other thing that most EFL settings lack since their teaching remain at the level of knowledge. Yet, knowing the language is not the final goal. Effective communication goes beyond just knowing the language. It is also about understanding cultural subtleties and being contextually appropriate, and this is something most EFL settings fail to provide to learners as they exist outside the natural environment of the target language. At this point, AI once again proves to be highly useful for speaking classes in the way that it can make things interesting by exposing learners to various cultural scenarios by creating simulated conversations and context-based prompts. Ultimately, this exposure to



cultural subtleties and contexts (as if learning in an ESL setting) becomes invaluable for learners in EFL settings and will help, not only EFL students but also ESL students, to develop cultural competence. They will be ready all the more for the challenges of real-world communication.

Moreover, with their limitless access to all kinds of discourse, AI tools like ChatGPT provide a rich content as well for anyone who is learning English for a specific purpose, to work in the field of medicine or engineering for instance, or to emigrate. Thinking of this in an analogy, one can imagine ChatGPT, or any other similar AI tool, as their language-savvy friend who knows a lot about different topics, discourses, jobs, or cultures. This friend, hence, can provide insights into job-related conversation, specific terminology, sayings, cultural references, and proper etiquette. It would not be wrong, then, to say that this AI aspect aligns perfectly well with the broader goals of language learning, which is not merely about learning a language but also about becoming culturally adept in communication using that language.

However, it is not all sunshine and rainbows in the AI world. Integrating AI into ELT settings is not without its challenges, even though it has its many perks as they were previously outlined above. The study by Sirichokcharoenkun, Tipayavaravan and Cao (2023) discusses these challenges at length. To start with, even the most advanced speech recognition technology can be less able to cope with accents and regional variations, which may create biased feedback. Views on ethical considerations in education relating to data privacy and the responsible use of AI also need to be taken into consideration.

At this point, language teachers play a crucial role in guiding students on using AI tools responsibly and ethically, in emphasizing that these tools are supposed to complement and not replace traditional language learning. Ensuring AI algorithms are free of biases and limitations is important for ensuring equitability and helpful feedback for learners regardless of their language background.

AI is beneficial not only to learners but also to teachers. Ali (2023) draws special attention to how tools like ChatGPT were quickly embraced by language instructors (pp. 637-38). Automated assessments, data analysis on common speaking challenges, and personalized learning plans generated by AI empower teachers to offer precise guidance. This way, educators can create more time to focus on refining their teaching strategies and on giving tailored support.

When AI meets the human instructor, it is double perfection. AI tackles routine tasks and offers insights, hence, teachers are free to do more on the nuances of teaching. This partnership, which creates a balance between technological efficiency and human expertise, boosts the quality of teaching as a whole in ELT speaking classes.

Still, all in all, the future of AI in terms of its uses in ELT speaking classes looks promising. Nevertheless, research still has speech recognition to refine and tackle biases, and create ethical guidelines. Yet, it is not hard to see that with continued advances in technology, the place of AI within language education will unavoidably develop. Future AI tools will be able to offer better assessments and more adaptive learning experiences, and the integration of AI into ELT speaking classes will forever transform language education. Challenges and ethical concerns aside, their potential benefits for learners and instructors are significant.

Overall, AI in ELT speaking classes opens a brand-new frontier in language education. AI provides personalization, accessibility, and immersion. After this huge paradigm shift, what is most likely to emerge in this changing landscape is one where the collaboration of AI with human instructors offers more effective, culturally rich, and inclusive speaking classes for language learners around the world.

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# Exploring the intercultural communicative competence and willingness to communicate in diverse cultural contexts

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## Abstract

Intercultural communicative competence (ICC) and willingness to communicate (WTC) are two key concepts in the field of language education that play a crucial role in promoting effective communication in diverse cultural contexts. However, little is known about how these constructs interact in the context of EFL pre-service teacher education. With this regard, this study aims to explore the relationship between ICC and WTC among pre-service English language teachers at a state university in Türkiye using a qualitative research design. Drawing on a literature review of theoretical frameworks and empirical studies, semi-structured interviews and focus groups are used to investigate pre-service teachers' perceptions and experiences of ICC and WTC. The findings may shed light on a better understanding of the complex relationship between ICC and WTC in language education and guide the development of teacher education programs to promote intercultural competence and effective communication in diverse cultural contexts.

*Keywords:* Intercultural communicative competence (ICC), willingness to communicate, EFL pre-service English teachers, culture in EFL.

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## 1. Introduction

In today's increasingly globalized world, where multicultural interactions are becoming the norm, studying intercultural competence and willingness to communicate is of paramount importance. As societies become more diverse and interconnected, individuals should possess the skills and motivation to effectively communicate with and understand people from different cultural backgrounds. Failure to do so can lead to misunderstandings, conflicts, and missed opportunities for collaboration and growth.

Globalization has brought people from different cultures together like never before, whether through international travel, migration, or virtual communication platforms. This increased interconnectedness has created a pressing need for individuals to develop intercultural competence. Without intercultural competence, individuals may struggle to understand and appreciate cultural differences, leading to miscommunication, stereotypes, and even discrimination.

### 1.1. Literature review

#### 1.1.1. Intercultural Communicative Competence (ICC)

Deardorff (2006), defines ICC as “the ability to communicate effectively and appropriately in intercultural situations based on one’s intercultural knowledge, skills, and attitudes” (p. 243). Similarly, according to Chen and Starosta (2005), ICC is “the ability to interact effectively and appropriately with

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people from different cultures” (p. 16). These definitions highlight the importance of knowledge, skills, and attitudes in intercultural communication.

Deardorff (2006), proposes a framework for understanding ICC that includes knowledge, skills, and attitudes. Knowledge includes cultural self-awareness, cultural knowledge, and cultural worldview frameworks. Skills include interpretation and evaluation, relational skills, and behavioural skills. Attitudes include curiosity and openness, cultural humility and respect, and empathy.



Figure 3. Dimensions and Components of ICC

### 1.1.2. Teacher Cognition and ICC

Teacher cognition is essential for developing students' intercultural communicative competence (ICC). It encompasses teachers' attitudes, beliefs, and knowledge about ICC, influencing their instructional decisions and practices. Reflective teaching practices and continuous professional development are crucial in promoting intercultural understanding and competence. Further research is needed, especially in non-English language contexts, to explore teacher cognition in teaching ICC and develop innovative curricula to enhance teachers' understanding of culture and intercultural communication.

Teachers in multicultural and globalized classrooms have a vital role in developing students' ICC. They need to be aware of students' diverse cultural backgrounds and navigate intercultural interactions effectively. This requires teachers to reflect on their own cultural biases and continuously improve their intercultural communicative competence through professional

development activities. Teachers' positive attitudes and knowledge about other cultures are crucial in promoting students' ICC.

### 1.1.3 Willingness to Communicate

Willingness to communicate, on the other hand, refers to an individual's readiness and motivation to engage in communication with others (Liu & Zhu, 2021). It is influenced by various factors, including language proficiency, self-confidence, cultural background, and the perceived social context (Liu & Zhu, 2021).

Willingness to communicate plays a significant role in intercultural communication as it determines the extent to which individuals are willing to initiate and sustain interactions with individuals from different cultures (Logan et al., 2014).

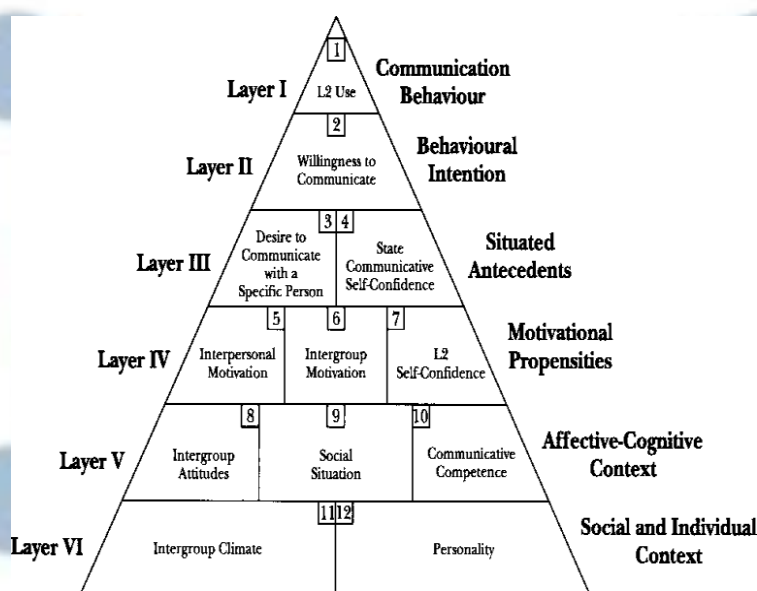


Figure 4. Heuristic Model of Variables Influencing WTC

Intercultural communications vary across cultures, as can the willingness to communicate. A study by Yousaf et al. (2022), examined university students from Pakistan and China, which both have collectivist cultures. Their results revealed that Pakistani students were more ethnocentric and had lower intercultural willingness than Chinese ones; males from both cultures also displayed more ethnocentrism, making them less willing to communicate interculturally than their female counterparts (Yousaf et al. 2022). These results highlight cultural disparities regarding ethnocentrism, which impacts intercultural willingness.

WTC is crucial in initiating and maintaining intercultural interactions (Liu & Zhu, 2021). It reflects an individual's openness and motivation to engage with others, despite potential language barriers or cultural differences (Aydın & Gürsoy, 2022). Individuals with a high

willingness to communicate are more likely to seek opportunities for intercultural communication, actively participate in discussions, and express their thoughts and opinions (Liu & Zhu, 2021). This willingness to engage in communication promotes mutual understanding, facilitates the exchange of ideas and perspectives, and fosters positive intercultural relationships (Logan et al., 2014).

Teacher beliefs play a central role in shaping classroom practices and impacting students' willingness to communicate (WTC) (Phippps & Borg, 2009). Aligning teacher beliefs with the promotion of WTC is crucial for creating a supportive classroom environment. Gong et al. (2022), conducted a qualitative study on preservice Chinese language teachers in Hong Kong SAR, China, to explore their cognition in teaching intercultural communicative competence. This research concluded that preservice teachers' understanding of intercultural education is seen as a necessary condition for becoming effective practitioners of teaching intercultural communicative competence (Gong et al., 2022). Thus, it highlights the significance of including intercultural aims in teacher education programs to strengthen teachers' beliefs and practices related to supporting student intercultural development (Gong et al., 2022).

### *1.3. Research questions*

1. What factors influence the development of intercultural competence among pre-service English teachers, and how do these factors relate to their willingness to engage in cross-cultural communication?
2. To what extent do personal attributes, such as empathy and cultural sensitivity, contribute to the willingness of pre-service English teachers to communicate across cultural boundaries, and how do these attributes interact with intercultural competence?
3. Can intercultural communication competence be cultivated and enhanced through education and specific experiences, and if so, what are the most effective methods and experiences in enhancing this competence among pre-service English teachers?

## **2. Method**

While the qualitative research was being conducted, an online survey which included both demographic questions and interview questions was utilized in this research. Data regarding people's attitudes, practices, opinions, and beliefs about ICC and WTC are gathered through interview questions.

### *2.1. Sample / Participants*

The sample consisted of 22 pre-service English teachers who were all Turkish and the majority of whom were fourth-year students. The sample included both male and female participants, with 16 participants being female and 6 participants being male. One participant had

participated in the Erasmus student mobility program. The participants reported varying levels of proficiency in additional languages, with six participants reporting not speaking any additional languages and the others reporting speaking languages such as Arabic, German, and French.

No	Gender	Nationality	Grade	Participating Erasmus Program	Speaking additional Language
1	Female	Turkish	4th	No	Korean
2	Female	Turkish	2nd	No	No
3	Female	Turkish	2nd	No	Spanish and French
4	Female	Turkish	3rd	No	Turkish
5	Female	Turkish	1st	No	Turkish, German, Spanish
6	Female	Turkish	3rd	No	German and French.
7	Male	Turkish	1st	No	Turkish and Chinese
8	Male	Turkish	4th	No	German
9	Female	Turkish	4th	No	No
10	Male	Turkish	4th	No	Turkish
11	Male	Turkish	2nd	No	No
12	Female	Turkish	4th	No	No
13	Male	Turkish	4th	No	No
14	Male	Turkish	4th	No	Karachay
15	Male	Turkish	4th	No	Turkish, Kurdish, Arabic, Persian, and French
16	Female	Turkish	4th	No	Turkish
17	Female	Turkish	4th	No	Japanese
18	Female	Turkish	4th	No	German
19	Female	Turkish	4th	Yes	No
20	Female	Turkish	4th	No	Spanish
21	Female	Turkish	4th	No	German
22	Female	Turkish	4th	No	Korean

Table 1. Characteristics of participants

### 2.1. Instrument(s)

The study used semi-structured interviews as the primary method of data collection. The interviews were conducted with a subset of the participants and were designed to explore the participants' experiences with intercultural communication and their perceptions of the factors that influence the development of intercultural competence. The interview questions were developed based on the research questions and were open-ended to allow for in-depth exploration of the participants' experiences and perspectives. The interviews were audio-recorded and transcribed for analysis. Creswell (2003), notes that the use of semi-structured interviews allowed for a more comprehensive understanding of the research questions and helped to capture the richness and complexity of the participants' experiences. Besides, notes that the use of a single data collection method may limit the generalizability of the findings to other cultural contexts or teacher populations.

### 2.2. Data collection procedures

To collect data, a Google Forms link was created. The link was shared on LinkedIn and also it was sent to the participants via WhatsApp groups in the classrooms.

### 2.3. Data Analysis

Data were analyzed by identifying and categorizing relevant details of properties into major inter-related categories and then reducing the original set of categories to identify major themes. MaxQDA Pro Analytics 2022 was utilized in this process. Two researchers experienced in qualitative analysis analyzed the data to sort out, identify, and delineate the emerging themes. The themes were also checked by another expert in qualitative analysis for further reliability.

### 3. Results

According to Table 2, two participants never read English books, three participants read them once a year, nine participants read them once a month, and eight participants read them once a week.

	<b>f</b>
None	2
Once a year	3
Once a month	9
Once a week	8

Table 2. Frequency of reading English books

Table 3 provides information on the frequency of playing English online games among the study participants. According to Table 3, five participants never play English online games, four participants play them rarely, eight participants play them sometimes, and five participants play them always.

	<b>f</b>
Never	5
Rarely	4



Sometimes	8
Always	5

Table 3. Frequency of playing English online games

According to the table, 15 participants always watch English series and seven participants sometimes watch English series.

	<b>f</b>
Sometimes	7
Always	15

Table 4. Frequency of watching English series

Table 5 provides information on the frequency of using TikTok among the study participants. According to the table, 13 participants never use TikTok, two participants use it rarely, four participants use it sometimes, and three participants state that they use it always.

	<b>f</b>
Never	13
Rarely	2
Sometimes	4
Always	3

Table 5. Frequency of using Tiktok

While three participants stated that they did not take any courses, the most frequently mentioned courses were English Literature and World Englishes and Culture. Other course names are in Table6.

	<b>f</b>
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English Literature	9
World Englishes and Culture	5
Culture and Language	1
American Literature	2
Global Englishes	1
Mass Communication in English	1
None	3

Table 6. Cultural-based lessons

Interview Question (4) Have you ever run into obstacles or difficulties when attempting to communicate with people from other cultures? If you managed to do so, how did you do it?

*I think it might be because I haven't encountered it much, or perhaps due to my limited experience, but the biggest challenge I've faced is with accents. In those situations, as an alternative, we have resolved some issues by resorting to writing or changing certain words. (9)*

*Yes, I have encountered obstacles in cross-cultural communication, such as language barriers and misunderstandings. To overcome them, I utilized tools like translation apps, visual aids, and patient, clear communication to bridge gaps and foster understanding. (13)*

*Yes of course I was once trying to communicate with an Arab tourist in Istanbul at a bookstore he asked me to give him some specific information about the book he was looking for. So I wasn't myself much knowledgeable about the book so I quickly searched the Internet and found a short article about the book and I tried to translate it into Arabic for the tourist. (15)*

Interview Question (3) What elements, in your opinion, affect a person's readiness to converse across cultural boundaries /openness to intercultural communication? Do you think there are any cultural or personal characteristics that are particularly important?

*I think the most important characteristic has to be being open-minded and curious. If you aren't open to new cultures and traditions, if you aren't willing to accept them, then you'll probably have a hard time adjusting. (2)*

*Openness to intercultural communication is influenced by factors like cultural curiosity, empathy, flexibility, and a willingness to learn. While personal characteristics vary, these traits can enhance readiness for cross-cultural conversations. (13)*

*In my opinion, it's an individual trait, a matter that depends on the person. I believe that the person needs to be open-minded, and respectful (especially in the context of discussing accents or cultures), and should also know how to adapt to their surroundings. (9)*

	f
Open-mindedness	8
Curiosity	7
Respect	6
Empathy	4
Open to communication	3

Table 7. Elements of affect a person's readiness to communicate in diverse cultural contexts

Interview Question (5) Can you share an example of a situation where your intercultural communication competence positively affected your willingness to engage in cross-cultural communication?

*Whenever I speak with a foreigner, I feel like my progress is getting better day by day in terms of speaking English fluently. (17)*

*There was a foreign teacher in our school participating in a program. After talking a bit, she told me that I was communicating very well, and that I was a good listener and an active talker. That compliment affected me in a very positive way. (2)*

*I spent lots of time on the internet. So, I spoke to lots of people from different cultures. Also, I am interested in different cultures. Speaking to a person from a different culture is not difficult for me. If I know something from their cultures, it is almost more enjoyable than speaking from somebody from my culture. (10)*

	f
By experiencing	6
Receiving compliment	4
Interest in culture	3
Multicultural background	3
Confidence	3

Table 8. Positively affected the willingness to cross-cultural communication

#### 4. Discussion

The discussion section presents a meticulous analysis of our findings, uncovering critical insights with profound implications for teacher education programs and cross-cultural communication in educational settings. Notably, the study emphasizes the pivotal role of personal attributes, specifically empathy and cultural sensitivity, in shaping the intercultural competence of pre-service English teachers. Higher levels of these attributes correlate with a greater inclination for cross-cultural communication, underscoring the necessity for teacher education programs to emphasize and cultivate these traits.

Furthermore, our research sheds light on the significance of diverse cultural experiences and reflective practices in enhancing intercultural communication competence among pre-service teachers. Participants with increased exposure to diverse cultural contexts, combined with opportunities for self-evaluation and reflection, demonstrated heightened intercultural communication competence. This highlights the imperative for teacher education programs to integrate experiential learning and reflective practices, enabling pre-service teachers to refine their intercultural communication skills.

The discussion extends beyond individual development to address cross-cultural communication within educational settings. It underscores the intrinsic link between effective cross-cultural communication and positive teacher-student relationships in diverse classrooms. Consequently, there is a clear mandate for teacher education programs to equip pre-service teachers with the necessary knowledge, skills, and attitudes to foster cultural understanding and respect.

In summary, this discussion section provides a nuanced examination of our findings, offering valuable insights for refining teacher education programs and promoting effective cross-cultural communication in educational settings. The identified trends underscore the practical recommendations set forth in the report, contributing substantively to the ongoing discourse on the enhancement of intercultural communication competence among pre-service English teachers.

## **5. Conclusions**

In conclusion, this study has delved into the multifaceted factors influencing the development of intercultural competence among pre-service English teachers. Our findings underscore the interconnectedness of language proficiency, cultural knowledge, prior cross-cultural experiences, and exposure to diverse cultures in shaping the attitudes, beliefs, and behaviours of these educators toward individuals from different cultural backgrounds.

Importantly, our research emphasizes the pivotal role played by personal attributes, specifically empathy and cultural sensitivity, in facilitating effective cross-cultural communication. These attributes not only contribute significantly to intercultural competence but also enable individuals to establish meaningful connections with people from diverse cultural contexts, guiding their communication strategies adeptly.

Furthermore, the study has elucidated the intricate interplay between these personal attributes and other influential factors, such as language proficiency, cultural knowledge, and prior cross-cultural experiences. It is evident that a nuanced understanding of these dynamics is imperative for comprehensively addressing the complexities inherent in cross-cultural communication.

The implications of our findings extend beyond theoretical insights, pointing towards actionable strategies for the cultivation and enhancement of intercultural communication competence among pre-service English teachers. Cross-cultural training, exposure to diverse cultural contexts, and immersive opportunities for experiential learning emerge as integral components in this educational journey. Notably, the study underscores the necessity of concurrently developing empathy, cultural sensitivity, and language proficiency to foster a holistic and effective intercultural communication skill set.

In conclusion, this research contributes valuable insights to the ongoing discourse on intercultural competence development, emphasizing the need for a comprehensive approach that integrates educational interventions and experiential learning to nurture a cadre of pre-service English teachers equipped to engage meaningfully across cultural boundaries.

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## Appendix

### Instruction

Before we proceed with the interview questions, we would appreciate your response to some basic demographic questions. This information helps us better understand our respondents. Your answers will remain confidential. (such as gender nationality, etc.)

1. What is your gender?
2. What is your nationality?
3. Which grade are you currently in?
4. Have you participated in the Erasmus Program during your academic journey?
5. How often do you read English books?
6. How often do you play English online games?
7. How often do you watch English series?
8. How often do you use TikTok?
9. Do you speak any additional languages other than English? If yes, please specify which ones.

10. What cultural-based lessons did you take in your department?

### **Instruction**

In this section, you will find a set of ten open-ended questions designed to elicit thoughtful and detailed responses. We kindly request that you carefully read each question and provide comprehensive answers to the best of your ability. Your insights and responses will play a vital role in shaping our understanding and decision-making process.

Your responses should be clear and concise, allowing us to gain valuable insights into your perspectives, experiences, and expertise. Your input is highly appreciated and will assist us in achieving our goals effectively.

Thank you for taking the time to consider and respond to these questions. Your thoughtful answers are instrumental in helping us make informed decisions.

1. What recent situation required you to communicate across cultural barriers? What was the situation like, and how did you handle it?
2. How well do you think you can communicate across cultures? Can you give particular examples of the abilities or techniques you think you have?
3. What elements, in your opinion, affect a person's readiness to converse across cultural boundaries/openness to intercultural communication? Do you think there are any cultural or personal characteristics that are particularly important?
4. Have you ever run into obstacles or difficulties when attempting to communicate with people from other cultures? If you managed to do so, how did you do it?
5. Can you share an example of a situation where your intercultural communication competence positively affected your willingness to engage in cross-cultural communication?
6. How do empathy and cultural sensitivity affect your willingness to communicate? What part do they play in good intercultural communication?
7. How has your intercultural communication competence evolved over time? Have you become more or less willing to engage in cross-cultural communication as a result?
8. Do you think certain communication techniques or abilities are necessary for intercultural interactions to be successful? Could you give some examples of when you've used them?
9. Do you think that intercultural communication competence can be taught or developed? If so, what methods or experiences have been most valuable in enhancing your competence in this area?
10. Have you ever been in a situation where your desire to communicate was impeded by a lack of intercultural communication skills? What lessons did the event teach you?

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