



INNOVATIONS IN LANGUAGE TEACHING JOURNAL

2024

VOLUME: 1

ISSUE:1

DİL ÖĞRETİMİNDE YENİLİKLER DERGİSİ



SEKİZGEN ACADEMY
An Academic Publisher



**INNOVATIONS IN LANGUAGE
TEACHING JOURNAL**

INNOVATIONS IN LANGUAGE TEACHING JOURNAL

**PUBLISHER/YAYINCI
Elif TOKDEMİR DEMİREL**

2024

KURULLAR/BOARDS

Editör Editor-in-Chief	Assoc. Prof. Dr. Elif TOKDEMİR DEMİREL (<i>Kırıkkale University, Department of Western Languages and Literatures - English Translation and Interpretating M.S.B.</i>)
Yardımcı Editörler Co-Editors	Dr. (PhD) Işıl GÜNSELİ KAÇAR (<i>Middle East Technical University- Foreign Language Education Department</i>) Asst. Prof. Dr. Semin KAZAZOĞLU (<i>Department of Foreign Languages - Yıldız Technical University</i>)
Lisan Editörleri Language Editor	Dr. Ceyda CENGİZ (<i>Bülent Ecevit University - Department of Foreign Languages and Cultures</i>)
Danışma Kurulu Advisory Board	Prof. Dr. Ahmet Uğur NALCIOĞLU (<i>Atatürk University</i>) Prof. Dr. Ahmet SARI, <i>Atatürk University</i> Prof. Dr. Ayşegül DALOĞLU, <i>Orta Doğu Teknik Üniversitesi</i> Prof. Dr. Belgin ELMAS, <i>TED University</i> Prof. Dr. Bena GÜL PEKER, <i>Gazi University</i> Prof. Dr. Binnur İLTER - <i>Akdeniz University</i> Prof. Dr. Hacer Hande UYSAL GÜRDAL, <i>Hacettepe University</i> Prof. Dr. Hüsnü ENGİNARLAR, <i>Middle East Technical University</i> Prof. Dr. İlhami SİĞİRCİ, <i>Ankara Social Sciences University</i> Prof. Dr. İlknur SAVAŞKAN, <i>Uludağ University</i> Prof. Dr. Mine ÖZYURT KILIÇ, <i>Ankara Social Sciences University</i> Prof. Dr. Nalan KIZILTAN, <i>Ondokuz Mayıs University</i> Prof. Dr. Sabri KOÇ, <i>Başkent University</i> Prof. Dr. Turan PAKER, <i>Pamukkale University</i> Prof. Dr. Zübeyde GENÇ, <i>Uludağ University</i> Associate Professor Dr. Ahmet BAŞAL, <i>Yıldız Technical University</i> Associate. Professor Dr. Buğra ZENGİN, <i>Namık Kemal University</i> Associate Professor Dr. Cemal ÇAKIR, <i>Gazi University</i> Associate Professor Dr. Füsun SARAÇ- <i>Marmara University</i> Associate Professor Dr. Sevim İNAL, <i>Çanakkale Onsekiz Mart University</i> Associate Professor Dr. Vehbi TÜREL, <i>Bingöl University</i>
Danışma Kurulu (Uluslararası)	Prof. Dr. David SINGLETON, <i>Trinity College Dublin</i> Prof. Dr. Gölge ÇITAK, <i>California State University, San Bernardino</i> Prof. Dr. Mirosław PAWLAK, <i>Adam Mickiewicz University</i> Prof. Dr. Theodore S. RODGERS, <i>University of Hawaii</i> Prof. Dr. Kevin Wai Ho YUNG, <i>The Education University of Hong Kong</i> Associate Professor Dr. Bahee HADAEGH, <i>Shiraz University</i>
Düzenleme ve Yayınlama Ofisi Layout and Publishing Office	Alperen MUTLU, <i>Kapadokya university</i> Esra ECE, Lecturer - <i>Bilgi University, School of Foreign Languages</i> Selim Ozan ÇEKÇİ, <i>Kırıkkale University</i> Tuğçe KAPTAN, <i>İstanbul University – Cerrahpaşa</i> Doğa Armağan DEMİREL, <i>Goethe University</i> Volkan ATEŞ, <i>Tarsus University</i>

İÇİNDEKİLER / CONTENTS	S/P
THE USE AND PERCEPTIONS TOWARDS AI TOOLS FOR ACADEMIC WRITING AMONG UNIVERSITY STUDENTS ELİF TOKDEMİR DEMİREL	1-20
Exploring pre-service teachers' perceptions on world Englishes and culture course SEVCAN BAYRAKTAR ÇEPNİ, GÖKHAN ÇEPNİ	21-34
CHALLENGES IN AI-ASSISTED ACADEMIC WRITING: A CASE STUDY YAROSLAVA FEDORIV	35-50
Beyond Language Barriers: A Meta-synthesis of Translanguaging-Focused Teacher Training and its Impacts on Teachers AYDIN YAZICI, KENAN DİKİLİTAŞ	51-60
Pros and Cons of ChatGPT for Enhancing Writing Skills in Higher Education ZOHAIB HASSAN SAIN, MUHAMMAD TAUFİK HIDAYAT	61-73
The Use of Many Listening Media Types In One Hypermedia Listening Environment VEHBİ TÜREL	74-98
SOCIO-CULTURAL AND LINGUISTIC HARMONIZATION OF SYRIANS IN TURKEY NESLİHAN ÇORAKÇI, NURAY ALAGÖZLÜ	99-109
Book Review: “An Introduction to Critical Discourse Analysis in Education” by Rebecca Rogers (2011) NESLİHAN KELEŞ, ELİF AYDIN YAZICI	110-114

To Cite This Article:

Tokdemir Demirel , E. (2024). The Perceptions of University Students Towards The Use of AI Tools For Academic Writing . Innovations in Language Teaching Journal, 1(1), 1–20. <https://doi.org/10.53463/innovltej.20240328>

**THE USE AND PERCEPTIONS TOWARDS AI TOOLS FOR ACADEMIC WRITING
AMONG UNIVERSITY STUDENTS****ÜNİVERSİTE ÖĞRENCİLERİNİN AKADEMİK YAZIM İÇİN YAPAY ZEKA
ARAÇLARININ KULLANIMINA YÖNELİK ALGILARI****Elif TOKDEMİR DEMİREL¹****Abstract**

AI- powered tools like ChatGPT, Grammarly and other writing assistants have become increasingly accessible offering opportunities for guiding academic writing development within ESP contexts through feedback, suggesting improvement and aiding error correction. The uses of AI-powered tools in academic writing include grammar and syntax checking, style and tone adjustment, clarity and conciseness suggestions, plagiarism detection, reference and citation management, content generation and brainstorming, targeted feedback on writing quality, thesis statement and argument strengthening, vocabulary enhancement, content structuring and outlining, translation and language support, research assistance, sentence rephrasing and paraphrasing, automated summarization and peer-review simulation. The increasing variety of tools and the rich repertoire of uses they offer makes it necessary to provide guidance to learners on how to use them effectively and ethically. The increasing use of AI-powered tools in academic writing practices has also brought about concerns regarding ethical considerations and potential pitfalls including over-reliance on AI and issues of academic integrity. Considering these issues, this presentation will address how AI can be effectively used to assist the academic writing process and offer alternative strategies for academic writing teachers to ensure academic integrity while using AI-powered tools. In order to gain an insight into the attitudes and experiences of academic writers with AI, surveys will be conducted with graduate level students in social science programs. The ultimate aim of the study is to determine the current situation about the use of AI by undergraduate and graduate level students and provide guidance to educators on using digital tools to help students develop specialized academic writing skills while ensuring the pedagogical balance between AI and issues of academic integrity by providing information about best practices and examples.

Keywords: Artificial Intelligence, Academic Writing, Academic Integrity

¹ Correspondence to: Assoc. Prof. Dr., Kırıkkale University, Faculty of Humanities and Social Sciences, Department of Western Languages and Literatures, Kırıkkale, Türkiye, English Translation and Interpreting Division, e.demirel@kku.edu.tr, <https://orcid.org/0000-0003-1280-2679>

Özet

ChatGPT, Grammarly ve diğer yazma asistanları gibi yapay zeka destekli araçlar, giderek daha erişilebilir hale gelerek, dönüt, iyileştirme önerileri ve hata düzeltme yardımı yoluyla ESP (İngilizce Özel Amaçlı) bağlamlarında akademik yazma gelişimini yönlendirme fırsatları sunmaktadır. Akademik yazımda yapay zeka destekli araçların kullanım alanları arasında dilbilgisi ve sözdizimi kontrolü, stil ve ton ayarlaması, açıklık ve özlülük önerileri, intihal tespiti, referans ve atıf yönetimi, içerik üretimi ve fikir geliştirme, yazım kalitesine yönelik hedefli dönüt, tez cümlesi ve argüman güçlendirme, kelime dağarcığı geliştirme, içerik yapılandırma ve taslak oluşturma, çeviri ve dil desteği, araştırma yardımı, cümle yeniden ifade etme ve açıklama yapma, otomatik özetleme ve akran değerlendirme simülasyonu bulunmaktadır. Araçların çeşitliliğinin artması ve sundukları kullanım alanlarının zenginliği, öğrencilerin bu araçları etkili ve etik bir şekilde kullanmalarına rehberlik edilmesini zorunlu hale getirmektedir. Yapay zeka destekli araçların akademik yazım uygulamalarında artan kullanımı, etik kaygılar ve aşırı bağımlılık ile akademik bütünlük konuları gibi potansiyel riskleri de beraberinde getirmiştir. Bu konular göz önünde bulundurularak, bu sunumda yapay zekanın akademik yazma sürecini desteklemek için nasıl etkili bir şekilde kullanılabileceği ele alınacak ve yapay zeka destekli araçlar kullanılırken akademik bütünlüğü sağlamak adına akademik yazma öğretmenleri için alternatif stratejiler sunulacaktır. Ayrıca, sosyal bilimler programlarındaki lisansüstü öğrencilerle anketler yapılarak akademik yazarların yapay zekâ ile ilgili tutum ve deneyimlerine dair bir anlayış geliştirilmesi hedeflenmiştir. Çalışmanın nihai amacı, lisans ve lisansüstü düzeydeki öğrencilerin yapay zeka kullanımına ilişkin mevcut durumu belirlemek ve eğitimcilere, dijital araçları öğrencilerin özel akademik yazım becerilerini geliştirmelerine yardımcı olmak için nasıl kullanacakları konusunda rehberlik sağlamaktır. Bu süreçte, yapay zeka ile akademik bütünlük arasındaki pedagojik dengeyi sağlamak amacıyla en iyi uygulamalar ve örnekler hakkında bilgi verilmektedir.

Anahtar Kelimeler: Yapay Zeka, Akademik Yazma, Akademik Dürüstlük

1. INTRODUCTION

The number and variety of AI tools have considerably increased in the past few years and their use has also become more widespread among academia as well as other fields. Research suggests that the growth of AI will affect all aspects of life in the future decades. Accordingly, Dwivedi et al., (2021) discuss AI's transformative role across industries like healthcare, finance, and manufacturing, enhancing productivity and expanding into human-dominated tasks such as chatbots and autonomous vehicles. They report that experts predict AI will reach human-level capabilities by 2075, though concerns remain about job displacement and ethical issues. The World Economic Forum estimates AI could impact 20% of UK jobs, with higher rates in emerging economies like China and India. Therefore, while AI drives innovation and job creation, it may displace low-skilled roles, particularly in developing nations.

In education and academia, the impact of AI has become more prevalent in the past decades motivating more research on the effects of AI in the education field and academia. Although the uses of AI have brought many advantages for students, it has also brought about some concerns which include accuracy, credibility and ethics. Recent studies focusing on AI discuss various issues including the accuracy, credibility and ethics brought about by the widespread use of AI. The related literature raises concerns about the use of AI tools such as ChatGPT in education; for example the need for cautious use and clear guidelines and the necessity of a new teaching philosophy and curricula to improve teachers' and students' competencies in using chatbots (Tlili et al., 2023). Research also highlights the need for designing responsible chatbots aligning with human values. In a study which was designed as a chat with ChatGPT to investigate concerns about the uses of chatbots in the academia, (Michael R. King, 2023) has extracted responses from ChatGPT structured along various guiding questions. The responses from ChatGPT provide important insights for educators such as caution for the rising concern of plagiarism in higher education, facilitated by easily accessible online information, and institutions' responses with stricter policies. Misuse of chatbots by students mentioned includes using ChatGPT to cheat on essays by generating content without conducting research or original writing, along with the ethical issues this poses. To prevent misuses and cheating, suggestions created by the chatbot are using varied assessment methods, like oral presentations and hands-on activities, and employing plagiarism detection tools. Other suggestions for ensuring accuracy and credibility in academic domain are provided by Alkaissi and McFarlane (2023). They acknowledge that while ChatGPT can produce credible scientific essays, the content it generates includes both accurate and fabricated information. To preserve scientific integrity, their recommendations include updating policies for evaluating manuscripts submitted to journals and medical conferences and additionally integrating AI output detection tools into the editorial process and requiring clear disclosure when these technologies are used.

The text highlights the potential impact of AI tools like ChatGPT on education. It is noted in the literature that ChatGPT can efficiently generate coherent, structured, and relatively accurate writing with minimal human effort (Zhai, 2022). Another study by Lund and Wang (2023) text explores the impact of ChatGPT on academia and libraries through a Q&A format. ChatGPT offers benefits like aiding literature reviews, generating text, data analysis, language translation, and automated summarization. However, ethical concerns include bias, data privacy, security risks, and the potential for misuse. In libraries, ChatGPT can enhance search systems, automate reference services, and assist with cataloging, but it also raises ethical issues around bias, privacy, and intellectual property.

The adoption of chatbots like ChatGPT into education is influenced by various key factors such as perceived usefulness, ease of use, social influence, training and support, perceived risks, and benefits according to research (Mukred et al., 2023). The study by Mukred et al. (2003) examines factors influencing the adoption of ChatGPT as a learning tool in education among academics and reports that participants found ChatGPT useful for tasks like research assistance, answering complex questions, and providing instant student performance feedback, noting its timesaving and efficiency-enhancing capabilities. Ease of use was

emphasized, with participants praising its intuitive interface, additionally it was noted that social influence from peers positively impacted perceptions.

There are also several studies carried out in the Turkish education context, including the study by Livberber and Ayvaz (2023). Their study examined perceptions of chatbots from various angles and they have found the following: among academicians, there is a positive perception of ChatGPT which is seen as a potential technology that can support scientific research and education by generating human-like text and helps with literature review, language support, and teaching resources, saving time and improving efficiency. In terms of research ideas and quality academicians' approach ChatGPT as a tool that can inspire new research ideas and enhance research quality; however, they see its role as supportive, and state that human judgment remains essential. The third issue investigated in the study is ethical concerns. Researchers have found that there are concerns about plagiarism and potential misuse in academic assessments. Another concern which has arisen from the study findings is related to disinformation since academicians are skeptical about the accuracy and impartiality of ChatGPT's content, with risks of spreading misinformation or bias. The study highlights the opportunities offered by chat GPT in that it could analyze large datasets without human intervention but cautions about Potential over-reliance on AI, affecting critical thinking and productivity.

The suggestions given by research in order to mitigate the potential dangers of ChatGPT include rethinking teaching methods to foster problem-solving skills (Livberber & Ayvaz, 2023); encouraging responsible use of AI tools, transparency, and thoughtful consideration of these ethical implications in academic settings (Mukred et al. (2003); shifting away from tasks easily performed by AI, such as essay writing, toward more complex evaluations in assessment and adjusting educational practices to prepare students for future challenges (Lund & Wang, 2023); designing learning goals, focusing less on general writing skills and more on critical thinking, creativity, and the effective use of AI tools (Zhai, 2022).

Fedoriv et al. (2024) provide guidance to educators in academic institutions in their struggle to balance ethics and use of AI tools by students. Their suggestions include adjusting institutional policies to emphasize academic integrity and ethical standards; viewing AI tools as supplements to human creativity and critical thinking to endure originality of academic work; creating a culture of academic integrity by educating writers on ethical writing and proper citation practices and implementing advanced digital tools for plagiarism detection to uphold academic integrity and by establishing clear academic integrity policies to set expectations for ethical practices; fostering critical thinking by assigning writing tasks that require personal perspectives and analytical skills; distinguishing text types i.e. human texts typically exhibit unique voices and creative patterns, while AI outputs often lack cohesion and contextual awareness; and lastly by employing continuous evaluation by encouraging ongoing discussions among educators, researchers, and policymakers to promote responsible AI use in academic writing.

The main purpose of this study is to evaluate the extent to which university students in the field of social sciences, specifically in language related departments use artificial intelligence-supported tools for academic writing, to examine their attitudes towards these tools, and to add to the discussion on how academic writing teachers can support the development of special writing skills while maintaining academic honesty. By understanding these factors, it aims to provide educators with best practices on the pedagogically balanced and ethical incorporation of AI tools into academic writing teaching.

2. METHODS

The study uses a qualitative method to collect data on the use of AI tools by undergraduate and graduate students studying at language related departments in Turkish Universities. Firstly, an AI based enquiry was conducted to provide an overview of existing AI tools that aid academic research and writing under five principal areas: grammar and syntax checking, plagiarism checking, reference and citation management, research assistance and translation. Secondly, a comprehensive online survey was administered in order to find out the preferences and experiences of students in using AI powered tools for academic research and writing

purposes. The survey consisted of four main parts: demographic information about participants, information about participants' use of AI for academic purposes, information about participants' use of AI for academic writing purposes and open ended responses reflecting participants' thoughts about AI.

2.1. Participants

The survey was conducted online and a total of 72 students (22 male, 50 female) participated in the survey. Figure 1 shows the gender distribution of the participants.

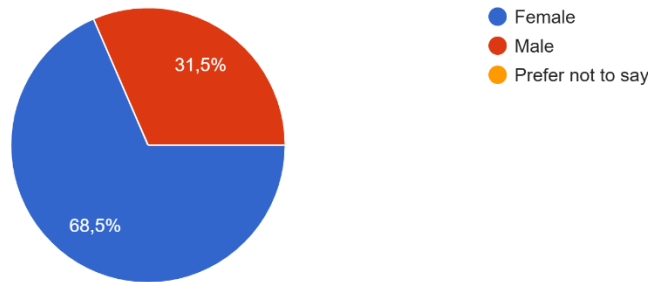


Figure 1. Gender Distribution of the Participants

The participants' age distribution is provided in Figure 2 below.

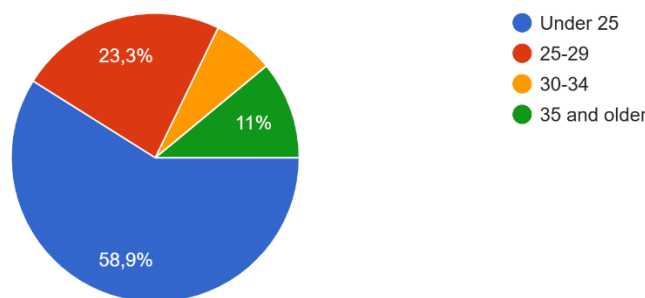


Figure 2. Age Distribution of the Participants

The participants were also asked about their current level of education and their responses are summarized in Figure 3.

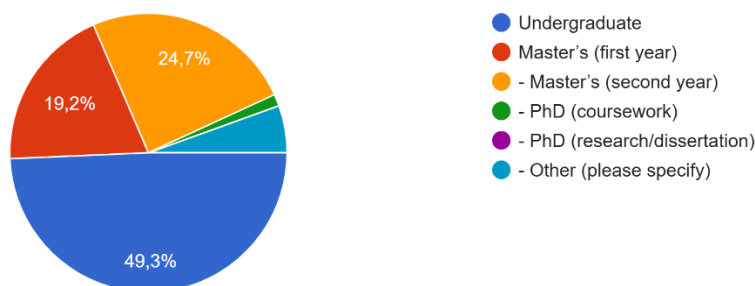


Figure 3. Education Level of Participants

The participants came from different language related departments such as English Translation and Interpreting (%24,48), French Translation and Interpreting (%2), English Language Teaching (23,04) and English Linguistics (%2,88).

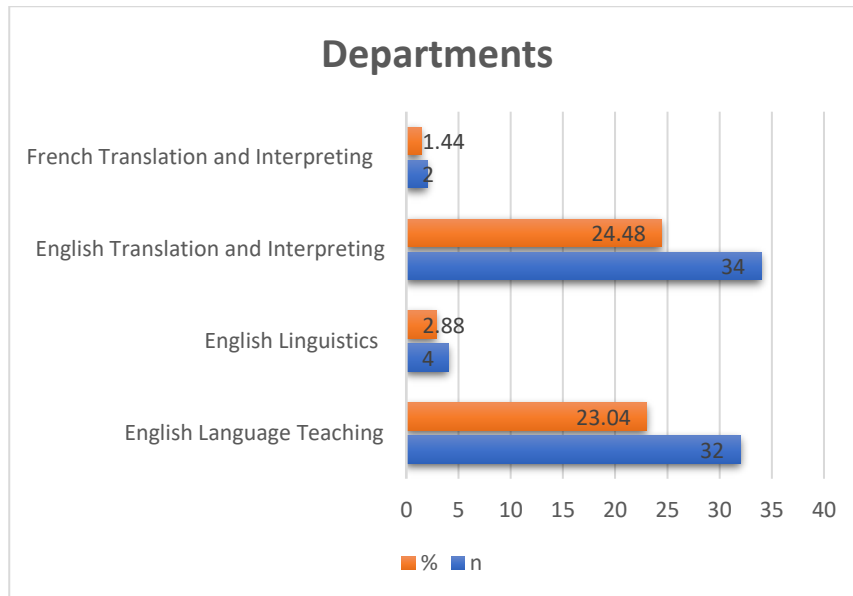


Figure 4. Departments of Participants

3. RESULTS AND DISCUSSION

3.1. An Overview of AI tools for Academic Purposes

The use of AI tools in the academic field has become very varied and there are many functions they offer to researchers as well as university students. With the existing variety of AI tools, it has become necessary for educators to survey these tools and guide their students how to use them effectively and ethically. Since it is not possible to keep up with the pace of the developments in the AI field, it would be a sounder approach to focus on the functions that AI can be used rather than individual tools that can be used. An overview of existing tools reveals more than 10 different areas where academic writers can use various AI tools.

In academic writing and academic research AI tools can be used for the following main functions:

1. Grammar and Syntax Checking
2. Plagiarism Detection
3. Reference and Citation Management
4. Content Generation and Brainstorming
5. Style and Tone Adjustment
6. Clarity and Conciseness Suggestions
7. Content Structuring and Outlining
8. Vocabulary Enhancement
9. Thesis Statement and Argument Strengthening
10. Peer Review Simulation
11. Automated Summarization
12. Targeted feedback on Writing Quality
13. Translation and Language Support
14. Research Assistance
15. Sentence Rephrasing and Paraphrasing

In the scope of the study, the AI tool Chat GPT was asked to list 10 most recommended tools for various types of support for academic writing that AI can provide: grammar and syntax checking, plagiarism checking, reference and citation management, research assistance and translation. Below Table 1 provides the 10 most recommended AI tools for grammar and syntax checking.

Table 1. 10 AI tools for grammar and syntax checking recommended by Chat GPT

Tool	Description
Grammarly	Grammarly has been designed to improve the overall quality of writing, making it clearer, engaging, and error-free
Linguix	Linguix is a grammar and syntax checking tool for students, professionals, and even non-native English speakers looking to polish their writing.
ProWritingAid	ProWritingAid has been specifically designed for writers who need deep, comprehensive analysis, ranging from novelists to bloggers and students.
Hemingway	Hemingway has been named after the writer Ernest Hemingway and it is a grammar checker that takes after his philosophy towards writing. It is aimed at removing redundant adjectives and descriptors, preferring to write plainly instead.
Slick Write	Slick Write has been designed as a personal writing coach. In addition to pointing out errors; it also dives into writing style, offering insights on how to make a text more engaging and effective.
Scribens	Scribens might not be the first name that pops up when you think about grammar checking tools, but it's definitely one you should consider. Designed to correct over 250 types of grammar and spelling errors, Scribens is a tool that caters to a variety of writing needs.
GrammarCheck	GrammarCheck has been designed for quick checks, offering basic grammar, spelling, and punctuation corrections. Its simplicity and ease of use make it appealing for users who need fast, basic proofreading.
Sapling	Sapling is an AI-powered writing assistant focused on business and professional communication. It offers grammar and spell checks, alongside more advanced features like autocomplete and phrase suggestions, tailored for professional and team environments.
Ginger	Ginger is a comprehensive writing tool that offers grammar checking, sentence rephrasing, and translation features. It's a favorite for its comprehensive grammar and spell check capabilities, making it a reliable choice for writers and professionals aiming for precision in their communication.
Trinka.ai	Trinka is specially designed for academic writing, ensuring grammar correction aligns with academic standards. Trinka is an AI-powered writing assistant specifically designed for academic and technical writing.

The second prompt given to ChatGPT was aimed at extracting the 10 most recommended AI powered plagiarism tools. And this prompt revealed the tools listed in Table 2 below.

Table 2. 10 AI tools for plagiarism checking recommended by Chat GPT

Tool	Description
Turnitin	Turnitin is a plagiarism program widely used by academic institutions and it checks for originality against a massive database of academic papers, articles, and other online content.
Grammarly Premium (with Plagiarism Checker)	Grammarly offers a plagiarism checker that compares text against web pages and academic papers in addition to its grammar and writing enhancements,
iThenticate	Developed by the same company behind Turnitin, iThenticate is geared towards researchers and publishers. It's often used for checking research papers and manuscripts before submission
Quetext	Quetext is an easy-to-use plagiarism checker that provides a deep search across web pages, academic content, and books
Copyscape	Popular for both academic and web content, Copyscape provides a thorough comparison against web pages and other online content. It's commonly used by academic writers to ensure the originality of their work.
Unicheck	A cloud-based plagiarism checker, Unicheck is designed for both students and educators. It offers real-time plagiarism detection and supports integrations with LMS platforms.
Plagscan	Plagscan is known for its comprehensive plagiarism detection for academic and professional use. It allows for comparison with both online and offline sources
Scribbr Plagiarism Checker	Scribbr uses the Turnitin algorithm but is designed for students and individuals, making it accessible for personal academic use. It checks against scholarly databases and the web.
Plagiarismme	Plagiarismme offers a detailed plagiarism check, highlighting similarities and providing a score based on the level of similarity.
Small Tools Plagiarism Checker	SEO – While originally designed for webmasters and bloggers, this tool is also useful for students and researchers due to its simple interface and the ability to check for free.

In addition to grammar and syntax checking tools and AI powered plagiarism tools, ChatGPT was prompted to suggest the 10 most recommended AI powered reference and citation management tools. And this prompt revealed the tools listed in Table 3 below.

Table 3. 10 AI tools for reference and citation management recommended by ChatGPT

Tool	Description
Zotero	Zotero is a popular, open-source reference management tool that helps you collect, organize, and cite research sources. With its AI-powered features, it can automatically extract citation information from web pages, PDFs, and academic databases.
Mendeley	Mendeley is a reference manager and academic social network that helps researchers manage references and discover relevant research. Its AI-powered features include automatic paper suggestions and citation management across devices.
EndNote	EndNote is a powerful reference management tool that uses AI to help with citation management and research organization. It offers automated citation formatting and references generation across a wide range of styles.
RefWorks	RefWorks is a cloud-based reference management tool designed for academic writing. Its AI-powered features assist with managing references, generating citations, and collaborating on research projects.
Paperpile	Paperpile is a Google Docs-integrated reference manager that offers AI-driven citation management, allowing users to search for references, format citations, and create bibliographies directly within Google Docs.
Citedrive	CiteDrive is an AI-powered reference management tool tailored for collaborative academic work. It automates citation formatting and offers features like real-time team collaboration and compatibility with LaTeX and Word.
Citavi	Citavi combines reference management with task management, using AI to help streamline research and writing. It's ideal for complex projects where organizing sources and managing ideas is crucial.
BibGuru	BibGuru offers an AI-powered citation generator that's designed for students and researchers looking for quick, accurate citations. It supports a variety of citation styles and integrates with research databases.
Sciwheel	Sciwheel is a cloud-based reference manager that helps researchers store, organize, and cite references. Its AI features include smart tagging and automated citation management in documents.
CiteThisForMe	CiteThisForMe is a simple, AI-powered citation generator that helps users create citations and bibliographies in a wide range of formats. It's particularly useful for quick citations while writing papers.

Another category of tools investigated was AI powered research assistants. ChatGPT listed ten most recommended research assistants as shown in Table 4.

Table 4. 10 AI tools for research assistance recommended by Chap GPT

Tool	Description
Research Rabbit	Research Rabbit is an AI-powered research discovery tool that helps users find, track, and visualize relevant academic papers. It works similarly to Spotify for research, suggesting relevant papers and authors based on your reading habits.
Iris.ai	Iris.ai is an AI-powered research assistant that helps you find relevant academic papers based on a given research problem or query. It uses machine learning to map out the most relevant documents and provides reading recommendations.
SciSpace (formerly Typeset.io)	SciSpace is an AI research assistant that offers a suite of tools to help researchers discover, write, and publish their work. The platform uses AI to summarize papers, find relevant citations, and check for compliance with journal guidelines.
Elicit	Elicit is an AI research assistant designed to assist with literature reviews. It can answer research questions using a combination of AI and academic sources, ranking the most relevant papers and summarizing their key points.
Connected Papers	Connected Papers is an AI-powered tool that helps researchers find and explore papers in a visual graph. It's designed for discovering papers related to a key topic or document, making it easier to map out research areas.
Aylien	Aylien is an AI-powered tool that can analyze large datasets of documents, extracting insights and helping with text analysis and summarization. It's especially useful for content-heavy research, news monitoring, or competitive intelligence.
Semantic Scholar	Semantic Scholar is an AI-driven research tool that helps researchers discover relevant papers, extract key points, and even tracks citation impact over time. Its AI features focus on identifying highly influential papers and summarizing key findings.
Scite.ai	Scite.ai is a smart citation assistant that not only finds citations for academic papers but also shows how papers have been cited (supporting, contrasting, or neutral). It uses AI to provide context for each citation.
Researcher App	Researcher is an AI-powered app that allows users to follow academic journals, discover new papers, and stay updated with the latest research in their field. It's highly customizable for specific research interests.
Zotero ZoteroBib	+ Zotero combined with ZoteroBib offers an AI-enhanced experience for managing, organizing, and discovering research sources. ZoteroBib is a citation generator powered by AI, while Zotero uses AI to automatically detect and extract citation information from websites and PDFs.

Lastly, ChatGBT was asked to list 10 most recommended AI tools for translation. This last inquiry resulted in the list of tools provided in Table 5.

Table 5. 10 AI tools for translation recommended by Chat GPT

Tool	Description
DeepL Translator	DeepL is one of the most advanced AI-powered translation tools available, known for its high-quality translations, especially for complex sentences. It supports multiple languages and is frequently used by professionals.
Google Translate	Google Translate is one of the most widely used AI-powered translation tools, offering translations in over 100 languages. Its AI continuously improves accuracy through machine learning and crowdsourced data.
Microsoft Translator	Microsoft Translator is a versatile translation tool that works across multiple devices and platforms. It's equipped with neural machine translation (NMT) and offers both text and speech translation.
Amazon Translate	Amazon Translate is an AI-powered service that provides high-quality translations for texts and websites. It's part of Amazon Web Services (AWS) and is designed for businesses needing scalable and secure translation solutions.
iTranslate	iTranslate is a popular translation app that offers text, voice, and website translation across 100+ languages. Its AI algorithms help provide quick and context-aware translations.
Smartling	Smartling is a translation management platform that uses AI and machine learning to provide translations for businesses. It's geared toward enterprises with large-scale localization needs.
Systran	Systran offers AI-based translations with a focus on professional and specialized content, such as legal, medical, and technical documents. It's well-suited for industries with specific terminology needs.
Mate Translate	Mate Translate is an AI-powered translation tool available as a browser extension or standalone app. It provides quick translations and supports multiple formats, including text, voice, and image translation.
Lingvanex	Lingvanex is an AI-powered translation platform that supports text, voice, and image translations. It offers a range of tools, including browser extensions and APIs for business use.

3.2 Survey Results

The first part of the survey was aimed at collecting information about how the participants used AI in academic work. The participants were asked about how familiar they are with artificial intelligence and their responses indicate that their familiarity with AI tools is high since they responded either as “very familiar” (%48,6) or “somewhat familiar” (%47,2) with only a small percentage who responded as “not very familiar” (%3). The responses are summarized in Figure 5 below.

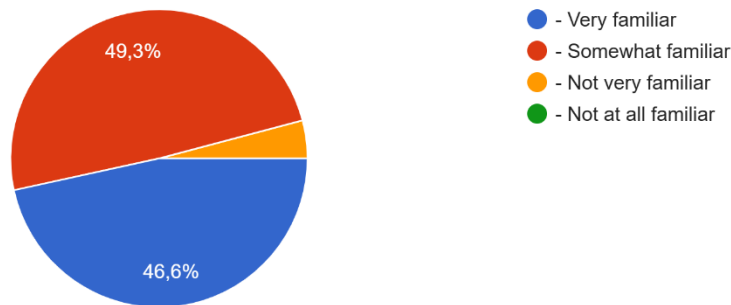


Figure 5. Participants' Familiarity with AI

There is a wide variety of AI powered tools as reviewed in the first part of the results section; however, it is also important to know which ones are preferred or known by our students and which ones are not preferred or known. For this purpose, students were asked about the AI tools they used in their academic work. According to the responses of the participants, the three most well-known and used tools are ChatGPT (%83,3), Grammarly (%72,2) and Quillbot (%30,6).

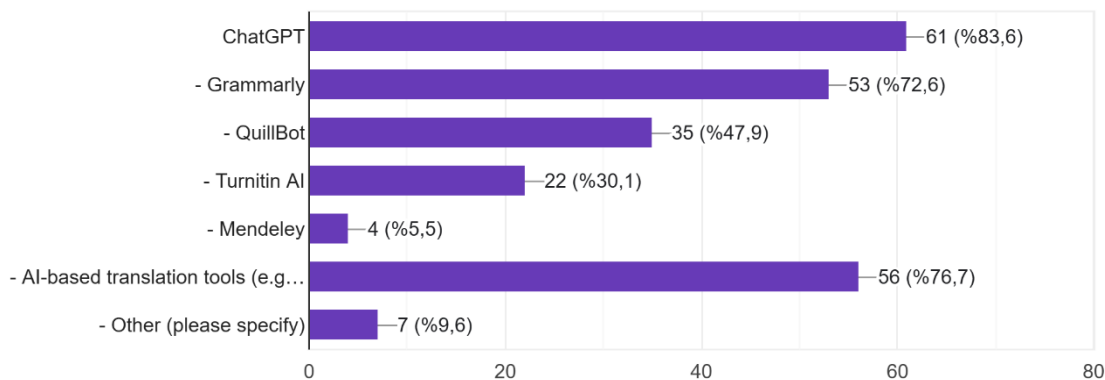


Figure 6. AI tools used by Participants

The participants were also asked about the purposes for which they use AI tools and according to the responses the three most popular purposes are writing assistance (%81,9), brainstorming ideas (%75), and research (72,2). These are followed by language translation (%), translating documents (%38,9), citation management (%26,4), and data analysis (%22,2) respectively as shown in Figure 7.

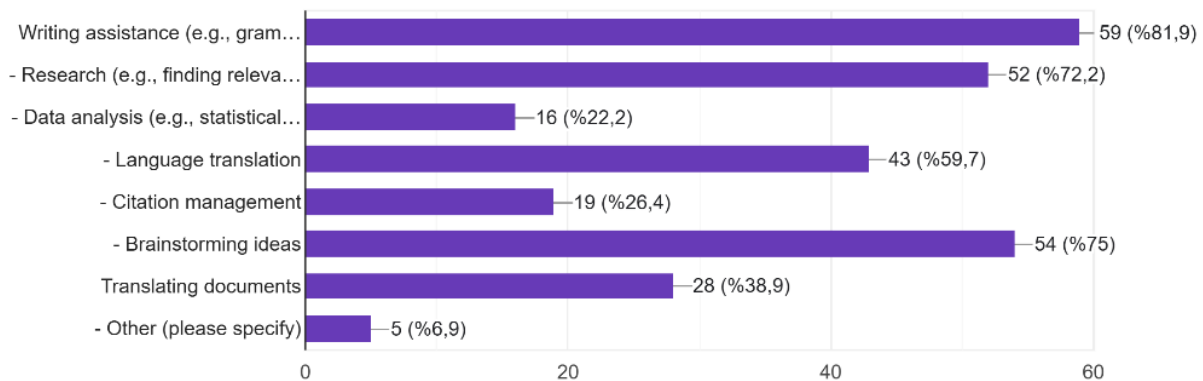


Figure 7. Participants' Purposes for using AI

The next question in the survey enquired about the frequency with which the participants used AI tools in their academic work. The responses revealed that the participants used AI with different levels of frequency with nearly half of the participants using AI weekly (%48,6) followed by daily use (%20,8) and monthly use (16,7%) and a small percentage using it rarely (%13,9) as illustrated in the pie chart in Figure 8.

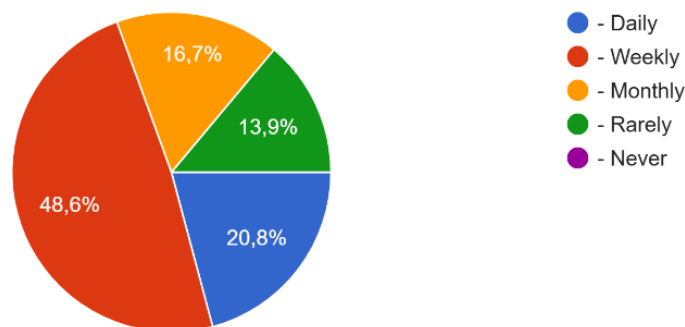


Figure 8. Frequency of AI use by Participants

The pie chart shows respondents' opinions on the effectiveness of AI tools in improving their academic work, with data collected from 72 participants. The largest portion, 66.7%, found AI tools to be "Somewhat helpful," suggesting a majority believe these tools offer noticeable, though not transformative, support. Meanwhile, 25% of respondents rated AI tools as "Extremely helpful," indicating that a quarter of the participants experience significant benefits. Only 8.3% responded neutrally, and no participants selected the options "Not very helpful" or "Not helpful at all." This distribution suggests that AI tools are generally well-regarded in an academic setting, with most users finding them beneficial to varying extents.

The participants were also asked about how helpful they think AI tools have been in improving their academic work. The responses show that a majority of the participants think that AI tools have been somewhat helpful with a percentage of %66,7 while a %25 of the participants think that it has been extremely helpful and only %8,3 have chosen the option of neutral. There are no respondents who do not think AI has been helpful as illustrated in Figure 9.

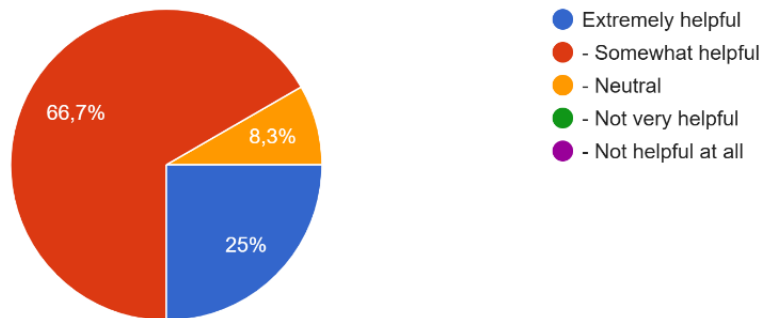


Figure 9. Participants' Perception of Helpfulness of AI tools for Improving Academic Work

The bar chart in Figure 10 below illustrates various concerns that participants have about using AI in their academic work, with responses from 72 individuals. The primary concern, cited by 70.8% of respondents, is a "Lack of accuracy," suggesting that users worry about the reliability and precision of AI-generated content. This is followed by "Ethical concerns" (e.g., plagiarism), with 59.7% of respondents expressing apprehension, indicating significant concern over potential academic integrity issues.

A similar proportion (58.3%) reported concerns about "Dependence on AI tools," reflecting anxieties around over-reliance on AI, potentially undermining independent critical thinking and research skills. "Data privacy/security" is also a concern for 47.2% of participants, pointing to worries about the handling and protection of personal and academic data.

A small fraction of respondents (5.6%) indicated no concerns, and very few (1.4%) selected "Other" or an unspecified option. Overall, these results reveal that while AI tools are viewed as helpful, there are notable concerns regarding their accuracy, ethical implications, potential for dependency, and data privacy.

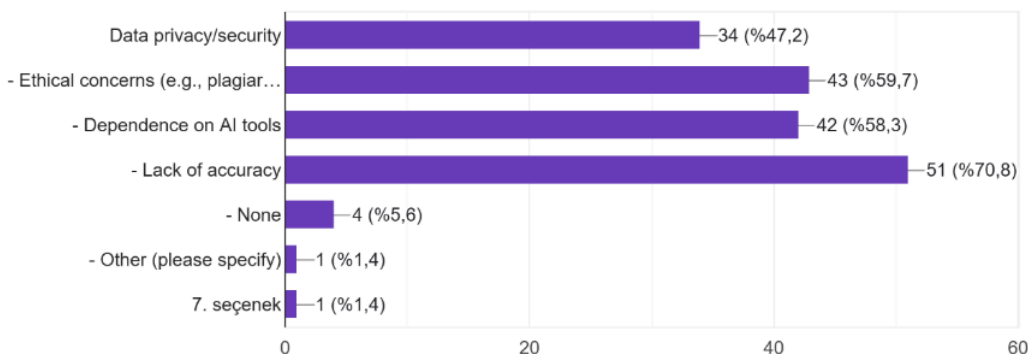


Figure 10. Participants' Concerns with using AI in their Academic Work

The participants were asked whether AI tools have influenced their approach to academic tasks and based on responses from 72 participants, half of the respondents (50%) indicated that AI tools have "Somewhat" changed their approach, suggesting a moderate impact on how they engage with academic work.

Another 27.8% reported that AI tools have not substantially altered their approach ("No, it hasn't changed much"), indicating a segment of users who see little difference in their methods despite access to AI. A smaller portion, 22.2%, felt that AI has "Significantly" changed their academic approach, implying a profound influence on their workflow or strategy.

Notably, no respondents selected the option "Not at all," indicating that all participants experienced at least some degree of impact from AI tools. This distribution suggests that while AI is shaping academic approaches, the extent of change varies widely among users.

When asked about the benefits of using AI in their academic work nearly half of the respondents %45,8 indicated that AI is time saving. Another %31,9 reported that it allowed them easy access to resources. A smaller portion, 12,5 thought that it improved the quality of their work and enhanced their creativity %8,3 as shown in Figure 10. This distribution suggests that the respondents think that AI benefits them in various ways, the most important one being that it is time saving.

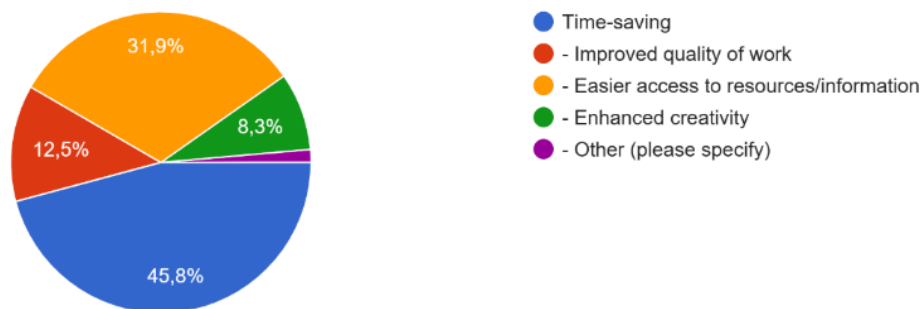


Figure 11. Benefits of AI for Academic Work

In addition to the use of AI in academic work, participants were also asked questions about the uses of AI in academic writing. The following section summarizes their responses relating the use of AI in academic writing specifically. The first question in this section was concerned with the participants' awareness of the use of AI tools for academic writing purposes: The responses indicated a high awareness among the participants with 88,9% reporting that they are aware. When asked whether they have used AI tools to assist with their academic writing, a majority of the participants (73,6%) reported that they have used AI to assist with their academic writing. (see Figure 12 below)

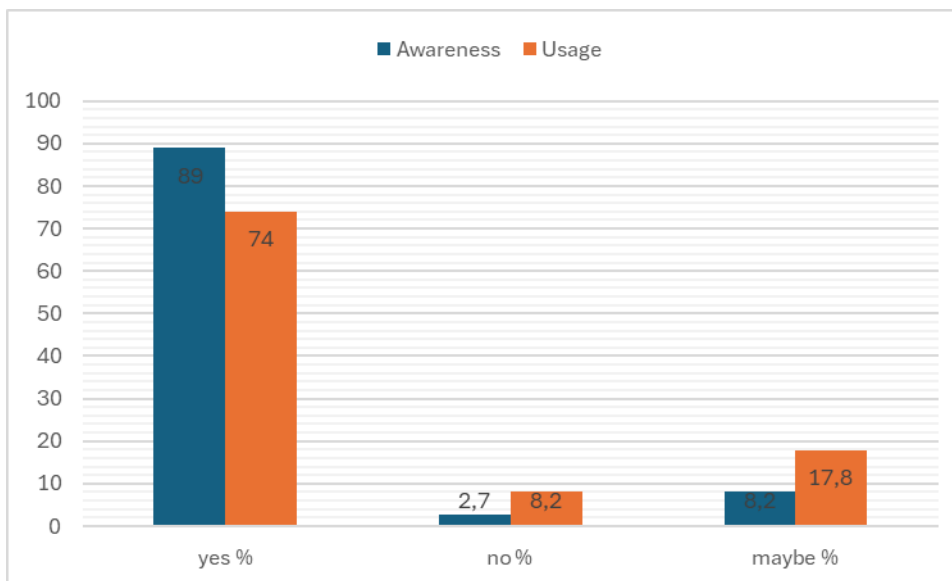


Figure 12. Awareness of AI in Academic Writing and Usage

The frequency of using AI for academic writing among the participants ranged from “Always” to “Sometimes” (41,7%) or “Often” (29,2%) showing a moderate frequency with only a minority reporting that they rarely (16,7%) use AI for academic writing as shown in Figure 12 below.

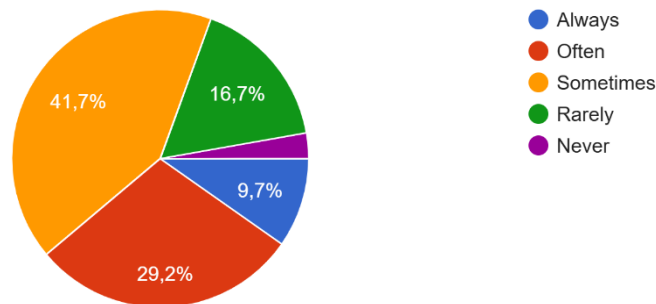


Figure 13. Frequency of Use of AI Tools for Academic Writing

In order to get an idea about which AI tools are used for academic writing purposes, participants were also enquired about this issue. Their responses indicate that the three most favored AI tools are Grammarly (%70,8), ChatGPT (%66,7) and QuillBot (%44,4). Only a small proportion of participants reported Hemingway Editor (%4,2) or other tools (%11,1). The distribution of responses are shown in Figure 13.

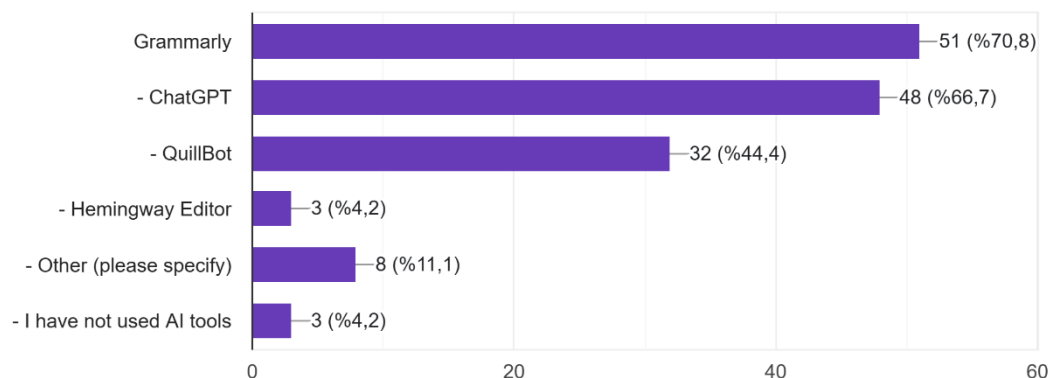


Figure 14. AI Tools Used to Support Academic Writing

Regarding the tasks for which AI is used in academic writing, the responses show that the three most frequently used functions of AI are “grammar and spelling corrections” (83,3%), “enhancing vocabulary or word choice” (68,1%) and “improving sentence structure” (58,3). Other preferred tasks are “paraphrasing and rewording” (48,6%), “summarizing texts or articles” (41,7%) and “generating ideas or outlines” (33,3%) as shown in Figure 15.

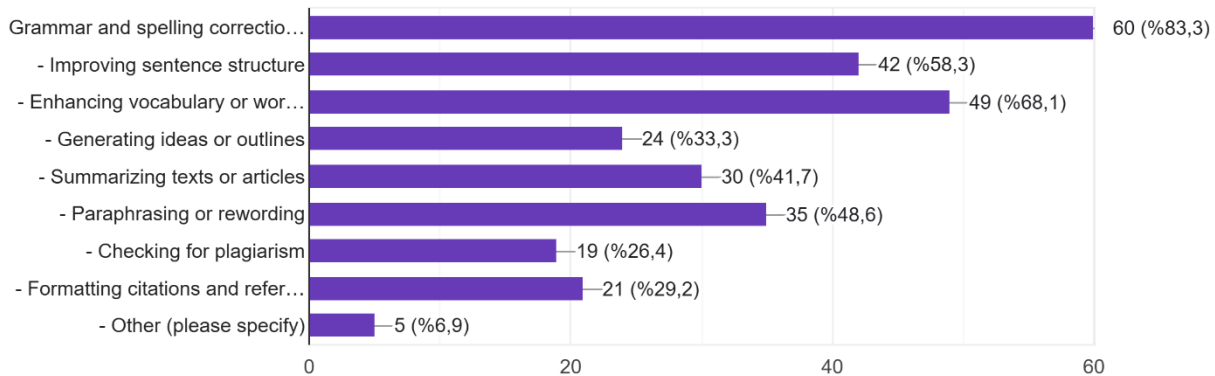


Figure 16. Tasks for which AI tools are used in Academic Writing

The participants were also asked about how they incorporate the output from AI into their academic texts. According to the responses, after seeking for help from AI, a majority of the participants 51.4% use the output as inspiration but rewrite in their own words, and a moderate proportion of participants 37.5% review and modify suggestions before accepting them while only a small percentage of participants 2.7% accept AI generated suggestions as they are.

It is of importance to know whether participants have any concerns while using AI for academic writing, and the related survey question generated the following responses. The most frequently reported concerns are

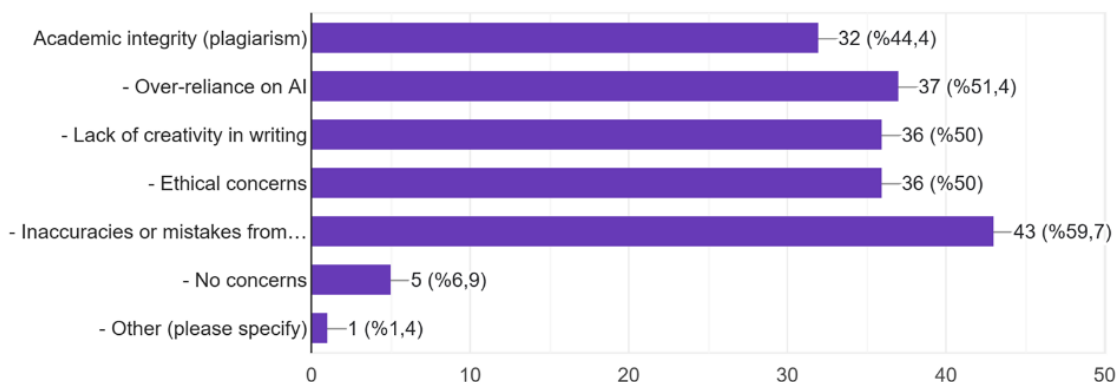


Figure 17. Concerns with Using AI in Academic Writing

“inaccuracies or mistakes from AI” (59.7%), followed by overreliance on AI (51.4%). The concerns of “lack of creativity in writing” and “ethical concerns” have received the same percentage of responses (50%) and “academic integrity” is also another concern which has received a moderate percentage of responses (44.4%). That participants accept these points a concerns is an indication of participants’ cautious approach to AI and shows that they do not want to be over reliant on AI in time which is a positive finding. These results are illustrated in Figure 17. In the last part of the questionnaire, the participants were asked to respond to three 5-point Likert scale questions concerning their beliefs about AI use in academic writing. Table 6 summarize the responses of the

students. According to the responses, it was observed that for the first item “**Enhancing Writing Skills with AI Tools**”: Most respondents were neutral (28) or agreed (25) that using AI tools enhances their writing skills over time. The mean score of **3.39** suggests a moderately positive perception. In terms of the second item which was about “**Replacing Human Feedback with AI Tools**” a significant number of respondents disagreed (17) or were neutral (26) about the idea that AI tools can replace human feedback in academic writing. The mean score of **2.81** reflects skepticism or moderate disagreement. For the last item, “**Concerns About Over-Reliance on AI Tools**”, responses were distributed more evenly across the scale, with a slight leaning toward concern (16 neutral, 15 agree, 16 strongly agree). The mean score of **3.18** indicates moderate concern about over-reliance on AI tools. This data shows general acceptance of AI tools as helpful but reservations about their replacing human feedback and potential over-reliance.

Table 6. Beliefs about AI use in Academic Writing

	SD	D	N	A	SA	Mean
Do you believe that using AI tools enhances your writing skills over time?	2	9	28	25	8	3,388889
Do you feel that AI tools can academic writing replace human feedback (e.g., from professors, peers) in improving?	10	17	26	15	4	2,805556
Do you worry about becoming over-reliant on AI tools for your academic writing?	9	16	16	15	16	3,180556

Lastly, the participants were asked to additional comments if they had any about AI use in academic writing. Their responses were categorized according to the emerging themes and 6 themes were extracted. The emerging themes and some sample responses were as follows:

1. Positive Experiences with AI Tools.
 - AI is time-saving and efficient.
 - It helps with grammar and spelling correction.
 - Useful for summarization, creating structured outlines, and organizing ideas.
 - Helps in preparing materials such as worksheets and lesson plans.
2. Cautious Optimism.
 - AI is helpful but should be used mindfully to avoid over-reliance.
 - It should serve as an assistive tool, not a replacement for human effort.
 - Must balance AI use with originality and critical thinking.
 - Awareness of potential errors or biases in AI output.
3. Concerns and Criticism.
 - AI tools can hinder creativity and skill development.
 - Overdependence could lead to ethical issues, such as plagiarism.
 - AI-generated outputs may lack depth or originality.
4. Ethical and Educational Implications.
 - Need for clearer standards and guidelines to prevent misuse.
 - Importance of maintaining academic integrity and avoiding laziness.
5. Negative experiences and Rejection.
 - Perception of AI as inferior or inefficient.
 - Distrust of AI-generated content (e.g., fabricated articles).
 - Refusal to use AI due to personal or philosophical reasons.
6. No Opinion or General Comments

- Responses like "No comment," "NA," or simple gratitude ("Thank you").
- Some expressed a lack of experience or no additional thoughts.

The pie Chart in Figure 18 shows the distribution of responses under these categories. The distribution of responses indicates that although the participants have positive experiences (24%) with AI, they do not accept it without questioning and that they have some reservations which emerges as a theme that can be named as cautious optimism (20%). Only a very small portion of participants state negative experiences with AI or rejection (10%). Overall, these responses can be interpreted as positive since they show that the participants have a conscious and cautious approach to AI. They are aware of both its benefits and drawbacks. This presents us educators with an opportunity to guide our students in using AI in a productive and ethical manner. Also, it presents a caution in that we should not leave our students without guidance when using AI and that we should provide them with clear boundaries for ethical use and training on how to use AI efficiently.

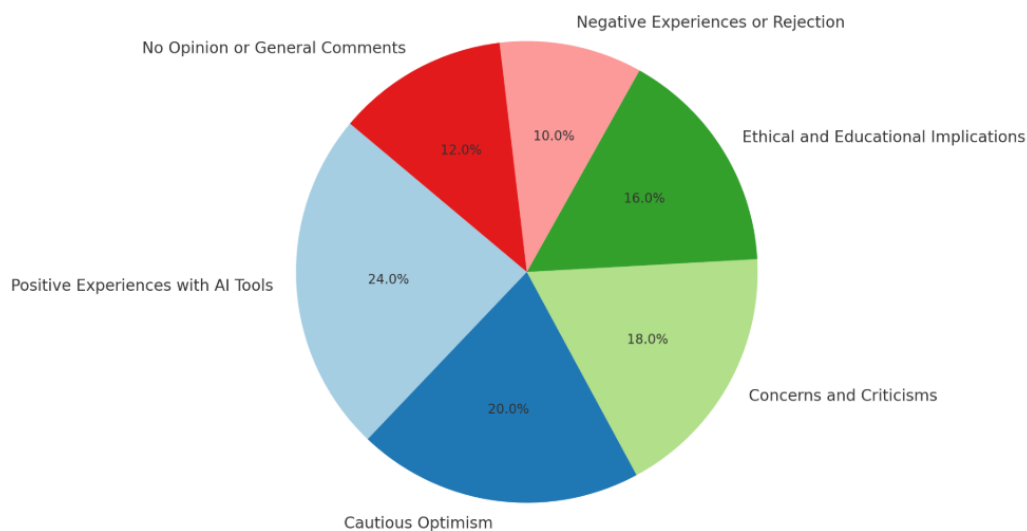


Figure 18. The Distribution of Open-ended Responses

4. CONCLUSIONS AND IMPLICATIONS

The purpose of this study was to gain an insight into the use of AI tools in academic contexts by university students and also to examine their perceptions towards these tools. The extensive use of AI tools for various purposes in academic contexts such as grammar and syntax checking, plagiarism detection, reference management, research assistance, and Translation has brought about various concerns. The study aimed at shedding light on the ways in which AI tools are utilized for various purposes by University students through a detailed survey. Survey results indicate high familiarity with AI among participants, with popular tools like ChatGPT, Grammarly, and Quillbot frequently utilized. In terms of use it has been observed that AI tools are predominantly applied to support writing, brainstorming, and research, with a significant number of participants finding them timesaving and resource-accessible.

When it comes to the perceptions and approaches towards AI by participants, the survey responses indicate that despite their perceived utility, participants expressed concerns about AI's accuracy, ethical implications, and the potential for over-reliance. Thus, the participants seem to emphasize the need for a balanced approach. Most users incorporate AI outputs as inspiration or suggestions, reflecting a cautious but proactive use. The study also reveals skepticism about replacing human feedback with AI tools, reinforcing their role as complementary rather than substitutive.

The findings of the study call attention to the necessity for educators to guide students in using AI ethically and effectively while promoting originality and critical thinking. It is recommended that clear guidelines and training on ethical AI use is provide to ensure productive integration of AI into academic practices, benefiting both students and educators. This cautious optimism suggests a promising future for AI in academia, provided its use is appropriately moderated and well-informed.

References

- Alkaissi, H., & McFarlane, S. I. (2023). Artificial hallucinations in ChatGPT: Implications in scientific writing. *Corpus*. <https://doi.org/10.7759/cureus.35179>
- Dwivedi, Y. K., Hughes, L., Ismagilova, E., Aarts, G., Coombs, C., Crick, T., ... & Williams, M. D. (2021). Artificial intelligence (AI): Multidisciplinary perspectives on emerging challenges, opportunities, and agenda for research, practice and policy. *International Journal of Information Management*, 57, 101994. <https://doi.org/10.1016/j.ijinfomgt.2019.101994>
- Fedoriv, Y. R., Shuai, A. Y., Pirozhenko, D., (2024). Foundations of Ethical Use of AI in EFL Academic Rating, *Innovative Pedagogy*, 73, 302-308, <https://doi.org/10.32782/26636085/2024/73.57>
- King, M. R. (2023). A conversation on artificial intelligence, chatbots, and plagiarism in higher education. *Cellular and Molecular Bioengineering*, 16(1), 1–2. <https://doi.org/10.1007/s12195-022-00754-8>
- Livberber, T., & Ayvaz, S. (2023). The impact of artificial intelligence in academia: Views of Turkish academics on ChatGPT. *Heliyon*, 9(9), e19688. <https://doi.org/10.1016/j.heliyon.2023.e19688>
- Lund, B., & Wang, T. (2023). Chatting about ChatGPT: How may AI and GPT impact academia and libraries? *Library Hi Tech News*. <https://doi.org/10.1108/lhtn-01-2023-0009>
- Mukred, M., Mokhtar, U. A., & Hawash, B. (2023). Exploring the acceptance of ChatGPT as a learning tool among academicians: A qualitative study. *Jurnal Komunikasi: Malaysian Journal of Communication*. <https://doi.org/10.17576/jkmjc-2023-3904-16>
- Tlili, A., Shehata, B., Adarkwah, M. A., Bozkurt, A., Hickey, D. T., Huang, R., & Agyemang, B. (2023). What if the devil is my guardian angel: ChatGPT as a case study of using chatbots in education. *Smart Learning Environments*, 10(1). <https://doi.org/10.1186/s40561-023-00237-x>
- Zhai, X. (2022). ChatGPT user experience: Implications for education. *Social Science Research Network*. <https://doi.org/10.2139/ssrn.4312418>

To Cite This Article:

Bayraktar Çepni, S., & Çepni, G. (2024). Exploring pre-service teachers' perceptions on world Englishes and culture course. *Innovations in Language Teaching Journal*, 1(1), 21–34. <https://doi.org/10.53463/innovltej.20240289>

**EXPLORING PRE-SERVICE TEACHERS' PERCEPTIONS ON WORLD ENGLISHES
AND CULTURE COURSE**

**ÖĞRETMEN ADAYLARININ DÜNYA İNGİLİZCELERİ VE KÜLTÜRLERİ DERSİNE İLİŞKİN
ALGILARININ İNCELENMESİ**

Sevcan BAYRAKTAR ÇEPNİ¹, Gökhan ÇEPNİ²

Abstract

The World Englishes and Culture Course is a standard component of teacher training programs offered at the majority of universities. This course aims to provide teacher candidates with the necessary knowledge and abilities to effectively understand and utilize the different varieties and forms of English worldwide. It acknowledges that English is no longer exclusively owned by native speakers from nations such as the UK, the US, or Australia. The current research study aimed to explore pre-service English teachers' perception of this course by getting better insights into the significance of the course, expected teacher roles and suggested activities for raising WE-aware language learners. 35 (21 female, 14 male) English Language Teaching program pre-service students participated in the study via purposive sampling. They received open-ended structured questions via Google Forms and replied to them in 40 minutes with the guidance of the researchers. The data was subjected to content analysis, and results were tabulated. The findings showed that nearly all participants recognized the course's significance in teacher training programs and for their future professions and offered different activities to improve their learning of varieties of English worldwide.

Keywords: Intercultural communication, pre-service teachers, world Englishes, teacher training programs

¹ Correspondence to: Assist. Prof. Dr., Trabzon University, Faculty of Humanities and Social Sciences, Department of English Translation and Interpreting, Trabzon, Türkiye, sevcan.bayraktarcepni@trabzon.edu.tr, <https://orcid.org/0000-0002-6989-7552>

² Assist Prof. Dr. , Trabzon University, Fatih Education Faculty, Department of English Language Teaching, Trabzon, Türkiye, gokhancepni@trabzon.edu.tr, <https://orcid.org/0000-0001-6474-6328>

Özet

Dünya İngilizceleri ve Kültürü Dersi, üniversitelerin çoğunda sunulan öğretmen yetiştirme programlarının standart bir bileşenidir. Bu ders, öğretmen adaylarına dünya çapındaki farklı İngilizce çeşitlerini ve biçimlerini etkili bir şekilde anlamaları ve kullanmaları için gerekli bilgi ve becerileri kazandırmayı amaçlamaktadır. Bu ders, İngilizcenin artık yalnızca İngiltere, ABD ya da Avustralya gibi ülkelerde anadili olarak konuşanlara ait olmadığını kabul etmektedir. Bu araştırma, İngilizce öğretmen adaylarının bu derse ilişkin algılarını, dersin önemi, beklenen öğretmen rolleri ve BİZ bilincine sahip dil öğrencileri yetiştirmek için önerilen etkinlikler hakkında daha iyi fikir edinerek incelemeyi amaçlamıştır. Çalışmaya 35 (21 kadın, 14 erkek) İngilizce Öğretmenliği programı öğrenci adayını amaçlı örnekleme yoluyla katılmıştır. Öğrencilere Google Formlar aracılığıyla açık uçlu yapılandırılmış sorular yöneltilmiş ve araştırmacıların rehberliğinde 40 dakika içinde soruları yanıtlamışlardır. Veriler içerik analizine tabi tutulmuş ve sonuçlar tablolastırılmıştır. Bulgular, neredeyse tüm katılımcıların dersin önemini kabul ettiğini ve dünya çapında İngilizce çeşitlerini öğrenmelerini geliştirmek için farklı etkinlikler önerdiğini göstermiştir.

Anahtar Kelimeler: Kültürlerarası İletişim, Hizmet Öncesi Öğretmenler, Dünya İngilizceleri, Öğretmen Yetiştirme Programları

1. INTRODUCTION

As the English language is increasingly spoken day by day, the notion of "World Englishes" is used to reflect the diversification of the English language, including the multifaceted nature of these diversities that are influenced by various cultural environments. As English is more widely used globally, it is no longer a monocultural, western instrument of power (Kachru, 2020). The term "World Englishes" represents the worldwide expansion of English with its different varieties, and the concept of "World Englishes (WE)" has attracted the attention of researchers, teachers, and policymakers in Applied Linguistics and English Language Teaching in the last two decades (Kuo, 2006).

As English expands across national borders, it has included several hybrid forms, representing the fusion of different cultural aspects and influences (Crystal, 2003). Therefore, English teacher education and WE are intricately connected as English increasingly transforms into a worldwide lingua franca. The integration of WE into teacher education programs acknowledges that English is no longer owned by native-speaking countries but is influenced by many global communities. This transition contests conventional language standards and necessitates that future educators cultivate a more pluralistic comprehension of English, encompassing the diverse use of it globally (Matsuda, 2017).

In the majority of EFL classes, students believe they must produce native-like speech. When expectations diverge from reality, learners may experience demoralization and a declining enthusiasm for acquiring English proficiency. Therefore, all learners should urgently be introduced to variations of English by ensuring that they do not have to produce native-like utterances as long as they have intelligible speech (Jenkins, 2002; Walker, 2010). To address all issues mentioned and to look at how the language's evolution impacts its expressiveness, its capacity to convey meaning, and students' understanding of its relevance in global settings, several English teaching programs now include a World English and Culture course in their syllabus (Jenkins, 2006). This course has been integrated into the syllabus of ELT departments as a selective course to enable pre-service teachers to compare various aspects of spoken English and their related cultural contexts all around the world, comprehend the significance of these variations and culture in English language instruction, and recognize the linguistic and cultural differences that impact effective communication. Inclusion of such course is necessary as, particularly in non-native English-speaking environments, comprehending World Englishes helps both teachers and learners utilize English in many global contexts. Research indicates that familiarising pre-service teachers with the principles of World Englishes cultivate more inclusive and authentic viewpoints on language use, enhancing linguistic diversity and mitigating native-speaker bias in language instruction (Jenkins, 2006). This education also provides teachers with the competencies to tackle identity, power, and cultural context concerns in the classroom, particularly with various forms of English (Canagarajah, 2013).

Despite receiving years of English language instruction, there is a need to understand pre-service teachers' reflections on the importance of the World Englishes and Culture course in their training. Due to the scarcity of research exploring pre-service teachers' perceptions, there is a lack of clarity regarding whether prospective teachers consider this course crucial and how they view their

responsibility in cultivating their students' knowledge of the various types of English spoken worldwide. Moreover, there is limited insight into to what extent pre-service teachers perceive themselves well informed about World Englishes (WE) after taking the World Englishes and Culture course. This study aims to fill these knowledge gaps by examining the perceptions and self-evaluations of pre-service teachers regarding their perceptions of the importance of the course, perceived roles of teachers in the L2 context, and suggested areas for improvement in increasing awareness of World Englishes.

This study aims to offer valuable insights into the preparedness of prospective English language teachers by examining the perspectives of pre-service teachers regarding the importance of the World Englishes and Culture course, as well as their own understanding of the role of teachers in language classes in raising student awareness on world Englishes. Gaining insight into these perspectives is essential for improving course syllabi and educational programs that provide teachers with the expertise and abilities to cultivate linguistic and cultural consciousness in their students, ultimately leading to more efficient and all-encompassing practices in teaching the English language.

The following research questions were asked to reach the objectives of the research:

1. Do pre-service language teachers think World Englishes and Culture courses are essential to their teacher training education? Why?
2. What do pre-service teachers think about the roles of ELF instructors in creating language instruction activities that focus on World English and culture-specific topics?
3. What recommendations do pre-service language instructors have for classroom activities that might enhance students' knowledge of World Englishes?

2. LITERATURE REVIEW

World Englishes are different varieties of the language spoken worldwide, each reflecting particular social dynamics and cultural circumstances. The term highlights the cultural politics of English as a global language, claiming that educators must comprehend these dynamics to appreciate the ramifications of teaching English in various contexts (Holborow, 1996). Holbrow's viewpoint is supported by Adipat (2023), who claims that knowledge of many English dialects is necessary for successful cross-cultural communication, especially as an international language. Adipat (2023) also criticizes the CELTA syllabus for not emphasizing cultural characteristics, as he claims that a more inclusive approach might improve new teachers' cultural competency. Within the context of World Englishes, another essential component in educating pre-service teachers is culturally responsive teaching or CRT, which emphasizes that teachers' self-efficacy about culturally responsive behaviors may be significantly increased by professional development in CRT, which will help them better comprehend the cultural settings in which English is used (Cruz et al., 2019).

Irrespective of the specific variant of English employed in English Language Teaching (ELT), prospective educators must be aware of the wide range of English varieties they may encounter in their classrooms (Matsuda, 2017; Tatar, 2019). Therefore, English teachers should be exposed to World Englishes (WE) at an early stage to address issues arising from different English varieties effectively. In addition, Canagarajah, 2014 and Gagnier, 2023 pointed out that it is necessary to reevaluate the ELT curriculum in order to incorporate the examination of World Englishes standards alongside the conventional, single-language norms. Depending on such emphasis in literature, many ELT programs in Turkiye integrated World Englishes and Culture courses into their curriculum.

Many researchers investigated or explored the integration of WE into teacher education curricula. In Turkish contexts, Kemaloglu-Er and Bayyurt (2018) implemented a teacher-education project that followed a transformational teacher-education approach. They contended that teacher education that is cognizant of ELF (English as a Lingua Franca) Programs facilitates the development of student teachers' understanding and use of English as a Lingua Franca (ELF) and ELF-aware teaching methods by providing them with opportunities to explore and critically analyze the theoretical components of ELF.

In Japan, Hino (2017) investigated the effect of a one-year-long project to raise awareness among pre-service teachers on the global use of English. In his study, the trainees engaged in practical exercises to enhance their proficiency in English, with a specific emphasis on the dynamics of cross-cultural talks. This activity facilitated their comprehension of global English's adaptable and ever-changing characteristics. Similarly, Vettorel and Lopriore (2017) developed a program in two phases to raise awareness of pre-service teachers in world Englishes. In the first phase, they provided theoretical information on the expansion of English and its variations worldwide. In the second phase, they asked students to practice their knowledge with micro-teaching activities. Their study revealed an enhanced recognition of the WE concept among pre-service teachers.

The literature examines several research on learners' perceptions of English as a Lingua Franca (ELF), highlighting varying perspectives across distinct educational and cultural contexts. Norton (2000) and Seidlhofer (2010) mentioned favourable perspectives on English as a Lingua Franca (ELF) as a medium for global communication, with future generations likely embracing more flexible language policy; nonetheless, empirical research reveals complex results. Conversely, Ren et al. (2016) demonstrated that Chinese and Taiwanese students want native-speaker (NS) perfection, while acknowledging differences between their English and that of NSs, emphasising that intelligibility is not only contingent upon grammatical precision. Zhang and Du (2018) demonstrate an increasing acceptance of non-standard English varieties among Chinese university students, who are driven to engage with both native and non-native speakers. Griffiths and Soruç (2019) contend that students' learning settings, rather than their nations or academic departments, shape their conceptions of English as a Lingua Franca, with students in New Zealand exhibiting more tolerance for linguistic inaccuracies. Research conducted by Sung (2020) and Lan (2022) presents divergent perspectives; Hong Kong students recognise the communicative value of English as a Lingua Franca (ELF) and modify their speech according to various contexts, whereas Taiwanese students aspire to attain native-like proficiency and express apprehensions regarding the detrimental effects of multilingual classrooms on their language acquisition. These studies demonstrate differing levels of acceptance and adaption to ELF, shaped by factors like identity preservation, intelligibility, and educational contexts. Nonetheless, a comprehensive synthesis of these findings is absent, and the research might benefit from a more profound examination of the socio-cultural elements influencing learner views.

The distinctive importance of this study is in gathering the perspectives of English language teaching students, both as pre-service educators and as learners, regarding world English and cultural courses. The fact that the views of such a group of participants have not been taken to date makes this study valuable. This research examines English pre-service teachers' perspectives and understanding of World Englishes and Culture courses, as well as the perceived responsibilities of educators within this framework. It also presents pre-service instructors' recommended exercises to augment pupils' understanding of World Englishes and cultural knowledge.

3. METHODS

The study adopts a qualitative research design. Qualitative research is defined as "data collection procedures that result primarily in open-ended, nonnumerical data which is then analyzed primarily by non-statistical methods" (Dörnyei, 2007, p. 24), which helps researchers "study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them" (Denzin & Lincoln, 2005, p.3). A phenomenological approach was taken to emphasize the comprehension of individuals' lived experiences and their fundamental nature and to comprehend the study sample via direct experiences. Researchers employ in-depth interviews to elicit participants' accounts of their experiences (Van Manen, 2016), then utilize a method known as "phenomenological reduction" or "bracketing" to discern themes or patterns that elucidate the core of the phenomena while suspending biases and preconceptions (Moustakas, 1994).

The data was gathered via open-ended questions regarding pre-service English teachers' perceptions of World Englishes and Culture courses. The objective of the present investigation is to gain a more comprehensive understanding of the perceptions of pre-service English teachers regarding the World Englishes and Culture course after a semester-long study that consists of weekly two-hour sessions.

3.1. Setting and the Participants

The study was carried out in the English Language Teaching (ELT) program at the Faculty of Education of a public university in Turkey. The placement of students in the ELT programs is determined by their performance on a centralized, nationwide examination that takes place once a year. Depending on the participants' scores, they are placed in universities according to their preferences. English Language Teaching programs in Turkey consist of a four-year curriculum after a one-year language preparation program. A bachelor's degree is awarded to those who fulfill the program's requirements. Thirty-five volunteer sophomores (21 female / 14 male) participated in the Fall Term of the 2022/2023 academic year study. The participants were chosen by purposive sampling, which is a widely used non-probability sampling method in qualitative research. Purposive sampling is particularly advantageous in qualitative research when the objective is to acquire a deep understanding rather than to generalize the results to a broader population (Paton, 2002).

3.2. Data Collection and Analysis

The data was collected through open-ended structured three questions regarding students' perceptions and suggestions for further improvement in WE awareness. All volunteer students received these questions via Google Forms and were asked to answer them in detail in one lesson time (40 minutes) under the guidance of the researchers. By doing so, variables that may affect the participants were controlled to increase the validity and reliability of the results. After all participants answered the questions, the data was subjected to thematic content analysis. In order to make the data more manageable without significantly losing any information, we continuously saturated it to remove the irrelevant data and extract the useful ones (Creswell, 2009). Some steps were followed while analyzing the data. Initially, all responses were read multiple times to ensure familiarity and gain a comprehensive understanding. Then, we grouped the concepts that were related to the same phenomenon to create categories. This was followed by the identification of categories to find out potential core categories (Creswell, 2009).

4. FINDINGS AND DISCUSSION

First, the research question focused on understanding pre-service teachers' perceptions of the necessity of World Englishes and Culture courses in their teacher training curriculum. Table 1 demonstrates the Thematic categories derived from the first interview question.

Table 1

Pre-service English Teachers' Perceptions on The Importance of Education on World Englishes

Category	Indicators	Participants
Awareness and Understanding	<ul style="list-style-type: none"> - Familiarity with various English variations - Comprehending the cultural context that influences the process of acquiring language skills 	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 22, 23, 24, 25, 28, 29, 30, 31, 32, 33, 34
Teaching and Communication	<ul style="list-style-type: none"> - Improving teaching strategies through knowledge of World Englishes - Getting students ready for global communication by exposing them to diverse English forms 	1, 3, 4, 13, 18, 23, 26, 27, 32, 33, 35
Linguistic and Educational Scope	<ul style="list-style-type: none"> - Increased awareness of linguistic diversity within English - Promoting the incorporation of World Englishes into the curriculum 	6, 8, 20, 21, 26, 29, 30, 31, 33, 35
Global Communication Skills	<ul style="list-style-type: none"> - Equipping students with the skills to navigate varied linguistic environments - Immersing in different English dialects improves global communication. 	4, 7, 9, 18, 22, 23, 32

The data analysis reveals various essential insights into the perspectives of language teacher candidates on the importance of studying a World English and Culture course. The most common theme that emerged was *the need for cultural knowledge and understanding of language diversity*. The vast majority of participants (e.g., Participants 1, 4, 10, 16) emphasized the necessity of being aware of the many English versions used worldwide. This understanding is necessary for good teaching and creating a more inclusive and culturally sensitive classroom environment.

Another significant theme is the necessity of *incorporating the World Englishes and Culture course and activities* related to raising awareness of them into teaching syllabuses, which can prepare pre-service teachers better for their future teaching practices. Participants (e.g., Participants 13, 18, 23, 27) highlighted that exposure to various forms of English can significantly improve their teaching efficacy. They hold the belief that as pre-service teachers of English, by becoming familiar with these variations, they can better prepare their students to handle the intricacies of global communication.

Another emergent theme is about the *necessity of curriculum development* to accurately represent the wide range of languages within the English language. Several participants (e.g., Participants 6, 26,

35) contended that the existing curriculum, which frequently prefers British and American standards, fails to equip students for the globalized society sufficiently. Similar to what Canagarajah (2014) asserted, they suggested the promotion of the incorporation of World Englishes into the curriculum to address this deficiency.

Finally, the last emergent theme is *the significance of cultivating global communication skills by being exposed to different varieties of English*. Participants (e.g., Participants 7, 9, 22) emphasized the importance of getting learners acquainted with various English for successful worldwide interaction so that students in such a wide range of languages would get better insights. This finding is consistent with what Cruz et al. (2019) claimed. Therefore, both pre-service teachers and language learners should be well aware of different varieties of English.

The second research question was about the perceived roles of teachers in integrating World Englishes into their classes. Table 2 demonstrates emergent thematic categories and their indicators.

Table 2

Perceived Roles of Teachers to Raise WE-Aware Learners

Category	Indicators	Participants
Raising Awareness of English Varieties	<ul style="list-style-type: none"> - Exposing students to different types of English. - Teaching the diversity of English. - Making students aware of global English. 	1, 6, 12, 13, 16, 17, 18, 19, 21, 23, 26, 27, 29, 32, 33, 34, 35
Promoting Intercultural Competence	<ul style="list-style-type: none"> - Teaching students about different cultures. - Developing students' ability to communicate interculturally. - Promoting understanding of intercultural issues. - Selecting culturally appropriate materials. 	2, 4, 11, 18, 19, 23, 27, 29, 32, 34
Adopting and Critiquing Instructional Materials	<ul style="list-style-type: none"> - Criticizing and adapting materials to include diverse cultures. - Using materials that represent global English cultures. - Creating teaching methods tailored to WE. 	11, 13, 15, 23, 27, 30, 34
Developing and Implementing WE-Specific Teaching Methods	<ul style="list-style-type: none"> - Adapting teaching to global English contexts. - Implementing new methods in the classroom. - Guiding students in learning global English. 	2, 11, 14, 15, 28, 29, 30, 34
Serving as Guides and Motivators	<ul style="list-style-type: none"> - Motivating students to engage with different English varieties. - Leading students in their learning journey. - Updating knowledge and skills related to WE. 	4, 10, 19, 20, 26, 31
Continuous Professional Development	<ul style="list-style-type: none"> - Being open to new teaching methods. - Engaging in lifelong learning for WE teaching. 	4, 8, 14, 22, 28, 29, 35

One of the commonly mentioned roles of teachers is *to raise students' awareness of the various varieties of English*. This theme shows that pre-service teachers are well aware of the fact that teachers must go beyond the traditional emphasis on Standard English and expose students to the various forms of English that exist globally.

Another common emergent theme is the *promotion of intercultural competence*. Pre-service teachers regard language teachers as facilitators of cultural comprehension who should assist students in acquiring the necessary abilities to communicate proficiently across cultural barriers. This theme indicates that pre-service teachers are conscious of a transition in language education from solely imparting linguistic competence to promoting a more comprehensive language teaching environment to foster intercultural communication.

Utilization and adoption of classroom materials have been considered essential roles of teachers in facilitating World Englishes' awareness of students. They believe classroom materials should be culturally comprehensive and reflective of worldwide varieties in English. The frequency of mentions in this theme reveals that pre-service teachers have acquired the role of teachers in bringing classroom materials to classrooms by actively shaping the context and approach of their teaching resources.

The participants emphasized *the significance of teachers being consumers of instructional materials without analyzing them in depth*. Pre-service teachers claim that teachers must always control whether these materials are culturally comprehensive and reflect worldwide varieties of English. To do this, they must choose suitable materials and modify existing ones to better suit the context of English as an International Language (EIL). The frequency of mentions of this theme suggests that teachers should actively participate in shaping the content and approach of their teaching resources. Nevertheless, this task may necessitate supplementary instruction and assistance for educators, as numerous conventional resources may not yet accurately represent the varied actualities of English usage across the globe.

Another role that pre-service attributes to language teachers is that language *teachers must be guides and motivators to help students through the intricate process of acquiring knowledge and comprehending various English dialects*. This perception highlights that the pre-service teachers emphasized the teacher-student relationship in which teachers act as facilitators to attract students' attention to varieties of English in classes.

The last emergent theme concerns the *professional development of teachers* who must demonstrate a strong dedication to continuous learning by rapidly enhancing their content knowledge to raise awareness of WE. In line with what Matsuda (2017) thinks, this theme shows that pre-service teachers are aware that language teachers must constantly be informed about emerging trends in language education.

The third question concerns the pre-service EFL teachers' suggestions for better WE awareness-raising activities. The results of the analysis are tabulated below.

Table 3

Pre-Service EFL Teachers' Suggestions for Better WE Awareness-Raising Activities

Category	Indicator	Participants
Cultural Exposure and Interaction	Interacting with people from different cultures/countries	3, 6, 12, 13, 17, 19, 22, 23, 25, 26, 31, 32, 33, 35
Importance of Education and Courses	Taking relevant courses or classes to gain awareness	2, 4, 9, 14, 16, 18, 20, 21, 23, 29, 34
Use of Media (Videos, Movies, Series, Music)	Using videos, movies, series, or music to improve awareness	9, 10, 17, 19, 21, 24, 25, 28, 29, 31, 32, 34
Traveling	Traveling to different countries to experience various English varieties	14, 16, 19, 21, 22, 24, 26, 29, 33
Participation in Seminars/Webinars	Participating in webinars or workshops on World Englishes	4, 5, 9, 12, 18, 24, 29, 32, 34
Research and Reading	Researching or reading ELF/EIL/WE	2, 5, 9, 10, 15, 27, 28
Self-Perception of Awareness	Considering self-awareness yet needs for improvement.	6, 7, 8, 13, 15, 17, 21, 23, 32, 33, 35

These themes emphasize the ways in which teachers may raise awareness of language learners on different varieties of English. As most participants underscored, cultural exposure and individual interaction were regarded as some of the most critical factors contributing to World Englishes knowledge. Pre-service teachers believe these experiences are essential for developing a more comprehensive understanding of English varieties. This finding supports the findings of Vettorel and Lopriore (2017) and Kemaloglu-Er and Bayyurt (2018), who also found that training programs have raised pre-service teachers' awareness on culture and world Englishes as they had more chances to interact with culture-specific activities combined with different varieties of English. Participants also emphasized the importance of education and courses in order to increase awareness, and they urged the incorporation of appropriate content related to WE into their training.

Furthermore, the utilization of media, including music, movies, and videos, was frequently cited as a practical approach to raising awareness.

In line with participants' perspectives, Chen (2022) showed that video viewing and online interactions with ELF users improved participants' multicultural awareness. Another study that supports the findings is Liando et al.'s (2018) study that underscores the efficacy of English films in enhancing linguistic abilities and cultural comprehension. Additionally, Yusoff et al. (2021) also discovered that English films enhance hearing and speaking abilities.

Attending seminars and webinars, conducting research and reading, and traveling to various countries were also considered valuable methods of enhancing comprehension. Lastly, although some participants were already somewhat aware, they recognized the necessity of continuous improvement, demonstrating a dedication to becoming more informed and effective English teachers.

5. CONCLUSION AND IMPLICATIONS

Elicited perceptions of pre-service language teachers have shown that they have raised awareness of the concept of World Englishes as nearly all of them underscored the importance of the class they took for one semester. Based on the findings in this research, it can be claimed that pre-service teachers have recognized that they need to take a broader and more inclusive approach to teaching

English as a second language by acknowledging and celebrating the cultural and linguistic variety of the English-speaking worldwide. Additionally, they reported the multifaceted nature of language teaching by focusing on some roles teachers must play to facilitate students' involvement in different varieties of English. Teachers are perceived to be good material selectors and adopters by including different varieties of English in their classes. They are also perceived to be facilitators who raise intercultural awareness among their students by addressing different cultural contexts in their classrooms. Nearly all participants were aware that the focus on one standard English must be shifted to a broader range of English varieties from different regions of the world.

The content analysis of the data both serves as research findings and pedagogical implications as pre-service teachers' reflections combined with their one semester-long course experience yield a comprehensive set of suggestions for English Language Teaching context. However, depending on their perceptions, more implications may be driven from the study.

One of the most important implications is that language teachers must be trained extensively in Global English variations, intercultural competency, and culturally sensitive resources to help them be more conscious and informed, which would be reflected in their teaching practices. Teachers should also have access to professional development opportunities that allow them to keep up with the newest research in EIL and help them enhance their teaching approaches over time. As one of approaches, integration of media has been suggested by the participants as a way to improve learners' awareness of WE and ELF. In similar vein, Sifakis and Bayyurt (2015) offer a teacher training framework that integrates media to promote an inclusive approach to English as a Lingua Franca (ELF), whereas Kemaloglu-Er and Bayyurt (2022) emphasise the role of mixed learning environments in enhancing pre-service teachers' understanding of ELF.

Both in-service and pre-service teachers should attend study abroad programs, cultural exchange initiatives, and online partnerships with colleagues from around the world to have some practical experience by interacting with people from different parts of the world and speaking English. Teacher preparation programs in Turkey should incorporate media sources from diverse ethnic backgrounds with varying English accents. This will help pre-service teachers get better insights into different cultures and improve their intercultural communicative competence, even though learning about small cultures is relatively complicated in Turkey, where English is spoken and taught as a foreign language.

References

- Adipat, S. (2023). Inextricable connection: World Englishes, language diversity, and cross-cultural communication. *Journal of Educational and Social Research*, 13(1), 166. <https://doi.org/10.36941/jesr-2023-0015>

- Andriani, W. and Angelina, P. (2020). English language education students' perception of the use of english subtitled movies. *Indonesian Journal of English Language Studies (Ijels)*, 6(2), 49-59. <https://doi.org/10.24071/ijels.v6i2.2824>
- Canagarajah, S. (2013). *Translingual practice: Global Englishes and cosmopolitan relations*. Routledge.
- Chen, R. (2022). Teaching intercultural communication in an english as a lingua franca context. *Relc Journal*, 54(3), 839-847. <https://doi.org/10.1177/00336882221074106>
- Creswell, J. W. (2009). The analysis of qualitative data. In K. F. Punch (Ed.), *Introduction to research methods in education* (pp. 169–205). Sage.
- Cruz, R. A., Manchanda, S., Firestone, A. R., & Rodl, J. E. (2019). An examination of teachers' culturally responsive teaching self-efficacy. *Teacher Education and Special Education: The Journal of the Teacher Education Division of the Council for Exceptional Children*, 43(3), 197-214. <https://doi.org/10.1177/0888406419875194>
- Crystal, D. (2003). *English as a global language*. Cambridge university press.
- Denzin, N. K., & Lincoln, Y. S. (2005). Introduction: The discipline and practice of qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (pp. 1–32). Sage Publications, Inc.
- Dörnyei, Z. (2007). *Research methods in applied linguistics*. Oxford University Press.
- Gagnier, R. (2023). The futures of english: introduction from the uk. *Literature Compass*, 20(10-12). <https://doi.org/10.1111/lic3.12752>
- Galloway, N., & Rose, H. (2015). *Introducing Global Englishes*. Routledge.
- Griffiths, C., & Soruç, A. (2019). Contextual differences regarding students' perceptions of English as a lingua franca according to subject major and nationality. *The Journal of Language Learning and Teaching*, 9(1), 53-69.
- Hino, N. (2017). Training graduate students in Japan to be EIL teachers. In A. Matsuda (Ed.), *Preparing teachers to teach English as an international language* (pp. 87–99). Multilingual Matters.
- Holborow, M. (1996). The cultural politics of English as an international language. *ELT Journal*, 50(2), 172–176. <https://doi.org/10.1093/elt/50.2.172>
- Jenkins, J. (2000). *The phonology of English as an international language*. Oxford University Press.
- Jenkins, J. (2006). Current perspectives on teaching world englishes and english as a lingua franca. *TESOL Quarterly*, 40(1), 157. <https://doi.org/10.2307/40264515>

- Kemaloglu-Er, E. and Bayyurt, Y. (2022). Implementation of blended learning in english as a lingua franca (elf)-aware pre-service teacher education. *Turkish Online Journal of Distance Education*, 23(1), 60-73. <https://doi.org/10.17718/tojde.1050353>
- Kemaloglu-Er, E., & Bayyurt, Y. (2018). ELF-awareness in teaching and teacher education: Explicit and implicit ways of integrating ELF into the English language classroom. In N. C. Sifakis & N. Tsantila (Eds.), *English as a Lingua Franca for EFL contexts* (pp. 147–163). Multilingual Matters.
- Kuo, I. C. (2006). Addressing the issue of teaching English as a lingua franca. *ELT journal*, 60(3), 213-221
- Lan, S. W. (2022). International students' perceptions of multilingual English-medium instruction classrooms: a case study in Taiwan. *Multilingua*, 41(6), 717-742. <https://doi.org/10.1515/multi-2021-0029>
- Liando, N., Sahetapy, R., & Maru, M. (2018). English major students' perceptions towards watching english movies in listening and speaking skills development. *Advances in Social Sciences Research Journal*. <https://doi.org/10.14738/assrj.56.4627>
- Matsuda, A. (2017). Preparing teachers to teach English as an international language. *Language Teaching*, 50(1), 1-14.
- Moustakas, C. (1994). *Phenomenological research methods*. Sage Publications.
- Negi, A. S. (2022). Enhancing intercultural communication through English language teaching at the university level. *Scholars' Journal*, 38–52. <https://doi.org/10.3126/scholars.v5i1.55776>
- Norton, B. (2000). *Identity and language learning*. London: Longman
- Patton, M. Q. (2014). *Qualitative research & evaluation methods: Integrating theory and practice*. Sage publications.
- Ren, W., Chen, Y. S., & Lin, C. Y. (2016). University students' perceptions of ELF in mainland China and Taiwan. *System*, 56, 13-27. <https://doi.org/10.1016/j.system.2015.11.004>
- Seidlhofer, B. (2010). Lingua franca English in Europe. In A. Kirkpatrick (ed.), *The Routledge Handbook of World Englishes* (pp. 355–371). London: Routledge.
- Sifakis, N. and Bayyurt, Y. (2015). Insights from elf and we in teacher training in greece and turkey. *World Englishes*, 34(3), 471-484. <https://doi.org/10.1111/weng.12150>
- Sung, C. C. M. (2020). English as a lingua franca in the international university: Language experiences and perceptions among international students in multilingual Hong Kong. *Language, Culture and Curriculum*, 33(3), 258-273. <https://doi.org/10.1080/07908318.2019.1695814>

- Tatar, S. (2019). Öğretmen adaylarının ‘yerli konuşmacılık’ ideolojisini nasıl algıladıkları. *Sakarya University Journal of Education*, 9(1), 7-20. <https://doi.org/10.19126/suje.480848>
- Van Manen, M. (2016). *Researching lived experience: Human science for an action sensitive pedagogy* (2nd ed.). Routledge.
- Vettorel, P., & Lopriore, L. (2017). WE, EIL/ELF and awareness of their pedagogical implications in teacher education courses in Italy. In A. Matsuda (Ed.), *Preparing teachers to teach English as an international language* (pp. 197–209). Multilingual Matters.
- Walker, R. (2010). *Teaching the pronunciation of English as a lingua franca*. Oxford: Oxford University Press.
- Yusoff, S., Din, R., & Othman, N. (2021). Watching movies during a pandemic as audio-visual technology tool for listening and speaking skills. *International Journal of Academic Research in Business and Social Sciences*, 11(12). <https://doi.org/10.6007/ijarbss/v11-i12/11767>
- Zhang, W., & Hu, G. (2008). Second language learners’ attitudes towards English varieties. *Language Awareness*, 17(4), 342-347. <https://doi.org/10.1080/09658410802147337>

To Cite This Article:

Fedoriv, Y. (2024). Challenges In Ai-Assisted Academic Writing: A Case Study. *Innovations in Language Teaching Journal*, 1(1), 35–50. <https://doi.org/10.53463/innovltej.20240284>

CHALLENGES IN AI-ASSISTED ACADEMIC WRITING: A CASE STUDY**YAPAY ZEKA DESTEKLİ AKADEMİK YAZIMDAKİ ZORLUKLAR: BİR VAKA
ÇALIŞMASI****Yaroslava FEDORIV¹****Abstract**

Artificial Intelligence (AI) has become a widespread tool in various academic fields, offering capabilities that range from machine translation to automated content generation. However, the application of AI in composing academic papers is subjected to inaccuracies, particularly in adhering to the conventional demands of academic writing. Based on a case study methodology, this article examines the limitations of AI in the following key areas: following the conventional rhetorical moves for composing an academic paper, providing accurate citations, arranging references in formats other than APA (unless specifically required to do so), disclosing the corpora, databases, and source texts used for AI training, incorporating contemporary knowledge, understanding cultural contexts beyond the Anglophone sphere, and maintaining a formal writing style. This case study emphasises the necessity for human engagement in academic writing to ensure quality, accuracy, and cultural sensitivity.

Keywords: artificial intelligence (AI), academic writing, Large Language Model (LLM)

Özet

Yapay Zeka (YZ), çeşitli akademik alanlarda yaygın bir araç haline gelmiş olup, makine çevirisinden otomatik içerik üretimine kadar çeşitli yetenekler sunmaktadır. Bununla birlikte, akademik makale yazımında YZ'nin uygulanması, özellikle akademik yazımın geleneksel taleplerine bağlı kalınmasında yanlışlıklara maruz kalmaktadır. Bir vaka çalışması metodolojisine dayanan bu makale, yapay zekanın aşağıdaki kilit alanlardaki sınırlamalarını incelemektedir: akademik bir makale oluşturmak için geleneksel retorik hamleleri takip etmek, doğru alıntılar sağlamak, APA dışındaki formatlarda referanslar düzenlemek (özellikle gerekli olmadıkça), şirketi, veritabanlarını ve kaynak metinleri ifşa etmek yapay zeka eğitimi, çağdaş bilgiyi birleştirmek, Anglofon alanının ötesindeki kültürel bağlamları anlamak ve resmi bir yazı stilini sürdürmek için kullanılır. Bu vaka çalışması, akademik yazılarda kalite, doğruluk ve kültürel hassasiyetin sağlanması için insan katılımının gerekliliğini vurgulamaktadır. Anahtar Kelimeler: Akademik yazı, kültürel hassasiyet, insan katılımı, kalite, doğruluk.

Anahtar Kelimeler: Yapay zeka (AI), akademik yazı, Büyük Dil Modeli (LLM)

¹ **Correspondence to:** Associate Professor, The National University of "Kyiv-Mohyla Academy", Kyiv, Ukraine, yar.fed@gmail.com, <https://orcid.org/0000-0001-5915-9428>

1. INTRODUCTION

In recent years, AI has had a significant impact on the field of writing and communication. The integration of AI into academic writing has changed the way researchers, educators, and students create verbal content. However, despite its notable capabilities, AI is still in the process of development, particularly concerning the precision required for academic writing. This article explores critical areas where AI is lacking, thereby highlighting the importance of caution and human involvement when employing AI for scholarly purposes.

The research problem addressed in this paper centres on the challenges and limitations of using AI in academic writing, particularly its impact on the accuracy, credibility, and originality of research work. The goal of this research is to critically evaluate these limitations by analysing student term papers from the English Language Department at the National University of Kyiv-Mohyla Academy, Ukraine, which were detected as written with AI assistance. The research employs a case study method, focusing on areas such as structure, citation accuracy, contextual and cultural awareness. The thesis of this paper asserts that while AI tools offer certain benefits, they often fail to maintain the formal standards required for academic writing.

2. LITERATURE REVIEW

Recent literature on using AI in academic writing reveals a range of perspectives, highlighting both its benefits and challenges in scholarly work. For instance, Golan, Reddy, Muthigi, and Ramasamy (2023, pp. 327–328) argue that using AI-based tools for scientific writing should widely be adopted. They claim that the use of AI in academic writing offers such advantages as streamlining the research process through efficient data processing, aiding in the identification of hard-to-detect insights, and assisting in organising and presenting data. Additionally, AI can assist the editing process, attending to grammatical and structural revisions. However, the researchers admit that there are significant limitations, e.g., AI-generated content, particularly in sections like the introduction, discussion, and conclusion, often lacks comprehensiveness and may not fully align with the specifics of a study, potentially compromising the depth and accuracy of academic work.

Discussing the potential of AI in ESL education, Thanya, Marudhavel, and Chandramohan (2023) highlight its potential of enhancing and improving instructional efficiency and the student experience. The authors examine how AI can assist with tasks like brainstorming and citation checking, while also acknowledging risks to originality and authorship. They underline the need for scholars to develop the AIED (AI in education) literacy, encompassing application, reliability, and engagement.

On the other hand, they note challenges such as diminished critical thinking and authenticity, and concerns regarding bias, privacy, and the overall nature of scholarly work.

Papakonstantinidis, Kwiatek, and Spathopoulou (2024) reveal through a survey that non-academic professionals view AI writing tools as beneficial for efficiency and content quality, whereas academic writers express concerns about biases, manipulation, and potential job displacement.

Youvan (2024) explores how AI enhances productivity and innovation in research through automated data analysis and simultaneous theory generation, known as the "shotgun approach." The study also focuses on the ethical implications of AI in research, particularly concerning authorship, originality, and the nature of knowledge.

Synthesising recent research, Aljuaid (2024) considers implementation of AI in education and notes that while AI can aid with grammar and style, it does not replace the essential teaching of critical thinking, research, creativity, and ethics inherent in university writing courses.

Building on the insights from the literature review, this research employs a case study method to examine the specific limitations and inaccuracies of AI in academic writing, as observed in student papers.

3. METHODS

As the empirical evidence, a case study is used to illustrate specific limitations and inaccuracies of AI observed in student academic papers written with the assistance of the Large Language Models.

This study was conducted as an independent research project focused on the evaluation of student academic papers produced within the English Language Department of the National University of "Kyiv-Mohyla Academy" (NaUKMA), Ukraine.

3.1. Data Collection

The data for this study consisted of term papers submitted by undergraduate and graduate students as part of their coursework in linguistic and EFL subjects, representing a range of academic writing tasks. In total, 93 student papers submitted during the 2022-2024 study terms were analyzed. Papers selected for further examination were chosen based on the presumption that they contained AI-generated content, as they showed a striking disparity between the authors' oral and written communication skills. For this case study, one paper was selected to illustrate the range of challenges

faced by a student who over-relied on AI assistance. Excerpts of the work under consideration are provided as screenshots in the Appendices.

3.2. Analytical Framework

The analysis was guided by qualitative methodology, with a focus on identifying specific areas where AI assistance in academic writing exhibited errors or inaccuracies. The analysis addressed the following areas:

1. **Structure:** The evaluation of whether a student paper follows the conventional rhetorical moves for an academic research paper.
2. **Citation accuracy and transparency of sources:** Assessment of the referencing, correctness, completeness, and consistency of citations in texts presumably generated by the AI, particularly focusing on citation styles other than APA. The presence or absence of information regarding the corpora, databases, and source texts used by the AI in generating content.
3. **Incorporation of contemporary knowledge:** Consideration of the extent to which AI-generated content reflects up-to-date information and current social or academic debates.
4. **Cultural awareness:** Identification of the degree to which the AI assistants acknowledged cultural contexts beyond the Anglophone sphere.
5. **Formal writing style:** The evaluation of whether the AI tools maintained the appropriate academic tone and neutrality expected in scholarly writing.

3.3. Case Study

To examine and illustrate the drawbacks of using AI in academic writing, a case study was conducted with one student paper taken as a representative example. The paper, titled *COMPARATIVE ANALYSIS OF AI-GENERATED AND HUMAN POETRY*, was blindly selected based on its potential reliance on AI tools during the writing process and demonstration of specific errors and deficiencies. The case study involved a qualitative analysis of the paper, identifying and categorising instances of AI-related inaccuracies.

3.4. Ethical Considerations

The research adhered to both national and international standards for research and publication ethics. Since the study involved a statistically relevant number of student papers, with one paper selected

blindly, care was taken to ensure that the identities of the students were not disclosed, either explicitly or implicitly. All personal information was anonymized, and any identifying details were removed to maintain confidentiality. As a result, Ethics Committee approval was not required for this study.

3.5. Data Analysis

The findings from the case study and the qualitative analysis were synthesised and categorised to draw conclusions about the effectiveness and limitations of using AI assistants in academic writing. The results were compared with existing literature on AI in education to contextualise the findings within broader scholarly discussions.

This methodological approach allowed for an assessment of the role of AI in academic writing, highlighting its significant shortcomings while acknowledging its potential benefits. The inferences gained from this study contribute to the ongoing scholarly discourse on the ethical and practical implications of using AI tools in educational contexts.

4. CASE STUDY: Research Findings

Upon reviewing the corpus of students' papers submitted within the two-year time frame during which data and writing samples were gathered, several critical issues were identified that prevented them from being marked with a passing grade. These issues were categorised and analysed based on the following criteria: structure, citation accuracy and transparency of sources, incorporation of contemporary knowledge, cultural awareness, and formal writing style.

4.1. Structure

The reviewed paper structure, as outlined in the *Table of Contents* (Fig. 1), reflects a student's attempt to explore the features of AI-generated poetry, followed by a comparative analysis with human poetry.

However, the *Table of Contents* presented in Fig. 1 reveals significant organisational issues that question the originality and undermine the coherence of the student's research, deviating from the structural requirements of an academic paper. In particular, the outline does not align with the conventional sequence of rhetorical moves expected in academic research; for instance, it lacks the essential sections of methods, results, and discussion. Additionally, the missing literature review, which sometimes forms part of the introduction in essays and articles, in term papers is to be appropriately placed as a separate section.

The outline also shows a lack of balance between the two main sections, as the second section only includes one subpoint. A balanced structure requires that equal attention be given to all parts and subparts, ensuring that each section is developed with sufficient detail. Additionally, subpoints should not be orphaned; for instance, if there is a 2.1, there must be a corresponding 2.2. Otherwise, a single subpoint becomes irrelevant and disrupts the logical flow of the argument.

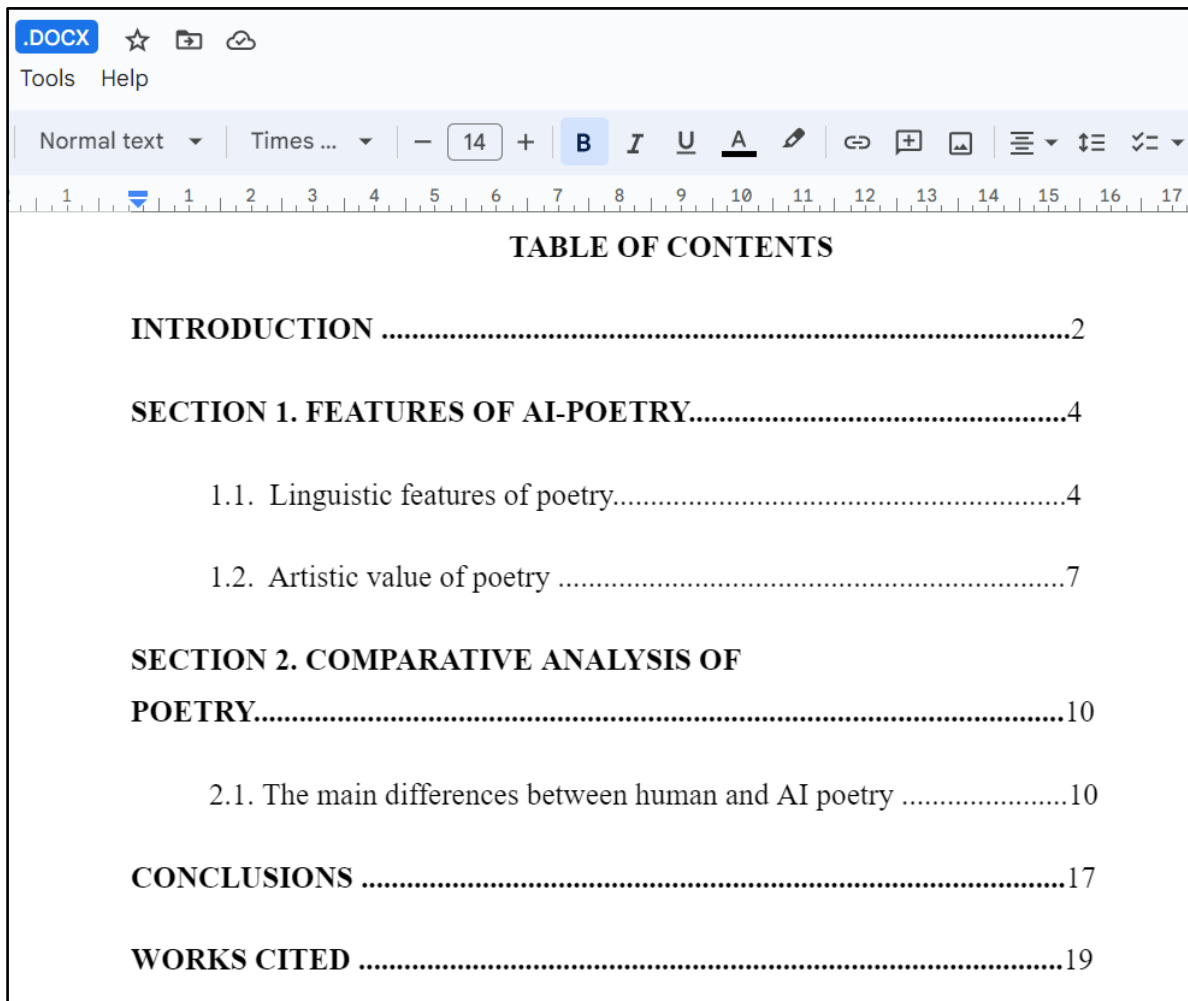


TABLE OF CONTENTS	
INTRODUCTION	2
SECTION 1. FEATURES OF AI-POETRY.....	4
1.1. Linguistic features of poetry.....	4
1.2. Artistic value of poetry	7
SECTION 2. COMPARATIVE ANALYSIS OF POETRY.....	10
2.1. The main differences between human and AI poetry	10
CONCLUSIONS	17
WORKS CITED	19

Figure 1. A screenshot of the Table of Contents of a student academic paper under the study

Consequently, failing to substantially support an argument with preceding scholarly research or omitting a systematic methodology description leads to confusion about the study's purpose, credibility, and the relevance of the results obtained.

4.2. Citation Accuracy and Transparency of Sources

The paper demonstrates significant issues with citation accuracy and transparency. Several quotes, including those from Shakespeare's *Othello*, lack proper references, hampering the credibility of the work. For example, the quote "*Reputation, reputation, reputation! O, I have lost my reputation!*" is presented without citation, which should have been attributed to Cassio, Act 2 Scene 3.

Additionally, the paper does not adhere to the MLA citation format, which is required by the NaUKMA English Language Department (Pavlenko et al., 2022), and exhibits inconsistencies in using quotation marks (inverted commas vs French Quotes) and formatting block quotes. AI-generated content can sometimes produce formatting that does not align with specific academic standards if not closely monitored. If the text was generated or edited using AI without thorough human review, errors such as inconsistent quotation marks and formatting issues might go unnoticed. This inconsistency often reflects a lack of careful proofreading and manual adjustment.

Furthermore, the AI system that was used to generate the text under study is not identified, making the analysis difficult to replicate or validate. The absence of information regarding the corpora and databases used by the AI also raises concerns about the copyright and the reliability of the findings.

The paper was subjected to a plagiarism check, which returned an acceptable similarity index of 10.2%, reflecting primarily quoted material. However, the AI-detection tool (*AI Content Detector*, 2024) revealed that up to 65% of the content of the paper was AI-generated (see Appendices, Fig. 2a–e). This raises significant concerns about the originality of the work and the responsible use of AI in academic writing. The reliance on the content produced with AI without proper acknowledgment or critical engagement compromises the academic integrity and the paper value.

4.3. Incorporation of Contemporary Knowledge

The student intended to compare linguistic characteristics and artistic merits of AI-generated poems with those created by humans, using Shakespeare's works as a reference. However, the paper lacks a clear focus and fuses literary and linguistic analyses, indicating a lack of understanding of the distinct objectives of these two fields.

In addition, the paper lacks a relevant incorporation of contemporary knowledge. While it attempts to compare AI-generated poetry with Shakespeare's work, it fails to contextualise these comparisons within current literary or linguistic debates. The choice of Shakespeare as a comparative figure, without exploring contemporary human poets, reduces the paper's appropriateness, fails to provide a

synchronic approach (from Ancient Greek συν- "together" and χρόνος "time") and thus to consider the language of AI-generated vs human poetry at a current moment in time so as to draw a comprehensive perspective on AI-generated content in the context of human poetic expression.

The paper also claims to use "quantitative methods involving computer linguistics," but no such analysis is presented, further detracting from its academic accuracy.

4.4. Cultural Awareness

In addition to lacking contemporary knowledge, the paper does not demonstrate sufficient cultural awareness, particularly in its comparison of AI-generated texts with Shakespeare's work, which belongs to a different cultural and historical context. The student overlooks the importance of comparing AI poetry with contemporary human poets to provide a relevant cultural analysis. This lack of cultural sensitivity results in an inadequate exploration of the differences between AI-generated and human poetry, particularly in terms of their thematic depth and contextual value.

The paper contains instances of unclear writing (here they will be quoted without mentioning the source in a conventional citation way so as to maintain the student's anonymity), such as "*Careful use of Shakespearean techniques and Rome adds aesthetic beauty to his poems*," where the word 'Rome' should be considered as a machine-assisted (AI) translation error for 'rhyme' (Cf. Ukrainian 'Рим' vs 'рима,' Genitive case 'рим,' which the LLM automatically capitalised, not recognising the lexical difference), which the student overlooked.

Another expression, "*conspiratorial characteristics*" [sic], applied to human poetry, does not belong to the field of linguistic analysis.

The sentence "*Finally, the study aims to contribute to our understanding of the role of artificial intelligence in creation the frequency of this potential for the addition and development of human creativity*" contains vocabulary issues and awkward phrasing in "*the frequency of this potential*," which makes it difficult to understand the intended meaning.

Lastly, the term "*artificial decommunism*" [sic] is used in the analysed paper without definition or context, making it unclear and confusing. It appears first in the statement, "*The key difference between artificial decommunism [sic] and human poetry lies in the originality and artistic intent of the creation*" without any reference to the origin of the expression or explanation of its meaning.

These instances illustrate a phenomenon termed as *AI hallucinations*, when a Large Language Model, lacking cultural context, generates patterns or notions that are non-existent, creating inaccurate or nonsensical outputs.

4.5. Formal Writing Style

Although AI models can utilise formal language, follow grammatical rules, and produce cohesive sentences, the academic writing style of the paper under the study is compromised by several issues in terminology and coherence, such as the above-mentioned instances of unclear and awkward phrasing and unconventional, unexplained terms like “*conspiratorial characteristics*” and “*artificial decommunism*” that are not defined or contextualised, making the text difficult to understand and undermining its credibility. These errors indicate a lack of attention to detail and an insufficient grasp of the formal academic accuracy and clarity required in scholarly writing.

To summarise, the examined paper attempts to explore the features of AI-generated poetry in comparison with human poetry but fails to emphasise that human poetry is inspired by creativity, drawn from personal emotional experiences, cultural and contextual influences, and the complexity of human consciousness in conveying deep meanings and evoking powerful responses. Moreover, despite written remarks and instructions provided upon the submission of the first draft, the paper still suffers from a lack of scholarly focus, improper citation practices, unclear terminology, and issues with formulation. Additionally, the paper should have included a more focused set of examples from both AI systems and contemporary human poets to offer a balanced and culturally grounded analysis. The errors in the paper suggest that AI was used as a writing tool without sufficient close reading by the student, which was confirmed by the AI detection tool (see Appendices).

5. DISCUSSION

5.1. Following the Rhetorical Moves for Composing an Academic Paper

The conducted analysis demonstrates that AI models can produce text with a basic structure, i.e. an introduction, body, and conclusion. However, unless they are specifically prompted to draft an academic paper following the classical rhetorical moves that include a literature review, methods, results, and discussion, they may fail to produce a well-organised and logically coherent academic argument, especially when dealing with complex topics that require cultural and contextual sensitivity and critical thinking skills.

5.2. Acknowledging Sources

5.2.1. Providing Accurate Citations

Citations are the basis of academic writing, ensuring that ideas and data are properly grounded and attributed to their original sources. However, AI may generate citations that are either incomplete, incorrect, or entirely fabricated. This is particularly problematic when AI lacks access to real-time databases or specific scholarly sources, leading to citing fake, outdated, or irrelevant references. Moreover, AI-generated citations may not always adhere to the detailed requirements of specific citation styles, resulting in inaccuracies that can jeopardise the credibility of the research.

5.2.2. Citing References in Styles Other Than APA

While AI has made progress in automating the citation process, it is often limited to APA style, which is widely used but not universal. Other citation styles, such as MLA, Chicago, or Harvard, each have unique rules and conventions that AI fails to accurately implement. The limitations in AI's ability to adhere to these styles without error highlight a significant shortcoming in its application for diverse academic fields and can lead to formatting errors that diminish the professionalism and accuracy of academic papers.

5.2.3. Indicating Corpora, Databases, and Source Texts Used in AI Training

Transparency in academic research includes not only citing sources but also acknowledging the datasets and corpora that inform the research. In the context of AI, this involves disclosing the specific datasets and source texts used to train the model. However, most AI platforms do not provide detailed information about such data, which raises concerns about the transparency and reproducibility of AI-generated content. Without access to this information, researchers and reviewers cannot fully assess the reliability or biases present in the AI's output. This lack of transparency complicates the ethical use of AI in academic writing and highlights the need for open information about AI training data.

5.3. Incorporating Contemporary Knowledge

AI's knowledge base is inherently limited by the data and time frame it was trained on, which often excludes the most recent developments in a field. In rapidly evolving disciplines, such as technology, medicine, or social sciences, this lag can result in AI-generated content that is outdated or misaligned with current trends and debates. Researchers relying on AI for the latest insights may find themselves working with information that is no longer relevant, which can negatively impact the validity and

timeliness of their work. This limitation underscores the importance of verifying AI-generated content with regard to up-to-date human research to ensure the accuracy and relevance of academic papers.

5.4. Understanding Cultural Contexts Beyond the Anglophone Sphere

Since AI models are predominantly trained on data from English-speaking sources, this leads to a bias towards Anglophone cultural norms and perspectives. This presents a significant challenge when composing academic papers that require an understanding of diverse cultural contexts. AI may inadequately impose cultural frameworks on topics that require an understanding of non-Western perspectives, leading to cultural insensitivity, machine translation errors, or oversimplification of complex issues. The lack of cultural awareness in AI-generated content highlights the need for human supervision to ensure that academic writing is culturally inclusive and respectful of global perspectives.

5.5. Following a Formal Writing Style

Academic writing demands a strictly formal and neutral tone, characterised by precise language, objectivity, and clarity. While AI-generated texts often appear fluent and coherent, they frequently lack the features required for maintaining a strictly formal tone. AI may introduce colloquialisms, epithets, biased language, or informal expressions that disturb the formality expected in scholarly work. Furthermore, AI struggles with appropriately adjusting its tone across different sections of a paper, such as the abstract, literature review, and conclusion. This inconsistency in maintaining a neutral writing style poses a significant risk for researchers over-relying on AI to produce academic content.

6. CONCLUSIONS

While AI offers significant potential in aiding academic writing, its current limitations necessitate caution and critical engagement from researchers.

The literature on application of AI in academic writing presents a balanced view of its advantages and disadvantages. On the pro side, AI enhances productivity by accelerating the research process, aiding in data organisation, and improving language accuracy. It helps to brainstorm ideas, structure and revise drafts. However, the cons include significant concerns about reduced critical thinking and authenticity, biases in AI algorithms, potential misuse, and risks to traditional notions of originality, authorship, and academic integrity. Additionally, AI lacks the ability to fully replicate the creativity and contextual understanding required in scholarly work.

The case study presented in this paper highlights such limitations of AI usage as inaccuracies in maintaining a formal writing style, providing accurate citations and disclosing training corpora, switching between citation styles, incorporating contemporary knowledge and acknowledging diverse cultural contexts, all of which point to the need for human engagement in the writing process.

As AI technology continues to evolve, addressing these challenges will be crucial in ensuring that AI can be a reliable and ethical tool for academic writing.

7. APPENDICES

Screenshots of sample pages containing content generated by AI

The following screenshots (Fig. 2a–e) present samples of AI-generated content in a student's academic paper, as detected by the online tool *AI Detector - Reliable and Detailed Results* (2024). The high probability of AI-generated content was further confirmed by the student's lack of familiarity with the paper's content and the failure during the oral examination.

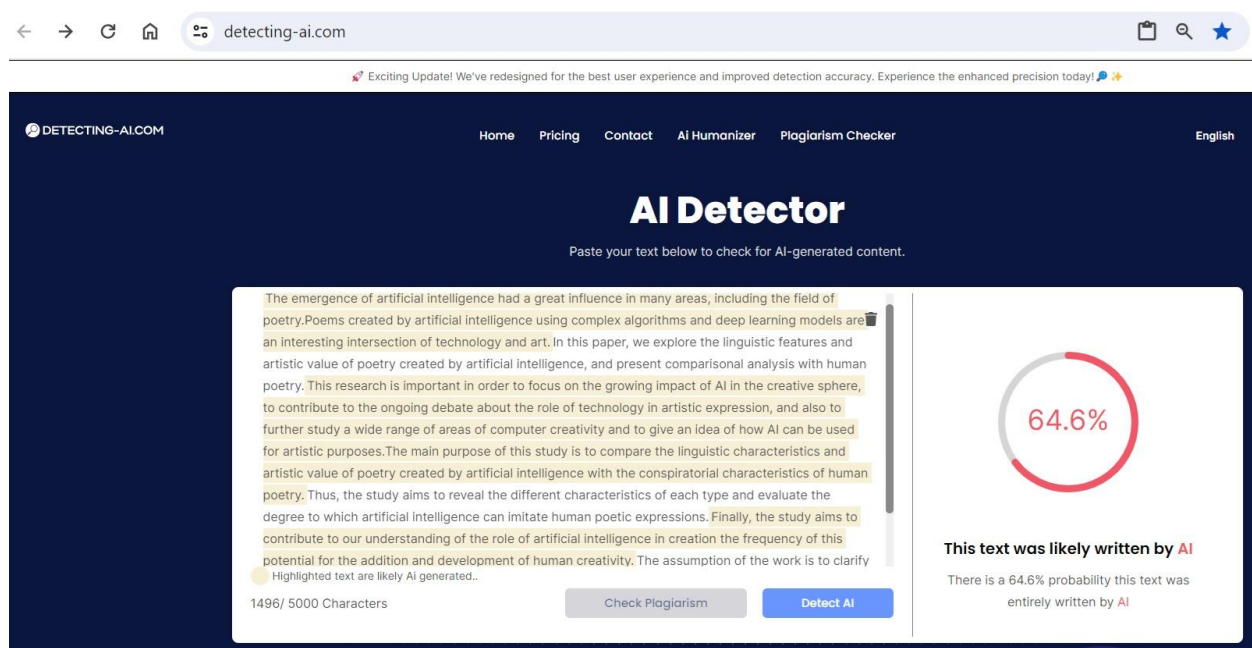


Figure 2a. A sample of predominantly AI-generated content in a student's academic paper.

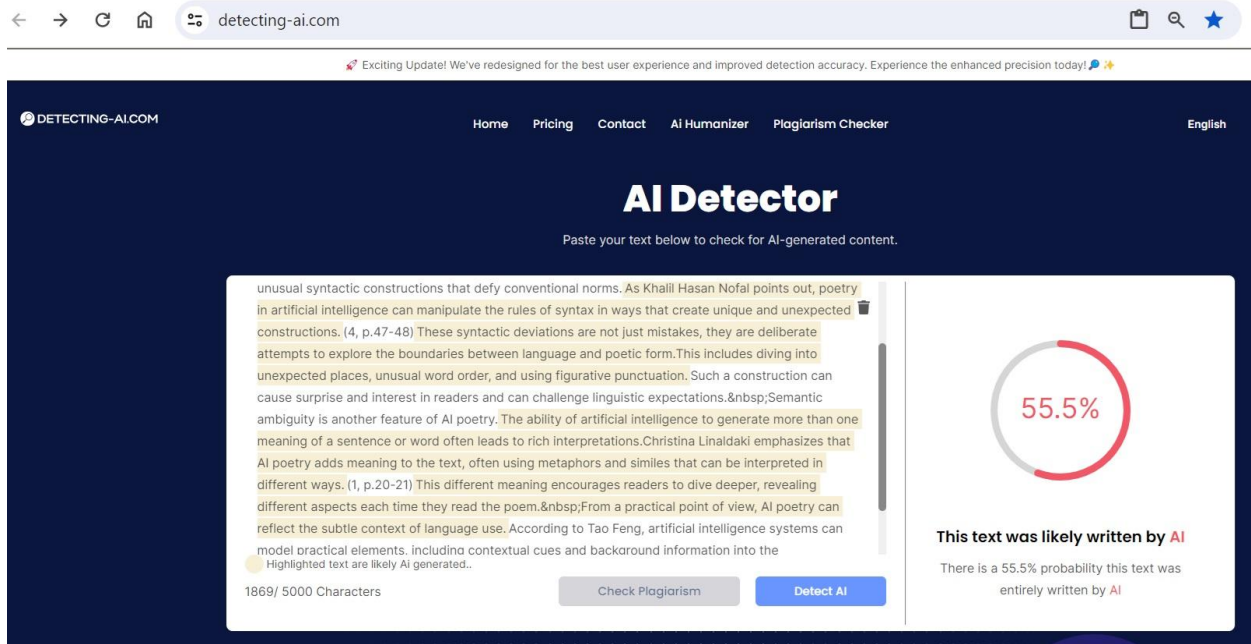


Figure 2b. A sample of predominantly AI-generated content in a student's academic paper.

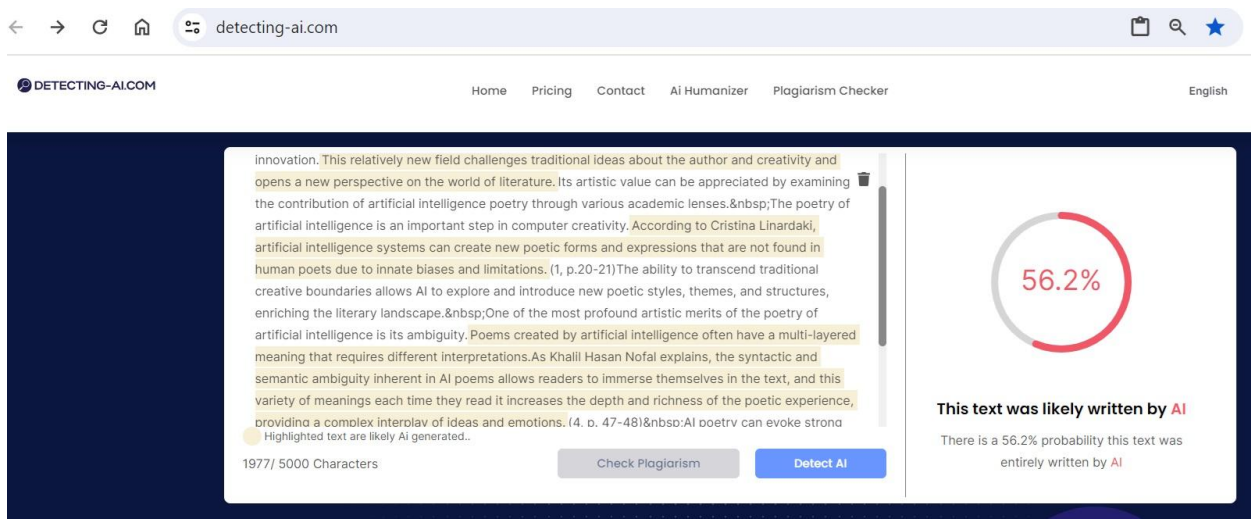


Figure 2c. A sample of predominantly AI-generated content in a student's academic paper.

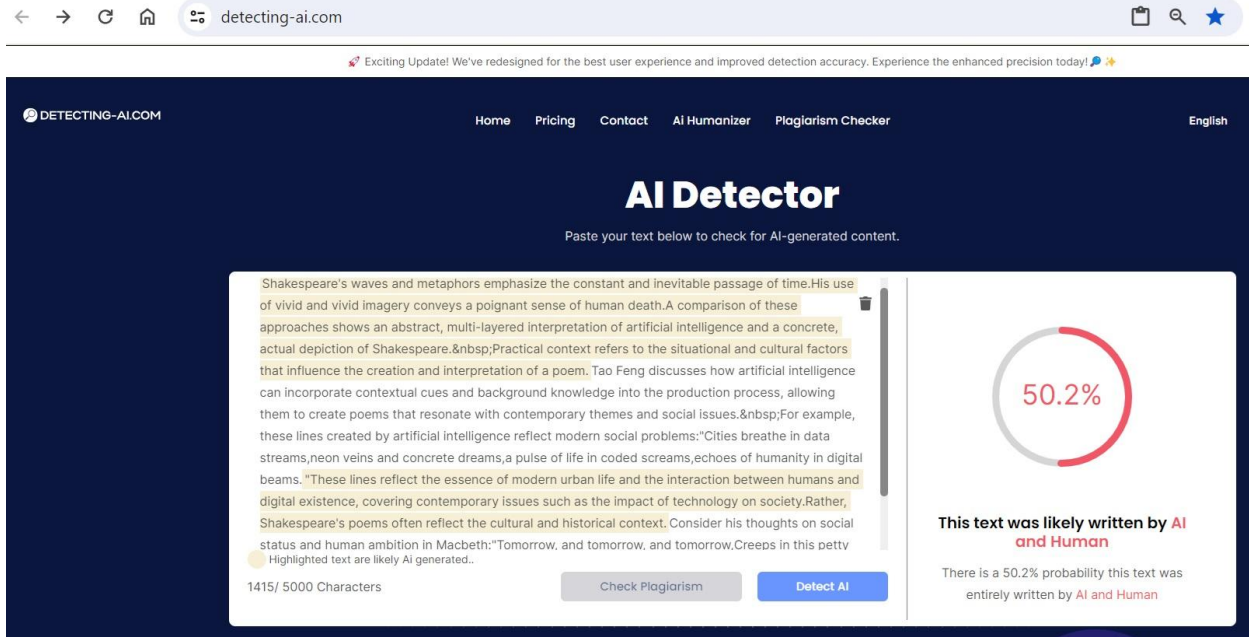


Figure 2d. A sample of a mix of human and AI-generated content in a student's academic paper.

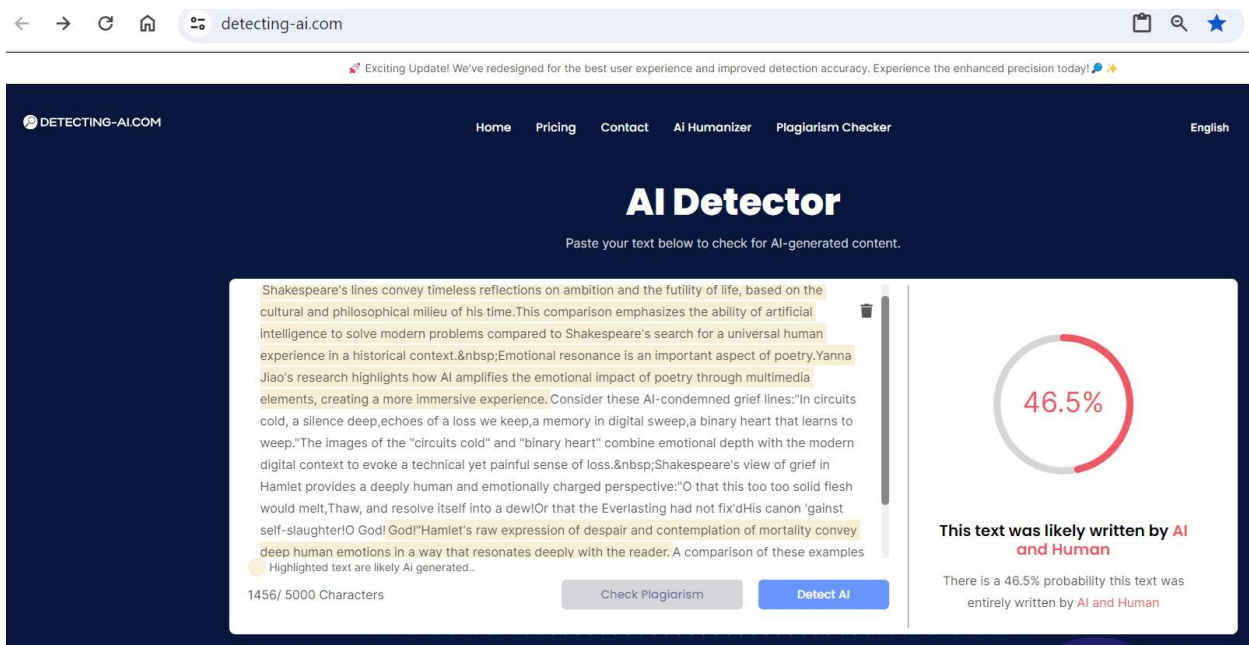


Figure 2e. A sample of a mix of human and AI-generated content in a student's academic paper.

Acknowledgments

This article has been produced as an independent research based on the analysis of term papers completed within the English Language Department of the National University of “Kyiv-Mohyla Academy,” Ukraine. The article complies with national and international research and publication ethics. Ethics Committee permission was not required for the study as the students’ identities have not been disclosed.

This text is proofread with *ChatGPT-4* (OpenAI, 2024) to correct non-native English inaccuracies.

References

- AI Content Detector - Reliable and detailed results.* (2024). <https://detecting-ai.com/>. [accessed Aug 13 2024].
- Aljuaid, H. (2024). The Impact of Artificial intelligence Tools on academic writing instruction in Higher Education: A Systematic review. *Arab World English Journal*, 1(1), 26–55. <https://doi.org/10.24093/awej/chatgpt.2> [accessed Aug 13 2024].
- Golan, R., Reddy, R., Muthigi, A., & Ramasamy, R. (2023). Artificial intelligence in academic writing: a paradigm-shifting technological advance. *Nature Reviews Urology*. . 20(6). Pp. 327–328. https://www.researchgate.net/publication/368806174_Artificial_intelligence_in_academic_writing_a_paradigm-shifting_technological_advance [accessed Aug 12 2024].
- OpenAI. (2024). *ChatGPT* (August 12 version) [Large language model]. <https://chat.openai.com/chat> [accessed Aug 12 2024].
- Pavlenko, L., Fedoriv, Ya., Husar, M., Demydovych, O., Karapetian, A., Mazin, D., Pavliuk, N., Ushakova, I., & Finogina, T. (2022). *Methodological Recommendations for Writing and Defending Term Papers in English for students of the 2nd and 3rd years of bachelor's programs studying the specialty "Philology. Germanic languages and literatures (including translation), English major"* [Методичні рекомендації до написання і захисту курсових робіт англійською мовою для студентів бакалаврських програм II та III років навчання спеціальності "Філологія. Германські мови та літератури (переклад включно), перша – англійська"]. Kyiv, NaUKMA. <https://ekmair.ukma.edu.ua/handle/123456789/25568> [accessed Aug 12 2024].
- Papakonstantinidis, S., Kwiatek, P., & Spathopoulou, F. (2024). Embrace or resist? Drivers of artificial intelligence writing software adoption in academic and non-academic contexts.

Contemporary Educational Technology, 16(2), ep495. <https://doi.org/10.30935/cedtech/14250> [accessed Aug 13 2024].

Thanya, R., Marudhavel, N., & Chandramohan, S. (2023). Opportunities as well as Challenges for Academic Writing: Implications of Artificial Intelligence in Education. *International Journal of Research and Analytical Reviews*. December 2023, Volume 10, Issue 4. Pp. 637-639. https://www.researchgate.net/publication/376991311_Opportunities_as_well_as_Challenges_for_Academic_Writing_Implications_of_Artificial_Intelligence_in_Education#fullTextFileContent [accessed Aug 13 2024].

Youvan, D. C. (2024). Redefining Research: The impact of Artificial intelligence on academic writing and theoretical exploration. *ResearchGate*. <https://doi.org/10.13140/RG.2.2.34835.69927> [accessed Aug 13 2024].

To Cite This Article:

Aydın Yazıcı, E., & Dikilitaş, K. (2024). Beyond Language Barriers: A Meta-synthesis of Translanguaging-Focused Teacher Training and its Impacts on Teachers. *Innovations in Language Teaching Journal*, 1(1), 51–60. <https://doi.org/10.53463/innovltej.20240295>

**BEYOND LANGUAGE BARRIERS: A META-SYNTHESIS OF
TRANSLANGUAGING-FOCUSED TEACHER TRAINING AND ITS IMPACTS ON
TEACHERS****DİLLER ARASI ENGELLERİN ÖTESİNDE: DİL ALAŞIM PEDAGOJİSİ
(TRANSLANGUAGING) ODAKLI ÖĞRETMEN EĞİTİMLERİ VE BU PEDAGOJİNİN
ÖĞRETMENLER ÜZERİNDEKİ ETKİLERİNİN METASENTEZİ**

Elif AYDIN YAZICI¹, Kenan DİKİLİTAŞ²

Abstract

Translanguaging, as a pedagogical approach, has been gaining a prominence especially in bilingual and multilingual educational settings. As a strategic and intentional use of multiple languages to enhance communication and learning, this pedagogy provides potential benefits in terms of creating inclusive learning environments in such settings (Garcia & Wei, 2014). The present study synthesizes the results of the studies on translanguaging pedagogy from the teachers' perspectives. More specifically, it analyses in what ways the translanguaging-driven teacher training programs have impacted the practitioners and their perspectives towards this bilingual pedagogy. Eleven (N=11) peer-reviewed full-length articles published between 2014 and 2023 were included from a search of three electronic databases: Web of Science, ERIC, and SCOPUS. The analysis focused on identifying common themes and patterns in how these programs influenced educators' understanding of translanguaging. The synthesis of these existing articles revealed that while the in-service teacher training programs designed based on translanguaging principles had a profound effect on reshaping most of the teachers' conceptualizations and perceptions towards translanguaging in a positive way, they could not create significant effects in some cases, primarily due to time constraints. The study also discussed that the bilingual classroom pedagogies and professional identities of most educators underwent a change in parallel with their new insights.

Keywords: Translanguaging, Bilingual/Multilingual Education, Professional Development, Bilingual Teacher Training

¹ Correspondence to: Lect. Dr. , Trabzon University, School of Foreign Languages, Trabzon, Türkiye, elifaydinyazici@trabzon.edu.tr, <https://orcid.org/0000-0001-6634-1025>

² Prof. Dr. , Department of Education, University of Bergen, Bergen, Norway, kenan.dikilitas@uis.no, <https://orcid.org/0000-0001-9387-8696>

Özet

Çift dilli ve çok dilli eğitim ortamlarında, pedagojik bir yaklaşım olarak dil alarım modelinin (translanguaging) giderek daha fazla önem kazanmaktadır. Bu pedagojik yaklaşım, iletişimi ve öğrenmeyi geliştirmek için birden fazla dilin stratejik ve amaçlı kullanımını içerir ve bu tür ortamlarda kapsayıcı öğrenme ortamları yaratma açısından potansiyel faydalar sunar (Garcia & Wei, 2014). Bu çalışma, öğretmenlerin bakış açıları doğrultusunda dil alarım pedagojisi üzerine yapılan araştırmaların sonuçlarını sentezlemektedir. Başka bir ifadeyle, dil alarım pedagojisi temelli öğretmen eğitim programlarının, öğretmenler üzerindeki etkilerini ve bu pedagojiyi algılayış şekillerini analiz etmektedir. 2014 ile 2023 yılları arasında yayımlanan, üç elektronik veri tabanında (Web of Science, ERIC ve SCOPUS) yapılan aramalardan seçilen on bir (N=11) hakemli tam metin makale bu çalışmaya dahil edilmiştir. Bu mevcut makalelerin sentezi, dil alarım modeli ilkelerine dayalı hizmet içi öğretmen eğitim programlarının, öğretmenlerin bu pedagoji hakkındaki kavrayışlarını ve algılarını çoğunlukla olumlu şekilde dönüştürmede derin bir etkiye sahip olduğunu, ancak bazı durumlarda, özellikle zaman kısıtlamaları nedeniyle, önemli bir etki yaratamadığını ortaya koymuştur. Çalışma ayrıca, çoğu eğitimcinin yeni anlayışları paralelinde, çift dilli sınıf pedagojilerinin ve profesyonel kimliklerinin değiştiğini tartışmıştır.

Anahtar Kelimeler: Çokdillilik, İki Dilli/Çok Dilli Eğitim, Mesleki Gelişim, İki Dilli Öğretmen Eğitimi.

1. INTRODUCTION

Linguistic and cultural diversity has been becoming the norm rather than an exception in an increasingly globalized world. When it comes to meeting the complicated linguistic realities of pupils from varied origins, traditional monolingual methods to education frequently fall short. Even some bilingual teachers hold monoglossic language ideologies on language (García, & Lin, 2016). In this context, translanguaging has emerged as an alternative pedagogical strategy that challenges traditional teaching methods, leveraging full linguistic repertoire of learners (García, 2009). Going beyond acknowledging learners' home languages, translanguaging incorporates them as vital teaching tools that foster academic and cognitive growth (Baker, 2001).

It is crucial for teachers to possess an understanding of the rationale behind the translanguaging pedagogy and the practical ways of fostering an inclusive space for students within the classroom environment (Pablo & Christian, 2023). This understanding highlights the importance of professional development programs which can be designed by the translanguaging pedagogy and heteroglossic language ideology (Flores & Beardsmore, 2015). Such programs are expected to equip teachers with the necessary knowledge and competence to effectively integrate this approach to the classroom practices.

This meta-synthesis study has the potential to influence educational policy and practice in education field. Understanding the impact of translanguaging-driven teacher training programs and their effects on teachers might help trainers to organize more efficient professional development programs. This synthesis also sheds light on the opportunities and difficulties instructors had when putting translanguaging ideas into practice, providing insightful information for educators, legislators, and researchers who are dedicated to creating fair and linguistically sensitive learning environments. In this sense, the aim of this study is to present a comprehensive understanding of how the professional development programs of the reviewed articles influence teachers' attitudes, methods, and general efficacy of instructors in diverse multilingual and monolingual classrooms.

1.1. Translanguaging as a Theoretical Framework

Translanguaging, which was coined as "trawsieithu" for a bilingual environment in Wales by Cen Williams and his colleague (Lewis et al., 2012, p. 3), is an educational strategy for integrating all languages in learners' repertory for meaning-making and a better comprehension (García & Wei, 2014). With the concept dynamic bilingualism, translanguaging emerged as a pedagogical approach to describe a practice in which students are expected to switch among the languages as a flexible way in order to develop both receptive and productive skills, such as listening in their mother tongue and writing in their target language (Williams, 1994). Baker defines translanguaging as 'the process of making meaning, shaping experiences, gaining understanding and knowledge through the use of both languages' (p. 288). Garcia (2012) suggests the idea that bilinguals have a single repertoire from which they deliberately choose elements for strategic communication. The term which was both socially and linguistically constructed is discussed by Wei (2011) as follows:

For me, translanguaging is both going between different linguistic structures and systems, including different modalities (speaking, writing, signing, listening, reading, remembering) and going beyond them. It includes the full range of linguistic performances of multilingual language users for purposes that transcend the combination of structures, the alternation between systems, the transmission of

information and the representation of values, identities and relationships. The act of translanguaging then is transformative in nature; it creates a social space for the multilingual language user by bringing together different dimensions of their personal history, experience and environment, their attitude, beliefs and ideology, their cognitive and physical capacity into one coordinated and meaningful performance and make it into a lived experience (p. 1223).

The core characteristics of pedagogical translanguaging is defined by Cenoz and Gorter (2021) by different aspects including the approach, aim, type of program, organization, and type of student. By approach, pedagogical translanguaging adopts a heteroglossic point of view. When it comes to the type of the program, this pedagogy includes both multilingual education and second language education programs. In parallel with the program type, translanguaging pedagogy is designed either for multi/bilingual students or emergent bilingual students. Lastly, as for the organization, this pedagogy is intentionally planned and structured by teachers as part of the lesson plan and course objectives.

There have been a lot of research studies concentrated on translanguaging pedagogy in bilingual and multilingual environments (e.g., Alamillo, Yun & Bennet, 2017; Bauer, Colomer & Wiemelt, 2020; Escamilla, Alanis & Meier, 2023; McClain, Mancilla-Martinez, Flores & Buckley, 2021; Sembiante, Restrepo-Widnet, Bengochea & Gort, 2023), as translanguaging is commonly recognized as an appropriate pedagogical approach for these settings (Cenoz, 2009). These studies have explored different dimensions of translanguaging in multilingual and bilingual settings, including students' development of biliteracies, informal assessment through translanguaging, students' hidden translanguaging talents, teachers' language use, and teachers' sustainable translanguaging. The findings of these studies indicate that translanguaging pedagogy not only helps students become more biliterate by bridging the gap between their native and target languages, but it also provides insightful information on efficient informal assessment techniques. Furthermore, these studies emphasize the necessity for instructors to implement and maintain the implementation of translanguaging in order to create a more responsive and inclusive learning environment, as well as how this pedagogical approach help learners reveal their hidden translanguaging talents.

Beyond these contexts, translanguaging pedagogy has recently taken attention in EFL contexts concerning its potential to enhance language learning outcomes and facilitate more inclusive and effective teaching practices (e.g., Aydın-Yazıcı, 2024; Dikilitaş & Bahrami, 2022; Dikilitaş & Mumford, 2020; Dikilitaş, Bahrami & Erbakan, 2023; Gelir, 2022; Mena-Orduña, Cots & Llanes, 2024). Generally, native-like competency has been the goal of the monolingual policy, which has been promoted in EFL situations. Likewise, communicative language instruction prioritizing the use of the target language has strengthened the monolingual technique that provides little to no space for L1 usage in educational environments (Wang, 2019). Consequently, the concept of fully utilizing learners' entire language repertoire has called into question the conventional teaching methods that prioritize exclusive use of the target language in EFL classrooms. In this regard, the studies on translanguaging in EFL settings have examined various aspects, including students' attitudes toward translanguaging in oral production assessments, language teacher education on translanguaging pedagogy, and learners' engagement. In these studies, translanguaging is explored in various forms, including teacher-led and student-led approaches, such as flexible use of both languages, integration of both pre-planned syllabus activities and child-led activities, and collaboration through co-teaching and co-planning. These studies suggest that teachers who participated in teacher education programs on translanguaging techniques felt more prepared to use these methods in the classroom and felt more aware of the linguistic resources available to their pupils, which helped them design more

inclusive lesson plans. These studies also indicate that higher levels of student participation and engagement resulted from the use of translanguaging techniques because students felt that their identities and languages were respected in the classroom. By allowing for the flexible use of both languages, the learning environment became more engaging and promoted peer cooperation and communication.

2. METHODS

Discussing how translanguaging-driven teacher training programs have an impact on teachers within the various preschool contexts, this study employed a meta-synthesis approach by examining eleven (n=11) selected studies. The nature of review studies as general is explained by Newman and Gough (2020) as “Reviews to find out what is already known from pre-existing research about a phenomena, subject or topic; new primary research to provide answers to questions about which existing research does not provide clear and/or complete answers” (p.3). In this sense, the aim of the present study is to provide an in-depth understanding of the effects of translanguaging-focused teacher training on educators' methodologies, drawing on the insights and findings from the selected studies to fill gaps and extend knowledge in this area. Newman and Gough (2020) also suggest a written plan or “protocol” for the review studies to guide researchers and order this protocol as follows: (1) develop research question, (2) design conceptual framework, (3) construct selection criteria, (4) develop search strategy, (5) select studies using selection criteria, (6) coding studies, (7) assess the quality of studies, (8) synthesis results of individual studies to answer the review research question, (9) report findings (p. 6).

Lipsey and Wilson (2001) suggests that another component of a qualitative meta-synthesis is the hypothesis suggested by the researcher. In this line, the main hypotheses of this review are as follows:

- Teachers undergoing translanguaging-focused teacher training lead to some changes in these teachers' attitude towards this pedagogy,
- Translanguaging-driven teacher training programs enhance teachers' collaborative skills,
- Translanguaging-driven professional development lead some changes in their instructional practices,
- Lastly, implement translanguaging pedagogy change their conceptualization of bilingual education.

As for the present meta-synthesis research, the selected studies are listed below with their details including publication year, the country where they were conducted, the research approach that they followed, and more specifically the research design they employed:

Table 1: Key Information of the Selected Studies

	Researcher(s)	Year	Geography	Research Approach	Research Design
1.	Aleksić & Garcia	2022	Luxembourg	Qualitative	Moment Design
2.	Aleksić & Bebic-Crestany	2023	Luxembourg	Mixed-Method	Not Specified
3.	Dikilitaş & Bahrami	2022	Türkiye	Qualitative	Narrative Inquiry
4.	Dikilitaş & Mumford	2020	Türkiye	Qualitative	Longitudinal
5.	Dikilitaş, Bahrami & Erbakan	2023	Türkiye	Qualitative	Exploratory
6.	Harcu & Akerblom	2020	Sweedden	Qualitative	Action Research

7.	Kirsch	2020	Luxembourg	Qualitative	Not Specified
8.	Kirsch, Aleksić, Mortini & Andersen	2020	Luxembourg	Mixed-Method	Not Specified
9.	Kirsch	2021	Luxembourg	Qualitative	Not-Specified
10.	Kirsch & Mortini	2021	Luxembourg	Qualitative	Not-Specified
11.	Pontier & Riera	2022	The USA	Qualitative	Not-Specified

As seen in the table 1, the studies were recent and the journals they had been published were: Contemporary Issues in Early Childhood, International Multilingual Research Journal, European Early Childhood Education Research Journal, System, International Journal of Early Years Education, Learning and Instruction, International Journal of Bilingual Education and Bilingualism, International Journal of Multilingualism, and TESOL Quarterly.

2.1. Criteria for the Selection of the Studies

Initially, a Boolean search string was created which was paralleled the scope of this systematic study and contained pertinent key terms: Title-ABS-KEY ("translanguaging" OR "bilingual education") AND ("preschool" OR "pre-school" OR "kindergarten" OR "early childhood"). Three major and frequently used databases were searched: Web of Science, The Education Resources Information Center (ERIC), and SCOPUS.

Table 2: Eligibility Criteria

Inclusion Criteria	Exclusion Criteria
<ul style="list-style-type: none"> articles published in the last ten years articles published in English peer-reviewed full-length primary research articles translanguaging in preschool contexts emergent bilingual speakers 	<ul style="list-style-type: none"> articles published before 2014 articles published in other languages secondary research articles including proceedings, unpublished dissertations, reviews, chapters, <i>etc.</i> translanguaging in other education levels non-emergent bilingual speakers

3. FINDINGS AND DISCUSSION

Concerning this qualitative meta-synthesis, it is noteworthy that the teacher training programs on translanguaging pedagogy have been implemented in a variety of countries, including Luxembourg, Türkiye, Sweden, and the USA. When the linguistic and cultural landscape of Luxembourg, Sweden, and the USA is taken into account, it is not surprising to make it a prime location for exploring translanguaging pedagogy. It is mostly because that multiculturalism is a significant reality of these countries, and translanguaging practices are expected to foster equitable linguistic and cultural outcomes for bilingual children coming from majority and minority languages in these countries. On the other hand, Türkiye's repeated presence in the list highlights a growing interest in implementing translanguaging pedagogy in second language teaching in a monolingual setting. In this sense, the review suggests that it would be valuable to explore the successes and challenges of implementing a translanguaging-driven professional development programs in diverse settings, including

multilingual and monolingual settings to draw broader conclusions about the effectiveness of these programs. As for the research approaches and designs in the reviewed studies, *table 1* displays the predominance of qualitative design, including Narrative Inquiry, Longitudinal, Exploratory, and Action Research designs (e.g. Dikilitaş, Bahrami & Erbakan, 2023; Kirsch & Mortini, 2021; Pontier & Riera, 2022). This aspect highlights the emphasis on in-depth, context-rich exploration of this pedagogy in different contexts. Although only two in number, the inclusion of mixed-method studies (Aleksić & Bebic-Crestany, 2023; Kirsch, Aleksić, Mortini & Andersen, 2020) adds significant value, as these studies presented different conclusions due to their detailed analysis. They were able to gather a wider range of insights by combining qualitative and quantitative data, and this allowed them to produce complicated and frequently contradictory results that illustrate the diversity and complexity of translanguaging techniques in various educational contexts. For instance, teachers were classified as having a mild monolingual stance, a mild translanguaging stance, or a true translanguaging stance in Aleksić and Bebic-Crestany's mixed method research (2022). The teachers in the group of mild monolingual stance were noted to need more time to practice translanguaging to fully embrace and effectively implement it in their classrooms. The study had the opportunity to provide a more thorough translanguaging categorization of how the instructors' shifting attitudes toward their students' multilingualism were categorized through the use of a questionnaire to ascertain the teachers' positions and in-depth interviews. On the other hand, the studies using a qualitative study methodology found that participants' attitudes about the use of translanguaging were positively influenced by professional development trainings on translanguaging pedagogy (e.g. Aleksić & Garcia, 2022; Dikilitaş & Mumford, 2020; Kirsch & Mortini, 2021).

As for the impacts of the in-service professional development programs carried out in the diverse pre-school settings on the teachers, the majority of research has highlighted the significance of teacher preparation programs for early childhood educators in terms of altering their perceptions of translanguaging and acquiring favorable stance toward this diverse pedagogy (e.g., Aleksić & Garcia, 2022; Kirsch, 2020). Kirsch, Aleksić, Mortini and Andersen (2020) presented how the teachers' conceptualization and attitudes towards translanguaging changed in accordance with the training they received. In the article, the teachers which initially expressed their concerns about the using of translanguaging later held more positive attitudes as they became increasingly aware of its benefits through the training program. Teachers who first voiced worries about translanguaging in the article were concerned that students would become confused when exposed to various languages. They also felt under pressure from families who wanted them to concentrate on teaching Luxembourgish. However, as they practiced translanguaging practices in the class and observed that children's well-being and language skills improved, their initial concerns diminished, and they began to recognize the value of integrating multiple languages into their teaching. Similarly, in Dikilitaş, Bahrami and Erbakan's study (2023), for example, it was suggested that receiving a translanguaging-driven training reshaped the co-teaching strategies between the homeroom teachers and English teachers in the pre-school, equipping them with the necessary knowledge and practice in designing joint syllabus and creating interactional space in the classroom. In this way, their professional identities changed, leading them to perceive themselves as cooperative facilitators of a bilingual learning environment rather than merely language teachers, resulting in a more dynamic and integrated approach to early childhood education. This meta-synthesis analysis also indicates that little is known about the experience of bilingual education co-teachers and how to train preschool teachers to integrate translanguaging into their teaching strategies (Dikilitaş & Bahrami, 2022; Pontier & Riera, 2022). Further research is needed to explore the dynamic interaction between the co-teachers and also the specific challenges and opportunities faced by these teachers in bilingual settings, as well as to develop and evaluate training programs that effectively prepare preschool educators to implement translanguaging practices. This would further our comprehension of how to assist teachers in

encouraging multilingualism and improving cooperative learning strategies in early childhood education.

The review also demonstrated that the changing mindset of the preschool teachers toward translanguaging, in turn, affected their in-class practices. To illustrate, Kirsch, Aleksić, Mortini and Andersen (2020) presented in their study that preschool teachers modified their pedagogical practices from carrying out isolated activities to more holistic and comprehensive in-class activities which enabled preschoolers to express themselves in a more flexible way. These child-centered language learning activities, including such as memory games, dialogic reading, daily interactions, and songs created more meaningful learning environment for children to hear and practice language structures in an authentic way. In a similar vein, Dikilitaş, Bahrami, and Erbakan (2023) discussed in their research that using translanguaging provided preschool teachers with the competence in selecting lesson plans, preparing teaching materials, conducting assessment, and developing lesson plans collaboratively. It was also suggested in this study that the sharing responsibility and roles decreased the workload of the teachers. The reviewed articles concluded that further training is needed to assist teachers comprehend that translanguaging is a resource-oriented and context-bound pedagogy rather than just a mere strategy (e.g. Aleksić & Bebic-Crestany, 2023; Dikilitaş & Bahrami, 2022; Harcu & Akerblom, 2020; Kirsch, Aleksić, Mortini & Andersen, 2020). However, the reviewed literature emphasize the need for continued training to help instructors better grasp translanguaging as a contextually adaptable and resource-oriented pedagogy as opposed to a one-time teaching tactic. Numerous studies confirmed this necessity, highlighting the need of professional growth in achieving the full potential of translanguaging in early childhood education.

4. CONCLUSION

To sum up, this meta-synthesis highlights how translanguaging-driven professional development programs may change teachers' perspectives, approaches, and general efficacy in both bilingual and monolingual classrooms. The traditional monolingual methods to education are no longer enough to accommodate the complicated linguistic reality of pupils from varied backgrounds, as linguistic and cultural diversity grows more widespread. The results of this study show that educators are better able to establish inclusive and linguistically responsive learning environments when they possess the skills and knowledge required to include translanguaging strategies into their instruction. Additionally, this study offers insightful information on the potential and difficulties instructors have when implementing translanguaging techniques in the preschool classroom. For educators, policymakers, and researchers who are dedicated to promoting culturally and linguistically responsive educational methods, these findings are essential. The results of this meta-synthesis can direct the establishment of more successful professional development programs, which will eventually help to create equitable and linguistically inclusive learning environments for all children by impacting educational policy and practice.

Disclosure statement

No potential conflict of interest was reported by the author(s).

This manuscript was presented in the 'Within and Beyond the Classroom Conference' on May 31 - June 1, 2024

Authors' Information

Elif Aydın Yazıcı^a (Corresponding Author)

She is currently a lecturer at Trabzon University, Türkiye. She holds her BA in English Language and Literature, and her MA in Applied Linguistics. She held her PhD in ELT department at Bahçeşehir University. Her research areas include bilingual education, translanguaging, teacher education, and teacher identity.

Kenan Dikilitaş^b

He is a Professor at the Department of Education, University of Bergen, Norway. He has published widely in many areas including Teacher Research, mentoring, bilingual education, and translanguaging.

References

- Alamillo, L., Yun, C., & Bennett, L. H. (2017). Translanguaging in a Reggio-inspired Spanish dual-language immersion programme. *Early Child Development and Care*, 187(3-4), 469-486.
- Aydın-Yazıcı, E. (2024). *An Ecological Perspective Towards Translanguaging and Teacher Education in a Preschool Context*. (Doctoral Dissertation, Bahçeşehir University)
- Aleksić, G., & García, O. (2022). Language beyond flags: teachers misunderstanding of translanguaging in preschools. *International Journal of Bilingual Education and Bilingualism*, 25(10), 3835-3848.
- Aleksić, G., & Bebić-Crestany, D. (2023). Translanguaging stance of preschool teachers working with multilingual children in Luxembourg. *International Journal of Multilingualism*, 20(1), 50-67.
- Baker, C. (2011). *Foundations of bilingual education and bilingualism* (5th ed.). Bristol: Multilingual Matters.
- Bauer, E. B., Colomer, S. E., & Wiemelt, J. (2020). Biliteracy of African American and Latinx kindergarten students in a dual-language program: Understanding students' translanguaging practices across informal assessments. *Urban Education*, 55(3), 331-361.
- Cenoz, J. (2009). *Towards multilingual education: Basque educational research from an international perspective*. Multilingual Matters.
- Dikilitaş, K., & Bahrami, V. (2022). Teacher identity (re) construction in collaborative bilingual education: The emergence of dyadic identity. *TESOL Quarterly*.
- Dikilitaş, K., & Mumford, S. E. (2020). Preschool English teachers gaining bilingual competencies in a monolingual context. *System*, 91, 102264.
- Dikilitaş, K., Bahrami, V., & Erbakan, N. T. (2023). Bilingual education teachers and learners in a preschool context: Instructional and interactional translanguaging spaces. *Learning and Instruction*, 86, 101754.
- Escamilla, I. M., Alanís, I., & Meier, D. R. (2023). Translanguaging and Learning Stories in preschool: Supporting language rights and social justice for Latinx children, families, and educators. *Contemporary Issues in Early Childhood*, 0(0).
- Flores, N., & Beardsmore, H. B. (2015). Programs and structures in bilingual and multilingual education. *The handbook of bilingual and multilingual education*, 203-222.
- García, O. (2009). Bilingual education in the 21st century. A global perspective. Basil Blackwell.
- García, O., Lin, Angel. (2016), Bilingual and Multilingual Education, Encyclopedia of Language and Education, DOI 10.1007/978-3-319-02324-3_9-1

- García, O., & Wei, L. (2014). *Translanguaging: Language, bilingualism and education*. Palgrave Macmillan
- Gelir, I. (2022). Teacher's beliefs and flexible language strategies in a monolingual preschool classroom. *Education 3-13*, 1-11.
- Harju, A., & Åkerblom, A. (2020). Opening up new spaces for languaging practice in early childhood education for migrant children. *International Journal of Early Years Education*, 28(2), 151-161. <https://doi.org/10.1177/14639491231164129>
- Kirsch, C. (2020). Opening minds to translanguaging pedagogies. *System*, 92, 102271.
- Kirsch, C. (2021). Practitioners' language-supporting strategies in multilingual ECE institutions in Luxembourg. *European Early Childhood Education Research Journal*, 29(3), 336-350.
- Kirsch, C., Aleksić, G., Mortini, S., & Andersen, K. (2020). Developing multilingual practices in early childhood education through professional development in Luxembourg. *International Multilingual Research Journal*, 14(4), 319-337.
- Lewis, G., Jones, B., & Baker, C. (2012). Translanguaging: Origins and development from school to street and beyond. *Educational Research and Evaluation*, 18(7), 641-654. <https://doi.org/10.1080/13803611.2012.718488>
- Lipsey, M. & Wilson, D. (2001). *Practical meta-analysis*. SAGE Publications
- Mena-Orduña, T., Cots, J. M., & Llanes, À. (2024). Students' stance towards translanguaging in an EFL oral productive assessment task. *Journal of Multilingual and Multicultural Development*, 1-16. <https://doi.org/10.1080/01434632.2024.2371936>
- McClain, J. B., Mancilla-Martinez, J., Flores, I., & Buckley, L. (2021). Translanguaging to support emergent bilingual students in English dominant preschools: An explanatory sequential mixed-method study. *Bilingual Research Journal*, 44(2), 158-173.
- Newman, M., & Gough, D. (2020). Systematic reviews in educational research: Methodology, perspectives and application. In Zawacki-Richter, O., Kerres, M., Bedenlier, S., Bond, M., Buntins, K. (Eds.), *Systematic Reviews in Educational Research* (pp. 3-22). Springer
- Pablo, R., & Christian, F. (2023). Re- Exploring translanguaging in teacher education. *Language and Education*, 37(5), 551-556. <https://doi.org/10.1080/09500782.2023.2240299>
- Pontier, R. W., & Riera, D. (2022). Self-identified Spanish-speaking early childhood educators abriendo puertas for bilingualism through a care-based linguistic stewardship of Spanish. *Contemporary Issues in Early Childhood*, 14639491221137748.
- Sembiante, S. F., Restrepo-Widney, C., Bengochea, A., & Gort, M. (2023). Sustainable translanguaging pedagogy in support of the vulnerable language: honoring children's ways of 'Showing' and 'Telling' in an early childhood dual language bilingual education program. *International Journal of Bilingual Education and Bilingualism*, 1-15.
- Wei, L. (2011). Moment analysis and translanguaging space: Discursive construction of identities by multilingual Chinese youth in Britain. *Journal of Pragmatics*, 43(5), 1222-1235.

To Cite This Article:

Sain, Z. H., & Hidayat, M. T. (2024). Pros and Cons of ChatGPT for Enhancing Writing Skills in Higher Education. *Innovations in Language Teaching Journal*, 1(1), 61–73. <https://doi.org/10.53463/innovltej.20240279>

**PROS AND CONS OF CHATGPT FOR ENHANCING WRITING SKILLS IN HIGHER
EDUCATION****YÜKSEKÖĞRETİMDE YAZMA BECERİLERİNİ GELİŞTİRMEK İÇİN CHATGPT'NİN
ARTILARI VE EKSİLERİ**

Zohaib Hassan SAIN¹, Muhammad Taufik HIDAYAT²

Abstract

The abstract effectively outlines the study's aim to explore the benefits and challenges of ChatGPT in enhancing writing skills in higher education. It identifies the focus on language learning and writing proficiency. However, adding the study's specific context, such as the site and target population, would make the purpose more precise. While the abstract mentions that the research was based on data sourced from digital repositories and academic databases, it lacks clarity on the specific type of research design, sampling methods, data collection tools, and analysis techniques. Explicitly stating these details, including the chosen research design, sample size, and the data collection and analysis tools, would strengthen the methodology section and provide a clear understanding of how the study was conducted. The abstract briefly discusses ChatGPT's impact's dual nature, highlighting its advantages (such as idea generation) and challenges (like ethical implications and critical thinking). However, briefly mentioning the specific benefits and drawbacks observed in the study would make the findings more tangible. While the abstract touches on some challenges faced by ChatGPT, it doesn't discuss the study's limitations or the broader implications for practice or policy. Including limitations, such as reliance on literature review data and any contextual constraints, along with the implications for educators and students, would enhance the depth of the abstract. The abstract provides a unique perspective on the role of ChatGPT in higher education, focusing on writing skills. The research aims to contribute to understanding how AI can be integrated into educational contexts. However, clearly stating the study's originality and how it differs from existing literature will further reinforce its value.

Keywords: ChatGPT, Ethical Implications, Language Learning, Machine Learning Model, Writing Skills.

¹ **Correspondence to:** Research Scholar, Superior University, Lahore, zohaib3746@gmail.com, 0000-0001-6567-5963

² Lect., Universitas Muhammadiyah Surakarta, Surakarta, mt.hidayat@ums.ac.id, 0000-0002-7787-254X

Özet

OpenAI tarafından geliştirilen gelişmiş bir üretici makine öğrenimi modeli olan ChatGPT, sorulara tutarlı yanıtlar üretmek için kapsamlı veri kümelerini analiz etmede üstündür. Bu çalışma, özellikle dil öğrenimi ve yüksek öğretim düzeyinde yazma becerilerini geliştirme konusunda ChatGPT'nin sunduğu avantajları ve zorlukları incelemektedir. Bu araştırma için veriler, saygın dijital depolardan ve akademik veri tabanlarından elde edildi. ChatGPT, makaleler için fikir kıvılcımları yaratmada değerli olsa da, veri doğruluğu, etik çıkarımlar ve öğrencilerin eleştirel düşünme yetenekleri üzerindeki potansiyel etkiler gibi sorunlarla karşı karşıya kalıyor (Fuchs, 2023). Araştırma ayrıca ChatGPT'nin ne kadar etkili bir şekilde entegre edilebileceğini ve öğrencilerin yazma yeterliliğini nasıl geliştirebileceğini araştırıyor.

Anahtar Kelimeler: ChatGPT, Etik Çıkarımlar, Dil Öğrenimi, Makine Öğrenme Modeli, Yazma Becerileri

1. INTRODUCTION

The 21st century has been marked by revolutionary advancements across various sectors, with technology playing a pivotal role in driving these transformations. In education, the impact of technological innovations has been profound, particularly with the advent of AI-driven tools like ChatGPT. Developed by OpenAI, ChatGPT utilizes sophisticated machine learning algorithms to analyze extensive datasets and generate coherent responses to user queries (Kramer, 2022). This capability has proven highly beneficial in educational settings, where tasks such as writing assignments, prevalent in higher education, can be significantly enhanced. Students often culminate their academic pursuits with thesis projects that require substantial research and writing, making ChatGPT a valuable asset for facilitating these complex tasks (Yundayani, 2018).

The release of ChatGPT has garnered considerable global attention, underscored by its rapid adoption by millions worldwide within days of its launch (Yu, 2023). Its appeal lies in its user-friendly interface, where individuals can input queries and receive prompt responses. Within education, particularly in language learning contexts, students at various academic levels have embraced ChatGPT to assist with language-related challenges. While many welcome its convenience and efficiency, there are divergent views regarding its broader impact. Advocates highlight its potential to streamline learning processes, whereas critics express concerns about over-reliance on AI and its potential consequences for educational outcomes.

However, along with its advantages, ChatGPT faces significant challenges, including data quality and ethical considerations. Critics argue that excessive reliance on AI tools like ChatGPT may inadvertently impede the development of students' critical thinking skills, which are essential for deep learning and problem-solving (Fuchs, 2023). This study explores these dynamics further by examining the benefits and drawbacks of integrating ChatGPT into educational practices, particularly its impact on writing skills among higher education students. While prior research has touched on broader aspects of ChatGPT's pros and cons, this study aims to provide a focused analysis tailored to learners' specific needs and challenges in higher education settings.

In this research endeavour, we aim to illuminate both the potential benefits and pitfalls of employing ChatGPT for language learning, focusing on its role in enhancing writing proficiency at the higher education level. This article aims to offer critical insights that can inform educators and students alike, particularly those who are frequent participants in academic writing activities. Ultimately, the utility

of ChatGPT in education hinges on individual contexts and preferences, necessitating thoughtful consideration of its integration into learning environments. The introduction provides a solid foundation, discussing how technological advancements have influenced education, explicitly emphasising AI tools like ChatGPT. It highlights ChatGPT's significance and popularity, especially its rapid adoption in language learning contexts. Using credible references and specific examples, such as thesis writing, strengthens the context for exploring ChatGPT's role in higher education.

1.1. Research Problem

The challenges presented by ChatGPT, including ethical considerations and the potential impact on students' critical thinking skills, are well articulated. The problem is framed as a dual exploration of ChatGPT's benefits and drawbacks in academic writing. However, a more explicit articulation of how these challenges directly impact the learning outcomes and the writing skills development process in higher education would enhance the clarity of the problem statement.

1.2. Impact of the Study

The significance of this study lies in its exploration of the dual impact of ChatGPT on writing skills in higher education. By analyzing both the advantages and challenges of using ChatGPT, the research provides valuable insights into its potential to enhance language learning and writing proficiency. Understanding these dynamics is crucial for educators, students, and policymakers to make informed decisions about integrating AI tools in educational settings. The findings highlight how ChatGPT can be a powerful aid in organizing ideas and generating content while addressing concerns about data accuracy and ethical implications and developing critical thinking skills, thereby contributing to more effective and responsible use of AI in academia.

1.3. Research Objective

The introduction outlines a single research objective focusing on the benefits and drawbacks of ChatGPT in enhancing writing skills. To meet the suggestion of including at least two goals, a second objective could be added to provide a broader scope:

- To analyze the benefits and drawbacks of using ChatGPT to enhance writing skills in higher education.
- To explore the potential impact of ChatGPT on students' independent critical thinking abilities and creativity in their writing.

1.4. Research Question

The research currently includes one question aimed at exploring the benefits and drawbacks of ChatGPT in writing skills enhancement. However, a second research question is crucial to provide a more comprehensive exploration:

Research Question 1: What are the benefits and disadvantages of using ChatGPT to enhance writing skills in higher education?

Research Question 2: How does using ChatGPT affect the development of students' critical thinking and creativity in their academic writing?

2. BACKGROUND RESEARCH OVERVIEW

2.1. ChatGPT: Enhancing Writing Skills and Academic Support

ChatGPT, a natural language processing tool, simulates human-like conversations and responses (Deng & Lin, 2022, as cited in Surameery & Shakor, 2023). It efficiently handles student queries, offering solutions, advice, and explanations of complex concepts. Additionally, this AI can create poetry, scripts, sonnets, and essays on diverse topics (Shazhaev et al., 2023). Trained on extensive internet data, GPT undergoes rigorous evaluation by company testers to refine its responses. Future developments are expected to enhance its capabilities beyond writing, with continual updates and new features planned. The literature review provides a broad overview of ChatGPT's capabilities and applications in education. While it touches on ChatGPT's advantages and drawbacks, it would benefit from a deeper exploration of studies directly related to writing skill enhancement in higher education. The review covers multiple aspects, such as creativity, language translation, and critical thinking. Still, a more focused discussion on how these aspects influence academic writing and learning outcomes would make the literature review more robust.

2.2. Writing Skill in Higher Institute Education

ChatGPT is increasingly utilized in contemporary education for various writing tasks such as essay composition, poetry creation, and other forms of written expression, which are integral to higher school education. Many students perceive writing as the most challenging skill to master, involving procedural aspects and the formulation of coherent ideas. Proficiency in vocabulary and structural organization are crucial prerequisites for effective writing (Yundayani, 2018). Given writing assignments' complexity and demand, students often seek efficiency and utilize ChatGPT to expedite their tasks. The review generally includes a mix of sources, some recent, which is commendable for

addressing the fast-evolving field of AI. However, it's essential to ensure that all references are up-to-date, especially given the rapid advancements in AI technologies like ChatGPT. Including very recent studies (from the past 2-3 years) would enhance the currency and relevance of the literature review.

2.3. Artificial Intelligence in Education: ChatGPT's Impact and Potential

The education sector is currently undergoing significant transformation due to the emergence of Artificial Intelligence (AI). This evolution is expected to influence various aspects of education, including goals, methodologies, learning resources, teaching approaches, and assessment methods, ultimately shaping learning outcomes systematically. Since its launch in November 2022, ChatGPT has prompted investigations into its impacts and challenges within the educational domain, particularly in higher education. While some educators express concerns about the potential stifling of creativity, experts argue that students can still consult textbooks alongside online resources. The review highlights the intricate and varied interplay among education, traditional values, and artificial intelligence. ChatGPT is a foundation for exploring new educational possibilities, offering detailed insights into the benefits, ethical dilemmas, and evolving landscape of integrating artificial intelligence in academic contexts. If used judiciously, ChatGPT could become a valuable educational resource. ChatGPT emerges as an innovative tool for advancing pedagogical and learning efforts, enhancing educational practices through its intelligent conversational capabilities driven by artificial intelligence. It facilitates meaningful interactions, supports personalized learning experiences, provides real-time assistance, and offers insights across diverse subjects. ChatGPT actively fosters interactive and engaging educational environments by responding to queries and explaining concepts through simulated conversations. Its adaptable nature allows for tailored training, aligning with the broader goal of harnessing artificial intelligence to enhance teaching methods and learning experiences. AI technologies have the potential to interpret educational content and create dynamic, interactive learning environments, extending beyond traditional tasks such as grading and assessment (Sain et al., 2023).

3. RESEARCH METHODOLOGY

This study utilized a literature review method, preceding primary data collection through direct fieldwork. A literature review involves systematically researching, reading, analyzing, evaluating, and summarizing scholarly literature, typically from journals and articles, on a specific topic—in this case, exploring the advantages and disadvantages of utilizing ChatGPT. The methodology lacks an

explicit conceptual framework or model guiding the review. Future enhancement should include a conceptual framework that outlines the relationship between the use of ChatGPT and writing skills development and potentially identifies any mediating variables such as critical thinking and creativity. A thorough library search for relevant academic research is the initial step in conducting a literature review. This can be achieved electronically or by accessing electronic and print resources within library collections, including tools such as Google Scholar. Additionally, non-academic sources were also considered to complement the literature review. Specifically, the databases used (e.g., Google Scholar, Zandy), the keywords searched (e.g., “ChatGPT in higher education,” “AI and writing skills”), and any inclusion/exclusion criteria applied to select relevant literature should be clearly outlined to provide more rigour to the data collection process. The study sourced diverse reference materials from digital media and scientific repositories, focusing on keywords related to the impact of ChatGPT on writing skills in high school. The methodology employed by the authors was flexible, allowing for selecting appropriate reference sources across various journals and digital platforms without imposing restrictive criteria. Although this is a literature review, clarifying the context or target population, such as higher education students and educators globally or within a specific region, would enhance focus. Also, mention the type of studies reviewed (e.g., empirical studies, theoretical papers) and the approximate sample size (number of articles reviewed) to provide a more precise overview of the scope. To strengthen the methodology, describe the approach taken to analyze the selected literature, such as thematic or content analysis, and specify any tools used (e.g., NVivo, Excel) to manage the synthesis of information. Additionally, it mentions any criteria used to assess the quality or relevance of the articles, providing a transparent process for analysis.

Table 1. Methodology Overview: Literature Review on ChatGPT in High Institute Writing Skills

Aspect	Details
<i>Methodology</i>	Literature review approach without primary data collection through direct fieldwork.
<i>Process</i>	Systematically researched, read, analyzed, evaluated, and summarized scholarly literature from journals and articles.
<i>Literature Search</i>	Conducted a thorough library search electronically and accessed electronic and print resources including Google Scholar.
<i>Sources</i>	Included diverse reference materials from digital media and scientific repositories.
<i>Methodological Flexibility</i>	Allowed for the selection of appropriate reference sources across various journals and digital platforms without strict restrictions.

Table 1 concisely and organizedly highlights the critical elements of the study's methodology and approach, making it easier for readers to grasp the essential details quickly.

4. RESULTS AND DISCUSSION

Researchers conducted a comprehensive literature review using Google Scholar and Zendy, identifying ten pertinent articles that met the study's criteria. These articles collectively explore the advantages and challenges associated with integrating ChatGPT in higher education, focusing mainly on its impact on writing skills. The review revealed several key benefits and drawbacks of using ChatGPT.

4.1. Benefits of ChatGPT

The results effectively outline the key benefits of ChatGPT in higher education, including structuring ideas, sparking creativity, bridging languages, and creating written content. These findings are supported by references to relevant literature, enhancing their validity. However, providing empirical evidence in the form of figures, tables, or charts would enhance clarity and make the results easier to interpret. Visual representation of the benefits and drawbacks also allows readers to compare findings more effectively and improve the presentation of the study's conclusions.

- *Structuring Your Ideas:*

ChatGPT allows researchers to prompt it to generate outlines for papers or other written work, aiding in organizing ideas effectively. Researchers have utilized this functionality to streamline the initial stages of writing tasks. However, researchers must often refine and adapt the generated outlines to suit specific research needs (Sok & Heng, 2023).

- *Sparking Creativity:*

Researchers have found ChatGPT invaluable for brainstorming and generating article ideas. Studies, such as Zhai's research (2022), indicate that while ChatGPT can propose comprehensive ideas, researchers must refine and verify them to ensure accuracy and relevance to their research topics (Sok & Heng, 2023).

- *Bridging Languages:*

ChatGPT demonstrates proficiency in translating between languages based on its training on bilingual datasets. Research by Wu et al. (2016) highlights its ability to produce accurate translations, which is beneficial for international research collaborations and accessing diverse sources of information.

- *Creating Written Content:*

OpenAI's research underscores ChatGPT's exceptional text generation capabilities, attributed to its extensive training with vast datasets. This enables ChatGPT to produce contextually relevant text tailored to user prompts, enhancing its utility across various writing tasks (Setiawan & Luthfiyani, 2023).

4.2. Drawbacks of ChatGPT

The drawbacks section is comprehensive, outlining issues such as the reliability of sources, over-reliance on AI, limitations in fostering creativity, and challenges in interpreting nuanced language. While these points are well articulated and supported by citations, the discussion could benefit from a balanced approach that highlights the issues and any possible solutions or strategies for overcoming these limitations. Furthermore, supporting the drawbacks with empirical evidence, where available, would strengthen the reliability of these claims.

- *Unreliable Sources:*

One significant drawback identified is the potential for ChatGPT to provide inaccurate information. Without citing sources, answers generated by ChatGPT may lack credibility and verification, posing challenges in educational contexts where accuracy is crucial (Qadir, 2022).

- *Dependence on AI Tools:*

Students may need to be more independent of ChatGPT to complete assignments, bypassing critical thinking and analytical skills development. This over-reliance hampers students' ability to independently solve problems and develop creative solutions, which are vital for academic and professional growth (Sok & Heng, 2023).

- *Human Creativity vs. Machine Automation:*

Dependency on ChatGPT can stifle students' creativity as the responses are based on learned patterns rather than innovative thinking. This limitation may hinder originality in students' work, affecting their ability to produce unique and insightful content (Baidoo-Anu & Ansah, 2023).

▪ *Interpreting Nuance:*

Another challenge is ChatGPT's limited ability to comprehend context and nuances in language, leading to responses that may need to be more relevant and appropriate in specific contexts. This needs to be improved in tasks requiring nuanced understanding and specialized knowledge (Perera & Lankathilaka, 2023).

ChatGPT offers significant advantages for educational settings, such as aiding in outlining, idea generation, and language translation; it also presents challenges related to accuracy, over-reliance, creativity, and contextual understanding. These findings underscore the importance of using ChatGPT judiciously and integrating it into educational contexts, carefully considering its strengths and limitations.

Table 2. ChatGPT Benefits and Drawbacks Table

Aspect	Type	Description
<i>Structuring Ideas</i>	Benefit	Helps organize ideas effectively for writing tasks.
<i>Sparking Creativity</i>	Benefit	Assists in brainstorming and generating ideas.
<i>Bridging Languages</i>	Benefit	Provides translation between languages for international collaboration.
<i>Creating Written Content</i>	Benefit	Generates contextually relevant text based on prompts.
<i>Unreliable Sources</i>	Drawback	Potential for providing inaccurate information without sources.
<i>Dependence on AI Tools</i>	Drawback	May lead to over-reliance, reducing independent thinking.
<i>Human Creativity vs. Automation</i>	Drawback	Responses are based on patterns, potentially stifling creativity.
<i>Interpreting Nuance</i>	Drawback	Limited in comprehending nuanced or specialized contexts.

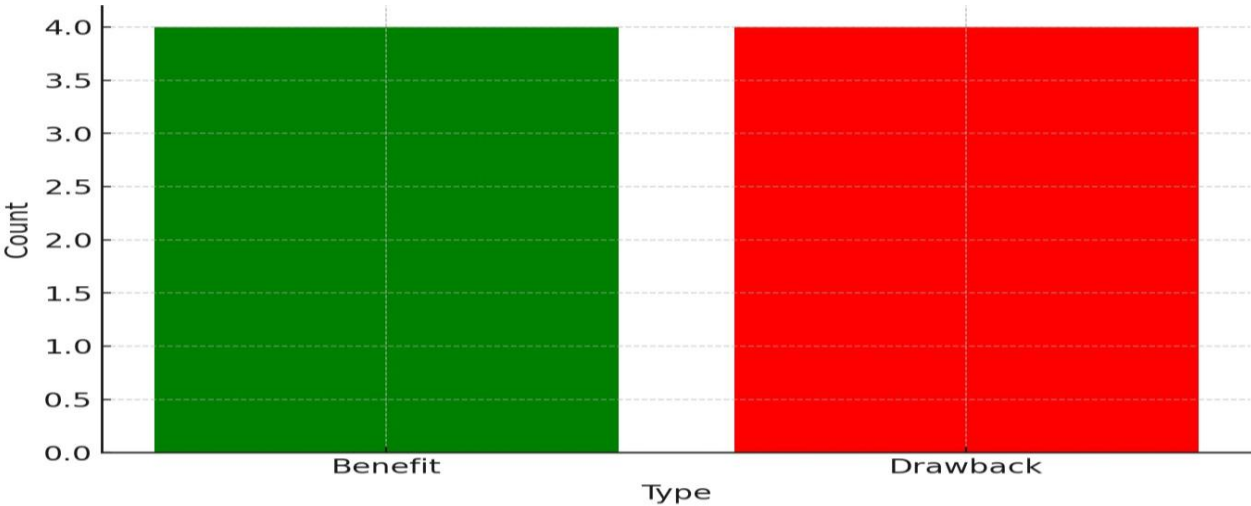


Figure 1. Number of Benefits vs. Drawbacks of ChatGPT

The discussion appropriately identifies a significant drawback in ChatGPT's potential to produce inaccurate or unverifiable information. The citation of Qadir (2022) adds weight to the argument, emphasizing the need for accuracy in educational settings. However, the discussion would benefit from elaborating on potential mitigation strategies for these inaccuracies. For example, suggesting using ChatGPT as a supplementary tool rather than a primary source of information and encouraging students to cross-verify ChatGPT's responses with peer-reviewed sources would add practical value to the discussion. The current debate successfully highlights the challenges of integrating ChatGPT into education, such as the over-reliance on AI tools and the potential impact on critical thinking and creativity. However, to provide a more comprehensive analysis, discussing any existing frameworks or best practices for effectively incorporating AI tools like ChatGPT in educational settings while maintaining critical skills development would be helpful.

5. CONCLUSION

ChatGPT is an advanced natural language processing tool designed to simulate human-like conversations. This AI assists students by answering inquiries, providing advice, and explaining complex concepts. Several advantages of ChatGPT have been identified through literature review research, such as creating outlines, brainstorming ideas, language translation, and summarizing text. Users can prompt ChatGPT to generate outlines for papers or summaries of research articles, facilitating efficient information retrieval. While ChatGPT shows strong capabilities in organizing and composing articles, limitations include its shallow understanding of word meanings and challenges in assessing response quality, particularly in specialized fields. Despite potential errors, ongoing updates and maintenance are expected to enhance ChatGPT's performance. It is crucial for users not to depend on ChatGPT overly; verifying answers and fostering original thinking remains essential, ensuring human control over AI-assisted tasks.

6. RESEARCH LIMITATIONS AND FUTURE RESEARCH

This study primarily relied on a literature review, which may limit the depth of insights gained compared to primary data collection through direct fieldwork. Additionally, the rapidly evolving

nature of AI technology means that findings could quickly become outdated as new developments emerge.

Future research should focus on empirical studies involving direct interaction with students and educators to assess the practical impacts of ChatGPT on writing skills. Investigating long-term effects and ethical implications and exploring diverse educational contexts will provide a more comprehensive understanding of the benefits and drawbacks of integrating ChatGPT in higher education.

Acknowledgment and Information Note

The authors would like to express their sincere gratitude to the academic institutions and digital repositories that provided access to this study's essential resources and data—special thanks to our colleagues and mentors for their invaluable feedback and guidance throughout the research process. We also appreciate the developers of ChatGPT and other AI technologies for their innovative contributions, which have significantly enriched our research.

REFERENCES

- [1] Ausat, A. M. A. ., Suherlan, S., & Azzaakiyyah, H. K. . (2023). Is ChatGPT Dangerous for Lecturer Profession? An In-depth Analysis. *Jurnal Pendidikan Dan Konseling (JPDK)*, 5(2), 3226–3229. Retrieved from: <https://doi.org/10.31004/jpdk.v5i2.13878>
- [2] Baskara, F. R., & Mukarto, F. X. (2023). Exploring the Implications of ChatGPT for Language Learning in Higher Education. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, 7(2), 343-358. Retrieved from: <http://dx.doi.org/10.21093/ijeltal.v7i2.1387>
- [3] Fuchs, K. (2023, May). Exploring the opportunities and challenges of NLP models in higher education: is Chat GPT a blessing or a curse?. *Frontiers in Education* (Vol. 8, p. 1166682). Retrieved from: DOI: 10.3389/feduc.2023.1166682
- [4] Qadir, J. (2022). Engineering Education in the Era of ChatGPT: Promise and Pitfalls of Generative AI for Education. *TechRxiv*. December 30, 2022. Retrieved from: DOI: 10.36227/techrxiv.21789434.v1
- [5] Setiawan, A., & Luthfiyani, U. (2023). Penggunaan ChatGPT untuk pendidikan di era Education 4.0: Usulan inovasi meningkatkan keterampilan menulis. *Jurnal Petisi (Pendidikan Teknologi Informasi)*, 4(1), 49-58. Retrieved from: <https://doi.org/10.36232/jurnalpetisi.v4i1.3680>

- [6] Sain, Z. H., & Lama, A. (2024). Exploring Educational Frontiers: Innovating with Chat-GPT while Upholding Traditional Values. *Journal of Language Development and Linguistics*, 3(1), 25–36. Retrieved from: <https://doi.org/10.55927/jldl.v3i1.8183>
- [7] Sain, Z. H., Vasudevan, A., Thelma, C. C., & Asfahani, A. (2024). Harnessing ChatGPT for Effective Assessment and Feedback in Education. *Journal of Computer Science and Informatics Engineering*, 3(2), 74–82. Retrieved from: <https://doi.org/10.55537/cosie.v3i2.856>
- [8] Sain, Z. H., & Victa Sari Dwi Kurniati. (2023). Exploring the Impact of Chat GPT on Higher Education: Advantages, Hurdles, and Prospective Research Avenues. *Tamansiswa International Journal in Education and Science (TIJES)*, 5(1), 34–61. Retrieved from: <https://doi.org/10.30738/tijes.v5i1.16274>
- [9] Shafeeg, A., Shazhaev, I., Mihaylov, D., Tularov, A., & Shazhaev, I. (2023). Voice assistant integrated with Chat GPT. *Indonesian Journal of Computer Science*, 12(1). Retrieved from: <https://doi.org/10.33022/ijcs.v12i1.3146>
- [10] Sok, S. (2023). Opinion: Benefits and risks of ChatGPT in education.
- [11] Sok, Sarin and Heng, Kimkong, ChatGPT for Education and Research: A Review of Benefits and Risks (March 6, 2023). Available at SSRN: <https://ssrn.com/abstract=4378735> or <http://dx.doi.org/10.2139/ssrn.4378735>
- [12] Surameery, N. M. S., & Shakor, M. Y. (2023). Use Chat GPT to Solve Programming Bugs. *International Journal of Information Technology & Computer Engineering (IJITC)* ISSN : 2455-5290, 3(01), 17–22. Retrieved from: <https://doi.org/10.55529/ijitc.31.17.22>
- [13] Wahid, R., Hikamudin, E., & Hendriani, A. (2023). Analisis Penggunaan Chat-GPT Oleh Mahasiswa Terhadap Proses Pendidikan di Perguruan Tinggi. *Jurnal Pedagogik Indonesia: Yayasan Pendidikan dan Pelatihan Ksatria Siliwangi*, 1(2), 112-117.
- [14] Wu, Y., Schuster, M., Chen, Z., Le, Q. V., Norouzi, M., Macherey, W., ... & Dean, J. (2016). G Google's Neural Machine Translation System: Bridging the Gap between Human and Machine Translation. Retrieved from: <https://doi.org/10.48550/arXiv.1609.08144>
- [15] Yu, H. (2023). Reflection on whether Chat GPT should be banned by academia from the perspective of education and teaching. *Frontiers in Psychology*, 14. Retrieved from: <https://doi.org/10.3389/fpsyg.2023.1181712>

[16] Yundayani, A. (2018). ENGLISH WRITING NEEDS FOR ACADEMIC PURPOSES IN FORMAL HIGHER EDUCATION. JELL (Journal of English Language and Literature) STIBA-IEC Jakarta, 2(01), 1-8. Retrieved from: <https://doi.org/10.37110/jell.v2i01.11>

To Cite This Article:

Türel, V. (2024). The Use Of Many Listening Media Types In One Hypermedia Listening Environment. *Innovations in Language Teaching Journal*, 1(1), 74–98.
<https://doi.org/10.53463/innovltej.2024034>

**THE USE OF MANY LISTENING MEDIA TYPES IN ONE HYPERMEDIA
LISTENING ENVIRONMENT**

**BİR HİPERMEDYA DİNLEME ORTAMINDA BİRDEN ÇOK DİNLEME ORTAMI
TÜRÜNÜN KULLANIMI**

Vehbi TÜREL¹

Abstract

The positive effects of using different listening texts (i.e. audio, video) in listening enhancement as a part of FLL are already well known. As hypermedia enables us to combine and present audio and video with other learning elements such as supplementary contextual visuals, animations, and captions more effectively on the same digital platform, audio and video can be presented to language learners in one hypermedia listening application in different forms as different listening media types (i.e. audio-only, audio + supplementary contextual visuals, audio + animation, video-only, talking heads video + supplementary contextual visuals). This study investigated forty-five autonomous intermediate and upper intermediate NNSs learners' perceptions of the use and priority of different listening media types in one hypermedia that aimed to enhance the listening skills of the participants. The results revealed that the learners are in favour of the presence of different listening media types in one hypermedia. The learners believe that the presence of different listening media types in one hypermedia listening environment (HLE) improves their listening skills and helps prepare them for the real-world. Similarly, learners prefer some listening media types more than others in one HLE. In the same way, not only do learners think that some listening media types improve their listening more than others, but learners also believe that some listening media types prepare them better for the real-world.

Keywords: Hypermedia, listening, media types, instructional design, listening texts, language learning

* An earlier version of this study was presented at IETC conferences and published in IETC proceedings

¹ Correspondence to: Lect. Dr. , Bingöl University Technical Sciences Vocational School Computer Technologies Department Computer Programming Program, vebbitürel@yahoo.co.uk , <https://orcid.org/0000-0001-24851>

Özet

Fil'nin bir parçası olarak dinleme geliştirmede farklı dinleme metinlerinin (yani ses, video) kullanılmasının olumlu etkileri zaten iyi bilinmektedir. Hipermedya, ses ve videoyu ek bağlamsal görseller, animasyonlar ve altyazılar gibi diğer öğrenme öğeleriyle aynı dijital platformda daha etkili bir şekilde birleştirip sunmamızı sağladığından, ses ve video, dil öğrenenlere tek bir hipermedya dinleme uygulamasında farklı biçimlerde sunulabilir. farklı dinleme ortamı türleri olarak (yani yalnızca sesli, ses + ek bağlamsal görseller, ses + animasyon, yalnızca video, konuşan kafalar videosu + ek bağlamsal görseller). Bu çalışma, katılımcıların dinleme becerilerini geliştirmeyi amaçlayan bir hipermedyada kırk beş özerk orta ve üst orta düzey NNSs öğrencisinin farklı dinleme ortamı türlerinin kullanımı ve önceliği hakkındaki algılarını araştırmıştır. Sonuçlar, öğrencilerin farklı dinleme ortam türlerinin varlığından yana olduklarını ortaya koymuştur.

Anahtar Kelimeler: Hiper ortam, dinleme, ortam türleri, öğretim tasarımı, dinleme metinleri, dil öğrenimi.

1. INTRODUCTION

When the available digital learning environments for intermediate learners on the market are examined carefully, it will be seen that while some of the digital learning environments consist of *video-only*, e.g. English for Business- Introduction to a company and the other products of the same series, the others feature only *audio + visuals*, e.g. Getting the Message or *audio + animations*, e.g. Let's Go, Firsthand Access, Dynamic English. Is this really what autonomous intermediate learners want to see in a hypermedia listening environment (HLE)? Is this what we are pedagogically supposed to provide in one HLE for self-study? None has investigated the presence of different media types in one HLE. We need to find out what learners want to see in one HLE, which is also a concern in the field of CALL (Al-Seghayer, 2001; Brett, 1999; Turel, 2004, 2015a, 2015b, 2019).

1.1. The Use of Many Media in One Hypermedia

As a whole, aural-texts (i.e. audio, video), which are the main listening elements, can be presented in different forms as different listening media types (i.e. *audio-only*, *audio + supplementary contextual visuals*, *audio + animation*, *video-only*, *talking heads (THs) video - supplementary contextual visuals*) in a HLE (Turel, 2004, 2011). Their use, priority and design, like many other elements, play a significant role in the effectiveness of a HLE (Turel 2004, 2015a, 2015b, 2019). To this end, the following can be said: In terms of priority, we can say that at the moment we do not have any concrete evidence that favours the priority of any media types to the others in a HLE in general. However, certain media types are preferred over others in certain contexts. For example, when the target learners are children, it is better to use *audio-only* accompanied by *animations* as well as video featuring animations. This is because children overwhelmingly favour them, although not all combinations always help them comprehend and retain information (Acha, 2009).

Similarly, in terms of richness, video can be given priority, as it features visuals, which is its strength in telling a story (Hart, 1992) and exposing the 'real world'. (2) In other words, video clips feature the target speakers behaving authentically (although not always the case). Thus, the way they dress, act, smile, laugh, reject, eat and greet; facial expressions, body language and the like tend to be authentic. Not only do these enable the learners to be aware of the 'target-world', but such authentic video clips also help them to better understand the target culture, language, life style, cultural differences and the like (Tschirner, 2001; Turel & Kılıç, 2014). As a result, learners can acquire many things more quickly. Regarding the role of video in digital environments, Peter also says, "video is a rich medium that can be included in a program..." (1994, p. 202)

In terms of improving the target learners' acoustic-channel, which is the most privileged in terms of getting used to spoken-language, *audio-only* can be more beneficial. Since they do not feature any visuals, the learners have to rely completely and heavily on what they hear. This naturally and ultimately improves learners' acoustic channel.

Moreover, some students are highly visually oriented and some are highly auditory oriented (Reid 1987; Dunn 1983; Dunn & Dunn 1979). In terms of learning style preferences, we need to provide both *audio-only* and *audio- supplementary contextual visuals* (i.e. *audio + visuals*, *audio + animation*, *video-only*, *THs video + supplementary contextual visuals*) because listening

relies on the senses of both sight and hearing.

Providing different (listening) media types is particularly easy in a HLE, as it enables more effective presentation of them in different ways (Tschirner, 2001). For example, it can slow down communicative behaviour and is able to highlight and focus on various features (Tschirner, 2001; Zhao, 1997).

As each listening media type facilitates the role of learning of specified groups in its own way, and hypermedia enables more effective combination and delivery of media types, a power which might affect the priority of listening media types in a HLE, then what should our approach be if we are to develop an efficient and cost effective HLE?

First, it might be said that all forms of listening media types (i.e. *audio-only*, *audio + supplementary contextual visuals*, *audio + animation*, *video-only*, *THs video + supplementary contextual visuals*) should be provided in one HLE. The assumptions would be that different forms of media types meet the needs of (1) learners with different learning style preferences or different (dominant) senses of learning, (2) different learners at different levels and (3) age-groups and (4) prepare them all better for the real-world. For example, not only does *audio-only* enable learners to focus on what they hear (i.e. making use of hearing sense fully), but it also prepares for some real-life situations in which there are no visuals such as speaking on telephone and listening to radio-programmes. Similarly, *audio- supplementary contextual visuals* enable learners not only to make use of available visuals, but also to comprehend and acquire listening texts better, as visuals can help in many different ways (Herron et al., 2002; Ginther, 2002; Rubin, 1994; Turel, 2004, 2014).

Secondly, since the participants are adult intermediate (and upper intermediate), priority should be given mostly to *audio- supplementary contextual visuals* because of the positive aspects of visuals and the level of the target learners.

Thirdly, *audio-only* should be given less priority due to the lack of visuals and the level of the target learners. If the learners were advanced and proficient, then *audio- supplementary contextual visuals* would be given less and *audio-only* more priority, as advanced and proficient learners need less visual support due to having ample linguistic knowledge. However, is this really what autonomous intermediate learners want to see in a HLE? Is it what we are pedagogically supposed to provide in one HLE?

In short, we need to find out what autonomous intermediate language learners (AILLs) want to see in one HLE, which is also a concern in the field of CALL (Al-Seghayer 2001; Brett, 1999; Turel, 2004, 2014, 2015a, 2015b, 2019).

Therefore, in order to determine the priority of the listening media types in one HLE, the following needs to be investigated:

1) Do AILLs want to see all listening media types (i.e. *audio-only*, *audio + supplementary contextual visuals*, *audio + animation*, *video-only*, *THs video + supplementary contextual visuals*) in one HLE in terms of (1) preference, (2) improving their listening, and (3) preparing them better for the real-world?

- a) Is the presence of all listening media types in one HLE effective in improving listening development?
 - b) Does the presence of all listening media types in one HLE motivate in listening development?
 - c) Does the presence of all listening media types in one HLE help improve listening development?
- 2) Which media types do AILLs want to see mostly in one HLE in terms of (1) preference, (2) improving listening and (3) preparing them better for the real-world?

2. THE STUDY

2.1. The Aim of the Study

The study gathered some empirical data to tease out what learners thought of the presence of different media types in one HLE which aimed to enhance their listening skills as a part of FLL (during self-study). The study did not aim to measure empirically whether an improvement in listening development had resulted from the use of the different media types in one HLE. The purpose was only to gather information about the learners' perceptions of the use of the different listening media types in one HLE for self-study. Not only did it enable the researcher to know what the learners think of the use of the different listening media types in one HLE, but it also provided useful insights for using them in one HLE in particular for self-study.

2.2. The Participants

The participants were 45 NNS students (56.5% male, 43.5% female). They were at intermediate and upper intermediate level (100%) in listening and attending an intermediate course of General English. They had been tested, grouped and placed by the ELP units of the institutions. To some extent, they were a ready group (i.e. clustered sampling) for the study. In terms of background, they were heterogeneous, as they were of 16 different nationalities: Kurdish, Libyan, Israeli, Saudi, Syrian, Japanese, Taiwanese, Chinese, Spanish, Colombian, Italian, Mongolian, Vietnamese, Estonian, Portuguese and Bulgarian (see *Appendix 1*).

2.3. The Hypermedia Listening Environment

The HLE was an interactive application. It facilitates the development and practice of learners' listening skills as well their listening development as a part of FLL. The HLE contained five chapters and each chapter was composed of at least a few subsections. Each subsection (lesson) featured at least one video or audio clip, the length of which varied from 00:21 seconds to 2:59 minutes, and was made up of three gradual stages: the preparation, the while-listening and the post-listening stages. In total, it featured around 20 minutes of *video* and 15 minutes of *audio*, which were authentic and presented in different forms.

Audio-only: One of the listening media types that was used in the HLE was in the form of *audio-only* (Figure 1). It featured in one chapter and consisted of six different clips, the length of which varied from 00:14 to 00:58 seconds. In total, it was more than 3 minutes.

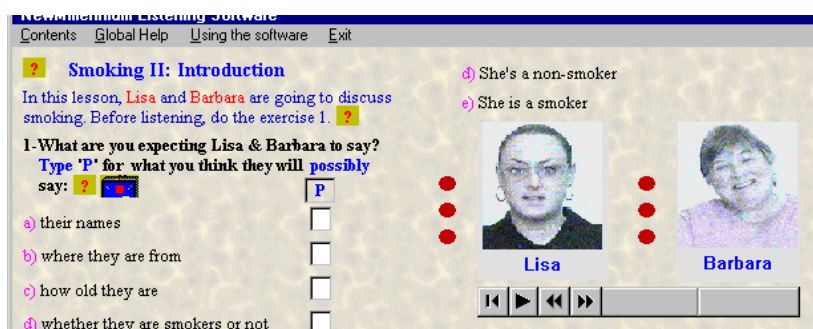


Figure 1: A sample of *audio-only* as a media type

Audio + supplementary contextual visuals: Another listening media type that was used in the HLE was in the form of *audio + supplementary contextual visuals*. It consisted of *audio-only* clips, but it was presented with supplementary contextual visuals at the post-listening stage (Figure 2).

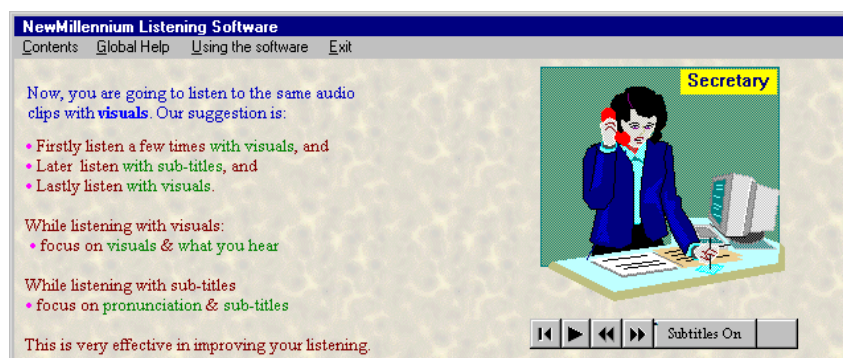


Figure 2: A sample of *audio-visuals* as a media type

Audio + animation: Another media type that was used in the HLE was in the form of *audio + animation* (Figure 3). The animations were supplementary contextual. It featured in one chapter and consisted of 10 different clips and it was more than 3 minutes in total.

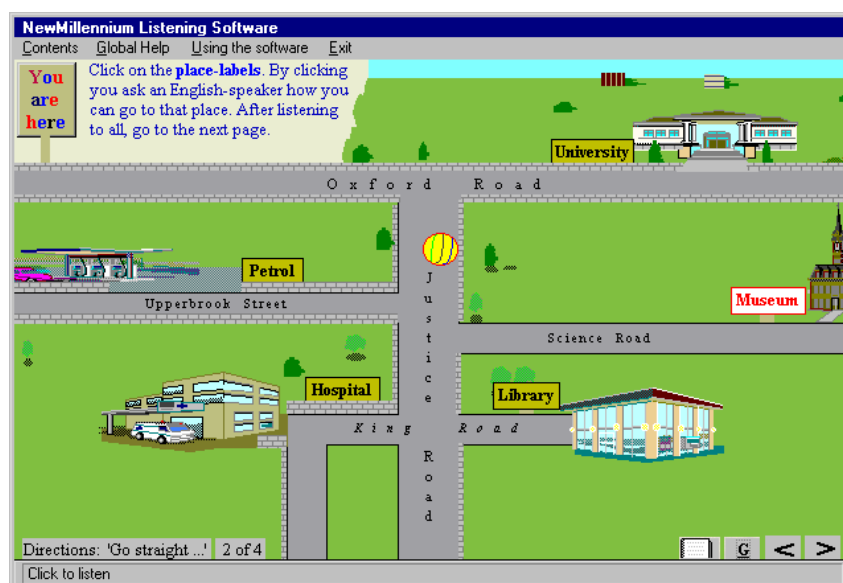


Figure 3: A sample of *audio-animations* as a media type

Video-only: Another media type that was used in the HLE was in the form of *video-only* (Figure 4). It featured in one chapter and consisted of 10 different clips, the length of which varied from 00:18 to 00:93 seconds. It was 8 minutes in total.

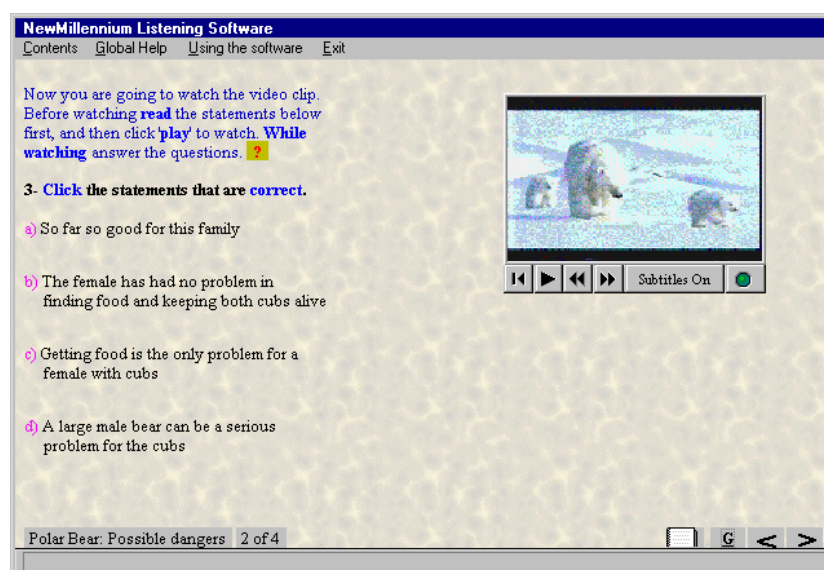


Figure 4: A sample of *video-only* as a media type

THs video + supplementary contextual visuals: The other media type that was used in the HLE was in the form of *Talking Heads – THs- video + supplementary contextual visuals*. The visuals were supplementary contextual (Figure 5). *THs video + supplementary contextual visuals* featured in two chapters and consisted of 10 different clips, the length of which varied from 00:21 to 02:59 seconds. In total, it was more than 12 minutes.



Figure 5: A sample of video (THs) + visuals as a media type

Similarly, the HLE featured a wide variety of tasks to help learners to practise and develop their acoustic and visual channels, as well as receptive and productive skills. Through the material, learners were instructed (1) at what stage what kind of strategies they needed to follow and what they needed to do, (2) how they could improve and develop their listening and listening skills, and (3) why they needed to study in the ways instructed. While improving their listening skills and development, the HLE also aimed to help learners to become familiar with the target culture, different accents, authentic language and its features such as intonation and stress, fillers, false starts, grammatical mistakes and so on. It was also expected to improve their vocabulary and pronunciation, which are necessary and essential for listening development and improvement.

2.4. The Procedure

The learners accessed the HLE in separate classes, with a maximum of 12 in each class. There were 14 Pentium PCs with appropriate headphones. The learners were introduced to the HLE in the first 10 / 15 minutes of the first session. They were shown its major features using a computer projector, including how to run and control it, and how to make use of it fully. The learners were then requested to complete the 'learners' profiles questionnaire' (Appendix 1), the main source of which came from Brett's data collecting procedures for the same purposes (1999). Afterwards, the learners were then free to use the HLE as they wished for *at least* two teaching sessions. Each session was between two and three hours. Most of the students attended all sessions fully. Those who could not attend the sessions used the HLE at the time that was convenient for them. The researcher was on-hand to deal with and overcome any potential technical problems or otherwise.

3. METHODS

Observations (Appendix 2), questionnaires (Appendix 3), interviews, and log-files were used to gather data. The questionnaires were the key data collecting means. They were structured

questionnaires and featured multiple measures of similar attitudes to safeguard against inaccurate answers. They were conducted after the learners had finished working with the software. Afterwards, up-to- 9 (out of 45) learners were interviewed, which was sometimes shortly after or within a one or two week period of time. The selection was based on the principle of 'first-accessed, first-interviewed'. Although the interviews were used to crosscheck the main data (as a support data), they also revealed some interesting issues. The observation type preferred was checklists, as this observation type enabled the researcher to focus on what had already been determined. The observations were conducted while the learners were using the HLE. The log-data were used to track and register how much time each subject spent with the HLE at each session.

The results of the questionnaires were obtained through descriptive statistics (i.e. SPSS - one-way frequency method / test) and measures of central tendency of SPSS. The qualitative data (i.e. interviews) were categorised according to some categories that were derived from the data itself and were then applied.

The correlation between the variables of attitudes, and the type of learners and attitudes was analysed by using SPSS. The Spearman test in Bivariate was used, as the variables were ordinal (SPSS 1996: 203, 165, Norusis 1998: 365-6), and the results were further cross-tabulated. When at least one of the variables was not ordinal, their correlation was computed by using Chi-square in Crosstabs (SPSS 1996: 164, Norusis 1998: 352). When the expected value in one or more cells was low (cell count was below 5), then Fisher's exact test was used instead of Chisquare (SPSS 1996: 164, Norusis 1998: 315).

4. RESULTS

As the variables were nominal (Appendix 3), the results of the questions 1, 2, 3, 14, 15 and 16 were presented in both descriptive and inferential analysis such as mean, standard deviation, variance, and a one-way-frequency, The results of the questions 4, 5 and 6 were presented as measures of central tendency of SPSS, as the variables were ordered categorical. In some cases of the measures of central tendency, due to the way the data (items 4, 5 and 6) was coded (i.e. 1= most preferred, 5= least preferred) the lower the value (i.e. mean, sum) the more preferred it is. The higher the value is the less preferred it is. In other words, the lowest value is the most preferred; the highest value is the least preferred. The results of the item 13 were obtained with the aid of a one-way frequency (descriptive statistics of SPSS). The observation items 1, 2, 3, 4, 5, 6, 7 and 8 (Appendix 2) were used to check if the participants used the media types or not. Interviews were also used to elicit the learners' perceptions of the presence and priority of different media types in one HLE.

4.1. The Learners Used the Listening Media Types provided in the HLE

Our observations (Table 1), log-data and interviews revealed that the learners made use of all listening media types provided in the HLE, as shown below.

The number of the observed learners	Video-only	THs video + Supplementary contextual visuals	Audio + Animation	Audio-only	Audio-only + Supplementary contextual visuals

27	100%	100%	100%	100%	100%
----	------	------	------	------	------

Table 1: The learners' use of the listening media types according to our observations

'You ... listened audio clips with 'supplementary visuals'. You watched 'video version' of 'audio clips'. You listened to only 'audio clips'. You accessed 'Animation + audio' part. You listened to 'how to go to University' of 'Animation + audio' part. You listened to 'Where the petrol station is' of 'Animation + audio' part.' (Log data ID Code: 2)

'I think very good the variety of, what you say [media types] media types. I can keep motivation.' (Subject 9/Interview)

'I think the presence of different media types, it is very useful to understand everything in the software. Of course, when we watch video, and video + visuals, and audio, audio + visuals, it is very very helpful for the person who is learning the English language to understand everything what it means in the programme.' (Subject 1 / Interview)

The data show that the learners listened to / viewed all listening media types provided in the HLE.

4.2. Learners Prefer Different Listening Media types in One Hypermedia

More than half of the learners wanted to see *all* listening media types provided in one HLE (Table 2 and 3). 93.3% seemed to want to see *THs video + supplementary contextual visuals* and *audio + animation*, 84.4% want to see *audio + supplementary contextual visuals*, 77.8% want to see *video-only* and 57.8% want to see *audio-only* in one HLE.

Which media types do you want to see in listening software?

		Audio	Audio + Visuals	Audio + Animation	Video	Video + Visuals
N	Valid	45	45	45	45	45
	Missing	0	0	0	0	0
Mean		.58	.84	.93	.78	.93
Std. Deviation		.499	.367	.252	.420	.252
Variance		.249	.134	.064	.177	.064

Table 2: Distribution of mean of the learners' attitudes to the presence of different media types in one hypermedia

Item 1	Which media types do you want to see in MLS	Number	Don't Want	Want
1a	<i>Audio-only</i>	45	42.2	57.8
1b	<i>Audio-only + supplementary contextual visuals</i>	45	15.6	84.4
1c	<i>Audio + animation</i>	45	6.7	93.3
1d	<i>Video-only</i>	45	22.2	77.8
1e	<i>THs Video + supplementary contextual visuals</i>	45	6.7	93.3

Table 3: Simplified distribution of frequency of the learners' attitudes to the presence of different media types in one hypermedia

4.2. The Presence of Different Listening Media Types in one HLE Helps Improve Learners' Listening

When the learners were asked which listening media types they thought helped improve their listening (item 2), more than half (between 66.7% and 95.6%) appeared to think that the presence of all listening media types in one HLE helped improve their listening (Table 4 and 5). 95.6% thought that *audio + animation*, 84.4% *audio + supplementary contextual visuals*, 77.8% *THs video + supplementary contextual visuals*, 71.1% *video-only*, and 66.7% *audio-only* helped improve their listening.

Which media types do you think help improve your listening?

		Audio	Audio + Visuals	Audio + Animations	Video	Video + Visuals
N	Valid	45	45	45	45	45
	Missing	0	0	0	0	0
Mean		.67	.84	.96	.71	.78
Std. Deviation		.477	.367	.208	.458	.420
Variance		.227	.134	.043	.210	.177
Range		1	1	1	1	1

Table 4: Distribution of mean of the learners' attitudes to the presence of different media types in improving listening

Item 2	Which media types do you think help improve your listening	Number	Want	Don't Want
2a	Audio-only	45	66.7	33.3
2b	Audio-only + supplementary contextual visuals	45	84.4	15.6
2c	Audio + animation	45	95.6	4.4
2d	Video	45	71.1	28.9
2e	THs Video + supplementary contextual visuals	45	77.8	22.2

Table 5: Simplified distribution of frequency of the LLs' attitudes to the presence of different media types in improving listening

4.4. The Different Listening Media Types in one HLE is Effective and Motivating in Improving Listening Development

When the learners were asked whether the presence of all media types in one HLE was effective and motivating in listening development with two-choices in both positive and negative forms (items 14-16), majority of the respondents agreed (Table 6).

No	Items	Number	Agree	Disagree	No-answer
14	The presence of all listening media types in one HLE is effective in improving listening development	45 Missing :1	97.8		2.2
15	The presence of all listening media types in one HLE is motivating in improving listening development	45 Missing: 1	97.8		2.2
16	The presence of all listening media types in one HLE does not help improve listening development	45 Missing: 1		97.8	2.2

Table 6: Simplified frequency distribution of the learners' attitudes to the presence of different media types in improving listening

97.8% seemed to think that the presence of all of the listening media types in one HLE was effective and motivating in improving their listening development.

4.5. Provision of Different Listening Media Types in one Hypermedia Help Prepare Learners for the Real-world

When learners were asked which listening media types they thought helped prepare them better for the real-world (item 3), more than half (between 60% and 77.8%) appeared to think that the presence of all listening media types in one HLE helped prepare better for the real-world (Table 7 and 8).

Which media types do you think help prepare you for the real world?

		Audio	Audio+ Visuals	Audio + Animation	Video	Video + Visuals
N	Valid	45	45	45	45	45
	Missing	0	0	0	0	0
Mean		.60	.71	.76	.76	.78
Std. Deviation		.495	.458	.435	.435	.420
Variance		.245	.210	.189	.189	.177

Table 7: Distribution of mean of the learners' attitudes to the presence of different media types in preparing them for the real-world

Item 1	Which media types do you think help prepare you better for the real-world?	Number	Agree	Disagree
3a	<i>Audio-only</i>	45	60.0	40
3b	<i>Audio – only + supplementary contextual visuals</i>	45	71.1	28.9
3c	<i>Audio + animation</i>	45	75.6	24.4
3d	<i>Video - only</i>	45	75.6	24.4
3e	<i>THs Video + supplementary contextual visuals</i>	45	77.8	22.2

Table 8: Simplified distribution frequency of the LLs' attitudes to the presence of different media types in preparing for the real-world

77.8% seemed to think *THs video + supplementary contextual visuals*; 75.6% *audio + animation* and *video-only*; 71.1% *audio + supplementary contextual visuals* and 60% *audio-only* helped prepare them better for the real-world. Furthermore, all of the qualitative data (9 out of 9) also supported the quantitative findings. There were some interesting reasons given: The presence of different listening media types in one HLE:

- was useful and helpful (mentioned 9 times)

'I think the presence of different media types, it is very useful to understand everything in the software. Of course, when we watch video, and video + visuals, and audio, audio + visuals, it is very very helpful for the person who is learning the English language to understand everything what it means in the programme.' (Subject 1 / Interview)

'...

I: So, you mean it's useful to have different media types?

S: Yeah' (Subject 10 / Interview)

'I think it's useful to have different type different media type in the same software.' (Subject 8 / Interview)

- avoided boredom (mentioned 5 times)

'... I think it's good because it gives us unborring when I ... watch many many different visions. That's better to help us to help me to study more.' (Subject 6 / Interview)

'S: Yes, I think ... very useful because it's very interesting.

I: Why is it very interesting?

S: Because don't boring if you just listen to one of them.

I: I see. You get bored you mean

S: ... media types are very good because when there is only one of them.

S: You get bored when you have one of them for a period of long time, but if it's different, you are interested more. (Subject 7 / Interview)

'...

we are not boring and we can feel fresh when we study. So it's good...

I: ... are they boring?

S: Not boring.' (Subject 10 / Interview)

- made it interesting (3 times mentioned)

I: When you have more than one type of media types, is it then more interesting? S: Yes, it's more interesting...' (Subject 8/Interview)

'...

I: So ... when you have different media types like video, video + visuals, animation... Does it become more interesting for you?

S: Yes, more interesting, yes, a change.... And also to make different types emm... to understand more. For example there are some difficult words, as I said, there is visuals and if there is, no need to video, there is audio. It's better. ' (Subject 3 / Interview)

- enabled learners to have a change (once mentioned)

'I think it's good to be different types to make a change, not the same way to study in the same way. And it's better.' (Subject 3 / Interview)

- motivated learners (5 times mentioned)

I: When you have more than one type of media types, does it motivate you? S: Yes, motivate me to understand.' (Subject 8/Interview)
'I think very good the variety of, what you say, [media types] media types. I can keep motivation.' (Subject 9/Interview)
'S: I think ... emm.... some ... media types are very good ... I: Do they motivate you?
S: Yeah.' (Subject 10 / Interview)
'...
I: Does it motivate you when you have different types?
S: Yes.' (Subject 7 / Interview)

- improved their listening (once mentioned)

'Yeah, yeah, yeah. It also improves my listening.' (Subject 6 / Interview)

4.6. Learners Preferred some Listening Media Types in one HLE more

When the learners were asked which listening media types they preferred in the HLE mostly (item 4), they revealed that they preferred some listening media types more than the others (Table 9). The learners preferred *THs video + supplementary contextual visuals* the most, which had the *mean* value of 1.80 and the *sum* value of 81. It also had the *mode* value of 1, which meant that most of the learners preferred *THs video + supplementary contextual visuals* as the most preferred listening media type.

Which media types do you prefer in this software mostly? (1 most - 5 least)

		Audio	Audio + visuals	Audio + animation	Video	Video + visuals
N	Valid	45	45	45	45	45
	Missing	0	0	0	0	0
Mean		4.31	2.93	2.84	3.09	1.80
Std. Error of Mean		.185	.181	.149	.185	.176
Median		5.00	3.00	3.00	3.00	1.00
Mode		5	4	3	4	1
Std. Deviation		1.240	1.214	.999	1.240	1.179
Variance		1.537	1.473	.998	1.537	1.391
Range		4	4	4	4	4
Sum		194	132	128	139	81

Table 9: Measures of Central Tendency of the learners' attitudes to the priority of media types (the lower the value is, the more preferred it is)

The second most preferred listening media type is *audio + animation*. It had the *mean* value of 2.84 and the *sum* value of 128. It also had the *mode* value of 3, which meant that most of the learners (out of all) preferred *audio + animation* as the third most preferred listening media type although as a whole it was the second most preferred media type. The third most preferred listening media type was *audio + supplementary contextual visuals*. It had the *mean* value of 2.93 and the *sum* value of 132. It also had the *mode* value of 4, which meant that most of the learners (out of all) preferred *audio + supplementary contextual visuals* as the fourth most preferred media type. The fourth most preferred media type was *video-only*. It had the *mean* value of 3.09 and the *sum* value of 139. It also had the *mode* value of 4. This meant that most of the learners preferred *video-only* as the fourth most preferred listening media type in one HLE. The least preferred listening media type was *audio-only*. It had the *mean* value of 4.31 and the *sum* value of 194. It also had the *mode* value of 5, which meant that most of the learners preferred *audio-only* as the fifth most preferred listening media type in one HLE.

4.7. Some Listening Media Types in one Hypermedia Improve Listening More

When the learners were asked which listening media types in the HLE they thought improved their listening mostly (item 5), results revealed that they believed that some listening media types improved their listening more than others (Table 10). Table 10 shows that they thought *THs video + supplementary contextual visuals*, which had the *mean* value of 2.22 and the *sum* value of 100, improved their listening most. It also had the *mode* value of 1, which meant that most of the learners preferred *THs video + supplementary contextual visuals* as the media type that improved their listening most. The second most preferred media type was *audio + supplementary contextual visuals*. It had the *mean* value of 2.71 and the *sum* value of 122. It also has the *mode* value of 2, which meant that most of the learners (out of all) preferred *audio + supplementary contextual visuals* as the listening media type that improved their listening second most in one HLE. The third most preferred listening media type was *audio + animation*. It had the *mean* value of 2.76 and the *sum* value of 124. It also had the *mode* value of 3, which meant that most of the learners preferred *audio + animation* as the third most preferred listening media type that improved their listening. The fourth most preferred listening media type was *video-only*. It had the *mean* value of 3.36 and the *sum* value of 151. It also had the *mode* value of 4, which meant that most of the learners preferred *video-only* as the fourth most preferred listening media type in terms of improving their listening. The least preferred listening media type was *audio-only*, which had the *mean* value of 3.93 and the *sum* value of 177. It also had the *mode* value of 5, which meant that most of the learners preferred *audio-only* as the fifth most preferred (the least preferred) listening media type for improving their listening in one HLE.

Which media types in this software do you think improve your listening mostly? (most - 5 least)

		Audio	Audio + visuals	Audio + animations	Video	Video + visuals
N	Valid	45	45	45	45	45
	Missing	0	0	0	0	0
Mean		3.93	2.71	2.76	3.36	2.22
Std. Error of Mean		.243	.173	.163	.183	.193
Median		5.00	3.00	3.00	4.00	2.00
Mode		5	2	3	4	1
Std. Deviation		1.629	1.160	1.090	1.228	1.295
Variance		2.655	1.346	1.189	1.507	1.677
Range		4	4	4	4	4
Sum		177	122	124	151	100

Table 10: Measures of Central Tendency of the learners' attitudes to the priority of media types in terms of improving their listening (the lower the value is, the more preferred it is)

4.8. All Listening Media Types in one Hypermedia do not Improve Listening Equally

When the learners were asked whether all listening media types in one HLE improved their listening equally (item 13), a big majority (84.1) agreed that all listening media types in one HLE did not improve their listening equally (Table 11). Rather, they believed that some listening media types improved their listening more than the others did.

No	Item	Number	SD	Disagree	Neutral	Agree	SA	Don't Know
13	All listening media types (<i>audio-only, audio-only + supplementary contextual visuals, audio + animation, video-only, THs video + supplementary contextual visuals</i>) in one HLE improve their listening <i>equally</i>	45	15.6	66.7	4.4	4.4	6.7	2.2

Table 11: A simplified one-way frequency of the learners' attitudes to the priority of listening media types in one HLE in terms of improving their listening

Some Listening Media Types in one Hypermedia Prepare Better for the Real-world

When the learners were asked which media types in the HLE they thought prepared them for the real-world mostly (item 6), the results revealed that they seemed to think that some listening media types prepared them more than the others did (Table 12).

**Which media types in this software do you think prepare you for the real world
(1 most - 5 least)**

		Audio	Audio + visuals	Audio + animations	Video	Video + visuals
N	Valid	45	45	45	45	45
	Missing	0	0	0	0	0
Mean		3.87	3.18	2.98	2.73	2.24
Std. Error of Mean		.233	.169	.164	.186	.225
Median		5.00	3.00	3.00	3.00	1.00
Mode		5	4 ^a	3	3	1
Std. Deviation		1.561	1.134	1.097	1.250	1.510
Variance		2.436	1.286	1.204	1.564	2.280
Range		4	4	4	4	4
Sum		174	143	134	123	101

a. Multiple modes exist. The smallest value is shown

Table 12: Measures of Central Tendency of the learners' attitudes to the priority of listening media types in one HLE in preparing them for the real-world (the lower the value is, the more preferred it is)

Table 12 shows that the learners seemed to think *THs video + supplementary contextual visuals*, the *mean* value of which was 2.26 and the *sum* value was 101, prepared them for the real world mostly. The *mode* value of *THs video + supplementary contextual visuals* was 1, which meant that most of the learners preferred *THs video + supplementary contextual visuals* as the listening media type that prepared them most for the real-world. The second most preferred listening media type was *video-only*. The *mean* value of video was 2.73 and the *sum* value was 123. It also had the *mode* value of 3. This meant that *video-only* was the third most important listening media type choice (out of five) for preparing them for the real-world. The third most preferred listening media type was *audio + animation*, the *mean* value of which was 2.98 and the *sum* value was 134. It also had the *mode* value of 3. This meant that *audio + animation* was the third most-important listening media type choice for preparing them for the real-world. The fourth most preferred listening media type was *audio + supplementary contextual visuals*. The *mean* value of *audio + supplementary contextual visuals* was 3.18 and the *sum* value was 143. The *mode* value was 4. This meant that *audio + supplementary contextual visuals* was the fourth most preferred media type for preparing them for the real-world. The least preferred listening media type was *audio-only*. It had the *mean* value of 3.87 and the *sum* value was 177. The *mode* value was 5, which meant that most of the learners preferred audio-only as the least preferred listening media type for preparing them for the real-world. In sum, the results from the standpoint of view of (1) preference, (2) improving listening and (3) preparing for the real-world meant that the learners preferred some media types more than the others, as summarised below (Table 13).

No	Items	Audio-only	Audio-only + Supplementary contextual visuals	Audio + Animation	Video-only	THs Video + Supplementary contextual visuals
4	Which media types do they prefer in this software mostly?	5	3	2	4	1
5	Which media types in this software do they think improve their listening mostly?	5	2	3	4	1
6	Which media types in this software do they think prepare them for the real world mostly?	5	4	3	2	1

Table 13: The priority of listening media types in one HLE according to the learners' attitudes (1 = most preferred, 5 = least preferred)

In all three cases, *THs video + supplementary contextual visuals* was preferred most, and *audio-only* was preferred least. The priority of the other three (*audio + supplementary contextual visuals*, *audio + animation*, *video-only*) varied depending on the objective of the prioritisation. When the means of all items in terms of three different aspects were collapsed, the priority of the listening media types in one HLE as a whole became clearer (Table 14).

	Audio-only	Video-only	Audio-only + Supplementary contextual visuals	Audio + Animation	THs Video + Supplementary contextual visuals
Which media types do LLs prefer in this software mostly as a whole in terms of (1) preference, (2) improving listening, and (3) preparing for the real world?	4.04	3.06	2.94	2.86	2.09

Table 14: The priority of the media types when the means of all the items are collapsed (the lowest mean is the most preferred, and the highest mean is the least preferred)

This means that the learners preferred *THs video + supplementary contextual visuals* most, *audio + animation* second most, *audio-only + supplementary contextual visuals* third most, *video-only* fourth most and *audio-only* fifth most (least). The quantitative-results were also supported by the qualitative data, as shown below.

S: I prefer video + visuals ... most
I: Second most?
S: Audio + animation
I: Third most?
S: Audio + visuals
I: Fourth most?
S: Video
I: And the last one?
S: Audio... (Subject 10 / Interview)
'I: Which media types do you think help most in MLS?
S: I think all of them are very important and very useful in this programme. I think all of them, but the best, I think, is video. And also visuals are very very important in this programme.' (Subject 1 / Interview)
'Except audio type, four of them much help me' (Subject 9 / Interview) 'I: Which of them do you like most, do you find more useful?
S: Ehh... audio + visual.
I: Audio + visuals. So, this is the one you like most.
S: It improves my listening...' (Subject 8 / Interview)
'I think the first thing is about audio + animation animation. And the second one is video + visual. And the ... the other thing is, I think, not many different between them. The most important is the first one and the second one.' (Subject 6 / Interview)
'I think video + visuals help (more) than the other(s)' (Subject 2 / Interview)

It also became clear that the learners found supplementary contextual visuals in particular those that included 'difficult' and 'salient' features of the input very useful.

S: I think audio and visual.

I: Why?

S: ... it's helpful and make it easier to find the right word. But just if it's difficult not just for make it visual, but if there's some difficult word or a new word, to remind us and to catch a word very well. It's better.' (Subject 3 / Interview)

4.9. Significant Correlations Existed

There were some significant relationships (correlation) between different variables at the .05 level (two-tailed test). The learners who wanted to see *audio-only* in HLE also tended to want to see *video-only*. The learners who wanted to see *audio + supplementary contextual visuals* in HLE also tended to want to see *THs video + supplementary contextual visuals* in HLE. Those who thought that *audio-only* helped improve their listening also tended to believe that *video-only* helped to improve their listening. There were some significant correlations between the learners' characteristics variables and their attitudes at the .05 level (two-tailed test). More male learners and less female learners wanted to see *audio + animation* in HLE and this tendency was significant. Those who did not speak a third language wanted to see more *audio-only*. More female learners and less male learners thought that *audio-only* helped prepare them better for the real world.

There were some significant positive and negative correlations between different variables at the .01 level (two-tailed test) and at the .05 level (two-tailed test). The learners who preferred *THs video + supplementary contextual visuals* tended not to prefer *audio-only* or vice versa in a HLE. The learners who preferred *audio + supplementary contextual visuals* and *audio + animation* tended to not to prefer *Video-only*. The learners who felt confident about learning English also preferred *audio-only*. The learners who felt confident about understanding when listening to English did not prefer *video-only* in a HLE.

5. DISCUSSION

When the available HLEs are reviewed carefully, it will be seen that they mostly feature only one type of (listening) media, e.g. 'Getting the message' (only *audio + visuals*), 'Introduction to a Company' (*video-only*), 'Let's Go and Firsthand Access' (*audio + animation*); although there are some which feature more than one media type ('Beginning Turkish' -*video-only, audio-only*-, Türel, 2002).

In this study, more than half of the language learners wanted to see all listening media types (*i.e. THs video + supplementary contextual visuals, audio + animation, audio + supplementary contextual visuals, video-only and audio-only*) in one HLE although some listening media types are preferred more than the others. The learners thought that the presence of all listening media types in one HLE helped improve their listening, and was effective and motivating in improving listening development. Additionally, the language learners thought presence of all listening media types in one HLE helped better prepare them for the real-world.

The results pedagogically match the findings in the field of learners' ESL learning style preferences (Dun & Dun, 1979; Dunn, 1983; Reid, 1987), as learners are visual, auditory, kinaesthetic or tactile. Therefore, we need to provide different listening media types in one HLE so that it meets the needs of learners who vary in their learning style preferences or have different dominant senses of learning. While, for instance, *audio – supplementary contextual*

visuals listening media type meet the needs of visual learners (and auditory-learners), *audio-only* listening media type meets the needs of auditory learners. Similarly, following *audio-supplementary contextual visuals* listening media type (i.e. *audio + animation*), as in the sample HLE, can meet the needs of tactile- and kinaesthetic learners. The results also psychologically match common sense, as the variety of listening media types in one HLE can avoid boredom and maintain motivation. The results further match the other findings in that learners had preferred '*audio-supplementary contextual visuals listening media type*' more than '*audio-only listening media type*'. The assumption is that most learners are visual in their learning such as Korean, Chinese and Arabic learners (Reid, 1987) as well as most of children (Dunn & Dunn, 1979). By obtaining the results which reveal that the learners want to see all listening media types in one HLE, the findings match the results of different investigations which researched different media types individually. Peter (1994: 203) found, for instance, that 'video is a rich medium that can be included in a programme'.

These mean that providing a variety of listening media types in one HLE can help language learners tremendously during the FLL process, which is very likely to help them on future occasions. At least, this is what the learners of this study think and believe. Due to those reasons, pedagogically, psychologically as well as in terms of FLL, so far mentioned listening media types should and need to be provided in one HLE.

This means that the presence of different listening media types in one HLE would be a positive enhancement of learners' listening development and a better preparation for the real-world. Ultimately, it can contribute to and result in FLL. If such a design (the inclusion of different listening media types in one HLE) can benefit learners in this way, it is assumed that intermediate (and upper intermediate) learners ought to be provided with different listening media types in one HLE. Further investigation might try to uncover what the effects, benefits and contributions of the presence of different listening media types in one HLE to FLL are, relating them closely to learners' proficiency level in listening and other characteristics such as age.

It was said above that it is vital to know which listening media types are preferred more by which group of learners in terms of the production of learning effective HLEs. It was also emphasised that most of the available HLEs feature only one type of media. Moreover, the ones that include more than one listening media type, the number and variety of which are limited, do not give priority to any particular media. From the standpoint of HLE production, it is vital to know which media types are preferred more by which group of learners. Then, we will be able to create better and more learning effective HLEs that can meet the needs of the target learners, contribute to FLL more, and are cost effective.

It should also be noted that, *video-only*, which is preferred fourth most *as a whole*, was taken from the BBC, which means that professionals filmed it. The *THs video + supplementary contextual visuals* format filmed and recorded by the researcher, however, was ranked highest in all cases. Although the *video-only* listening media type had been produced by the experts, the 'quality' production did not appear to have had any 'positive effect' on the learners' preferences.

The results substantiate the findings in the field of FLL (Herron et al., 2002; Ginther, 2002; Al-Seghayer, 2001; Brett, 1997; Secules et al., 1992; Rubin, 1994; Mueller, 1980; Omagigo, 1979;

Arnold & Brooks, 1976; Casambre, 1962; Turel, 2004, 2014). Visuals in general facilitate the understanding of intermediate learners, which is likely to result in FLL. Therefore, the results also match comprehension input hypothesis. In the same way, the results match what pointed out by Peter (1994) in that it is said that relevant information in / around the visuals stage area can be very useful. On the other hand, the results do not match what Peter says, which is based on the results of an experiment conducted with NSs, in that she says that “video window not containing a talking person seemed to work better” (1994, p. 90). It should, however, be re-emphasised that what preferred most here is more than a ‘talking-person’, as it features supplementary contextual visuals.

The results also parallel Brett's findings (1997) in that he found that language learners regard the combination of different learning elements most beneficial, and visuals (i.e. pictures) secondly most. The most preferred three media types (*THs video + supplementary contextual visuals, audio + supplementary contextual visuals, audio + animation*) in this study are the combination of different learning-elements (i.e. audio, still or motion supplementary contextual visuals). Such a combination, which also features visuals, can facilitate recognition, comprehension and learning (Carroll, 1977), which leads to acquisition (Long, 1983; Carroll, 1977, Turel, 2004, 2014). The results are also consistent with the dual coding theory and redundancy hypothesis. Learners preferred the listening media types that consist of more than one element that aims to teach one thing, which provides more paths of recall and is therefore more effective in building recall cues in memory. The results are consistent with other studies (Jones & Plass, 2002; Al-Seghayer, 2001) which show that learners recall better when they are assigned to combined learning elements, and the effects of visuals are much longer for pictorials.

For the production of HLEs for intermediate (and upper intermediate level) language learners, the implication is that priority needs to be given to some listening media types more than the others in one HLE. This would have a positive enhancement of motivation, learners' listening development and on preparation for the real world. Ignoring this implication, however, lead to poor motivation, less comprehension and ineffective learning. The underlying assumption is that attitudes are consistently related to achievement (Masgoret & Gardner, 2003; Linebarger, 2001; Baltova, 2000; Chapelle & Jamieson, 1991). Additionally, learning style preferences, different hypothesis (i.e. *noticing hypothesis*,) and theories (i.e. *the dual-coding theory, the attention theory, the comprehension input theory*), epistemology, senses of human beings, the concern in the field of hypermedia, CALL, and findings (in the field of visuals, FLL, listening media types such as audio, video or optimum digital combination) authenticity, the realities of the real-word and common sense require the use of different listening media types in one HLE for listening comprehension and development as a part of FLL purposes.

Further studies might try to investigate the presence of which listening media types in one HLE are the most effective and beneficial and contribute most to FLL, relating them closely to learners' proficiency level, their learning objectives and other characteristics. Moreover, it is more important to know whether such gains and benefits of listening media types prioritisation in HLEs can be transferred to real-life.

References

- Acha, J. (2009). The effectiveness of multimedia programmes in children's vocabulary learning. *British Journal of Educational Technology*, 40(1), 23-31.

- Al-Seghayer, K. (2001). The effect of multimedia annotation modes on L2 vocabulary acquisition: a comparative study. *Language Learning & Technology*, 5 (4) January, 202-232.
- Arnold, D. J. & P. H. Brooks. (1976). Influence of Contextual Organising Material on Children's Listening Comprehension. *Journal of Educational Psychology* 68, 711-16.
- Beginning Turkish. (1999). *Critical Languages Series*, The University of Arizona, USA.
- Baltova, I. (2000). The Effects of Subtitled and Staged Video Input on the Learning and Retention of Content and Vocabulary in a Second Language' Dissertation Abstracts International, A: The Humanities and Social Sciences, 2000, 60, 10, Apr, 3620-A, IS: ISSN 0419-4209, <http://sun5.csa1.co.uk/htbin/ids60/procskel.cgi>, 3/20/03, 12:42 PM.
- Brett, P. (1997). A comparative study of the effects of the use of multimedia on listening comprehension. *System* 25(1), 39-53.
- Brett, P. (1999). *The design, implementation and evaluation of a multimedia application for second language listening comprehension*. Unpublished Ph.D. thesis, The University of Wolverhampton.
- Carroll, J. B. (1977). On learning from being told. In Merlin C. Wittrock (Eds.) *Learning and Instruction*. Berkeley, CA: McCutchan, pp. 496-512.
- Casambre, A. J. (1962). *The Effect of Certain Variables in Informative Speaking on Listener Comprehension*. Unpublished Ph.D. thesis, Columbus, Ohio State University, 1962.
- Chapelle, C., & Jamieson, J. (1991). Internal and External Validity Issues in Research on CALL Effectiveness. In *Computer-Assisted Language Learning and Testing: Research Issues and Practice* Edited by Patricia Dunkel, 37-60.
- Dunn, R., & Dunn, K. J. (1979). Learning style / teaching styles: should they ... can they ... be matched? *Educational Leadership*, 36, 238-244.
- Dunn, R. (1983). Learning style and its relation to exceptionality at both ends of the spectrum. *Exceptional Children*, 49, 496-506.
- Getting the Message, Irish Technology Ltd. (1990).
- Ginther, A. (2002). Context and Content Visuals and Performance on Listening Comprehension Stimuli., *Language Testing*, Cambridge Scientific Abstracts Internet Database Service.
- Hart, I. (1992). Video, Foreign Languages Teaching and the documentary tradition, *System*, 20(1), 1- 13.
- Herron, C; S. Dubreil, C. Corrie, & S. P. Cole. (2002). A classroom Investigation: Can Video Improve Intermediate-Level French Language Students' Ability to Learn about a

- Foreign Culture? *The Modern Language Journal*, 86, 36-53.
- English for Business -Introduction to a company. The University of Wolverhampton (1994).
Firsthand Access. DynEd International, 989 E. Hillsdale Blvd., Suite 130, Foster City,
CA 94404, Web site: www.dyned.com.
- Jones, L. C., & Jan L. Plass. (2002). Supporting Listening Comprehension and Vocabulary
Acquisition in French with Multimedia Annotations. *The Modern Language Journal*, 86,
546-561.
- Let's Go., DynEd International, 989 E. Hillsdale Blvd., Suite 130, Foster City, CA 94404, Web
site: www.dyned.com.
- Linebarger, D. L. (2001). Learning to read from Television: The Effects of Using
Captions and Narration, *Journal of Educational Psychology*, 93(2), June, 288-
298.
- Long, M. H. (1983). Native Speaker / Non-Native Speaker Conservation and the Negotiation of
Comprehensible Input, *Applied Linguistics*, 127-141.
- Masgoret, A. M. & R. C. Gardner. (2003). Attitudes, Motivation, and Second Language
Learning: A meta-analysis of studies conducted by Gardner and associates, *Language
Learning*, 53(1), 123- 63.
- Mueller, G. (1980). Visual Contextual Cues and Listening Comprehension: An Experiment,
Modern Language Journal, 64, 335-40.
- Norusis, M. J. (1998). SPSS 8.0 Guide to Data Analysis, Prentice-Hall, Inc., New Jersey.
- Omagigo, Alice C. (1979). Pictures and Second Language Comprehension: Do they
help?" *Foreign Language Annals*, 12, 107-16.
- Peter, M. (1994). *Investigation into the Design of Educational Multimedia: Video, Interactivity
and Narrative*. Unpublished Ph.D. thesis (Open University).
- Reid, J. M. (1987). The Learning Style Preferences of ESL Students, *TESOL Quarterly*, 21(1),
87-111.
- Rubin, J. (1994). A Review of Second Language Listening Comprehension Research., *The
Modern Language Journal*, 78, 199-221.
- Secules, T., Carol Herron & Michael Tomasello. (1992). The Effects of Video Context on
Foreign Language Learning, *The Modern Language Journal*, 76, 480-90.
- SPSS Base 7.0 for Windows User's Guide. (1996), USA.
- Tschirner, E. (2001). Language Acquisition in the Classroom: The Role of Digital Video.
Computer Assisted Language Learning. 14(3-4), 305-19.

- Turel, V. (2004). *Design of multimedia software: Investigating the design of some elements of interactive multimedia listening software for autonomous intermediate language learners*. (Unpublished Ph.D. Thesis). The University of Manchester. Manchester, UK.
- Turel, V. (2011). Learners' attitudes to repetitious exposure in multimedia listening software. *The EUROCALL Review*, 19 (September), 57-83,
- Turel, V. (2014). The use and design of supplementary visuals for the enhancement of listening skills in hypermedia. In C. M. Akrivopoulou, & N. Garipidis (Eds.), *Human rights and the impact of ICT in the public sphere: Participation, democracy, and political autonomy* (pp. 268-291). Hershey, PA, USA: IGI-Global. DOI: 10.4018/978-1-4666-6248-3.ch016.
- Turel, V. (2015a). Listening, multimedia and optimum design. In V. Turel (Ed.), *Intelligent Design of Interactive Multimedia Listening Software* (pp. XX-XXXIIV). Hershey, PA: IGI-Global.
- Turel, V. (2015b). Intelligent design of captions in interactive multimedia listening environments. In V. Turel (Ed.), *Intelligent design of interactive multimedia listening software* (pp. 47-74). Hershey, PA: IGI-Global. DOI: 10.4018/978-1-4666-8499-7.ch003
- Turel, V. (2018). Adaptive Hypermedia in Education. In Khosrow-Pour, M. (Ed.), *Encyclopaedia of information science and technology, fourth edition (10 Volumes)*, (pp. 2357-68). Hershey, PA, USA: IGI-Global. DOI: 10.4018/978-1-5225-2255-3
- Turel, V. & Kılıç, E. (2014). The inclusion and design of cultural differences in Interactive multimedia environments. In C. M. Akrivopoulou, & N. Garipidis (Eds.), *Human rights and the impact of ICT in the public sphere: Participation, democracy, and political autonomy* (pp. 245-267). Hershey, PA, USA: IGI-Global. DOI: 10.4018/978-1-4666-6248-3.ch015.
- Türel, V. (2002). Beginning Turkish, *CALICO Journal*, 4, 1-12.
- Zhao, Y. (1997). The Effects of Listeners' Control of Speech Rate on Second Language Comprehension. *Applied Linguistics*, 18(1), 49-68.

APPENDIXES

Appendix I: The learners' pre-exposure-characteristics - questionnaire results (in %)

	Male		Female	
Gender	56.5 %		43.5 %	
Nationality	Libyan : 30.4	Japanese : 10.9	Spanish : 4.3	Kurdish : 2.2
	Saudi : 6.5	Tai : 13	Colombian : 2.2	Mongolian : 2.2
	Syrian : 4.3	Chinese : 8.7	Italian : 2.2	Vietnamese : 2.2
	Estonian : 2.2	Portuguese : 4.3	Bulgarian : 2.2	Israeli : 2.2
Native language	Arabic : 43.5	Spanish : 6.5	Mongol : 2.2	Bulgarian : 2.2
	Japanese : 10.9	Kurdish : 2.2	Russian : 2.2	Portuguese : 4.3
	Chinese : 19.6	Italian : 2.2	Vietnamese : 2.2	Mandarin : 2.2

	11-15 years	16- 20 years	21-25 years	26-30 years	More than 30 years	No answer			
Age group		4.3	23.9	34.8	34.8	2.2			
Any other languages (apart from English and their native language) they speak			No		Yes				
			76.1		23.9				
	1 - 2 years	3 - 5 years	6 - 10 years	More than 10 years	No answer				
The period of learning English	37	26.1	21.7	8.7	6.5				
	Pre-intermediate		intermediate		Advanced				
Their level in English			87		13				
	Pre-intermediate		Intermediate		Advanced				
Their level in listening			100						
Their reasons for learning English	Post-study : 45.7 Job : 21.7 No-answer: 4.3 World language : 26.1 Communication : 2.2								
Computer literacy	Basic User	1	2	3	4	5	Proficient User		
		37	10.9	32.6	17.4	0	No-answer: 2.2		
					No	Yes			
Those who used software for learning a foreign language before					76.1	23.9			
How they feel about learning English	confident	1	2	3	4	5	No-answer	not confident	
		13	21.9	39.1	10.9	4.3	8.7		
	relaxed							not relaxed	
		13	19.6	50	8.7	4.3	4.3		
How they feel about understanding when listening to English	good at it	8.7	26.1	41.3	13	0	10.9	not good	
	confident	8.7	13	41.3	21.7	8.7	6.5	Not confident	
	relaxed							not relaxed	
		6.5	15.2	39.1	21.7	8.7	8.7		
How they feel about improving their listening	good at it							not good	
		6.5	10.9	52.2	15.2	6.5	8.7		
	How they feel about understanding when listening to English	confident							not confident
			6.5	19.6	41.3	17.4	6.5	8.7	
relaxed								not relaxed	
		8.7	19.6	39.1	17.4	8.7	6.5		
How they feel about improving their listening	good at it							not good	
		6.5	23.9	37	19.6	2.2	10.9		
				a lot	often	Sometimes	Occasionally	never	No-answer
	Do they normally study English alone?			10.9	30.4	54.3	4.3		
Do they normally practise listening alone?			6.5	28.3	52.2	8.7	4.3		
Do they want to learn English with computers?			21.7	26.1	32.6	15.2	2.2	2.2	
Do they want to practise listening with comp.?			32.6	26.1	26.1	8.7	2.2	4.3	

Appendix 2: Observations about the priority of media types in one HLE

Subject no / name:

About the priority of media types		
1	They listened to the video-only	
2	They listened to the video-only with visuals	
3	They listened to video + visuals	
4	They listened to video + visuals without visuals	
5	They listened audio + animations	
6	They listened audio + animations without visuals	
7	They listened to audio- only	
8	They listened to audio- only with visuals	

Non-participant observer's name: Signature & Date:

Appendix 3: Questionnaire about the priority of media-types in one HLE

This questionnaire is about the priority of media types in the NewMillennium multimedia-listening software. Please tick the appropriate choices (more than 1 is possible)

N o	Questions	Audio	Audio + Visuals	Audio + Animation	Video	Video + Visuals
1	Which media types do you want to see in listening software?					
2	Which media types do you think help improve your listening?					

3	Which media types do you think help prepare you better for the real world?									
4	Which media types do you prefer in this software mostly? Write 1 (most) - 5 (least)									
5	Which media types in this software do you think improve your listening mostly? Write 1 (most) - 5 (least)									
6	Which media types in this software do you think prepare you for the real-world? Write 1 (most) - 5 (least)									
<i>Questions</i>				<i>SA</i>	<i>A</i>	<i>N</i>	<i>D</i>	<i>SD</i>	<i>DK</i>	
13	All media types (video + visuals, video, audio + visuals, audio + animations and audio) improve listening equally									
<i>Questions</i>								<i>A</i>	<i>D</i>	
14	The presence of all media types in listening software is effective in improving listening development									
15	The presence of all media types in listening software is motivating in improving listening development									
16	The presence of all media types in listening software does not help improve listening									
21	Would you like to add anything about media types									

Your full-name: Thank you very much

To Cite This Article:

Çorakçı, N., & Alagözlü, N. Socio-Cultural And Linguistic Harmonization Of Syrians In Turkey. *Innovations in Language Teaching Journal*, 1(1). 99-109. <https://doi.org/10.53463/innovltej.20240132>

**SOCIO-CULTURAL AND LINGUISTIC HARMONIZATION OF SYRIANS IN TURKEY
SURIYELİLERİN TÜRKİYE'DE SOSYO-KÜLTÜREL VE DİLSEL UYUMU**

Neslihan ÇORAKÇI¹, Nuray ALAGÖZLÜ²

Abstract

Turkey is a country acting as a bridge between two continents Asia and Europa and it connects diverse nations and cultures thanks to its geographical location and political attitude in Middle East. Regarding these facts, Turkey has been a destination for Syrian immigrants for shelter and security reasons after the break of Syrian war in 2011. On arrival, they come across a number of difficulties in adaptation to new social life because of difference between two cultures. The most striking one is the language since it is a necessity to integrate into the target society. It is possible via language to be able to accommodate target society and social life. The purpose of this study is to justify an educational model, which provides new comers with the ability of coping with the possible educational and language matters in Turkey context. However, this model could be adopted in different contexts regarding the necessary changes. Target education model has been invented by revising and adopting the strong and potential sides of the programs asserted before. Inclusive, pluralistic and constructivist implementations have been embraced and celebrated while constructing this model. The base of the education program has been grounded on concepts and attitudes mentioned above. As a result, a language program, which supports the total integration of Syrians by preserving their ethnic identity, has been produced and advised.

Key words: Immigrants' integration; multilingualism; Syrians' integration; immersion programs

¹ Correspondence to: PHD Candidate, Hacettepe University, Ankara, Türkiye, E-mail: neslicorakci@gmail.com, ORCID ID: 0000-0002-7311-4266

² Prof Dr. Hacettepe University, Ankara, Türkiye. E-mail:nurayalagozlu@gmail.com, ORCID ID: 0000-0001-9868-439

Özet

Türkiye, Asya ile Avrupa arasında bir köprü görevi görerek stratejik coğrafi konumu ve Orta Doğu'daki siyasi duruşu sayesinde çeşitli milletleri ve kültürleri birbirine bağlamaktadır. Bu nedenlerden dolayı, Türkiye 2011'de başlayan Suriye savaşı sonrası güvenlik ve barınma arayışındaki Suriyeli göçmenler için önemli bir varış noktası haline gelmiştir. Suriyeli göçmenler, Türkiye'ye geldiklerinde yeni bir toplumsal hayata uyum sağlama konusunda birçok zorlukla karşılaşmaktadır ve bu zorluklar arasında en dikkat çekici olanı dil farklılıklarıdır. Dil, ev sahibi topluma entegre olabilmek ve sosyal ve kültürel hayata katılım sağlamak için vazgeçilmez bir araçtır. Bu çalışma, Türkiye bağlamında yeni gelenlerin eğitim ve dil sorunlarıyla başa çıkmalarını sağlayacak bir eğitim modeli önermeyi amaçlamaktadır. Ayrıca, bu model gerekli değişiklikler yapılarak farklı bağlamlara da uyarlanabilir. Model, daha önce oluşturulan programların güçlü yönleri gözden geçirilerek ve entegre edilerek geliştirilmiştir. Önerilen model, kapsayıcı, çoğulcu ve yapılandırmacı ilkeleri benimsemekte ve temelini bu kavramlar ve yaklaşımlar üzerine inşa etmektedir. Sonuç olarak, bu çalışma, Suriyelilerin etnik kimliklerini koruyarak Türk toplumuna tam entegrasyonlarını destekleyen bir dil programı önermektedir.

Anahtar Kelimeler: Göçmenlerin Entegrasyonu, Çok Dillilik, Suriyelilerin Entegrasyonu, Yoğun Dil Programları

*’ Refugees come across a variety of difficulties and obstacles during the process when they are trying to adopt the new culture in the arrival country. Different terms have been associated to label this process as integration, assimilation and harmonization. While adaptation and assimilation have negative connotation, harmony is a more moderate term which guarantees the refugee’s and the host country’s benefits culturally.

1. INTRODUCTION

Refugees and immigrants are the people who are supposed to displace from one country to another for different reasons like economic, political, educational, cultural, health and the other reasons. Most of the countries in the world has refugees in certain proportions. The number of refugees in the world is roughly 116 million. (Refugee council, 2021). It consists of people who have been forcibly displaced, refugees, asylum seekers and the other groups. The number of refugees in Turkey is undeniable with a number of 4 million, 3,6 of whom just Syrians began to displace in 2011. (The world bank,2121) By 1990, Turkey was not regarded as an immigrant country. (Kirisici, 2007) With the increase of conflict in the Middle East, refugees from Iraq, Iran and Afghanistan started to move through Turkey. Turkey’s being mentioned as an immigrant country dates back to 1990s. However, the vast immigration from Syria began in 2011. The refugees were accommodated into refugee camps through the border cities to Syria like Hatay, Gaziantep, Adana, Mardin and etc. They were presented short termed solutions like accommodation, shelter, nutrition and security. As the span staying in the country gets longer, new policies are necessary to be developed to meet the changing needs of the refugees. After a while, instead of being excluded from the society, they desire to be a part of society in different ways like in educational and cultural arena. One of the AFAD (disaster and emergency management presidency) member in this refugee camps indicated that Syrians living out of refugee camps are more inclined to be a part of host society since they have the chance of interacting with host citizens. (Hoffmann & Samuk, 2016, a) Refugee camps are just a short-term, temporary, quick solutions as an emergency directed response to the needs but it is not possible to regard them as long-term ones.

1.1. Different Integration Policies

Bilingualism has been categorized into separate forms as a function since these forms regard the issues from different perspectives in a table. (Garcia,1997) The weak form of bilingual education appears in forms like submersion, segregationist, transitional, mainstream with foreign language teaching and separatist forms. They all are grounded on the assimilationist view, which supports the notion of monolingualism relatively or limitedly while sometimes doing it implicitly. Submersion class focuses on the instruction in majority language while minority language is not encouraged or embraced. Another example is the transitional form of bilingualism that support minority language to some extent until school age. The students are forced to move to target language after a while. While the home language is embraced at the first phase, it is neglected in the following steps specifically after starting school. The other form is the separatist form of bilingualism, which forces students to get education in minority language out of choice. It is obligatory not optional. As a result, students couldn’t get the chance of acquiring the host country’s language.

On the contrary to weak form, are there strong forms of bilingualism like immersion, maintenance / heritage culture, two-way/dual language, mainstream bilingualism forms. These are all constructed on the notion of biliteracy and cultural diversity. In each of the strong form of bilingualism, bilingualism is emphasized and advocated. Immersion classes aim reaching pluralism and enrichment of cultures. It doesn't devalue or assimilate a society because of its socio-cultural patterns. Heritage language programs are implemented with the target of maintaining the heritage language while adopting to target culture. The balance and advocating immigrant language are essential. With a similar point of view, dual language advocates the equilibrium of both home and host language with a strong curriculum allocated for two different languages with clear cuts. Bekdemir, Kalayci and Alagozlu (2021) conducted a study with teachers who are teaching immigrants, too. They found out that 35% of teachers prefer dual language model, 30% submersion, 30% transitional and 5% immersion program. They focused both pros and cons of these model. They complained about students' illiteracy in majority language prevents students from comprehending the classes. They added that dual language model associates with language problems, decreased motivation, illiteracy, limited time allocation etc. In addition, teachers lack of information about different models and how to implemenet them into practice.

Three basic perspectives shape the notion of integration: Assimilation theory, multiculturalism, structuralism and a new one called as segmented assimilation which were proposed by Algan, Bisin, Manning & Verdier in 2012. Most countries base their sociocultural integration policies of immigrants on the mentioned above perspectives. Assimilation theory is based on the notion of evaluating the host country's culture, language and other patterns superior to the home countries' ethnic values. Gordon (1964) indicates that assimilation starts with acculturation and then penetrates all social fields. Immigrants internalize the host countries' values and norms for the sake of being accepted by the society and the citizens. The output is the internalization of the new culture totally or a marginalized one which bears the neither the home or the host culture's patterns. However, this notion was popular in 1900s. In 1970s, new policies and notions have been adopted to protect both the arriving immigrants' and host citizens' values and judgments. One of the most popular ones is multiculturalism. The practices that form the basis of multiculturalism came to the scene by Glazer and Moynihan in 1970. The third perspective is the structuralism which, is based on the arrival country's social and economic moves to insert immigrants into socio-cultural and economic affairs. The last theory is the segmented assimilation synthesis in which each of the cultures assimilate each other in different rates.

Bilingualism has some other forms like additive and subtractive. These are the opposite view through which it is possible to integrate minority groups. When the second language is acquired without any pressure on immigrants and it is welcomed by minorities, additive bilingualism occurs. It is a humanistic approach, that supports the teaching of target language without devaluating minority language. On the contrary, subtractive bilingualism supports the idea of mono language. The majority language is regarded as superior to immigrant language. As a result, it results in the loss of minority language, self-ethnic identity and cultural patterns. (Landry, Allard and The Berge, 1991)

Refugees come across a variety of difficulties and obstacles during the process when they are trying to adopt the new culture in the arrival country. Different terms have been associated to label this process as integration, assimilation and harmonization. While adaptation and assimilation have negative connotation, harmony is a more moderate term which guarantees the refugee's and the host country's benefits culturally. Turkey opts for the term 'harmonization' which means that the minority group keeps its cultural identity and values but adopt the present culture into the new one to live in harmony. (Hoffmann & Samuk, 2016, b) Boswell (2003) subtitled the main fields into four different

dimensions to keep harmony in the society. The first field is the cultural awareness in the arrival country like being motivated and inclined to learn the host country's language, acknowledging the new host country's traditions, customs, religion, social pattern and respect the social norms. The second item is the social integration which aims to include the refugees into the host country's education system and support them to take part in the mainstream. In addition to education, refugee's welfare level needs to be levelled up via social integration policies and practices. The third practice is the economic integration of refugees in the society: The right to work in a business area in which one is capable of, being employed without favored by employers and getting the same payment for the similar works at which host society's citizens work. The last integration element is the political rights and practices whether they are put into practice for refugees. The political rights could be ranged as the right to vote, elect and to be elected and etc. However, this research will focus on the first two items linguistic and socio-cultural integration of the refugees or immigrants into Turkey. The other subtitles like economic and political issues are not included in the scope of this study.

1.2. The other Applications In other Countries

Countries try to implement laws and practices to overcome the matters associated with the displacement of people for different reasons. Each country has tried to respond to problems in its own context and implemented socio-cultural and educational practices to come up with solutions.

One of the countries is France which is on the second rank after USA with the highest refugee number in Europe. Fina (2019) stated that the language courses for refugees are insufficient quantitatively and qualitatively since they are just 6 months or 1 year. They couldn't learn a quantity of language to integrate into labor market. Moreover, asylum seekers are not allowed to attend or access these language courses since they are regarded as temporary. French government couldn't provide refugees with the necessary language assist.

The number of the refugees in Germany is very high since there is flow especially from Middle East countries to Germany for better living conditions. Nearly 1/3 of new arrivals are children who need to integrate into mainstream in Germany. Cajvan (2020) conducted research about the integration of refugees in education system. She asserted that German government implemented a new schooling system that is called as segregated schools in which refugee background children make up the majority of these schools with a rate of more than 50%. It makes it difficult for refugee children to learn the home language (German) since most of the children are from a different country speaking a different language. Even if the aim is to integrate refugee children into German school system, their attending to a separate school makes it harder to learn German. It is necessary to get them children access to education with natives to be exposed to German in its natural context. As a result, they lack of language skills. Socio-cultural integration is another dimension should be taken into consideration. Constant and Zimmermann (2008) focused on the importance of ethnic identity to make refugees visible in societies. It has 5 different items: Language ability, ethnic self-identification, visible cultural elements, ethnic interaction, and citizenship, as well as locational plans. The ethnic identity of oneself determines the place of a person in society. It is merely possible with the concerns above. It is probable to get refugees almost completely dedicate to home and host culture, norms and practices if they get aware of ethnic identity and self-identification. A study conducted by Algan, Bisin, Manning, & Verdier (2012) about the educational and cultural situations of refugees in Germany. It was revealed that schooling span of woman and man Turkish refugees differ from each other with 9,29 and 9,93 years respectively. When compared with the German citizens who are native, it is 12,11 and 12,55 years. Schooling year of refugees and non-immigrant Germans differ tremendously.

Another country of immigration in Europe is Denmark with a rate of 13.3% of its population. (Danmarks Statistik 2019). Cajvan (2020) indicated Denmark is one of the countries which applies immigration and refugee regulations successfully. Denmark government regulated a different policy than the others. It provides refugees with not only social, economic and political rights, but also forces them to sign a contract to participate in the programs prepared for them. It is a bilateral contract in which refugees and policy makers are responsible for. Kvist (2016) said that with the Integration Education Benefit law, refugees have been under the responsibility of municipalities who would appoint them jobs in line with their qualifications and ability while learning Danish. It provides immigrants with participating in society through labor work. Belgium is another European Union (E.U.) country which is preferred by asylum seekers and immigrants. Bunar (2019) conducted a study that investigates different E.U. countries' educational and social integrational perspectives of immigrants. He indicated that the group with the highest number coming from a non- European Union country is Moroccans and Turkish. However, the students are submerged in monolingual classes. Bilingual teachers are not preferred in class. Instead of bilingual classes, buddy-system that the newly arrived ones are matched with bilingual experienced students to get them integrated in school culture and facilitate interaction. Schooling is mandatory for children between 06-18 regardless of she is an immigrant or not. (Fra,2017I) Newly arrived pupils are immersed into classes in mainstream education. According to the report of Unesco (2018), there are two points of views on schooling: Segregated and integrated classes. Refugees have been interviewed from both groups and they have indicated pros and cons of them. The ones in segregated classes like in reception schools feel isolated and complain about the distance from natives. They believe the importance of integration with natives to interact socially and linguistically. The other group that is integrated classes criticize the difficulty of making friends and new contacts because of language differences.

Spain is another country in Europe that is a country of immigrants 12,7 million of its population is comprised of immigrants. (Janta and Harte,2016). The main issue is the decentralization which results in unfixed practices in country since the management is not constructed in one-hand and it depends on autonomous communities. It is hard to regulate a common educational pattern for refugees because of decentralization. Unesco (2018) gathered Spain's refugee educational integration plan into 3 heading as follows: Temporary classes, language immersion class and intercultural class which depend on the autonomous community's initiatives. These three models focus on different styles but on the same goal: To integrate immigrants into educational and social settings. In temporary classes, the aim is to improve refugees' language skills in a short while. Immersion classes provide them with the necessary linguistic and social skills before they totally immerse in mainstream education. The third model takes into consideration not only the language but also the interaction between parents and schools. It regards the parental attendance and mutual exchange of information.

Australia is another popular immigrant country. Armitage (2019) says that it carries out a specified language programs for the children between 5-12 in Intensive English Language Centers. The primary goal is to make children ready for the mainstream programs in 18 months. The government provides children with transportation facilities. For older children, Adelaide Secondary School of English runs a program in which children are transited to mainstream program if they have enough English language qualifications to keep on the host country's mainstream. Shergold, Benson and Piper (2019) conducted a semi-structured qualitative study with refugees and they indicated that some facilities need to be united to respond problems quickly. Most of them are content with the first 2 years after arrival. However, they complain about the distance between English language ability and employment. After taking language classes even if they are not totally equipped with adequate language facility, they begin to work. As a result, they lack the necessary communicative skills to handle the job. They complain about the organizations' being independent of each other. It is a better

to bring services together like language programs and employment programs to make refugees' integration process faster and easier.

2.2. Justified Educational Model

2.2.1. Integration of Refugees in Turkey Context

Regional refugee and resilience plan (2021) published a report about the total integration of Syrians in Turkey socio-cultural life on the issues like their needs, current situation, durable solutions strategies, social cohesion and harmonization, social protection, partnership and coordination accountability framework and education sector. Turkey advocates a harmonization and immersion approach to the integration process apparently. Turkey signed a contract 'National Harmonization Strategy and Action Plan' to guarantee the rights of different groups living in similar conditions. The primary goal is to get immigrants integrated into society with the respect of culture, labor work, educational arena and etc. It is not a unilateral agreement but a reciprocal one in which both the host government and the new arrivals need to struggle to fulfill the requirements and the responsibilities. When most of the practices were inspected in detail in different contexts, it was seen that generally governments without exchanging ideas with the shareholders adopt an integration policy and refugees are supposed to internalize these policies without any objection. Denmark government implemented it successfully by signing a contract with refugees to run in with the regulations implemented for them. It is possible to come together with the government representatives, non-governmental organizations that support the profits of Syrians and before anything else with Syrians who represent different groups like children, females, disadvantaged groups (disable people, old generation, people with health problems, unemployed ones). It is not possible to evaluate the conditions from the perspectives of Syrians and empathize if they are not taken into consideration in the legislative process. Since real interlocutors of practices are Syrians, they need to be negotiated, paid attention and taken into consideration. Such an attitude would provide Turkish government with real problem-solution scenarios, observing the actual matters, negotiating the ideas and connecting theory and practice. Since it is not a short-term issue, it is a must to ground the practices on long-term base.

The second crucial matter is the reception camps which are shift, short term solution oriented and temporary centers serving Syrians. The span spent in these camps should be limited since they inhibit the integration process, slow down the socialization process and interrupt self-reliance of Syrians. The living conditions in reception centers are not suitable for long term. As soon as Syrians are equipped with the basic needs like accommodation, food and health facilitates, they should be inserted in Turkish language classes. Before they embark on the language programs, it is important to group Syrians according to their educational setting as pre-school, primary, secondary, high school and adults. It facilitates the application of language policies and clarify the different groups in need of Turkish language. Mix-language method could be adopted for the new arrivals in language course. It facilitates the comprehension of the new language via Arabic-home language. Dual language bilingual education could be implemented to meet the linguistics needs of learners. It supports both the home and the host language with clear cuts. Curriculum is built regarding both languages on duality and prioritizes the minority language, too. So that they would feel secure and motivated to learn Turkish in addition to preserving national identity. Translanguaging is another alternative to dual language. It has been implemented in different countries to integrate immigrants. The procedure is different. However, it regards the issue from a different perspective in which the input is presented in a language (home or host country's), while the output is asked for in another language than the input language. The issue here is to be able to implement the process properly since it necessitates two different teachers or a teacher, who is specialized both in the home and the host language. Initially forcing them just to learn Turkish would intimidate and demotivate them. It is better to carry out

immersion classes for long-term fundamental outputs. The first year after arrival needs to be allocated for Turkish language classes independent of school and mainstream immersion at least 2 days in a week no matter the education level of Syrians. Even if at least 2 days immersion class seems inadequate, it has a number of advantages on refugees. Syrians feel like a part of Turkish society, integrate in mainstream gradually, getting accustomed to host country's culture, traditions and habits, being exposed to Turkish language in its natural context by teachers and other native Turkish pupils.

When compared to submersion approach, they have the chance of adjusting to new culture gradually and confidently. It is not solely enough to get refugees access to language class and mainstream. Testing is another perspective need to be regarded since assessment and evaluation of the language classes could be implemented and according to the results, new measures should be taken in line with the needs of learners and fundamental revisions could be conducted. According to Common European Framework of Reference (CEFR), six-point scale evaluation could be asserted as an initial point. Even if CEFR has 6-point scale from A1- C2, the first three scaling is sufficient to communicate and interact in the society basically by using the main functions to be able to comprehend simple sentences, ask and answer the questions, have a short contact and talk about routines, write short and simple notes, understand sight words and short sentences, talk about a topic that is out of context and etc. It is called as BICS (Basic Interpersonal Communicative Skills). Baker (1988) indicates that to acquire all these communicative skills, being exposed to language and get language classes are enough. B1 Turkish language level is enough to survive, interact in labor work, getting health care facilities in a hospital, fulfil a specific job and immerse in Turkish society. The functions of the syllabi ascertain the testing instrument and its subfunctions. Testing instrument functions and syllabi functions need to be in line with each other to increase the validity and the reliability of the test. The scope of the tests is based on four language skills: Reading, writing, listening and speaking and they would be organized regarding A1, A2 and B1 Turkish language functions. If the participants are successful in all these three language steps and they desire to get a further Turkish skill to get specialized in a profession-it is called CALP (cognitive, academic language proficiency), it is necessary to go on intensive Turkish classes out of school, in which the medium of instruction is conducted through the target language (Turkish) since the learners have already been specialized in basic Turkish language skills.

While dealing with the immigrant children, it is possible to integrate immigrant families to the system with different ways. Cummins (1996) directed the following question in his framework to empower minority students: 'To what extent minority communities are encouraged to participate in their children's education.?' In practice, teachers play a crucial role in integrating parents into educational process through home activities and involvement of them into classroom. It could be explained with an example: Spanish speaking parents in California came together to discuss their children's poems once in a month. (Ada, 1988) It encouraged both parents and children. They felt more confident and it increased self-esteem. It is possible to make them have a word on their children and education with activities at schools and out of school to comprehend the family background of immigrant children.

2.3. Pedagogical Implications

When the issue is debated in accordance with pedagogical implications, there are a few different ways to supply the demand on human resources while positioning the native Arabic resource properly. The ones who have pedagogical requirements would be charged to teach different disciplines thorough medium of Arabic. Orak and Alagözlü (2020) asserted that the ones who work in refugee camps would be positioned at schools in turn of a small salary not to increase the amount of budget allocated for Syrians. It is a practical way of using the human language resource properly and effectively in

Turkey context with a reciprocal profit. Another issue is Turkish teachers who are already teaching Syrian students without any special education to integrate immigrants into classes. It is possible to provide teachers with in service education to teach how to follow the right paths to reach a full integration. There are about 1 million teachers who work in different educational settings from pre-school to university level and instructors at universities. It is fundamental to prepare an in-service course content in which 3 different models take place as follows given in the table below.

Table1

In-service education phases for teachers

MODULES	THE CONTENT OF THE COURSE	AIM
MODULE 1	The challenges that Syrians come across from their arrival to rest of accommodation	To make teachers and instructors aware of the problems Syrians face
MODULE 2	Different models to integrate Syrians in Turkish society	To get teachers acquainted with different perspectives
MODULE 3	Discussion, probable resolutions to the problems	To get teachers more solution-oriented

Each prospective module is estimated to be 6 hours and would be implemented both through face-to-face courses or distant education (zoom meetings). The courses would supply the necessary information in theory and practice level since teachers are supposed to tackle with the matters related to immigrant students. After the in-service education, teachers would be acquainted with the practices concerning Syrian students. Tyack (1995) suggested 8 different strategies to cope with ethnic, cultural and linguistic diversity. Teachers would focus on strong forms of bilingualism like celebration. Celebration is based on immigrant children's praising in different ways like linguistically, culturally and ethnically. It motivates and increases the feeling of sense of self and self-esteem while valuing the minority groups and its practices.

Another step is to include a course with the name of 'integration of minority groups in the majority culture' in higher education level for all teaching departments as a selective or compulsory class. Prospective teachers, who will graduate and have class with immigrant students in class, would be ready and prepared for the matters he/she will come across. This undergraduate class would cater both to immigrants and teachers, who are the interlocutors of the issue directly.

3. CONCLUSION

The world is globalizing with relocating of different groups with a variety of reasons like economic, political, cultural, accommodation. Different groups come together to make a new whole through preserving cultural ethnic identity and adapting to the target community without losing its own cultural and identical patterns. Even if it seems hard to have a balance between two cultures, it is possible to integrate minority groups with strong versions of bilingual education. Governments' attitudes, policy makers' perspectives to the immigration issue and language policies, arrival countries' citizens' way of evaluation of immigrants even the attitudes of school administrations and teachers are essential while making new policies related to immigrant groups. No matter any reason of immigration, each child, citizen has the right of living under the humanistic facilities, surviving its own ethnicity, language and culture in addition to arrival country's own practices.

References

Ada, A.F., (1988) *Creative reading: A relevant methodology for language minority children*. In L.M.

- MALAVE (ed.), NABE '87. Theory, Research and Application: Selected Papers. Buffalo: State University of New York.
- Algan, Y., Bisin, A., Manning, A. & Verdier, T. (Eds.). (2012) *Cultural Integration of Immigrants in Europe*, UK: Oxford University Press
- Baker, C. (1988). Key issues in bilingualism and bilingual education (Vol. 35). Multilingual matters.
- Bekdemir, N., Kalayci, G., & Alagozlu, N. (2021). Syrian children's perceived integration into Turkish national education system. In W. B. James, C. Cobanoglu, & M. Cavusoglu (Eds.), *Advances in global education and research* (Vol. 4, pp. 1–12). USF M3 Publishing. <https://www.doi.org/10.5038/978195583304>
- Boswell, C., (2003) *“European Migration Policies in Flux. Changing Patterns of Inclusion and Exclusion”*, Cambridge: Cambridge University Press
- Bunar, N. (2019) *Promoting effective integration of migrants and refugees in education*, Published by the European Trade Union Committee for Education: Brussels
- Cajvan, C. (2020). Lessons From Migrant Integration Into European Societies. *European View*, 19(1), 36–44. <https://doi.org/10.1177/1781685820913391>
- Constant, A.F. and Zimmermann, K.F. (2008) Measuring Ethnic Identity and Its Impact on Economic Behavior. *Journal of the European Economic Association*, 6(2–3), 424–433.
- Cummins, J., 1996, *Negotiating Identities: Education for Empowerment in a Diverse Society*. Ontario, CA: California Association for Bilingual Education.
- Fine, S. (2019) *The integration of refugees in France, Policy Department for Economic, Scientific and Quality of Life Policies*
- FRA, Flemish Refugee Action. (2017). Country report: Belgium. European Council on Refugees and Exiles (ECRE).
- Glazer, N. and Moynihan, D.I. (1970) *Beyond the Melting Pot: The Negroes, Puerto Ricans, Jews, Italians, and Irish of New York City*, 2nd, Cambridge:MA, MIT Press.
- Gordon, M. M. (1964) *Assimilation in American Life: The Role of Race, Religion, and National Origins*. New York, Oxford University Press.
- Hoffmann, S., Samuk S. (2016)'' Turkish Immigration Politics and the Syrian Refugee Crisis'' Working Paper Research Division Global Issues, March 2016 ,Berlin
- Janta, B. & Harte, E. (2016). Education of migrant children. Education policy responses for the inclusion of migrant children in Europe. Cambridge: Rand.
- Kirişçi, K. (2014) *“Syrian Refugees and Turkey's Challenges: Going beyond Hospitality”*. Washington, DC: Brookings Institution,
- Kvist, J. (2016). Recent Danish migration and integration policies. ESPN Flash Report 2016/14.

Landry, R., ALLARD, R. and THé BERGE, R.(1991) School and family French ambiance and the bilingual development of Francophone Western Canadians. *Canadian Modern Language Review* 47 (5), 878–915.

Orak, S., D., Alagözlü, N. (2020) Integration Of Syrian Students Into Turkish Education System, *International Journal of Innovative Research and Advanced Studies (IJIRAS)* 7(9)
Refuge Council: How many refugees are there in the world? (2021, October,10). Retrieved from <https://www.refugeecouncil.org.au/how-many-refugees/>

Regional refugee and resilience plan (2021) Country Report, Turkey, TURKEY COUNTRY
CHAPTER 2021-2022

Shergold, P., Benson, K., &Piper, M. (2019) Country Report: INVESTING IN REFUGEES
INVESTING IN AUSTRALIA: The findings of a Review into Integration, Employment and
Settlement Outcomes for Refugees and Humanitarian Entrants in Australia, Australia

The Word Bank: 10 Years on: Turkey continues Its Support for an ever-growing number of Syrian
Refugees. (2021, June, 22) Retrieved from
<https://www.worldbank.org/en/news/feature/2021/06/22/10-years-on-turkey-continues-its-support-for-an-ever-growing-number-of-syrian-refugees>

Tyack, D., 1995, Schooling and social diversity: Historical reflections. In W.D. HAWLEY & A.W.
JACKSON (eds), *Toward a Common Destiny: Improving Race and Ethnic Relations in
America*. San Francisco: Jossey-Bass.

UNESCO, United Nations Educational, Scientific and Cultural Organization. (2018). *Migration,
displacement and education. Building bridges, not walls*. Paris: UNESCO.

To Cite This Article:

Keleş, N., & Aydın Yazıcı, E. (2024). Book Review: “An Introduction to Critical Discourse Analysis in Education” by Rebecca Rogers (2011). *Innovations in Language Teaching Journal*, 1(1), 138–142. <https://doi.org/10.53463/innovltj.20240300>

**BOOK REVIEW: “AN INTRODUCTION TO CRITICAL DISCOURSE ANALYSIS IN
EDUCATION”
BY REBECCA ROGERS (2011)****REBECCA ROGERS’IN “EĞİTİMDE ELEŞTİREL SÖYLEM ANALİZİNE GİRİŞ”
KİTABININ İNCELENMESİ****Neslihan KELEŞ¹, Elif AYDIN YAZICI²****1. INTRODUCTION**

Critical Discourse Analysis (CDA) is a unique approach to examining interactions, allowing for the conceptualization of social and cultural elements through linguistic features and various sign systems. Discourse is the representation of the social world that human beings live in. In this vein, context plays a key role in interpreting the meaning of signs, and analyzing discourse helps figure out the role of language within specific contexts. Simply distinguishing distinct forms is not enough to assign meaning; rather, comprehending the interactional dimensions in discourse is required to reveal the relationship between form and function.

In line with these principles, Rebecca Rogers’ book *An Introduction to Critical Discourse Analysis in Education* offers an in-depth exploration of the intersection of language, context, and meaning, particularly within educational settings. This article reviews Rogers’ work, which delves into how language is shaped by social and educational contexts, focusing especially on the American context. As the editor, Rogers brings together a diverse array of critical education scholars and discourse theorists, creating a comprehensive resource for students and researchers.

The book’s content is structured into three parts: Discourse Analysis, Critical Discourse Analysis, and Multimodal Discourse Analysis each including four chapters. There is one introductory chapter written by the editor and twelve insightful chapters that embrace a broad range of themes such as sign modalities and postcolonial theory to the examination of power relations in education policy. Among the noteworthy contributions are the works of Lakshmanan, Lopéz-Bonilla, and Woodside-Jiron, whose case studies provide theoretical insights as well as practical applications, making them valuable for anyone interested in the dynamic relationship between discourse and education. Other significant chapters, including those by Rowe, Lewis, and Ketter, further explore themes that are central to discourse analysis and ethnography, such as the connection between discourse and action, or the question of how one makes sense and understands, and engages in dialogue in a complex multicultural educational experience.

The contribution of Rogers to the editorial content is observed in this second edition (2011) which builds on the first edition in 2004. This new edition is a must-read for anyone interested in the field

¹ Correspondence to: Lect., Atatürk University, Department of Foreign Languages Education, Erzurum, Türkiye, neslihankeles@trabzon.edu.tr, <https://orcid.org/0000-0002-7614-9317>

² Lect. Trabzon University, School of Foreign Languages, Trabzon, Türkiye, elifaydinyazici@trabzon.edu.tr, <https://orcid.org/0000-0001-6634-1025>

of CDA in education. In her own remarks, the second edition of the book is a product of what Rogers has offered to the readers from her teaching practice on CDA. Rogers applied her teaching experiences to improve the book, realizing that the first edition did not fully assist students, especially the novices. In the second edition, the author restructures the book to introduce CDA gradually, beginning with simple concepts and proceeding to advanced ones such as the analysis of discourse in a multimodal environment. By bridging the gap between the sociology and politics of language and CDA by putting forth more resources, Rogers seeks to broaden the knowledge and interest of students in CDA.

The first edition of the book was reviewed by Maalej (2004) and Bialostock (2006). The second edition was also briefly reviewed by Zheng (2012). This version offers a more comprehensive overview of the chapters along with our critical evaluations.

2. OVERVIEW OF CHAPTERS

The book starts with the editor's general introduction to CDA in education. In this first chapter, Rogers briefly examines the scope, goals, and methodologies of CDA, as well as questions about what constitutes critical, discursive, and analytic CDA.

Part I. Discourse Analysis

The second chapter titled *Discourse Analysis: What Makes it Critical?* by James Paul Gee starts with an intriguing question of what exactly makes discourse analysis critical. In order to give a concrete answer to that question, he distinguishes some key concepts, for instance, 'utterance-type meaning' and 'utterance-token meaning'. The first term refers to the standard meaning of a word, while the latter refers to context-specific, or situated meaning. Gee then moves beyond these meaning tasks by introducing social practices as a third analytical task. He argues that discourse is inherently tied to social structures like politics, power, and hierarchy, making critical discourse analysis a necessary tool for understanding how language shapes societal relations. The author also points out that language is not simply a tool for communication; it is rather a means of 'building' things within society. He outlines seven building tasks—significance, activities, identities, relationships, politics, connections, and sign systems—that serve as frameworks for analyzing how discourse functions in society. The chapter concludes by explaining how discourse goes beyond language, incorporating social behaviors and values into its analysis.

In the third chapter entitled *Narratives of Exclusion and the Construction of the Self*, the author Guadalupe Lopez-Bonilla (2004) analyzes how Mexican high school students create their figured worlds about school and their academic outcomes. Through a longitudinal discourse analysis of student narratives, the study reveals common themes such as struggles with abstract subjects, communication breakdowns between teachers and students, and feelings of alienation due to authoritarian teaching methods. The chapter illuminates how these occurrences extend beyond personal struggles and are located within the social order and understandings of education that help construct student identity and agency. The rich ethnographic understanding of the analysis offers many aspects on how language relates to social order, the social relations emphasis is quite restricted by the cultural context of the research, thus making it very hard to generalize. Nevertheless, it contributes meaningfully to understanding how discourse shapes educational experiences and outcomes.

In Chapter 4, the author Manika Subi Lakshmanan explores Patricia McCormick's *Sold* employing postcolonial theory and CDA to analyze how characters like Lakshmi, a young Indian girl forced to commercial sexual exploitation, are portrayed and consumed in Western literature. This chapter

discusses the global issues of sexual exploitation and argues that books like *Sold* reflect larger socio-political dynamics and power relations in play. While Lakshmanan's analysis strongly establishes connections between discourse, identity, and visual elements, it also questions the limitations of understanding third-world experiences through a Western lens. The integration of CDA with postcolonial theory therefore underlines the need to recognize how literature reflects as well as shapes global power relations.

Chapter 5 called *Figured Worlds and Discourses of Masculinity: Being a Boy in a Literacy Classroom* by Josephine Marsh and Jayne C. Lammers (2004) adopts a CDA perspective to understand how masculinity is constructed and reshaped through figured worlds of high school boys with a special focus on a Mexican American student named Chavo. This chapter describes how Chavo's literacy practices and gender beliefs are restructured through his ambitions to succeed as an athlete. Such a shift in priorities by Chavo -from academics to sports- is in fact affected by social pressures, peer expectations, and changing perceptions of masculinity. While the chapter effectively uses CDA to expose the complex nature of gender identity and literacy, it raises some questions from a critical point of view about how cultural expectations influence the ways students engage academically, particularly the ways boys negotiate school environments.

Part II. Critical Discourse Analysis

Chapter 6 entitled *Semiotic Aspects of Social Transformation and Learning* by Norman Fairclough discusses the criticisms of Critical Discourse Analysis (CDA) for not adequately engaging with learning issues, emphasizing the performativity of spoken and written texts within educational research. This chapter presents the semiotic aspects of social transformation and learning. The term *semiosis* is used by the author to clarify the distinction between semiotic elements and broader discourse constructs. The chapter further indicates that human learning through texts and social interactions is complex while arguing that critical discourse analysis should pay attention to the interrelationships among genres, discourses, and styles in contexts of learning. It also, moreover, emphasizes that structural and interactional aspects of semiotic research in education must be considered together if the validity and usefulness of the research are to be achieved.

Chapter 7 titled *Learning as Social Interaction: Interdiscursivity in a Teacher and Researcher Study Group* by Cynthia Lewis and Jean Ketter presents a longitudinal CDA research that investigates the interactions among teachers and researchers while teaching multicultural young adult literature in a rural middle school. The study examines how teachers' conceptions of learning and their interactions with one another develop group learning over four years. Participants included eight European-American teachers and two White male administrators. The following research underlines that individual and collective assumptions about race, identity, and multiculturalism heavily influenced the choices teachers made about which books to use and how to teach them. It reviews the relevant literature on both sociocultural learning theories and critical multiculturalism, underlining in particular the role of social interactions in learning and identity formation. The study applies Fairclough's concept of 'interdiscursivity' to investigate the interaction patterns in a community of practice using data from various sources within the period between June 1997 and April 2000. The dominant discourses coming up are liberal humanism and cultural multiculturalism. On the theme of whiteness, interaction patterns range from polite opposition in early transcripts to interdiscursive moments later. In sum, this research underlines the role of interdiscursivity in shaping understanding and values in learning communities and points to how the genres and voices of participants evolve over time through interaction. This elaborates on a theory of learning via literature within informal contexts.

Chapter 8, *Language, Power, and Participation: Using Critical Discourse Analysis to Make Sense of Public Policy*, by Haley Woodside-Jiron employs CDA to investigate public policy and the speeches of policymakers, particularly focusing on educational policy legislation related to reading in California. Utilizing Fairclough's framework, the analysis examines texts, discourse practices, and social practices surrounding recent shifts in reading policies, emphasizing that U.S. policymakers are increasingly prioritizing reading education. The chapter outlines data collection methods that include formal and informal policy documents, media articles, and historical events, analyzing legislative texts for vocabulary, grammar, and structural elements. The results indicate that reading policies have undergone radical changes; new information is built upon previous legislation in order to inform understanding. Such an analysis uncovers the issue of specification within policy terminology, points to processes of recontextualization concerning instructional materials, and repeats how expert input has an impact on policy consensus. This chapter concludes by reaffirming that texts, discourses, and social practices are at the core of the CDA explanation for the changes of a social and political nature concerning education policy.

Chapter 9 titled *Locating the Role of the Critical Discourse Analyst* by Lisa Patel Stevens explores two emerging trends in the application of CDA within educational research: the examination of public speeches to analyze educational policies and ideologies, and the analysis of close interactions between speakers and researchers, such as teachers and students or parents. The chapter identifies power relationships and respective responsibilities deriving from this research perspective attendant on most qualitative studies in education. The author herein reflects on her role-shifting between her identities as a literacy specialist and a researcher, highlighting how such shifting framed the discursive relationships she encountered, especially with one science teacher by the name of Dawn. Utilizing the CDA frameworks of Gee and Fairclough, the author looked at reflexivity and answerability as two important concepts in investigating the participant perspective within classroom interactions. This kind of analysis revealed deep insights into the participants' beliefs regarding language, literacy, and the behavior of adolescents while demonstrating how CDA is able to reveal complex dynamics within educational contexts. It is concluded that even though CDA may foster learning, its outcomes depend on the quality of relationships between participants and researchers and also on how the research process has been prepared.

Part III. Multimodal Discourse Analysis

In chapter 10 titled *Discourse Analysis and Education: A Multimodal Social Semiotic Approach*, the author Gunther Kress elaborates on his multimodal social semiotic method of critical discourse analysis. He claims that both discourse and text are insufficient to describe the intricate meanings involved in the social structuring of education. According to Kress, a multimodal social semiotic offers a more profound conceptualization of the diverse ways in which meaning is produced or learning comes about. In other words, this approach enables us to consider the processes of sign- and meaning-making as forms of learning and to account for all the various modes thro

The chapter entitled *Discourse in Activity and Activity as Discourse* by Shawn Rowe shows how CDA and sociocultural theory can usefully complement each other in order to transcribe speech and activity and analyze them simultaneously. From this perspective, Rowe argues that analysts can capture both the language in use - through CDA - and the emergent activity - through sociocultural analysis. He also offers a new transcription system that includes the activity in itself, detailing how attention to both linguistic and nonlinguistic elements of activity allows for specifying how some discourses are reproduced and granted privilege in local interactions.

In Chapter 12 titled *Mapping Modes in Children's Play and Design: An Action-oriented Approach to Critical Multimodal Analysis*, Karen E. Wohlwend draws on Kressian multimodal analysis and

explores how practices are given meaning and social significance through action without representation with regard to interactions between modes, semiotic practices, and discourses within globalized early childhood classroom ecologies. Her emphasis on gaze as mode points out that meanings are inextricably connected to the ways students look at classroom artifacts and each other. These are ways that emphasis on one or another mode brings into view some of the underlying power relations in play. Wohlwend suggests that early years educators should treat the tangible, mundane aspects of everyday, recognizable classroom events as signifying resources to be leveraged intentionally rather than as random happenings.

In the final chapter of the book, which is entitled *The Discourses of Educational Management Organizations: A Political Design*, Mónica Pini combines Kress's multimodal analysis with Fairclough's critical discourse analysis in order to explore the way in which three EMOs appropriate and represent public education. Through the organizations' websites, their layout, and associated texts, Pini deconstructs the marketing and communication strategies of these companies to expose power relationships and concealed ideologies present in the discursive practices. She goes ahead to argue that critical multimodal analysis can enable the emergence of what she calls 'counterpublics' in challenging corporate discourses and practices so as to democratize and provide better quality public education.

3. CONCLUSION

Rebecca Rogers' book, *An Introduction to Critical Discourse Analysis in Education*, is an important contributor to the interests of both researchers and students for an in-depth investigation of the relationships among language, discourse, and social structure. The book mirrors the understanding of the power of language in educational contexts and how it affects social inequalities. Each chapter adopts various methods and theoretical approaches that highlight how language is used in education and its effect on social structures. The book is an instructive contribution to both education and linguistics researchers, providing an overview of how language shapes social structures.

References

- Maalej, Z. (2005). Book Review: An introduction to critical discourse analysis in education.
- Rogers, R. (2004). *An introduction to critical discourse analysis in education*. Routledge.
- Rogers, R. (2011). *An introduction to critical discourse analysis in education* (2nd ed.). Routledge.
- Bialostock, S. (2006). Review of *An Introduction to Critical Discourse Analysis in Education*, by R. Rogers. *Language in Society*, 35(5), 788–792.
- Zheng, H. (2012). Book review: Rebecca Rogers (ed.), *An Introduction to Critical Discourse Analysis in Education*. *Discourse & Society*, 23(4), 458- 459.
<https://doi.org/10.1177/0957926512450048d>