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FOREWORD

Greetings to all participants,

It is a great pleasure for me to organize the International LET-IN 2023 Conference, in collaboration with Silliman University, Philippines.

With this conference LET-IN R&D Group aims to provide a platform that will bring together theory and practices of innovations in education. The International LET-IN 2023 Conference is organized to provide a high-quality academic platform for the researchers, practitioners and all interested parties in the field of education to promote connections between theory and practice, and explore different perspectives on the implementation of research findings.

We hope that this Conference will prove to be a lively forum for a frank discussion, and that this may be a concrete step in developing a collaborative environment for all participants and the audience for forthcoming innovative studies and projects in education. We also appreciate that this collaboration continues, new partnerships are made from an international stance and that it leads to better understanding of the education field with the insights gained at the conference.

With very best wishes,

On behalf of the Organization Committee,

Prof. Dr. Meltem Huri BATURAY

President of International LET-IN 2023 Conference

Day 1 October 5, 2023				
Time	**Event**	**Room A** **Zoom Link:** https://tinyurl.com/LET-IN-2023	**Room B** **Zoom Link:** https://tinyurl.com/LET-IN-2023	**Room C** **Zoom Link:** https://tinyurl.com/LET-IN-2023
	Moderator	**Ouafa Ouarniki**		
10:00-10:50	**Opening Ceremony**	**Prof. Dr. Meltem Huri Baturay** LET-IN Founding Leader & President Konya Food and Agriculture University, Department of Computer Engineering **Assoc. Prof. Dr. Dave Marcial** Director Silliman University, Dr. Mariano C. Lao Global Studies Center		
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11:00-12:00	**Plenary Talk 1**	Adaptive Support for Technology Assisted Remote Collaboration **Prof. Dr. Kinshuk**		
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	Moderator	**Ouafa Ouarniki**	**Aydan Irgatoğlu**	**Meltem Huri Baturay**
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12:50-13:10		**"Why Are My Students Silent in My Speaking Classes?" A Qualitative Study** Selami Aydın, Serdar Hoşer	**Investigating the Effects of Speak Pal Application on the Intercultural Communaicative Competence of Application** Sevim Emecen & Arif Sarıçoban	**Online Gamification: An Innovative 21st Century Approach that Revolutionized Education in the Era of Technology** Rasha Abdulraheem
13:10-13:30		**UDL in ELT** Karen A. Meza Fernandez	**A Qualitative Study on Foreign Language Enjoyment** Selami Aydın, Ferdane Denkci Akkaş	**Transformative Impact of Educational Technologies on EFL Instruction: Innovations in Lesson Planning, Delivery, and Learner Engagement** Saida Tobbi
13:30-13:50		**Practical Strategies for Classroom Management** Arif Sarıçoban	**Introducing Language Lab for Teaching of English in Technical University, JNTU-H (Telangana)** Bhaskara Rao Chintha	**Globalization of Digitalized feedback vs traditional feedback via AI** Azra Tajhizib & Shailija Vasedua
13:50-14:10		**Flourishing through English: The Transformative Impact of EMI in Higher Education** Ouafa Ouarniki & Barkat Turqui	**The Use of Mobile Technology by Instructors** Aydan Irgatoğlu	**EFL Learners' Intercultural Communicative Competence: L2 Attitudes and Tele-collaboration in EFL Learner's ICC Development and Intercultural Sensitivity** Mohammad Ahmadi Safa & Bahare Nasiri

Day 2 October 6, 2023			
Time	**Event**	**Room A** **Zoom Link: https://tinyurl.com/LET-IN-2023**	**Room B** **Zoom Link: https://tinyurl.com/LET-IN-2023**
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	Moderator	**Ouafa Ouarniki**	**Cağdaş Erbaş**
11:00-11.20	**Concurrent Session 3**	Nursing Students' Perceptions and Experiences of Virtual Simulation Games in Nursing Education Aris Kendell R. Bungabong	**Exploring the Digital Feedback Revolution via AI** Kaveh Jalilzadeh & Azra Tajhizi
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11.40-12.00		**Cheating Practices during Online Assessment: A Review of Related Literature** Jan Cynth L. Palama	
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	Moderator	**Gurur Saylan**	**Ouafa Ouarniki**
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	Moderator	**Nermin Punar Özçelik**	**Meltem Huri Baturay**	**Imane Tiaiba**
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THE EFFECT OF LEARNING COMMUNITY AND SOCIAL CONNECTEDNESS ON COURSE SATISFACTION AND SELF-DETERMINED NEEDS

Aydan IRGATOĞLU
Ankara Hacı Bayram Veli University, School of Foreign Languages, Ankara, Türkiye

Abstract

The current study sought to establish if online students' self-determined need fulfillment and feeling of community influenced their satisfaction with online courses. The sample included 250 students from preparatory schools who were studying online during the earthquake in Türkiye. Students responded to online surveys about their feeling of community, self-identified needs, as well as online satisfaction with the program. According to the study findings, social connectivity and learning community both strongly predicted self-determined needs. It was established that to have a satisfying learning experience and meet their needs, students who attend courses online need learning communities and social connectivity.

Keywords: Learning community, social connectedness, self-determined needs

INTRODUCTION

Distance-learning programs can give learners more autonomy, independence, and freedom of choice; yet, retention in online education is poorer than in traditional classroom instruction (Muljana & Luo, 2019). When compared to students who attended classes in person, the online students studying at universities declared satisfaction with needs (Wang et al., 2019), a lower feeling of community (Wighting et al., 2008), and satisfaction with online courses (Filak & Nicolini, 2018). Several research studies have been conducted by using the Self-Determination Theory (SDT) framework to find out the significance of establishing a community and satisfying the needs of learners in traditional educational contexts (Jang et al., 2009; Sher, 2009; Tian et al., 2016). Just a few studies (Hsu et al., 2019; Wang et al., 2019) have attempted to look at these interactions in online contexts. Considering the needs of pupils and the feeling of community during online education is especially important at times when learners are unable to participate in the classroom due to unforeseen circumstances. Learners felt alienated, stressed, and sensitive during online learning (Clinton, 2020). Psychological requirements and

a feeling of community need to be investigated thoroughly to make sure online educational environments offer safe and satisfying experiences for learners.

The current study sought to establish if online students' self-determined need fulfillment and feeling of community influenced their satisfaction with online courses. A more thorough understanding of how these variables interact can point to areas where institutions and instructors might increase student satisfaction with online instruction (Peters et al., 2020). While this is relevant to undergraduate learners who weren't interested in pursuing online education, it may also have ramifications for learners who prefer to learn online once colleges restore both traditional and virtual teaching alternatives. It is critical to assess the experiences of learners to recognize the merits and weaknesses of potential learning in virtual environments.

Applying the SDT Theory as a framework of this study aims to investigate how learners' connection to society and the learning community, alongside their need fulfillment for relatedness, autonomy, and competence, predicts online instructional fulfillment in the setting of distance education. The results of this research aim to provide improved awareness of the role of community engagement and need fulfillment in increasing how satisfied learners are with their experiences while studying online in academic institutions. Learners have expressed greater discomfort, loneliness, and vulnerability during their distance learning (Clinton, 2020). As a result, academic institutions and other distance education organizations need to recognize how developing community and connection may positively benefit learners during future environments of learning online. The first hypothesis states that social connectedness and learning community will substantially foreshadow self-determined needs. The second hypothesis states that skills and independence will substantially anticipate online satisfaction among learners. The final hypothesis states that self-determined needs of the language learners could mediate the causal link between course satisfaction and the sense of being part of a community.

METHODOLOGY

Research Design

The present study is a cross-sectional descriptive study based on the survey method.

Participants

The present study was conducted with 250 students studying at preparatory schools of state universities. They were studying online during the earthquake in Türkiye. The number of female respondents was 181 (72.4%), while the number of males was 69 (27.6%). The age range of the participants is between 19 – 23.

Data Collection Tools

Three scales were used to collect the data. The first tool was the Classroom Community Scale which was adapted by Rovai (2002). It was used to measure the sense of community by looking into the levels of social connectedness (SC) and learning community (LC). The reliability indices were calculated as .68 for the learning community and .57 for social connectedness. The second tool used was the Balanced Measure of Psychological Needs Scale which was developed by Sheldon and Hilpert (2012) to measure the level of self-determined need satisfaction. It has three sub-dimensions including autonomy (A), relatedness (R), and competence (C). The reliability indices were calculated as .79 for autonomy, .75 for relatedness, and .59 for competence. The last scale used to determine the online learning satisfaction levels was the General Course Satisfaction (CS) scale developed by Strachota (2006). The reliability indices were calculated as .81. The total reliability index of all questionnaires was calculated as .78, which indicates a relatively high level of reliability.

Data Collection Procedure

The data for this study was obtained using the web-based version of the scales. The data was gathered in the framework of the two-semester "General English" course. The respondents were chosen using convenient and snowball sampling models.

Data Analysis

Two mediation investigations were done to evaluate the hypotheses using Hayes' (2017) PROCESS macro for the statistical package SPSS version 3.5. Since PROCESS macro is capable of assessing hypotheses with a single independent variable, two mediation studies were performed.

FINDINGS

The findings are presented in the form of the sub-dimensions. Table 1 shows the correlation coefficients and descriptive statistics for each variable considering 250 participants.

Table 1. Correlations of sub-scales

	α	Mean	Sd	R	C	A	SC	LC
R	.84	29.8	.821	-				
C	.81	30.9	.934	.53***	-			
A	.73	26.5	.612	.56***	.52***	-		
SC	.87	23.8	.419	.36***	.41***	.28**	-	
LC	.81	28.1	.632	.31***	.40**	.35***	.64***	-
CS	.98	25.3	.021	.18*	.22*	.32***	.36***	.68***

*p < .05; **p < .01; ***p < .001.

The first mediation analysis and regression analyses were initially carried out with the learning community as an independent variable, competence, relatedness, and autonomy as mediators, and course satisfaction as the dependent variable.

The findings of these analyses demonstrate that social connectedness strongly predicts competence, relatedness, and autonomy, with modest impact rates. Social connection explained 20% of the variance in relatedness (b =.38, p.001), 25% of the variation in competence (b =.51, p.001), and 15% of overall variance in autonomy (=.29, p.001). Considering the results, it can be claimed that autonomy highly predicted course satisfaction in the aforementioned framework (=.57, p.01). Relatedness (= -.19, p =.41) and competency (= -.10, p =.61) did not substantially predict learners' course satisfaction. Table 2 shows the results of bootstrapping statistics for the first mediation model.

Table 2. The results of statistics for the first mediation model

	Effect	SE	BootLCI	BootULCI
Total effect	.332	.132	.229	.710
Direct effect	.291	.144	.1501	.675
Total indirect effect	.046	.051	-.078	.145
SC >R >CS	-.035	.062	-.079	.054
SC >C >CS	-.019	.032	-.198	.085
SC >A >CS	.090	.001	.013	.176

The first mediation study indicated that, while the indirect impact was substantial, autonomy partially mediated the impact of social connectivity on course satisfaction. Because

none of the other indirect pathways were significant, no further mediators were discovered by the model.

The next mediation analysis was conducted with the community of learning, and mediators of competence, autonomy, and relatedness as independent variables, as well as course satisfaction as a dependent variable. With modest impact sizes overall, the community of learning strongly predicted autonomy, competence, and relatedness. The learning community predicted the greatest variation in competence, accounting for 21% of the variance. The learning community's effect size on autonomy and relatedness was substantial and in the low-moderate range. The community of learning predicted a 15% relatedness variation and an 18% autonomy variance. In this mediation model, the only self-determined requirement that strongly predicted course satisfaction was the autonomy. Competence and relatedness did not predict learners' course satisfaction substantially. Table 3 shows the results of bootstrapping statistics for the second mediation model.

Table 3. The results of bootstrapping statistics for the second mediation model

	Effect	SE	BootLCI	BootULCI
Total effect	.692	.091	.801	1.011
Direct effect	.701	.099	.792	1.098
Total indirect effect	-.002	.037	-.078	.081
LC >R >CS	-.018	.025	-.082	.053
LC >C >CS	-.061	.032	-.134	.017
LC >A >CS	.076	.039	.011	.151

The results of the subsequent mediation study indicated that competence, relatedness, and autonomy were not mediated by the influence of the community of learners on student satisfaction with the course. Because none of the indirect pathways were significant, no further mediators were discovered by the model.

DISCUSSION

This research sought to investigate the links between learner communities, social connectedness, need satisfaction for relatedness, autonomy, as well as competence, and satisfaction with online courses. These linkages were investigated following the earthquake in Türkiye when all universities were forced to change traditional classroom instruction to an online course.

According to the first hypothesis, learning community and social connectivity would strongly predict self-determined demands. This prediction was validated by the findings, which showed that community of learning and social connectivity both strongly predicted each of the self-determined demands with modest effect sizes. According to the works of literature, supportive of independent learning communities boosts learners' self-determined need fulfillment (Vansteenkiste et al., 2020). Additionally, these findings corroborate meta-analyses which indicate that autonomous settings estimate satisfaction with needs for competence, autonomy, and relatedness (Slemp et al., 2018) and that autonomy-supportive social contexts foster relatedness and competence as well as autonomy (Vansteenkiste et al., 2020).

The community of learners most substantially predicted competence, as well as autonomy and relatedness. When learners believe they are a member of a community of learners, they receive assistance in the course, are allowed to pose queries, have a drive to study, and get feedback (Wu & Gao, 2020). This research demonstrates that when learners were provided with encouragement during their educational experience, they developed competency rather than emotions of bewilderment or worry (Hartnett, 2015). Moreover, learners recognize how to develop and feel suitably pushed when instructors provide positive, focused, and honest feedback (Deci & Ryan, 2012). Following the study, this might be one of the reasons why the community of learners predicted competency the most significantly. According to the present findings, when learners feel comfortable in their educational setting, they are more inclined to feel respected and connected to their learning. posing questions and desiring to gain knowledge (Wu & Gao, 2020) can result in increased cooperation and interaction with classmates and lecturers, which may increase relatedness satisfaction among distance-learning students.

The other hypothesis proposed that competence, autonomy, and relatedness need fulfillment would strongly influence online learning satisfaction. The aforementioned hypothesis was substantially validated since, for the learning communities model and social connectivity, only autonomy substantially predicted variance in the satisfaction of learning online. This conclusion contradicted previous studies on need fulfillment and online satisfaction with courses (Filak & Nicolini, 2018), as well as outcomes for students in traditional environments such as enthusiasm, participation, wellness, and contentment (Sun et al., 2019; Ryan & Deci, 2000). The recent findings show that promoting autonomy for learners is critical for distance learning satisfaction. Online learning necessitates more autonomy, independence, as well as adaptability on the part of learners than in traditional educational settings. Moreover, learners who study online and are self-efficient, conscious, and reflective are more inclined to succeed in distance education (Kauffman, 2015). These characteristics are compatible with self-

determined independence. Learners who are autonomous need fulfillment are more likely to be autonomous, relate their actions to their beliefs, and make decisions. These characteristics might have been extremely advantageous for a happy online education with unexpected situations such as earthquakes or epidemics. Competence or relatedness did not account for any meaningful variation in online learning satisfaction. These findings contradict previous studies in face-to-face situations (Ryan & Deci, 2000). This contradiction may represent the difference between online and offline instruction, with online learners reporting poorer competence and relatedness (Filak & Nicolini, 2018).

According to the last hypothesis, each of the self-determined demands would operate as a mediator between online learning satisfaction and social connectivity, as well as between online course satisfaction and the learning community. Only autonomy partially controlled the connection between social connectivity and the satisfaction of course which are held online, lending weight to this idea. This conclusion is congruent with studies from students who attend classes in person, who recognized autonomy as a mediator between learning outcomes and autonomy support including individual well-being, commitment (Yu & Levesque-Bristol, 2020), and both favorable and adverse effects (Garn et al., 2018). Additionally, research on online students has shown that self-determined demands might operate as a mediator between social environments and student results (Hsu et al., 2019). Based on the mediation study, learners' need fulfillment for competence and relatedness could not operate as mediators for social connection and the satisfaction of courses held online. Moreover, no self-identified needs moderated the association between the educational environment and online satisfaction with the course. This result contradicts the General SDT Model (Yu et al., 2018). Whilst well-being as a factor in outcome is distinct from contentment, well-being assessments frequently include contentment as well as the psychological and intentional aspects that makeup well-being (Steptoe et al., 2015). Social connection impacted e-learning pleasure both positively and substantially. This finding corresponds with Richardson et al. (2016)'s meta-analysis, which found a reasonably substantial positive connection between social presence and student happiness. Out of all criteria, the learning environment was the best predictor of satisfaction with the course. This is in line with previous research, which found that well-organized environments for learning with clear interaction and input are critical for online learning satisfaction (Dow, 2008). According to these data, distance education programs in which learning peers and instructors establish an atmosphere in which learners feel protected and directed in their educational journey are the most significant indicators of online course satisfaction.

CONCLUSION

Following the findings of the current study, university students tended to be more contented with the courses they took online when they were part of a learning community, socially linked to their classmates and teacher, and considered their autonomous demands to be fulfilled. The independent demands of competence, relatedness, and autonomy were modestly predicted by students' feelings of community. Creating a social atmosphere with a strong learning community aided in meeting self-identified requirements.

Self-determined demands did not moderate the association between the learning community and online learning pleasure. According to the findings, communicating with teachers and fellow students during the course of education, as well as feeling a part of the learning community, was critical for students' online learning experiences.

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THE USE OF MOBILE TECHNOLOGY BY INSTRUCTORS

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Abstract

To boost teaching efficacy, instructors must make extensive use of mobile technological devices. The aim of this study was to find out the components of instructors' adoption of mobile technology as a learning alternative. The responders were 211 instructors from preparatory schools of universities in Türkiye. The findings revealed that instructors are motivated to include mobile technology in three dimensions, such as effort expectation, hedonic motivation, and routines. This incident demonstrates their readiness to convey their educational talents via technology. It has also been recognized that natural habits of instructors and internal motivation are the motivating forces for incorporating mobile technology as an instructional tool to digital technology.

Keywords: mobile technology, mobile learning, digital technology

INTRODUCTION

The modern educational era is changing by the day. The incorporation of information and communication technology (ICT) into the educational system has resulted in new developments in instructional design and how students learn. This type of technological innovation has led to in a new dimension in which digital teaching strategies have substituted traditional methodologies (Buabeng-Andoh, 2019). The use of digital devices is no longer uncommon, and it is even the practice of instructors to incorporate more effective methods of instruction. Instructors can also use digital tools given by the government and materials purchased online to broaden their teaching approaches. The evolution of technology does not stop there, since the usage of mobile devices has increased the accessibility and breadth of educational resources. This technology is gaining traction and garnering favorable feedback from users of every background and generation. Of course, one of the benefits is that this gadget is light, tiny, inexpensive, and portable (Leem & Sung, 2019). When used alongside internet access, mobile devices are more relevant than previous technologies. It has been shown that 98.9% of those who use the internet in Türkiye utilize tablets or smartphones. This circumstance creates the idea that mobile technology has tremendous potential to design and organize learning via technology. Regardless of appropriate facilities, a query of how instructors can develop

interesting classes using mobile technology emerges. This situation is the result of a substantial educational modification in comparison to the typical technique (Dong & Newman, 2018). Traditional approaches are more successful when instructors are unable to provide adequate educational resources to meet the learning demands instantly. The incapacity of instructors to develop technology-enhanced instruction is attributable to a lack of ICT competencies (Laborda et al., 2020). Simply said, instructors are still unprepared and unconfident about changing their use of digital-based learning. It will inevitably promote a low degree of mobile technology usage among instructors.

Previous research, yet, has revealed that instructors' willingness and acceptance of incorporating mobile technology remains minimal (Khalif, 2018; Testa & Tawfik, 2017). Amazingly, Chiu and Churchill [8] discovered that some instructors are concerned about the impact of mobile technology on their current schedules. According to Leem and Sung's (2019) research, instructors lack confidence in their ability to increase the quality of instruction with technology. This issue is caused by the work environment and culture of the organization, which places less focus on the benefits of mobile technological devices in making education more relevant to pupils.

Some research indicates that instructors are willing to use mobile devices in their methods of instruction. Hu et al. (2020), for example, discovered that performance expectancy, supportive settings, hedonic incentives, and habit are elements that contribute to mobile technology instructors' integration. Some studies analyze aspects like effort expectation, social impact, and financial gain to predict instructors' use of technology for instructional purposes (Perienen, 2020). In this instance, the instructor is a crucial person in transforming the old approach into a more enjoyable technology approach. Learners are going to get more enthused if instructors can devote their full teaching commitment as intended. Previous research (Walker et al., 2020; Powers & Musgrove, 2020) offers various perspectives on the elements influencing instructor acceptability of portable technology in the classroom. This condition also means that the model unified theory of use of technology and acceptance (UTAUT2) proposed by Venkatesh, et al. (2012) still needs to be investigated in terms of electronic acceptability in modern education. The results could vary according to the limits encountered, as well as the ongoing pandemic problem. Based on the issues raised, it is important to do more research to investigate the reality of technological acceptance variables which are predictors of instructors' attitudes and intentions to utilize mobile technology in teaching.

In conclusion, to boost teaching efficacy, instructors must make extensive use of mobile technological devices. The aim of this study is to find out the components of instructors' adoption of mobile technology as a learning alternative.

METHODOLOGY

Research Design

This study is a descriptive study based on the survey method.

Participants

This is a descriptive study which used a quantitative approach. A total of 211 instructors from preparatory schools of universities in Türkiye participated in the study. According to the samples' distribution, 101 instructors (47.8%) are males, while 110 instructors (52.2%) are females. Meanwhile, a total of 21 instructors aged 30 and under (10.0%), 97 instructors aged between the ages of 31 and 40 (45.9%), 99 instructors aged between the ages of 41 and 50 (46.9%), and four instructors aged 51 and more (1.8%).

Data Collection Tool

The tool utilized was derived from Venkatesh, Thong, and Xu's UTAUT2 (2012). This tool has both facial and content validity. 38 items have been identified in the research, with each item being scored on a 5-point scale ranging from 1 (extremely low) to 5 (very high).

Data Collection Procedure

The data for this study was obtained using the web-based version of the scale. The respondents were chosen using a convenient sampling model.

Data Analysis

PLS-SEM was used to analyze the research data. Previously, the collected data was required to undergo two stages: the structural model and the measurement model (Hair et al., 2019). The measurement model is often used to investigate the reliability and validity of the item and every aspect included in the tool. This is an important step since high validity will influence the study's findings. The structural phase was then utilized to investigate the association between UTAUT2 characteristics and major instructors' behavioral intentions.

FINDINGS

In the first step, the level of mobile technology will be discussed considering the findings. According to the descriptive analysis, the degree of mobile technology incorporation has reached a high level (M=3.71, Sd=.54). All UTAUT2 categories are likewise potent with hedonic motivation having the greatest average (M=3.99; Sd=.70), immediately following effort expectancy (M=3.78; Sd=.55), performance expectation (M=3.98; Sd=.63), conditions

for facilitation (M=3.70; Sd=.32) and habit (M=3.77; Sd=.45). Social impact (M=3.56; Sd=.54) and price value (M=3.55; Sd=.32) are two of the lowest aspects, but both nonetheless remain acceptable.

The verification of the measuring model begins with evaluating convergent validity which is an assessment of the variables utilized to indicate an aspect of research (Fornell & Larcker, 1981). Typically, convergent validity is determined through the average variance extracted (AVE) as well as the value of composite reliability (CR). Each model given needs to have an AVE value greater than 0.50 and a CR value greater than 0.70 and (Hair et al., 2019). Furthermore, the loading factor measured for each item surpasses the minimal threshold of 0.60. The present instance demonstrates that each item supplied in the questionnaire is suitable and is organized according to its size. If the coefficient of the loading factor is smaller than that, item abortion has to be taken into account to ensure the study's greater validity (Hair et al., 2019). The findings of this study indicate that no item abortion occurs since every single item has a factor value greater than 0.6. Table 1 summarizes the results of the convergent validity evaluation of the mobile technology integration assessment model.

Table 1. The measurement model

	Cronbach's Alpha	**CR (CR>0.7)**	**AVE (AVE>0.5)**
Performance Expectancy (PE)	.97	.97	.83
Effort expectancy (EE)	.99	.99	.89
Social influence (SI)	.89	.92	.67
Facilitating conditions (FC)	.94	.96	.78
Hedonic motivation (HM)	.98	.98	.86
Price value (PV)	.96	.96	.80
Habit (HT)	.93	.95	.75
Behavioral intention (BI)	.95	.97	.89

Following that, discriminant validity is determined to guarantee that none of the constructs in the research are connected. The outer loading indicator, according to Fornell and Larcker (1981), ought to have a higher value than the link between other constructs. In a nutshell, the square root value of AVE is required to be greater than the current construct's correlation. It is

bigger than the other correlation values below it, according to Table 2. These findings suggest that each dimension in the research satisfied the criterion for discriminant validity.

Table 2. Discriminant validity

	PE	EE	SI	FC	HM	PV	HT	BI
PE	.89							
EE	.67	.93						
SI	.47	.60	.87					
FC	.52	.60	.55	.87				
HM	.62	.65	.54	.67	.92			
PV	.41	.48	.46	.67	.51	.88		
HT	.60	.66	.56	.63	.67	.54	.85	
BI	.56	.66	.48	.59	.66	.51	.72	.93

The three questionnaire variables that are substantially associated with instructors' behavioral intentions to use mobile devices are effort expectation (=0.243, t=3.921, p0.05), hedonic motivation (=0.199, t=3.277, p0.05), and habit (=0.384, t=6.165, p0.05), as shown in Table 3. When the result is p>0.05, four other factors do not indicate a meaningful association with instructors' behavioral intention to utilize smartphones and other mobile devices. Performance expectations (=0.015, t=0.226, p>0.05), social influence (=-0.052, t=0.965, p>0.05), facilitating conditions (=0.047, t=0.836, p>0.05), and price value (=0.086, t=1.950, p>0.05) are the four dimensions. However, according to the study's findings, the dimensions contributed 62.8% to instructors' behavioral intention to utilize mobile technology.

Table 3. Correlations

	Relationship	Std Beta	T-Value	P Value	Result
1	PE – BI	.015	.226.	.822	Not supported
2	EE – BI	.244	3.924	.001	Supported
3	SI – BI	-.052	.965	.332	Not supported
4	FC – BI	.047	.836	.402	Not supported
5	HM – BI	.200	3.277	.001	Supported
6	PV – BI	.086	1.951	.060	Not supported
7	HT - BI	.385	6.645	.000	Supported

DISCUSSION

The acceptability of portable technology adoption by instructors is a key finding in this study. This circumstance offers the appearance that instructors are prepared to navigate the complex world of learning by incorporating components of technology into their instruction. In the past, instructors were used to teaching pupils in computer laboratories or rooms that had technological facilities employing technology like desktops or projectors. Yet, mobile technology gadgets have added an aspect to the educational process, allowing it to take place anywhere, independent of location. These findings demonstrate that instructors are open to any improvements in the teaching that would benefit students and organizations (Chisango, et al., 2020). These findings are in line with those of Perienen (2020), who found that the UTAUT2 characteristics are compatible with influencing customer acceptability of technological integration. Some people are not unfamiliar with mobile devices since they regularly utilize them daily. Instructors emphasize that educators using use mobile technology devices may provide a more relevant learning experience for pupils. Furthermore, instructors' high level of acceptance of mobile technology will increase their willingness to create a more strong, high-quality, and high-tech curriculum (Omar & Ismail, 2020). Undoubtedly, gaining instructors' trust in embracing technology is easier than thought. Most instructors typically have the abilities needed to utilize smartphones, including navigating the internet, accessing resources, chatting electronically, and using other Android apps (Lawrence & Tar, 2018). Instructors will swiftly adapt their technology abilities and convert them more efficiently into instruction when combined with technological pedagogical content knowledge (TPACK) features.

The expectation of performance forecasts that instructors' use of mobile technology will be smoother and will boost everyday work efficiency. Nonetheless, the data demonstrate that

the performance anticipation dimension is not substantially associated with instructors' behavioral intention to utilize mobile technology. The results presented here complement the conclusions of other research, such as Testa and Tawfik (2017), which revealed that employing mobile technology for instructional purposes did not increase instructors' performance significantly. This study also acknowledges that instructors are inconsistent in building technologically driven instructional design, which makes them less inclined to implement innovations in education. UNESCO recommends that the effective use of software for information and communication technologies and gadgets also assist instructors in waking their capacity to use technology (UNESCO, 2018). Indeed, ICT competency must be prepared and taught for each application or program utilized in translating learning goals.

The ease of use of mobile technology devices by instructors is a potent weapon in reawakening instructors' capacity to transfer creative and technological learning. This is correct since the data demonstrate that effort expectation has a major impact on instructors' behavior in intending to utilize mobile technology. Mobile gadgets, according to Al-Mubireek (2020), may deliver high-quality learning. This is because instructors may design multiple teaching tactics and employ mobile technology as the most effective teaching tool. Instructors admit that they are better at ease dealing with mobile technology devices, particularly when it comes to developing learning that is difficult to convey using traditional techniques (Stojšić et al., 2019). Instructors who often use mobile devices will typically have greater wisdom, particularly when it comes to discovering the most recent applications and software. This engagement is intended to have a beneficial influence on how students learn rather than simply adding abilities and expertise in technology (Alharbi et al., 2017). Instructors' ICT competency is not limited to the fundamentals; it may also extend to more advanced technologies. As a result, Kim and Lee (2020) advise instructors to stay up to date on the newest developments from stakeholders, particularly when it comes to implementing new rules linked to technology integration. This condition allows instructors to investigate and refine new pedagogical sciences while also applying them more precisely using mobile technological devices.

There is no arguing that the social context has minimal effect on instructors' technology use. According to the study's findings, the social influence component has no significant relationship with instructors' behavioral intention to utilize mobile technology. This conclusion is consistent with Thongsri et al. (2018), who found it difficult for instructors to gain cooperation from several stakeholders, including students while using mobile learning. Collaboration with the technology sector has led to the implementation of particular agreements

to channel support, such as providing cell phones and internet access to the students who do not have a chance to buy.

There are multiple issues concerning the status of the school's ICT facilities for instructors' usage. The outcomes of this study also reveal that the enabling conditions at the educational institution do not have a significant association with instructors' behavioral intention to utilize mobile technology in regular instruction. In this situation, Omar and Ismail (2020) state that a lack of infrastructure in schools discourages instructors from developing technology-based lessons. The primary cause of instructors failing to increase their abilities to use mobile technology in classrooms is a lack of internet connectivity and technical assistance (Walker et al., 2020; Kılınç et al., 2018). This circumstance appears to be unjust to instructors because their technology's well-being and fundamental requirements are not being met adequately and accurately. Instructors' barriers to using mobile devices in the present research consist of a lack of instructional materials. Still, Menon et al. (2020) recommend that instructors be more creative in using and adapting digital teaching resources on their own.

The implementation of technology in education necessitates a great deal of inner power on the part of the instructor. In simple terms, to develop classroom innovation via mobile technology, instructors must have an extremely high hedonic drive. This is demonstrated when it is demonstrated that the factor of the hedonic drive has a substantial association with instructors' behavioral intention to utilize mobile technology. In the past, Bharati and Srikanth (2018) discovered that hedonic incentive has provided instructors with a rewarding experience using mobile learning approaches. Mobile devices are utilized to generate learning that involves knowledge sharing, debate, and communication with one another as much as feasible. Based on Starkey's findings (2020), involvement with technology will generate a high level of internal drive. İnstructors can also deliver more educational innovations which may favourably improve how students learn via experience. The more instructors investigate and dig for technological expertise, the better they will be at using mobile devices. This circumstance is crucial since instructors' readiness to successfully incorporate mobile technology is seen in high internal motivating settings (Baek et al., 2017). As a result, mobile technology is a wise decision that considerably increases productivity and job quality while also creating feelings that are always favorable.

The cost of a mobile gadget is no longer an impediment to all consumers. This difficulty becomes obvious when the typical user, particularly instructors, already has at least one smartphone or tablet for personal usage or doing daily activities. Furthermore, the data demonstrate that the price value dimension has no significant relationship with instructors'

behavioral intention to utilize mobile technology. The findings of this study are in line with El-Masri and Tarhini's (2017) research, which discovered that the cost of the mobile device was not one of the criteria influencing instructor acceptability of mobile instruction implementation. The study, which involved two nations (the United States and Qatar), revealed that instructors from all over the world have no trouble using their own mobile technology devices for instructional purposes.

According to the research, the price value dimension is becoming more irrelevant to technological acceptability criteria (Tamilmani, 2018). This circumstance happens when any user can purchase a low-cost mobile technology gadget. This mobile technology equipment is free of charge, and providers of telecommunication offer bundles of internet. As a result, instructors should seize this chance to boost teaching quality even further by incorporating more fascinating and captivating activities.

It is difficult to develop an instructor's habit of employing technological devices unless it already exists. According to the results of the study, it can be claimed that the habit dimension had a substantial association with instructors' behavioral intention to utilize mobile devices. This scenario demonstrates how a good habit may pique users' interest and capacity to increase technical abilities, particularly while doing multiple tasks (Zwain, 2019). Meanwhile, Bharati and Srikanth (Bharati & Srikanth, 2018) discovered that technology-enabled instructors will convert their teaching practices online, particularly through educational portals like Moodle. A good habit will also motivate instructors to be proactive in developing excellent instructional materials for use with mobile technology devices.

CONCLUSION

Mobile technology is used by instructors as well as the public. Yet, the computer's benefits are wider in terms of generating a more engaging and imaginative learning experience. As a result, the elements that drive instructors to employ mobile technology in educational settings have been investigated in this study. Three components were discovered to be strongly connected to instructors' behavioral intention to utilize mobile technology for classroom instruction and educational objectives following the elements of UTAUT2. These are effort expectation, hedonic motivation, and habit. As a result, instructors may design a range of instructional tactics employing mobile technology devices without being limited by time place, or static resources.

The most significant result of the current research is that overall mobile technology adoption among instructors is strong. This fact indicates that instructors are well-prepared to exploit the benefits of mobile technological gadgets in any situation. It is proposed that instructors periodically upgrade their ICT abilities by concentrating on current educational

demands. Digital platforms that require abilities and expertise are required. Thus, the utilization of mobile technology is an efficient and flexible effort for instructors to access current technological resources at any time.

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"WHY ARE MY STUDENTS SILENT IN MY SPEAKING CLASSES?" A QUALITATIVE STUDY

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Abstract

Speaking skills constitute a significant issue in English as a foreign language (EFL) context. While speaking constitutes a crucial role and place, it is also problematic for several reasons, such as linguistic, psychological, and teaching methodology-related issues. Considering these problems, students may prefer being silent in their EFL classes. Research also has not reached an agreement on why students stay silent in EFL classes. The current study aims to find the reasons why EFL learners prefer being silent in speaking classes, and their strategies to allay this problem. The sample group of the study was made up of 15 pupils learning EFL at a secondary public school in Türkiye. A background questionnaire, focus groups, interviews, and essay papers were used to collect qualitative data. The findings reached in the study indicate that EFL students suffer from silence owing to various factors: fear of negative evaluation, perceived proficiency, personality type, and teaching content. On the other hand, they use several strategies to overcome their silence and expect some solutions from others. The study proposes that EFL instructors should pay attention to silence-arousing matters, their influences on students, and the tactics to overcome silence in their classrooms.

Keywords: English as a foreign language; speaking; silence; qualitative research

INTRODUCTION

For several reasons, speaking skills constitute a crucial issue in English as a foreign language. First, speaking can strengthen mastering new words, grammar rules, or language functions, such as asking for clarification, expressing an opinion, and agreeing and disagreeing with the interlocutor. It fosters interactional efficacy; instructors want learners to be able to speak the language easily and accurately as soon as possible. Learners attach importance to speaking skills in their learning since it is the dynamic use of language to convey meaning. Second, speaking provides learners an opportunity to practice the language they are learning. Conversations with people require them to use tools then they cannot acquire through reading,

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writing, and listening. The way to acquire these tools is to communicate as much as possible. It is an ultimate communication tool that helps learners express their ideas, thoughts, feelings, and emotions to others (Amoah S, 2021). Last, speaking allows students to have experimentations with the language they are already familiar with in various topics and contexts to use it to exchange real information (Murad & Jalambo, 2019).

While speaking constitutes a significant role and place, it is also problematic for several reasons. First, the problems are linguistic impediments, the overuse of the native language, and reticence associated with teachers' convictions about speaking and syllabus. Students may find the linguistic structures hard, or using their mother tongue too much can become a habit over time (Savaşçı, 2014). Second, scoring proceedings, ridicule of peers, reluctance to interact, difficulties in pronunciation, cultural aspects, fear of being criticized, the influence of the teacher, psychological matters such as lack of self-esteem, lack of motivation, anxiety, shyness, and fear of making mistakes also hinder learners from speaking up in the classroom. Besides scoring procedures, affective factors also put barriers to speaking (Juniati et al., 2018). Third, inappropriate error correction methods, a heavy emphasis on grammar rules, syntactic differences between the first and foreign language, lack of experience in a foreign country, constrained speaking experiences outside the classroom setting, speaking anxiety, instructors' tendency to use the first language, and dissatisfactory teaching and learning materials are other problematic issues (Çigdem Günes, 2021).

Considering the above-mentioned problems, students may prefer being silent in EFL classes. First, teachers' inclination to use the Grammar-Translation method rather than using interactive methods is one thing for learners not to participate in speaking activities and stay silent. As a result of observing their teacher, learners continue to use their mother tongue. Instructions are mainly Turkish and teacher-centered, while students are passive listeners. Students are allowed to speak their first language and therefore do not try to use their second language. They feel lazy to think and produce sentences in English (Hongboontri, 2021). Second, course books do not give weight to speaking tasks. In the coursebooks, speaking and pronunciation activities are limited, but there are full of too long and uninteresting reading texts. Thus, inadequate speaking activities are inefficient in meeting the learners' needs and interests, and learners cannot find speaking opportunities like role-plays, dramatizing, making dialogues, or interviews and prefer to be silent (Beisenbayeva, 2020). In addition, because of the exams, rather than practicing English, mechanical grammar activities are the focus of the lessons. Their exams have no speaking components; no assessment or evaluation is made on this skill. In the research findings, students pointed out that they could not feel like native-like and competent

speakers as they merely paid attention to learning grammar rules (Aycan Demir Ayaz, 2019). As a result, students find communicative activities unnecessary and a loss of time and are not interested in participating in oral activities. When questions are directed related to speaking activities, they stay silent or do not pay attention. Below is a research synthesis on why EFL learners prefer staying silent in their language classes. However, before presenting the research results, a theoretical framework is drawn.

Theoretical Framework

Speaking refers to the relationship between linguistic competency and teaching strategies (Kayi, 2006) and necessitates the aptitude to collaborate in the process of taking turns (Thornbury, 2005). Speaking can also be described as 'the system of structuring and conveying meaning through the use of oral and nonlinguistic devices in various settings (Chaney, 1998). Some theories related to speaking ability include Behaviorism, Cognitivism, and Socio-cultural theories. First, Behaviorism deeply impacts speaking skills, specifically in North America in the 1940s and 1970s. Skinner (1974) claimed that speaking and listening skills should be prioritized in language learning, and an environment for communication should be created (Skinner, 1974). Second, Cognitivism has an important influence on speaking capability. Children's cognition improves along with their interaction and daily conversations with adults by speaking. The developing cognitive concept is based on communication. For Piaget (1951), language was a system of symbols that were gained in childhood (Piaget, 1951). Cognitivism is also a must for language learners to be taken into account while speaking with interlocutors. Third, Socio-cultural theories are profoundly related to speaking (Vygotsky, 1978). Language development is mainly from social communication between children and adult learners. In supportive environments, learners can get high levels of performance in speaking.

There are also some hypotheses that contribute to speaking in the EFL context. First, Long's Interaction Hypothesis emphasizes the importance of communication in the EFL context (Long, 1996). Learners need not simplified linguistic forms but a chance to interact with speakers and reciprocally comprehend each other. While communicating, speakers understand what they need to do to keep the dialogue going and make the input comprehensible for each other. Second, Krashen's Monitor Model and Input Hypothesis have a crucial effect on the EFL context (Krashen, 1982). When the input learners receive is comprehensible and just above their level, they have good opportunities to communicate easily. When learners are exposed to personally relevant content and understandable by their caregivers or parents, they do not have difficulties interacting with others. Last but not least, Swain's Comprehensible Output Hypothesis is a fundamental contributor to the speaking field. According to the hypothesis,

language production pushes learners to process language more easily. While preparing to speak, learners should be more careful about how meaning is formed through language than they do for the understanding of language. This notion gives more opportunities to engage in spoken output in EFL learning environments (Ortega, 2009).

Research Results

Research shows that teaching methods or strategies have an important effect on student silence in EFL classrooms. For instance, a study carried out by Wu (2019) concluded that teachers could give learners a chance to practice their spoken English by planning a lot of speaking tasks, especially pair work and group discussions to help students overcome reticence in speaking activities. Similar findings were reached in a research conducted by Savaşçı (2014) that investigated the reasons for reluctance in EFL communication classes. In a study concerning the solutions or teaching tactics that can be employed to encourage silent learners' learning, Kandilla et al. (2021) found similar results to previous studies. Teachers used techniques such as learning through digital games, incorporating improvisations into role-play activities, presentations as group products, building a rapport between the teacher and learners, and conducting external praise to deal with the phenomenon of students' silence itself (Kandilla et al., 2021). Moreover, Zafarina (2022) found that teachers' building up learners' self-confidence through learner-centered practices and giving supportive feedback for students' struggles to speak were solutions to prevent silence in their classroom settings and encourage the students to be actively involved in the lesson (Zafarina, 2022). In another study, Juniati et al. (2018) also found that the lecturer could create an excellent tactic for the learners not to stay silent during the speaking activities (Juniati et al., 2018). Last, Hanh (2020) concluded that the teaching method the teachers adopt in class and their selection of teaching materials and activities impose an enormous impact on silence and non-participation while speaking. Teaching methods significantly affected students' in-class performance (Hanh, 2020). In the quantitative study, Hongboontri (2021) aimed to seek reasons for silence and concluded that instructors' dependence on lessons with only and special emphasis on grammar subjects rather than communicative strategies is a major source of quietness among the students (Hongboontri & W., 2021). In one of the studies carried out by Murad and Jalambo (2019), it was also found that using a wrong strategy while controlling the speaking activity, such as giving some students more opportunities to speak than other students was a reason for silence in the classroom (Murad & Jalambo, 2019).

Overview of the Present Study

As previously mentioned, speaking competency is important in the EFL context. Although speaking constitutes a crucial role and place, it is also problematic for several reasons, such as linguistic, psychological, and teaching methodology-related issues. Considering these problems, students may prefer being silent in their EFL classes. Upon reviewing the previous studies about silence in EFL classrooms, it can be inferred that no research has discussed this issue extendedly. Thus, the current study focuses on the reasons why EFL learners prefer being silent in their speaking classes and their strategies to allay this problem. With this concern in mind, the study asks one research question:

- What are the reasons for being silent in speaking classes among EFL learners?
- What are their strategies to overcome being silent in speaking classes?
- What are their expectations to overcome being silent in speaking classes?

METHOD

Research Context

Since this study aims to find the reasons for being silent in EFL speaking classes, it used a synthetic approach and heuristic objective. Moreover, for a better understanding of silence in EFL speaking lessons, data were analyzed synthetically and heuristically (Seliger & Shohamy, 1989). Thus, data were collected from participants voluntarily via structured interviews, essays, and focus group discussions. To this end, the research was organized to be qualitative for a variety of reasons. First, while silence in EFL classes has been a significant topic among investigators, scales, and surveys have been generally used to gather and obtain data. Nevertheless, the data collected using the tools for gathering quantitative data reflect the learners' perception of silence in EFL speaking classes but not their factual and natural points of view and backgrounds from a perspective in realistic settings. Second, researchers generally used structured interviews. They help researchers get specific and in-depth knowledge by talking to the participants in a head-to-head position. Next, essays were used to obtain data. They help researchers get more detailed knowledge about the research question.

Participants

The participants in the research were 15 learners instructed EFL at a secondary public school in Türkiye. They were 7th (n=3 f= 20%) and 8th-grade (n=12 f= 80%) students. The learners' English proficiency levels were at the beginner level per the Common European Framework of Reference. The average for the ages of students was 13.8, ranging between 13 and 14. Of the students, 10 (66.6%) were female, while 5 (33.3%) were male.

Tools

The study used four data-collecting tools. First, a questionnaire was used to collect background data about students' age, gender, classes, and English proficiency levels. Then, five EFL students were involved in focus groups for a discussion about being silent in speaking classes, whereas five students composed essays about their performances and opinions about silence in speaking classes. Last, five students were interviewed about their experiences and opinions regarding silence in speaking classes. The study benefited from focus groups, written essays, and interviews because they helped explain and understand the participants' thoughts about their silence in speaking classes, its reasons, and solutions to solve this problem deeply.

Procedure

Participants in the research were given information about the aim of the research, outputs, and ethical issues. They explained that the research did not have any sociologic and psychologic pitfall and that the findings would be utilized only for scientific research. The participators were informed on ethical issues, and participation in the study was based on voluntariness. Focus group study, written essays, and interviews were utilized to collect and triangulate the data concerning trustworthiness and validity. The questions given below were directed to learners in all three settings. Throughout this process, responses to three main questions were sought:

1. Do EFL learners prefer to be silent during speaking classes? If yes, why?
2. What do they do to overcome this problem?
3. What do they expect to be done to overcome this problem?

Data Analysis

After the design of the questions, interviews and focus group discussions were noted. Next, the data obtained from the data collection tools were analyzed. It is noteworthy to state that the researcher wrote down notes throughout the data collection from interviewees and focus groups. In terms of essays, the papers were examined, and the data were categorized and segmented after students' opinions were transcribed. Since the participants were at the A1 level of proficiency in English, the process of data collection was performed in the participants' mother tongue, which is Turkish. Next, ideas, concepts, and phrases were categorized and transmitted to the three different tables. The data from the three tools were compared to see the similarities and differences. After a comparison of the data that appeared on the tables, the data in the separate tables seemed accurate, saturated, valid, and trustworthy.

Prior to presenting the results, some points are to be made clear. First, as the data were obtained by utilizing qualitative research instruments and techniques, the results mirrored the observable facts and participators' natural beliefs and experiences regarding the research questions rather than their intuitions (Bergman & Coxon, 2005). Second, since the data were

obtained through focus groups, essays, and oral interviews by directing the same question to the individuals in each group, it was presumed that the obtained data described and measured up participators' genuine actions. Last, when the data collected from each group were examined through careful analysis and comparability processes, it was noticed that the findings explained below reflected the data quality within the scope of validity, saturation, and accuracy. Moreover, following the process that consisted of data collection and analysis from three dissimilar groups, data were turned up complete, relevant, and trustworthy amid the process of combining.

RESULTS

Sources behind Being Silent In EFL Classes

Results indicate that EFL students suffer from silence owing to several factors. First, the participators believed that pronunciation was one of the strongest reasons for silence in EFL classes, as shown in the following quote. Moreover, some students believed they had difficulties articulating the target language's correct pronunciation.

> Not knowing how to pronounce the word and the fear of making mistakes while speaking makes me silent during speaking classes.

Second, the participants thought their classmates' mockery was another cause of silence. While they were talking about a topic, some students could make fun of their speech, and it caused them to have silent behaviors. In addition, the participants implied that having low self-confidence caused silence, as stated by one of the participants. They also thought it was not easy to express their opinions and make presentations in class.

> I am afraid to speak English in front of my classmates because I feel as if everyone is looking at me.

The third cause why they stayed silent was their intuitions of the absence of knowledge of grammar and vocabulary to make a sentence, as one of the participants stated. For instance, they stated that they were thinking about which word to choose and which tense to use, which caused long pauses for them while speaking and created impatience for the listeners in the classroom.

> I do not know how to make a sentence. I am confused about words and need a longer time to speak. It causes me to stay silent during speaking classes.

The fourth reason why EFL learners seemed to be silent was anxiety stemming from the corrections by their classmates or teacher. In other words, error corrections and negative feedback could make them more silent. Another reason to be worried had an introverted personality. Last, the topic or content unfamiliar to students was a reason for being silent in the classroom.

Strategies Used to Overcome Silence

The research results show that the participants prefer several tactics. First, they believed that learning vocabulary appeared to be utilized most systematically to overcome silence, as stated by one of the participators. They thought they learned vocabulary from sources such as flashcards, textbooks, online games, and mobile applications.

> I focus on learning vocabulary; I write down vocabulary in my personal notebook and do vocabulary practices.

Second, the participants preferred to do speaking practice with peers, family members, tutors, or on their own. Third, they preferred using technology such as mobile language learning applications, videos, subtitled films, and songs as supportive aids. They also needed these aids to be used more in the classroom by their teachers. Finally, they believed that intrinsic motivation would be helpful in overcoming silence. For instance, they believed that individual efforts could contribute to feeling better in classrooms. Some other strategies used by students were writing diaries, using efficient vocabulary learning strategies, and enrolling in speaking clubs.

Expected Solutions

The findings show that the participants expect several solutions to silence. First, one participant mentioned that respect from their classmates and active listening seemed to be expected most frequently to solve problems.

> I want to be listened to with respect and without mockery when I give a speech about the topic or something else.

Second, the participants needed collaboration with family members. They also believed that communicating with native speakers could help them overcome their problems related to speaking. Third, they wanted extra speaking courses since they believed class hours were insufficient for speaking practice. Finally, some of them believed that school seminars on developing self-confidence and related issues would be effective ways to overcome the problems they experienced in their speaking classes.

CONCLUSIONS AND DISCUSSION

Three conclusions from the study were reported. The first result is that English as a foreign language students stay silent during speaking activities due to several reasons that can be listed as pronunciation, classmates' mockery, low self-confidence, perceptions of lack of grammar and vocabulary knowledge to make a sentence, anxiety stemming from the corrections by their classmates or teacher, having an introverted personality, and unfamiliar topics or content. These factors can be classified as perceived proficiency, fear of negative evaluation by others,

personality traits, and teaching content. The second conclusion is that EFL learners use several strategies to overcome their silence. For instance**,** they generally prefer learning vocabulary, doing speaking practice with peers, family members, tutors, or on their own, using technology such as mobile language learning applications, videos, subtitled films, songs as supportive aids, intrinsic motivation, individual efforts, writing diaries, using efficient vocabulary learning strategies and enrolling to speaking clubs. The third conclusion is that EFL learners expect several solutions. These expectations can be listed as respect from their classmates and active listening, collaboration with family members, communication with native speakers, extra speaking courses, and school seminars on developing self-confidence and related issues to overcome the problems they experience in their speaking classes.

A summarization of the results gained from the research is as comes next. First, the findings seem to correspondent the previous findings indicating that it is the silence of students' inadequate language competency caused by poor pronunciation, lack of vocabulary and grammar knowledge (Hanh, 2020; Hongboontri, 2021; Juniati et al., 2018; Murad and Jalambo, 2019; Savaşçı, 2014; Wu, 2019; and Zafarina, 2022). Moreover, the conclusions of the current study show that anxiety stemming from the corrections by their classmates or teacher was a source of silence, as found that introvert personality or shyness has a significant effect on silence (Hongboontri, 2021; Zafarina, 2022). In addition, the findings of the present study indicate that classmates' mockery is another reason for being silent in language classes (Hanh, 2020; Savaşçı, 2014; Zafarina, 2022). The study also shows that low self-confidence is a prominent phenomenon due to the students' psychological fears, as previously concluded (Hanh, 2020; Hongboontri, 2021; Juniati et al., 2018; Kandilla et al., 2021; Murad & Jalambo, 2019; Savaşçı, 2014; and Zafarina, 2022). Moreover, the study has a correspondent finding to the prior ones showing that unfamiliar topics, monotone, and repeated grammar contents in the textbooks were the sources of staying silent in language classes (Hanh, 2020; Hongboontri, 2021; Wu, 2019; Zafarina, 2022). On the other hand, while Hanh (2020) concludes that teacher methodology might negatively affect silence, this study does not reach a similar finding regarding this factor. In addition, no finding is available regarding the teachers' characteristics, while Hongboontri (2021) notes that EFL teachers' being unfair, critical, and bad-tempered was a cause for students' quietness. Second, although this research reaches parallel findings reported by Hongboontri (2021) who notes that learners themselves and their peers in the classroom, the theme or topic taught is one of the potential causes for silence, not any results in the present study are produced about the classroom environment. In addition, although the current research does not reach any consequence concerning culture, Savaşçı (2013) notes that culture can affect

EFL learners' speaking performance. Third and last, the results of the current studies show that strategies to overcome silence are self-talk, intrinsic motivation or encouraging themselves, practicing more oral language after class, speaking with peers, and interacting with teachers, as found by Wu (2019). On the other hand, while Zafarina (2022) concludes that learners prefer to have friendly English teachers, this research does not indicate a result concerning this expectation. Finally, it should be made clear that the research cited above basically benefited from descriptive and correlational research methods; however, a qualitative research method was adopted in the present study. To put it differently, different from the research that basically gauged students' or teachers' intuitions of silence, this current research concentrated on learners' factual and genuine ideas and experiences. One more difference is that the present study examined the sources of silence, and strategies to overcome silence in the EFL context from holistic and synthetic perspectives, whereas the cited researchers analyzed the elements of silence from an analytical perspective.

Some applicable suggestions concerning the findings obtained in the study are as comes next. Within this scope, EFL instructors should teach how to pronounce words or articulate sounds by modeling and helping their learners to overcome their fear of making mistakes in front of other students. For this reason, teachers should tell their learners that it is natural to articulate sounds or pronounce words incorrectly while learning a foreign language. Moreover, grammar and vocabulary teaching should be supported by using a variety of resources, teaching and learning strategies, vocabulary notebooks, dialog journals, and audio-visuals. They should also support introverted and low self-confident students. To illustrate, they can use reward mechanisms when students show improvement in speaking classes. They can collaborate with academicians, counselors, and professionals to give seminars about low self-confidence, speaking anxiety, and other affective issues causing silence. In addition, teachers should not give negative feedback but use supportive and gentle feedback. Moreover, since class hours are limited at school, students need much more time to practice their speaking skills. Within this scope, English class hours should be increased in the current language teaching programs.

The research has a few limitations. First, the participants in the study were 15 learners educated at a public secondary school in Türkiye. The extent of the research was restricted to the qualitative data gained from focus groups, essays, and oral interviews. The data gained from the research indicated the reasons why EFL students stay silent during speaking classes, the strategies used to cope with silence, and the expected solutions to silence by others.

Some suggestions for further study can be made. First, as the present research results indicate the reasons concerning silence in the EFL context in holistic and synthetic perspectives, further

study may concentrate on each of those elements from an analytical perspective in research such as descriptive, correlational, and experimental designs. Second, as the results show students' factual and genuine thoughts and experiences concerning silence, the findings can be utilized to create some measurement instruments. For those purposes, further research is necessary to determine the degrees of silence in the EFL learning continuum. Moreover, experimental research is required to contextualize how and why possible agents have influenced students' silence and to comprehend the correlations between degrees of silence and demography, inside and outside representatives.

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A QUALITATIVE STUDY ON FOREIGN LANGUAGE ENJOYMENT

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Abstract

Studies on foreign language enjoyment are mostly designed to be quantitative and mixed-method in an analytic approach. However, there is a strong need to understand foreign language enjoyment better, the reasons behind enjoyment, and its effects on foreign language learning in a holistic way. This study aims to examine whether learners experience foreign language enjoyment, the reasons behind it, and its effects on the learning process, and uses qualitative research design in a synthetic approach with a heuristic objective. The study used the focus group discussion technique for data collection from 13 BA students studying English Language Teaching. The results showed that foreign language learners experience foreign language enjoyment at a high level. The study also concluded that foreign language enjoyment among English as a foreign learners is stemmed from using and understanding the target language, learning new things, communicating with native speakers, collaborating with teachers and peers, observing self-progress, sharing the language learning environments with others, and developing friendships. The results also showed that foreign language enjoyment fosters self-confidence, perceived respect from others, and pride, developing communicational and social skills.

Keywords: English as a foreign language; foreign language enjoyment; qualitative research

INTRODUCTION

Emotions are significant in the foreign language learning process (Dörnyei & Ryan, 2015) since they may positively or negatively affect performance and achievement in learning a new language (Shao et al., 2020). However, emotions were neglected in the mentioned context (Dörnyei & Ryan, 2015). First, foreign language learning is conceptualized as a cognitive dimension (Boudreau et al., 2018). In other words, the cognitive perspective dominated foreign language research (Dewaele et al., 2019; Smith, 2017). Second, the current research mainly focuses on the problems impeding the learning process and overemphasizes negative emotions (Boudreau et al., 2018), while the positive aspects have been underestimated (Dewaele &

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MacIntyre, 2014). However, while a predominant focus on the negative side attracted researchers' attention (Dewaele & MacIntyre, 2014) under the impact of Krashen's Affective Filter Hypothesis (Mercer & MacIntyre, 2014), positive emotions became trendy in the foreign language learning context after growing interest in positive psychology (De Smet et al., 2018; Dewaele & MacIntyre, 2014). In other words, research on positive psychology that proposes a complementary approach based on a balance between positive and negative emotions (Peterson, 2006; Seligman & Csikszentmihalyi, 2000) has gained increasing popularity in the last two decades (Dewaele et al., 2019). This paradigm shift resulted in an interdisciplinary perspective including the role of positive emotions in the foreign language teaching and learning processes (MacIntyre et al., 2019). Under this perspective, this period included a relatively limited number of studies that focused on the relationship between well-being and language performance until 2014 (Dewaele et al., 2019). Then, a second period involved a considerable increase in research on recognizing positive psychology in applied linguistics. Then, foreign language enjoyment has become one of the popular research topics in applied linguistics (Dewaele & MacIntyre, 2014). Below, a review of the literature on foreign language enjoyment is presented.

Research Results

There is a growing interest in research on foreign language enjoyment in the national and global context. For instance, studies on foreign language enjoyment in the global context mostly conclude that foreign language learners experience moderate to high levels of enjoyment (Dewaele et al., 2018; Dewaele & Li, 2022; Fathi et al., 2023; H. Li, 2022; Su, 2022). In terms of the sources of enjoyment, there are various studies indicating teacher-related factors (Jiang & Dewaele, 2020), learning environment (C. Li et al., 2021), learning process (Dewaele et al., 2023), authentic interaction (Resnik & Schallmoser, 2019), peer support (Su, 2022), group work (C. Li et al., 2018), attitudes towards the target language (Dewaele et al., 2023), and the levels of proficiency and competence (Dewaele & Li, 2022). Research also showed that enjoyment increased willingness to communicate (Botes et al., 2021; Fathi et al., 2023), engagement (Hosseini et al., 2022), and achievement (Botes et al., 2021; C. Li, 2020).

A limited number of studies conducted in the Turkish context came to similar conclusions. For instance, learners experienced moderate to high levels of foreign language enjoyment (Akkaş et al., 2022; Aydın & Denkci Akkaş, 2023; Kaplan, 2022; Özer & Altay, 2021). The sources of enjoyment were also found to be the classroom environment, teachers' and peers' behaviors and attitudes, and more communicative activities (Kaplan, 2022; Yeşilçınar & Erdemir, 2022). Additionally, more proficient and high-achieving students enjoyed

more learning a foreign language (Aydın & Denkci Akkaş, 2023; Özer & Altay, 2021; Yeşilçınar & Erdemir, 2022).

Research on foreign language enjoyment has mostly benefited from quantitative and mixed-method designs, while qualitative studies are rare (Guo & Qiu, 2022). In one of these studies, Elahi Shirvan and Talebzadeh (2018) used retrodictive qualitative modeling as a research design and worked with eight teachers and one student for each one of the four archetypes they determined for enjoyment and anxiety. They concluded that the archetypes were shaped based on teacher influence, personal aims, and perceiving oneself as perfect, in addition to unpleasant past experiences of failure. In another qualitative research, Elahi Shirvan and Taherian (2022) conducted a case study with one teacher and aimed to interpret the affordances for foreign language enjoyment in the classroom. They found that the teacher did not utilize all the potential affordances in lessons, and this limitation depended on the degree of alignment between the microsystem, which refers to the classroom dynamics and the ecosystem that points to the institutional regulations and policies.

Overview of the Study

As mentioned previously, while emotions are significant in foreign language learning, current research overemphasizes negative emotions. On the other hand, positive emotions have become a trendy research topic in the foreign language learning context after growing interest in positive psychology. Under this perspective, researchers have mainly preferred quantitative and mixed-method research designs to find the levels of foreign language enjoyment and analytic research to examine the relationships between foreign language enjoyment and certain factors such as teacher-student relationships, learning environment, interaction, peer and teacher support, and proficiency in the target language. On the other hand, only two studies used qualitative research design. Those studies focused on enjoyment, anxiety, and affordances for foreign language enjoyment. Furthermore, no qualitative research was performed in the Turkish research context. To conclude, there is a strong need to understand foreign language enjoyment, the reasons behind enjoyment, and its effects on foreign language learning in a holistic way. With these concerns in mind, the current study aims to examine whether learners experience foreign language enjoyment, the reasons behind it, and its effects on the learning process.

METHOD

Research Context

This study that primarily aimed to investigate foreign language enjoyment, sources, and effects was designed with a synthetic approach and heuristic objective. Data were analyzed synthetically and heuristically for a better and deeper understanding of foreign language

enjoyment (Seliger & Shohamy, 1989). Therefore, data were collected directly from participants voluntarily via a focus group discussion. This study is designed to be qualitative since quantitative tools have been mainly used to collect data. Moreover, it is clear that the data collected by the use of the tools for gathering quantitative data reflect the learners' perceptions of foreign language enjoyment but not their actual and realistic opinions and actual experiences from a perspective in realistic settings.

Participants

The participants included 13 4th year students who were studying English Language Teaching at a state university in Istanbul, Turkiye. Only one of them was male, whereas the other twelve were female students. Their age ranged from 21 to 27, and the mean age was 23.4. Finally, they all had C1-level proficiency in English as a requirement of their undergraduate program.

Tools

The study used the focus group discussion technique for data collection. The students participated in the discussion focusing on their feelings about learning a foreign language and the sources and effects of foreign language enjoyment. The rationale behind the administration of one instrument by different researchers was to compare the data by each researcher regarding the validity and trustworthiness of the data. The researchers used focus group discussion to gather data from the participants' perspectives, as their personal opinions and experiences seemed necessary to collect qualitative data. In addition, the study was contextualized to measure learners' actual and realistic opinions and experiences rather than their perceptions. Last, a background questionnaire was also used to collect data about the participants' age and gender.

Procedure

The research was performed following the ethical committee report by the Ethical Committee of Educational Sciences of a state university. The ethical committee report was necessary because it was a must to clarify whether there was an ethical problem or a risk for the participants in the study (Mack et al., 2005). It was also necessary to inform them about protecting their privacy and voluntariness. Thus, they were informed about the purpose and significance of the study, its outputs, and ethical rules. In addition, they were informed that the research did not have any psychological or social risk, and the findings obtained from the study would be used only for scientific purposes.

An online focus group meeting was organized to gather data. Three researchers asked the students to participate in the group discussion. During this process, answers to the following questions were sought:

1. Do they experience foreign language enjoyment during their learning process? If yes, how?
2. What are the reasons behind foreign language enjoyment?
3. What are the effects of foreign language enjoyment?

Data Analysis

Each researcher separately analyzed the data gathered from the focus group discussion. In the analysis process, the researchers independently examined and underlined each statement in detail in accordance with the questions noted above for several reasons. First, it was necessary to collect data about participants' feelings, opinions, and experiences regarding the aspects of the phenomenon in realistic settings (Denzin, 2017). Second, three separate researchers were used to obtain the trustworthiness and validity of the collected data (Patton, 1990). During the process, the researchers took notes, recorded videos, created transcripts, and categories, segmented the data gathered, and analyzed them. Then, each researcher marked passages using code labels and gave each code a name to obtain the indication of the concepts or ideas that underpinned the categories. Next, the numbered topics, and concepts found in the source were listed and transferred to three separate lists by each researcher. After this comparison, the data seemed similar, valid, and trustworthy.

RESULTS

Findings show that EFL learners have foreign language enjoyment. For instance, the participants stated that they liked learning a foreign language and felt happy, good, amused, interested, cool, and successful during studying. In this perspective, they thought they felt engaged, spent qualified time, and had meaningful activities while learning a foreign language. They also stated that learning a language was a hobby for them, a tool to reach their personal goals and achievements, as seen in the following excerpt.

> I compare the assignments I did in my first year with the ones I prepared this year and I get motivated with the improvement I had in English. … I do not consider English as a school subject. I have never felt like this. For example, I remember studying English not only during the exam weeks bet also during summer holidays. … This makes me really happy, and I perceive this as a hobby.

There are several reasons why the participants experience foreign language enjoyment. First, they thought they felt happy when listening to songs and watching movies and serials in the target language. Within this scope, they found watching movies and serials amusing without subtitles in the native language. Second, they thought meeting new and interesting things in the target language was exciting. In this sense, they believed that progress in the target language was a source of enjoyment. Third, they stated that they felt happy when they communicated

with native speakers of English. They also believed that they were happy to know new people thanks to knowing a foreign language, helping others by using the target language, and expressing themselves in another language in certain situations. Third, the participants felt happy when they received help from teachers and peers. For instance, they believed that they felt happy and encouraged when they received help and were supported by their teachers. Moreover, they felt enjoyment when they studied language with their peers. For instance, they stated that they felt comfortable and amused when they studied language with their classmates, as one of the participants mentioned. They also believed that they developed a sense of humor, shared more time, and liked having time with their friends who knew the language. Last, they stated that the environment where they learned and communicated was a reason that made the participants felt enjoyment.

> English enables me to reach a lot more resources such as books, songs than in Turkish. I can read the things for which the Turkish translation is not available. I can reach and understand the artists [actors, singers] who are not Turkish. This means a great variety even on YouTube. It is advantageous to know English when you watch a movie or a series without subtitles or while learning a completely new language.

Foreign language enjoyment positively affects self-confidence, perceived respect from others, pride, and communication and social skills. First, as one student said, the participants stated they had self-confidence and pride while using the target language. They also believed that family members felt proud since they could speak a foreign language. The participants also perceived that they were shown respect by other people since they knew a foreign language. Last, they believed that foreign language enjoyment fostered their social and communicational skills.

> You get more self-confident since knowing an additional language differentiates you from the ones who don't. That is, I feel more self-confident when I speak in English rather than when I speak in Turkish.

CONCLUSIONS AND DISCUSSION

Three main conclusions were found in the study. The first conclusion is that EFL learners experience foreign language enjoyment. In other words, they have positive emotions, engage in activities, create strong relationships during their communication, find language learning meaningful, and feel happy with their achievements during their foreign language learning adventure. The second conclusion is that foreign language enjoyment among English as a foreign learners stems from using and understanding the target language, learning new things,

communicating with native speakers, collaborating with teachers and peers, observing self-progress, sharing the language learning environments with others, and developing friendships. The third conclusion is that foreign language enjoyment fosters self-confidence, perceived respect from others, and pride, developing communicational and social skills.

A summary of the findings obtained from the study is provided below. The results reached in the current study are consistent with the ones obtained from prior quantitative and mixed-method research since it concludes that learners experience moderate to high levels of enjoyment (Akkaş et al., 2022; Aydın & Denkci Akkaş, 2023; Dewaele et al., 2018; Dewaele & Li, 2022; Fathi et al., 2023; Kaplan, 2022; H. Li, 2022; Özer & Altay, 2021; Su, 2022). In a similar way, the findings in the study are parallel to the ones reached in previous correlational research regarding the relationship between enjoyment and certain factor such as teachers (Jiang & Dewaele, 2020), learning environment (Kaplan, 2022; C. Li et al., 2021), learning process (Dewaele et al., 2023), interaction (Resnik & Schallmoser, 2019), peer support (Su, 2022), group work (Li et al., 2018), attitudes towards the target language (Dewaele et al., 2023), and the levels of proficiency and competence (Aydın & Denkci Akkaş, 2023; Dewaele & Li, 2022). The results in the current study are also consistent with the findings obtained in previous qualitative studies regarding teacher influence (Elahi Shirvan & Taherian, 2022; Elahi Shirvan & Talebzadeh, 2018). On the other hand, this study differs from previous qualitative studies since it finds that foreign language enjoyment fosters self-confidence, respect from others, pride, and communicational and social skills. In conclusion, the current study sets apart from quantitative, descriptive, and correlational ones by holistically focusing on foreign language enjoyment, its causes, and effects.

Several recommendations can be noted within the scope of the conclusions reached in the study. First, foreign language teachers should create positive language learning environments and incorporate activities to promote enjoyment among language learners. To achieve this, they should encourage interaction in the classroom settings and create opportunities for collaboration and group activities. Second, gentle and regular feedback seems necessary for learners' sense of accomplishment in supportive settings. Third, foreign language teachers should develop collaboration with school counselors and psychologists to facilitate language learning and foster foreign language enjoyment (Aydın & Denkci Akkaş, 2023). As a final point, it should be noted that the elements of positive psychology should be implemented into teacher education programs (Dewaele & Dewaele, 2020; Gabryś-Barker, 2021).

This study is not without limitations. First, the scope was confined to a qualitative research design that used a focus group discussion technique to gather data. Second, the

participants were restricted to 13 4th year BA students. Further research should focus on cultural and contextual factors that may impact foreign language enjoyment and the relationship between technology and enjoyment. It can also be recommended that qualitative, experimental, and longitudinal studies should be preferred to provide insights into the research on foreign language anxiety.

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AN INVESTIGATION OF USING ARTIFICIAL INTELLIGENCE TECHNOLOGIES INTO EFL CLASSES

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Abstract

This research delves into the dynamic realm of English as a Foreign Language (EFL) education and explores the integration of cutting-edge artificial intelligence (AI) technologies. Within a landscape defined by the rapid evolution of AI, this study offers a nuanced examination of both the potential advantages and inherent challenges posed by the incorporation of AI-driven tools and applications within language learning environments. The study combines a comprehensive literature review, an in-depth analysis of contemporary AI technologies, and an exploration of their tangible applications in the context of EFL instruction. The outcomes of this investigation shed light on the manifold opportunities that arise from embracing AI in EFL instruction, with a distinct focus on bolstering language acquisition, facilitating personalized learning experiences, and fostering innovative pedagogical practices. Furthermore, this study underscores the imperative need to address concerns encompassing data privacy, ethical considerations, and the readiness of educational institutions and instructors to seamlessly adopt AI-driven methodologies. Conclusively, this research emerges as an indispensable foundational resource, catering not only to educators and policymakers but also to the broader community of language education researchers. It serves as a springboard for the exploration of AI's potential in optimizing EFL instruction, simultaneously fostering an in-depth understanding of its far-reaching implications for the future of language education.

Keywords: AI Technologies, challenges, EFL, innovative pedagogical practices.

INTRODUCTION

Over time, machines have evolved to become increasingly intricate, swift in processing, and capable of exhibiting a degree of intelligence. While achieving a level of human-like deduction, inference, and decision-making remains a distant goal, there have been notable advancements

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in applying Artificial Intelligence (AI) techniques and machine learning. Thus, this current study aims to investigate the effective utilization of AI applications for English language teaching and learning, as perceived by secondary-level students. Employing an analytical-descriptive approach, the research reviews and analyzes relevant literature, delineates AI, and outlines strategies for its application in the context of English education. The study encompasses several facets, including AI strategies suited for English instruction, the efficacy of these applications, their practical implementation, and the prerequisites for their integration into English teaching and learning. Additionally, it identifies the training needs from the perspective of the study participants and outlines a proposed plan that encompasses fundamental components, objectives, content, processing methods, and evaluation approaches for the integration of AI applications in the field of English education.

English language education holds a critical position as it serves the fundamental educational objective of enhancing students' global communication capabilities. Proficiency in English is essential at personal, academic, and professional levels. Achieving this proficiency relies on educational programs and methods that cultivate motivation and foster positive attitudes toward language acquisition. It also entails honing communication, teaching, and learning skills. Incorporating AI applications is particularly valuable in facilitating the creation of written content, reinforcing students' sentence construction and text development abilities, and promoting writing and reading proficiency. Furthermore, AI applications contribute significantly to the development of English language skills and effective language communication through intelligent dialog systems. These language enhancement tools encompass a wide array of intelligent resources, dialog platforms, and communication aids, including text generation programs for reading and text extraction tools. The cumulative effect of these tools enriches reading comprehension skills.

Artificial Intelligence (AI) encompasses the endowment of computers with the capability to perform tasks intelligently and mimic human-like behavior. It constitutes a distinct field within computer and information technology, dedicated to the study, design, and development of computer systems that replicate human intelligence. In the context of this study, AI refers to the application of AI systems for English language teaching and learning, with a focus on enhancing the organization and selection of educational content. It serves to diversify learning resources and educational pathways according to learners' proficiency levels. Moreover, AI plays a pivotal role in the refinement of teaching methodologies and assessment techniques by enabling personalized self-study processes and simulation through intelligent expert systems.

HISTORY OF AI

The advent of the 21st century has brought about profound transformations in the educational landscape, revolutionizing the inputs, processes, and outcomes of learning. Artificial Intelligence (AI) applications, often embodied in smart machines, have emerged as transformative agents, reshaping the roles of schools, educators, and students. They are poised to disrupt traditional and virtual modes of interaction within the educational realm. In this evolving educational landscape, educators and students will engage with interactive machines, fostering collaborative learning experiences and facilitating the attainment of educational goals. These intelligent machines serve as dynamic educational platforms, capable of engaging in meaningful dialogues with students, addressing their inquiries, and responding to their reactions. They offer innovative solutions to long-standing classroom challenges such as maintaining student focus, cultivating motivation, accommodating diverse learning needs, and providing support to individuals with special requirements. Furthermore, they present remedies for the complexities of interaction in large classrooms, delivering constructive feedback, elevating student achievement levels, and nurturing positive attitudes toward teaching and learning. The integration of AI applications into the teaching and learning processes directly and positively impacts all these facets of education. Notably, AI was formally recognized in 1956 through the pioneering work of John McCarthy. During its early days, Artificial Intelligence (AI) sparked considerable debate and controversy, particularly around the central question: "Can machines think?" These discussions delved into the distinctions between human intelligence and AI, leading to in-depth inquiries and examinations of AI's capabilities. As a contemporary computer science discipline, AI strives to advance programming techniques that enable machines to perform tasks, to some extent, akin to those carried out by humans in their everyday lives. Its theoretical foundation revolves around the comprehension of human intelligence, encompassing its various patterns and dimensions.

AI is concerned with scrutinizing the cognitive faculties of the human mind in real-world scenarios, with the goal of emulating certain human skills and processes. Subsequently, these mental processes are translated into computer algorithms employed to address intricate problems. A specialized branch of AI, known as 'Expert Systems,' plays a pivotal role in accumulating and scrutinizing human experiences to replicate and apply them within specific domains. These cognitive simulations continually evolve through Expert Systems, adapting to various situations and issues encountered when interacting with AI devices. Ultimately, this evolution contributes to the enhancement of the educational process by generating sound and informed decisions.

METHODOLOGY

The theoretical framework of this study delves into the conceptualization of AI, rationalizes its relevance, examines its broader applications in education, and delves specifically into its utilization in the realm of English language instruction. This exploration aims to elucidate the practical applications of AI in English language education, its significance, and the modalities of its implementation. A comprehensive literature review is conducted to provide a theoretical foundation for the study. The review includes scholarly articles, reports, and academic papers related to AI in education, language learning, and EFL instruction. The methodology applied in this study ensures a nuanced exploration of the advantages and challenges associated with AI-driven tools in EFL instruction. The research outcomes aim to inform educational practices, policies, and future directions in the integration of AI technologies in language learning environments.

HARNESSING THE BENEFITS: THE POSITIVE IMPACT OF INTEGRATING ARTIFICIAL INTELLIGENCE

The significance of these AI applications within the educational context lies in their capacity to cater to the individual needs and abilities of learners, align with their educational preferences, and meticulously monitor each learner's progress. In general, AI offers a dynamic and adaptable approach to teaching English, addressing the individual needs and challenges of each learner while enhancing the overall effectiveness of language education.

PERSONALIZED LEARNING TRACKS: These AI applications encompass tailored learning tracks that accommodate learners at varying proficiency levels. They serve to amplify students' motivation, offering support even in the face of diminished attention spans. Moreover, AI applications provide invaluable feedback that elucidates student achievement levels, pinpointing areas of strength and areas that require improvement within the subject matter. They ensure the seamless integration of curriculum subjects, ensuring logical progression from one section to the next, thereby ensuring learners have mastered one section before advancing to more advanced content.

PROBLEM-BASED LEARNING: AI-powered educational systems can introduce scientific content through problem-based scenarios, allowing students to engage with the material in alignment with their self-guided learning trajectories. Instructors actively oversee this process, providing guidance and feedback to learners.

AI TUTORING SYSTEMS: Furthermore, AI tutoring systems possess the capability to function as replacements for traditional instructors. They are equipped with programs that deliver automated guidance, empowering learners to leverage self-directed learning skills.

TRANSFORMING EDUCATION:

In essence, AI represents a transformational force that transitions education from its traditional, instructor-centered form into an era of automated education facilitated by smart, interactive machines.

Based on the findings of this research, AI has revolutionized the teaching of English by offering numerous advantages. Personalized learning is at the forefront, as AI tailors' content to individual learners, providing exercises and materials that match their specific needs. Immediate feedback, 24/7 accessibility, and gamified elements enhance engagement and motivation. AI helps educators by automating administrative tasks and offering insights into student progress. It also enables accurate language assessment and supports improvements in pronunciation and speaking skills through speech recognition technology. With scalability, cost-efficiency, and inclusivity, AI makes high-quality language instruction accessible to a wide range of learners. It fosters consistency, caters to language diversity, and continuously refines its content based on user interactions. Moreover, AI connects learners globally, promoting collaboration and cultural exchange. In sum, AI optimizes the English language learning experience by addressing individual needs and improving overall instructional quality.

AI APPLICATIONS FOR EDUCATION

AI applications in the realm of education serve the primary purpose of emulating specific human cognitive processes such as learning, critical thinking, and natural language comprehension, utilizing knowledge representation technology. These applications encompass a diverse range of smart systems, with online electronic learning platforms being among the most prominent. The fusion of various AI systems and techniques has led to the creation of these advanced educational tools. Notable components within this ecosystem include Intelligent Tutoring Systems, the utilization of the Internet, hypermedia integration, and the implementation of distance E-education. This collective suite of applications operates cohesively, facilitating continuous improvement across educational input, processes, and outcomes. AI-based educational tools offer dynamic interactions between learners and accessible resources, blending real-world experiences with virtual environments, even enabling the use of virtual laboratories. Furthermore, AI educational applications are characterized by several key elements, including natural language processing programs, machine programming for automated software generation, the incorporation of computerized entities or robots for supplementary educational roles, computer vision through photo sensors, interactive computer games that provide learners with competitive challenges, the integration of expert systems to construct specialized databases for problem-solving, and the utilization of computer-based

learning management systems to deliver instructions, store educational experiences, and facilitate self-directed learning in a technologically advanced environment.

CHALLENGES OF AI INTEGRATION INTO EFL CLASSES

The integration of Artificial Intelligence (AI) into education presents a host of challenges that require careful consideration. Firstly, issues of resource accessibility come to the fore, as not all educational institutions may have the means to adopt and maintain AI technologies, potentially leading to disparities in learning experiences. Data privacy emerges as another prominent concern, with the collection and management of student data by AI systems raising questions about privacy, security, and the ethical use of data. Teacher training is essential for the effective utilization of AI tools, but some educators may resist the incorporation of technology in their teaching methods. Ensuring the quality and accuracy of AI-generated educational content is paramount, as is addressing ethical considerations related to bias in AI algorithms to provide a fair and inclusive education.

Moreover, overreliance on AI could diminish human interaction and affect student engagement and social skills, thereby posing a challenge. The ongoing maintenance and updates required by AI systems may strain educational resources, and their initial implementation can be cost-prohibitive for some institutions. Additionally, there is a need to strike a balance between AI-driven personalized learning and the risk of neglecting individual student adaptability. AI lacks the ability to provide emotional support that human educators can offer, and it may struggle to fully comprehend cultural nuances, leading to potential misinterpretation or insensitivity. Lastly, technical glitches or system failures can disrupt the learning process. Addressing these challenges is paramount to harnessing the potential benefits of AI in education while ensuring a balanced and effective learning environment.

CONCLUSION

In conclusion, this study provides a comprehensive exploration of the integration of Artificial Intelligence (AI) in education, emphasizing both its immense potential and the associated challenges. The advantages of AI in education are numerous, offering personalized learning, immediate feedback, enhanced engagement, and cost-effective scalability. These advantages extend to supporting educators, promoting language diversity, and fostering inclusivity.

However, the journey toward effective AI integration is not without hurdles. Challenges such as resource accessibility, data privacy, teacher training, content quality, and ethical considerations must be addressed. Moreover, the balance between AI-driven education and human interaction, as well as the maintenance and cost of AI implementation, necessitate careful management. Ultimately, this study underscores the importance of a balanced approach,

wherein AI augments rather than replaces human educators, providing a dynamic and inclusive educational environment.

The future of education is undoubtedly intertwined with AI, and addressing these challenges will be key to realizing its full potential and creating a more equitable and effective educational landscape.

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INVESTIGATING THE EFFECTS OF SPEAK PAL APPLICATION ON THE INTERCULTURAL COMMUNICATIVE COMPETENCE OF APPLICATION USERS

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Abstract

Nowadays, more and more people began to use smart phones for other purposes other than communication. The most sophisticated objectives to utilize smart phones are teaching and learning with increasing capacity, and more advanced utilization. By the help of recent mobile technologies, academicians, students, people in business try to learn English and develop their English skills. Mobile Assisted language learning offers a good deal of applications such as Speak Pal, Tandem, Hallo, Speak English, byTalk to people who are willing to develop their speaking skill by practicing speaking English with the people all over the world who have the same ambition. This research aims to investigate whether practicing speaking English on Speak Pal application has effect on the development of users' intercultural communication competency, intercultural awareness, intercultural knowledge and sensivity or not. This study involves 160 participants who use Speak Pal platform actively. The participants are B2 and C1 level English learners coming from different countries such as India, Turkey, Egypt, Iran, Indonesia, Italy, Bangladesh, Malaysia, Azerbaijan, and Uzbekistan. In this study, qualitative research method was adopted. The data were collected through asking open-ended questions to the users of application. According to the study results, it is deduced that Speak Pal has positive effects on the development of intercultural communicative competence, intercultural awareness, intercultural knowledge and sensivity of users.

Keywords: MALL, Speaking Skill, Intercultural Communicative competence

INTRODUCTION

Immense effect of technological developments in all the fields including education cannot be denied. People's learning styles and preferences has been affected by unceasable technological advancements. As a result of these developments, new paradigms emerged in education such as Mobile Assisted Language Learning, Smartphone Assisted Language Learning. Language

learning was removed out of the classroom with the help of Mobile Assisted Language Learning. Eventually learners have the opportunity to decide on the place and time of language learning moreover they have gained automaticity, self-regulation and agency. Nevertheless, language learning is troublesome and sometimes tiresome procedure as in today's globalizing world it is perceived that it necessitates proficiency in four language skills and intercultural communicative competency.

Speaking is not only the most substantial skill but also the most challenging and anxiety provoking one in comparison to other skills as it requires multiple subskills such as intercultural communicative competence. Speak Pal is an English speaking application that supplies the users with free online interaction facilities with the people coming from diverse countries of the world. The eventual objective of the application users benefitting from this application is to practice speaking in order to develop speaking English and overcome the fear of talking. Nevertheless, language and culture so relevant facts that effective communication requires Intercultural Communicative competence. For this reason, Speak Pal also assists to learn about traditions and worldviews of people belonging to other cultures, thus it contributes users to expand their horizon.

LITERATURE REVIEW

EIL

English is not the language of native speakers anymore since all the communities utilize English in order to get in touch with the people in the other side of the world. For this reason, various varieties of English language emerged. EIL emphasizes all of these varieties of English to communicate in cross cultural settings (Sharifian, 2009). The most significant perspective of EIL is to provide the communities from diverse cultures with an opportunity of communication regardless of their country, race, language and religion. The paramount aim of EIL is to ensure effective interaction interculturally.

Intercultural Communicative Competence and Intercultural Awareness

Language ability also involves intercultural communicative competence other than four language skills, grammar, lexical items and pronunciation. ICC not only emphasizes the linguistic competence but also the ability to use the language appropriately in diverse social contexts. Moreover it is not a kind of acculturation as it doesn't require learners to internalize the culture of target country by imitating the natives however it supplies the learners with the awareness of their own identity and identities of diverse cultures in addition to tolerance to the differences.

According to Smith (1976) learners have to acquire the skill of effective intercultural

communication to present their perspectives and not to judge other people's culture. With the help of intercultural communicative competence, learners will avoid from stereotypes and ethnocentric views.

When learners increase their awareness about other communities' products, practices and perspectives, they will develop mutual understanding, respect and tolerance which are the current necessities of globalized world.

According to Pedersen (1988) learners should possess some abilities in order be accounted as individuals with intercultural awareness.

1. Learners should be able to notice the varieties in diverse cultural settings.
2. Learners should be aware of the anxiety that may emerge in cross cultural settings.
3. Learners should be aware of the varieties in verbal and nonverbal communication styles of different cultures.
4. Learners should be aware of the cultural traits of diverse communities.

Mobile Assisted Language Learning

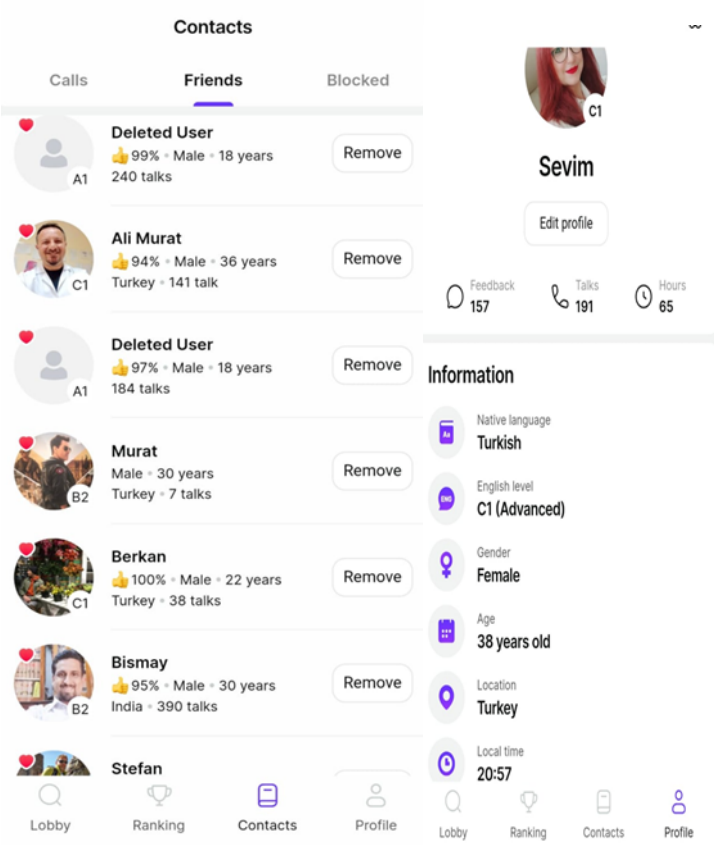
Miangah and Nezarat (2012) claim that Mobile phones have more crucial role than the other communication tools in human life, since humanbeing can benefit from it in order to learn something as well. MALL offers myriads of opportunities for learners to develop their speaking, listening and reading. According to Vesselinov and Grego (2012) Duolingo enhances the language abilities significantly by increasing the motivation of learners. Loewen et al. (2019) assert that the participants who used Duolingo enhanced their Turkish knowledge at the end of the study. Vesselinov (2016) deduced that % 92 of the Babbel users promoted their language level. According to Vesselinov and Grego (2018) % 72 of the italki users increased their speaking skill. Shadiev, Hwang and Huang (2017) revealed that participants' foreign language learning processes developed in favorable ratio with the help of foreign language learning applications. All the milieu of human life has been penetrated by technology. Sharifi, Rostami, Jafarigohar and Zandi (2018) concluded that learners supplied with computer assisted language learning platforms showed more successful language performances than the learners who didn't benefit from such tools.

Speak Pal Application

Technology so promoted that it began to offer online and mobile applications to learners for foreign language learning. These applications are dominantly used for personally or sometimes they may have some qualities that can be used socially (Kukulska-Hulme, 2016). Speak Pal is an English speaking platform in which you can get partners with whom you can practice speaking. You can encounter with lots of partners who are in the same language level with you.

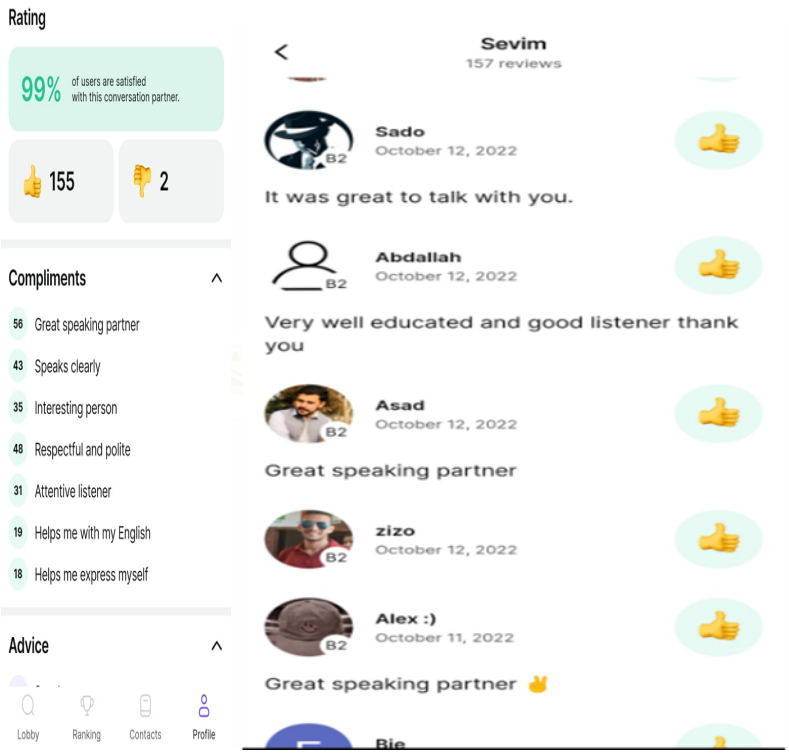
The main aim of the application users is to develop their speaking skills by practicing with the suitable partners on this platform. The application involves more than 100 000 people coming from 154 countries. It involves native- speakers and mostly non-native speakers of English prevalently from India, Indonesia, Turkey and the other non-native countries such as Egypt, Iran, Iraq, Bangladesh, Malaysia, Syria, United Arab Emirates, Algeria, Ukraine, Russia, Italy, Spain, Mexico, Uzbekistan, Singapore, China, Japan, Thailand, Korea, Germany and Azerbaijan.

Users of the application learn to talk about themselves, their work, education, values and beliefs moreover they get knowledge about their partners' culture, lifestyles and worldviews. At the same time, users develop their listening skills by meeting people from different countries with different accents. However, the users with English proficiency levels of B1, B2, C1, C2 are recommended to use this application. Users can determine their proficiency level by reading level descriptions that is seen during the registration or they can solve the online test. If one of the partners behaves improperly, the other partner can report or block that partner.

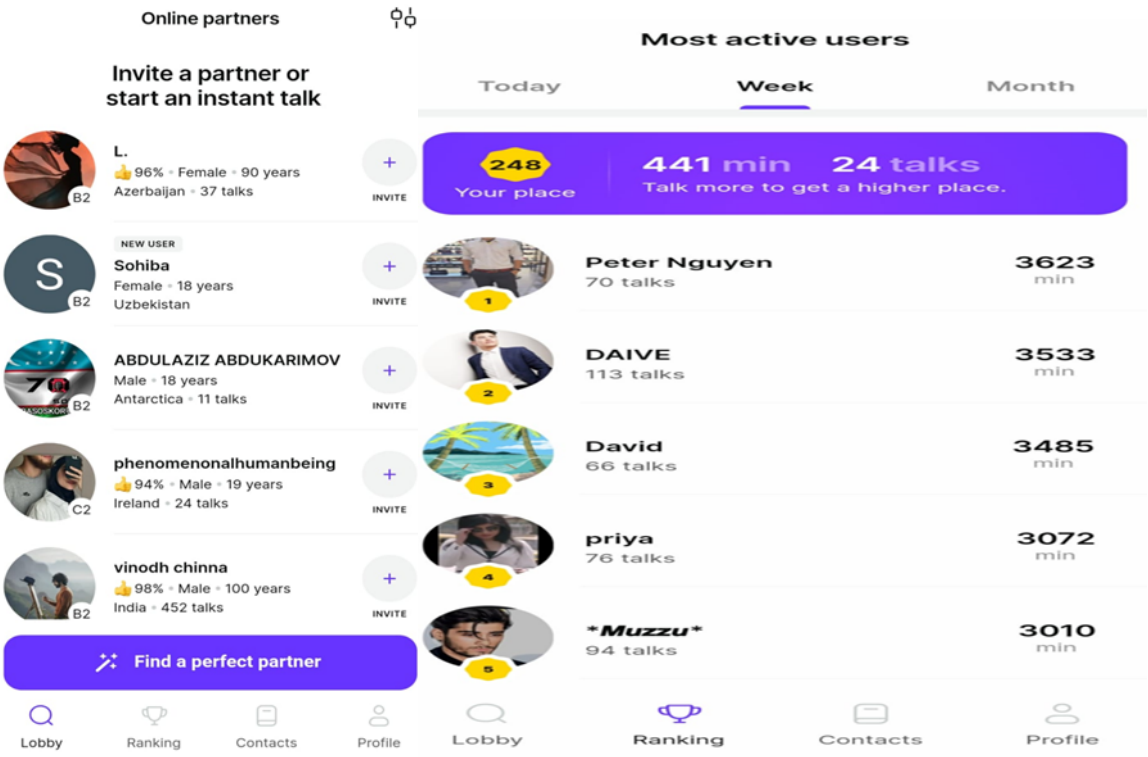


Each user can create a profile by adding profile photos and describe themselves.

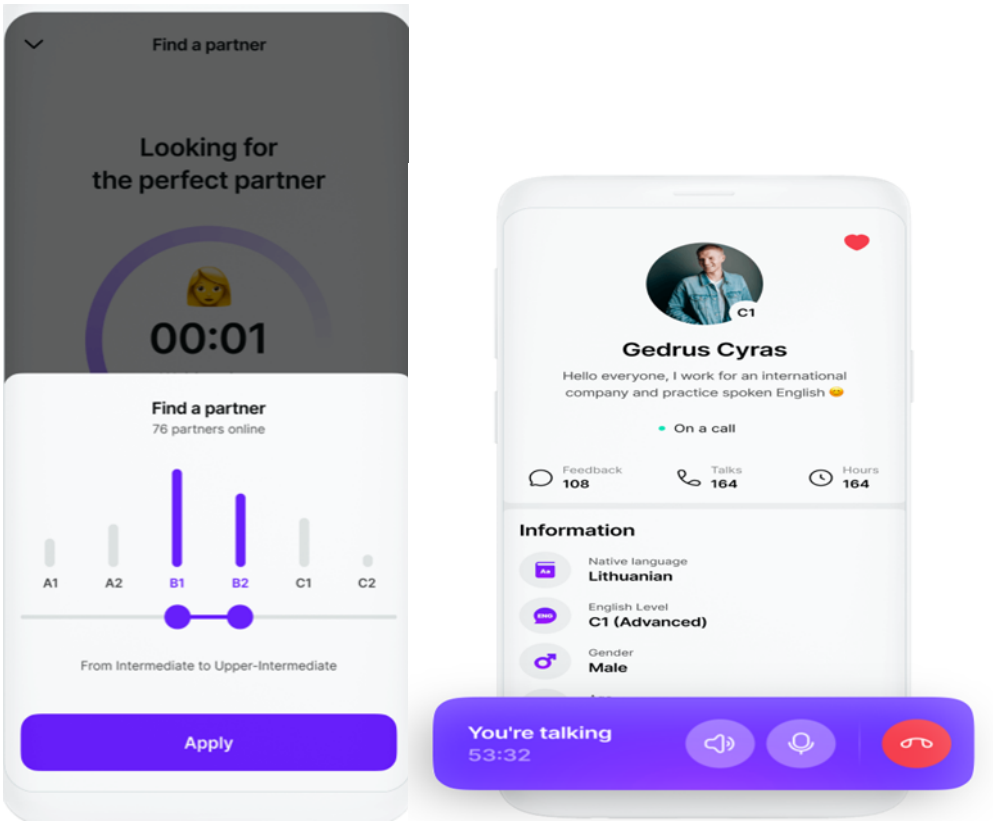
Users can add their partner as a friend. They can do this both during the conversation and after it from the Contacts section. When they appear in the list of online users again, they can send them an invitation. Users can see which of their friends are online and available for conversation through the Friends tab located in the Contacts menu.



The user's rating is based on the number of conversation partners who gave this person a positive rating. It means, the more people like you, the higher your rating is. The partners can make comments about each other after having conversation. These comments can be seen and checked by the other users. Users with high ratings are more likely to receive invitations to chat. The users can pick a partner from thousands of people and send an invitation to them or they can benefit from Find a perfect partner section. With the help of this section application selects the most appropriate partner for the user and send an invitation to him or her.



The users who use the application the most actively are chosen daily, weekly and monthly. The more the users talk, the higher place they get.



English proficiency level of the partners can be selected by the users. There is no time limitation and the users can see how much time they talk with the partners

METHODOLOGY

Research Design

This study aims to investigate one specific English speaking practicing application, Speak Pal and analyze its effectiveness on Intercultural Communicative Competence of users. A semi-structured interview was conducted in this study.

Research Questions

1-Did this application increase your appreciation of the differences between your home culture and other cultures?

2-Did this application increase the understanding of cultural differences?

3-Did this application increase your intercultural sensitivity?

4- Did this application increase your openness to cultural diversity and level of global-mindedness?

5- Did this application increase your intercultural knowledge regarding cultural products, practices, and perspectives?

6- Did this application help to correct any negative stereotypes that you hold regarding different cultures?

7-Did this application increase your willingness to learn about different cultures?

Participants

This study involves 160 participants who use Speak Pal platform actively. The participants are B2 and C1 level English learners coming from different countries such as India, Turkey, Egypt, Iran, Indonesia, Italy, Bangladesh, Malaysia, Azerbaijan, and Uzbekistan.

Data Collection Tool(s) and Analysis

A content analysis was made by evaluating the responses of the participants. The interviews lasted approximately half hours for each participant. The analysis involved a matrix system of recording each participant's responses to the seven questions. The collected deductive data were read several times, the relevance of the data to the questions were identified, and the words, phrases; paragraphs were coded to into multiple themes and categories.

FINDINGS

Table 1. *Descriptive Statistics*

		Yes	No	Total	% of positive answers
1	This application increased my appreciation of the differences between my home culture and other cultures	155	5	160	96,875
2	This application increased my understanding of cultural differences	155	5	160	96,875
3	This application increased my intercultural sensivity	155	5	160	96,875
4	This application increased my openness to cultural diversity and level of global-mindedness	155	5	160	96,875
5	This application increased my intercultural knowledge with regard to cultural products, practices and perspectives	157	3	160	98,125
6	This application helped me to correct negative stereotypes that I hold with regard to different cultures	157	3	160	98,125
7	This application increased my willingness to learn about different cultures	160	0	160	100

DISCUSSION

To explore the first research question, the question "Did this application increase your appreciation of the differences between your home culture and other cultures?" was directed to all 160 participants. According to the research results % 96,875 of Speak Pal users think that they increased their appreciation of the differences between their cultures and other cultures with the help of Speak Pal. However 5 participants don't agree with most of the users.

Timothy's response was negative but cautious (names are changed for the sake of anonymity).

"I always appreciated the differences between cultures. I respect different lifestyles and worldviews all the time. I always have tolerance to things which can be weird to me. For this reason, this application contributed me nothing about this topic."

Positive answers were given by 155 participants out of 160 to the first question. There are lots of interesting answers among them. One of them is given by Fatima.

"Before finding out this platform, I had no idea about African countries. However, I discovered many things about their beliefs and religions with this app. I noticed that there are many similarities between our beliefs, values and rituals . Countries and people are different but beliefs are similar."

Mirzan:

"After having conversation with the people all over the world, I started to learn about different countries' traditions, food, religion and the way of life and got accustomed to things which could be unusual for me in the past."

To explore the second research question, the question "Did this application increase the understanding of cultural differences?" was directed to all 160 participants. % 96,875 of users are in the opinion that Speak Pal application increased their understanding of cultural differences.

Yuliya's response is very remarkable in that she wasn't aware of the cultural differences between the different countries before chatting on this platform.

"I have talked to more than a hundred people on this platform who are coming from diverse countries. I have noticed huge differences about the ways of life between different countries. Something which is ordinary and usual may be very shameful, may be even scandal for the other people coming from some other countries."

As for the third question,

"Did this application increase your intercultural sensivity?" was asked to all 160 participants. Positive answers were given by 155 application users out of 160 to the third question. It means that % 96,875 of users consider that they increased their intercultural sensivity with the help of this application.

Stefan asserts that he has learnt that some topics are taboo in some cultures.

"I learnt many things from this platform. For example, You can not ask all kinds of questions to people coming from diverse countries. After having lots of conversation with people all over the world, I understood that some questions are taboo in some cultures, if you ask that questions, your partner will think that you are rude even he/she will not want to go on talking with you. However, I learnt the appropriate topics I can talk with different nations."

Positive answers were given by 155 application users out of 160 to the fourth question 'Did this application increase your openness to cultural diversity and level of global-mindedness?'

This means that % 96,875 of users consider that they promoted their openness to cultural diversity and level of global-mindedness after using Speak Pal.

Bie thinks that she became more flexible with the help the chats she had on this platform.

"I became more flexible and tolerant person and I started to accept all different perspectives."

Hakan claims that thanks to this platform, he developed new perspectives by increasing his awareness.

"With the help of this platform I used, I gained a lot of information about different cultures and developed my sense of intercultural empathy. Through being aware of the problems and living conditions of people living in different countries, I learnt to put myself in their shoes instead of just listening to them."

Steve answered this question by telling a memory.

"In this application, I made a Turkish female friend. We developed our friendship by following each other on social media. I saw the earthquake in Turkey in the news and Ayşe came to my mind first. I called her right away and wished her well. I was very touched when I heard her crying voice on the phone and I couldn't hold back my tears."

Alan expressed herself by saying these words.

"This platform not only gave me intercultural awareness and sensitivity, but I also started to follow what is happening in the world more closely and feel closer to the people on the other side of the world."

Positive answers were given by 157 application users out of 160 for the fifth question 'Did this application increase your intercultural knowledge with regard to cultural products, practices and perspectives?' It means that % 98,125 of users consider that the conversations they had on this platform increased their intercultural knowledge with regard to cultural products, practices and perspectives.

Hena:

"I learnt many things about different countries' foods, historical sites and landscapes. The friends I got from this application send me lots of photos of their country on social media. We sometimes also discuss our countries' socio-economic conditions, education system and problems."

Bobur said that thanks to speak pal, he both socialized and increased his general culture.

"Thanks to this application, I made two close friends named Bismay from India and Muhammed Mirzan from Indonesia. We had the opportunity to get to know each other better by sharing our social media accounts. In this way, we started to share our meals, celebrations on special days, and holiday photos to introduce our cultures to each other whenever we had the opportunity."

Negative answers were given by three of the users to the fifth question. Moreover, Mohammed asserts that he has no goal other than developing speaking.

"I have no goal such as learning about different people's cultural products, practices and perspectives. I just try to have a conversation in order to develop my speaking and be more fluent. If you want to learn about a culture, you have to stay in that country and experience that culture."

Sabina:

"I don't need to have a chat in order to learn about different cultures' products and traditions. If I want to learn something about a country, I can watch documentaries and movies about that nation."

Bill:

"A person should expose to the culture of that country in order to get knowledge about its products, practices and perspectives."

Yes response was given by 157 application users out of 160 for the sixth question 'Did this application help to correct any negative stereotypes that you hold with regard to different cultures?'

It means that % 98,125 of users corrected their negative stereotypes they held with regard to different cultures after having some conversations on this platform.

Tarek:

"Yes, I corrected my negative thoughts about some cultures. For instance, Before I discovered this platform, I had some negative thoughts about some nationalities. After chatting with some people coming from that countries, I noticed that they are really respectful, kind and friendly people."

Negative responses and explanations were also taken for the sixth questions.

Mayur:

"I didn't correct my negative stereotypes I held with regard to different cultures. On the contrary, my negative stereotypes increased because I had lots of opportunities to know people

of different nations more closely. Before using this app, I had positive attitudes to all the nations in the world. However, after chatting with some nations, I got the impression that they are prejudiced, conservative and rude people."

Positive answers were given to the last question by all the application users participated in this study which means that their willingness to learn about different cultures increased after using this application actively.

Yazeed:

"After I talked to a few people and learned some new things about their history, culture, food and religious rituals I became more curious about different countries and I began to talk more people and spend more time on this platform. For instance, learned Turkish foods such as Kabap, baklava, doner, I really want to visit Turkey and taste those delicious foods."

"I became friends with lots of people from this application. First of all, we shared our social media accounts and phone numbers. Then we began to talk frequently and we shared photos of our countries. I invited one of my friends from Canada. She visited me last month."

CONCLUSION

Consequentially, this research presents a systematic investigation into the effectiveness of an English speaking application on the intercultural communicative competence of the application users. The findings reveal that application users increased their appreciation of the differences between their home culture and other cultures in addition to promoting their understanding of cultural differences, intercultural sensivity, openness to cultural diversity and level of global-mindedness by correcting negative stereotypes that they hold with regard to different cultures. Moreover it increased their intercultural knowledge with regard to cultural products, practices and perspectives and their willingness to learn about different cultures.

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LEARNER ATTITUDES ON NATIVE AND NON-NATIVE TURKISH EFL TEACHERS: A COMPARATIVE STUDY WITH CHATGPT INSIGHTS

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Abstract

This quantitative study investigated the Turkish high school EFL students' general attitudes towards native and non-native English-speaking teachers at a private college in Turkiye compared to ChatGPT. The participants were 50 high school students who learn English as a foreign language. The data were collected through a scale. Descriptive quantitative analysis revealed that the students thought that the English language teachers did not need to have a perfect native accent and they could learn English from both native and non-native teachers at the same rate. The results were discussed with the insights from ChatGPT. They believed that non-native English teachers could be good English teachers, and it was not crucial whether the English language teacher was native or non-native as long as the teacher was successful, which aligned with GPT insights. They also believed that being provided with the culture of English-speaking countries was of importance.

Keywords: Attitudes, Turkish, EFL, native, non-native, English teachers

INTRODUCTION

Speakers use the English language worldwide, which has become the preferred language for several factors such as prestige, employment, profit, academic career, etc. Crystal (1997) said that a conversation would be impossible in the world without a common language between

people from different nationalities. Additionally, Canagarajah (2007) claimed that the English language is widely spoken in multilingual areas as a second language and accepted as a lingua franca by speakers who do not speak English as their mother tongue. In other words, English is seen as a communication bridge for people in different circumstances who have different first languages (Gallego, 2012). Consequently, being proficient in English is generally seen as a desirable goal for all the people in the world.

In the foreign language learning process, a teacher is an "individual in the classroom who has the proficiency, tools, and information" required to build students' knowledge and competencies (Archana & Usha Rani, 2017). In the EFL context, students have a chance to learn and practice the target language either with a native English-speaking teacher (NEST) or with a non-native English-speaking teacher (NNEST). Language learning might become more meaningful and successful with the help of the target language usage, which native or non-native teachers provide to the learners during the teaching process. For instance, Nunan (1991) suggests that carrying out a conversation in the target language brings success to individuals in language learning. In this sense, learning the language refers to comprehending the language, learning how to speak, and how to use the language.

However, native English-speaking teachers (NESTs) and non-native English-speaking teachers (NNESTs) have been brought to the fore in discussions and research. In the English language teaching field, the interest in this matter has been increasing gradually. Research and scholarly discussions are about both differences and similarities between NESTs and NNESTs. There are many questions about this dichotomy, such as teachers' perceptions, attitudes of students, the success level of learners, their participation during the learning process, and so on. In the current era, non-native English teachers are the majority compared to native English-speaking teachers for both EFL and ESL contexts, which requires much investigation and research in this field. (Bilgin, Bulut, Karakaş, & Uysal 2016). However, Medgyes (1994) argued that NESTs and NNESTs have strengths and weaknesses. In other words, they have some advantages and disadvantages. Therefore, the differences, which result from their nature, might be accepted as inherent. They are different in nature with their different background knowledge, experiences, cultural competence, and teaching practices, yet both NESTs and NNESTs are seen as equal, successful, and unique in terms of teaching English.

As in the literature, there are many research studies on this topic (Skliar, 2014; Moussu, 2006; Mahboob, 2004). EFL students perceived NESTs for oral skills, such as pronunciation, listening, accent, and ability to use the functions of the language, yet they preferred NNESTs

for teaching grammar, vocabulary, and structures of the language as the teachers can predict the difficulties which may come up during the learning process (Bilgin et al.,2016).

In light of the general background, the purpose of this quantitative study is to find out high school students' general attitudes towards a native teacher and a non-native teacher in an English language class in Corum, Turkiye. It is believed that the students' attitudes could reveal important insights into NESTs and NNESTs. For this purpose, the researcher sought to answer the following question:

- What are the Turkish high school EFL students' general attitudes towards non-native English-speaking teachers and native English-speaking teachers compared to the ChatGPT?

METHOD

Procedure

The study took place at a private high school in Turkiye. Throughout the academic year, they had six hours of English per week, and their proficiency level was B2. For these reasons, the questionnaire was used in the English language. As a first step of the study, the questionnaire was sent to students as an online form; it took less than five minutes to complete. All data from the questionnaire were gathered and remained confidential. Before the questionnaire, students were informed by the researcher, and consent forms were sent to their parents. The survey items were entered as prompts to ChatGPT 3.5 to reveal the insights. After completing all data collection procedures and organizing all quantitative data, the researcher moved on to the data analysis stage of the study.

Research Design

This study is designed as a quantitative study, aiming to determine students' general attitudes towards a native teacher and a non-native teacher in an English language class at a private high school in Turkey. According to Leedy (1993), quantitative research methods are used to find answers to specific questions about variables and their relationships within a context, measurably, to make predictions, manage and explain a phenomenon. Therefore, a data collection tool plays an essential role in any research study; furthermore, any inadequate data collection may cause invalid and unreliable results and affect a study (Essays, 2018). For this reason, a questionnaire was used.

Variables

An independent variable is known as a variable that affects another variable which is called a dependent variable. A dependent variable means that it depends, in some way, on an independent variable. The researcher mostly observes and tries to understand possible changes

in a dependent variable by predicting or theorizing (Laura, Kevin, & Katherine, 2014). The dependent variable of this study was students' attitudes, which might change accordingly from one student to another. About a teacher, who was a native speaker, students' attitudes might be more positive or negative than a non-native speaker, or vice versa. The independent variable of this study was teachers' nativeness, which might have an essential effect on students' language learning. In other words, NESTs and NNESTs and their teaching were independent variables in this research.

Participants

The participants were 50 private high school students. Students were between the ages of 15-17, and they had been learning English since they were 10, which means they had background knowledge about the target language and native and non-native English teachers in the classroom. They had two English language teachers, one was native, and the other was a non-native speaker of English. Their English level was nearly the same since they were in a graded (B2) class, which could allow the researcher to use a questionnaire in English in the target language. With the help of their middle school experiences, they could give important clues about the learner attitudes on the differences between being native and non-native English teachers. These students were in the second term of their educational year, and they had six hours of English per week. The students were selected by purposive sampling, taking into account that they had been familiar with the target language and had at least one English teacher for at least three years.

Instruments

For data collection, quantitative data collection tools were used, which consisted of a questionnaire. The questionnaire was for students and was aimed at presenting an investigation of students' general attitudes towards native and non-native English teachers. A questionnaire was adapted from the study of Skliar (2014), developed initially by Moussu (2006), to investigate student attitudes, teacher self-perceptions, and program administrators' beliefs and practices regarding native and non-native teachers in the United States. The questionnaire incorporates questions related to students' current English teacher's language skills and pedagogies, and their general attitudes towards native and non-native English-speaking teachers, etc. Seven items out of 36 were used to find out students' general attitudes. This was because those seven questions would help the researcher reach the answer to the research question. Additionally, a consent form, in which the parents present their consent to allow the participants to take part in this study, was sent to the parents.

Data Analysis

To analyze the data, descriptive statistics and frequency analysis were used in this study. Descriptive statistics present a summary of data in terms of mean, median, and mode (Ali & Bashkar, 2016). First, the quantitative data set incorporating the questionnaire was entered into Statistical Package for the Social Sciences (SPSS) version 26 for analysis. A five-point Likert-scale format was used for the answers to the items, from 1 to 5. Then, frequencies, percentages, mean scores, and standard deviations were calculated to determine the learners' general attitudes towards NNESTs and NESTs.

Reliability and Validity

"Reliability relates to the consistency of a measure" (Heale & Twycross, 2015, p.66). To find out the reliability of the students' questionnaire, Cronbach's Alpha was employed for the investigation, and it was seen as reliable with a desirable value (α=0.89).

Limitations

Unfortunately, there were two limitations. First, the sampling was small, and it was carried out at a private high school. Thus, the results could not be generalized over the Turkish school EFL students. Second, a triangulation could provide more reliable results; however, it could not be applied because the school term ended, and the researcher could not reach them for an interview to collect qualitative data.

RESULTS

To answer the research question of this study, *What are the Turkish high school EFL students' general attitudes towards non-native English-speaking teachers and native English-speaking teachers compared to the ChatGPT?* First, the quantitative data collected via a questionnaire that consisted of seven questions from the participants (N=50) were carefully examined. After analyzing the data, a table and a figure were created:

Table 1. Descriptives for Students' General Attitudes on NNESTs and NESTs

No	Items	N	M	SD	GPT
1	English teachers should all speak with a perfect native accent.	50	2.62	1.51	2
2	English teachers should be able to use Turkish to explain difficult concepts.	50	3.26	1.352	4
3	English teachers should provide information about the culture of English-speaking countries.	50	4.14	.857	5

4	Native English speakers make the best English teachers.	50	3.08	1.192	2
5	Non-native English speakers can be good English teachers.	50	4.36	.875	5
6	I can learn English just as well from a NONNATIVE English teacher as from a NATIVE English teacher.	50	4.24	1.098	5
7	I don't care where my teacher is from, as long as he/she is a good teacher for me.	50	4.7	.614	5

Table 1 was formed to exhibit mean scores, modes, medians, and standard deviations of the items based on the descriptive analysis results on SPSS. In addition, to illustrate the results of frequency analysis for each item, a figure was created:

Students' responses to item 1 (Q1), *English teachers should all speak with a perfect native accent*, were analyzed. According to Table 1, students perceived that an English teacher does not have to speak with a perfect native accent (M=2.62). While many students strongly disagreed (34%), 20% of the students disagreed. Therefore, most students (54%) thought an English teacher does not need to have a perfect native accent. A small proportion of the students strongly agreed (16%) or agreed (18%) that all the English teachers needed a perfect native accent. ChatGPT's opinion (with a score of 2) aligns with this neutral stance.

When the responses to item 2 (Q2), *English teachers should be able to use Turkish to explain difficult concepts*, were investigated, it was seen that the students had positive attitudes about English teachers' use of Turkish for demonstrating challenging concepts (M=3.26). In Figure 1, 20% of the students strongly agreed with the statement, while 16% strongly disagreed. Moreover, a big part of responses (30%) was "Agree" while only a small number of students disagreed (12%). ChatGPT's opinion is somewhat more favourable toward this idea (with a score of 4).

Next, item 3 (Q3), *English teachers should provide information about the culture of English-speaking countries*, was analyzed. The result showed that the learners perceived that the English language teachers need to inform students about the target culture (M=4.14). Most of the students either strongly agreed (40%) or agreed (38%). Students who responded as "Not Sure" were at least four times more than the ones who responded as "Disagree" (4%). There were no students who strongly agreed with this item. ChatGPT's opinion strongly aligns with this perspective (a score of 5).

The next item was item 4 (Q4), *Native English speakers make the best English teachers*, and students had a slightly positive attitude towards NESTs are the best (M=3.08). However, a significant number of students were not sure whether NESTs were the best or not (38%). Although 12 per cent of the students strongly agreed, 14 per cent of the students strongly disagreed. The students who responded as "Agree" (24%) doubled the students (12%) who answered as "Disagree". In contrast, ChatGPT's opinion is less favourable toward this idea (a score of 2).

Afterwards, the researcher investigated item 5 (Q5), *Non-native English speakers can be good English teachers*, students were highly positive (M=4.36). More than half of the students (56%) strongly agreed, and more than a quarter of them (30%) agreed. While a considerably small number of students (%8) responded as "Not Sure", the percentage of students who disagreed was six per cent. None of the students strongly disagreed with this statement. ChatGPT's opinion strongly aligns with this perspective (a score of 5).

The other item, which is item 6 (Q6), *I can learn English just as well from a NONNATIVE English teacher as from a NATIVE English teacher,* was studied. Students had a positive attitude that they could learn English from both NNESTs and NESTs of the same descent (M=4.24). When we look at Figure 1, most of the students (56%) strongly agreed with the item, and nearly a quarter of them agreed (24%). Very few students (6%) strongly disagreed, and no student responded as "Disagree". ChatGPT's opinion strongly agrees with this perspective (a score of 5).

The last item was item 7 (Q7*), I don't care where my teacher is from as long as he/she is a good teacher for me*. After the analysis of the students' responses, the results indicated that students had a dramatically positive attitude (M=4.7). As Figure 1 demonstrates, an overwhelming majority of the students strongly agreed (76%), and 20 per cent answered "Agree". Only one student (2%) disagreed, and another student (%2) was unsure. No students were observed responding as "Strongly Disagree". ChatGPT's opinion strongly aligns with this view (a score of 5).

DISCUSSION AND CONCLUSION

The study revealed that most Turkish high school EFL learners, who participated in this study, believe that having a perfect native English accent is not essential in teaching English. However, this finding did not match with the study of Skliar (2014) and Moussu (2006). Most participants believed that English teachers should all speak with a perfect native accent, yet their participants were adults such as preparatory class students or Intensive English Program students. Thus, we might say that high school students have different general attitudes towards NESTs and

NNESTs from higher education students. Moreover, Skliar (2014) and Moussu (2006) divided their participants into three groups NEST, NNEST, and Not Sure, based on the students' English teachers' nativeness or non-nativeness, and Moussu (2006) found no difference, while Skliar (2014) found out that students' attitudes differed among groups. Nevertheless, on average, the groups in their studies believed that a perfect native accent is essential. However, there was only one group of learners in our study, and they, whom both NEST and NNEST instructed, believed that it was not necessary to have a perfect native accent for an EFL teacher to teach the language. Additionally, ChatGPT's alignment with our findings reinforces the idea that accent diversity is not a hindrance to language learning.

However, the students slightly agreed with the statement that NESTs are the best English teachers. It was not surprising because Mahboob (2004) gathered similar results that NESTs are more competent in their language and better models for them regarding the target language. The reason for this might be that they are, naturally, more competent in English, and it might be an element that shapes learners' attitudes. Nevertheless, high school EFL learners think that NNESTs can be good English teachers, and it is better if they provide information about the culture of English-speaking countries. ChatGPT's strong alignment emphasizes the importance of cultural awareness in language education and supports the idea that language is deeply intertwined with cultural understanding.

Based on the results of this study, we can also say that high school EFL learners think it is helpful for them to be taught by a teacher who can explain complex concepts in their mother tongue. ChatGPT's stronger agreement with this notion reflects the value of making connections with the mother tongue to facilitate learning. This finding supports the study of Mahboob (2004) because he similarly found out that learners believe NNESTs can explain complex concepts better than NESTs. This might be related to the nature of NNESTs as they have experience in learning English as a foreign language, unlike natives (Mahboob, 2004). Cheung and Braine (2007) further stated that NNESTs could be successful teachers with their background knowledge and understanding of their problems. We also found out that high school EFL learners believe that they can learn English to the same extent from both NESTs and NNESTs, and the important thing is that the teacher should be a good teacher for them. ChatGPT strongly agrees with this view, suggesting that it prioritizes effective pedagogy and teacher quality. Mahboob (2004) states that learners find NNEST teaching pedagogies laudable as they carry some matchless qualities. While some students may still hold traditional beliefs about native speaker superiority, there is a degree of openness to alternative perspectives. ChatGPT's responses also indicate that it recognizes the evolving landscape of English language education,

where NNESTs can provide effective instruction and insights into language learning from their own experiences. Furthermore, the usage of ChatGPT and other AI tools may increase the awareness of educators and students about employing technological tools in their teaching and learning process as well as guide them to decide on well-informed educational paths for their future (Punar Özçelik, 2023).

To conclude, NNESTs and NESTs are different in nature, and they have their unique qualities. In our view, there are no strict distinctions between them regarding language teaching. However, we might state that learners' attitudes are shaped by their beliefs towards the qualities of NESTs and NNESTs. For that reason, the learners might prefer NESTs for culture teaching, speaking and pronunciation, while they prefer NNESTs for grammar, reading, and learning strategies (Lasagabaster and Sierra, 2005). Therefore, we suggest that institutions should hire NNESTs and NESTs by considering their pedagogical capabilities rather than their nativeness, as there are no clear distinctions between them. Additionally, we can suggest a qualitative study to analyze high school students' attitudes with a bigger sampling for a future study.

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EFL LEARNERS' INTERCULTURAL COMMUNICATIVE COMPETENCE

L2 ATTITUDES AND TELECOLLABORATION USE IN IRANIAN EFL LEARNER'S ICC DEVELOPMENT AND INTERCULTURAL SENSITIVITY

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Abstract

Given the increasing significance of the intercultural Communicative Competence (ICC) in both real and virtual intercultural contact situations, a prominent aspiration of foreign language education has been the development of the speaking and interaction competences of foreign language learners in intercultural contexts. On this basis, the potentiality and significance of online intercultural exchanges (OIE) to act as a catalyst for promoting ICC is being increasingly documented in the literature. On the other hand, the literature confirms that the affective and attitudinal factors play an important role in foreign language learners' ICC development. Given that neither the role of affective factors nor the impacts of the application of telecommuncative technologies in the ICC development in foreign language education contexts have received due attention yet, the present study set out to explore how OIE and attitudes toward people and things from other cultures (ATPOC) may contribute to the Iranian EFL learners' development of ICC and intercultural sensitivity (IS). With data obtained from 150 upper-intermediate and advanced Iranian EFL learners the findings verified that there was a positive correlation between the learners' OIE experience and ICC development; however, the correlation was weaker with learners' IS. Moreover, regarding the learners' ATPOC a positive correlation was found with the learners' ICC; however the correlation was stronger with the learners' IS. Such findings imply that online exchanges help the learners gain authentic information. Next, when it comes to foreign language development and interaction with individuals from different cultural backgrounds, language learners' ATPOC play vital role.

Keywords: Intercultural communicative competence, intercultural sensitivity, EFL learners, online intercultural exchanges, ATPOC

INTRODUCTION

This study focused on the role of online exchanges in shaping Iranian English as a Foreign Language (EFL) learners' Intercultural Communicative Competence (ICC), it also investigated the extent to which attitudes toward people and things from other cultures (ATPOC) can play a role in EFL learners' ICC development. Furthermore, attempts were made to investigate whether the mentioned variables, i.e. online exchanges and attitudes toward people and things from other cultures do relate with the EFL learners' intercultural sensitivity.

Given the increasing significance of the ICC and due to this rapidly diversifying world it is becoming difficult to ignore the importance of technology in FL learning. Online telecollaboration exchanges between individuals in different locations have been extensively documented (O'Dowd, 2007), and the results show that such exchanges can increase individuals' cultural awareness. O'Dowd (2007) argued that telecollaborative activities have the potential to support the development of students' intercultural communicative competence. It is also argued that using technology to promote online interaction might create the critical space and result in enhancing students' language and intercultural competences.

Furthermore according to Byram (1997) there are three domains in ICC: affective, cognitive, and behavioral perspectives. The affective domain is crucial in investigating intercultural competence. Within the affective domain, importance is placed on individual differences, such as attitudes, that may play an important role in developing intercultural communicative competence and becoming an intercultural speaker. However, based on the extensive review of the related literature, although affective components are included in most notions of intercultural learning, their role in the development of intercultural competence has not been extensively researched, in addition not many studies have been conducted on exploring the use of technologies to develop ICC. On this basis, this study aims to contribute to the existing body of research on intercultural competence, specifically investigating how Iranian EFL learners evaluate their intercultural competence, exploring learners' attitudes towards learning culture using technologies. The significance of the study is the fact that, to my knowledge, it is among the few pioneering researches conducted on how online exchanges affect Iranian EFL learners' ICC.

LITERATURE REVIEW

From the perspective of many scholars language and culture must be treated as inseparable constructs, put another way, language is considered as a social practice that expresses cultural reality (Byrnes, 2002; Kramsch, 1993). Considering this fact, the field of foreign language education (FLE) recognizes the importance not only of linguistic and communicative competence but of intercultural competence (IC) as well, the fact corresponds to the idea that the goal of FLE is to develop learners' translingual and transcultural competence.

There was not an explicit and agreed upon definition of IC until Deardorff (2006) reached a consensus by surveying the top 23 intercultural scholars. This definition was grounded in Byram's (1997) model that focused on the necessary attitudes, knowledge, and skills to successfully interact in cross-cultural situations. According to Deardorff (2009), "the overall external outcome of intercultural competences is defined as the effective and appropriate behavior in intercultural situations" (p. 479).

According to Byram's (1997) well known and comprehensive model, intercultural communicative competence in addition to linguistic, sociolinguistic and discourse competence requires certain attitudes, knowledge and skills. The attitudes refer to someone's "curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own" (p. 50). The required knowledge is of social group and their products and practices in one's own and in one's interlocutor's country, and of the general processes of societal and individual interaction. Finally, the skills include those of interpreting and relating, discovery and interaction as well as critical cultural awareness and political education.

Within 21st century classroom, successful intercultural communication requires interlocutors to recognize their urgent needs and make an investment on them. If interlocutors want to build and maintain the conversation, they must be aware of their peer's sociocultural background as well as the linguistic practices used to express that background or culture. As Oxford and Gkonou (2018) argue, three needs including: Cognitive flexibility (the ability to create new categories and see more than one cultural perspective), Ethno cultural empathy (the ability to understand the feelings of individuals who are ethnically and/or culturally different from oneself), and Intercultural understanding (ability to understand, appreciate, and be open to various aspects and forms of cultural and social diversity) are crucial for anyone teaching or learning another language and culture.

Considering the pervasive and alluring function of technology in todays' world and due to the widespread and inevitable use of internet in various pedagogical realms, the uses, aims and contents of online exchanges can be manifold, but many studies have specifically pointed

to its high potential for intercultural language learning (e.g. Belz, 2003; Belz and Thorne, 2006; O'Dowd, 2006; O'Dowd, 2007). Digital technology plays a crucial role in modern second and/or foreign language education. Since there exists valuable information gathered and organized on the complex phenomenon of language acquisition, there are many synchronous/asynchronous websites available and designed to facilitate learning many languages, including English, and assist learners to achieve their goals.

To this end, a number of telecollaborative projects have been conducted and the results have proven to be effective in the development of L2 learners' language skills and ICC, e.g. (Abrams 2002; Kramsch & Thorne 2002).

O'Dowd (2007) for instance, brought together the findings of three qualitative studies which were carried out in three classes of EFL learners in Germany between 2001 and 2003. The research was aimed at establishing, firstly, how such virtual intercultural contact can contribute to the development of the learners' intercultural communicative competence (ICC) and secondly, how students and teachers can be prepared in order to gain the maximum benefit from this learning activity. The results demonstrated that telecollaboration can be a powerful tool for the development of intercultural learning and revealed three important findings in relation to this phenomenon. The first principal finding is that telecollaborative activities have the potential to support the development of students' ICC in a way that traditional culture learning materials would not be able to achieve. The second finding claims that telecollaboration can best contribute to the development of cultural awareness when it contains periods of dialogue involving explicit comparison of the two cultures and a direct exchange of reactions to the submissions of others. The third and final finding as regards to the development of ICC through online exchanges is that telecollaboration can best support the development of ICC when a combination of different online tools is used.

Another aspect of the online tools that has been investigated with regard to developing intercultural competence are blogs and emails. Elola and Oskoz (2008) investigated how blogging can foster intercultural competence development in study abroad and at home students (in Spain and the United States, respectively) who used blogs as a mediating tool over the course of a semester. The data were analyzed by applying Byram's (2000) assessment guidelines. The results showed that: (1) both study abroad and foreign language learners presented instances of intercultural competence as described in Byram's guidelines, with each group reflecting the unique characteristics of its context, and (2) blog interactions had a positive effect on the development of both groups' intercultural competence.

Further, Chun (2011) investigated online exchanges in asynchronous forum discussions and synchronous text chats between students in a German course and students in an English course. Data showed that both student groups demonstrated ICC by appropriately combining "knowledge, skills, and attitudes in real time" as they interacted with each other and indicating interest in the other culture (p. 416). In addition, those students who indicated satisfaction with the chats had more in-depth discussion about the culture and politics.

In a Spanish-American telecollaborative project designed by Lee and Markey (2014), through which students used Twitter, blogs and podcasts for intercultural exchange over the course of one semester, using qualitative and quantitative data collection, the study explored how the application of Web 2.0 helped cross-cultural communication. How the use of digital technology affected the way in which the students viewed intercultural learning and peer feedback. The findings showed that students viewed the online exchange as a superb venue for intercultural communication with native speakers. Through social engagements, students not only gained cultural knowledge but also became more aware of their own beliefs and attitudes toward their own culture. In addition, discussions on cultural topics afforded the opportunity to raise students' awareness of cultural norms and practices. The study suggested that among the factors essential to successful intercultural exchanges are allocating sufficient time to complete each task and making personal commitment to online contributions. The results also showed that a great number of the students had a rewarding experience with the exchange. Significantly, the project helped students to become autonomous learners as they indicated capability in describing, understanding, analyzing, appreciating, and enjoying intercultural experiences and differences.

In one study, Jee & Byun (2016) designed a cultural-inspired project to foster interaction between students of Korean as a foreign language (KFL) residing in Australia and students of English as a foreign language (EFL) residing in Korea. Asynchronous communication and synchronous online chats were used to link the participants. This study investigated the students' experience of the project, using surveys and interviews. The findings report that the students showed limited knowledge of their target culture in a word-association task on Facebook, this is while their online interactions provided evidence of ICC, for example curiosity, and reflection on their own culture. Most of the students enjoyed the project, especially the online chat. One of the notable findings was that there was evidence reflecting the five elements of ICC: attitudes of curiosity and openness, knowledge of social groups and their products and practices, skills of interpreting and relating, skills of discovery and interaction, and critical cultural awareness (Byram, 1997).

Further, Byun and Jee (2018) explored EFL learners' overall perspectives toward their journey of participating in a synchronous discussion project with KFL students in Australia. A number of conclusions were elicited from the results of the study. First, EFL learners reported that synchronous discussions can be helpful in terms of both learning English and the cultures of English-speaking countries. Second, EFL learners responded that discussing the target culture and their own native culture represented another important avenue in deepening their cultural knowledge. Third, EFL learners mentioned that immediate corrective feedback is the biggest advantage of the synchronous discussion format.

In a 6-week synchronous virtual exchange developed by Lenkaitis (2020), 106 participants self assessed themselves before and after the exchange by answering open-ended questions and utilizing Can-Do Statements for Intercultural Communication. Quantitative and qualitative results indicated that this virtual exchange supported students in giving them the opportunity for intercultural communication, which led to the development of their ICC. Participants valued both the usefulness of partnering with others from countries and cultures other than their own, and the ways in which language can unify people.

However the findings of the aforementioned studies are in contrast with the following studies; for example, in a study by Belz (2003), emails were investigated as to how they contribute to the development of intercultural competence between American and German students. It was concluded that these two groups of students endured misinterpretations, which reinforced cultural stereotypes of the particular target culture. Therefore, email did not positively affect the development of intercultural competence. O'Dowd (2006), on the other hand, found that email exchanges between English and Spanish students helped improve certain components of intercultural communicative competence.

Further, Vucsanovic (2018) explored ESL learners' intercultural communication, L2 attitudes, and their relationship to the use of Web 2.0 tools and technology. Survey responses were obtained from 24 intermediate ESL speakers living in the United States. The findings indicated that there is low correlation between learners' intercultural communicative competence (ICC) and use of technology. Thus, learners' use of various Web 2.0 tools and technologies to learn about American culture did not correlate with their degree of intercultural competence. However, the correlation was stronger for learners' ICC and L2 attitudes.

On the basis of the extensive review of the related literature and the evident dearth of inquiries in Iranian context, this study set out to evaluate Iranian EFL learners' intercultural communicative competence (ICC), intercultural sensitivity (IS), and their correlation with the

online exchanges and attitudes toward people and things from other cultures (ATPOC). To these aims, the following research questions are raised.

METHODOLOGY

Research Design

To meet the purpose of this study, the researcher adopted a quantitative data collection procedure. According to Dornyei (2007) a frequent method of collecting quantitative data is through conducting a survey using some sort of a questionnaire.

Participants

The participants consisted of 150 Iranian EFL learners selected through convenience sampling; ranging in age from 18 to 52 with a mean of 26 years, they were upper intermediate and advanced EFL learners from different cities in Iran, the mean score for their English learning experience was about 10 years. The gender was not considered as moderator variable. The participants of the study were informed about the question of ICC and purpose of the study prior to its administration, they were assured of the confidentiality of their responses as well.

Data Collection Tools

Given the quantitative design and to meet the purpose of the study, the following instruments were applied:

Intercultural Sensitivity Scale (ISS):

The IS scale was developed by Chen and Starosta (2000) to measure learners' sensitivity to intercultural communication. ISS is a 24-item questionnaire on a Likert scale ranging from "strongly disagree" to "strongly agree". The scale taps five primary themes, including interaction engagement, respect for cultural differences, interaction confidence, interaction enjoyment, and interaction attentiveness. Factorial analyses verified that the questionnaire has an acceptable validity rate (KMO= 0.848, Bartlett's test of Sphericity, P=0.00). The acquired Cronbach's Alpha coefficient of .868 confirmed the reliability of the scale as well.

Language and Intercultural Learning through Online Interactional Experiences:

The scale was developed by Chen and Yang's (2014) study of multilateral intercultural communication among secondary students in Taiwan and modified by Lin, Shie, and Holmes (2017). The scale consisted of 5-Likert scale regarding students' online interactional experiences. The reflective questionnaire prompted participants' reflection on their language and intercultural learning. The questionnaire assessed students' experiences and perceptions of online platforms at the levels of knowledge, attitudes and skills, following Byram's ICC model, in addition it helped them reflect on their learning processes.

Attitudes towards People and Things from Other Cultures (APTOC):

The scale developed by al Khuja and Bjorkqvist (2020) came to consist of three main subscales: Openness to Other Cultures, Global Mindset, and Narrow Mindset each of which contained 5 items, to measure the three parts' internal consistency analyses were done and produced Cronbach's Alpha score of (.79), (.83), and (.70) respectively.

Intercultural Communication Competence:

The 10 item ICC instrument developed by Arasaratnam (2009) was built based on the idea of cognitive, affective and behavioral dimensions encompassing communication competence, as established in past researches. It has three items from the cognitive dimension, four items from the affective dimension, and three items from the behavioral dimension. The instrument was subjected to factor analysis with varimax rotation, the results confirm Cronbach's alpha = .77, $M = 4.79$, $SD = .88$.

Online exchange involvement:

A five items questionnaire developed by the researcher was used to measure the extent to which the learners are involved in online exchanges and to assess the duration of time they spend in online platforms each day.

Data Analysis

The statistical analyses of the quantitative data were conducted both during and after the research using SPSS software. Descriptive statistics were used to summarize and describe the quantitative data. To understand if this type of online intercultural exchanges can nurture students' ICC development, the researchers mainly utilized Byram's ICC model as a measure framework to evaluate the effects of the telecollaborations on the development of intercultural attitudes, knowledge, skills, and critical intercultural awareness.

Moreover, Chen and Starosta's intercultural sensitivity measurement was used as a framework to analyze learners' intercultural sensitivity. According to APTOC model the kind of attitude toward other cultures consist of three main subscales: Openness to Other Cultures, Global Mindset, and Narrow Mindset, the data on each of which was collected, analyzed, and interpreted.

FINDINGS

Descriptive statistics as shown in Table (1) resulted in the mean score of 2.89 for the online exchanges, 3.98 for the ICC development through online exchanges, 3.60 for the ATPOC, 3.72 for intercultural sensitivity, and 3.17 for ICC.

Table 1. *Descriptive Statistics of the Four Study Variables*

	N	Minimum	Maximum	Mean	Std. Deviation
Online Exchanges	150	1.00	5.00	2.8960	.80326
ICC development through online exchanges	150	2.40	5.08	3.9804	.54092
Attitude Toward People and Things from Other Cultures	150	2.00	4.86	3.6022	.54153
Intercultural Sensitivity	150	2.70	5.58	3.7231	.46413
ICC assessment	150	2.10	4.40	3.1755	.40506
Valid N (list wise)	150				

To answer the research question one, the relationship between the learners' experience of online exchanges (as measured by OE) and their intercultural communicative competence (as measured by ICC through OE) was investigated using a Pearson product-moment correlation (Table 2). Preliminary analyses were performed to ensure no violation of the assumptions of normality and linearity. It was found that there was a medium[4] positive correlation between the two variables, ($r = .379$, $n = 150$, $p < .001$) Indicating a statistically significant relationship between the learners' experience of online exchanges and ICC development.

Table 2. *Correlation Coefficient between OE and ICC Development*

		Online Exchanges	ICC development through online exchanges
Online Exchanges	Pearson Correlation	1	.379**
	Sig. (2-tailed)		.000
	N	150	150
ICC development through	Pearson Correlation	.379**	1

[4] Cohen (1988, pp. 79-81) defined the (r = .30 to .49) a medium correlation.

online exchanges	Sig. (2-tailed)	.000	
	N	150	150

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

Furthermore, in consideration of the loading of the items as well as the common theme they shared with the components of ICC, the components were classified as follows: 1) knowledge; 2) attitude, and 3) skills; there was also one more component that evaluated the learners' English Learning and made them reflect on their learning process. Having performed the descriptive statistic on the data, the mean score of each component was calculated (Table 2.1.). Regarding these components the analyses resulted in a mean score of 4.02 for the knowledge component, 3.95 for the attitude component, 3.87 for the skills component, and 4.1 for the English learning component. As a result, the mean scores indicated that there was a significant relationship between the online exchanges and the development of the components of the ICC.

Table 2.1. *Descriptive Statistics of the ICC Components*

	N Statistic	Minimum Statistic	Maximum Statistic	Mean Statistic	Std. Deviation Statistic
Knowledge	150	2.14	5.00	4.0262	.56220
Attitude	150	2.20	5.00	3.9560	.61475
Skill	150	1.16	5.00	3.8731	.66249
English Learning	150	2.25	5.00	4.1012	.57711
Valid N (list wise)	150				

To answer the second research question, the relationship between the learners' experience of online exchanges (as measured by OE) and their intercultural sensitivity (as measured by ISS) was investigated using a Pearson product-moment correlation (Table 3). Having tested the necessary assumptions, it was found that there was a small [5]positive

[5] Cohen (1988, pp. 79-81) defined the (r = .10 to .29) a small correlation,

correlation between the two variables, r = .255, n = 150, p = .002 &<.05, indicating a statistically significant correlation between the learners' experience of online exchanges and their IS.

Table 3. *Correlation coefficient between OE and IS*

		Online Exchanges	Intercultural Sensitivity
Online Exchanges	Pearson Correlation	1	.255**
	Sig. (2-tailed)		.002
	N	150	150
Intercultural Sensitivity	Pearson Correlation	.255**	1
	Sig. (2-tailed)	.002	
	N	150	150

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

Regarding the third research question, a factor analysis was conducted in order to investigate whether the 15-item scale (Attitudes towards People and Things from Other Cultures = APTOC) would constitute any major factors. There was a three factor structure, the first factor consisted of 5 items named "Openness to Other Cultures" and produced a satisfactory Cronbach's Alpha score of (.73); the second factor consisted of 5 items named "Global Mindset" and its Cronbach's Alpha score was (.83); The third factor contained 5 items as well, and named "Narrow Mindset", it produced Cronbach's Alpha score of (.70), then to answer the question and to see if the attitudes toward people and things from other cultures (as measured by APTOC) do relate to the ICC, Pearson product-moment correlation was applied as well. Having checked the necessary assumptions, a medium positive correlation (Table 4) was seen between the two variables, r = .351, n = 150, p = .000 & < .05, indicating a statistically significant correlation between the mentioned variables.

Table 4. *Correlation Coefficient between APTOC and ICC Assessment*

		Attitude Toward People and Things from Other Cultures	ICC assessment
Attitude Toward People and Things from Other Cultures	Pearson Correlation	1	.351**
	Sig. (2-tailed)		.000
	N	150	150
ICC assessment	Pearson Correlation	.351**	1
	Sig. (2-tailed)	.000	
	N	150	150

The fourth research question, the correlation between attitude toward people and things from other cultures (as measured by APTOC) and the learners' IS was addressed by performing a Pearson product-moment correlation (Table 5). Having observed the necessary considerations, it was found that there was a large[6], positive correlation between the two variables, r = .570, n = 150, p= .000 & < .05, indicating a statistically significant relationship between the variables

Table 5.*Correlations Coefficient between APTOC and IS*

		Attitude Toward People and Things from Other Cultures	Intercultural Sensitivity
Attitude Toward People and Things from Other Cultures	Pearson Correlation	1	.570**
	Sig. (2-tailed)		.000
	N	150	150

[6] Cohen (1988, pp. 79-81) defined the (r = .50 to 1.00) a large correlation.

Intercultural Sensitivity	Pearson Correlation	.570**	1
	Sig. (2-tailed)	.000	
	N	150	150

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

DISCUSSION

The present study aimed to investigate how online exchanges can play a role in Iranian EFL learners' development of Intercultural Communicative Competence (ICC), as well as their intercultural sensitivity (IS); in addition, it looked for the extent to which the learners' attitude toward other cultures contributes or impedes ICC development and intercultural sensitivity as well. Following the collection and analysis of the required data, it was concluded that the learners' experience of online exchanges and being in online platforms generally does contribute to the development of both intercultural communicative competence and intercultural sensitivity, in other words, the more they are involved in online exchanges and the more time they spend in online platforms, the more competent and sensitive they become interculturally, thus, the learners' use of various technologies (e.g., blogs, YouTube, Facebook, Instagram, Telegram, and Internet in general) does correlate with their degree of intercultural competence and intercultural sensitivity; moreover through a descriptive analysis it was revealed that through the online exchanges the learners make progress in terms of knowledge, English learning, attitude, and skills respectively. Additionally, the study found that the learners' attitudes toward people and things from other cultures was positively correlated with their ICC and IS as well. Therefore, the more positive attitudes the EFL learners hold toward people and things from other cultures, the more competent and sensitive they become interculturally. By detailed analysis of the participants' responses the researcher is satisfied to argue that the main reason of these findings can be allurement offered by online platforms and technology as a whole, i.e. the participants saw the system more attractive than the traditional ways they had already experienced and believed that it is significantly different from the opportunities provided by traditional classrooms, as a great number of them reported that: "I enjoy using Internet to engage in cross-cultural communication"; in addition they confirmed

that they were happy to participate and would gain a great sense of accomplishment. Moreover participants valued the authentic information and first-hand cultural observation.

Through the extensive review of the related literature it was found that there has been many researches conducted on the use of technology and L2 learning (Wang & Vasquez, 2012; Sauro, 2011; Locke & Andrews, 2004); all of them arguing that using technology is positively correlated with better language learning. In contrast, there are less studies done in the realm of investigating the use of technology in ICC development (Chun, 2016; Avgousti, 2018; Lenkaitis, 2020; O'Dowd, 2007; Lee & Markey, 2014; Leh, Grau, & Guiseppe, 2015). The aforementioned studies found that through social engagements, students not only gained cultural knowledge but also became more aware of their own beliefs and attitudes toward their own culture. In addition, discussions on topics of tangible and intangible cultures afforded the opportunity to raise students' awareness of cultural norms and practices (Lee & Markey, 2014). Furthermore the findings of this study reflect the results of studies like Abrams (2002), Kramsch & Thorne (2002), O'Dowd (2007), Elola and Oskoz (2008), Chun (2011), Jee & Byun (2016), Byun and Jee (2018). O'Dowd's (2007) study argues that telecollaboration can be a powerful tool for the development of intercultural learning, and believes in three significant roles that online exchanges can play in the development of students' intercultural competence, the first refers to this point that telecollaborative activities have the potential to support the development of students' ICC in a way that traditional culture learning materials would not be able to achieve. This is because the online exchanges provide learners with a different type of knowledge from that which they usually find in textbooks and in other traditional cultural studies resources. As opposed to objective factual information, the accounts which students receive from their partners are of a subjective and personalized nature. The second is that telecollaboration can best contribute to the development of cultural awareness when it contains periods of dialogue involving explicit comparison of the two cultures and a direct exchange of reactions to the submissions of others. As it contrasts greatly with interaction which involves a mere unreflective exchange of information between partners. The third and final point is that telecollaboration can best support the development of ICC when a combination of different online tools is used (pp.146-148). By applying different communication tools to carry out different functions, students in these classes were able to work on the different aspects of ICC which were best suited to each medium.

Additionally when Chun (2011) investigated online exchanges in asynchronous forum discussions and synchronous text chats between students in a German course and students in an English course. It was revealed that synchronous and asynchronous forums yielded different

language and style of writing by the two student groups. Asynchronous discussion statements were syntactically more complex than the synchronous chat statements, due to the lack of true interaction and big time lags between posts. In addition the data showed that both student groups demonstrated ICC by appropriately combing "knowledge, skills, and attitudes in real time" as they interacted with each other and indicating interest in the other culture (p. 416). Lastly, those students who indicated satisfaction with the chats had more in-depth discussion about the culture and politics. Another aspect of the online tools that has been investigated with regard to developing intercultural competence are blogs and emails.

CONCLUSION

A number of conclusions can be elicited from the results of the present study. First, online exchanges can be useful in terms of learning English and the cultures of English-speaking countries. Second, online exchange helps the learners gain authentic information. Third, according to the participants, online exchanges actually allow them to broaden their understanding of their own culture i.e. high degrees of intercultural competence mean that one is not only in the position to avoid judging other cultures, but is also able to reflect on one's own culture. Fourth, learners' attitudes toward the L2 and the L2 community are quite important when it comes to interacting with people from other cultures, i.e. holding a positive attitude toward the people and things from other cultures and behaving in an unbiased way leads to more intercultural sensitivity and competence. Given the findings of this study, it is best to use multiple assessment methods and not just one method, such as questionnaire. In fact, it is important to note that a questionnaire alone is not a sufficient measurement of intercultural competence. Because according to the literature recommended assessment methods are primarily qualitative, including the use of interviews, observation, judgment by self and others, case studies, and the possible use of standardized competency instruments. Due to the some limitations the study applied the quantitative method and questionnaires to investigate the phenomenon, because of that although the findings in this study are statistically significant, they indicate that there is potential for further investigating the variables at hand.

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ICC DEVELOPMENT AND EFL TEACHERS: DO REFLECTIVITY AND BURNOUT MATTER?

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Abstract
Despite the significance of the development of EFL teacher and learners' Intercultural Communicative Competence (ICC) and the necessity of the study of the influential cognitive and socio-affective variables like Reflectivity and burnout, few studies have examined the association between ICC and such factors. On this basis, this study aimed to explore the relationship among EFL teacher's Intercultural Communicative Competence, Reflectivity, Burnout and Educational Background. To this end, ICC Belief Scale, Teacher Reflective Practice Scale, and Burnout Inventory were administered to 159 Iranian EFL teachers. The obtained results from correlational analyses indicated that there was a statistically significant relationship between the teacher's ICC and Reflectivity. Additionally, there was a weak, negative relationship between teacher's ICC and Burnout. Furthermore, the results indicated that there was a statistically significant difference between M.A and Ph.D. holders in their ICC perceptions and beliefs. The study findings might be of particular interest to EFL teachers, teacher trainers and educational policy makers as the findings underscore the necessity of the heightened awareness of EFL teachers concerning influential ICC development variables and further inclusion of Reflective practices into teacher training programs. Meanwhile policy makers need to aptly consider socio-affective factors like teacher burnout and their adverse impact on the efficacy of educational systems.

Keywords: Intercultural Communicative Competence, Burnout, Reflectivity, EFL teacher, Iran

INTRODUCTION

Foreign Language Teaching (FLT) aims at the development of the learner's communicative ability. However, learning foreign languages includes acquiring not only grammatical competence and/or communication skills but also Intercultural Communicative Competence (ICC). Byram (1997) defined ICC in terms of the ability to interact in an effective way with other people who are from other cultures. Byram's (1997) proposed a model of ICC that consists

of knowledge (savoir), attitudes (savoir être), skills, and critical cultural awareness (savoir s'engager). The skill component is comprised of skills of interpreting/relating (savoir comprendre) and skills of discovery/interaction (apprendre/faire) Consequently, ICC development becomes an essential aim of Foreign Language (FL) classrooms.

The concepts of reflective thinking and especially teacher reflectivity have become important in L2 teacher education. According to Dewey (1933), reflective thinking is defined as an "active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it, and the further conclusions to which it tends, constitutes reflective thought". Shulman (1987) defines it as "what a teacher does when he or she looks back at the teaching and learning that has occurred, and reconstructs, reenacts, and/or recaptures the events, the emotions, and the accomplishments". Rodgers (2002) stated that reflective thinking consists of four criteria. Firstly, reflection is a meaning-making process. Secondly, it is considered as a systematic way of thinking. Thirdly, it is an interactive process and finally, it contains a set of attitudes. In spite of these definitions, there is little known about how reflection works. (Clara, 2015).

Because of the demanding nature of teaching profession, teachers are vulnerable to many negative consequences including burnout. It is seen as a result of occupational stress among human service workers in a society, especially teachers (Jennett, Harris, & Mesibov, 2003). Burnout is defined as a psychological syndrome emerging as a response to chronic interpersonal stressors on the job (Maslach & Leiter, 2016). It is comprised of three key dimensions: exhaustion (work-related feelings of exhaustion), cynicism (feeling of detachment from occupation) and a sense of ineffectiveness (feeling of incompetence).

It is noteworthy that ICC has become the main objective of Foreign Language Learning. In this regard, teacher's ICC also play an important in the teaching process. However, few studies have been carried out to examine Iranian teacher's ICC. The present study addresses this gap by investigating the relationship between teacher's ICC and their Reflectivity, Burnout and Educational Background. To this end, four research questions were raised:

1. Is there any statistically significant relationship between teachers' Intercultural Communicative Competence and their Reflectivity?
2. Is there any statistically significant difference between teachers with M.A and Ph.D. degrees regarding their Intercultural Communicative Competence?
3. Is there any statistically significant relationship between teachers' Intercultural Communicative Competence and their Burnout?

4. Do Reflectivity, Burnout and Educational Background predict the degree of ICC among Iranian EFL teachers significantly?

LITERATURE REVIEW

Intercultural Communicative Competence

The term "Intercultural Communicative Competence" has been defined by many scholars (Byram, 1997; Chen and Starosta, 1996, Deardorff, 2006) from their own perspective. Deardorff (2006) defined ICC as "the ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills, and attitudes". According to Chen and Starosta (1996), ICC is conceptualized as "the ability to execute appropriate and effective communication behaviors in a specific environment". Byram (1997) proposed the model of ICC which has five components including savoir être (attitudes), savoir (knowledge), savoir comprendre (interpreting/relating skills), savoir apprendre/faire (discovery/interaction skills), and savoir s'engager (critical cultural awareness).

Ahmadi safa and Tofighi (2022) conducted a study and 100 pre-service and 100 in-service teachers were participated in this study it was concluded that although teachers believed in the importance of inclusion of ICC in the curriculum, but they didn't do so in their teaching practices. Similarly Young and Sachdev (2011) found that teachers have positive attitudes toward the implementation of ICC in curriculum, but they are unwilling to put their beliefs into practice. The results confirmed that EFL teachers believed in the importance of incorporation of ICC in the EFL courses as a part of learner-centered curriculum. In a study by Ghavamnia (2020), the beliefs and perspectives of Iranian EFL teachers toward including culture teaching into their classroom was investigated. A total of 10 teachers with Ph.D. degree in Applied Linguistics were participated in this study and a semi-structured interview and a close-ended questionnaire were used in data collection process. The results indicated that although teachers favored incorporating cultural issues in their classes, the priority was given to language teaching rather than culture teaching. Saricoban and Oz (2014) investigated Turkish pre-service teacher's ICC level and explore whether factors such as study abroad, gender and academic achievement make any differences in their ICC and 89 teachers were participated in this study. The findings revealed that participants attained a high level of ICC. There were no significant differences between male and female participants regarding their ICC levels. It was found there wasn't statistically significant relationship between teacher's ICC and their academic achievement. Moreover, the results revealed positive relationship between participants' studying abroad and their ICC levels.

Lei (2021) conducted a study to explore the pre-service English teacher's ICC level and whether they were possible differences between teacher's ICC level and their genders and family origins. In this regard, 186 pre-service teachers were participated in this study. The results indicated that the female English teacher's overall levels of ICC were higher than the males'. It was also found that there was no statistically significant difference between the urban and rural pre-service English teachers concerning their family origin. In another study by Estaji and Rahimi (2018), the effect of EFL teacher's education, level of instruction and experience on their perceptions toward Intercultural Communicative Competence and the effect of teacher's ICC perceptions on their practices of culture teaching were investigated and 111 EFL teachers were participated in this study. The results indicated that there were no statistically significant differences in the teacher's perception of ICC regarding their level of education, experience and instruction. It was also found that teacher's perceptions toward ICC played a role in their instructional practices.

According to GU (2016), the aim of the foreign language (FL) is being shifted from communicative competence to intercultural communicative competence (ICC). In this study, the attitudes and opinions of Chinese teachers of English as a Foreign Language toward the assessment of ICC were investigated and 1170 university EFL teachers were participated in this study. The results indicated that teachers were willing to assess ICC, but they lacked a clear understanding of ICC. Alaei and Nosrati (2018) also conducted a study to investigate the relationship between Iranian EFL teacher's Intercultural Communicative Competence (ICC) and their Intercultural Sensitivity (IS). To this end, 167 EFL teachers took part in this study. The results revealed that there was a statistically significant relationship between components of ICC and IS except for the potential relationship between knowledge component of ICC and respecting other cultures and interaction enjoyment dimensions of intercultural sensitivity (IS).

Reflectivity

Reflectivity is a multifaceted concept that has gained significant attention in various fields including education, psychology and professional development. Schon (1983) made a distinction between "reflection-in-action" and "reflection-on-action". The former occurs during practice and the latter is a retrospective process that takes place after the practice. According to Akbari et al. (2010), teacher reflectivity consists of five components including practical, cognitive, affective, meta-cognitive and critical. The practical element deals with teacher's utilization of various reflective practices such as journal writing, observation and teaching portfolios. The cognitive element involves activities that are aimed at teacher's professional development. The affective element is pertinent to teacher's reflection concerning their

students' interests, backgrounds and understanding. The meta-cognitive element is related to the teacher's awareness of their own beliefs and practices. The critical element deals with teacher's reflection on socio-political features of pedagogy.

Liou (2001) conducted a study to examine reflective practices of pre-service EFL teachers of Taiwan. To this end, observation reports and practice-teaching reports of 20 student teachers were collected. The results of the study indicated that student teachers talked mainly about practical teaching issues. It was concluded that supplying lower affective state is helpful for teachers and interventions such as reflective training is essential in order to foster the development of reflectivity among teachers. In another study by Abdar and Shafaie (2022), the relationship between EFL teacher's reflective thinking and their teaching style was investigated and 90 EFL teachers were participated in this study. The results demonstrated that there was positive correlation between EFL teacher's reflective thinking and their teaching style.

Ghorbani Moghadam et al. (2019) conducted a study and reflective practices of 310 EFL teachers were investigated. In this regard, 250 teachers were participated in quantitative phase and 60 teachers were selected for qualitative phase. The teachers were divided into experimental and control groups. The results indicated that teachers practice five factors underlying reflective teaching including cognitive, metacognitive, critical, affective and practical. It was shown that teachers were mainly engaged in reflection-on-action and reflection-for-action. In another study by Soodmand Afshar and Farahani (2015), the relationship between reflective teaching and reflective thinking of Iranian EFL teachers concerning their gender and teaching experience was examined. In this regard, 233 teachers were participated in this study. The results revealed that there was a positive correlation between reflective teaching and reflective thinking among Iranian EFL teachers. It was also found that there was statistically significant difference between male and female with regard to both reflective teaching and reflective thinking. Teaching experience differentiated Iranian EFL teachers regarding their reflective teaching.

Kurosh et al. (2020) conducted a study to explore the relationship between Iranian teacher's reflective teaching practice and their self-efficacy perceptions. To this end, 70 teachers from hard science, soft science and EFL disciplines were participated in this study and all of the teachers had more than 10 years of teaching experience and the majority of the participants had Ph.D. degree. The results indicated that except for the EFL teachers, there was no relationship between other disciplines teacher's self-efficacy perceptions and their reflectivity. In another study by Kharlay et al. (2022), the scope and quality of reflectivity among in-service EFL teachers were examined and 56 EFL teachers took part in this study. The results revealed

that Ukrainian EFL teachers applied reflective practice consistently but they did not do so in a systematic way in their teaching. It was also found that there was a statistically significant difference between experienced and novice teachers in terms of understanding the concept reflective practice. It was concluded that teaching experience is a determining factor in using reflection among teachers.

Burnout

According to Freudenberger (1974), burnout is defined as physical and emotional exhaustion. Oranje (2001) argued that burnout has three reasons including interactional, psychological and environmental. In the first model, burnout is regarded as a coping problem, because burnout derives from negative consequences of one's judgment of one's own qualifications in connection with stressors in his environment that can be imagined or real. In the second model, burnout is considered as a state of mental or physical exhaustion which influences people for considerable amount of time and it should be noted that it has negative emotional effect on them. Concerning the third model, the source of stress is ascribed to the environment which causes burnout.

In another study by Samadi et al. (2020), the relationship between burnout, intention to leave, and job satisfaction among EFL teachers was examined and whether job satisfaction mediates the potential relationship between burnout and intention to leave. One hundred and twenty EFL instructors were participated in the study. The results confirmed the moderate relationship between intention to leave and burnout. However, the mediating role of the job satisfaction to predict the aforementioned potential relationship was not verified. In a study by Helou et al. (2016), the levels and factors causing Lebanese teachers' burnout were investigated and their attitudes were also elicited. Nine teachers who left their job during the five years of teaching were interviewed and ninety two in-service teachers were also participated in this study. The results suggested that workload, coordination/mentoring, school environment, emotional factors, and classroom environment were main causes of burnout.

Mahmoodi and Ghaslani (2014) conducted a study to explore the relationship between reflectivity, emotional intelligence and burnout among Iranian EFL teachers. To this end, three questionnaires were given to 125 EFL teachers. The results indicated that enhancing teachers' reflectivity and emotional intelligence may decrease their burnout. It was also revealed that emotional intelligence and reflectivity are regarded as efficient variables to predict teacher's level of burnout. However, the findings did not confirm any significant difference in teachers' reflectivity and burnout due to their teaching experience. In another that is conducted by sadeghi and Khezrlou (2016), different levels of burnout including emotional exhaustion,

depersonalization, and reduced personal accomplishment that is experienced by Iranian EFL teachers and the relationships of participant's workplace context, gender, teaching experience, and grade level thought to their burnout were explored. Forty participants took part in this study. The results revealed that teachers experienced certain levels of reduced personal accomplishment and emotional exhaustion. It was also found that there were statistically significant correlations between workplace, burnout and grade level taught.

In a study by Mahmoodi—Shahrebabaki (2017), the intervening effect of EFL teachers' anxiety in the relationship between their perfectionism and burnout levels was examined. In this regard, 276 Iranian EFL teachers were participated in this study. According to the findings, depersonalization, which is one of the dimensions of burnout, had a significant correlation with perfectionism. Due to the intervening effect of anxiety, it was found that there was a statistically significant relationship between perfectionism and emotional exhaustion. In another study by Carrol et al. (2022), teacher's experience of work-related and burnout and the differences between these two were also examined. To this end, 749 Australian teachers were participated in this study. The results indicated that over half of the participants were extremely stressed. It was also found that emotion regulation, workload, and subjective well-being played an important role in the development of teachers' stress and burnout.

METHODOLOGY

Research Design

The quantitative research design was adopted for the current study and correlational analysis was mainly used to examine the potential relationship between the aforementioned variables. This kind of research design involves collecting and analyzing numerical data and it has four main types including Correlational, Descriptive, Causal-Comparative/Quasi-Experimental, and Experimental Research. Structured tools such as polls, questionnaires, or surveys can be used to collect quantitative data. The correlational research was mainly utilized in the present study and questionnaires were used as the instruments in the data collection procedure. The sampling strategy of this study was convenience sampling.

Participants

The study involved 159 Iranian EFL teachers who hold M.A. (78.6 percent) or Ph.D. (21.4 percent) degree in one of the subfields of English language education, namely TEFL, Linguistics, Translation and English literature. The sample included 122 females (76.73 percent) and 37 males (23.37 percent) and their age ranged from 23 to 53. They were informed of the purpose of the study and they were also assured of the confidentiality of their responses.

Data Collection Tools

The following instruments were utilized in data collection procedure:

1. **Intercultural Communicative Competence Belief Scale**

ICC Belief Scale was developed by Ahmadi Safa and Tofighi (2022) to investigate the beliefs of Iranian EFL teachers regarding ICC. The scale consists of 33 items that correspond to the five components of Byram's (1997) model of ICC. All of the items are based on the five-point Likert scale ranging from "strongly disagree" to "strongly agree." To ensure the reliability, Cronbach Alpha was run and it was found that the scale enjoys a high reliability of .884. Factorial analyses confirmed the appropriateness of the factor model on the basis of Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy (KMO= .859) and Bartlett's Test of Sphericity (p= .000)

2. **Teacher Reflective Practice Scale**

This scale was developed by Estaji and Ahmadi Fatalaki (2023) to explore EFL teacher's perceptions toward reflective practice. This scale was comprised of 33 items that correspond to 5 constructs including Interpersonal, Intrapersonal, critical, behavioral and strategic. The scale was administered on a five-point Likert scale ranging from "strongly disagree" to "strongly agree." The Cronbach Alpha internal consistency measure indicated fairly high reliability of the scale, with the value of .877. The obtained results implied that the value for KMO measure of sampling adequacy was .814 that is larger than the recommended value of 0.6 (Pallant 2013) and the result of Bartlett's Test of Sphericity was statistically significant ($p < .05$), indicating the factorability of the correlation matrix.

3. **Maslach Burnout Inventory (MBI)**

MBI was developed by Maslach and Jackson (1981) which is used to assess the risk of burnout. The scale includes 22 items that correspond to 3 constructs including emotional exhaustion, personal accomplishments and depersonalization. It is based on a five-point Likert scale ranging from never to always. The obtained Cronbach's Alpha coefficient of .710 confirmed acceptable reliability of the scale. The Exploratory Factor Analysis (FA) of the questionnaire verified that the value of for KMO measure of sampling adequacy was .855 and the result of Bartlett's Test of Sphericity ($p < .05$) confirmed the factorability of correlational matrix.

Data Analysis

After ensuring that the scales were valid for intended purpose of the current study, three questionnaires were completed by 159 Iranian EFL teacher who hold MA or Ph.D. degree in four subfields of English language education including TEFL, Linguistics, English Translation and English Literature. A total of 170 questionnaires were administered in both electronically

and printed formats. Among the completed questionnaires, 11 were discarded because they have been carelessly filled out. As a result, the remaining 159 completed questionnaires were considered as the dataset of the current study. In order to increase the ease of data collection procedure and data analysis, the online versions of the questionnaires were created by using Google Docs and then items were shared on Telegram channels and groups in which Iranian EFL teachers were teaching English in different parts of the country. The participants were also asked to write down their demographic information including gender, age, academic degree, and their teaching experience. The purpose of administration of these three questionnaires is to investigate the relationship between teacher's ICC and their Reflectivity, Burnout and Educational Background. The obtained data was fed into SPSS software to answer the research questions and the results are explained in the following section.

FINDINGS

After completing the scales by participants, Exploratory Factor Analysis (EFA) was conducted on the obtained data from the ICC scale., the results of the Kaiser-Meyer-Olkin measure of sampling adequacy and Bartlett's Test of Sphericity were statistically significant, manifesting strong interrelationships among items. Additionally, the Cronbach alpha internal consistency measure was run and it was indicated that the scale enjoys a high reliability, with the value of .884. Rotation matrix was run and five-component structure was suggested. The result of the factor loading analyses indicated that eight items load on factor one, eight items on factor two, eight items on factor three, six items on factor four and three items on factor five. Considering the loading of factors and the shared themes including five components of ICC, the components were categorized as follows: 1) attitude; 2) Knowledge; 3) skills of interpreting and relating; 4) skills of discovery and interaction; and 5) critical cultural awareness.

Table 1. *Total Variance Explained of ICC Scale*

	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
Component	Total	% of variance	Cumulative%	Total	% of Variance	Cumulative%	Total	% of Variance	Cumulative%
1	9.638	29.205	29.205	9.638	29.205	29.205	4.042	12.248	12.248
2	1.820	5.515	34.720	1.820	5.515	34.720	4.011	12.154	24.401
3	1.679	5.087	39.807	1.679	5.087	39.807	3.461	10.488	34.889
4	1.623	4.918	44.725	1.623	4.918	44.725	2.807	8.505	43.395
5	1.464	4.437	49.162	1.464	4.437	49.162	1.903	5.767	49.162

According to the table 1, these five components explained a total of 49.162 percent of variance that the first one explaining 12.248, the second component 12.154, the third 10.488, the fourth 8.505 and the fifth component explained 5.767 of the variance respectively**.**

Table 2. *KMO and Bartlett's Test of ICC scale*

Kaiser-Meyer-Olkin measure of sampling adequacy		.859
Bartlett's Test of Sphericity	Approx. Chi-Square	2111.847
	df	528
	Sig.	.000

As shown in table 2, the value of KMO was .859 and the result of Bartlett's Test of Sphericity was 0.000, verifying the factorability of the model.

After the completion of Teacher Reflective Practice Scale, exploratory Factor Analysis (EFA) was run. The results of the Kaiser-Meyer-Olkin measure of sampling adequacy and Bartlett's Test of Sphericity were shown in table 4. To ensure the reliability of the scale, the Cronbach alpha internal consistency measure was measured. The obtained Cronbach's Alpha coefficient of .877 verified the reliability of the scale. Rotation matrix was employed and five-component structure was proposed. The result of the factor loading analysis revealed that eleven items load on factor one, six items on factor two, five items on factor three, five items on factor four, and six items on factor five. According to the loading of factors and themes of the items, the five components were identified as follows: 1) interpersonal 2) Interpersonal 3) Behavioral 4) Critical 5) Strategic.

Table 3. *Total Variance Explained of Reflective Practice Scale*

	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
component	Total	% of Variance	Cumulative%	Total	% of Variance	Cumulative%	Total	% of Variance	Cumulative%
1	7.482	22.672	22.672	7.482	22.672	22.672	4.346	13.169	13.169
2	2.848	8.630	31.303	2.848	8.630	31.303	3.188	9.661	22.831
3	1.764	5.347	36.649	1.764	5.347	36.649	3.024	9.162	31.993
4	1.706	5.170	41.819	1.706	5.170	41.819	2.429	7.360	39.353
5	1.415	4.289	46.108	1.415	4.289	46.108	2.229	6.755	46.108

According to the table 3, Exploratory Factor Analysis (EFA) revealed the presence of five components, explaining a total of 46.108 percent of variance that the first one explaining 13.169, the second component 9.661, the third 9.162, the fourth component 7.360, and the fifth component explained 6.755 percent of the variance respectively.

Table 4. *KMO and Bartlett's Test of Reflective Practice Scale*

Kaiser-Meyer-Olkin measure of sampling adequacy		.814
Bartlett's Test of Sphericity	Approx. Chi-Square	1755.815
	df	528
	Sig.	.000

As table 4 displays, the KMO index was .814 that is above the recommended value (0.6) by Pallant (2013), confirming the factorability of correlational matrix. Additionally, the confidence level of 0.000 of Bartlett's test supported the appropriateness of factor model.

Following the completion of Burnout Inventory by participants, Exploratory Factor Analysis (EFA) was run. The results of the Kaiser-Meyer-Olkin measure of sampling adequacy and Bartlett's Test of Sphericity were shown in table 9. Cronbach alpha internal consistency measure was employed to estimate the reliability of the scale. It was indicated that the scale enjoys a high reliability of .710. Rotation matrix was run and three-component structure was put forward. The analysis of factor loading revealed that nine items were loaded on factor one, eight items on factor two, and five items on factor three. Regarding the loading of factors and common themes among the items of the scale, the components were categorized as follows: 1) Emotional Exhaustion 2) Personal Accomplishment 3) Depersonalization.

Table 5. *Total Variance Explained of Burnout Inventory*

Initial Eigenvalues Extraction Sums of Squared Loadings Rotation Sums of Squared Loadings

Component	Total	% of Variance	Cumulative%	Total	% of Variance	Cumulative%	Total	% of Variance	Cumulative%
1	7.016	31.891	31.891	7.016	31.891	31.891	5.393	24.516	24.516
2	2.252	10.238	42.129	2.252	10.238	42.129	3.017	13.714	38.230

3	1.697	7.716	49.844	1.697	7.716	49.844	2.555	11.614	49.844

According to the table 5, Exploratory Factor Analysis (EFA) manifested the presence of three components, explaining a total of 49.888 percent of variance that the first one explaining 24.516, the second 13.714, and the third component explained 11.614 percent of the variance respectively

Table 6. *KMO and Bartlett's Test of Burnout Inventory*

Kaiser-Meyer-Olkin measure of sampling adequacy		.855
Bartlett's Test of Sphericity	Approx. Chi-Square	1432.593
	df	231
	Sig.	.000

As shown in table 6, the value of KMO was .855, verifying the appropriateness of the factor model and the result of Bartlett's Test of Sphericity was statistically significant ($p < .05$), suggesting strong interrelationship among the items.

To answer the first research question, Pearson product moment correlation was run to measure the relationship between Intercultural Communicative Competence of EFL teachers and their reflectivity. The results were found to be statistically significant ($p<.05$). It should be noted that the underlying assumptions were met.

Table 7. *Pearson Product Moment Correlation Results*

		ICC	Reflectivity
Intercultural Communicative Competence	Pearson Correlation	1	.375**
	Sig. (2-tailed)		.000
	N	159	159

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

As presented in table 7, it was found that there is fair, positive correlation between two variables($r=.375$). The results verified that there is a statistically significant relationship between EFL teacher's ICC and their Reflectivity.

To answer the second research question, the Mann-Whitney U test was employed to investigate whether there is significant difference among teacher's who have M.A and Ph.D. degree regarding their ICC.

Table 8. *Test Statistics*[a]

	ICC
Mann-Whitney U	1447.000
Wilcoxon W	9322.000
Z	-2.850
Asymp. Sig (2-tailed)	.004

a: Grouping Variable: Educational Background

Table 9. *Ranks*

	Educational Background	N	Mean Rank	Sum of Ranks
ICC	1. M.A	125	74.58	9322.00
	2. Ph.D.	34	99.94	3398.00
	Total	159		

As shown in table 8, the Mann-Whitney U Test revealed significant difference among MA and Ph.D. holders($p<.05$), implying that there is a statistically significant difference between M.A and Ph.D. holders regarding their ICC level.

To answer the third question, Pearson product moment correlation was employed to examine the relationship between EFL teacher's ICC and their burnout.

Table 10: *Pearson Product Moment Correlation Results*

		ICC	Burnout
Intercultural Communicative Competence	Pearson Correlation	1	-.021
	Sig. (2-tailed)		.789
	N	159	159

As presented in table 10, the correlation between two variables was found to be insignificant($P=.789>.05$). The results verified that there is weak, negative correlation between teachers' ICC and their Burnout ($r= -.021$).

To answer the fourth research question and after ensuring that necessary assumptions were met, regression was run to investigate the predictive power of Reflectivity, Burnout and Educational Background on ICC and to explain how much variance in a dependent variable is explained by independent variables.

Table 11. *Model Summary*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.437[a]	.191	.175	10.418

a. Predictors: (constant), Educational Background, Reflectivity, Burnout

According to the table 11, one model was presented. It can be seen that the adjusted R^2 value is .175, which revealed that about 17.5 percent of the variance of dependent variable (i.e., ICC) can be accounted by the variance of independent variables (Reflectivity, Burnout and Educational Background). Therefore, they can be moderate predictors of ICC.

To investigate the statistical significance of the result, it is necessary to check the ANOVA table (table 12).

Table 12. *ANOVA*[a]

Model		Sum of Squares	df	Mean Square	F	Sig
1	Regression	3968.230	3	1322.743	12.188	.000[b]
	Residual	16822.047	155	108.529		
	Total	20790.277	158			

a. Dependent Variable: ICC

b. Predictors: (constant), Educational Background, Reflectivity, Burnout

As it is shown in table 12, the model reaches statistical significance. ($F=12.188$ $p< .001$).

In order to realize which of the variables included in the current model contributed to the prediction of the model, Coefficients table needs to be checked. The results of Coefficients table are shown in table 13.

Table 13. *Coefficients*[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	72.446	11.296		6.413	.000
	Reflectivity	.366	.072	.374	5.113	.000
	Burnout	.018	.109	.012	.163	.870
	Educational Background	6.202	2.029	.222	3.057	.003

a. Dependent Variable: ICC

According to the table 13, Reflectivity ($p<.05$) and Educational Background ($p<.05$) can predict ICC among Iranian EFL teachers. Burnout ($p>.05$) did not make a statistically significant contribution to the model.

DISCUSSION

The present study aimed to explore the possible relationship between teacher's ICC and their Reflectivity, Burnout, and Educational Background and investigate whether Reflectivity, Burnout and Educational Background can predict ICC among Iranian EFL teachers. Following the completion of the scales by participants and analysis of the data, it was concluded that there was a statistically significant relationship between teacher's ICC and their reflectivity. Additionally, it was revealed that the participants' beliefs and perceptions concerning ICC were influenced by their educational background. Moreover, It was found that there was a statistically significant difference between teachers with M.A and Ph.D. degree regarding their ICC level., the study found that there is a weak, negative correlation between teacher's Burnout and their ICC. It was also revealed that Reflectivity, Burnout and Educational Background could moderately predict the ICC among Iranian EFL teachers.

The findings of the study revealed that there is a weak, negative correlation between teacher's ICC and their Burnout, that is in accordance with a study by Siskind et al. (2023). In aforementioned study, it was indicated that participant with higher cultural competence reported minimal feelings of work burnout.

Several studies have been conducted to investigate the relationship between burnout and reflectivity among Iranian EFL teachers. The findings of these studies revealed that there is a negative correlation between Iranian EFL teachers' Reflectivity and their Burnout (Rashtchi & Mashhoor, 2019; Ghasemzade et al., 2019). However, this finding is discrepant with the findings of Javadi and Khatib (2014), who found that teacher's reflection directly impacts their burnout. According to the Mahmooodi and Ghaslani (2021), teaching experience doesn't influence teachers' Reflectivity and their Burnout. Javadi and Khatib (2014) also concluded that the components of burnout including emotional exhaustion, depersonalization, and reduced personal accomplishment can predict teachers' Reflection.

The findings of the study were parallel with the findings of and Sercu (2005), suggesting that it is important to include Intercultural Communicative Competence In curriculum. In spite of the fact that teachers favored to include ICC in their curriculum and classrooms, different studies (Ghavamnia, 2020; Ahmadi Safa and Tofighi, 2022) found that teachers do not apply their theories into practice. Lei (2020) also discovered that there is a statistically significant

difference between males and females regarding their ICC level that is discrepant with the results of Saricoban and Oz (2014).

Soodmand Afshar and Farahani (2015) found that Iranian EFL teachers' gender and their teaching experience play an important role in the relationship between teacher's Reflective thinking and their Reflective teaching. In Kharlay et al. (2022), it was revealed that EFL teachers apply reflective practice consistently in their teaching but they do not so systematically. It was concluded that teaching experience is considered as an essential factor that differentiates experienced teachers from novice teachers regarding their understanding of the concept of Reflective practice.

Ghasemi (2023) illustrated the positive effect of empowering program on teachers' burnout, suggesting that the program has an immediate effect on treating Burnout symptoms. Madigan et al. (2023) also found that teachers' physical health associates with their Burnout, indicating that their burnout is directly associated with some of the teachers' complaints including headaches, illnesses and voice disorders.

CONCLUSION

The main objective of this study was to explore the relationship between teacher's ICC and their Reflectivity, Burnout and Educational Background. ICC is considered as an integral part of EFL classrooms. It was found that there is a statistically significant relationship between teacher's ICC and their Reflectivity. Additionally, it was also revealed that there is fair, positive relationship between teacher's ICC and their Educational Background. As far as burnout is considered as a crucial issue for teachers, it was shown there is a weak, negative relationship between teacher's ICC and their Burnout. In spite of the teachers, students should also acquire ICC to deal with people who are not from their culture.

The present study like other studies is not without limitations. Due to the novelty of the topic of the current study, few studies were found to confirm or deny the results of the study. Although there are several studies that examined each one of the aforementioned variables separately (Ahmadi Safa & Tofighi, 2022; Ghorbani Moghadam et al., 2019), this study aimed to examine the relationship between teachers' ICC level and their Reflectivity, Burnout, and Educational Background. In light of this limitation, related if not similar studies were used to support the results of the current study.

Further studies need to be conducted to investigate the relationship between teacher's ICC and other related variables such as job satisfaction, emotional intelligence. This study lays the foundation to conduct further studies to address the gap in the literature. However, further

research has to be done to investigate the relationship between teacher's ICC levels and other pertinent variables.

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EMBRACING ENGLISH IN THE TECH-DRIVEN WORLD: VOICES FROM DIVERSE ACADEMIC DISCIPLINES

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Abstract

Globalization results in extensive use of English in every field. For instance, academicians are obliged to use English in their academic lives for various reasons, such as research projects, international collaborations, presentations, etc. On the other hand, technological developments bring various pros and cons to academia for academicians. The present study aims to reveal academicians' opinions regarding the necessity and importance of English in today's technology-surrounded world. Following a qualitative research design, this study collects structured interview data from academicians with different academic degrees. Thematic analysis results show that academicians point to the importance of English language proficiency in academic life, while they claim the negative effects of technology on language learning and use. Even if technology enables access to language learning with the help of translation tools and artificial intelligence, it can lead to a lack of speaking practice, or it makes language skills inadequate. Therefore, it might be claimed that the importance of personal efforts and traditional ways of language learning stand still while technology brings some opportunities to the process. In the future, technology and language learning will be more interwoven; however, language proficiency will still be critically significant.

Keywords: English language, academia, technology

INTRODUCTION

Globalization, which is the interaction among diverse countries through the exchanging of ideas, products, or cultural practices, has changed the role of English throughout the world (Graddol, 2006). English language once was a language, but now it is more than a language – it is a gateway to knowledge, collaboration, and global networks. This transition might be called as a linguistic evolution and academia, is a vanguard of knowledge, has been deeply affected by this linguistic evolution.

Besides , because of digitalization, technology has come to the stage more than before. Technological developments in the academic context have changed the way teaching practices in higher education (Blin & Munro, 2008; Liu, Geerthuis, & Grainger, 2020). For

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example, there has been an improvement in the learning processes of students and teachers in terms of an effective and enjoyable learning environment (Raja & Nagasubramani, 2018). However, the changes in the perspectives of academicians about academic research careers, in terms of the need for English language, have not been explained clearly yet. The present study focused on the effects of technological developments and the need for English language intersection on the academic careers of academicians in higher education institutions. The key research question of this study is:

> *RQ: "How do academicians from different disciplines perceive the importance of English language learning in the technological era?"*

Grounded on this research question, this study aims to investigate and understand the perceptions, experiences, and insights of academicians from diverse disciplines in Türkiye regarding the importance of English language learning in the context of the technological era.

The Importance of the Study

The role of technology in education is undeniable, so the better understanding its role in academic context can guide curriculum development, language instruction and pedagogical approaches. Investigating the ideas of academicians related to intersection between technology and English language can shed light on the ways to enhance collaboration across diverse academic fields. When the academic staff is better equipped with language proficiency and technological literacy, they may have opportunity to collaborate with other academicians from anywhere around the world. Besides, the present study's findings can provide insights into the skills and competencies that academicians need to thrive in the developing technological era. Therefore, it can inform professional development programs and training initiatives to embed technological pedagogies in their curriculums. Additionally, education policies in Türkiye might be affected by the study's results to internationalize higher education institutions with the help of technology and language.

METHODOLOGY

The present study follows a qualitative research design, as it allows to explore and understand the perceptions, experiences, and insights of participants in a rich and detailed manner.

Based on purposeful sampling method, twelve academicians from diverse disciplines were participated in the study. There were two professors, two assistant professors, two associate professors, and six research assistants in total. Their disciplines were International

Trade and Logistics, Finance and Banking, Accounting, Custom Management. Their age range was between 27-55. There were three male and nine female academicians.

For data collection, first interview questions were formed based on the literature. The sample interview questions were checked by two experts in the field of Social Sciences and English Language for validity. Interview question form was piloted by three academicians. After necessary adjustments with the views of the pilot study participants, the final version of the form was sent to the participants via Google Forms. There were asked to write their ideas without any concern.

When all the participants completed their forms, the data were analyzed based on thematic analysis, by focusing on the answer to the research question and positive and negative aspects of academicians in terms of the intersection of technology, language and academia. Support was received from GPT-3.5 during the content analysis of qualitative data. GPT-3.5 was asked to summarize the data transferred to it under the specified themes on the basis of the specified question.

FINDINGS

The content analysis showed that academicians from various fields believe that English language is still crucial and transformative for both their academic and professional life in the technological era. Collectively, their viewpoints highlight some important points in terms of English language and academia, English language and technology, English language, technology, and academia.

English language and academia:

1. Academicians state that English stands for a universal language for communication bridging for academic and professional communication. They believe it will be easier to break down the linguistic barriers if they are proficient in the English language and with the help of English knowledge, they can facilitate global collaborations for their academic careers.
2. According to their ideas, English proficiency will unlock a world of knowledge for themselves as it is a kind of access to global resources. They report that English is the key to academic resources and to stay informed and relevant, they need to embrace English.
3. English language will expand their horizons in academia in terms of research opportunities. They need English for global journal publications, and they state that English opens the doors for them from local expertise to global influence.
4. They commonly state that English will help them climb the academic ladder, which is significant for their professional advancement. English language will expand their visibility and

funding, which are the elements of success, and they can elevate their careers with English in academia.

English language and technology:

1. With the help of technology, they can improve their English skills but not their speaking skills, which they highly believe is a challenge in language learning; however, a must-know aspect of academic life. They can address English challenges by using technological tools, but they claim that can face speaking problems due to the lack of speaking interaction with technological tools.
2. Academicians state that in this tech-driven world, there is a total need to maximize English proficiency. Here, they report using applications and artificial intelligence to master English skills, which result in a winning combination. They use the term "digital frontiers" to enhance their language skills with technology. They explain the use of translation tools or other technological tools in their both language learning process and their academic careers.
3. On the other hand, they believe there should be a balance between traditional and tech-based language learning. Academicians report the importance of personal efforts in the language learning process combined with technology-assisted programs.

English language, technology, and academia:

1. Academicians state that the key to internationalization of academia lays behind the impact of technology and English together. They report that online platforms build bridge in international academia, and online platforms break the borders for international collaboration.

Based on their views, the answer to the research question is that English language proficiency has highly seen by academicians as being essential for success in the technologically advanced academic world. These findings are in line with the study by Abbas, Rana, Bashir, and Bhatti (2021), concluding that academicians consider English important for global connectivity because of globalization. Although they emphasize the necessity for a well-rounded strategy that incorporates both cutting-edge tools and conventional language teaching techniques, they acknowledge the importance of technology in language learning. In the increasingly globalized world of academia, proficiency in English is seen as a key to cross-border collaboration, academic success, and career advancement.

When the data categorized as positive and negative aspects of academicians on the importance of English language in the technological era,

Positive aspects might be as follows:

1. English language and technology can lead to global communication with peers worldwide seamlessly.

2. English language and technology enable academicians to access to resources, including research publications, online courses, and international conferences.

3. English language increases their research opportunities, allowing academicians to publish in renowned international journals and contribute to global knowledge.

4. English language opens the door for professional advancement of academicians.

5. English language and technology help academia internationalize and facilitate cross-border collaborations and partnerships.

6. Technology can be used as an English language learning tool. Online platforms, translation tools, language applications, artificial intelligence driven support, and virtual communication opportunities are among the examples of technology and English language learning.

7. As technology has the feature of being convenience and flexibility, it can offer academic opportunities to academicians, allowing them to learn at their own pace and schedule.

Negative aspects might be as follows:

1. If technology is used only to learn English without any interaction, it can lead speaking challenges, as some academicians face challenges in speaking fluently and pronouncing English words correctly hindering effective communication.

2. Academicians concern about the over-reliance on technology which will lead to a lack of effort in improving language skills independently.

3. Academicians report that online translation tools and Artificial Intelligence driven language support may encourage them to rely on technology for performing language tasks, potentially reducing their proficiency.

4. Even if they claim a balance between traditional teaching and technology assisted teaching, they concern about finding that way, as it might be challenging.

5. They report that not all academicians may have equal access to technology-based language learning resources, or they all are not digitally proficient, and this can create disparities.

6. Academicians state that the overemphasis on technology may lead to a focus on language mechanics while neglecting cultural nuances and context.

CONCLUSION

In the technological age, academicians from a variety of disciplines commonly consider learning the English language as being of utmost importance, highlighting its value for cross-cultural communication, academic advancement, and research collaboration.

Academicians emphasize the necessity of having an advanced understanding of the English language while claiming that technology negatively impacts language learning and usage in a way. Even while translation programs and artificial intelligence make language learning more accessible, a lack of speaking experience can result in insufficient language abilities. Therefore, it may be argued that while technology offers some options, the value of individual efforts and conventional language learning methods remain intact. Technology and language learning will become ever more interconnected in the future, yet language proficiency will still be highly significant.

Academicians are concerned about potential negative effects such as over-reliance, decreased language proficiency, and the risk of ignoring cultural nuances, even though technology offers many benefits for supporting English language learning for academic purposes, such as accessibility to resources and language support tools.

Academicians agree that a balanced approach, integrating traditional language education with technology-assisted learning, is crucial to fostering effective English language proficiency in academia while preserving the cultural value of language in order to navigate the challenges and opportunities presented by technology.

Due to the time limitation, the study only included the participants who are available during the data collection time. For further studies, it will be better to include more participants from more diverse departments, and a scale to measure their inclination to utilize technology in their own teaching process, their own professional and personal development, and their academic research process might be developed.

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INVESTIGATION OF PROSPECTIVE TEACHERS' INFORMATION and COMMUNICATION TECHNOLOGIES COMPETENCIES and RESEARCH COMMUNITY PERCEPTIONS

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Abstract

This study aims to examine the ICT competencies and research model of prospective teachers in formation education and their perceptions of social, cognitive, and instructional factors. The sample of the study, which was conducted with correlational survey methods, consists of 199 students studying at Amasya University. The data collection tools used for the study were the personal information form prepared by the researcher, the "Information and Communication Technologies Competencies Scale for Preservice Teachers" translated into Turkish by Alkan and Emmioğlu-Sarıkaya (2018), and the "Community of Inquiry Scale" adapted into Turkish by Öztürk (2012). According to the results of the study, prospective teachers' ICT competencies and perceptions of the research community were found to be at a good level. Accordingly, it was concluded that participants consider themselves sufficient for ICT competencies and that they do not encounter situations such as socialization, isolation from the environment, limited communication, etc. in online education environments in their perceptions of the research community.

Keywords: ICT competencies, Research community perceptions, Prospective teachers

INTRODUCTION

The increasing use of information and communication technologies in learning-teaching environments at the point where information and communication technologies have reached today has enabled learners and instructors to realize their learning and social interactions in different environments. With the significant contribution of the Internet to education, new learning environments called online learning communities have emerged (Tu, Corry, 2002). Online learning is defined as learning that takes place over the internet using technological devices (Keskin, Seferoglu, 2017). As a result of the internet technologies that learners use for

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communication and interaction in online environments, it has been observed that they cause feelings and situations such as disconnection, isolation, and loneliness (Bulbul and others, 2016). One of the models used to prevent such negativity in online learning environments is the Community of Inquiry Model.

Community of Inquiry Model Information and Communication Technologies

Among the models used to evaluate the effectiveness of online learning environments, the most preferred model is the community of Inquiry model. Based on the collaborative and constructivist learning perspective, the Community of Inquiry Model was developed by Garrison, Anderson, and Archer (2003) (Garrison, Anderson, & Archer, 2003). The developed model has three basic elements: teaching presence, social presence, and cognitive presence. With these elements in the model, learning occurs in the community and as a result of the interaction (Garrison, Anderson, and Archer, 2003).

Communal presence can be defined as individuals' satisfaction with the community they live in and their sense of belonging to that community (Dogan, Duman, Seferoglu, 2011). Cognitive presence can be defined as the process by which individuals in the research community construct the knowledge they obtain as a result of their research and discussions with each other (Anderson, Rourke, Garrison, & Archer, 2001). teaching presence is the concept that addresses the process of managing social and cognitive presence in the research community model. The dimension makes it possible to facilitate the process required to create meaning, design this process, and direct it (Garrison, Anderson, and Archer, 2000).

Individuals feeling themselves emotionally and socially within a community can be defined as social presence. The process where individuals construct knowledge through research and discussions with each other in the research community model is defined as cognitive presence. The dimension that makes the process of creating meaning easier, designs this process, and enables its guidance is teaching presence.

According to this model, these three sub-dimensions need to come together to create an effective learning environment. These three sub-dimensions are elements that enrich the learning experience and enable students to learn more effectively. The model becomes particularly important, especially in online education, when students and teachers are physically distant from each other and are solely interacting through screens.

With the increase in online learning environments in education, the use of technology in education has increased and also shown its impact. As a result of this event, the use of ICT (Information and Communication Technologies) has an important place in education (Aydogmus & Karadag, 2020). Information technologies can be defined as "a set of

technologies that make it possible to obtain information using electronic and similar tools, to process and store the obtained information necessary, to transmit the information to any place or desired place, and to access this transmitted information from any d It is known that teachers play a crucial role in the effective and efficient use of ICT in educational settings (Koçak Usluel, Kuşkaya Mumcu, Demiraslan, 2007). For teachers to be able to use ICT effectively, they need to be aware of their potential in ICT usage, design instruction effectively, develop new teaching strategies, and create materials. Additionally, they should be aware of students' needs and be able to find suitable tools and methods to meet those needs. Teachers should also be prepared to handle issues that may arise in technology-enhanced learning environments and possess a sufficient level of knowledge and implementation of classroom management rulesesired or any place" (Turkish Language Association, 2020).

In this research, both information and communication technology competencies and research community perceptions of prospective teachers were examined.

Research Questions

In this study the following research questions were sought answers;

1. What are the level of prospective teachers' ICT competencies and their perceptions of the research community?
2. Do prospective teachers' ICT competencies and research community perceptions differ according to their gender?
3. Do prospective teachers' ICT competencies and research community perceptions differ according to their branches?
4. What is the relationship between prospective teachers' ICT competency levels and their perceptions of the research community?

METHODOLOGY

Research Design

This quantitative study examines pre-service teachers' ICT competencies and their perceptions of the research community; the correlational survey model was preferred.

Participants

The participants who comprise the study group are formation group students at Amasya University. Demographic information about the participants forming the study group is given in the table below.

Gender	Frequency	Percentage
Male	47	23,6
Female	157	76,4
Total	199	100,0
Age		
20-24	87	43,7
25-29	38	19,1
30-34	27	13,6
35 and above	47	23,6
Total	199	100,0
Branch		
Theology	54	27,1
Foreign Language	15	7,5
Sciences	27	13,6
Social Sciences	58	29,1
Turkish Language and Literature	45	22,6
Total	199	100,0
Daily internet usage		
1-3 hours	68	34,2
4-6 hours	90	45,2
7-9 hours	33	16,6
10 hours and above	8	4,0
Total	199	100,0

Data Collection Tools)

Information and Communication Technologies (ICT) Competencies Scale for Prospective Teachers, developed by Tondeur, Aesaert, Pynoo, Braak, Fraeyman, and Erstad (2017) and adapted into Turkish by Alkan and Emmioglu-Sarıkaya (2018)

Community of Inquiry Scale, developed by Arbaugh, Cleveland-Innes, Diaz, Garrison, Ice, Richardson, and Swan (2008) and adapted into Turkish by Ozturk (2012).

FINDINGS

1. Preservice Teachers' Perceptions of the Research Community

Table 2: *Distribution of prospective Teachers' Perceptions of the Research Community*

	N	□	SS
Overall Scale	199	2.90	.61
F1. Teaching Presence	199	2.91	.64
F.2 Social Presence	199	2.84	.71
F3. Cognitive Presence	199	2.92	.68

The mean score of preservice teachers' perceptions of the research community was found to be 2.90. In the subdimensions of the research community model, the lowest value is social presence with 2.84 and the highest value is cognitive presence with 2.92.

2. Levels of Information and Communication Technologies Competencies of Preservice Teachers

Table 3: *Distribution of prospective Teachers' Level of Information and Communication Technologies Competencies*

	N	X	SS
Overal Scale	199	3.75	.96
F1. Supporting ICT	199	3.76	.99
F2. ICT for Instructional Design	199	3.74	.97

The mean level of information and communication competencies of preservice teachers was found to be 3.75. The mean of the dimension of supporting the use of ICT in the sub-dimensions of the information and communication competencies levels scale was found to be 3.76; the mean of the dimension of using ICT for instructional design was found to be 3.74.

3. Prospective Teachers' Perceptions of Information and Communication Technologies Competencies and Research Community by Gender

Table 4: Prospective *Teachers' Perceptions of Information and Communication Technologies Competencies and Research Community by Gender*

Variables	Groups	N	□	SS	Sd	t	p
ICT overall	Male	47	3.57	1.10	197	-1.37	.17
	Female	152	3.81	0.91			
F1Supporting ICT	Male	47	3.57	1.13	197	-1.38	.17
	Female	152	3.82	0.94			
F2 ICT for Instructional D.	Male	47	3.56	1.09	197	-1.29	.20
	Female	152	3.79	0.93			
Research Community Overall	Male	47	2.84	0.67	197	-0.71	.47
	Female	152	2.91	0.59			
F1 Teaching	Male	47	2.89	0.67	197	-0.26	.79
	Female	152	2.92	0.64			
F2 Social	Male	47	2.83	0.74	197	-0.98	.92
	Female	152	2.84	0.70			
F3 Cognitive	Male	47	2.78	0.74	197	-1.50	.13
	Female	152	2.97	0.65			

When the table is examined, the values of pre-service teachers' information and communication competencies and research community perceptions according to gender are given together with their subdimensions. The obtained values show that female preservice teachers have higher averages than male preservice teachers, but these values do not constitute a significant difference.

4. Preservice Teachers' Information and Communication Technologies Competencies and Research Community Perceptions According to their Branches

Table 5: *Distribution of preservice teachers' ICT competencies and their branches*

Branches	N	□	SS
Theology	54	3,718	.857
Foreign Language	15	4,193	.641
Numerical Sciences	27	3,536	.882
Social Sciences	58	3,551	1.232
Turkish Language and L.	45	4.051	.752
Total	199	3,756	.967

When the table is examined, it is seen that the level of information and communication technology competencies of preservice teachers does not show a significant difference according to the branches (F=2.943; p>.05).

Table 6: *Distribution of preservice teachers' perceptions of the research community and their branches*

Branches	N		SS
Theology	54	2,888	.562
Foreign Language	15	3,100	.550
Sciences	27	2,836	.661
Social Sciences	58	2,766	.749
Turkish Language and L.	45	3,059	.414
Total	199	2,900	.615

When the table is analyzed, it is seen that pre-service teachers' perceptions of the research community do not show a significant difference according to branches (F=1.947; p>.05).

5. The Relationship Prospective Preservice Teachers' Information and Communication Technologies Competencies and Their Perceptions of The Research Community

Table 7: *Distribution of the Relationship between Preservice Teachers' Information and Communication Technologies Competencies and Their Perceptions of the Research Community*

Variable	n	ICT	Research Community
ICT	199	1	.707*
Research Community	199	.707*	1

*$p < .01$.

The relationship between ICT proficiency and perception in the research community is strong and significant (r =.707; p.05).

DISCUSSION

The study found that prospective teachers' ICT competencies mean scores of the scale's sub-dimensions has a high result. As a result of the study, a similar result was found in preservice teachers' perceptions of the research community and the dimensions of social, teaching, and cognitive presence in this model. Considering that the research community perception scale is a four-point Likert type, we can say that the results obtained are high. As a result of the research, it has been determined that there is no significant difference in the levels of ICT competence of

teacher candidates based on gender. It was observed that the differences in ICT competency and research community perception did not create a significant difference based on branches. When the relationship between prospective teachers' ICT competencies and research community perceptions was examined, it was observed that there is a strong and positive correlation.

Similar studies can also be found in the relevant literature (Özkaya, 2013; Eryılmaz, 2018; Şad & Nalçacı, 2015; Wang, 2009; Cope & Ward, 2002; Erdoğdu & Şengül, 2021; Rovai & Jordan; 2004; Keskin & Seferoğlu; 2017). In the study conducted by Keskin and Seferolu (2017), it was seen that pre-service teachers had a high average in all three dimensions of the research community model. Rovai and Jordan (2004) defined students who are successful in online learning as those who are highly self-motivated, self-directed, accept responsibility for their learning, and so on. They stated that if some of these factors are not present in students, the sense of community will remain weak.

In the study conducted by Erdogdu and Sengul (2021), the effects of digital educational materials designed with peer feedback support on problem-solving and ICT competence perceptions were examined. They found high mean score. Cope and Ward (2002) concluded that teachers need professional development about the nature of learning and how learning technologies can be used in addition to the use of learning technologies to promote enhanced learning among students. The study found that preservice teachers' ICT competencies and the mean values of the scale's sub-dimensions had a high result. In the study conducted by Erdogdu and Sengul (2021), the effects of digital educational materials designed with peer feedback support on problem-solving and ICT competence perceptions were examined. As a result of the study, it was seen that the post-test scores of the preservice teachers in both groups were higher than the pre-test scores. From this point of view, it is assumed that the designed training has a positive contribution to the ICT competence perception scores of preservice teachers. In this study, the mean score of the dimension of ICT competencies for instructional design, which is one of the subdimensions of ICT competencies, was lower than the other dimension. It can be thought that the reason for this is that preservice teachers are not dominant in instructional design and do not give instructional design enough weight. Cope and Ward (2002) concluded that teachers need professional development about the nature of learning and how learning technologies can be used in addition to the use of learning technologies to promote enhanced learning among students. Wang (2009) emphasized in his study that the emergence of ICT has had and continues to have an impact on both the practice of educators' professions and their specific attitudes toward their professions.

The following recommendations are suggested based on the study results:

1. Encouraging teacher candidates to utilize their technological skills in their educational lives.
2. Conducting the research using more detailed and explanatory methods, including qualitative research methods, to obtain more comprehensive and in-depth results.
3. Increasing the number of participants in future studies, considering the participant count in this study.
4. Enhancing the knowledge and skills of teacher candidates in using tools and resources used in online environments to improve their research community perceptions.

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IMPLICATIONS FOR UNDERSTANDING, PROTECTING, AND MAINTAINING PRIVACY

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Abstract

In this study, it was aimed to determine the privacy violations of university students in online learning environments and to produce solutions for this. This aim was carried out within the scope of a qualitative research plan. While a total of 108 university students expressed the privacy violations they experienced through focus group interviews; 17 experts produced their solutions to these violations in e-Delhi panels. In line with the findings of the study, the following can be said: there should be rules, activities, precautions and follow-up processes to ensure personal privacy in online learning environments. It is important that educators who will participate in online learning environments are informed about the measures, rules, principles, activities and follow-ups to protect personal privacy. The aim of learning should not only be to achieve the highest performance. It is the primary responsibility of educators or system administrators to protect each student's privacy while achieving the desired performance. If we can address students' concerns about privacy violations in online learning environments, we can create more comfortable learning spaces.

Keywords: privacy, Delphi interview, qualitative study, online learning.

INTRODUCTION

While the idea of privacy is defined as "the right to be left alone" (Robison, 2017), Clarke (1999) highlighted that privacy is a moral right. While "the areas that the individual has determined unidirectionally" is how privacy is conceptualized, there are many aspects to digital privacy that arise from technology as well as the forces that produce and consume it (Barkuş & Koç, 2019). Personal information can be collected, analyzed, shared, and used with or without consent from individuals thanks to modern information and communication technology (Belanger & Hiller, 2006). This shows just how easy it can be to violate a person's digital privacy. Although there are different studies, suggestions and policies to ensure and maintain privacy in the digital environment, we see that this is not enough. For this reason, studies that

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make in-depth analysis are needed to reach more effective solutions to ensure privacy in online learning environments. Effective learning should not only be a structure that produces high academic success scores. It is important that this process is carried out in the safest way possible. A safe learning environment depends on guaranteeing student privacy (Anwar & Greer, 2012). Students demand that their privacy be protected, and their participation in classes, their success, their interest, and their willingness are directly affected by the privacy situation (Jim, 2021). It is not possible for students who do not feel comfortable and safe to participate willingly in the environment or to perform sustainably well. Students may have concerns about digital activities due to the dangers they encounter or are likely to encounter. Loss of control and uncertainty, especially in data use, cause high anxiety (Hiller & Bélanger, 2001). The aim of this study is to clarify a known big problem with students and to produce applicable solutions to this problem together with experts.

METHODOLOGY

In the study, focus group interviews were held with the participating students in order to examine the personal privacy violations experienced by university students in the online learning environment, and then the three-stage Delphi technique was applied with experts. The study was completed within a qualitative framework (Figure 1).

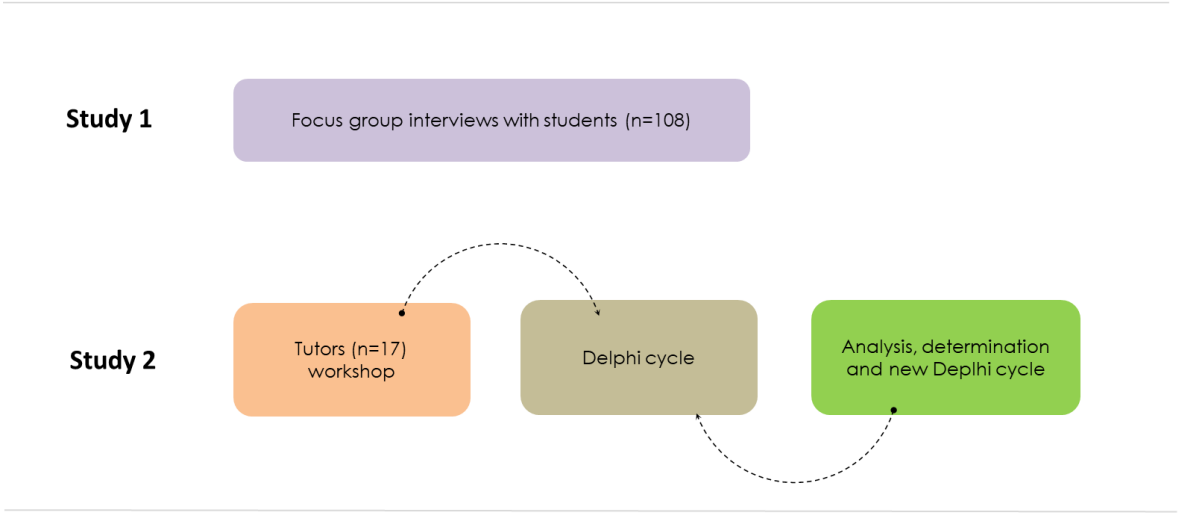

Figure 1. *Data collection process.*

FINDINGS

The findings of the study are grouped into two main themes: violations and solutions. Privacy violations experienced by students in online learning environments are grouped under five main themes: Information sharing, System/course settings, Resistance to negotiation,

Communication problems, Lack information. Under the main theme of Information sharing, the sub-themes Security of work, Security of course material, Increase in copy work, Decreased creativity and Decreased diversity were produced. Under the main theme of System/course settings, the sub-themes Privacy settings not under student control, Open access default settings, Lack of practice related to course settings and Lack of authentication and accountability were produced. Under the main theme of Resistance to negotiation, the sub-themes Avoiding negative criticism, Retaliation comments and messages, Not accepting differences, Avoiding sharing ideas and Avoiding collaboration were produced. Under the main theme of Communication problems, the sub-themes Bullying, Disadvantages of criticism, Peer reviews focus on negativity, Derogatory comments ve Trainer communication were produced. Under the main theme of Lack information, the sub-themes Not knowing privacy, Not knowing the secrets of secrecy, Not knowing the privacy measures and Having insufficient knowledge about digital citizenship were produced. Twenty-six solutions have been produced for privacy violations experienced by university students in online learning environments. These can generally be summarized as follows: sharing of information in an environment of trust; partial privacy, role-based identities or anonymity, privacy coaching, macro-scale privacy training, utilizing smart technologies in the privacy process, control and scoring of system security, definition of interoperability standards, reporting of privacy behaviors within the scope of e-portfolio and highly collaborative arrangements.

DISCUSSION AND CONCLUSION

Information sharing, System/course settings, Resistance to negotiation, Communication problems, Lack information are the privacy violation themes that university students encounter. Although some of the findings are parallel to the literature, some of them emerged from this study. Students' use of anonymous identities or contextual/role-based identities in online learning environments can reduce privacy violations (Chang, 2021). Creating an e-portfolio for each student is also an element that supports confidentiality (Garg et al., 2023; Zhang et al., 2023). System administrators and teachers need to support students on how to ensure confidentiality (Schomakers et al., 2019). In addition, getting support from smart technologies to support privacy in the online learning environment (Farahani & Monsefi, 2023; Zhang et al., 2023), and the use of systems that require authentication are also considered as an important solution step (Jerman-Blažič and Klobučar, 2005). This study emphasizes that a better learning process can be created in online learning environments that focus on privacy and security. However, studies on this subject are insufficient and more evidence is needed to protect students' privacy. At this point, quantitative and qualitative studies need to be increased. In

addition, the problem will be revealed more clearly through studies in which deeper analysis is carried out for teachers, system administrators and students. This in-depth evidence can be strengthened by carrying out different studies with the Delphi technique preferred in this study.

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THE COLLABORATION-BASED MAKER EDUCATION PROGRAM AND CREATIVE THINKING

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Abstract

Both collaboration and maker activities can be evaluated separately as important components in terms of adaptation to both academic and social life for all age groups. This study started with the prediction that maker activities would create a change in student skills in collaborative and individual practices, and the results confirmed the predictions. While a total of 81 preschool children participated in the study, a control and an experimental group were assigned. Within the scope of an 8-week summer course, children in the control group participated in individual maker activities, while the experimental group participated in cooperative group activities. At the end of the application process, the children in the experimental group had higher creative thinking skills scores; they completed the activities in a shorter time and made fewer mistakes. We are not emphasizing that individual maker activity is unimportant; however, we would like to expand further evidence that all activities supported by collaboration make the learning process more effective. On a macro scale, we argue that learning is a social process and that this process should be included in the classroom in its natural form.

Keywords: Collaboration, maker, creative thinking, preschool.

INTRODUCTION

Maker practices in early childhood strengthen the maker spirit to develop scientific and innovative skills in children (Wu, 2021). Individuals think, generate ideas and discover (Christensen & Iversen, 2017). Participatory maker training; It includes trial and error, discovery, experimentation and collaboration (Oliver, 2016). Maker education is generally based on peer teaching and teacher coaching (Halverson & Sheridan 2014) rather than standard approaches, and students are inspired by these interactions (Kafai et al. 2014). Teachers/educators are involved in the learning process as learning stakeholders by asking effective questions, creating models, sharing experiences and making explanations (Bevan et al., 2015). Ensure that education will nurture students' curiosity and interest, encourage their

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passion for learning and discovery, and support them to become independent learners (Kafai et al., 2014). The maker movement, as a combination of active participation, design, production and innovative cultures (Şahin & Tosun, 2018), provides a useful starting point for long-term rethinking of the role that schools can play in the context of connected learning (Ito et al., 2013). Preschool period is an educational period in which the physical, cognitive, social, psychomotor, language and emotional development areas of children between the ages of 0-6 are developed, personality traits are formed and self-care skills are acquired (Yaşar & Desen, 2010). Children in this period are the architects of the future and will play a role in the nature of economic and social changes. Therefore, when we evaluate the children of the 21st century with the skills of the century, we can compare them to precious stones waiting to be processed. Preschoolers are stacking blocks, knocking them down, sorting them, building towers and creating things. This also applies to creative processes (Geist, 2016). Children already make simple and individual coding individually and are creative. The ability of preschool children to conduct experimental research (Samarapungavan et al., 2008) can become incredible when supported by more effective practices. We believe in the power of children and we enjoy working with them. Supporting the collaborative learning processes of kindergarten students (Becker & Sylvan, 2021; Tuo & Long, 2022), advantages of STEM, robotics, coding teaching (Fridberg & Long, 2022), advantages of STEM, robotics, coding education (Akçay Malcok & Ceylan, 2022; Fridberg & Long, 2022), the advantages of STEM, robotics, coding teaching (Papadakis, 2022; Yang et al., 2022) and the critical period in the development of creative thinking skills in preschool education (Nikkola et al., 2022) and promoting creative thinking skills through collaborative activities (Glezou, 2022). The research questions of this study are as follows:

1. Is there a statistically significant difference in the creative thinking performance of students participating in the individual and collaborative maker education program?
2. What is the activity completion time and activity completion status of students participating in the individual and collaborative maker education program?

METHODOLOGY

Research Design

An experimental design with pre-test post-test experimental-control group was used to examine the effect of individual and collaborative maker education on the creative thinking skills of kindergarten students. Implementation process was carried out with a group of 81 participants for eight weeks. The participants consisted of kindergarten students. Torrance's Creative Thinking Test/Figure A form (Torrance, 1972) was used to measure children's creative thinking

skills. The t-test (dependent groups and independent groups) was used to analyze the scores of the students in the creative thinking skills test.

FINDINGS

The test results of the students' creative thinking skills in the control group do not differ significantly. Whether there was a significant difference in the creative thinking skills test pre-test and post-test scores of the experimental group was analyzed with the dependent groups t-test and it was determined that there was a significant difference. The test results of the students' creative thinking skills in the experimental group differ significantly. Whether there was a significant difference between the pre-test scores of the creative thinking skills of the experimental and control groups was analyzed with the independent groups t-test and it was determined that there was no significant difference. It can be said that the two groups are equivalent in terms of creative thinking skills before the experimental process. Whether there was a significant difference between the post-test scores of the experimental and control groups' creative thinking skills was analyzed with the independent groups t-test and a significant difference was determined. the creative thinking skill post-test score of the experimental group was significantly higher than the control group. Whether there was a significant difference between the post-test scores of the creative thinking test sub-dimensions of the experimental and control groups was analyzed with the independent groups t-test and it was determined that there was a significant difference. While the mean time for the control group to complete an activity was 61 minutes, the mean time for the experimental group to complete an activity was calculated as 40 minutes. While the rate of completing the stages of an activity correctly for the control group was 45%, the rate of completing the stages of an activity correctly by the experimental group was calculated as 94%. The experimental group achieved significantly higher results in all scores.

DISCUSSION AND CONCLUSION

The positive effects of the Maker Movement on today's education system are increasingly recognized, and although it has not yet gained momentum, empirical evidence on the use of maker education in education continues to emerge. More empirical evidence is needed on critical issues such as the approach or strategy for implementing maker education and how effective and feasible it is in providing knowledge and skills to individuals of different ages. The importance of collaboration in maker education has become evident in recent years (Halverson et al., 2018; Riikonen et al., 2020). Children became more creative through collaboration. In this study, similar to the FabVille, an improvement in the creative skills of preschool children was observed, while the project proved that students became better problem

solvers thanks to collaborative work. The results of the study show that creative thinking should be developed in early childhood (Nikkola et al., 2022; Xiong et al., 2022; Yıldız & Yıldız, 2022) and that cooperative learning in early childhood supports the learning process (Becker & Sylvan, 2021; Frejd, 2021; Tuo and Long, 2022) was parallel to the literature.

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IS IT POSSIBLE TO PREDICT STUDENTS' ACADEMIC PERFORMANCE BY OBSERVING THE WAY THEY WALK?

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Abstract

The aim of this study is to provide educational actors with alternative teaching practices and planning perspectives. We aim to establish this through our quest to answer an odd, yet plausible question. During our investigation, we learnt that the demonstration of "Problem Walk" may be used as an indicator to anticipate students' academic performance degradation. We selected 30 students who exhibit signs of a "problem walk," looked up for their records and prepared a dossier to examine. The results showed that 80% of students who demonstrated "problem walk" appeared to have weak academic performance. The findings revealed that students who walk in the same way have had a history of troubled relationships with their teachers in addition to their low school performance.

Key words: Classroom management, Behavior, Problem walk, Social Learning

INTRODUCTION

It is once said that "Physiology informs psychology" and vice versa. Our physical appearance has strong ties to our perception of society and of us as members of this society. Each one of us is assigned a status and a role (Merton 1940) . The role of the student is supposed to align with the school's values and objectives. However, when the school fails to be what it preaches, the deviance occurs. Consequently, some students would choose to rebel on existing societal norms (الزعل 1993), and adapt roles that doesn't confirm to that of a student. These changes are justified and we assume they are linked to their physical appearance. "Problem walk" is one way the student rebels against the school's values and express different priorities in society.

As educators, we understand that multiple factors such as intelligence, motivation, learning styles and habits have had the upper hand determining students' performance in school. However, there are other aspects that if they don't link directly to student's performance, they still affect it. Our perception of ourselves, society, and the modern world affect our physical appearance.

As teachers we've got used to observe the slightest forms of our student's behavior and analyze it. We have developed a cognitive catalogue to interpret their body language. We are capable, to a reasonable extent, of knowing when they fake, act foolish, or just want to show off. In addition, we are aware when they try hard, genuinely fail and sincerely want to catch-up and improve. Furthermore, as teachers who are based in small areas, we frequently encounter our learners outside the school and therefore we have a greater opportunity to understand them even more. We see how they talk, and walk.

During the few years I have thought English as a foreign language, I noticed a small **thing** but still too controversial to ignore. **I noticed that students who tend to fail their classes, act noisy and disregard their teachers' instructions** have something in common. **They walk the same way.**

There is a pattern in their walk: Forehead back, chin up, body pushes forward, mainly the weight pushes to the stomach, shoulders sway forward left and right in a rhythmic manner. They deliberately tend to drag their feet on the floor, to move slowly and give an impression of strength and carelessness. For the sake of our research we are going to refer to this behavior pattern as **"Problem Walk".**

In order to demonstrate how the way young learners walk linked to their academic performance, we selected 30 high school students, ages range from 16 to 18, the majority of them we teach or have taught who show signs of problem walk. Once the list is finalized, we brought their transcripts, record of high school final grades, and study their academic scores. The results were as the following: 3 students were high achievers, 8 were average achievers, and the remaining 19 students were below the threshold of success.

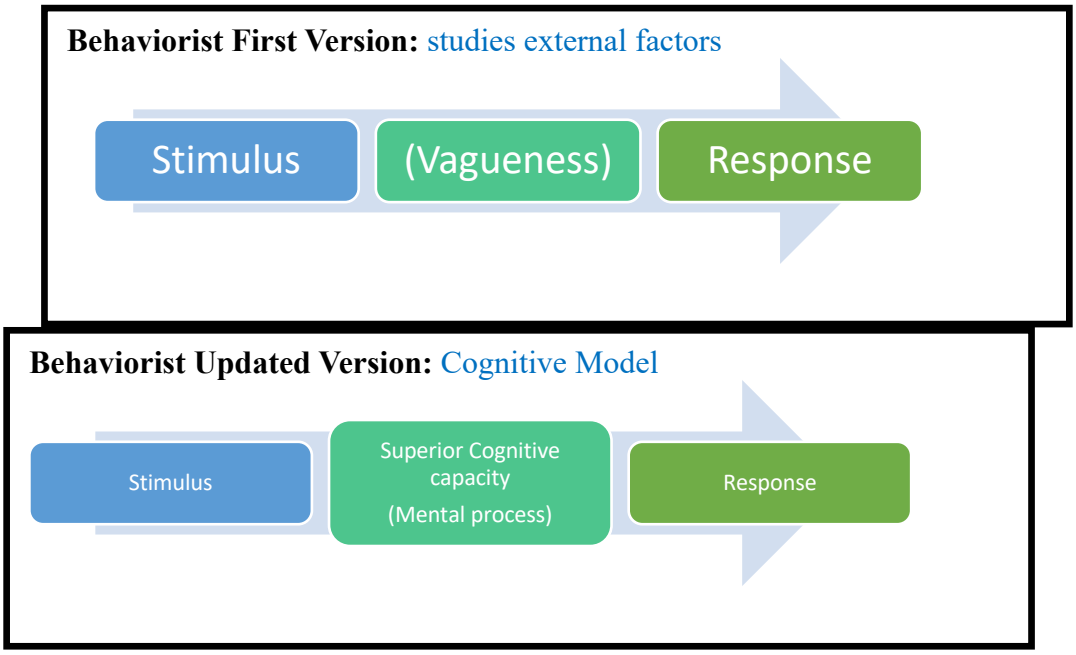
By this study, we by no means seek to conclude that low school performance is the result of walk problem. However, we want all those engaged in the act of education to consider this manifestation as a sign of behavior degradation which must be regarded as a factor among the multiple factors which impact learners' school achievement.

The manifestation of walk problem has to be regarded as a valid indicator in order to anticipate any deviance or degradation in terms of learners' academic performance and therefore prepare a cooperative plan for more effective countermeasures. We strongly believe that the earlier the intervention occurs, the better chances are to positively influence our children.

DISCUSSION

In the following, we are going to share literature and perspectives to guide us in planning effectively to countermeasure this act. That, in addition to a set of procedures we prefer the school implements for the sake purpose of our goal.

First of all, let's start by explaining Bandura's Social Cognitive Theory and why it differs from the behaviorist approach. Bandura's upgraded Social Learning Theory (1986) is set apart by its emphasis on cognition, distinguishing it from his earlier theory (1977) as well as Jhon B. Watson's theory (1913).



The mental aspect of the Social Cognitive Theory refers to the phase in which the subject unconsciously internalize, analyze and reinforce targeted behavioral details. Usually, the targeted behavior is selected through means of attraction or admiration (Bandura 267). Put simply, learners first observe the behavior of individuals they look up to as role models, paying close attention to the consequences that arise from their actions (Albert Bandura 1963). This marks the occurrence of vicarious learning phenomena which consequently leads to the occurrence of imitative learning (Albert Bandura. Richard H Walters 1963). It is worthy to note that the imitative learning occurs when the consequences are rewarding, as it is important to recognize that the conception of young people to what is rewarding isn't the same as adults'.

1- Why we <u>decide</u> to imitate certain behavior in particular?

We assume that in order for a child to selectively imitate specific details of a behavior, the behavior (person) must be within sight of the child and must be frequently observed (Bandura, Social foundations of thought and action: A social cognitive theory 1986) (Zimmerman 1978). Additionally, the behavior must be rewarding, such as being attractive to the opposite sex, and must have distinguishable features that are observable, such as a unique tone of voice, clothing, or walking. These features may pertain to an individual's gait or accent (Bandura 1977).

> *"Consequently, their conceptions of social reality are greatly influenced by vicarious experiences—by what they see, hear, and read—without direct experiential correctives." Bandura 271.*

2- Act accordingly:

The school should work on bringing role models to the learner's environment, encourage those selected kids to come, by organizing special events and invite guests who are leaders in entrepreneurship, education, medicine, and the list goes on.

Children who were selected by teachers, parents and school administration, should be given an assignment and told that their attendance is mandatory. The assignment is simply filling out a form that has four stages:

The process to target this behavior is based on four phases:

a) **Noticing**: the aim of noticing is to make students conscious of appearance of the guests. By describing how they dress, talk and walk. Awareness is crucial for learning to happen (Spielberger 1966).

b) **Analyze**: Our ultimate objective in this phase is to reinforce units of the behavior's demonstration in their inner mind. We recommend the composition of a series of WH-questions that would incite learners to frequently think and question the appearance.

c) **Comparison**: Our purpose in this stage is to lead learners to unconsciously question the demonstration of their own behavior. Writing or speaking activities in which they are instructed to demonstrate the differences and similarities would be an efficient means for our purpose.

d) **Evaluation**: This stage is crucial to us as educators, teachers and parents as this is the step in which we are putting under close scrutiny the overall of our planning.

3- Instruction and guidance for teachers:

The assignment should be reviewed by teachers once students return to classes. Teachers should take this task seriously and prepare a lesson plan with clear objectives. The assignment should not mark the end of this process, but rather be accomplished repeatedly to reinforce learning.

4- Implement PBIS in the Classroom:

Positive Behavioral Interventions and Supports (PBIS) multi-tiered framework brings about practices, with social and behavioral objectives, in a classroom setting. It includes three tiers:

- **First Tier** includes proactive and positive elements that apply to every student in the classroom, such as designing effective classroom environments, developing predictable routines, teaching expectations, delivering engaging instruction, providing prompts and active supervision, acknowledging positive behavior, and responding to problem behavior.
- **Second tier** school personnel align their supports with existing classroom practices provide targeted professional development, and increase prompts and specific feedback for individual students.
- **Third tier** provides intensive, individualized support for students who require it, with behavior support plans and individualized professional development plans for school personnel (Positive Behavioral Interventions & Supports (PBIS) n.d.).

CONCLUSION

Non-cognitive factors may significantly impact our behavior and cognition. This study aimed to demonstrate the presence of these factors by analyzing 30 high school students' academic records from the past two years, focusing on subjects exhibiting signs of what we assume to be "problem walk". Even if these non-cognitive factors don't directly affect students' performance, they are still used as indicators to take countermeasure or corrective actions with the purpose of preventing and correcting any deterioration in learner's

academic performance. This paper offers an alternative perspective for addressing low achievement and problematic behavior in an unorthodox manner. It provides straightforward and practical procedures for both educator actors and parents to actively participate in the learning-teaching process.

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OPINIONS OF CLASSROOM TEACHERS ON TEACHING WITH GAMES

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Abstract

Basic education institutions, which are considered as the place where academic learning begins, build a bridge between students and learning. Considering the development and learning characteristics of students in this age group, a teacher's most important teaching tool is games. Games are an important tool for the physical, cognitive and psychomotor development of students. The important criteria for games that improve students so much are that they are educational, fun, compatible with the time and place played, and match the achievement. How educational games used as a teaching method are perceived by classroom teachers and how often they are used is one of the important problem areas today. As a matter of fact, the logic of "game within education" or "education within game" is being discussed in education circles. The aim of this study is to determine the opinions of classroom teachers working in basic education institutions regarding teaching with games. The case study method was used in the study based on qualitative research. Semi-structured interviews were conducted with participants determined by purposeful sampling method. In the interview with 6 grade teachers, care was taken to include teachers teaching at different grade levels. The data were evaluated with the descriptive analysis technique. As a result of the research, classroom teachers; It has been observed that they frequently use game teaching in Physical Education and Games, Turkish and Mathematics classes, and play different physical and cognitive games in these lessons.

Keywords: Educational game, teaching through games, basic education

INTRODUCTION

Basic education institutions, which are considered as the place where academic learning begins, build a bridge between students and learning. Considering the development and learning characteristics of students in this age group, a teacher's most important teaching tool is games. Games are an important tool for the physical, cognitive and psychomotor development of students.

Games have a very deep-rooted history in human life (Bayat, Kılıçaslan and Şentürk 2014; Göldağ, 2019; Koçyiğit, Tuğluk and Kök, 2007). Although the characteristics of games

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and the way they are implemented vary, it is known that they have certain purposes and are a means of entertainment (Rixon, 1981). According to Hanbaba (2011), having games within the framework of certain subjects disciplines students and learning with games increases students' success. Games improve students' ability to make quick decisions within a certain period of time (Yiğit, 2007).

The important criteria for games that improve students so much are that they are educational, fun, compatible with the time and place played, and match the achievement. When using certain games in their classrooms, teachers should be able to keep the game and the players under control and guide them (Demirel, 2012). How educational games used as a teaching method are perceived by classroom teachers and how often they are used is one of the important problem areas today. As a matter of fact, the logic of "game within education" or "education within game" is being discussed in education circles. The aim of this study is to determine the opinions of classroom teachers working in basic education institutions regarding teaching with games.

METHODOLOGY

Research Design

The case study method was used in the study based on qualitative research. Semi-structured interviews were conducted with participants determined by purposeful sampling method. The data were evaluated with the descriptive analysis technique.

Participants

Purposive sampling method was used to determine the participants. In determining the research group, criteria such as "being a classroom teacher, teaching with games in classes, and volunteering to participate in the research" were taken as basis. In the interview with 6 grade teachers, care was taken to include teachers teaching at different grade levels. The characteristics of the participants are given in Table 1.

Table 1. *Characteristics of the participants*

Participants	Gender	Professional experience	Class taught
K1	F	19	2. Class
K2	F	8	3rd Class
K3	F	11	3rd Class
K4	F	20	4th Grade
K5	M	13	4th Grade
K6	M	17	4th Grade

According to Table 1, 4 of the classroom teachers participating in the research are female and 2 are male. Teachers' professional experience varies between 8 and 20 years. 1 of the teachers works as a 2nd grade teacher, 2 as a 3rd grade teacher and 3 as a 4th grade teacher.

Data Collection Tool

Within the scope of the study, a semi-structured interview form prepared by the researcher was used. In the form, demographic data of the participants were collected: gender, professional experience and grade levels they were responsible for. Within the scope of the research, teachers were asked five open-ended questions. These;

- What are your opinions about the lessons in which you frequently use game teaching as a classroom teacher?
- What games do you play for educational purposes as a classroom teacher?
- What are your views on the elements that encourage teaching through games?
- What are your views on the factors that hinder teaching through games?
- What are your suggestions regarding teaching with games?

Data Analysis

All data collected within the scope of this study were evaluated with the descriptive analysis technique. During the research process, first of all, the data obtained in the study were transferred to digital media. During the analysis process, another researcher with a doctorate degree in the field of Measurement and Evaluation Education also took part in the analysis process. The entire data file in the digital environment was examined separately by two separate researchers, and then the generated codes were compared. The mutually agreed upon codes are given in tables in the bulgur section.

FINDINGS

Table 2. *Opinions of classroom teachers regarding the lessons in which game teaching is frequently used*

Lessons	f
Physical Education and Play	6
Turkish	4
Maths	3
Science	2
Life science	2
Human Rights, Citizenship and Democracy	1

Table 2 lists the lessons in which classroom teachers frequently use game teaching. According to the table data, classroom teachers; Physical Education and Games (f=6), Turkish (f=4),

Mathematics (f=3), Science (f=2), Life Sciences (f=2), Human Rights, Citizenship and Democracy (f=1).) uses game teaching in his lessons.

Table 3. *Examples of games played by classroom teachers*

Lessons	Games
Physical Education and Games lesson	Dodgeball Night and day Corner grab Stop Basketball Being a robot (Do not follow verbal instructions)
Turkish lesson	Word puzzle Character prediction Ashura (Correct word reading)
Math class	Puzzle with fractions Boom (in multiples of 5 and 10) Camel dwarf (Odd number-even number) Finding the area (estimating with the object in hand)
Life Science course	Labyrinth (Our customs and traditions) Traffic rules (Placing traffic elements - digital game)
Science lesson	Concept-shape matching (Planets) Food grouping contest Puzzle (Sensory organs) Compass (locating with eyes closed)
Human Rights, Citizenship and Democracy course	Wheel of Fortune (Our Rights) Popping balloons (Freedom and responsibility)

Table 3 gives examples of the games played by classroom teachers. Classroom teachers within the scope of Physical Education and Games course; They play games such as dodge ball, day and night, corner snatch, stop, basketball, and being a robot (following verbal instructions). Within the scope of Turkish course; They play word puzzle, character guessing, Ashura (correct word reading) games. Within the scope of mathematics course; They play puzzle with fractions, Bom (with multiples of 5 and 10), Camel dwarf (odd number-even number), area finding (guessing with the object in hand) games. Within the scope of Life Sciences course; They play Maze (Our customs-traditions) and Traffic rules (Placing traffic elements-digital game) games. Within the scope of Science course, they play concept-shape matching (Planets), Food grouping competition, Puzzle (Sensory organs), Compass (Finding a place with their eyes closed) games. Wheel of Fortune (Our Rights) and Balloon Shooting (Freedom and Responsibility) games are played within the scope of the Human Rights, Citizenship and Democracy course.

Table 4. *Teacher opinions on elements that encourage teaching through games*

Opinions	f
Students learning with fun	5

Facilitates/concretizes the subject to be learned	5
High student participation in class	4
Increasing students' communication skills	4
Students' interest in digital games is high	4
Many gains can be achieved with one game	3
Developing the student's attention to the subject	3
Developing students' self-confidence	3
Reduces anxiety and fear regarding the subject to be learned	2

Table 4 includes teachers' opinions on the elements that encourage teaching through games. According to the table data, classroom teachers; students learning by having fun (f=5), making the subject to be learned easier/concrete (f=5), students' high participation in the course (f=4), students' communication skills increasing (f=4), students' high curiosity in digital games (f= 4), teaching with games is recommended because many learning outcomes can be achieved through a game (f=3), it improves students' attention to the subject (f=3), it improves students' self-confidence (f=3), and it reduces anxiety and fear regarding the subject to be learned (f=2). They use it frequently.

Table 5. *Teacher opinions on the factors that hinder teaching through games*

Opinions	f
Insufficient physical spaces of classrooms	5
Playing time is insufficient for lessons	5
Failure to provide sufficient achievements to students who focus on game rules and winning the game	4
Difficulty in obtaining materials to be used in the games	4
Classrooms are crowded	4
Game content is not compatible with one-to-one achievements	3
Inadequacy of students' characteristics for games (Physical, psychomotor, cognitive, affective, etc.)	3
There are winners and losers in some games	3
Students' lack of interest in some games	2

Teacher opinions regarding the factors that hinder teaching through games are given in Table 5. According to the table data, classroom teachers; Insufficient physical space in classrooms (f=5), insufficient game time for lessons (f=5), failure to provide sufficient achievements to students who focus on game rules and winning the game (f=4), difficulty in obtaining materials to be used in games (f=4), crowded classes (f = 4), game content not compatible with one-to-one acquisition (f = 3), insufficient characteristics of students (physical, psychomotor, cognitive, affective, etc.) for games (f = 3), having winners and losers in some games (f=3), students do not frequently use teaching through games due to their lack of interest in some games (f=2).

Table 6. *Suggestions for teaching with games*

Opinions
The game and its achievement must be compatible.
Pedagogical principles should be followed in approaches focused on winners and losers in the game (use of rewards and punishments).
Game rules should be simple and understandable.
Students should be supported to be process-oriented rather than result-oriented.
Games should be suitable for the student's cognitive and physiological characteristics.
The student should be given the opportunity to make mistakes in the games, and if there are deficiencies and errors, they should be corrected.

Table 6 includes suggestions regarding teaching with games. According to the table data, classroom teachers said, "The game and its outcome should be compatible.", "Pedagogical principles should be followed in approaches focused on winners and losers in the game (use of rewards and punishments).", "Game rules should be simple and understandable.", "Students should be process-oriented rather than result-oriented. "Support should be given for this.", "Games should be suitable for the cognitive and physiological characteristics of the student.", "The student should be allowed to make mistakes in the games, and if there are deficiencies and errors, they should be corrected." developed their recommendations.

DISCUSSION

Classroom teachers; It uses game teaching in Physical Education and Games, Turkish, Mathematics, Science, Life Sciences, Human Rights, Citizenship and Democracy courses.

Classroom teachers within the scope of Physical Education and Games course; They play games such as dodge ball, day and night, corner snatch, stop, basketball, and being a robot (following verbal instructions). Within the scope of Turkish course; They play word puzzle, character guessing, ashura (correct word reading) games. Within the scope of mathematics course; They play puzzle with fractions, boom (with multiples of 5 and 10), camel and dwarf (odd number-even number), area finding (guessing with the object in hand). Within the scope of Life Sciences course; They play maze (our customs-traditions) and traffic rules (placing traffic elements-digital game) games. As part of the Science course, they play concept-shape matching (planets), food grouping competition, puzzle (sensory organs), compass (finding a place with their eyes closed) games. Wheel of fortune (our rights) and balloon popping (freedom and responsibility) games are played within the scope of the Human Rights, Citizenship and Democracy course. Considering the studies conducted in the field, it has been determined that games contribute greatly to students' concretization of abstract concepts and correct understanding of the events around them (Açıkgöz, 2014; Özmen, 2004).

Classroom teachers; students learn by having fun, it facilitates/concretizes the subject to be learned, students' high participation in the lesson, students' communication skills increase, students' curiosity in digital games is high, many achievements can be achieved through a game, it improves students' attention to the subject, it improves students' self-confidence, it reduces anxiety and fear regarding the subject to be learned. They frequently use game teaching because it reduces. Many studies conducted in the field show that teaching processes using games are needed most in basic education institutions (Karamustafaoğlu and Kaya, 2013; Romine, 2004). It can be said that this result is due to the fact that primary school students, who are in the game age, have fun with games and understand the lessons more efficiently.

Classroom teachers; Insufficient physical spaces in the classrooms, insufficient game time for the lessons, insufficient achievements to be given to the students who focus on the game rules and winning the game, difficulty in obtaining the materials to be used in the games, crowded classes, game content not being compatible with one-to-one acquisitions, insufficient characteristics of the students (physical, psychomotor) for the games. , cognitive, affective, etc.), they do not often use teaching through games due to the reasons that there are winners and losers in some games and that students are indifferent to some games.

Classroom teachers said, "The game and its outcome should be compatible.", "Pedagogical principles should be followed in approaches focused on winners and losers in the game (use of rewards and punishments).", "Game rules should be simple and understandable.", "Students should be supported to be process-oriented rather than result-oriented. .", "Games should be suitable for the cognitive and physiological characteristics of the student.", "The student should be allowed to make mistakes in the games, and any deficiencies and errors should be corrected." developed their recommendations. According to Çankaya and Karamete (2008), games support the cognitive development of students and meet their learning needs when appropriate to their level. For this reason, importance should be given to games being suitable for the physiological and psychological development of students.

CONCLUSION

Within the scope of the research, teachers use games in Physical Education and Games and Turkish lessons. Classroom teachers play various games within the scope of different lessons. Teachers use games because they see their benefits in student focus. Teachers postpone playing games due to lack of physical space and limited time. Teachers suggested that games should be compatible with teaching outcomes and that attention should be paid to the use of rewards and punishment in games.

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EXAMINING THE WORDWALL USAGE FEATURES OF CLASSROOM TEACHERS

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Abstract

The integration of education with technology has necessitated the integration of educational practices used in classroom environments with technology. Students want to see different reflections of the technological tools they use today, such as tablets, computers and phones, in their classrooms. This situation has forced teachers to prepare different lesson teaching plans in which technological tools and different web applications are widely used. In basic education institutions where the student age level is very young, the different web applications used by teachers have provided students with the opportunity to have permanent and fun learning opportunities. One of these applications is Wordwall. Wordwall is a web 2.00 application that can be used on any device with an internet connection. The purpose of this study is to examine classroom teachers' usage of the Wordwall application. In this study, which is based on qualitative research, the case study method was used. In the study group determined according to the criterion sampling method, criteria such as "being a classroom teacher, using the Wordwall application and volunteering to participate in the research" were taken as basis. Semi-structured interviews were conducted with 6 classroom teachers. The data were evaluated with the descriptive analysis technique. As a result of the research, classroom teachers; It has been observed that they prefer this application for reasons such as the prepared contents being suitable for interactive use, the contents being printable and downloadable, and the application language being easy.

Keywords: Wordwall application, web 2.0 tools in education, informatics tools in education

INTRODUCTION

The integration of education with technology has necessitated the integration of educational practices used in classroom environments with technology. Students want to see different reflections of the technological tools they use today, such as tablets, computers and phones, in their classrooms. This situation has forced teachers to prepare different lesson teaching plans in which technological tools and different web applications are widely used. The reason why different web applications have become so widespread in education and training processes can be listed as increasing the opportunities for mutual communication and interaction, including sharing and collaboration, and the fact that even individuals who are unfamiliar with the digital

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field can use these tools to create content in the web 2.0 environment and intervene in content that has already been created (Boulos ve Wheeler 2007; Yükseltürk and Top, 2013).

In basic education institutions where the student age level is very young, the different web applications used by teachers have provided students with the opportunity to have permanent and fun learning opportunities. At the same time, with the interaction and collaboration offered, these applications offer many individuals environments for joint work, thinking together and collaboration and content development (Castells, 2009; Magnuson, 2013).

When we look at the digital fields used in education, images, video, audio, word, excel, social network, library, etc. It is seen that it offers content (Atıcı, Yıldırım, 2010; Genç, 2010; Gülbahar, Kalelioğlu, & Madran, 2010; Kutup, 2010; Tarımer, Şenli, & Doğan, 2010). One of these applications is Wordwall. Wordwall is a web 2.00 application that can be used on any device with an internet connection. The purpose of this study is to examine classroom teachers' usage of the Wordwall application.

METHODOLOGY

Research Design

In this study, which is based on qualitative research, the case study method was used. Semi-structured interviews were conducted with 6 classroom teachers. The data were evaluated with the descriptive analysis technique.

Participants

The participants of the research were determined according to the criterion sampling method. In determining the study group, criteria such as "being a classroom teacher, using the Wordwall application and volunteering to participate in the research" were taken as basis. The characteristics of the participants are listed in Table 1.

Table 1. *Characteristics of the participants*

Participants	Gender	Professional experience
K1	M	15
K2	M	11
K3	F	14
K4	F	10
K5	F	9
K6	M	18

According to Table 1, 3 of the teachers participating in the research are male and 3 are female. Teachers' professional experience varies between 9 and 18 years. A total of 6 classroom teachers were interviewed within the scope of the research.

Data Collection Tool

Within the scope of the research, a semi-structured interview form prepared by the researcher was used. Demographic data of the participants, such as gender and professional experience, were collected in the form. Within the scope of the research, teachers were asked three open-ended questions. These;

- What are the reasons why Classroom Teachers use Wordwall?
- What are the reasons why Classroom Teachers do not use Wordwall?
- What are the courses and subject areas where Classroom Teachers use Wordwall?

Data Analysis

All data collected within the scope of this study were evaluated with the descriptive analysis technique. During the research process, first of all, the data obtained in the study were transferred to digital media. During the analysis process, another researcher with a doctorate degree in the field of Measurement and Evaluation Education also took part in the analysis process. The entire data file in the digital environment was examined separately by two separate researchers, and then the generated codes were compared. The mutually agreed upon codes are given in tables in the bulgur section.

FINDINGS

Table 2. *Classroom Teachers' reasons for using Wordwall*

Opinions
Attracting students' interest in the learning process
Creating a fun and educational environment
Prepared content should be suitable for interactive use
Prepared contents are printable
Prepared contents can be downloaded (as pdf, word)
Availability of different templates within the application (Quiz, maze, etc.)
Easy application language
Class-specific content can be saved (class list, etc.)
Easy to switch to different templates for reinforcement (puzzle-match)
Ability to add music and duration to applications
The prepared content can be short or long (5 questions or 20 questions).

There is a lot of pre-made content on the subject on the site.
Prepared content can be arranged according to class and student
The gameplay of each event can be changed
The difficulty or speed of the games can be adjusted
Finding a special font shape and size for first grade primary school students
Ability to register with an e-mail account
Giving homework to students via a link
Ability to set prepared works as public or private

Table 2 lists the reasons why classroom teachers use Wordwall. According to the table data, classroom teachers; It attracts students' attention to the learning process, creates a fun and educational environment, the prepared contents are suitable for interactive use, the prepared contents are printable, the prepared contents can be downloaded (as pdf, word), there are different templates in the application (quiz, maze, etc.). The language is easy, class-specific content can be recorded (class list, etc.), it is easy to switch to different templates for reinforcement (puzzle-match), music and duration can be added to the applications, the prepared content can be short or long (5 questions or 20 questions). , the availability of a large number of pre-made content on the subject on the site, the prepared contents can be arranged according to the class and the student, the gameplay of each activity can be changed, the difficulty or speed of the games can be adjusted, the presence of a special font style and size for the first grades of primary school, an e-mail account. Wordwall application is used because it is possible to register with , students can be given homework via a link, and the prepared works can be set as public or private.

Table 3. *Reasons for classroom teachers not using Wordwall*

Opinions
Some templates in the application are paid
Some templates are not compatible with printers
Prepared content should be focused only on numbers or words according to templates.
Homework cannot be given in some templates in the application
Teachers' inadequacy in using information technologies

Table 3 lists the reasons why classroom teachers do not use Wordwall. According to the table data, classroom teachers; They do not use the Wordwall application due to the reasons that

some templates in the application are paid, some templates are not compatible with printers, the prepared contents work only in numbers or words according to the templates, homework cannot be given in some templates in the application, and teachers are insufficient in using information technologies.

Table 4. *Courses and subject areas where classroom teachers use Wordwall*

Courses	Subject area
Turkish	Proper And Generic Names
	Letter Teaching
	Sentence Teaching
	Punctuation
	Synonyms and Antonyms
	Resfebe
	Breaking Words in to Syllables
	Capitalization
	First Name
	Singular Noun Plural Noun
	Proverbs
Maths	Pattern Finding
	Four Transactions
	Geometrical Shapes
	Number Rounding
	Digit and Number Value
	The Multiplication Table
	Rhythmic Counting
Life science	Society Rules
	Jobs
	Wants and Needs
	Empathy
	Seasons
	Location Determination (Sketch)
	Natural Disasters
	Traffic Rules

Science	Nutrients and Their Properties
	States of Matter
	Light Sources
	Sense Organs
	Living Beings
	Movements of The Earth's Layers
	Motion and Force
	Planets
Social studies	National Struggle Heroes
	Our İdentity
	Characteristics of the Place We Live
	Inventors and Their Works
	Independence War
	Directions
	Countries and Their Characteristics
	Scientists

Table 4 lists the courses and subject areas where classroom teachers use Wordwall. Teachers in Turkish class; proper and common nouns, letter teaching, sentence teaching, punctuation marks, synonyms and antonyms, resfebe, separating words into syllables, use of capital letters, forename, singular noun-plural noun, teaching proverbs, etc. They use wordwall for topics. On maths lesson; finding patterns, four operations, geometric shapes, number rounding, digit and number value, multiplication table, rhythmic counting, etc. They use wordwall for topics. In life sciences class; social rules, professions, wishes and needs, empathy, seasons, local orientation (sketch), natural disasters, traffic rules, etc. They use wordwall for topics. In science class; foods and their properties, states of matter, light sources, sense organs, living beings, movements of the layers of the earth, motion and force, planets, etc. They use wordwall for topics. In social studies class; heroes of the national struggle, our identity, the characteristics of the place we live in, inventors and their works, the War of Independence, directions, countries and their characteristics, scientists, etc. They use wordwall for topics.

DISCUSSION

Classroom teachers; It attracts students' attention to the learning process, creates a fun and educational environment, the prepared contents are suitable for interactive use, the prepared contents are printable, the prepared contents can be downloaded (as pdf, word), there are

different templates in the application (quiz, maze, etc.). The language is easy, class-specific content can be recorded (class list, etc.), it is easy to switch to different templates for reinforcement (puzzle-match), music and duration can be added to the applications, the prepared content can be short or long (5 questions or 20 questions). , the availability of a large number of pre-made content on the subject on the site, the prepared contents can be arranged according to the class and the student, the gameplay of each activity can be changed, the difficulty or speed of the games can be adjusted, the presence of a special font style and size for the first grades of primary school, an e-mail account. Wordwall application is used because it is possible to register with , students can be given homework via a link, and the prepared works can be set as public or private. Many studies in the field show that digital applications facilitate the individual's living and learning processes (Çatak, 2011; Tsai, Yu, and Hsiao, 2012; Woo, 2014; Zin, Jaafar, and Yue 2009).

Classroom teachers; They do not use the Wordwall application due to the reasons that some templates in the application are paid, some templates are not compatible with printers, the prepared contents work only in numbers or words according to the templates, homework cannot be given in some templates in the application, and teachers are insufficient in using information technologies.

Teachers in Turkish class; proper and common nouns, letter teaching, sentence teaching, punctuation marks, synonyms and antonyms, resfebe, separating words into syllables, use of capital letters, forename, singular noun-plural noun, teaching proverbs, etc. They use wordwall for topics. On maths lesson; finding patterns, four operations, geometric shapes, number rounding, digit and number value, multiplication table, rhythmic counting, etc. They use wordwall for topics. In life sciences class; social rules, professions, wishes and needs, empathy, seasons, local orientation (sketch), natural disasters, traffic rules, etc. They use wordwall for topics. In science class; foods and their properties, states of matter, light sources, sense organs, living beings, movements of the layers of the earth, motion and force, planets, etc. They use wordwall for topics. In social studies class; heroes of the national struggle, our identity, the characteristics of the place we live in, inventors and their works, the War of Independence, directions, countries and their characteristics, scientists, etc. They use wordwall for topics. In a study by Hung, Huang, and Hwang (2014), a mathematical game-based learning environment was developed in digital books to reduce children's mathematics anxiety and improve students' self-efficacy, motivation, and success in learning mathematics.

CONCLUSION

Classroom teachers use the wordwall application, which is a digital environment, because it attracts students' attention to the learning process and creates a fun and educational environment. Teachers do not use the Wordwall application because some areas of the application are paid. Classroom teachers use the wordwall application in different lessons and for teaching various subjects.

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ARTIFICIEL INTELLIGENCE IN THE WORLD OF WORDS: REVOLUTIONIZING ENGLISH LITERATURE EDUCATION IN THE ALGERIAN UNIVERSITY

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Abstract

This research investigates the integration of Artificial Intelligence (AI) technologies in literature pedagogical context within the Algerian university framework. It analyzes the use of AI tools for literary analysis, emphasizing their capacity to facilitate nuanced textual interpretation and stimulate scholarly discourse. The case study involves a sample of approximately 200 third-year students at Mostafa Benboulaid University to provide practical insights into the application of AI in English literature education within a real-world classroom setting. Besides, it explores AI's role in promoting creative writing endeavors among students. It delves into innovative AI-powered applications and techniques that inspire and support creative writing, ultimately expanding the boundaries of literary expression. So, this study provides valuable insights into the evolving landscape of AI-integrated English literature education through a comprehensive review of relevant literature, case studies, and empirical analysis. Hence, it paves the way for informed decision-making and further explorations of this dynamic intersection.

Keywords: Artificial Intelligence (AI), English Literature Education, Modernism Literature, Pedagogy, Creative Writing, Scholarly Discourse

INTRODUCTION

Education is experiencing profound transformations in the age of rapid technological advancements and the global dissemination of knowledge. The integration of Artificial Intelligence (AI) into various educational domains is leading to a paradigm shift in pedagogy worldwide (García-Morales, 2021). English literature education, within this transformative landscape of digitilization, emerges as a dynamic and evolving field, particularly intriguing in the context of the Algerian university system (Hadjeris, 2021).

Algeria, with its rich cultural heritage and a commitment to embracing modernity, has long recognized the need to adapt its education systems to the demands of a rapidly changing world. English literature, with its global significance, plays a pivotal role in this adaptation, offering students a unique platform for intellectual growth and exposure to diverse cultural

perspectives (Nieto, 2001). However, the field of English literature education often struggles to align itself with modern pedagogical developments.

This study explores the integration of AI technologies within the pedagogical framework of English literature in Algerian universities. It addresses the capacity of traditional educational methodologies to sustain dynamic and relevant English literature education in a rapidly evolving world. AI presents a promising solution, yet the challenges and implications of this integration remain underexplored within the Algerian context.

The significance of this research is twofold. Firstly, it contributes to the growing body of literature investigating the intersection of AI and humanities education. Secondly, it underscores the context of Algerian universities, where the implementation of AI in English literature pedagogy remains largely uncharted.

The primary research questions guiding this inquiry are:

1. How can AI technologies be effectively integrated into the teaching and learning of English literature in Algerian universities?

2. What is the impact of AI on literary analysis, interpretation, and creative writing in an educational context?

3. How does the integration of AI influence scholarly discourse in English literature education?

4. What are the practical implications and limitations of AI integration in this context?

Objectively, this study provides an in-depth examination of the current status of English literature education in Algerian universities. It explores the real-world application of AI tools within classroom settings and analyzes its impact on literary analysis, creative writing, and scholarly discourse in English literature education.

The research paper is structured into several coherent sections. Literature Review as Section II traces the historical evolution of literature education in Algeria. Section III outlines the research methodology, elucidating the research design, data collection methods underpinning the investigation. Subsequent sections, IV, V, and VI, explore the integration of AI in English literature education in Algerian Universities. Section VII presents the findings derived from the case study, accompanied by a comprehensive analysis of the collected data, providing practical insights into the real-world application of AI in Algerian university classrooms. Section VIII discusses the implications, challenges, and future prospects of AI integration in literature education within the Algerian context. Lastly, Section IX serves as the conclusion, summarizing the key findings and offering well-informed recommendations.

LITERATURE REVIEW

This section provides a concise examination of critical elements related to the integration of Artificial Intelligence (AI) in English literature education within Algerian universities.

Historical Perspective on Literature Education in Algeria

The nation's rich cultural heritage, marked by linguistic diversity and historical influences, has marked its literary landscape (Maher, 2017). French colonialism, a significant historical influence, imposed the French language and impacted its intellectual discourse in Algerian context (Benrabah, 2013). The post-independence period saw a renewed emphasis on Arabization and the recognition of the Amazigh language, fostering literary revitalization and cultural diversity (Azziz, 2015). This historical context is crucial for understanding the dynamics and challenges of literature education in contemporary Algeria and serves as a lens to analyze the potential impact of modern educational approaches, including the integration of AI. Thus, Algerian literature education reflects these complexities, highlighting the nation's historical struggles and diverse linguistic roots (Le Roux, 2017).

Evolution of English Literature Pedagogy

The evolution of English literature pedagogy in Algeria mirrors a global shift toward inclusive and culturally diverse educational practices (Twohig, 2019). Algerian universities have progressively incorporated works from diverse linguistic backgrounds into their English literature curricula, aligning with international trends (Ouahmiche, 2017). Scholars like Edward Said (2014) highlighted the powerful dynamics of cultural representations that encouraging a more inclusive approach to literature studies. Algerian universities have embraced this inclusive philosophy, recognizing English literature as a bridge between cultures (Bhabha, 1994).

This emphasis on global perspectives is grounded in the belief that literature transcends linguistic and cultural boundaries. Influenced by the ideas of Ngũgĩ wa Thiong'o (1986), Algerian English literature education promotes the decolonization of the mind through literature, offering students a diverse curriculum that exposes them to a broad spectrum of voices and perspectives in an interconnected world.

The Role of Technology in Education

Technology's transformative impact on education is evident globally, including in Algeria. The country has harnessed technology to enrich the learning experience, embracing digital resources, online platforms, and e-learning tools to make education more inclusive (Zina, 2021). For example, it has expanded education access to digitally literate students, as recommended by Bates (2015), and demonstrated initiatives like Massive Open Online Courses (MOOCs), which have the potential to democratize education (McAuley et al., 2010). This progressive

integration of technology serves as a strong foundation for considering the impact of Artificial Intelligence (AI) in literature education. AI's potential to personalize learning, automate administrative tasks, and provide data-driven insights holds promise for further enhancing education.

The Emergence and Impact of Artificial Intelligence (AI)

AI's emergence in education signals a transformative shift, promising to revolutionize pedagogical practices through innovative applications (Alam, 2022). Personalized learning, a key focus championed by Kizilcec et al. (2017), is at the heart of AI in education. AI-driven adaptive learning systems dynamically tailor content to individual student needs, enhancing engagement and comprehension. AI also streamlines the administrative tasks, as demonstrated by Anderson et al (2019) in the context of learning analytics. These shifts of AI efficiently allow educators to prioritize instructions, analyze educational data, offer valuable insights into student performance, support data-driven decision-making, and enable adjustments to teaching methods as Siemens and Gasevic emphasis (2012).

The central focus of this study is the potential impact of AI on the teaching and learning of English literature in Algerian universities. Literature education, with its emphasis on analysis, interpretation, and creativity, presents an exciting realm for AI integration. AI-powered tools can provide advanced text analysis to help students unravel the complexities of literary works (Washington, 2023). AI's capacity to generate creative content, as demonstrated by Chen et al. (2020), opens new possibilities for enhancing students' creative writing skills. By exploring AI's potential in these areas, this paper aims to shed light on how it may enhance English literature education in Algeria.

Previous Studies on AI in Education and Literature

Research on the integration of Artificial Intelligence (AI) in education encompasses various facets, with a notable focus on AI-driven learning analytics, intelligent tutoring systems, and adaptive learning technologies globally. Siemens and Baker (2012) have demonstrated AI's transformative potential in education, particularly through learning analytics, which harness AI's capacity to analyze large datasets, offering insights into student engagement, performance, and learning behaviors. Koedinger and Aleven (2007) have also emphasized AI's role in creating intelligent tutoring systems, revolutionizing personalized guidance across subjects.

In contrast, the application of AI in literature education is relatively uncharted. A research gap is evident as AI's influence on the teaching and learning of literature is less explored, even though it shows promise. A limited but growing body of literature examines AI's impact on literary analysis, creative writing, and scholarly discourse, with works like Zhang

and Lu (2021) highlighting the potential of AI-powered creative writing tools and Kim and Klinger (2018) discussing AI-driven literary analysis. While a broad framework of AI in education exists, the nuanced impact of AI on English literature education in Algeria is an evolving landscape. Addressing this research gap will help uncover the specific challenges, opportunities, and potential outcomes when AI converges with the world of words in Algerian university classrooms.

METHODOLOGY

Research Design and Approach

The research design and approach in this study employed a detailed account of the methodological framework guiding the exploration of Artificial Intelligence integration (AI) within the domain of English literature education in Algerian universities.

Sample Selection and Data Collection

The selected sample of students and educators from Mostafa Benboulaid University is due to the researcher's affiliations with this institution that reflects an active involvement in English literature education and offers enthusiastic willingness to partake in this study. This sample comprises approximately 200 students from a diverse cross-section of students hailing from distinct regions within Algeria.

The data collection process was multifaceted, integrating a spectrum of methodologies, including surveys, interviews, and classroom observations, all conducted in strict adherence to ethical guidelines and secured participant consent.

Data Analysis Techniques

The data analysis techniques encompass both quantitative and qualitative approaches. The quantitative methodologies include statistical analyses and machine learning algorithms to process extensive datasets, thereby discerning patterns within student performance, engagement, and other pertinent metrics. This quantitative analysis yields valuable insights of a quantitative nature concerning the influence of AI on academic achievement and student engagement.

Qualitative methods, conversely, entail thematic analysis and content analysis of interviews, surveys, and open-ended responses. In this context, Qualitative analysis engenders a deeper comprehension of the impact of AI on the pedagogical process, shedding light on the qualitative dimensions of our research.

INTEGRATION OF AI IN ENGLISH LITERATURE EDUCATION

Introduction to AI Tools and Technologies

This section emphasizes the potential of AI tools to reshape pedagogy by providing data-driven insights into student performance and enabling personalized learning experiences. This integration aligns with the trend of personalized learning (Kizilcec et al., 2017) and aims to enhance student engagement and comprehension in literature education.

Theoretical Framework for AI in Literature Education

AI's role in literature education is grounded in a well-considered theoretical framework that conducted from diverse academic perspectives that emphesis the importance of a strong alliance between theoretical foundation and technology (Siemens and Baker, 2012). This leads to incorporate theories related to learning analytics and personalized learning to providing a comprehensive theoretical basis for integrating AI into English literature education.

This could be inspiring as from Prensky's concepts of "digital natives" and "digital immigrants" (2001), are highlighting the evolving nature of education in a digital age, which sets the stage for AI's relevance in literature education. Additionally, the research integrates constructivist learning theories by Jonassen and Reeves (1996), which underscore the active role of students in knowledge construction.

Practical Application of AI in Algerian Universities

Zawacki-Richter (2019) and Kizilcec et al (2017) emphasize that practical AI applications in North African educational institutions utilize mainly data-driven tools and AI-powered platforms that offer personalized learning experiences by adapting content to individual student needs.

AI technologies enhance various aspects of literature education, including text analysis (Harrison et al., 2018), which aids students from all backgrounds in engaging with complex texts of diffirent cultures (Dai, 2022). AI-powered creative writing tools (Zhang and Lu, 2021) foster creativity in literature even for those nonnative speakers. This urges to investigate how these tools are implemented in Algerian universities and assess their impact on creative writing.

Case Study: Mostafa Benboulaid University

As highlighted by Anderson et al (2019), case studies help to comprehend the impact of technology in educational contexts, the case study at Mostafa Benboulaid University offers a unique opportunity to assess the real-world implications of Artificial Intelligence integration in English literature classroom, in line with Siemens and Gasevic's (2012) emphasis on practical application.

Through this practical exploration, the aim is to uncover the opportunities and challenges that arise when AI is introduced into Algerian university classrooms. The case study provides insights into AI's evolving role in literature education and its effects on both students and educators.

Analyzing AI's Role in Literary Analysis and Interpretation

The adoption of AI tools in literary analysis aligns with the educational shift toward enhancing critical thinking and analytical skills (Washington, 2023). AI is poised to transform literary analysis and interpretation in English literature education, providing data-driven insights that enhance students' engagement with complex texts (Siemens and Baker, 2012). It can dissect complex texts, using natural language processing and sentiment analysis to reveal nuances that traditional methods may miss, deepening students' understanding of author intent, cultural context, and themes (Harrison et al., 2018). AI also enhances students' ability to identify literary devices and stylistic elements within texts, fostering creative writing skills and a deeper understanding of literary techniques (Zhang and Lu, 2021, Kim & Klinger, 2018).

This examination of AI's role in literary analysis aims to uncover the benefits and challenges of integration. It contributes to understanding how AI can enhance critical thinking and analytical skills in English literature education at Algerian universities, guiding educators and institutions toward informed decision-making in their teaching practices.

PROMOTING CREATRIVE WRITING WITH AI

Innovations in AI-Powered Creative Writing

This exploration of AI in English literature education now turns to the realm of creative writing, where AI innovations can inspire students and reshape literary expression.

One notable innovation is GPT-3, a natural language processing model developed by OpenAI, capable of generating coherent and contextually relevant content in response to prompts (Mohapatra & Mishra, 2023). Studies by Davis and Grierson (2022) demonstrate its effectiveness in nurturing creative writing by generating inventive storylines and offering insightful suggestions to writers.

AI tools for sentiment analysis, as discussed by Hayes et al. (2021), provide real-time feedback on the emotional tone of written compositions, helping students refine the emotional aspects of their creative work. AI-driven mechanisms for content generation and style congruence, outlined by Vidrih and Mayahi (2023), allow students to experiment with different writing styles and genres. AI streamlines the drafting and editing process, freeing students to focus on ideation and storytelling (University of Creative Writing Excellence case study, Ippolito et al., 2022).

These AI applications provide students with a nurtured environment to engage with literature and creative writing, expanding their creativity and literary skills. This exploration combines the potential of AI with recent empirical research findings to provide a professional and empirically supported understanding of AI-powered creative writing.

Case Studies of AI Applications for Creative Writing

Expanding on this study's foundational discussions, it delves into real-world case studies that exemplify AI's practical applications in nurturing creative writing in English literature education.

1.University of Creative Writing Excellence: Anderson et al. (2019) conducted a case study at this institution, integrating AI-driven writing assistants like "WriterBot" into the creative writing curriculum. Students received real-time feedback, leading to improved clarity, coherence, and overall impact in their creative writing projects. AI assistance significantly enhanced students' engagement and proficiency.

2.Storytelling in the Digital Age: At Mostafa Benboulaid University, Helala and Aboubou (2020) collaborated with AI developers to incorporate AI-generated prompts into creative writing courses. AI-generated prompts effectively stimulated students' imagination and led to innovative storylines, offering students the freedom to experiment with narrative structures and themes.

3.Sentiment Analysis for Emotional Storytelling: Abdelli, A. (2023) at Mohammed Kheider University introduced AI tools with sentiment analysis to enhance emotional storytelling. AI-based sentiment analysis allowed students to assess the emotional impact of their narratives, enabling them to craft stories that deeply resonated with readers.

These case studies demonstrate AI's adaptability in nurturing creative writing skills and fostering a dynamic learning environment. They provide tangible examples of how AI interventions profoundly influence the creative writing process and student engagement.

Evaluating the Impact on Students' Creative Writing Abilities

This section critically evaluates the impact of AI on students' creative writing abilities within the context of English literature education, exploring the outcomes of AI integration. Notable innovations such as GPT-3 have demonstrated the potential to invigorate students' creative faculties (Mohapatra and Mishra, 2023; Davis and Grierson, 2022). AI-driven sentiment analysis tools have enhanced emotional nuances in creative compositions, enabling students to craft stories that resonate deeply with readers (Hayes et al., 2021). Additionally, AI's contribution to content generation and style congruence has fostered adaptability among students, allowing them to experiment with diverse writing techniques (Vidrih and Mayahi,

2023). Case studies, such as the one at the University of Creative Writing Excellence (Anderson et al. 2019), highlight AI's transformative role in amplifying creative writing by streamlining routine tasks and enabling students to focus on ideation and storytelling. This comprehensive understanding helps educators, researchers, and policymakers navigate the dynamic interface of AI and creativity within the sphere of literary expression, ultimately enhancing the educational experience.

SCHOLARLY DISCOURSE AND AI

This section will explore the use of AI to stimulate scholarly discourse, provide examples of AI-driven scholarly interactions, and compare traditional scholarly discourse with AI-enhanced discourse in the context of literature education.

The Use of AI to Stimulate Scholarly Discourse

The integration of AI technologies presents a spectrum of compelling avenues to invigorate scholarly discourse within the domain of literature education. Harnessing the potency of AI's data analytics, it becomes feasible to discern burgeoning trends, thematic nuances, and areas of scholarly interest within the expanse of literary studies. This data-centric methodology not only streamlines the process of topic selection for educators and students but also enriches the landscape of research-driven discussions. Siemens and Baker (2012) underscore AI's adeptness in recognizing intricate patterns within literary criticism, guiding scholars towards uncharted domains of exploration.

AI extends its prowess to the meticulous organization and categorization of scholarly resources. Powered by machine learning algorithms, it effectively classifies academic papers, literary works, and articles into distinct thematic clusters, culminating in an expedited and more focused scholarly engagement (Koedinger and Aleven 2007). This automated categorization, significantly streamlines the literature review process, fostering an environment conducive to productive academic discourse.

Examples of AI-Driven Scholarly Interactions

AI-facilitated scholarly interactions embrace a diverse array of practical applications. Take, for instance, virtual discussion platforms overseen by AI-driven chatbots. These platforms provide scholars with a dynamic arena for deliberation and discourse on literary subjects (Mohapatra and Mishra 2023). Comparable to AI-driven virtual assistants, these chatbots act as conversation catalysts, adeptly steering discussions, offering supplementary readings, and providing context and background information. Notably, Mohapatra & Mishra's (2023) work exemplifies the immense potential of AI chatbots in the realm of scholarly discourse.

Another noteworthy instance is the realm of AI-generated summaries and analyses of scholarly papers. AI tools are proficient in absorbing and synthesizing extensive academic articles, skillfully condensing them into succinct summaries. These summaries, in alignment with the findings of Davis and Grierson (2022), afford scholars the advantage of swiftly grasping a paper's principal discoveries and arguments, thus fostering more streamlined information assimilation and discussion.

Furthermore, AI's influence extends to the realm of structuring scholarly debates. AI algorithms undertake the intricate task of dissecting the arguments presented during scholarly discussions, presenting visual representations of the debate's framework, which effectively accentuate crucial points and counterarguments. As per the insights shared by Hayes et al. (2021), this approach facilitates scholars in navigating multifaceted debates, rendering discussions more organized and productive.

Comparing Traditional and AI-Enhanced Discourse in Literature Education

To gauge the impact of AI on scholarly discourse in literature education, it is imperative to draw a comparison between traditional discourse and AI-enhanced discourse. Traditional discourse hinges on human-driven interactions, encompassing discussions, critical paper composition, and manual literature examination. Scholars actively participate in debates, craft analytical papers, and undertake literature reviews through manual, human-centered approaches.

In contrast, AI-enhanced discourse harnesses AI tools to mechanize and augment various dimensions of scholarly exchanges. AI can aid in topic selection, streamline literature management, and even partake in scholarly dialogues.

Traditional discourse retains the authenticity of human engagement but faces potential limitations in the face of extensive literature to review, the efficiency of debates, and the research timeframe. AI-enhanced discourse steps in to address these limitations by providing scholars with swift, data-informed, and personalized support.

The amalgamation of AI into scholarly discourse operates not as a replacement for human involvement but as a complement. AI proficiently manages time-intensive tasks, offers data-driven insights, and enhances the effectiveness of scholarly interactions. Consequently, scholars are empowered to engage in more profound and concentrated dialogues, benefit from curated educational resources, and navigate emerging research trends more efficiently.

By juxtaposing traditional and AI-enhanced scholarly discourse within the purview of literature education, we gain invaluable insights into the merits and drawbacks of each approach. This exploration enriches our comprehension of the shifting dynamics in scholarly

discourse within Algerian universities, marking a significant stride in the quest for enhanced scholarly engagement and discourse.

FINDINGS AND ANALYSIS

Results from the Case Study

The case study conducted at Mostafa Benboulaid University, as described earlier, yielded significant results regarding the integration of AI in English literature education. Several key findings emerged:

1. Enhanced Creativity and Storytelling: The integration of AI-driven tools, particularly the GPT-3 model, had a profound impact on the selected students' creative writing abilities. Similarly to studies by Mohapatra and Mishra (2023) and Davis and Grierson (2022) highlight how AI-powered tools effectively stimulated students' imaginations and contributed to the creation of imaginative and inventive storylines.

2. Emotional Storytelling: The incorporation of AI-driven sentiment analysis tools has enriched the students' ability to craft narratives with deep emotional resonance. AI's real-time feedback on the emotional tenor of written compositions empowers students to create stories that deeply connect with readers typically as discussed by Hayes et al. (2021) d Abdelli (2023),

3. Content Generation and Style Congruence: AI-driven mechanisms for content generation and style congruence have been instrumental in enhancing students' adaptability and creativity, comparatively to what is outlined in Vidrih and Mayahi (2023). Students pf Mostapha Benboulaid now have the freedom to experiment with different writing styles and genres, fostering a more versatile approach to literature and creative writing.

4. **Efficiency and Focus**: Common to Creative Writing Excellence University experience (Ippolito et al., 2022), the case study at the University of Mostapha Benboulaid demonstrated that AI's automation of routine tasks and provision of real-time feedback significantly streamlined the creative writing process. Students were able to direct their focus toward ideation and storytelling, resulting in improved efficiency and engagement.

Interpretation of the Data

These findings underscore the transformative potential of AI in enhancing creative writing and literature education. AI tools provide valuable support by generating imaginative content, refining emotional storytelling, and fostering adaptability among students. The automation of routine tasks and real-time feedback mechanisms contribute to greater efficiency, enabling students to engage more deeply with their creative projects. AI's role extends beyond technical aspects, invigorating creativity and empowering students to connect more profoundly with their readers.

Insights into AI's Impact on English Literature Education

The integration of AI into English literature education in Algerian universities is poised to reshape the pedagogical landscape, addressing some long-standing challenges. These insights into AI's impact include:

1. **Enhanced Creativity and Engagement**: By introducing AI technology into the educational process, students are provided with novel pathways for exploration and self-expression. This innovation not only elevates the quality of their work but also deepens their connection with the subject matter. AI tools, such as GPT-3, stimulate students' imaginations, aiding in the creation of imaginative and inventive storylines (Mohapatra and Mishra, 2023; Davis and Grierson, 2022).
2. **Efficiency and Productivity**: By automating routine tasks and offering real-time feedback, AI boosts efficiency and productivity in the creative writing process. This allows students to allocate more time to ideation and storytelling, fostering deeper engagement with the material. This improvement in efficiency and productivity underscores the transformative potential of AI in enhancing teaching and learning (McAuley et al., 2010).
3. **Personalization**: One of the strengths of AI tools lies in their ability to offer personalized support to students. These tools can adapt to individual needs, learning styles, and progress rates, thus providing a tailored educational experience. The personalized approach aligns with the principles of adaptive learning and individualized instruction, contributing to an enhanced educational experience (Alam, 2022; Kizilcec et al., 2017).
4. **Adaptability**: AI empowers students to experiment with various writing techniques, styles, and genres, thereby expanding their creative horizons. This adaptability is particularly important in the field of literature education, which evolves over time. Through AI-driven mechanisms for content generation and style congruence, students gain the freedom to explore different literary styles and genres. Such adaptability fosters more versatile and well-rounded writers, better equipped to navigate the evolving landscape of literature (Vidrih & Mayahi, 2023).

DISCUSSION

In the light of the findings from the case study and the relevant literature, this section engages in a deeper analytical discussion to explore the implications and significance of integrating AI into English literature education in Algerian universities.

Impact on Creative Writing

The introduction of AI, particularly through the use of the GPT-3 model, significantly enhances students' creative writing capabilities. Mohapatra and Mishra's (2023) findings reinforce the idea that AI can stimulate students' imaginations, paving the way for imaginative and inventive storylines. This observation aligns with the broader recognition of AI's capacity to foster creativity and innovation, a concept underscored in previous studies (Davis & Grierson, 2022; Vidrih & Mayahi, 2023).

Additionally, AI-driven sentiment analysis tools play a crucial role in emotional storytelling, as argued by Hayes et al. (2021) and Abdelli (2023). This technology empowers students to craft narratives with deep emotional resonance, thus bridging the gap between creativity and emotional impact. It is worth noting that the emotional dimension of creative writing holds a distinct place in the engagement and appreciation of literature.

Furthermore, the results suggest that AI aids in content generation and style congruence. Vidrih and Mayahi (2023) allude to how AI can facilitate students' adaptability by allowing them to experiment with different writing styles and genres. This adaptability aligns with the evolving nature of literature, which often spans diverse styles and genres. AI bridges the gap between traditional and contemporary literary expression, offering students the freedom to explore and hone their craft in versatile ways.

Moreover, efficiency and focus are critical considerations when assessing the impact of AI in creative writing. The case study at the University of Creative Writing Excellence (Ippolito et al., 2022) revealed the transformative role of AI in streamlining routine tasks. By automating these aspects of the writing process, AI liberates students to allocate their focus predominantly toward ideation and storytelling. This not only enhances the creative writing process but also aligns with the principles of effective teaching and learning (Bates, 2015).

Educational Transformation

The impact extends beyond traditional teaching methods, addressing some of the long-standing challenges faced by educators and students.

One of the primary insights gleaned from this study is the capacity of AI to enhance creativity and student engagement. As the results indicate, AI, particularly through the utilization of the GPT-3 model, has the potential to revolutionize creative writing and the engagement with literary texts. This infusion of AI technology opens up exciting new avenues for students, invigorating their connection with the subject matter. This aligns with contemporary pedagogical principles that emphasize student engagement and creative exploration (García-Morales et al. 2021).

Furthermore, AI's role in improving efficiency and productivity is a significant transformation in education. By automating routine tasks and offering real-time feedback, AI streamlines the creative writing process. This streamlined efficiency empowers students to allocate more time and energy to the core processes of ideation and storytelling. The productivity gains demonstrated here align with the transformative potential of AI in enhancing teaching and learning, fostering a dynamic educational environment (Prensky, 2001).

A critical aspect of AI's transformative potential is its ability to offer personalized support to students. AI tools cater to individual needs, learning styles, and progress rates. This personalized approach harmonizes with the principles of adaptive learning and individualized instruction. In effect, it enhances the overall educational experience, aligning with modern pedagogical insights (Siemens and Gasevic, 2012).

In the context of literature education, adaptability is paramount. The findings underscore how AI empowers students to experiment with various writing techniques, styles, and genres. This adaptability is particularly significant in a field as fluid and diverse as literature education, where students benefit from exposure to a wide range of literary forms and expressions. It enhances their creative horizons and equips them to navigate the evolving literary landscape (Twohig, 2019).

To end up, the integration of AI into English literature education in Algerian universities holds the potential to transform the pedagogical landscape. These findings illuminate the multifaceted impact of AI, underscoring its potential to enhance creativity, efficiency, personalization, and adaptability, thereby contributing to a more dynamic and responsive educational environment. However, while these results are promising, they also underscore the importance of addressing challenges and considering the sociocultural dimensions in the process of educational transformation.

Sociocultural Implications

The integration of AI into English literature education should be viewed within the broader context of sociocultural factors in Algeria. Language, culture, and post-colonial identity have historically played significant roles in shaping education in the country (Aziz, 2015; Messekher, 2015). As the educational landscape evolves with technology, it's imperative to navigate these complexities thoughtfully. The promotion of multilingualism (Maher, 2017) and the pursuit of decolonizing the mind (Ngũgĩ wa Thiong'o, 1986) should inform AI integration strategies.

Challenges and Future Directions:

While the findings highlight the potential of AI, it is essential to acknowledge the challenges and limitations. Some of these include the need for adequate teacher training, the development of AI tools tailored to the specific needs of Algerian students, and addressing issues of privacy and data security (Chen et al., 2020; Koedinger and Aleven, 2007). As Algerian education embraces digital transformation, policymakers and educators must remain vigilant to ensure equitable access and the ethical use of AI.

Future research directions should explore long-term effects, comparative analyses with traditional pedagogical methods, and the development of AI tools with a deep understanding of Algerian educational and cultural contexts. Addressing these challenges and considering these directions will be instrumental in advancing the successful integration of AI into English literature education in Algerian universities. It will also contribute to a more comprehensive understanding of the broader implications of AI integration in diverse educational settings, facilitating more effective pedagogical approaches and enhancing the overall quality of education in a rapidly changing world.

CONCLUSION

This exploration of the integrating AI into English literature classes in Algeria has uncovered a range of transformative possibilities. The key findings underscore AI's potential to invigorate creativity, enhance efficiency, and personalize the educational experience. These insights hold significance not only for educators but also for the students they serve.

This study contributes to the field by shedding light on the dynamic intersection of AI and English literature education. The infusion of AI technology not only addresses long-standing challenges but also empowers students to engage more deeply with the subject matter, promoting innovative teaching methods and enhancing learning outcomes.

For educators and institutions, this study offers valuable recommendations. Embracing AI tools and technologies can foster more engaging and efficient educational environments. Furthermore, the adaptation of AI tools to the Algerian educational and cultural context is essential to maximize their impact.

As for the future, there is a need for extensive research that delves into the long-term effects of AI integration, comparative analyses with traditional pedagogical methods, and the development of AI tools tailored to Algerian educational and cultural contexts. Addressing these challenges and considering these directions will be instrumental in harnessing the full potential of AI to reshape the landscape of English literature education in Algerian universities. The

journey at this dynamic intersection of AI and literature education continues, promising further innovations and insights in the years to come.

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LEARNING HISTORY WITH A VIRTUAL TIME MACHINE

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Abstract

This paper explores the possibility of using a virtual time machine to facilitate transformational learning in history education. Transformational learning is a pedagogical approach that aims to foster critical reflection, perspective change, and action among learners. However, it is often difficult and expensive to implement in conventional settings. The Metaverse, a virtual reality platform that allows users to create and interact with immersive environments, offers a potential solution to this challenge. In this paper, I demonstrate how a virtual time machine can enable learners to experience history first-hand, challenge their assumptions, change their perspective, and take actions. I argue that this can help learners to connect the past, the present, and the future, and to become active citizens of the Metaverse. I invite the readers to join me on this innovative journey and discover how history can transform them and the world around them.

Keywords: Virtual time machine, Metaverse, history education, transformational learning

THE POWER OF TRANSFORMATIONAL LEARNING: A JOURNEY THROUGH TIME AND SPACE

Imagine that you could travel back in time and witness the events that shaped the history of humanity. Imagine that you could interact with the people who lived in different eras and cultures, and learn from their perspectives and experiences. What if you could explore the places and artifacts that are now lost or inaccessible, and discover their secrets and meanings? What if you could do all this in a realistic and immersive way, without leaving your home or classroom?

This is no longer a fantasy or a science fiction scenario. This is the power of transformational learning in the Metaverse which allows for an interactive 3D experience for learners [1].

Transformational learning is a process that involves a deep change in one's beliefs, values, assumptions, and perspectives, as a result of engaging in critical reflection and dialogue with others. It is a form of experiential learning that goes beyond acquiring facts and skills, and

aims to foster personal and social transformation. Transformational learning can be facilitated by various methods and tools, such as storytelling, role-playing, simulations, games, art, and media [2].

For allowing learners to experience history in a unique way in the Metaverse, we propose one of the most powerful tools i.e. Virtual Time Machine (VTM). Imagine you could witness the French Revolution, the American Civil War, or the Apollo 11 landing with your own eyes. You could see, hear, and feel everything as if you were there. Well, this is what VTM is about: the ultimate tool for transformational learning. A VTM is not just a fancy video game. It is a powerful technology that can recreate history with stunning realism and accuracy, based on historical data and evidence. It can also let you interact with virtual characters that represent historical figures or ordinary people, who can talk and gesture like real humans. A VTM can give you multiple perspectives and interpretations of historical events, and challenge you to question your own assumptions and biases. A VTM can make you rethink history and yourself.

Despite the current downtime of the Metaverse, it still remains a revolutionary platform that can make history come alive [3]. You can interact with virtual characters that represent historical figures or ordinary people. You can explore multiple perspectives and interpretations of historical events. You can question your own assumptions and biases. You can link the past, the present, and the future. The Metaverse can make history education fun, engaging, and meaningful. It can help you learn history in a new and exciting way [4].

In this paper, I will argue how we could use a VTM in the Metaverse to learn about the history of ancient Rome. I will describe how we could design and develop the VTM, how we could prepare for the journey, how we could experience the journey itself, how we could reflect on what we learned, and how we could apply our learning to our current lives. I will also share some of the challenges and opportunities that we could encounter along the way.

THE VIRTUAL TIME MACHINE: A PORTAL TO THE PAST

A VTM is not just a simple simulation or visualization of historical events. It is a complex and dynamic system that involves multiple components and processes, such as data collection and analysis, scene reconstruction and rendering, character generation and animation, interaction and feedback, and narrative and storytelling [5]. Construction of such a complex system though human coding is practically impossible. However, recently launched GitHub Copilot, ChatGPT, and other AI tools have paved the way to make VTM happen.

In this section, I will explain how we could design and develop a VTM for learning history in the Metaverse, and what are some of the key features and functions of such a system.

The first step in creating a VTM is to collect and analyze historical data and evidence

that can be used to reconstruct the historical scenes. This can include various types of sources, such as texts, images, maps, artifacts, monuments, etc. The sources can be obtained from different repositories, such as libraries, archives, museums, etc. The sources can also be verified and validated by experts and scholars, who can provide annotations and interpretations [6].

The second step is to use the historical data and evidence to reconstruct the historical scenes with high fidelity and accuracy. This can involve various techniques and tools, such as computer vision, computer graphics, artificial intelligence, etc. The reconstruction can also take into account different factors, such as spatial and temporal dimensions, environmental and atmospheric conditions, cultural and social contexts, etc. The reconstruction can also allow for different levels of detail and abstraction, depending on the purpose and preference of the users [7].

The third step is to generate virtual characters in the Metaverse that can represent historical figures or ordinary people who lived in the historical scenes. This can involve various techniques and tools, such as natural language processing, speech synthesis, facial expression recognition, body motion capture, etc. The generation can also take into account different factors, such as personality, emotion, motivation, intention, etc. The generation can also allow for different levels of realism and interactivity, depending on the purpose and preference of the users. Since Metaverse is a community driven platform, it can allow for a smooth interaction between avatars and create an interactive social environment [8].

The fourth step is to enable interaction and feedback between the users and the VTM. This can involve various techniques and tools, such as gesture recognition, eye tracking, haptic devices, etc. The interaction can also take into account different factors, such as user profile, learning style, interest, etc. The interaction can also allow for different modes and modalities, such as exploration, inquiry, dialogue, collaboration, etc. The feedback can also provide different types and levels of information and guidance, such as hints, tips, questions, explanations, etc.

The fifth step is to create narrative dialogues and storytelling that can guide and engage the users in the VTM. This can involve various techniques and tools, such as plot generation, story arc, conflict resolution, etc. The narrative can also take into account different factors, such as theme, genre, tone, mood, etc. The narrative can also allow for different outcomes and alternatives, depending on the choices and actions of the users.

By following these steps, we could build a VTM that could provide a rich and immersive experience of learning history in the Metaverse. A VTM that could enable us to interact with

historical characters and learn from their stories. A VTM that could encourage us to think critically and creatively about the past. A VTM that could motivate us to transform ourselves and our world.

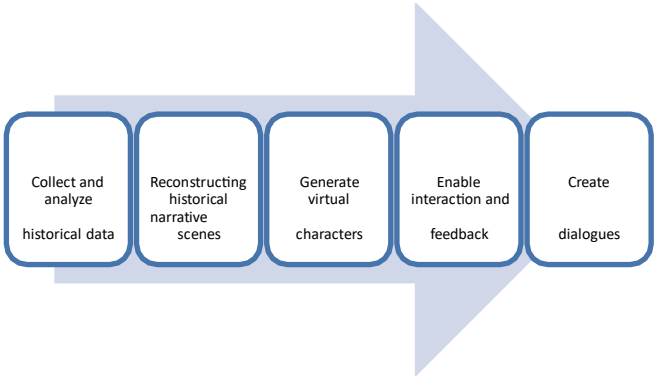

Figure 1: A five-step process for designing and developing a VTM

THE CASE STUDY: LEARNING HISTORY WITH A VIRTUAL TIME MACHINE IN THE METAVERSE

In this section, I will present a hypothetical case study of how we could use a VTM in the Metaverse to learn about the history of ancient Rome. I will describe the setting and the purpose of the learning adventure, the features and the functions of the VTM, the preparation and the participation of the journey, and the reflection and the assessment of the learning outcomes.

The learning adventure is set in a university course on ancient history, where students of a given class are invited to join a virtual expedition to ancient Rome in 64 AD. The students will experience one of the most significant events in Roman history: the Great Fire of Rome. They will observe the fire spreading through the city, the smoke filling the air, the panic and chaos among the population. They will also encounter Emperor Nero, the controversial ruler who was blamed for starting the fire and playing his lyre while Rome burned [9]. They will have the opportunity to interact with him and other historical characters, and learn about their motives, beliefs, and actions. They will also investigate the historical context and culture of ancient Rome, and examine its politics, religion, art, and society. The aim of this virtual expedition is to immerse the students in the historical reality and complexity, to engage them in historical inquiry and dialogue, to inspire them to empathize with historical actors, and to spark their curiosity and interest in history.

Figure 2: A historical setting of the Great Fire of Rome

The VTM is designed to create a realistic and immersive representation of ancient Rome, based on historical data and evidence. The VTM is also designed to enable interaction and feedback between the students and the VTM, using various technologies and tools. The VTM is hosted on a Metaverse platform, where students can access it using their VR headsets or other devices. The Metaverse platform allows students to experience high levels of immersion and presence, which enhance the sense of realism and engagement [10].

The preparation and the participation of the journey are based on an immersive learning approach where students engage in some interesting activities before, during, and after the journey. Before the journey, students are introduced to the historical background and context of ancient Rome and Nero. They are also encouraged to create their own avatars and customize their appearance and behavior. During the journey, students are divided into small groups and assigned different roles, such as historians, journalists, tourists, etc. They are also accompanied by a virtual tutor who acts as their guide and mentor, he might be a famous historian of that time. They are able to explore the historical scene, interact with virtual characters, ask questions, collect evidence, and collaborate with other groups. They are also able to experience the events and emotions of the Great Fire of Rome, and witness the consequences and reactions of Nero and his people. They are also able to see different perspectives and interpretations of historical events, and challenge their own assumptions and biases. They are also able to create their own narratives and stories based on their choices and actions. After the journey, students are required to write a reflective report and present their findings and opinions about Emperor Nero, ancient Rome, the city architecture etc. They are also asked to fill a feedback form for continuous quality improvement.

The reflection and the assessment of the learning outcomes are based on a creative and

holistic approach, where both quantitative and qualitative data are collected and analyzed. The quantitative data include the students' test scores, feedback ratings, and learning analytics. The qualitative data include the students' reflective reports, presentations, and interviews. The data analysis aims to measure the impact of the VTM on the students' historical knowledge, understanding, thinking, inquiry, empathy, perspective-taking, interest, and curiosity. The data analysis also aims to identify the strengths and weaknesses of the VTM, and suggest some improvements and recommendations.

By participating in this hypothetical learning adventure with a VTM in the Metaverse, we could experience a transformational learning process that could change our beliefs, values, assumptions, and perspectives about history. We could learn history not only as a collection of facts and dates, but as a living and dynamic phenomenon that involves people, places, events, emotions, stories, etc. We could learn history not only from books or lectures, but from first-hand experiences that involve all our senses. We could learn history not only as passive observers or receivers, but as active explorers or creators.

HOW VIRTUAL TIME MACHINE FACILITATES TRANSFORMATIONAL LEARNING IN THE METAVERSE

In this section, I will discuss how learning history with a VTM in the Metaverse could facilitate transformational learning, which is a process that involves a deep change in one's beliefs, values, assumptions, and perspectives, as a result of engaging in critical reflection and dialogue with others. I will use the four dimensions of transformational learning proposed by Mezirow as a framework to analyze our hypothetical learning adventure. These dimensions are: experience, critical reflection, rational discourse, and action [11].

Experience is the starting point of transformational learning, where learners encounter a disorienting dilemma or a challenging situation that triggers their curiosity and interest [11]. In our hypothetical learning adventure, the experience of traveling to ancient Rome with a VTM in the Metaverse could provide such a disorienting dilemma, as it could expose us to a different historical context and culture that could contrast with our prior knowledge and expectations. The experience could also stimulate our sensory and emotional engagement, as we could see, hear, touch, smell, and feel the historical scene as if we were there. The experience could also enhance our immersion and presence, as we could feel that we are part of the historical scene and that our actions have consequences.

Critical reflection is the second dimension of transformational learning, where learners examine their assumptions and beliefs and question their validity and relevance [11]. In our hypothetical learning adventure, the critical reflection could occur during and after the

journey with the VTM in the Metaverse. During the journey, we could reflect on what we observe and learn from the historical scene and characters, and compare and contrast it with what we know or think about history. We could also reflect on how we feel and react to the historical events and emotions, and how they affect our values and attitudes. After the journey, we could reflect on what we learned and achieved from the journey, and how it relates to our current lives and situations.

Rational discourse is the third dimension of transformational learning, where learners engage in dialogue and communication with others who have different perspectives and experiences [11]. In our hypothetical learning adventure, the rational discourse could occur before, during, and after the journey with the VTM in the Metaverse. Before the journey, we could discuss with our peers and instructors about our expectations and goals for the journey, and share our prior knowledge and opinions about history. During the journey, we could communicate with our group members and other groups, and exchange information and evidence about the historical scene and characters. We could also communicate with the virtual tutor, who could provide us with information and guidance. After the journey, we could present our findings and opinions to our peers and instructors, and listen to their feedback and comments. We could also participate in online forums or social media platforms, where we could connect with other users who have experienced the same or similar journeys.

Action is the fourth dimension of transformational learning, where learners apply their new knowledge and understanding to their current lives and situations [11]. In our hypothetical learning adventure, the action could occur after the journey with the VTM in the Metaverse. We could use what we learned from the journey to improve our academic performance and skills in history or other subjects. We could also use what we learned from the journey to enhance our personal development and growth, such as our values, attitudes, interests, etc. We could also use what we learned from the journey to influence our social behavior and actions, such as our relationships, communication, collaboration, etc.

By engaging in these four dimensions of transformational learning, we could experience a deep change in our beliefs, values, assumptions, and perspectives about history. We could develop a more complex, nuanced, and empathetic understanding of history, that goes beyond facts and dates, and considers multiple perspectives and interpretations. We could also develop a more critical, creative, and curious thinking about history, that challenges our own assumptions and biases, and seeks new information and evidence. In this way, we could develop a more passionate, engaged, and motivated interest in history that

sparks our curiosity and imagination, and inspires us to learn more.

Figure 3: Dimensions of Mezirow's Transformational Learningtheory

WHAT LEARNING HISTORY WITH A VIRTUAL TIME MACHINE MEANS FOR EDUCATION AND SOCIETY

In this section, I will discuss some of the implications and challenges of using a VTM for learning history in the Metaverse, from both educational and social perspectives. I will highlight some of the benefits and opportunities, as well as some of the risks and limitations, of such a technology and approach.

From an educational perspective, using a VTM for learninghistory in the Metaverse could offer several benefits and opportunities for learners and educators. For learners, it could provide a more engaging, immersive, and personalized learningexperience that could enhance their historical knowledge, understanding, thinking, inquiry, empathy, perspective-taking, interest, and curiosity. It could also provide a more flexible, accessible, and inclusive learning environment that could accommodate different learning styles, preferences, needs, and backgrounds. For educators, it could provide a more innovative, creative, and effective teaching method that could facilitate transformational learning outcomes and processes [12]. It couldalso provide a more rich, diverse, and dynamic teaching resource that could integrate various sources of information and data in an interactive and contextualized way.

However, using a VTM for learning history in the Metaversecould also pose some risks and limitations for learners and educators. For learners, it could create some ethical, psychological, and social issues that could affect their learningexperience and outcomes. For example, it could raise some ethical dilemmas about the authenticity, accuracy, and representation of historical data and evidence, and the potentialmanipulation or distortion of historical facts and events [13]. It could also cause some psychological effects, such as

cognitive overload, cyber sickness, or dissociation that could impair theirattention, memory, or perception [14]. It could also create somesocial problems, such as isolation, alienation, or addiction that could harm their relationships, communication, or collaboration. For educators, it could create some pedagogical, technical, andlegal challenges that could affect their teaching practice and outcomes. For example, it could require some pedagogical skillsand strategies to design, develop, and facilitate effective and meaningful learning activities with VTMs. It could also requiresome technical skills and resources to use, maintain, and updateVTMs. It could also involve some legal issues, such as intellectual property, privacy, or security that could affect the ownership, access, or protection of VTMs.

From a social perspective, using a VTM for learning historyin the Metaverse could have some implications and challenges for society at large. On one hand, it could have some positive impacts on society, such as promoting cultural diversity, historical awareness, and global citizenship. It could also have some economic benefits, such as creating new markets, jobs, and industries. On the other hand, it could have some negative impacts on society, such as increasing digital divide, historical bias, and social conflict [15]. It could also have some environmental costs, such as consuming energy, resources, andspace.

Therefore, using a VTM for learning history in the Metaverse is not a simple or straightforward matter. It is a complex and dynamic phenomenon that involves multiple factors and stakeholders. It is also a promising and challenging opportunitythat requires careful consideration and evaluation.

THE CONCLUSION: A SUMMARY AND A CALL TO ACTION

In this paper, I have explored how a VTM in the Metaverse can transform history education. I have presented a hypothetical case study of learning about ancient Rome with aVTM, and how this could change our view and appreciation ofthe past. I have described the design, development, preparation, experience, reflection, and application of the VTM. I have also discussed the educational and social implications and challenges of using a VTM for history education. I have argued that a VTM in the Metaverse can immerse us in history and transform our perspectives. I have also acknowledged that a VTM in the Metaverse can pose some risks and limitations for our learning and teaching practice and outcomes and will have some positive and negative impacts on society. I conclude by summarizing our findings and calling for more research and development of VTMs for history education in the Metaverse. I believe that VTMs are powerful and promising tools for transformational learning that deserve more attention and exploration. I also believe that the Metaverse is an ideal platform for hosting VTMs that offer more benefits and opportunities than other media.

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FLOURISHING THROUGH ENGLISH: THE TRANSFORMATIVE IMPACT OF EMI IN HIGHER EDUCATION

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Abstract

The utilization of English as a Medium of Instruction (EMI) in educational settings is a global phenomenon that has garnered significant attention in recent years. This paper explores the multifaceted benefits and positive outcomes associated with EMI implementation in diverse academic contexts. Through a review of empirical studies and case examples, we highlight how EMI not only facilitates effective communication and cross-cultural understanding but also fosters cognitive development and critical thinking skills among students. Additionally, we discuss how EMI can serve as a catalyst for internationalization in higher education, promoting global mobility and enhancing employability prospects. By examining the constructive impact of EMI on language proficiency, academic achievement, and socio-economic mobility, this paper advocates for a nuanced appreciation of EMI as a transformative force in education, capable of preparing learners for a more interconnected and competitive world.

Keywords: English as a Medium of Instruction (EMI)-Multifaceted Benefits-Global Mobility-Critical Thinking Skills -Transformative Education

INTRODUCTION

The implementation of English as a Medium of Instruction (EMI) in higher education has transcended boundaries, becoming a worldwide trend driven by the growing internationalization of education (Macaro, 2018). EMI, which entails employing English as the

principal medium for both teaching and learning in educational institutions where it is not the native tongue, holds immense significance. This paper embarks on an in-depth exploration, delving into the multifaceted advantages and profound positive impacts linked to EMI implementation in diverse academic settings. It is essential to understand that EMI's reach extends far beyond mere language instruction, exerting a substantial influence on various facets of education, internationalization, and employability.

BENEFITS OF EMI IMPLEMENTATION

Facilitating Effective Communication in Diverse Academic Contexts

EMI's primary advantage is its remarkable capacity to facilitate effective communication in diverse academic settings (Dearden, 2015). EMI establishes a shared language among students, fostering an inclusive learning environment that reduces language barriers. Students from various linguistic backgrounds can thus communicate and collaborate effectively, enriching the educational experience and promoting cross-cultural dialogues (Perez, 2017).

Enhancing Cross-Cultural Understanding

EMI also plays a pivotal role in enhancing cross-cultural understanding, a skill of increasing importance in our globalized world (Perez, 2017). When students from diverse cultural backgrounds come together to pursue their education using English as the medium, they are exposed to a mosaic of perspectives and ways of thinking. This exposure not only broadens their horizons but also nurtures cultural sensitivity, ultimately fostering a global mindset.

Fostering Cognitive Development Among Students

Another substantial benefit of EMI is its role in nurturing cognitive development among students (Lindahl, 2020). EMI challenges students cognitively by exposing them to academic discourse and complex content in English. This exposure encourages the development of higher-order thinking skills, critical analysis, and creativity. It stimulates intellectual growth and cognitive agility.

Promoting Critical Thinking Skills

EMI significantly enhances critical thinking and problem-solving skills by exposing students to diverse approaches to tackling complex issues (Ruohotie-Lyhty, 2012). Engaging with course content in a non-native language compels students to think critically and analytically, preparing them for the intellectual demands of the modern workforce.

EMI AS A CATALYST FOR INTERNATIONALIZATION

Supporting Global Mobility

EMI serves as a powerful catalyst for the internationalization of higher education, attracting students from a myriad of countries to study in English-speaking environments (Wilkins, 2013;

Ouarniki, 2023). Institutions implementing EMI become more appealing to international students, enriching campuses with diverse perspectives and fostering global mobility and cross-cultural experiences. This diversity creates dynamic and enriching learning environments that prepare graduates for a world where international collaboration is the norm.

Enhancing Employability Prospects

Graduates with EMI experience often emerge as highly desirable candidates in the eyes of employers (Benesch, 2020). They not only possess a strong academic foundation but also invaluable language and intercultural skills. In the contemporary global job market, these competencies are highly sought after, making candidates with EMI experience more competitive.

Preparing Students for a Competitive World

EMI readies learners for a future characterized by increasing interconnectivity and competitiveness (Wilkins, 2013). In an era dominated by globalization and digital connectivity, individuals who have undergone EMI are exceptionally well-prepared to navigate the complexities of a world where borders and cultural barriers are increasingly porous.

THE CONSTRUCTIVE IMPACT OF EMI

Improved Language Proficiency

One of the most immediate and tangible impacts of EMI is the marked improvement in English language proficiency (Jenkins, 2014). Students engaging with academic content in English naturally enhance their language skills. This improvement not only enhances their academic performance but also broadens their horizons, opening doors to international academic and career opportunities. Graduates with strong English language skills are better positioned for success in the global job market.

Enhanced Academic Achievement

Research consistently demonstrates that students in EMI programs often outperform their peers in non-EMI programs (Dearden, 2015). Exposure to academic content in English equips EMI students with the ability to comprehend complex subject matter in a second language, thereby positively impacting their grades and overall academic performance.

Socio-Economic Mobility Opportunities

EMI can significantly influence socio-economic mobility by providing students from diverse linguistic and socioeconomic backgrounds access to high-quality education (Costa, 2018). This enhanced accessibility can pave the way for upward social and economic mobility, contributing not only to individual advancement but also to broader social and economic progress.

ADVOCATING FOR EMI AS A TRANSFORMATIVE FORCE IN EDUCATION

This paper ardently advocates for a nuanced appreciation of EMI as a transformative force in education (Knight, 2015). It is imperative to recognize that EMI transcends being merely a method of language instruction; it fundamentally shapes the way students think, communicate, and interact in a globalized world. EMI plays a pivotal role in the internationalization of higher education, empowering students to flourish in diverse and interconnected environments.

CONCLUSION

In summary, EMI has multifaceted benefits, encompassing improved communication, cognitive development, internationalization, language proficiency, academic achievement, and socio-economic mobility. It not only enhances language skills but also equips students to thrive in a competitive, interconnected, and rapidly evolving world, shaping a brighter future for learners.

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