THE
ART OF TEACHING ENGLISH
IN THE 21ST CENTURY SETTINGS

EDITOR
Hayriye AVARA

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FOREWORD

Foreign language education process has been scrutinized in our country for a long time by language educators and linguists in order to suggest the best ways to teach. As we all know, in our case, English is neither an official language nor the mother tongue of our nation. In that sense it is one of the foreign languages that has been taught in our country, too. For this ultimate aim ELT professionals have been trying to search for the best methods, approaches, techniques, strategies, and activities. Therefore, this book *The Art of Teaching English in the 21st Century Settings* have been designed in order to bring some highlights to the issue of ELT in the 21st Century Settings.

Part One discusses the parties involved in the teaching and learning process, the learners and the teachers 21st century skills in ELT and teacher roles in terms of digital developments in ELT in this century.

In Part Two teaching and learning environments have been under discussion ranging from pedagogy, practices, modern Technologies, innovative teaching and learning environments in EFL teacher education, to tele-collaboration and intercultural communicative competence (ICC).

The authors in Part Three tries to highlight the importance of adapting English language teaching materials and resources to changing times, enhancing intercultural citizenship in ELT, the role of teaching materials, and current global issues and values, bridging global citizenship education, sustainable development and language teacher training.

Part Four discusses such issues as adapting to rapid changes and emergencies in teaching EFL, teaching English language teachers the art of giving feedback in 21st century contexts, rethinking foreign language assessment in the light of recent improvements in artificial intelligence, and scenes from the 21st century EFL classroom: motivation, challenges and strategies.

Prof. Dr. Arif SARIÇOBAN

December, 2023

Ankara

Dedicated to the loving memory of Assoc. Prof. Dr. Gülay SARIÇOBAN,
who will stay in our hearts forever as a dear friend, a distinguished academician, and the
beloved wife of Prof. Dr. Arif SARIÇOBAN.

FROM THE EDITOR

ALL THE LANGUAGE CLASSROOM'S A 'STAGE'

All the language classroom's a stage,
And all the teachers and students 'merely players',
In their 'time they play many parts',
Through masked weakness, furbished strength,
In comfort or deep in hassle,
They perform their best of art.

The scenes are light or dark on stage,
Performances frame players strong.
Through obstacles and change,
Challenges come along.

Adaptation and feeling lost,
They act hand in hand.
Reminding the walk is lifelong.

No matter how different the setting is,
The ultimate goal is the same,
To stay in the game,
Without demanding fame.

The applause sparks motivation.
At times the mission seems impossible,
The efforts look in vain.
Though the journey is weary and long,
The curtains are never let down!

The joy of success washes away the pain.
When there is a curtain call,
All players are ready to bow again and again.

*Inspired by "All the World's a Stage" by William Shakespeare, who has shed artistic
light on my language learning and teaching journey as well as many other creative
minds and loving hearts.*

Hayriye AVARA

PART ONE: THE ACTORS: THE TEACHERS AND LEARNERS OF EFL TODAY

CHAPTER 1: THE EFL STUDENT AND TEACHER IN THE 21ST CENTURY

Turan PAKER iD

Abstract

Second or foreign language learning/teaching has been in the curriculum of schools for centuries. It has gone through various stages up to the 21st century in which both teachers and learners have assumed different roles and responsibilities in various approaches, methods, and techniques of teaching English. For that reason, in this chapter, the roles, responsibilities, opportunities, and challenges of learners and teachers in the 21st century have been described in terms of various contexts by taking into account the learners' level and age in terms of 21st-century skills.

Keywords: teaching English, 21st-century skills, teacher roles, learner roles

1. Introduction

Teaching a second/foreign language has been on the agenda of education for centuries. For this purpose, linguists have come up with various approaches and methods in which teachers and learners have assumed to have some specific roles. Thus, they are expected to comply with the principles of a method/approach. On the other hand, learning theories have had a strong influence on the methods and approaches. For example, we can see that behaviorism is the basis of the Audio-Lingual method, and Cognitive Learning and Constructivism are the basis of communicative language teaching. Richards & Rogers (2014) classified the language models as cognitive, structural, functional, interactional, sociocultural, genre, and lexical models and discussed how each of them influenced language teaching methods. Hence, all these models have shaped the role of the learner as a processor of the input, problem solver, performer, initiator, etc. In these models, learners assumed roles from passive recipients of teaching to active performers through autonomy in learning. On the other hand, teachers assumed various roles in practicing various language teaching methods/approaches. In some methods, teachers were the source of input controlling what the learners would learn in a specific period of time. In other methods, they assumed roles such as a model for learning, director, consultant, guide, mediator, designer of the content, feedback provider, facilitator, assessor, and so on. However, teachers are not totally free to assume their roles as they work in a school context. Thus, the

role of the teachers and learners change depending on the method or approach used in the school policy.

2. The Evolving EFL Classroom: Adapting to 21st Century Needs

In the 21st century, technological tools and platforms have emerged, and globalization, international competition, migration, political and environmental challenges resulted in very complex and demanding economic, social, and academic lives, which require individuals to possess new skills (Çiftçi et al., 2021; Dede, 2010; Lamb et al., 2017). Thus, education has a crucial role in helping individuals develop such skills. In literature, the 21st-century skills for education were referred to as (Norris, 2019):

1. critical thinking
2. creativity
3. metacognition
4. problem solving
5. collaboration
6. motivation
7. self-efficacy
8. conscientiousness, and
9. grit or perseverance.

When we go through each skill one by one, they are not new to our field of language education. We have approaches and methods that cover most of these skills such as collaboration and communication, critical thinking and problem-solving, creativity and imagination, motivation, metacognition, self-efficacy, conscientiousness, perseverance, student leadership and personal development, digital literacy, and intercultural education. For example, most of these skills are handled in Communicative language teaching, Task-based language teaching, Content-based instruction, Competency-based language teaching, Cooperative language learning, and so on. At the end of the day, we should keep in mind that the purpose of language education is to achieve communicative competence (Hymes, 1972). Canale & Swain (1980) identified four dimensions of communicative competence:

➢ Grammatical competence, -similar to linguistic competence by Chomsky- which refers to what is formally possible.

- ➤ Sociolinguistic competence, which refers to an understanding of the social context in which communication takes place, including role relationships, the shared information of the participants, and the purpose for their interaction
- ➤ Discourse competence, which refers to the interpretation of individual message elements in terms of cohesion and coherence
- ➤ Strategic competence, which refers to the coping strategies to initiate, terminate, maintain, repair, and redirect communication

Hence, in both EFL and ESL, the roles of students and teachers have been identified through the method and approach used (Richards & Rogers, 2014; Brown, 2001). However, in the post-method era (Kumaravadivelu, 1994), teachers prefer to be eclectic rather than sticking with one method. They need not adhere to fixed approaches or methods, but they should adapt their teaching to suit the social and cultural context of their students. In this way, both teachers and students will try to attain communicative competence through 21st skills within their social and cultural context.

We should also note that there is a shift in the role of teachers from teacher-centered to learner-centered teaching in their context. Thus, the learners assume new roles as active participants rather than passive recipients of knowledge by collaborating with each other in problem-solving, using their creativity in pair and group works depending on the topics. Teachers usually attain their goals by teaching through integrated skills in and out of classrooms. For example, a teacher may have a lesson plan on holiday. First, s/he introduces the topic through a short film in which two girls talk about their last holiday or through a reading text in which a boy talks about his recent holiday. Thus, the teacher provides input by means of these activities. After studying both the oral and written input with the students, the teacher asks the students to write about their own holidays by giving some guidelines such as where they traveled, how they traveled, what they did there, and what their emotions and opinions were about their activities. After students complete their writing, they can share their production as a pair in 5 minutes and pairs change every 5 minutes. Hence, they share their holiday report with at least four or five friends during the class session. This type of activity, if arranged within a sequence, will put the students in the center of learning. They can have some grammar or orthography or pronunciation problems, but the teacher should allow them to communicate freely and encourage them to communicate their facts and feelings/opinions about the place where they had the holiday. When a topic or theme-based syllabus is followed, students will always have opportunities to use their creativity, produce in the target language, and improve

their four language skills depending on the theme studied. They will have the motivation to improve their target language and improve self-efficacy in the target language by collaborating with their classmates in practicing the four language skills in the course of learning a language. In this way, the teacher will assume the role of input provider, organizer of the activities, mediator, feedback provider, and the students will assume the role of communicator in the target language, listener, speaker, negotiator, and problem solver by creating their own texts and sharing it with their classmates.

3. Teacher-Student Relationships in Modern EFL Contexts

According to the *Council of Europe* (2001), the learners' levels have been categorized as basic user (A1 and A2), independent user (B1 and B2) and proficient user (C1 and C2) (see Figure 1). In K-12 schools, teachers usually come across learners at basic and independent user levels. Therefore, it is very rare to have learners at the proficient user level. Hence, the roles of teachers and learners change depending on the learners' level and age.

Figure 1
Language learning levels according to CEFR (2001).

	Level		General description
Proficient user	C2	Mastery	Highly proficient – can use English very fluently, precisely and sensitively in most contexts
	C1	Effective Operational Proficiency	Able to use English fluently and flexibly in a wide range of contexts
Independent user	B2	Vantage	Can use English effectively, with some fluency, in a range of contexts
	B1	Threshold	Can communicate essential points and ideas in familiar contexts
Basic user	A2	Waystage	Can communicate in English within a limited range of contexts
	A1	Breakthrough	Can communicate in basic English with help from the listener

At the basic user level, the learner is considered a processor of comprehensible input (Krashen & Terrell, 1983). Initially, they will just respond using their body, gestures, or acting out as in Total Physical Response (Asher, 1969) to indicate their comprehension of the provided input. Later on, in the early production stage, they will be able to produce one word or one chunk to respond to stimuli as much as they feel ready. When they have enough linguistic data, they will be able to take part in role plays, dialogues, and simple descriptions. Hence, the teacher

will encourage them to participate in various communicative activities in pairs or groups or as a whole class.

At this level, learners are like young children, they need appreciation from their teacher for their production, and they are so fragile when you criticize them. They have a tendency to learn with one-to-one association. For that reason, teachers should be very cautious when correcting their mistakes. They should be affectionate like a mother and tolerate their mistakes. They should keep in mind that learners will go through an 'interlanguage period' (Selinker, 1972) in their learning process. They should encourage them to communicate with their limited target language.

At the basic user level, the main role of teachers is to provide comprehensible input through receptive skills, namely, listening, watching and reading. Learners receive more but produce less as they have limited language. Consequently, teachers' roles are to introduce the foreign/second language through various topics. In this way, learners will be exposed to language usage for communication in different contexts. According to Krashen & Terrell (1983), the purpose of all activities in class is initially to provide comprehensible input for acquisition, and the teacher is the input provider either by himself or herself or by using short video films for dialogues or short stories, cartoons, games, etc., or written materials such as short reading texts, stories, simplified news, poems that will draw their attention and keep their interest. Another role of the teacher is to create a stress-free environment to provide a 'low-affective filter' (Krashen & Terrell, 1983) for learning. Thus, the teacher acts like an affectionate mother who can communicate with the learners diligently to answer their questions, confirm their responses, try to understand what they are trying to articulate and scaffold when they are blocked in four language skills. On the other hand, it is essential for the teacher to be patient and wait until the learners emerge from the 'silent period' (Saville-Troike, 1988). Next, the teacher should be able to tolerate their mistakes or translanguaging (Wei, 2017) in their productions as they go through an "interlanguage" period (Selinker, 1972). On the contrary, the teacher should encourage them to say whatever they can in the target language without any interference. Otherwise, strict error correction will result in losing their self-confidence in producing in the target language and lead them to 'the silent period' (Saville-Troike, 1988). Teachers should keep in mind that their learners will produce in the target language through 'telegraphic speech' (Bloom, 1970) when they talk or write.

When the learners reach the independent user level, they are more active in learning through four language skills, and all four skills can be handled both intensively in the classes and extensively as outdoor activities. This is the level where learners improve their language

competence most in terms of four language skills. Both teachers and learners enjoy using the language for various purposes such as daily life issues, ESP, CLIL, academic English, etc. At this level, learners are independent in their learning choices. Depending on their age, they may be interested in any topic which may be meaningful to them. Thus, they have a tendency to be 'autonomous' (Holec, 1981) in their learning. Although they study various topics in their textbooks intensively in school, they may be exposed to the target language on their own through their PC, laptop or mobile phone as well as written materials. Now, they are independent in choosing a material that is attractive, interesting, meaningful and enjoyable to them. For example, they can follow a TV series, watch films, and play interactive computer games in the target language. All these efforts result in their acquisition of the target language subconsciously.

4. Technology Integration: Enhancing EFL Teaching and Learning

While teaching four skills in classes, teachers integrate technology into their classes to teach receptive and productive skills. Thus, learners are exposed to target language discourse by native speakers thanks to films, and various video materials. My motto is "bring native speakers into your classroom." In this way, they see how the language is used within a context both verbally and non-verbally, which creates input for not only grammatical competence but also sociolinguistic and discourse competence. These types of input will create models of speech in contextual discourses for the learners to produce appropriately in the target language. In addition, they are motivated to read stories, magazines, books, poems, and lyrics of their favorite songs or watch films on their own, and they are encouraged by their teachers to be 'autonomous' (Holec, 1981) in their learning. The learners are assigned to write reviews based on what they have read or watched, and then, they are grouped to share their reviews cooperatively in the class. These activities will help them be more communicative by interacting with their peers based on the tasks given. Thus, learners take responsibility for reading or watching on their own and use their metacognitive strategies to organize their writing or speech based on the assignments. In addition, they cooperate and collaborate with each other to share their productions in pairs, groups, or as a whole class depending on the class management and arrangement of the teacher. For instance, while I was working as an instructor in a preparatory school, I arranged a debate on the topic of prenuptial agreement. Learners were assigned to get some information about it a week in advance. Then, they were divided into two groups: pro and against. They debated with wonderful ideas and evidence, and although the session ended, they still continued to discuss the issue during the break. Hence, they were critical of each other,

they tried to solve some problems uttered by their opponents, and they collaborated with group members to discuss the issue. As is in this example, the lesson may be designed in such a way that students can make use of 21st century skills either individually, in pairs, or in groups.

On the other hand, teachers assume various roles as an organizer of various activities and tasks by monitoring learners during their performance as a facilitator, giving clear instructions, as a problem-solver when needed, by scaffolding learners when they are blocked so that they can continue their tasks, and as a motivator from the beginning to the end of tasks or assignments, as a constructive feedback provider for their performances such as essays, presentations, debates or discussions and by encouraging them to keep on learning and improving their level.

By integrating technology into their classes, teachers can start digital classrooms by using a digital platform such as Moodle. Thus, teachers may carry out activities both in and out of classrooms. Learners may upload their assignments on Moodle, and teachers can check and give individual feedback through Moodle. Some of the sessions can be conducted online, and learners can communicate with the teacher and each other online. They can also be given some tasks through which they have to collaborate and cooperate with each other in the learning process online through some software programs such as Edmodo, Google Docs, Blogs, and e-portfolios. Shaikh et al (2023) point out that traditional digital language learning technologies are computer/software programs. Such programs have been designed for language learning using various digital platforms such as desktop software programs, online websites, mobile applications, and so on. These technologies have been used in language classes for the past several years.

Nowadays ChatGPT is gaining importance for both teachers and learners in the teaching/learning a foreign/second language. GPT stands for "Generative Pre-trained Transformer." This amazing language model has been extensively trained on large amounts of text data, enabling it to generate human-like contextual text responses. ChatGPT readily comprehends input text and generates the appropriate contextual responses (Fitria, 2023). It creates a lot of opportunities for both parties.

Teachers can use ChatGPT for various purposes. They can teach their students how to use ChatGPT effectively to improve their target language. Some of the activities that students can carry out on their own are as follows: learners can engage in conversations with ChatGPT as if they were conversing with a native English speaker so that they can improve their communicative competence in a natural context. This will also help them have self-confidence in communicating in their target language. Hence, they can improve their both listening and

speaking skills. Next, they can read texts depending on their interests from books, articles, magazines, and websites. ChatGPT can explain difficulties and simplify complex texts so that learners can understand and improve their reading skills. In addition, ChatGPT provides assistance in writing paragraphs, essays and articles. It can suggest alternatives for their statements or vocabulary as well as correct grammar and spelling mistakes. Learners can use it as a grammar and vocabulary checker in their written assignments because it can identify errors and provide explanations as to how to correct them. It can also provide suggestions for improving writing style, vocabulary, and structure. Next, it can suggest common expressions and idioms used in the target culture, which will lead learners to communicate effectively regarding the cultural context. Finally, it can recommend some resources, for instance, textbooks, language applications, online courses, and language exchange platforms. Hence the learners can practice their target language in real contexts.

On the other hand, there are some challenges in using technology in EFL/ESL contexts. Some learners may not have the self-discipline to carry out the assigned tasks or activities. They may be distracted by other social media or soft programs. Next, the level of the software program may not be appropriate for the level of learners, and they may have comprehension problems. For that reason, teachers should guide their learners as to how to use such programs effectively. In addition, teachers should check the assignments and provide feedback regularly. Lack of feedback and monitoring of the learners' progress may demotivate them and stop using such software programs (Paker & Balcı, 2020). Outdoor activities should be integrated into class activities. Thus, learners will have an opportunity to share their experiences, assignments or projects with their classmates. In addition, teachers should assess and evaluate the outdoor learning efforts or productions of the learners as alternative assessment. Otherwise, some students will stop using such software programs regularly. Last but not least, some students may be too lazy to write down the assigned task and may use ChatGPT to generate output for their assignment, which is a threat to academic integrity. Teachers should be careful about any kind of cheating or copy-and-paste type of production.

Conclusion

The 21st century skills can easily be adapted into the second/foreign language teaching and learning process. As the purpose of language teaching is to attain communicative competence in the target language, the activities and materials can be designed and practiced by taking into account 21st century skills. In addition, the assessment types should be parallel with the stated

objectives of the syllabus. Thus, policymakers, textbook authors, administrators and teachers will plan, practice and assess their teaching to prepare their students as 21st-century citizens.

At different levels, learners do not only learn English but also some academic skills and subskills. For example, in receptive skills, learners learn skimming, scanning, referencing, information transfer, deducing the meaning of new words from context, inferencing and critical listening/watching or critical reading, which nurtures critical thinking, problem-solving, and self-efficacy as 21st century skills. On the other hand, in productive skills, learners learn listening and note-taking, reading and note-taking, making an outline before writing an essay, essay writing, organizing their writing as a paragraph or an essay, organizing their speech or oral presentation depending on the genre such as description, narration, comparison/contrast, opinion, persuasion, argumentation, and so on, which requires and also covers all 21st-century skills. In teaching all such subskills for both receptive and productive language skills, teachers assume critical roles by planning and organizing activities and materials for effective teaching, providing constructive feedback and scaffolding and encouraging to improve their performance, motivating learners to read books, stories, poems, magazines, articles, or watch TV series or films on their own. By following the learners' productions individually, they guide, reflect and encourage their acquisition processes throughout their education.

Finally, another role of teachers is to assess four language skills at the independent user level and proficient user level to create a 'positive washback effect' (Alderson &Wall, 1993; Hughes, 2003). When teachers ignore assessing any skill, it creates a negative washback effect, and they cannot improve the ignored skill. For example, the most neglected skills in assessment are listening and speaking skills (Paker, 2015). For that reason, teachers should teach four language skills and test them in any type of assessment such as placement, achievement or proficiency. In particular, formative assessments are more useful as the teacher provides feedback to the learners regarding their strengths and weaknesses. Hence, it creates awareness and helps the learners revise their knowledge, and encourages them to improve their target language.

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Birsen TÜTÜNİŞ

Abstract

All the educational reforms realized in the past changed human life but the latest one on the 21st century skills created a huge leap in educational practices. Possessing 21st century skills are considered to be the essence of survival. Many institutions have begun to embed the 21st century skills into the curriculum design so that they can prepare the students for work, and success. Although, 21st century skills development holds its importance, its significance is not well understood in many countries including Türkiye. Despite the innovatory approaches the Ministry of Education takes, traditional teaching methods are still preferred in most of the state schools. This chapter aims to display the theoretical and practical issues related to the application of the 21st century skills- the 4 Cs (Creativity, Critical Thinking and innovation, Communication and Collaboration) specifically in English Language classes.

Keywords: English Language Teaching (ELT), Common European Framework of Reference for Languages (CEFR), Technological, Pedagogical and Content Knowledge, (TPACK), Communicative Language Teaching (CLT)

1. Introduction

Capabilities that can be taught or acquired to improve ways of thinking, learning, working, and living in the world are known as 21st century skills. The idea of incorporating the 4Cs (Creativity, Critical Thinking, Communication, and Collaboration) into 21st century education has gained popularity among academics in recent years. These days, schools have to teach students how to think critically, solve real-world problems, communicate clearly, work collaboratively, respect cultural differences, foster creativity, and use networks effectively. The inclusion of 21st century skills, particularly the 4C skills, in the English curriculum in Turkish primary and secondary schools has become essential. The curriculum was last updated in 2018. is hoped that Innovation and Educational Technologies section within the National Ministry of Education will consider doing the necessary changes in the English Language Curriculum in the academic year 2024-2025. It is hoped that Innovation and Educational Technologies section

within the National Ministry of Education will consider doing the necessary changes in the English Language Curriculum in the academic year 2024-2025.

2. The 21st Century Skills

There are many descriptions of the 21st century skills. Silva (2009), for example, believes that there are hundreds of descriptors of the skills set, including life skills, workforce skills, interpersonal skills, applied skills, and non-cognitive skills. The P21(2015). Partnership for 21st Century Learning Framework for 21st century skills was developed by input from educators, education experts, and business leaders and it displays the skills and knowledge students need in work and life. The skills are categorized with a framework which points out; life and career skills, learning and innovation skills and information media and technology skills. Within this framework, learning and innovation skills the 4 Cs (Creativity, Critical Thinking, Communication and Collaboration) are given in detail. In Turkish curriculum for English definitions of learning and innovation skills are not given explicitly. We do not see it in teacher education programmes either. Teachers are not trained in detail on how to support their learners to develop their learning and innovation skills. Traditional teaching techniques would not help our students survive in life. The curriculum needs to be updated to reflect the skills of the twenty-first century that are necessary for today's society and the future. Then, we may develop self-directed learners who take charge of their own education.

2.1. The 4 Cs: Creativity and Innovation, Critical Thinking and Problem-Solving, Communication and Collaboration

Learners need to be trained on how to learn. The curriculum needs to emphasize autonomy and teachers need to change classroom activities accordingly. Researchers in our field agree that autonomy refers to the learner's broad approach to the learning process, rather than a particular mode of teaching. Each learner might have a different approach to learning. It is the teachers' responsibility to find out the individual differences in their classes. Once teachers determine the differences, they need to organize their classroom activities at least in eight types which would appeal to Gardner's multiple intelligences theory (Gardner, 1983). Learners also have different learning styles. Gardner distinguishes between his multiple intelligences and the idea of learning styles. He defines learning styles as to how an individual learner approaches different educational materials. Learning is an individual act. Therefore, teachers need to give some space for learner autonomy and encourage the learners to become

autonomous learners. Teachers need to take the role of the teacher as supporting scaffolding and creating room for the development of autonomy.

In order to place 21st century skills at the centre of learning, both domestically and internationally, the P21 Framework for 21st Century Learning is employed (Battella, 2019). Expanding upon this base, a state, district, or school can better prepare its graduates to succeed in the digitally and globally connected world of today by providing them with the knowledge and skills they need through professional development, curriculum and instruction, standards, assessments, and learning environments. This increases student engagement in the learning process. The P21 Framework for 21st Century Learning; learning and innovation skills provides a detailed explanation of the 4 Cs: creativity and innovation, critical thinking and problem solving, communication, and collaboration.

When it comes to creativity and innovation, one should think creatively, use a variety of idea-creation techniques like generating ideas, explaining, improving, evaluating, and reviewing one's own concepts in order to improve and maximise creative efforts, work creatively with others, develop, implement, and communicate new ideas to others effectively, be open to novel and diverse perspectives, incorporate group feedback and input into the work, show originality and inventiveness in the work, and recognise the practical limits of adopting new ideas. One should also view failure as a teaching opportunity. Finally, one should recognise that creativity and innovation are long-term, cyclical processes marked by small victories and frequent setbacks.

Supporting the learners to develop the above mentioned 21st century skills bring in highly important responsibilities for English language teachers. Bridging the gap between theory and practice is essential in all fields. The knowledge of a teacher is formed with the intersection of theory and practice. Chong and Cheah (2009) introduced the desired skills and knowledge components for Teacher Training (TT) Programmes which emphasizes the skills of inquiry, innovation, reflection, collaboration and others. It is suggested that the Values, Skills and Knowledge (VSK) framework should be integrated into teacher education programmes to develop the values, skills and knowledge necessary for inclusive practice. Teacher candidates will only then be able to educate the generation in their hand according to the requirements of the century they live in. Teachers, themselves need to be creative and innovative in their classes so that their students could have the opportunity to practice their creative and innovative skills.

2.1. Creativity

What is creativity? How can we define it? How can we create a creative environment in our English Language classrooms? **"**Creativity is the ability to make or otherwise bring into existence something new, whether a new solution to a problem, a new method or device, or a new artistic object or form" (Kerr, 2023) Autonomy as a personality characteristic is associated with creativity. Curiosity and problem solving are also linked with creativity. Cambridge dictionary defines creativity as "the ability to produce or use original and unusual". Marriam-Webster dictionary defines it as "the ability to create". Creating a creative classroom atmosphere depends on the teacher's creativity. However, it is not that easy to give the teachers any kind of framework to follow. Fan& Chai (2022) propose the hypothesis that "The creative learning environment is positively related to student creativity" and gives us a hypothesized model (p.4668) as follows:

Figure 1

The hypothesized model

Source: (Fan & Chai, 2022)

Fan and Chai propose learning goal orientation as a mediator in the relationship between student creativity and a creative learning environment. Setting up learning goals increase motivation. Once the goals are set, learners start building up network and start sharing knowledge. The more they share knowledge. The more they become creative. Their hypothesized model can easily be applied to English Language classrooms:

2.1.2. Task-based learning

Task-based learning is more suitable for group learning. The tasks suitable for their level are assigned to groups according to their choices. Collaboration makes them more confident. Even the shiest student would contribute to the work to achieve the task. The tasks assigned should be relevant to real life situations to make them more realistic. Task- based teaching focuses on setting a goal for learners. After the goal is set, students start brainstorming and make plan for the achievement of the task. Language learning and mastery of that language depends on reading and listening skills at earlier stages. Then comes writing and speaking as more productive skills. Encouraging learners to read stories in English at lower levels could easily lead to creative story writing in English at later stages. Since the learners work on their own choices at their own paces to finish the tasks, they become more creative and innovative.

2.1.3. Project- based learning

Project-based learning has become quite popular in English language Teaching (ELT)especially in the last decade. It has been rather successful in engaging and inspiring learners of all levels. It is an extended version of task-based learning. Learners usually work in groups on cross-curricular subjects and do their research in English. One Project could last one term. Once the learners feel ready, they share their knowledge with others. English teachers take the roles of guide, coach, facilitator, collaborator, co-researcher etc. There are many classroom techniques but the most popular one is the KWL Model. Learners first put down what they know about the topic, then they write down what they would like to learn and design their research questions. As the final step they do their research and check what they have learnt before they share it with their classmates. Although the learners depend on the facts, they can use their creativity and come up with striking ideas.

2.1.4. Innovation

21st century outcomes are stated in P21 Century skills as "the knowledge, skill and expertise students should master to succeed in work and life in the 21st century". Therefore, we need to do revolutionary changes in educational systems. The aims of the innovation pedagogy could be stated as "creativity, readiness for estimated problems, managing and analysing knowledge". We cannot achieve these aims unless we provide the learners the necessary learning environments. 21st century learning environments are quite different. New learning environments in U.S and U.K. create innovative schools which provide learning studio, Presentation room, Project conference room, graphics media and science labs, rolling tables

and chairs, flip-up tables, and so on. (Pearlman, 2010). Once such facilities are provided, the aims of innovation pedagogy could be achieved without hesitation. The story of the people who struggled to survive in the Monkey Hill area of Rio could be a good example for the educators who strive to change the system to create better learning environments. In this area, some businesspeople of well-known firms donated laptops to the people living in this area. The people used these laptops to learn more about the issues that would help them survive. There are no teachers, but the learners learn at a great speed with joy and happiness. Charles Leadbeater (2010) explains that innovative ideas that are worth to spread. Task- based and Project- based approaches to English Language Teaching could create better learning environments for the learners compared to the teacher centred traditional methodologies. Fisher and Fray (2008) suggest intentional instruction which enables the learners to take the responsibility of their learning with the teacher support required to be successful. This could be done gradually moving from full support to peer support and in the end no support. Learners could be trained explicitly on how to take responsibility of their learning by clear guidance. To achieve any task for example, the English teacher could become a guide, a facilitator by giving the necessary support and let the learner do the task himself/ herself according to the learning plan the learner makes. This raises metacognitive awareness. The teacher can arrange individual meetings to support, to guide or to evaluate the task.

2.2. Critical Thinking

Gardner (Gardner, Five Minds of the Future , 2010) portrays the kinds of mind that we should cultivate in the future. The disciplined mind, the synthesising mind, the creating mind, the respectful mind and the ethical mind. It takes ten years to master a discipline. Gardner believes that the most valuable mind will be the synthesizing mind in the 21st century. It is undeniable that people who possess synthesizing minds are highly successful in critical thinking and problem solving. They can easily make use of their metacognitive strategies. One of the requirements of the 21st century education is to support learners in developing metacognitive strategies. The concept of metacognition can be described as to monitor and control the cognition. John Flavel argues that learning is maximized when students learn to think about their thinking and consciously employ strategies to maximize their reasoning and problem-solving capabilities (Flavel, 1979). The importance of monitoring and controlling the cognition has been emphasized by philosophers like Socrates, "the method of asking questions", Plato, "thinking about your own thinking", Locke, "children's reflection of their

own thinking processes". According to Bloom's taxonomy (1956), knowledge, comprehension and application are at the bottom level whereas analysis, synthesis and evaluation are at the top.

In English language teaching (ELT), teachers need to become Guide on the side rather than being the Sage on the stage. They need to do explicit training on how to make use of metacognitive strategies in language learning and then let their learners try. Chamot and O' Malley (1994) categorize learning strategies into three: Cognitive Strategies (rehearsal, deduction, transfer and so on), Metacognitive Strategies (planning, monitoring, evaluating), and Social /Affective Strategies (cooperation with peers, self-talk and others). English Language teachers can become learners of another foreign language, try the metacognitive strategies and then share their experiences with their students. They can, for example write ten German or Spanish words on board, give their synonyms in English or Turkish. After changing the ppt slide they can then ask them to remember the words. It is a good game, an enjoyable classroom activity but leads to metacognition. Another example could be practising guessing strategy with a game. Another activity could be asking the students to collaborate as a team and solve the problem presented at the end of a story. They can assign their students to ask each other questions that have no right answers.

2.3. Communication

Communication refers to the ability to express one's opinions, desires and needs appropriately verbally and non-verbally. P21 Partnership for 21st century skills Framework (2015) refers to communication as using multiple media and technologies, utilising multiple forms of expression and assessment, listening skilfully to understand meaning, which includes knowledge, values, attitudes, and intentions, articulating thoughts and ideas effectively through oral, written, and nonverbal communication abilities in a variety of forms and contexts, employing communication for a wide variety of purposes (e.g., to inform, instruct, motivate, and persuade), and understanding how to evaluate the efficacy of communications a priori as well as assess the effects they have (p. 4). To become an effective Communicator, we need to listen, we need to become an active and conscious listener to decipher meaning, we need to develop our comprehension skills. We need to master the language we use in all aspects such as pronunciation, grammar, and vocabulary. We need to possess the representing skills. We need to have a growth mindset and intercultural competence.

English language teaching can be considered as an art. Teachers need to possess all the necessary knowledge, skills and values to be able to teach 21st century learners. The

communicative approach in language teaching (CLT) has opened up a new era after the traditional language teaching methodologies like audio- lingual method, grammar- translation method and others. CLT method emphasizes the importance of communication. It emphasized interaction as the main goal. Role-play, group work and pair work, discussion are the well-known techniques used in foreign language classes. Some CLT critics argue that the approach overemphasises grammar instruction, others argue that it lets students make statements that may be grammatically inaccurate, so long as the listener can understand what they are saying (Ridge, 2014).

21st century education brings in learner- centeredness. Learners are active in their learning. They can reach information very easily. Children are born into technology. It is a digital age. Therefore, language teachers need to be highly knowledgeable on how to make use of technology- the digital tools in their classes. They should be able to integrate technology and real-life situations into their classes. The technological, pedagogical, and content knowledge (TPACK) framework (Mishra, 2006) outlines the types of knowledge that educators require in order to effectively integrate technology into their lessons. In the process of lesson planning, English teachers need to check their own knowledge on the topic. Then they need to think about their students' learning styles and strategies so that they can choose the suitable techniques and tools that will help their students learn. They should not choose a digital tool just for the sake of integrating technology into their classes. For example, if they choose a video on the natural disasters, they need to prepare in class and outside the class activities related to that topic. The more the activities are related to real life, the better their students will be engaged in their learning. Group work or pair work activities related to that topic will create a lot of communication in class. The activities planned by the teacher would lead to many other activities (including communication activities) planned by the learners.

2.4. Collaboration

Collaboration is the ability to work effectively together with other people. P21 Framework describes it as; Working with diverse teams in an efficient and polite manner, exhibiting adaptability and a readiness to assist in reaching a shared objective, taking shared accountability for teamwork, and appreciating the distinctive contributions made by each team member (p. 4). Cooperation has vital importance in human life since without cooperation, existence within any society as an individual would be highly difficult. Children learn to cooperate at early ages within the family. It is one of the philosophies of all educational systems to enable learners to cooperate with each other. Cooperation and power go hand in hand. In life, there are successful

managers, but their success depends on not themselves but on the successful teamwork. Therefore, in schools, students need to learn how to cooperate effectively to achieve success.

English Language classes need to be geared according to the requirements of the 21st century. Therefore, English language teachers need to be trained well and should be convinced that they are the facilitators, guides, and co-learners NOT information givers. Lecturing on one item of English language structure would not support their learners in life when they are in a position of using the language to communicate or to collaborate. EF English Proficiency Index, "The World's largest ranking of countries by English skills, 2017" displays the ranking among 80 countries throughout the World, and Turkey is ranked as the 62nd. Netherlands is the 1st. (EF EPI, 2023). We usually hear Turkish people saying, "I can understand English, but I cannot speak". This is because English language teachers prefer to focus on the structural elements of the language rather than the interactional ones. Project work in groups and pair work would create collaboration in English classes. English teachers need to decide on the Project topics while planning their lessons and should give the students the chance to choose one. If students work on the topics they choose, they could perform better.

Conclusion

In recent years, the concept of 4C (Creativity, Critical Thinking, Communication and Collaboration) as part of 21st century education has become increasingly popular among scholars. Schools now are obliged to educate students for competencies of critical thinking, solving problems in the real world, conducting clear communication, having collaborative practices, respecting cultures, improving creativity, and making good use of network. Therefore, it has become indispensable to include 21st century skills, primarily the 4C skills in Turkish primary and secondary school English curriculum, Task- based and Project- based teaching in English language classes would easily lead to the enhancement of the Learning and Innovation Skills, the 4 Cs stated in P21 Framework for the 21st Century Skills. However, in Turkish context, state schoolteachers carry on teaching in the traditional way unless they work for a pilot school. Pilot schools are very few in number compared to other public schools. Pilot schools are the ones that apply new techniques and see the results. In other words, they are the research labs of the Ministry of Education. Turkish Higher Education Organization on the other hand does not revise teacher education programmes so often. They need to be updated according to the requirements of 21st century education system. Some universities run optional 21st century skills course but just one course is not sufficient to raise awareness how to develop 21st century skills in their future students. We mentioned Values, Skills, and Knowledge

Framework (Chong& Cheah, 2009) above. While other countries are creating frameworks to enhance teacher education, in Turkish context we are still focusing on the theoretical approaches more. Theory and Practice should go hand in hand and classroom applications need to be observed. Teacher candidates do not know about the practices at the pilot schools. Only the lecturers who run projects together with the local educational councils would learn about e-twinning projects and others. Student teachers are lucky if teachers to collaborate and run some seminars for the teacher candidates.

The 21st century learning and innovation skills: the 4 Cs are at the core of the whole proposed skills in the framework. English language teachers can easily do 4C activities in their classes so long as they are trained to become lifelong learners. In this chapter, we tried to display both the theoretical and practical ideas related to the skills necessary to survive in this innovative era which causes fundamental changes especially in education. We tried to focus on English language teaching. As Gardner (2010) states it is the era when people need to possess several minds such as the disciplined mind, the synthesizing mind, the creating mind, the respectful mind and the ethical mind. Education is responsible for the cultivation of these minds. Who knows, may be in the future, possession of the 4 Cs (Creativity, Critical Thinking, Communication and Collaboration) skills will assist this cultivation Gardner proposes.

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CHAPTER 3: JOHN DEWEY REVISITED: INVESTIGATING TEACHER ROLES IN THE 21ST CENTURY

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Abstract

John Dewey is one of the most important philosophers of the 20th century. He wrote books and articles on philosophy of education and teacher roles. In today's world, teachers are expected to be facilitators, promoters, guides, and mentors of learning process as Dewey states in his studies. This meta-synthesis of 10 qualitative research analyzed the role of teachers in the 21st century within the framework of Dewey's educational philosophy. These roles were synthesized under three main headings: (1) teacher as a facilitator, (2) teacher as a provider of educative experiences, and (3) teacher as a promoter of reflective practice. It was concluded that Dewey's assertions about the aim of education and his ideas on teacher roles can be still applied to the 21st century education models. Based on this analysis, further research directions regarding a nexus of Dewey's philosophy of education and existing and expected role of teachers in the society emerged.

Keywords: John Dewey, teacher roles, philosophy of education

1. Introduction

John Dewey (1859-1952) has been seen a pragmatic philosopher of the 20th century. His pragmatism comes from his philosophical system as an activity including overall society development. Democracy is the key term for his philosophy which is to democratize the society through education. According to Dewey, democracy is a requirement for society as a philosophical activity to question of values that dominate the lives of society (Dewey, 2001). Dewey has also importance for Turkish educators and philosophers since he visited Turkey with the invitation of the founder of the country, Mustafa Kemal Atatürk. Turkey's educational system was determined in accordance with Dewey's research and report named as "Report on Turkish Education" which was published in Turkey in the title of "Türkiye Maarifi Hakkında Rapor" (Dewey, 1939). In this chapter, from Dewey's statement of how the role of the teacher should be in the education system in the 20th century, to how education is shaped in this context in the 21st century will be examined.

After visiting and meetings with teachers and administrators, Dewey saw that in fact Turkish teachers has a great ideal for education of society, but they lacked programs and methods which can be applied for every students. Dewey reported that education is an imperative necessity for development of democratic society with the help of national system of education (Alptekin, 2006). Education should be spread to villages as much as possible, school and life should not be separated from each other to a democratic society be constructed. Schools should exclusively be on the center of society. Village Institutes (Köy Enstitüleri), even long after Dewey's report, were established according to Dewey's remarks (Ata, 2000). According to the report, children should be active and enterprising in the democratic society. Two years after Dewey's visit, the reforms of curriculum of the primary school began in 1926 to build up a modern educational system in Turkey (ibid., 2000, p.127).

The great importance of Dewey's report on education in Turkey is that Dewey developed the awareness of spreading education throughout the country, especially the necessity for rural districts to reach education in a newly established country (Alptekin, 2006; Ata, 2000). Since democratization is not just a political way of governance in Dewey's mind, society should be democratized, which is only possible with the education under the guidance not dictation of teachers. Dewey paved the way for it.

Dewey has in mind the questions respectively of how education is given and how teacher should teach is answered. According to Dewey, the aim of education is not only information transfer which is transmitted from teacher to student. Education is an enlightenment of future generations for a better society which is only possible with democracy (Dewey, 2001). He aspires for a democratic society that participatory communication is provided. To establish a democratic society and to democratize the education of children can only be provided by the way of schools (Ata, 2000). Another condition of democracy is to save the citizens from being slaves and make them individuals. In accordance with it, the condition of a democratic education is to save the students from being a slave of the books by memorizing what is written in the books, and to raise individuals who process the information in their minds, comprehend it and apply the knowledge in their lives by generating free ideas (Ata, 2000). Education as freeing the minds for social growth is the only option for democratization. Education can be seen as individual growth to social growth. In this study, from Dewey's statement of how the role of the teacher should be in the education system in the 20th century, to how education is shaped in this context in the 21st century will be examined.

This chapter suggests that Deweyan philosophy plays an important role in identifying and analyzing teacher roles in the 21st century. Yet, few studies have focused on investigating teacher roles in the 21st century within the perspective of Deweyan philosophy in the literature. To this end, the purpose of this chapter is gathering and grouping these studies in order to gain a new understanding of the present-day teacher roles by a synthesis of qualitative literature. Until now, to the best of our knowledge, there is no meta-synthesis conducted that unites teacher roles in the 21st century and Deweyan philosophy. The current chapter aims to fill this research gap. A meta-synthesis of qualitative research on this topic aims to find out answers for the following research questions to gain insight into the topic:

1. What did the studies focus on?

2. Which of Deweyan concepts are taken as a framework to define teacher roles in the 21st century?

3. What are the potential issues for further research and practice?

1.1. The Role of Teacher in Deweyan Philosophy

Democratization of the society is a duty that the teacher has a great responsibility on. However, this role, again due to the nature of the concept of democracy, is a duty that the teacher provides not by dictating students and therefore the society, but by facilitating the acquisition of knowledge, which is shaped according to the children' potential and aspiration (Ültanır, 2012, p. 199). Democratization of the society cannot be separated a classroom and real world. First, teachers need to have a quality of life to be improved so that they can introduce the same quality to their children. Because when Dewey came to visit Turkey, he confronted the sad truth that teachers were struggling for living (Ata, 2000). The concept of "social" has of importance for Dewey. If teachers do not feel safe and sufficient, they cannot reflect their qualification on students. Simpson and Stack (2010) say:

> Teachers should be politically astute and conscious of the social and economic issues of the day in order to promote political and social freedom and justice. In the academic, political, and social realms, then, Dewey expected the teacher to exemplify intelligence, the ability to solve problems through inquiry, to ask appropriate questions, but also to show students that answers are not always as clear as classroom materials, the media, or people might suggest (p. 15).

Social freedom and justice can only be provided by democratic society which requires abandoning traditional education system and replacing it with democratic educational system.

Teachers should provide the appropriate intellectual environment for which can be shared common experience for students for democratic society (Dewey, 2001) since the responsibility of a democratic society is on the shoulders of teachers. In Deweyan philosophy, education is not a dual process which teacher should play an active role and student should play a passive role (Barrow, 2006). Contrarily, education should be a monadic process which involves interactive attendance that both teacher and student are active in learning experience (Rodgers, 2014; Zaky, 2020). By dual process, we mean that an information comes out from teacher and reaches out to student which requires input and output. By monadic process, we mean that an information emerges with different ideas that students put forward and discuss in a spherical atmosphere. Teachers' role should be guiding students by canalizing to the new ideas, to the new questions, not to dictate. Teachers should stimulate the aspiration of children for learning (Atkinson, 2017). In traditional education methods, students are expected to be passive in information; however, in democratic education method, students are encouraged to be creative, imaginative, curious, and problem-solving (Simpson & Stack, 2010). Teachers should prepare the environment where these conditions are provided. Dewey (1966) says:

> True, reflective attention ... always involves judging, reasoning, deliberation; it means that the child [or the adult] has a question of his own and is actively engaged in seeking and selecting relevant material with which to answer it, considering the bearing and relations of this material – the kind of solution it calls for. (p. 148).

Teachers should educate students to have reflective thinking according to Deweyan philosophy of education (Simpson & Stack, 2010). Reflective thinking includes presentation of the problem, formation of a hypothesis, collecting data during the experiment, and formulation of a conclusion (Barrow, 2006). Teacher, at the outset, presents the problem or condition about the subject to the students. Students, afterwards, come up with some ideas to form a hypothesis. In this scenario, students play an active role in the learning process. Not only students should reflect on subject matter, but also teachers should reflect on the reflections of students (Rodgers, 2014). Teachers should facilitate students to think deeply, question more, develop an idea, not memorize like a parrot, which requires considerable efforts and dedication. If teachers guide students, students' critical thinking skills also improve which is also substantial for democratic society (ibid., 2014).

Experience is another point of the education to pay attention. Teachers must understand the world that surrounds them so that they can guide the students to understand the world. Giving abstract conceptual information only is not sufficient to understand this world. The student

needs to analyze and internalize the conceptual knowledge of the world. If teachers teach the subject with reference to their own experiences, it becomes easier for students to associate that subject with their own lives. The information that students have learnt in schools could be engaged to their real lives. This engagement of information and real life enables students to reinforce their aspiration of learning process and increases their learning capacity. Experience also involves the need for teachers to be aware of psychological state of children (Simpson & Stack, 2010). Accordingly, teachers can pay attention to psychological needs of students individually. Each child has different capability to learn, different degree of strenght and weakness, different characteristics, and different skills. Approaching all students from a single perspective cannot provide a comprehensive learning process for every student. Teachers should be guidance for students to deal with the issue themselves. Simpson and Stack (2010) summarize:

> Dewey identifies a series of indispensable passions that teachers will need throughout their careers and points out that their lives will be characterized by stressful situations, long hours, and limited financial rewards that can challenge these passions. As a result, he reasons, teachers need to be strong, caring, patient, and sympathetic individuals who also know their subjects and model the quest for knowledge. According to Dewey, teaching is not for those who lack personal integrity, respect for students, and passion but for those who are emotionally and intellectually committed to advancing the well-being of individuals and society (p. 22).

According to Dewey (1938), the information that students learn at schools should be engaged to their real lives. This engagement of information and real life both enables students to reinforce their aspiration of learning process and increase their learning capacity. Interaction and continuity are explanatory terms for experience. Interaction is the transaction that takes place "between an individual and what, at the time, constitutes his environment, from people to objects to ideas" (ibid.,1938, p. 43). For instance, students should interact with science that contains abstract concepts such as space, mathematics, and physics. Teacher should facilitate the process by involving the student into the subject and students should find and feel themselves involved, or do it themselves (Schmidt, 2010). It keeps vivid of the enthusiasm of students for learning. The continuity of the student's learning aspiration should be ensured and not interrupted. Since education is a process, it provides further experiences by supporting the formation of new ideas and new questions (Simpson & Stack, 2010). Inquiries, which consist of the interaction of students' experiences in their own lives and the new information they learn at school, are indicators of continuity. The continual activity, the inquiry as questioning, comparing hypothesis, and proposing ideas, is an intellectual activity in the center of Deweyan

educational system (Dar, 2021). The students' ability to see the similarity or difference between their own lives and knowledge they have acquired at school, to question and to include them in the inquiry is the very essence of education. Educative experience merges the experience of teacher and of the student. It activates the attachment of experience and reinforces its continuity. Educative experience is not the information transmission, but what the student experiences at school as the environment of experience. If information is not experienced, then it becomes something that is instantly memorized and forgotten. Students learn how to use the physical and social environment and how to live in that environment. Since school is the first social place where children encounter as the world-outside, students are not only prepared for the world-outside at classroom but are thrown into the world-outside and directly experiences it there. In Deweyan philosophy of education, these all educative experiences should be facilitated by teachers (Atkinson, 2017; Barrow, 2006).

1.2. Educational Philosophy in the 21st Century

As we see, Deweyan philosophy of education in the 20th century is based on construction of democratizing society by the proper directivity of teachers to students. We have abandoned traditional education system; however, the whole world does not follow Deweyan philosophy. So, democratization process is continuing while some resist it. The world has been changing, the expectation of societies has been changing. Still, the change in educational formation stays behind the expectation. However, what remains the same is that not only the education of students but also the democratization of society is on the shoulders of teachers. Nonetheless, the 21st century world demands new educational system demands as post-Deweyan philosophy. Deweyan philosophy need students to question, to be free minded and to have problem-solving skills, and cultural awareness. On the other hand, post-Deweyan philosophy needs student to have innovation skills, to be leadership, and to have cross-cultural awareness (Yew, 2019). It can be also read as overlapping democratization, since Dewey did not demand from teachers to raise students as being leaderships, but self-directing, creative minded individuals.

2. A Meta-Synthesis of Studies in the Literature

This study was designed as a meta-synthesis which is a rigorous systematic interpretive study of qualitative research literature (Sandelowski & Barroso, 2006). The rationale behind choosing this research design is producing new knowledge beyond the relevant literature (Doyle, 2003; Thorne et al., 2004). In other words, the research process is defined as interpretations of

interpretations (McCormick et al., 2003). Meta-synthesis is a research process which goes beyond original studies to create an umbrella theme (Hammersley, 2001; Thorne et al., 2004).

Within the scope of that chapter, individual studies were gathered with the aim of drawing a holistic framework about the issue (Sandelowski & Barroso, 2006). This meta-synthesis focused only on qualitative studies since qualitative research design is the most appropriate method for investigating teacher roles (Norton & McKinney, 2010). In addition to this, it is useful to see behind the numbers, in order words, using qualitative methods to see benefits of accumulated qualitative findings is remarkable especially in the field of teacher education (Walsh & Downe, 2005).

PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) system was followed to identify research studies to be reviewed. The system was developed by Moher et al. (2009) and includes the following four steps: identification, screening, eligibility, and inclusion for synthesis. In the first step, inclusion of time-period and selected databases, is implemented while excluding book chapters, conference proceedings, dissertations, and reports. Also, the key words are searched. In the second step, abstracts and titles are screened in order to identify their relevance to the topic under investigation. In the third step, research questions, participants, and study design are checked whether they are eligible for the review. Lastly, research studies that meet the criteria fall under the scope of a full article review. Figure 1 demonstrates the PRISMA process for the current meta-synthesis:

Figure 1

PRISMA Process for Identifying Articles

Identification: The key terms such as teacher role, Dewey, Deweyan philosophy were typed in ERIC, EBSCO, WoS, Scopus, and ULAKBIM databases. Each key word was searched by adding the word 'teacher'. The frame was set as 2000-2023.

Screening: 112 articles were screened through their titles and abstracts. The articles were checked whether they are relevant to the topic. 95 articles were excluded as not relevant to the topic.

Eligibility: 17 articles were checked whether they are eligible for full article review. Three quantitative studies were excluded. Four studies were exluded as a result of quality check (i.e., checking databases and indexes of journals).

Inclusion: Articles that met all methodological criteria were identified. 10 studies were included for full article review.

After identifying the articles for full article review, both researchers created a table including title of the study, journal, authors, participants, and data collection procedure of the study, and the Deweyan philosophy that shapes the research. After that, the current study followed the following three stages in data analysis: Firstly, both authors independently reviewed each research study to extract the initial findings. Then, both researchers created a table that includes conceptual relationships within and across the findings of each research study (Sandelowski & Barroso, 2006). Findings were aggregated and coded via template analysis (King, 2004) to reach broader categories. Finally, patterns were identified through discussion in order to reach higher-order themes (Miles & Huberman, 1994). Discussions regarding how each of the study related to one another and how they linked each other were held among researchers until agreement was reached. As the final stage, data display was implemented by using a diagram to help readers grasp the significant points of findings (Huberman & Miles, 1994).

For qualitative research, it is of vital importance to ensure the trustworthiness of the study. In this study, strategies suggested by Lincoln and Guba (1985) were implemented. Firstly, inter-rater reliability was ensured by including two researchers to independently rated each study. Any disagreements were resolved by discussion until a consensus was achieved. The inter-rater reliability was 0.90 in this study. Also, an external audit, who was not involved in the research

process, examined the final draft of the study. The external audit was an English language instructor who has research and teaching experience. Finally, a clear description of the research including research design, data collection and analysis procedure was provided for the sake of ensuring the transferability of this study.

3. Conceptual Definitions of Teachers According to the Selected Articles

After implementing inclusion criteria, ten research studies were identified for full article review. The participants were in-service and pre-service teachers from different subjects including English Language Teaching, Physical Education, Science Education, Mathematics Education, and Elementary Education, and instructors from departments of Psychology and Management. While eight of the studies were conducted at K-12 schools, two of them were conducted at higher education. The selected studies were spread throughout six different countries as follows: USA, China, Honduras, South Korea, Norway, and Portugal. A summary of the selected studies is shown below.

Table 1

Features of Studies Selected for Full Article Review (Chronologically Ordered from the Newest to the Oldest)

Study	Participants	Data Collection Tools
Liu & Li (2023)	141 pre-service classroom teachers	observations, reflections
Bjørke et al. (2022)	Three in-service PE teachers	interviews, observations
Mau & Harkness (2020)	Five pre-service Maths teachers	observations, reflections
Fernandes (2014)	Five in-service technology teachers	questionnaires, interviews
Na & Song (2013)	One primary school teacher	interviews, observations
Jones & Jones (2013)	14 pre-service teachers	interviews, observations
Sharma et al. (2011)	49 pre-service teachers	interviews, reflections
Howes (2008)	Five in-service science teachers	interviews, observations

| Salinas (2008) | 36 pre-service psychology teachers | questionnaire, interviews |
| Gallego (2001) | 117 pre-service teachers | interviews, observations |

The meta-themes included in this part represent narratives, experiences, and perceptions shared across qualitative studies by participants. Findings of this meta-synthesis are reported under three themes: Teacher as a facilitator, Teacher as a provider of educative experiences, and Teacher as a promoter of reflective practice. In this part, themes will be explained with the support of examples from the research studies chosen. Also, the findings of the current study will be discussed in relation to the concepts of Deweyan philosophy utilized in the studies reviewed.

Theme 1: Teacher as a facilitator

The need for more student-centered classrooms in the 21st century entails new programs and course structures. In line with this development, Project-based Learning (PBL) is utilized to improve student learning and prepare them for professional practice. The study conducted by Fernandes (2014) put forth considerable findings about teacher's roles. First, PBL promotes deep learning in real life contexts which is very similar to Deweyan philosophy that mentions the importance of education to learn how to live.

As Dewey argues that not the teacher but the students are at the center of the learning process and the teacher's role is not to deliver knowledge to students, but to behave as a facilitator of the learning process. The main role of the teacher is guiding his or her students to become an independent learner.

In her study, Fernandes (2014) reported that the student project coordinated by a team made up of the lecturers and researchers provided students professional skills for their future lives. The project was guided by a tutor whose role was monitoring and facilitating the learning process. In her study, all students clearly mentioned the positive outcomes of PBL. According to the study, PBL was seen as a very good approach of educating students to facilitate transversal skills such as critical thinking, problem solving, teamwork, and creativity. At this point, the role of the teacher was creating an educational atmosphere where students fulfill their potential for personal and professional growth. Fernandes (2014) put forth that tutors defined their roles with the responsibilities of evaluating students' abilities, identifying the techniques

to support students do their best practices, creating an atmosphere to foster the 21st century skills, and encouraging students when they need during the learning processes.

In a similar vein, Salinas (2008) defined the role of a teacher as a facilitator in the 21st century and proposed a model in order to integrate psychoeducational principles in the usage of instructional technology in the classroom. According to him, instructional technology should be used efficiently if and only if the instructional objectives are linked to the needs of students and the role of the instructor. In his study, it was mentioned that there is a need for paradigm shift in order to successfully integrate technology into the classroom. In the 21st century, the traditional role of the teacher as an expert has been changing, and therefore, students are no longer passive recipients of knowledge. Salinas (2008) asserted that instructional technology cannot effectively fit in a teacher-centered classroom as used in most schools today. It is therefore necessary to shift from a teacher-centered classroom to a model which emphasizes cooperative and learner-centered teaching. Thanks to individual and group interaction with the technology in the classroom, students take control over their own learning processes. The study put forward that the role of the teacher is facilitator because the needs of the learner is creativity, innovation, exploration, and teamwork by using a collaborative instructional technology in this century. Salinas (2008) found that teacher's facilitator role enhanced students' problem-solving skills, collaboration among students, and student motivation. His study also emphasizes the need to benefit from Dewey's educational approach that defines teacher's role as a guide to prepare students for exploring, creating new knowledge, and problem-solving.

A very recent study conducted by Liu and Li (2023) reveals remarkable findings about teacher professionalism and makes a reference to Deweyan educational philosophy. While Chinese pre-service teachers associated teacher professionalism with subject matter knowledge, knowledge of educational psychology, and communication with students and colleagues, pre-service teachers in the U.S. context identified teacher professionalism with lesson plan development, student assessment, and meaningful feedback on work. Also, Chinese pre-service teachers highlighted the importance of patience while U.S. pre-service teachers attached importance to social justice in teacher disposition. The study asserted that differences between Chinese and U.S. pre-service teachers stem from cultural distinctions. Chinese pre-service teachers defined teacher's role as a knowledge holder in the classroom while U.S. pre-service teachers perceived students as the primary point of reference in the learning process and teachers as the facilitators. The study concluded that this distinction was due in part to the differences between educational systems of these two countries. While Chinese education

system follows the Confucian philosophy attributing importance to learning from others who have wisdom, U.S. education system is under the influence of Dewey (1916) implying the importance of empirical and experiential learning. So, Dewey's educational philosophy, and therefore, U.S. education system put emphasis on the teacher's role to engage students in an inquiry process to facilitate learning, rather than delivering the knowledge.

It can be concluded that the main goal of PBL is linking theory to practice by solving real life problems which is also aligned with the educational philosophy of Dewey (1916). As a 21st century approach to learning, the principles of PBL are in parallel with the idea of learning by doing that takes place in Deweyan philosophy. Also, the role of the teacher is acting as a facilitator in order to integrate technology in the 21st century classroom in order to create a more learner-centered atmosphere. When the classroom is teacher-centered, the role of a teacher is more controlling which inhibits creativity and teamwork as Dewey (1916) states. In addition, it can be summarized that teacher professionalism is associated with teacher's facilitator role. This perception is also expressed in Dewey's educational philosophy in which teachers are identified as professionals in shaping future generations. According to Dewey (2001), teachers play a critical role in democratization of the society by means of facilitating the acquisition of new information but not dictating the students as future generations. In his philosophy, Classrooms and real life are intertwined. Herein, the role of a teacher is providing students an environment filled with common experiences for students for a democratic society (Atkinson, 2017; Simpson & Stack, 2010). It is clear that the studies conducted by Fernandes (2014), Liu and Li (2023), and Salinas (2008) put forth the parallel findings with Dewey's approach to teacher roles.

Theme 2: Teacher as a provider of educative experiences

The importance of pre-service field experience has been widely discussed in the 21st century in terms of its contributions to their personal and professional growth. From this perspective, Gallego (2001) conducted a study to examine the impact of field experience on pre-service teachers' perceptions of contextual learning. She put forward remarkable findings at the end of her study. Firstly, she found that field visits allowed pre-service teachers to experience different roles of teacher and student in a real context. After stepping back from the familiar teaching context at the university, pre-service teachers have started to see child as expert of their own learning process. In addition to this, they have started to prioritize choice driven curriculum rather than standardized curriculum. Secondly, pre-service teachers indicated that the role of a teacher is providing their students experiences which are educative. That type of an experience

could be lived when real-life activities and academic content are integrated as Dewey (1938) stated. According to him, all educative experiences should be facilitated by teachers which was also mentioned by the participants in the current study. So, teachers play a critical role in creating an environment that support students to implement theoretical knowledge. Finally, Gallego (2001) found that the preparation of teacher candidates for cultural diversity since the role of a teacher is transforming people's worldviews that go beyond transferring curricular information to children. Similarly, according to Dewey (1916), the concept of democracy is teacher's duty by initiating transformation in the classroom as the smallest element of the society.

Howes (2008) conducted a study to investigate the effect of Dewey's educative experience concept on students' learning process at an urban elementary school in the USA. She used the Deweyan conception of educative experiences in order to refer to real world and hands-on learning in science classes. This study also focused on helping pre-service teachers improve their science instruction to make it more engaging and educative in order to address the needs of students in the 21st century. Howes (2008) proposed two considerable results in her study. First, pre-service teachers observed that children act upon their own impulses, and they need teacher support while exploring their own purposes. Secondly, pre-service teachers can be better equipped to engage students in further educative experiences when they observe their students and learn about their real-world interests. The study also revealed that the role of a science teacher is providing educative experiences to students by asking guiding questions that foster application of theoretical knowledge. All results are in parallel with the concept of Dewey's requirements for an educative experience. In a similar vein, Na and Song (2013) investigated how educative experiences were provided by teachers in science classes at a primary school. In addition to the concept of educative experience, this study also focused on Dewey's notion of the principles of continuity and of transaction. Na and Song (2013) proposed considerable results related to the importance of social interaction in science learning. It was found that everyday experiences played a critical role in science discourse as a result of changing one's own ideas. Also, it was revealed that the principles of continuity and of transaction were found in primary school students' science discourse where they used their everyday experiences. Thanks to continuity and transaction, students were able to share and connect with each other's past experiences. At this point, it was asserted that the role of a teacher is to integrate students' everyday experiences with subject matter and encourage students to use their own everyday experiences in science classes. These results are in line with Dewey's

principle of transaction as an explanatory term for educative experience that merges the experience of teacher and of the student. Transaction reinforces the continuity of educative experiences, which means using and implying theoretical knowledge out of the classroom.

Theme 3: Teacher as a promoter of reflective practice

The relation between reflective practice and multicultural competence in teacher education was investigated by Sharma et al. (2011). They examined how critical reflection during a study abroad program facilitated pre-service teacher multicultural competence for personal and professional growth in the 21st century. This study benefitted from Dewey's notion of critical reflection as a conceptual framework. According to Dewey (1933), critical reflection is a process to make meaning of one's own experiences that provides awareness of the self and the world. In the light of this concept, Sharma et al. (2011) investigated how pre-service teachers interpreted study abroad experiences based on personal knowledge from multiple perspectives. They found that critical reflection practices engaged pre-service teachers in examining their beliefs about learning. In addition to this, critical reflection practices deepened their interpretations for multicultural teaching. As a result of this, the study advocates preparing pre-service teachers for multicultural classrooms via study abroad programs. Also, the study puts forward the importance of training pre-service teachers about promoting reflective practice in their own future classrooms.

Grounded in the theory of Dewey (1933), Jones and Jones (2013) examined how teacher education departments can create opportunities for pre-service teachers to develop the skills of reflective thought in their students. One considerable finding of this study is the importance of using web-based tools for reflective projects such as portfolios, blog entries, and video-based reflection practices in order to address the expectations of students in the 21st century. Besides, pre-service teachers found micro-teaching sessions beneficial since they thought that they were able to interact with their peers and could get feedback from the instructor. This finding is in line with Dewey's (1933) suggestion that reflection is a social activity and completed via interaction with others. Finally, the study touched upon the role of a teacher in students' reflective practices. According to Jones and Jones (2013), students do not innately know how to reflect and thus teachers play a key role in developing reflective skills. This implication is also parallel with Dewey's (1933) assertion that teachers should promote students to think deeply, widen their horizons, and question more. In parallel with this study, Mau and Harkness (2020) found in their study that reflection is one of the must skills in the 21st century. They concluded that teachers must play a role in promoting dialogical conversation in the classroom

because reflection must happen with others, not in isolation with the guidance of teachers. Likewise, Dewey (1933) outlines reflective thought as a chain of thoughts that occur as a consequence of interaction with teachers and peers. Finally, a recent study conducted by Bjørke et al. (2022) aimed to investigate how a participatory action research (PAR) influenced PE teachers' reflections about teaching and learning. It was revealed that teachers went through a reflective process thanks to the project. They acknowledged this process as an integral part of the 21st century skills. They also implied the importance of fruitful discussions they experienced and the feedback sessions they attended during the project. It was found that through collectively discussing and reflecting on various pedagogical practices, teachers developed a critical point of view towards teaching and learning. In that sense, the project can be seen as an educative experience for teachers to show them the place of reflection in pedagogy as Dewey (1933) states.

Conclusion

This chapter aimed to examine the role of the teacher in education in order to see the reflections of John Dewey's educational philosophy studies in the 20th century in the 21st century. John Dewey is a 20th century philosopher of critical importance in the field of philosophy of education. He shaped his education philosophy within the framework of concepts, such as social development, structurization and democratization. What Dewey exactly understands by education is the movement to democratize society. He developed his philosophy on questioning the possibility of democratizing society and offering solutions. As is seen, Dewey's philosophical impact on education ascents on overall society development. According to Dewey, development actualizes only by democratizing the society through education. He brings in the concept of democracy to the education literature. Deweyan democracy is not only a political way of governance, but a requirement for society as a philosophical activity to question of values that dominate the lives of society (Dewey, 2001). His philosophy prioritizes activity of life over possession of the information. As a solution to the problem, he started by redefining democratization through the role of the teacher. According to Dewey, the teacher should not be positioned at the center of the learning process. Students should be at the center of their own learning processes. The teacher should assume the role of facilitating the learning process, not giving information to the student. The teacher should be a guide so that students can learn independently. This claim of Dewey in the 20th century has been supported by research conducted in the 21st century.

In this chapter, from Dewey's statement of how the role of the teacher should be in the education system in the 20th century, to how education is shaped in this context in the 21st century has been examined. In accordance with this, we conclude that even Dewey had lived in the 20th century, the concepts that he put forward make great contributions on the literature of teacher education. The first thing we noted that Dewey has emphasized for democratization is that teachers must provide the appropriate intellectual environment in which both teachers and students are active, abandoning the traditional way in which teachers are active to deliver the information, and students are passive to receive the information. In this chapter, the role of the teacher was examined under the following three themes: (1) teacher as a facilitator, (2) teacher as a provider of educative experience, and (3) teacher as a promoter of reflective practice. These three themes are necessarily included in Dewey's philosophy of education in advancing the democratization process of the role of the teacher. Teachers' facilitator role improves interactive attendance and accordingly ensures to internalize the democratization. Teachers should also ensure that the students deepen not only their relationship with the classroom and their immediate environment, but also the relationship that the students establish with themselves, and the freedom and awareness to establish a strong relationship with the world surrounding students. Until this study, none of the systematic reviews provide an in-depth meta-synthesis of qualitative studies on teacher roles within the framework of Dewey's educational philosophy in the 21st century. Hence, the current qualitative meta-synthesis may contribute to the literature in terms of informing teacher educators and scholars who study philosophy of education about the fact that the role of teachers is to create an environment that develops democratic society as Dewey suggested in his philosophy of education in the 20th century, which can still be applied to the 21st century educational system.

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CHAPTER 4: CURRENT FRAMEWORKS GUIDING THE DEVELOPMENT OF DIGITALLY COMPETENT LANGUAGE TEACHERS

Senem YILDIZ iD

Abstract

This chapter offers a thorough examination of the evolving landscape of digital competence within the realm of education, with a specific focus on teachers' professional development. The chapter unfolds through a critical review of prominent frameworks that guide teacher training in the context of technology integration. These frameworks include Technological Pedagogical Content Knowledge (TPACK); European Framework for the Digital Competence of Educators (DigCompEdu); Substitution, Augmentation, Modification, and Redefinition (SAMR) Model, and UNESCO ICT Competency Framework for Teachers, (ICT – CFT). The conceptual foundations of digital competence and its significance in the contemporary educational practices are explored. An in-depth analysis of teachers' professional digital competence provides insights into the multifaceted skills and knowledge essential for effective technology integration in the classroom. The chapter delves into the intricacies of each framework, scrutinizing their theoretical underpinnings, key components, and practical implications for teacher training and development.

Keywords: Digital competence, professional development, teacher training, technology integration, TPACK, SAMR model, DigCompEdu, UNESCO ICT, educationa technology.

1. Introduction

The ongoing proliferation of digital devices and applications made educational technology increasingly pervasive in classroom instruction. Educational technology aims to improve the quality of education and enhance the learning process, and it displays a significant potential in these domains. In the particular context of foreign/second language instruction, technology creates an engaging and immersive learning experience. It enables increased access to target language through language learning apps, online language courses, and multimedia resources; provides interactivity through real-time communication tools, such as video conferencing and language exchange platforms, connecting learners with native speakers, facilitating authentic language practice, allows opportunities for individual learning via automated grading and

feedback systems that will let learners track their own progress. As highlighted by Oskoz and Smith (2020), this new era in language teaching and learning presents a distinctive opportunity to explore the capabilities of technology and align them harmoniously with the goals of learners, educators, and curriculum. In fact, as Kessler (2018) emphasizes "language teachers today are faced with so many fascinating options for using technology to enhance language learning that it can be overwhelming" (p.206). By catering to different language proficiency levels and diverse learning styles and needs, technology makes foreign language instruction more engaging, accessible, and effective.

Nevertheless, prior to the COVID-19 pandemic, the adoption of educational technology relied mostly on the motivation and willingness of school administrators and teachers and a notable fraction of them exhibited hesitancy towards its implementation. The enormous yet almost instantaneous school closures and disruption of classroom instruction during COVID-19 pandemic lock-downs expedited the integration of digital tools and platforms by educators to meet the educational and emotional needs of their students (Bakator & Radosav, 2020; Gacs et al., 2020; González-Lloret, 2020; Payne, 2020) . Amidst the challenges posed by the COVID-19 pandemic, a notable silver lining is the opportunity it has provided for all stakeholders to reassess the established connections between research, policy, and practice. Policymakers, curriculum designers, principals, teachers, and students have found themselves compelled to step beyond their comfort zones, fostering a more dynamic engagement with educational processes and reforms. While this sudden shift towards remote teaching and digitalization in education on a global scale had a triggering effect on decreasing teachers' reluctance towards embracing technology, it also underscored a lack of understanding the pedagogical approaches and a competence to handle the complex issues required for effective technology-driven instruction. It became evident that a solid foundation in pedagogical approaches and competence in using digital tools are essential elements for a successful and seamless integration of digital technologies in teaching (Sepulveda, 2000).

2. Digital Competence of Teachers in a Postdigital Stage

Today, we are experiencing the stage of a postdigital era in which digital technologies influence all teaching methods, whether within physical classrooms or online environments. Essentially, technology is becoming invisible and transitioning from being a distinct entity requiring integration to becoming an inseparable, almost imperceptible component of the educational landscape. The term postdigital suggests that the novelty and excitement associated with digital technologies are no longer the primary motivation in using them; instead, the

emphasis is on using these technologies effectively and meaningfully in ways that enhance learning experiences and outcomes. To this end, the development of teachers' competence in using digital technologies in their instructional practices has become a fundamental aspect of their professional growth. Educators need to acquire and refine digital competencies to effectively navigate this landscape. These competencies go beyond technical skills; they encompass a deeper understanding of how technology influences pedagogy, communication, and student engagement.

The concept of digital competence has been discussed in relevant literature under various terms and frameworks, including digital literacy, information and communication technology literacy, and digital skills. After examining articles published from 2005 to 2013, Ilomäki et. al. (2016) concluded that digital competence emerges as a relatively recent interdisciplinary term within educational research. Buckingham (2006) argues that defining digital literacy merely as a technological skill is inadequate. According to UNESCO (2011), digital competence of teachers refers to their capacity to guide students in becoming collaborative, creative, and problem-solving learners using information and communication technology (ICT). This helps prepare students to be effective participants in society and the workforce. As Fu (2013) asserts, digital literacy encompasses a set of skills essential for individuals in the 21st century, enabling them to effectively utilize digital tools to attain their objectives within various life contexts. While there remains a lack of agreement regarding the specific competencies essential for 21st-century learning, there is a broad consensus that this form of learning goes beyond mere adoption of digital technologies. A detailed overview of the international 21st century education frameworks emphasizes collaboration, communication, digital literacy, citizenship, problem solving, critical thinking, creativity and productivity as essential for living in and contributing to our present societies (Voogt et al., 2013; Voogt & Roblin, 2012). Similarly, having digital literacy and competence means that in addition to adaptation of pedagogical approaches, a range of complex issues related to access, privacy, pedagogy, equity, and more have to be managed by educators. It embodies a multifaceted proficiency shaped by individual educators' perspectives on learning and teaching, the specific subject matter they teach, the internal instructional methods within their field, and the influence of local and national educational customs and policies that govern the welfare of both students and teachers (Sanders & George, 2017). Guikema and Williams (2014) argue that,

> Digital literacies are conceptualized as a way of being an engaged, responsible, reflective citizen in a 21st-century global community permeated by multimodal technologies. It is therefore

critical that digital literacies be integrated throughout foreign/second language education, where multiple communities, identities, languages, and cultures converge. (p. 3)

These complex challenges require educators to be not only proficient in their subject matter but also in digital literacy, data ethics, and instructional design, demonstrating the evolving and multifaceted nature of a transformed education.

3. Multiple Aspects of Digital Competence

Obtaining professional digital competence in language teaching involves navigating a range of complex issues in order to effectively integrate technology into teaching practices. Some of these complex issues include:

➢ **Digital Pedagogy:** Developing effective pedagogical strategies for digital learning is complex. It requires educators to design engaging, interactive, and meaningful digital learning experiences that align with curriculum goals.

➢ **Digital Divide:** Equal access to technology and the internet has always been a harsh reality. There is a gap in the technology access opportunities between people coming from urban areas and those in rural areas; between the educated and the uneducated; between socioeconomic groups; and, between males and females. Bridging the digital divide is a significant challenge, as educators must ensure that all students, regardless of their socioeconomic status, gender and location have access to the necessary tools and resources for digital learning. This is particularly important in the language teaching context since less access to technology means less contact time with the target language and less opportunities to interact with speakers from diverse locations.

➢ **Privacy and Security:** Privacy concerns arise as digital tools and resources that are commonly used in education store personal information, and keep track of student performance and browsing data. Safe and responsible use of digital technology, therefore, is essential in a digital world. Ensuring the safety of students, regardless of where their learning takes place is one of the major duties for educators. Teachers must be aware of best practices for online safety and data protection, especially when using digital tools that collect and store student information.

➢ **Copyright and Fair Use:** Understanding copyright laws and fair use when using digital resources can be tricky. Teachers should be well informed about how to give proper credit to someone else's ideas, words, or creative media and also be able to guide their students on ethical digital content use.

- ➤ **Equity and Inclusion:** Addressing equity concerns means accommodating diverse learners' needs, including those with disabilities, and providing an inclusive learning environment. Teachers need to consider accessibility standards and accommodate students with disabilities.

- ➤ **Technological Obsolescence:** The rapid pace of technological advancement can lead to issues of obsolescence. Teachers need to continuously update their skills and adapt to new technologies, which can be challenging and time-consuming.

- ➤ **Digital Citizenship:** Educators need to teach students how to be responsible digital citizens, which involves understanding issues like cyberbullying, online etiquette, and the responsible use of social media. Fostering good digital citizenship is an ongoing challenge.

- ➤ **Digital Integrity:** Online information isn't consistently trustworthy. Teachers must help students develop critical thinking skills to evaluate and filter the vast amount of information available online.

Effective technology integration in language instruction, like any other subject matter teaching, requires educators to navigate these complexities while ensuring that technology enhances, rather than hinders, the learning experience for all students.

4. Conceptual Frameworks Guiding Teacher Training And Professional Development

In this section, I will explore four distinct conceptual frameworks that serve as guides for the preparation of pre-service teachers and the ongoing professional development of in-service teachers in the pursuit of cultivating digital competence in instructional practices. There are various models at international and regional scales designed to provide guidance for the integration of technology. Nonetheless, the frameworks I've chosen to examine in detail—Technological Pedagogical Content Knowledge (TPACK), European Framework for the Digital Competence of Educators (DigCompEdu), Substitution, Augmentation, Modification, and Redefinition (SAMR) Model, and UNESCO ICT Competency Framework for Teachers, (ICT - CFT)— offer a more comprehensive approach that effectively address the dynamic process of the development of digital competencies in the postdigital era that empowers educators to create meaningful learning experiences, foster digital citizenship, and equip students with the skills they need to thrive in an increasingly digital and interconnected world.

4.1. Technological Pedagogical Content Knowledge (TPACK)

TPACK model is "a framework to represent the knowledge areas required by teachers to teach effectively with technology" (Walsh, 2017, p.30). The model is built on Schulman's (1987) conceptualization of pedagogical content knowledge (PCK). Mishra and Koehler (2006) expanded upon Shulman's work (1986, 1987) by introducing the concept of technological knowledge (TK). They not only considered fundamental technological knowledge but also incorporate content knowledge (CK), pedagogical knowledge (PK), and technological knowledge (TK), with their intersections described as pedagogical content knowledge (PCK), technological content knowledge (TCK), technological pedagogical knowledge (TPK), and TPACK (technological pedagogical content knowledge) into their framework (Figure 1). Consequently, upon completing their studies, aspiring teachers should ideally possess expertise in the three foundational domains, the three bridging domains, and the overarching TPACK domain. This comprehensive knowledge equips future educators to teach content flexibly and effectively, utilizing appropriate technological tools in a professional and pedagogically sound manner (Koehler & Mishra, 2009)

Figure 1

TPACK framework and its knowledge components.

Source: http://tpack.org
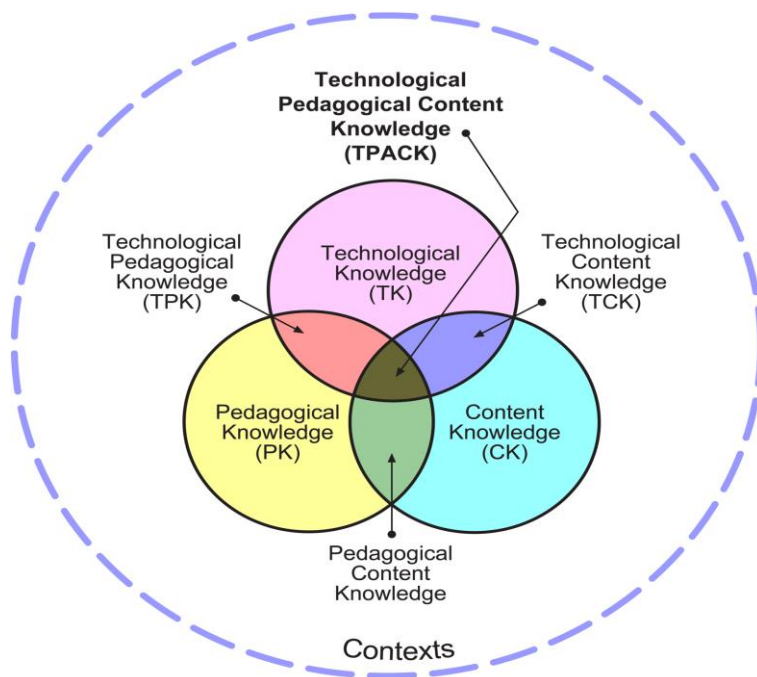
The TPACK model has gained global recognition in research related to the professional teaching competencies of both current and future educators, particularly concerning the integration of media and technology in the classroom (Harris et al., 2017). Consequently, the development of TPACK knowledge and skills among student teachers and practicing educators has been extensively investigated (Voogt et al., 2013; Wang, Schmidt-Crawford, and Jin, 2018).

The TPACK framework combines teachers' knowledge of technology, teaching and learning methods, and subject matter (Mishra & Koehler, 2006). This framework underscores the dynamic interplay between these knowledge domains (Öz, 2015) and emphasizes that teachers should not only possess technical skills but also pedagogical and content knowledge to effectively integrate technology into their classrooms. This framework is employed in teacher education to elucidate what teachers must understand to successfully incorporate technology into their teaching practices. The TPACK framework plays a pivotal role in teacher education and the professional development of educators (Kurt, Akyel, Koçoğlu, & Mishra, 2014).

Content knowledge (CK) pertains to teachers' understanding of the subjects they teach. In language teaching, this would refer to comprehensive understanding of the target language, such as its structure, grammar, vocabulary, pronunciation and the like. Pedagogical knowledge (PK) is the ability of a teacher to deliver content knowledge in the most effective ways to students and it encompasses teachers' comprehension of teaching methods, including classroom management, assessment, and lesson planning (Öz, 2015). Pedagogical content knowledge (PCK) involves knowing how to teach a specific subject while considering relevant teaching techniques. Technology knowledge (TK) involves awareness of ever-evolving digital technologies, such as computers (Koehler and Mishra, 2009). According to Koehler and Mishra (2009), technological content knowledge (TCK) means recognizing how technology can enhance a particular subject matter and understanding how technology and content interact with and impact each other. Regarding technological pedagogical knowledge (TPK), they also state that it refers to the knowledge of how using technology in education can transform teaching and learning. Finally, technological pedagogical content knowledge (TPACK) integrates the three crucial components of teaching—technology, content, and pedagogy—that collectively contribute to effective technology-enhanced teaching (Koehler and Mishra, 2009). TPACK framework advocates that effective integration of technology is not just about knowing how to use technology; it's about knowing how to use technology to teach a subject effectively. And it can be especially challenging because every classroom is different, with its own unique

challenges and situations. So, it's a complex job that requires a good understanding of all these aspects.

Numerous empirical studies have explored pre-service English as a Foreign Language (EFL) teacher training and in-service professional development programs using the TPACK framework as their basis for investigation (Aşık et al., 2018; Baser et. al., 2015; İşler and Yıldırım, 2018; Syamdianita and Cahyono, 2021; Tai, 2015).

Although TPACK successfully attempts to address the challenges teachers face in combining content, educational and technological knowledge, it does not differentiate between the diverse digital competencies required by educators in their professional endeavors. The next framework I will discuss, DigCompEdu, aims to fill this gap by addressing various digital competencies in detail.

4.2. European Framework for the Digital Competence of Educators (DigCompEdu)

The European Framework for the Digital Competence of Educators (DigCompEdu) was developed to provide a structured approach to defining, assessing, and improving the digital competencies of educators in Europe, with the aim of enhancing the quality of education and better preparing students for the digital age. It serves as a valuable tool for education policymakers, institutions, and educators themselves to support digital integration in education. The Joint Research Centre (JRC) of the European Commission dedicated substantial effort to discern and delineate digital competencies tailored for educators. The culmination of their collaborative endeavors is the DigCompEdu framework, a synthesis of pre-existing tools and frameworks devised for evaluating the digital proficiency of teachers, as documented by Redecker (2017). DigCompEdu strives to empower educators in grasping the essence of being "digitally equipped." It also encourages educators to evaluate and bolster their own digital skills and competencies (Redecker, 2017).

The DigCompEdu framework comprises six primary domains of digital competence: professional engagement, digital resources, teaching and learning, assessment, empowering learners, and facilitating learners' digital competence, encompassing a total of 22 sub-competences (Figure 2). Each of these competences within the DigCompEdu framework is elucidated through six proficiency levels denoted as A1, A2, B1, B2, C1, and C2, which mirror a progressive hierarchy akin to the Common European Framework of Reference for Languages (CEFR) (Figure 3). The utilization of CEFR levels is particularly beneficial for language educators as they are already familiar with this framework. In this framework, these levels are

intended to illustrate the stages and responsibilities that educators go through as they incorporate digital technologies into their professional activities.

Figure 2

The European framework for the digital competence of educators (DigCompEdu).
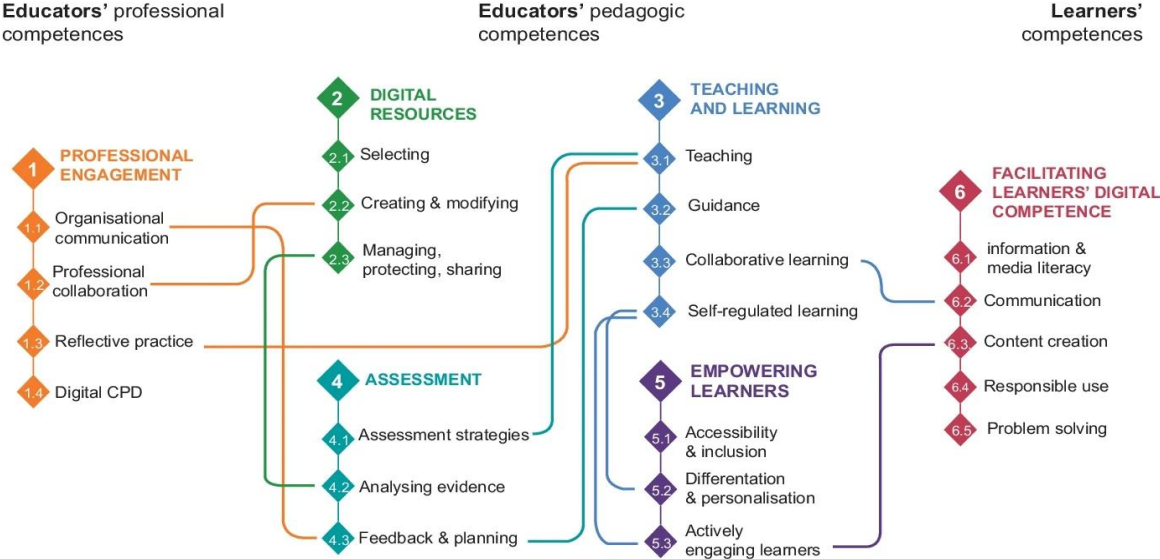
Source: Redecker, & Punie, 2017.

Figure 3

DigCompEdu progression model.
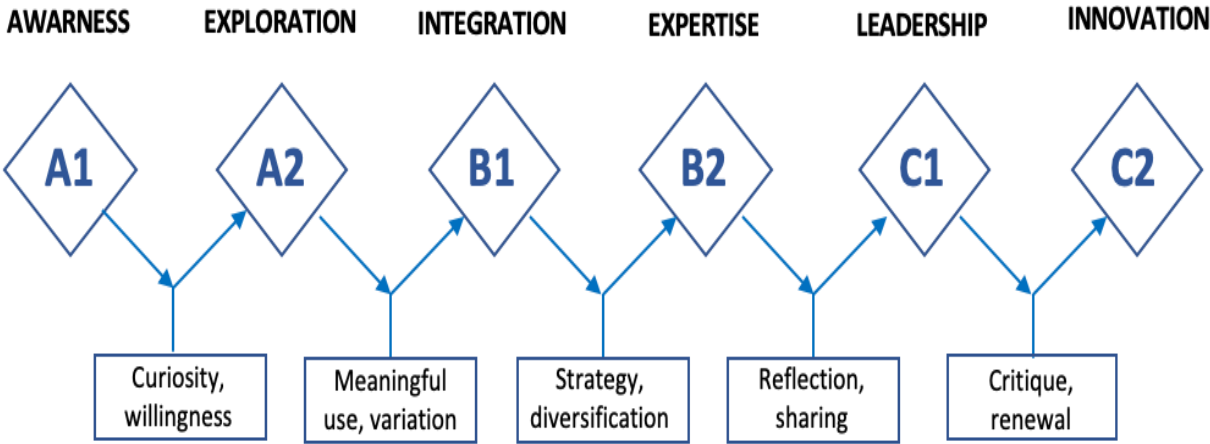
Source: Redecker, & Punie, 2017, p. 29.

The primary objective of the DigCompEdu framework, as delineated in the report by the JRC, is to amalgamate existing instruments for assessing educators' digital competence into a

cohesive model. This model enables educators to evaluate and enhance their digital competency. The key goals of the framework include:

➤ Providing a robust framework that can inform policymaking at various educational levels.

➤ Offering a flexible structure that allows local partners and stakeholders to swiftly develop tools tailored to their specific needs.

➤ Establishing a universal language for discussing and assessing digital competence.

➤ Providing a benchmark for partners and collaborators to evaluate their existing and forthcoming tools and frameworks.

The six primary domains of digital competence are as following:

➤ ***Professional engagement*** encompasses how effectively educators utilize digital tools to enhance teaching and foster communication within their organization. This includes interactions with students, parents, colleagues, and other relevant stakeholders. It encourages both personal and collective reflection on digital pedagogical practices and emphasizes the importance of continuous professional development.

➤ The second crucial competence revolves around the utilization of ***digital resources***. Educators are required to identify, evaluate, and select digital materials for teaching and learning. Moreover, teachers should proactively establish connections and enhance their proficiency with technological tools and resources to augment their teaching methods. Ethical considerations, such as copyright and student privacy, should also guide their use, adaptation, and protection of digital content, including digital exams.

➤ The third competence area pertains to ***teaching and learning***. Proficiency in this domain signifies the effective integration of digital tools across various teaching stages. The primary objective is to harness digital technologies to transition from a teacher-centered educational approach to a student-led one. Digitally competent educators facilitate individual and collaborative learning by promoting self-regulation and group activities.

➤ The fourth competence area centers on ***assessment.*** Digitally competent educators must explore how digital technologies can enhance existing assessment strategies. These technologies enable the generation, selection, critical analysis, and

interpretation of digital evidence related to learner activity, performance, and progress. They also facilitate feedback mechanisms and allow educators to adjust their teaching approaches accordingly.

> ➤ **_Empowering learners_** is the fifth competence area, emphasizing the potential of digital technologies to support learner-centered education. These technologies enable the customization of syllabi and learning experiences to cater to individual learner needs, fostering personalized and differentiated instruction. Attention is crucial to ensure that technology does not exacerbate existing educational inequalities.

> ➤ The final competence area involves _facilitating learners' digital competence_. This entails incorporating instructional tools, tasks, and assessment materials that enhance students' awareness of information technology requirements. It encourages students to critically assess data accuracy, copyright, and consent issues related to digital materials. Additionally, digitally competent educators empower students to navigate technological challenges, use digital tools responsibly, and apply their digital knowledge creatively in various contexts.

This proposed model can serve as a foundational reference point for the development, comparison, and discussion of various instruments aimed at enhancing educators' digital competence, whether at the national, regional, or local level. It provides a standardized reference point, employing a common language and logic for all educational stakeholders. The online self assessment tool that aims to measure all six dimensions of teachers' professional use of digital media allows teachers to. The DigCompEdu checkin self-reflection tool developed by Ghomi and Redecker (2019) and that can be found online enables teachers to gauge their current digital competency levels effectively and monitor their digital competences over time. These levels, along with accompanying statements elucidating the actions educators can undertake at each stage, serve as a constructive tool for teachers to self-assess their digital proficiency and to take appropriate measures to advance to higher levels. These statements are crafted to emphasize strengths rather than weaknesses, fostering an appreciation for the incremental progress that contributes to bolstering confidence and enhancing digital competences (Redecker, 2017). Notably, the framework is designed to cater to educators at various levels, from early childhood education to adult education, across different subjects and educational contexts. Educators are encouraged to adapt and customize the framework to suit the unique needs and objectives of their educational environments (Redecker, 2017).

Empirical testing of DigCompEdu on teachers' self reported behavior and perceived digital competence has been done by Benali, et. al (2018) and Ghomi and Redecker (2019). Benali et.al (2018) collected data from 160 Moroccan English language teachers regarding their perceptions of their own digital competence through the "DigCompEdu CheckIn" self-reflection survey tool. The results showed that while few participants scored at the lowest or highest level of competence; all four core competence levels, Explorer (A2) to Leader (C1), were well represented in the group. Values centered across four primary competence categories, and most participants achieved a score at the intermediate (B1/B2) level. The study shows DigCompEdu does not designate the C2 level as the ultimate goal that every teacher must eventually reach.Instead, the authors emphasize the significance of continuous efforts to enhance their digital competence, aiming to reach at least the B2 level. Likewise, Redecker (2007) underscores the importance of experts (B2 level) by describing them as the "backbone of any educational organization" (p. 30).

The overarching aim of the framework is to stimulate efforts at the national, regional, and local levels to enhance the digital competencies of educators throughout Europe. It provides a standardized reference point, employing a common language and logic for all educational stakeholders. Moreover, it offers educators across all educational levels a comprehensive instrument for assessing and improving their pedagogical digital competence. Teachers can monitor their digital competences over time through the framework's online self-assessment tool. Notably, the framework is designed to cater to educators at various levels, from early childhood education to adult education, across different subjects and educational contexts. Educators are encouraged to adapt and customize the framework to suit the unique needs and objectives of their educational environments (Redecker, 2017).

In summary, in addition to general digital competencies for life and work, the DigCompEdu framework aims to acquire and delineate digital skills and competencies unique to educators, exclusively intended for instructional and teaching purposes.

4.3. Substitution, Augmentation, Modification, and Redefinition (SAMR) Model

The SAMR (Substitution, Augmentation, Modification, and Redefinition) model is a taxonomy-based framework comprising four levels, designed to guide the choice, application, and assessment of technology in K-12 educational settings (Puentedura, 2006). The SAMR model presents four levels of digital learning, arranged based on their degree of sophistication and transformative impact in learning (Figure 4).

Figure 4

The SAMR model.
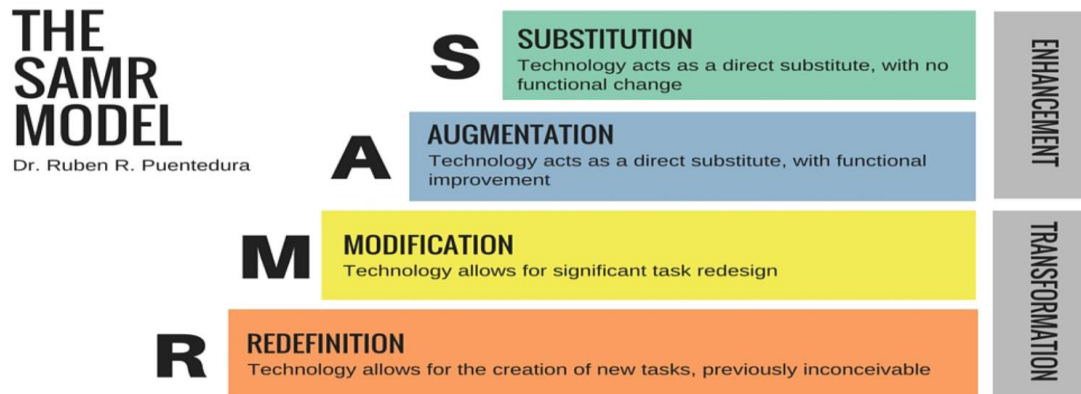
Source: Image modified from original by Lefflerd's on wikimedia commons

The framework should not be seen as a hierarchy where teachers must strive for the highest level. Instead, it is a flexible model for technology usage, allowing educators to choose the appropriate level that aligns with their specific purpose and educational requirements. This approach ensures that the use of educational technology becomes more meaningful and beneficial for students' learning.

➤ In the *Substitution* level, conventional practices are merely substituted with technological tools without any significant change in function. For example, when a teacher provides electronic documents instead of traditional hard copies, they are operating at the Substitution level. Similarly, students using Microsoft Word for homework or note-taking instead of pen and paper fall into this category. Another example is using online dictionaries in place of traditional ones. To assess the value of a tool at this stage, teachers can ask: "What do I achieve by replacing older technologies with new ones?" (Puentedura, 2014).

➤ Moving up to the *Augmentation* level, technology serves as a direct tool substitute with functional improvements that enhance the learning experience. Teachers should ask themselves if they have improved the task process in a way that the previous technology could not accomplish before progressing from Substitution to Augmentation. If no substantial improvement is observed, the use of technology may not significantly enrich the learning process. For instance, instead of traditional paper quizzes, teachers can utilize gamified quiz applications like Kahoot!, GimKit, Quizizz, and Socrative, which offer interactive digital enhancements while the task remains relatively unchanged.

Similarly, using polling tools like PollEverywhere enables learners to share their ideas in real-time, but the fundamental function of polling remains largely the same.

➤ At the *Modification* level, technology enables a substantial redesign of tasks, fundamentally altering the learning experience and outcomes. Here, the key question is whether technology integration significantly transforms the task. During the modification stage, technology is harnessed to create interactive and dynamic tasks that transcend the constraints of a conventional classroom setting.For example, rather than writing an essay individually and submitting it to the teacher, students can collaboratively generate a multimodal text using tools like Canva, Jamboard or Padlet. Such use of technology would facilitate a seamless cooperation and the exchange of knowledge. This peer-to-peer interaction fosters a more cooperative and dynamic classroom environment. Tasks that have been technologically modified also enable students to produce inspired and innovative work that extends beyond the confines of traditional paper assignments.

➤ The *Redefinition* stage is reached when technology allows for the creation of entirely new tasks that were previously inconceivable. It holds the promise of bridging learning with the real world and allowing learners to produce authentic outcomes. It equips students with valuable technological soft skills, including proficiency in digital collaboration, effective communication, technological literacy, and the capacity to swiftly adapt to new systems and processes.This stage involves using technology to develop novel tasks. For example, a task might transition from writing a story in notebooks to creating digital video storytelling that can be shared with peers and serve as a learning resource for others. Tools like Storybird enable learners to create stories with colorful illustrations and share them widely, amplifying their voices. Similarly, students can use iMovie to produce classroom projects or digital stories incorporating images, sounds, and music, tasks that would be impossible without technology.

SAMR model is closely related to Bloom's Taxonomy (1956) which provides a framework for setting learning objectives that target different levels of cognitive engagement. Bloom's Taxonomy encourages educators to design assessments and activities that challenge students to engage in higher-order thinking, critical analysis, and creativity; and as you move up the SAMR ladder, technology becomes more deeply integrated into instructional design, potentially enabling higher-order thinking and creative skills. While the SAMR model specifically addresses technology integration, it can be effectively combined with Bloom's Taxonomy to

create learning experiences that not only use technology but also promote higher-order thinking skills and more meaningful engagement for students.

Using SAMR model as a reference, educators can contemplate their utilization of technology within their classrooms and scrutinize whether they employ technology in a manner that genuinely enhances student learning. Consequently, it becomes imperative for teachers to have a clear understanding of their actions with technology, the rationale behind their use of technological tools, and the ways in which these tools contribute to improved learning outcomes.

4.4. UNESCO ICT Competency Framework for Teachers

The UNESCO ICT Competency Framework for Teachers, often referred to as ICT-CFT, is a comprehensive guideline that sets the standards and expectations for educators regarding their use of Information and Communication Technologies (ICT) in teaching and learning. There have been three ICT-CFT versions: 2008, 2011, 2018 and developed by UNESCO (the United Nations Educational, Scientific and Cultural Organization), they are designed as "a response to recent technological and pedagogical developments in the field of ICT and Education, and incorporates in its structure inclusive principles of non-discrimination, open and equitable information accessibility and gender equality in the delivery of education supported by technology" (UNESCO 2018, p.1).

At its core, the ICT-CFT addresses the evolving role of educators in the digital age. It acknowledges that teachers play a pivotal role in shaping the future of education and that their ability to harness the power of technology is crucial for ensuring that students are well-prepared for the demands of the 21st century.

The Framework is structured around three distinct teaching approaches and five key areas or domains, each with specific competencies (Figure 5).

Figure 5

UNESCO ICT competency framework for teachers
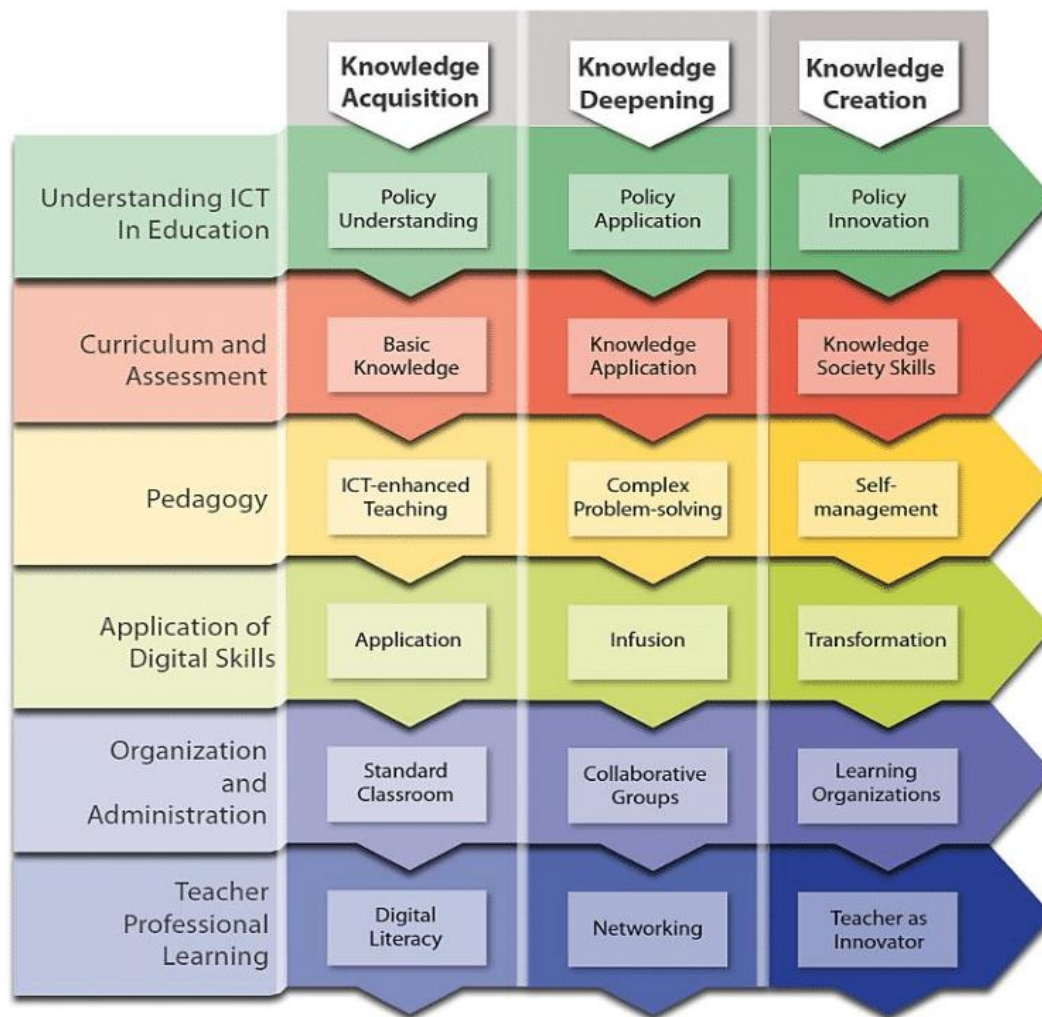
Source: ICT competency framework for teachers (2018)

The three teaching approaches that the framework is built upon aim the following:

➢ ***Knowledge Acquisition:*** This approach empowers students to utilize ICT to enhance their learning efficiency. It focuses on equipping students with the skills to efficiently gather and assimilate knowledge through digital means.

➢ ***Knowledge Deepening:*** This approach empowers students to attain a profound understanding of their academic subjects and employ this knowledge to address intricate, real-world challenges. It emphasizes the ability to apply acquired knowledge in complex, practical contexts.

➢ ***Knowledge Creation:*** Under this approach, students, as well as future citizens and members of the workforce, are empowered to generate novel knowledge. This

knowledge is vital for fostering more harmonious, fulfilling, and prosperous societies. It places an emphasis on the creative and innovative use of ICT to contribute to societal progress.

➢ The five key areas or domains under which educators should gain specific competencies are as follows:

➢ *ICT Pedagogical Knowledge:* This domain focuses on teachers' understanding of how to design, implement, and assess technology-enhanced learning experiences. It encompasses planning technology-integrated lessons, selecting appropriate digital resources, and evaluating their impact on student learning.

➢ *ICT Knowledge Deepening:* This domain encourages teachers to continuously expand their knowledge of digital tools and resources, keeping up with the latest advancements in technology. It emphasizes the importance of staying current to meet the changing needs of students and society.

➢ *Curriculum and Assessment:* Here, the framework addresses the alignment of ICT with curriculum goals and the development of effective assessment strategies for technology-enhanced learning. Teachers are encouraged to integrate technology seamlessly into the curriculum, ensuring that it enhances rather than disrupts the learning process.

➢ *Pedagogy:* This domain focuses on the development of innovative teaching methods and approaches using technology. Teachers are encouraged to explore new pedagogical models, such as flipped classrooms, blended learning, and inquiry-based approaches, all enabled by ICT.

➢ *ICT Organization and Administration:* In this domain, teachers learn to effectively manage digital resources, create safe online learning environments, and address issues related to digital citizenship and ethics.

Similar to the previously discussed models and frameworks, the ICT-CFT promotes a holistic view of teacher competence, emphasizing that proficiency in these areas is essential for ensuring quality education in today's digital world. It recognizes that technology should not be seen as a separate entity in education but as an integral tool that enhances teaching and learning across subjects and disciplines. Furthermore, the framework highlights the importance of teacher professional development to achieve these competencies. UNESCO stresses the need for ongoing training and support to help educators effectively integrate technology into their

classrooms. This approach aligns with the understanding that teachers are lifelong learners who must continuously adapt and grow to meet the evolving needs of their students and the rapidly changing technological landscape.

In summary, the UNESCO ICT Competency Framework for Teachers is a vital resource that guides teachers, educational institutions, and policymakers in effectively harnessing the potential of technology to enhance the quality of education and prepare students for success in the digital age. It underscores the importance of pedagogical, content, and technological knowledge in teacher development and the pivotal role teachers play in shaping the future of education.

Conclusion

Technological Pedagogical Content Knowledge (TPACK), European Framework for the Digital Competence of Educators (DigCompEdu), Substitution, Augmentation, Modification, and Redefinition (SAMR) Model, and UNESCO ICT Competency Framework for Teachers, (ICT - CFT) share a common goal of improving technology integration in education. They provide a structured approach for educators to understand and apply technology effectively in their teaching practices.

Despite their distinct origins and emphases, they share several common objectives. These frameworks collectively emphasize the importance of educators possessing digital competence, a strong pedagogical foundation, and a commitment to ongoing professional development. They advocate for technology's role in fostering student-centered learning experiences, innovative assessment methods, and global awareness. Moreover, they underscore the necessity of aligning technology integration with educational goals, embracing lifelong learning, and adhering to professional standards. While each framework may differ in specific terminology and approach, they collectively serve as valuable resources for educators seeking to harness the potential of technology in education. Table 1 provides an overview of the key concepts, shared characteristics, and differences among these frameworks.

Table 1

Key concepts, shared characteristics and differences among the frameworks

Framework	TPACK	DigCompEdu	SAMR	UNESCO ICT Competency Framework for Teachers
Focus and key concepts	Integration of technology into teaching, emphasizing the intersection of Technological (T), Pedagogical (P), and Content Knowledge (CK).	A set of digital competences skills such as information and data literacy, communication and collaboration, digital content creation, safety, and problem-solving.	A framework for categorizing levels of technology integration in education, moving from Substitution to Redefinition.	Competencies and standards for teachers' ICT skills and knowledge, with a focus on pedagogy and digital literacy.
Purpose	Underscores the dynamic interplay between knowledge of technology, teaching and learning methods, and subject matter to promote a deeper understanding and enhance effectiveness of technology integrated instruction.	Assess educators' digital competences and skills in various areas to enable them to effectively use technology for more engaging and efficient teaching and learning.	Encourages educators to assess the impact of the use of technology in their practice and encourage them move beyond basic substitution of traditional methods with technology	Supports teachers in integrating ICT into their teaching to improve educational outcomes and adapt to changing pedagogical landscapes
Use in Professional Development	Often used in teacher education and professional development .	Used in training programs and professional development for educators to develop their digital competences.	Used to assess the level of technology integration and to guide educators in moving toward higher levels of technology use in the classroom.	Used to guide professional development and ensure teachers are well-prepared to integrate ICT effectively.

Global Applicability	Started in the United States but not is widely used in education worldwide.	Developed by the European Commission, it has been adopted in Europe and beyond.	Globally recognized and applied, however the specific technology tools may vary by region.	Designed to be applicable in diverse educational settings globally.

Skantz-Åberg et. al.'s (2002) review of 18 publications which includes some of the frameworks discussed in this chapter, aims to examine whether and in what way researchers define or explain the ideas related to teachers' professional digital skills in their studies. They were able to distinguish seven recurring aspects of teachers' professional digital competence; 1) technological competence, 2) content knowledge, 3) attitudes to technology use, 4) pedagogical competence, 5) cultural awareness, 6) critical approach and 7) professional engagement, with the technological and pedagogical competences as the most prominent. They conclude their review arguing that teachers' ability to use technology is often seen as their own responsibility. They suggest that school leaders are not seen as responsible for helping teachers develop these skills. The authors argue that we need to change this view and think of professional development as something that both individual teachers and school leaders should be responsible for and also mention that teachers' digital skills need to adapt to changes in society and that professional development should always be evolving to keep up with these changes.

These frameworks and models should be integrated into both teacher education programs and language teacher training programs to ensure that pre-service teachers are well-equipped to use technology effectively in their future classrooms. Teacher candidates can learn how to integrate technology in alignment with TPACK principles and how to progress from substitution to redefinition using the SAMR Model. For current teachers, these frameworks offer opportunities for ongoing professional development. Workshops, courses, and training sessions can focus on helping teachers improve the specific aspects of digital competences.

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PART TWO: THE SETTING: TEACHING AND LEARNING ENVIRONMENTS

CHAPTER 5: PEDAGOGICAL STRATEGIES AND PRACTICES

Nurdan KAVAKLI ULUTAŞ 🆔

"While the content of any learning is important, the particular content is irrelevant. What really matters is how students react to it, shape it, or apply it." (Bob Riordan)

Abstract

This chapter deals with the utilization of pedagogical strategies and practices using a project-based learning (PBL) approach for the professional development of English as a Foreign Language (EFL) teachers-to-be. Specifically, the contributions of a national educational project funded by the Scientific and Technological Research Council of Türkiye (TUBITAK) are scrutinized during which team-teaching sessions have shaped student-teachers' progress under the substantial gains of self-confidence, professional growth, and empowerment for teaching through professional learning communities (PLCs). That said, data are collected from thirty project participants, who are the seniors from the division of English Language Teaching (ELT), by means of reflective reports which are analyzed through multilevel analysis. Findings indicate that student-teachers are pleased to enhance their professional identity via meaningful experiences that they have gained during project days. Besides, they also mark any possible challenges that they need to overcome while leading PBL pinpointing the significance of collaboration with peers together with their professional identity development as (future) English language teachers from a self-focused perspective.

Keywords: project-based learning(PBL), professional learning communities(PLC), EFL, ELT, PBL, PLC, TUBITAK

1. Introduction

The formation and growth of a teacher's professional identity is one of the main concerns of their professional training to seek answers for the questions such as "Who am I?", "What am I as an educator?" (Caires et al., 2012). Thus, recent studies in education suggest that meaningful experiences, which student-teachers pursue to interpret reflections (Flores & Day, 2006) in addition to social interactions that are reflected in their subsequent narratives (Sutherland et al., 2010) are assumed to widen their perspectives, and shape their professional identities. However, one question remains veiled despite the wealth of research conducted in this area: "What kind

of experiences influence student-teachers (i.e., those in the Faculties of Education) to choose and use project-based pedagogy as a teaching strategy?"

Beyond question, there is a myriad of recent research suggesting that practical experience in classrooms do have positive effect on the student-teachers' attitudes towards teaching and pedagogical practices (Yoon & Kim, 2010). Yet, there is a gap in existing literature regarding how student-teachers' professional identities may be shaped by their own experiences in the classroom to reflect those best in their further teaching practices (Korthagen et al., 2006) since transition from pre-service teacher education program to real workplace is not as that easy as it seems and may not solely be molded by practicum.

That said, constructing visions for professionality mushrooms as a concern for student-teachers' professional identity development since without "systematic investigation of the processes within which identities change, the inner dynamics of teacher identity transformations remains a black box" (Van Rijswijk et al., 2013 as cited in; Henry, 2016, p. 291). To shed light on this issue, the current study investigates whether and how student-teachers' experience of utilizing a project-based learning (PBL) approach in a professional learning community (PLC) created within the scope of a national project on EFL student-teachers' development and employment of 21st century skills in foreign language education can pave the way for engaging in meaningful experiences that have contributed to their professional identity development.

2. Understanding the Role of PBL in Teacher Education

"It's not about what teachers cover,
it's about what students discover."
(Anonymous)

Beyond doubt, universities are expected to prepare students who have good command of communication, creativity, critical thinking, problem solving and innovation since the world is getting more erratic and complex with acceleration (Roessingh & Chambers, 2011). Thus, lecture method, itself, is now far from adequate since we need more open-ended approaches to teaching and learning that value reflection, collaboration, self-directed learning, inquiry-based learning, and discussion (Holm, 2011). Herein, learning by doing has a leading role since it provokes meaningful and permanent learning, which is also desirable in contemporary education settings.

Correlatively, PBL purports student-centered teaching and learning through which student gain knowledge and skills by means of design, development, and project completion (Vogler et al., 2018). Thus, PBL caters students with the role in the teaching and learning process that allows them to monitor their own progress, helping them to be more autonomous. That is why PBL is used in different types of educational contexts from pre-school to higher education. Even more, initial teacher education programs are entailed through PBL since as an important approach to enhance the synergy between theory and practice, PBL has been reported to be influential in pre-service teacher education (Goldstein, 2016; Nikolaeva, 2012).

Specifically, in quest of pre-service teacher education programs, the essential component is practicum. It facilitates student-teachers' professional identity development and learning. Thus, organizing practicum in teacher education programs may yield challenges for teacher educators since it is enacted by multiple stakeholders, such as the cooperation amidst parties involved in the process, the philosophy of teaching, and the styles of teaching without further consideration of sharing the same academic background. Therefore, teacher educators often need to meet the demand for establishing good rapport amidst all the stakeholders involved in the process (i.e., boosting cooperation between classroom teachers and student-teachers, aiding student-teachers' professional identity development, assuring the quality of the practicum, interacting with the administration to facilitate the practicum process, etc.).

In doing so, teacher educators try to assure the smoothness of the flow during the practicum, ensuring student-teachers to shape their professional identities thanks to continuous professional conduct with teacher educators and classroom teachers who can be taken as their role models. In that, practicum is defined as a product of the reciprocal relationship between a less-experienced student-teacher and a more experienced mentor who are sharing the same context to learn and professionally grow (Haggard et al., 2011). However, practicum, itself, is not adequate to shape student-teachers' professional identity since practicum experiences of the student-teachers are not the same.

Grounded upon the felt-need for recruiting support for teachers-to-be, such practices are looked for where PLCs can be created, and collaborative norms are listed to improve the emic perspective through which they can professionally cooperate. In doing so, PBL can be utilized as a typical variation of collaborative learning via an inquiry-based approach to be actively engaged in inductive learning (Loyens et al., 2010). During PBL, students are working together

to solve a problem, or an inquiry, to develop a product or a solution to a problem, and to evaluate both the project and developmental process in tow.

In this context, PBL is not a supplementary or an additional material in the curriculum, albeit a contrivance that supports learning and task completion; and thus, scaffolds students' learning to create meaningful connections with future learning outcomes (Susanti et al., 2019). That said, in PBL, students are exposed to a real-life problem to apply their knowledge in a real problem-solving context. Thus, PBL starts with a big open-ended question, or a problem of research that brings students to explore and generate answers. In doing so, students are expected to apply 21st century skills, such as communication, critical thinking, collaboration, and creativity to build their choices into the process. As PBL offers opportunities for feedback and revision of the project (just like in real-life), it also helps students to critically analyze their research problems, to apply probable methods, and to come up with solutions to real-life problems as a public product, applying peer-review, reflection, and contrastive criticism to deepen their understanding, if needed. By these steps, students are also prepared for real-life in the sense that what they have been taught should be handy later in their jobs to be successful.

To be successful in a job, interaction between theory and practice should be supported and maintained (Burlbaw et al., 2013). Herein, as a student-centered approach, PBL allows students to delve into knowledge by curiosity and raising questions to real-life problems. In doing so, teachers are expected to design high-quality authentic materials and experiential learning activities for their students to discover the interplay between theory and practice in relation to the learning goals pre-defined.

Projects can be counted as one of those to attract students' attention and foster teachers' flexibility. They can be designed in many formats in lieu of cognition, culture, motivation, and development. Occasionally, students are given time to design their own projects in quest of pre-defined criteria by the teachers. As they offer flexibility to the students, they can develop more skills once they progress with the projects. In the same vein, projects promote collaboration, which is regarded as one of the essentials of the 21st century workplace (Bell, 2010).

As students are engaged in PBL, many effective outcomes can be listed on their learning and lives. To iterate, they gain a much deeper understanding of a problem, or an inquiry. They deepen their learning and sustain their attention to investigate and theorize. Promoted by the motivation to learn, they learn independently as autonomous learners in the pursuit of solutions for real-life problems (Bell, 2010). Through the organizational skills of self-inquiry, planning,

and research organization, they develop several learning strategies to be more equipped to solve those real-life problems. As they solve those real-life problems, they feel secure and empowered, which makes further learning easier, cherishing, and motivating. In this sense, it is more than just 'doing a project', albeit 'learning by doing'.

Additionally, current research confirms the potential positive influence of PBL on student-teachers' development of problem-solving skills (Mettas & Constantinou, 2008), academic achievement (Baran & Maskan, 2010), and positive attitudes towards teaching profession (Lavy & Shriki, 2008). Additionally, PBL experiences are found to be meaningful for student-teachers since they can go deeper to discover their personal and professional potential. To note more, PBL is also known as an efficient approach for the enhancement of the 21st century skills since it promotes problem solving and/or critical thinking, information and media literacy, creativity and innovation, interpersonal communication, collaboration, teamwork, and leadership (Chu et al., 2017).

Since notions and concepts often emphasize the desire to "educate for new industry, commerce, technology and economic structures; the need for new social interaction and communication skills; the need for imagination, creativity and initiative; the need to learn and continue to learn throughout employment; the need to maintain national and cultural values; and the need to operate in an increasingly international and global environment" (Binkley et al., 2012, p. 34), student-teachers should be well-aware of the role of 21st century skills in their future teaching practices, and thus, reorient the teaching and learning process towards those skills as desired. With this in mind, the following section highlights the framework for 21st century skills development in the educational arena.

3. Understanding the Role of 21st Century Skills in Education

"The literate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn."(Alvin Toffler)

21st century education necessitates the gaining of skills to learn and maintain. This craves educational policymakers for utilizing such education systems in which students are not filled-up with existing knowledge, albeit enabled to gain necessary real-life skills to survive like critical thinking, collaboration, communication, and creativity (a.k.a., 4Cs). This type of a

change in the education system has also been felt in the scopes of teaching and teacher education since 21st century skills play a critical role for both students and teachers.

In a general scope, these 4Cs are defined as the ability to use higher-order thinking skills effectively for instructional practice to teach, learn, and develop (namely critical thinking); the ability to work equitably and productively in various educational settings by valuing others (namely collaboration); the ability to use interpersonal skills successfully to carry the components of literacy for contributing further teaching, learning, and development (namely communication); and the ability to choose, develop, and integrate innovative approaches to both teaching and learning (namely creativity) (Michaels et al., 2015). However, the definitions carry complexities of meaning which also hardens the implementation of these skills in real classroom settings.

Although a growing number of countries have shaped their education curricula to nestle 21st century skills, not many instructional strategies are apparently suggested for teachers. Yet, some of the countries have already directed their educational goals towards the teaching and learning of 21st century skills (Bedir, 2019). To exemplify, the most common frameworks developed for the teaching and learning of 21st century skills are noted as:

"(1) *Partnership for 21st century skills* (Partnership for 21st Century Skills, 2008), which has the focus on identification, definition, and implementation related to the skills with the involvement of the U.S.A.;

(2) *En Gauge*, which has the focus on considerations for assessment together with the identification and definition of the skills with the involvement of the U.S.A.;

(3) *European Reference Framework New Millennium Learners: DeSeCo National Educational Technology Standards*, which has the focus on identification and definition of the skills with the participation of OECD countries, and identification and definition of Information and Communication Technologies (ICT) competencies with the participation of USA, Costa Rica, Japan, Norway, Malaysia, Korea, Australia, Türkiye, Philippines, Micronesia, and some more;

(4) *Key competences for lifelong learning*, which has the focus on the implementation, identification and definition of the skills with the involvement of the European Union member states;

(5) *ICT competency Standards*, which has the focus on identification and definition of ICT competencies with the involvement of the United Nations; and

(6) *Assessment and Teaching of 21st century skills*, which has the focus on the considerations for assessment with the participation of the U.S.A., Costa Rica, Finland, Singapore, Australia, Russia, and the Netherlands" (Voogt & Roblin, 2012, p. 304).

Like these, in the quest of mainstreaming 21st century skills and providing a new teaching and learning pedagogy in the 21st century across teacher education programs, Türkiye has been reformulating the National Education Curriculum. To set the story straight, one of the largest projects within the scope of teacher education was utilized under the coordination between the Ministry of National Education (MoNE) and the Council of Higher Education (CoHE), which was funded by the World Bank between the years of 1994-99. This project aimed to bring theory and practice together for the enhancement of the current teaching methods of that time.

Besides, the projects were multiplied in the years of 1998, 2005, and 2017 again under the coordination between the MoNE and CoHE, which paved the way towards a revisioning in pre-service teacher education programs. Accordingly, four quality standards were defined: (1) content knowledge; (2) pedagogic knowledge; (3) planning of teaching, managing of classrooms, and communicating; and (4) monitoring, assessing, and reporting the results on a lifelong learning continuum that purported reflection and flexibility.

Reiterating the standards previously set, the MoNE announced the Teacher Generic Competencies in 2005, providing a guideline for teachers in lieu of their core teaching areas. Consisted of six main competency areas, it involved 31 sub-competencies together with 233 performance indicators regardless of the department, albeit developed for all teachers. Those six were labeled as (1) knowing the student; (2) personal and professional values; (3) learning and teaching process; (4) relationship amidst school, family, and the society; (5) knowledge of the curriculum; and (6) monitoring and evaluating the learning process and overall development. As a latest concern, the MoNE also introduced professional knowledge and skills for all teachers with various content-area competencies.

Additionally, Lifelong Learning Strategy Paper, accepted under the Program for Alignment with the acquis for the term of 2007-2013, required the adoption of the Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2001) even in nonformal education settings to adapt to globalization (Kavaklı, 2018; Kavaklı & Arslan, 2017; Mirici & Kavaklı, 2017). By adopting the CEFR, the Turkish education system was formed again since with the implementation of the Framework as the essential base for language education, the

MoNE targeted to gain long-term meaningful effects with respectable results for language education, and thus, language teacher education was shaped in tow.

Parallel to these, in terms of language teacher education, the current teacher education program in Türkiye is now treated as a restructured model covering the old ones. Pinpointing eclecticism, the current model is a mixture of instructional strategies through which students learn English as a foreign language as a medium of communication, albeit not a pure school subject. Besides, in the curriculum, 21st century learning is defined by the concepts of communication, decision-making, collaboration, critical thinking, entrepreneurship, doing research, problem-solving, innovative thinking, and ICT; however, current language teacher education programs in execution, or language assessment policies are not fully targeted at those skills comprehensively.

As far as it could be ascertained, there have been myriad of studies on teacher education, specifically on language teacher education in Türkiye (e.g., Atmaca, 2017; Bedir, 2019; Kızılaslan, 2011) to provide a deeper understanding of language teacher skills development, language teacher professional development, course design, materials development, and design, pedagogical effectiveness of the practicum for language teacher education, and the like. Nevertheless, in terms of those student-teachers' self-directed professional learning, one cannot deny the significance of self-study apart from all those loaded on-campus coursework together with school-based practicum (e.g., Yuan & Hu, 2017). Not to neglect, student-teachers are communicating with their supervisors together with the classroom teachers; however, they are also learning from their peers and other professors. By this way, they try to develop their own assumptions about how their students-to-be can learn better, how their professional development efforts are met in the field, what they will find in the 21st century education, and why social and interpersonal awareness is vital as well as the knowledge of the field.

As observed, (student-)teachers' professional development has emerged as an issue of inquiry but the concept of collaboration through projects (e.g., Butler & Schnellert, 2012) put the importance of team-teaching forth. Team-teaching refers to two or more colleagues working together in cooperation for the planning, execution, and assessing phases (Crow & Smith, 2005) by sharing knowledge, skills, and expertise through reflective dialogues (Jang, 2008). Thus, team-teaching carries several advantages for student-teachers in the sense that it provides emotional and professional support (e.g., Goodnough et al., 2009); supports professional learning (e.g., King, 2006); fosters self-regulation as they learn how to teach through interaction

and reflection (e.g., Wassel & LaVan, 2009); assists personal growth (e.g., Jang, 2006); and triggers the process of discovery as they become 'expert learners' (e.g., Wentworth & James, 2002).

Since collaboration with others is of utmost importance, team-teaching is considered as a worthwhile strategy. Focusing on this aspect, the current study examines EFL student-teachers' experiences and self-study efforts in PBL pedagogy laced with team-teaching sessions during a national project. Counted as the one which entangles PBL processes of EFL student-teachers participating in a TUBITAK-funded project where they are assumed to discover and develop 21st century skills both for themselves and their future students-to-be in addition to their school curriculum envisaged by their unique practicum experiences at schools, this study attempts to highlight their experiences in shaping their professional identities.

4. Shaping (Student-)Teachers' Professional Identity

> *"Our job is to teach the students we have. Not the ones we would like to have. Not the ones we used to have. Those we have right now. All of them." (Kevin Maxwell)*

In general, professional identity is an intriguing issue, and understanding of the concept of identity is not fixed. To better understand this concept, it is of crucial importance to mark the concept of personal identity as an initial step. Personal identity refers to an individual's sense of self-knowledge (Erickson, 1994). When an individual develops this sense of self-knowledge, then s/he becomes aware of the potentials concerning knowledge, skills, emotional dispositions, values, beliefs, and interests.

With reference to the work of Vygotsky (1978) on sociocultural theory of development, one's personal identity development is assumed to be an ongoing process through which s/he develops both individual and social identities by means of social experience. Thus, personal development starts from childhood, and (re)formulated by the society in time. Likewise, Gee (2011) asserts that identity is developed through social interaction with others and mediation. In this vein, identity development is investigated through the ways that an individual has about the self together with that of others expanded through social interaction in different ways (Gee, 2001).

To elaborate, one of those ways to view identity is Nature Identity. It refers to an individual's innate features, which means it is shaped by nature, albeit not by the society. Secondarily, Institution Identity addresses an individual's position in the society. The third one is Discursive Identity pinpointing an individual's traits developed through the interactions with the society. The fourth one is Affinity Identity, which purports that an individual has distinct features to have the belonging to a specific group. This particularity defines their position in lieu of their belongings.

Therein, with special reference to the student-teachers' professional identity development, it starts at pre-service education in essence (Walkington, 2005). During this period, they begin to develop 'pre-teaching identity' (Flores & Day, 2006), which encompasses their beliefs on the characteristics, knowledge, and skills that an ideal teacher should carry. As they go through the processes of reflection to seek for answers to define an ideal teacher, they begin to develop a more sophisticated view of their roles as teachers-to-be. They also try to formulate their roles in the workplace through the processes of reflection.

These processes of reflection can be well-experienced during practicum that student-teachers conduct in real classroom environment (Korthagen & Vasalos, 2005). During practicum, they pedagogically interpret, refine, and enhance their professional identity through reflection, and reinterpret their reflective experiences if needed. Hence, the more meaningful these practicum experiences are, the more confident their professional identity is developed.

5. The Context of the Project

Since student-teachers do need meaningful experiences to develop their professional identity, such a context is harmonized by means of a TUBITAK-funded project on the development of student-teachers' knowledge and skills in 21st century foreign language education. To elaborate the project, it is funded under the BIDEB 2237-A support for organizing scientific educational events across the country. Thus, costs for transportation, food and accommodation of the project participants are covered by the project budget within the limits and conditions asserted by TUBITAK.

The project is planned to be held in Antalya for 4 days with the supervision and contribution of 12 experts in the field of foreign language education together with the help of 2 personnel for technical work, 8 members of the advisory board and 7 members of the scientific committee to organize, execute, and evaluate the overall scientific program of the project. Scientific

program of the project is announced by the project coordinator, who is also the member of the scientific committee, on a daily basis.

Talking about the project participants, the student-teachers are the fourth graders from the Faculty of Education, at the division of ELT, who are planning to be English language teachers soon. They are recruited from 20 various universities across the country to ensure cultural variety. Herein, achievement is taken as a privilege (as purported by TUBITAK) for selection as a participant for the project; and thus, student-teachers with a minimum grade point average (GPA) of 3.00 out of 4.00 hold the first requirement to apply for the project. Secondarily, they all need to be the students of the Faculty of Education at an undergraduate level since they are awaited to be future teachers. Lastly, they all need to be the seniors as they have only one step towards teaching who have already had previous practicum experiences in real classrooms apart from microteaching sessions conducted in their universities to practice teaching.

On the first day of the project, the participants, who are the seniors from the division of ELT at 20 various universities in Türkiye, go through an orientation by the inaugural speech of the project coordinator on the venue, scientific program, help-team (technical personnel), and the overall implementation of the project. Following this, the first two sessions (Harmony: Let's Meet to Know Each Other and Build Trust) are being held to create a harmony amidst participants through drama techniques. For about two course hours, student-teachers get to know each other to work in teams in the upcoming sessions.

The upcoming sessions are highlighting the framework for 21st century skills for language education and its implications for foreign language teaching and learning, the utilization of 21st century skills for training student-teachers (specifically English language teachers), learning and innovation skills in foreign language education (namely the skills of critical thinking and problem-solving, communication and collaboration, creativity), life and career skills in foreign language education (namely the skills of flexibility and adaptability, initiative and self-direction, social and cross-cultural), productivity and accountability, and leadership and responsibility, and information, media and technology skills in foreign language education (namely the skills of information literacy, media literacy, and ICT literacy). Besides, standards and assessment, curriculum and instruction, learning environments, and professional development are touched upon during the project days as figured out in the 21st century framework. To note herein, each of the skills is covered within 2 classroom hours of theory plus 2 classroom hours of application in tow. The detailed scientific program is shared both online

(on the project website), and as a hard-copy flier on the first day with the project participants and professors.

These core subjects are introduced and discussed through team-teaching at first, and then application parts are scrutinized through teamwork in the last 2 days of the project. Each team is composed of 6 students so there are 5 groups in total for the application part. As student-teachers are not well-acquainted with the PBL process, they are also briefly introduced by it in a group-learning format so that they can come with a promising mini-product at the end of the project. As for that mini-product at the application part, they are assumed to apply 21st century skills into their future English language classes by preparing creative, flexible, collaborative, and technology-supported lesson plans and conducting them in front of the others to get feedback from both the participants and professors.

Importantly, those mini-products are not graded since it is not the aim of the project to assess student-teachers' knowledge and/or skills cumulatively and put them into a success rating but to develop their teaching skills formatively and shape their interpretations of 'teaching' as a profession by developing their professional identity in a scientific project setting. In addition, those are the products of both self-study and teamwork as they bring their knowledge and skills that they have gained at different universities and put them into practice to work collaboratively by using a PBL pedagogy. One more to note, the researcher, who is also the project coordinator, is not involved in the reflection part since it may derail the accountability and trust developed in-betweens. They are, therefore, introduced by appropriate feedback and reflection methods from their peers and lecturing professors that can foster their development of future teaching skills.

In the end, the project is finalized with the reflections of the participants together with those of professors, and closure speech is given by the project coordinator which is followed by a short video nestling photos and anecdotes from all the project days to refresh the memories and experiences again. As for the final step, student-teachers are given their certificates of participation whereas lecturing professors are given the certificates of appreciation which is followed by the completion of a general evaluation form, the results of which are submitted to TUBITAK for final check as a reflective report to close the project without failure.

Within the scope data collection procedure, the study used two instruments for data collection: (1) the student-teachers are invited to sit at in-depth interviews on a voluntary basis with the information that assessment of the project is completely unrelated to its closure and

getting the certificate, and if they are willing to participate, they need to complete a written informed consent form; and (2) the reflective report, or the general evaluation form completed at the end of the project.

Firstly, the interviews are conducted face-to-face by the technical personnel so as not to boost anxiety by conducting them with the participation of the project coordinator. The interviews are held in English since the scientific program of the project is fully implemented in English. The focus of the interviews is on the student-teachers' experiences during project days while applying PBL to create a mini product through teamwork, and how they shape their professional identity through it. The time of the interviews are selected by the technical personnel in accordance with the free time enabled during project days. The venue is the same with the project, but the student-teachers are individually being interviewed. The interviews are recorded with the consent of the student-teachers, and then transcribed. In an open conversation, the student-teachers are being asked about the peak-learning experiences that they have had during the project days. None of the student-teachers is directly addressed with specific aspects; rather, they are given the opportunity to guide the conversation to whatever they would like to talk as the central point. Each of the interview lasts between 5-10 minutes roughly, and 18 student-teachers have participated in the interviews to talk about their experiences in the project. The names of the student-teachers are kept anonymous for confidentiality, and they are informed about anonymity (without any change of the participants' wording) and using of the results only for research purposes as an initial step.

Secondarily, as mentioned previously, participants are expected to complete a general evaluation form, the results of which are submitted to TUBITAK for final check as a reflective report to close the project without failure. On this form, student-teachers are being asked a total of 11 questions in the format of a 5-point Likert scale to rate the project within the scopes of activating previous learning(s) by the new learning(s) in the project, scientific adequacy of the project program, quality and novelty of the methods being applied, approaches being implemented by the lecturing professors, quality of the organizational features (i.e., time, venue, food, accommodation, etc.), quality of the communication process between student-teachers and organization committee, and overall quality of the project as a pathfinder for student-teachers' career journey. These forms are not assignments that are graded nor something to affect their final mini products to get the certificate or not, but it is one of the essentials that should be submitted to TUBITAK; therefore, all the student-teachers have completed those forms without outage.

For data analysis, multilevel analysis has been applied, in which qualitative-constructivist content analysis is integrated with quantitative analysis via frequencies and percentages since in identity-related research, applying qualitative-driven content analysis is more typical. The integration of both is expected add to the trustworthiness of the current study. Besides, to ensure reliability, multiple instruments are used for data analysis trying to answer the same question. In the same vein, two other experts in the field of foreign language education other than the researcher are invited to review both the stages of planning and data analysis. On full agreement, this robust review ensures validity by detecting relevant data with correct question(s).

Through qualitative-constructivist content analysis, data collected from interviews are analyzed via open-content analysis (Shkedy, 2011). Initial categories are suggested at the first attempt which is followed by the detection of student-teachers' experiences and self-perception regarding their professional identity development. At the second step, significance units are mapped to detect major categories, and the relationship amidst them. At the third step, elimination is done, and clear results are selected in accordance with the essential research inquires, and relevant expressions and representative quotes gathered from the interviews are assigned thereof. For quantitative data analysis, descriptive statistics laced with frequencies and percentages is applied.

6. Findings and Results

The results are two-folded. The first part describes the results of the in-depth interview regarding participants' experiences and interpretations of their interpretations in relation to their professional identity development as future teachers, which is accumulated through team-teaching using a PBL pedagogy. The second part describes the numerical estimations of the reflective reports that student-teachers' professional identity is formulated over time during the project.

6.1. In-depth interviews on student-teachers' experiences of PBL

Regarding the student-teachers' experiences of PBL in a team-teaching environment during the project days, the majority has reported similar types of experiences, albeit the intensity of the feelings conveyed by their messages are changing. To exemplify, the experiences are noted within the scopes of cultural diversity, social harmony, knowledge and skills development for the internalization of previous learning through practice, overcoming difficulties through teamwork and cooperation, developing a sense of self-study, self-regulation and self-

confidence, communication with stakeholders, peers and colleagues for sharing, caring, and further career planning to step into professional identity development and for embracing positive attitudes towards teaching profession, experiencing accomplishment by presenting a mini-product, and understanding the importance of reflective practice.

Talking about cultural diversity, participants has noted that coming from several universities around Türkiye is an opportunity for them to know about each other although their division is the same. Since there are different teaching practices even at the same faculties, they like to know those new people and their knowledge and skills. In that, who is a student-teacher in the project may be a new colleague soon.

> *"It is great to meet new friends thanks to this project." (Participant A)*
>
> *"I learnt about the English language teaching practices conducted in different universities in Türkiye. I also learnt about new culture although we are living in the same country, there are many things uncommon. I even found a person from my hometown, it was amazing!" (Participant B)*
>
> *"It was my pleasure to participate in this project where I could find many friends coming from different cultural background. In the very beginning, I was anxious since I was the only person from my university. But later, we learnt about each other, and even love each other! I will miss my friends so much!" (Participant C)*

Reiterating the drama activities conducted in the very first day of the project, it is noted by the participants that they have positive influence on their first look at the project. In this way, they feel more secure to be included in the project and engage more in upcoming sessions by keeping the harmony among each other.

> *"Before I started, I was so excited. I didn't know what to come. But drama activities were so inclusive, and thanks to them, I felt more bounded." (Participant D)*
>
> *"Icebreakers delicately chosen and used by our professor were amazing! I will definitely use them when I meet my new students. Although the sessions were about 2 hours, it was shorter what I felt. I like my friends in the group." (Participant E)*
>
> *"I wish drama session to be much longer. I really enjoyed it a lot, and I felt glad to know the names of the participants just at the first session thanks to 'Let's harmonize!'" (Participant F)*

Regarding knowledge and skills development, it is reported that practice eases the internalization of previous learning together with adding up to the new one.

> *"Thanks to this project, I now know more about 21st century skills which are the musts of future teaching and learning. I know the skills rainbow, the types, and principles of each. I am sure I will use them while teaching English to my students." (Participant G)*

"I learnt a lot in this project. At first, I felt like I couldn't finish it due the hours of teaching, learning, and working. But then I enjoyed it as I learnt more and more day by day. In my university, I didn't take a course on 21ˢᵗ century skills before. So, I felt privileged to take part in this project." (Participant H)

For overcoming difficulties through teamwork and cooperation, participants highlight that team-teaching is a novel way of putting PBL pedagogy at ease. Through teams, they relinquish the roles together, work together, learn together, unlearn together, and relearn together. Thus, they report the significance attributed to cooperation to develop a sense of belonging.

"I love my team members. They are all great people. While we were working together, we learnt a lot. We first shared the responsibilities to use the time efficiently since it was scarce. As we all worked together, we experienced together and learnt from our mistakes by getting feedback from each other." (Participant I)

"We raffled out while sharing the roles. Justice rules! By dividing the roles, we worked in cooperation and prepared our lesson plan. We overcame the difficulties we encountered while preparing it through cooperation, too." (Participant J)

For developing a sense of self-study, self-regulation and self-confidence, student-teachers can monitor themselves together with the process of teaching and learning.

"We learnt the importance of self-study to achieve teamwork together. As we built trust in each other, we had the chance to practice better. In a sense, I believe I am more confident now since I added up to my knowledge and skills in teaching English as a foreign language to the students. I am even using 'we' instead of 'I'." (Participant K)

"The more we study, the better we get. The more we confide in each other, the better results we get. This also helps us to learn about ourselves. We didn't only learn about the 21ˢᵗ century skill but also how to regulate the project time efficiently by putting efforts, striving, and deserving what we expect to get. We also learn that without self-confidence, no one believes in you. First, trust yourself so do they." (Participant L)

Additionally, communication with stakeholders, peers, and colleagues for sharing, caring, and preparing for further career planning to step into professional identity development and for embracing positive attitudes towards teaching profession is another emerging concept. In accordance with this, the student-teachers underscore the importance of the interaction that they have with their peers together with the lecturing professors and project organizing team.

"Before I came to the hotel, the organization committee informed us about our responsibilities, project requirements, and even the clothing that might be suitable and useful during the project days. Thanks to their efforts, we could bring everything we needed. We could communicate with them whenever we needed through the help team, as well." (Participant M)

"They were amazing! We felt like home. They informed us about everything from A to Z. At the end of the project, we watched a video compiled of the photos and anecdotes taken during the project days. I cried! I'll never forget these days, my friends, my professors, and the organizing team. I hope we'll meet again!" (Participant N)

"I learnt a lot from this project. We had a strong tie with the organizing team. There were career talks held by our professors during which we could ask various questions to make up our minds for teaching. Thank you for everything!" (Participant O)

"We had the chance to meet professors coming from different universities in Türkiye. So, we learnt how to shape our career before we stepped into teaching. We asked questions on teaching English as a foreign language to very young learners, young learners, and adult learners. It seemed that it's a jungle path but thanks to their supervision and support, I believe we'll be good teachers. We learn at our departments, but this is different. We are learning many other things that are beneficial for our career journey. We are so lucky to be selected as the participants of this project." (Participant P)

Finally, student-teachers state that they have experienced accomplishment by the presentation of the mini-products prepared in the format of a lesson plan supervised by the lecturing professors. Herein, they have noted that they develop an understanding of the importance of reflective practice and feedback to shape and widen their perspective towards an awakening and amplifying of their professional identity development.

"Our lesson plan is a product of a well-deserved congratulations! We worked on it a lot since the scientific program was heavy and loaded. Our professors gave comments to revise them. We also took feedback from our peers. We even learnt how to give and accept feedback to constructively build our mini-product." (Participant Q)

"Under the supervision of our dear professors, we managed to prepare our final lesson plans. We understood the importance of reflective practice through which we learnt why we needed to convey an action-oriented approach for PBL pedagogy to accomplish. Now, we go further to enhance our knowledge and skills as future teachers of English." (Participant R)

6.2. Estimations of the reflective reports

In relation to the estimations gathered from the reflective reports, it is purported that student-teachers as the participants of the project have activated their prior knowledge and skills during the project (92%) whereby they have found scientific program of the project contemporary, up-to-date, core-to-the-target, and edutaining (92%). In the same vein, they have reported that the methods and approaches mentioned and applied during the project nestle current trends, albeit not traditional (96%). Having predominantly positive experiences during the project, student-teachers have also mentioned they have made up their minds in lieu of the project learning outcomes towards a better understanding of the teachers' professional identity development and career planning (96%) since the organization is well-grounded around this theme (90%) where they have learnt about the principles of PBL through team-teaching (92%), the importance attributed to the healthy communication with and/or between stakeholders (92%), and know-hows of the real-life applications (92%) for classroom teaching.

To mention, as student-teachers are funded by the project budget covering transportation, food, accommodation, and so on and so forth, they are being asked whether they find it adequate. In response, they have stated that it is thoughtful to stay at a hotel which is in the city center (92%) in that they can spend their free time there by sightseeing. Besides, the hotel, itself, has offered facilities that they can join and enjoy. They have found rooms to be tidy and clean (92%), and the hotel management to be helpful (90%) since when they a question, they can easily go and ask it directly to the reception to get a proper answer other than the help-team. The food that is offered by the hotel for breakfast, lunch and dinner is found to be nice and delicious (90%) together with the coffee time facilities (e.g., tea, coffee, cookies, etc.) being served in all the break-time. They have also said that transportation is easy (92%) to the hotel since it is in the city center but, in the same vein, the organizing team has already set the schedule for shuttles from the airport, buses from the station, and other transportation services to the project venue on a list, and has sent an info-pack to the project participants priorly as an e-mail, which is also shared on the WhatsApp project group created by the help-team before the project starts in case one may miss. This is found to be beneficial (92%) by the project participants, as well. They are also asked whether they would like to participate in such a project again if given a chance, and the answer is a hundred percent yes (100%), pinpointing that student-teachers need pre-service teacher education facilities, scientific projects, and training activities to develop their knowledge, skills, and thereof professional identity. The results of the reflective reports, as mentioned previously, are also sent to TUBITAK as a requirement of project closure.

Discussion and Conclusion

According to the results of the current study, it can be deduced that student-teachers have professionally developed in terms of field knowledge, teaching skills, and intercultural communication. Regarding field knowledge, they have enhanced their content knowledge, pedagogical knowledge, pedagogical-content knowledge, and web-pedagogical content knowledge together with the knowledge of 21st century (language) education for future. Regarding teaching skills, they have upgraded their (foreign) language teaching skills laced with current methods and approaches in language education in lieu of 21st century skills. Herein, the role of PBL through team-teaching sessions is magnified to experience professional identity development in tow. While experiencing so, student-teachers have also encountered difficulties to cope with the phases of problem-solving to develop a sense of accomplishment

by presenting their mini-products in the end. As the project progresses, student-teachers have understood the significance of intercultural diversity and communication with stakeholders to work, produce and present together. In doing so, collaboration is pampered through drama activities at the very beginning of the project, which are believed to pave the way towards the development of creativity, empathy, and interactional skills (Hancı-Azizoğlu & Kavaklı Ulutaş, 2021a; 2021b; Kavaklı, 2016; Kavaklı Ulutaş & Hancı-Azizoğlu, 2021). By developing these skills, student-teachers are expected to develop both intellectually and professionally on a life-long learning continuum (Blandford, 2000) where the identification of the student-teachers' needs is rather intriguing because traditional courses and seminars are typically theory-based, didactic, and unempirical (Bümen et al., 2012).

Apparently, EFL student-teachers as the participants of the project have enjoyed creative processes of PBL, which is in line with previous research (Holst, 2003) since they have learnt about the opportunities valued by peer interaction through team-teaching and co-working experiences. In the same vein, as another benefit of PBL pedagogy, they have sensed the eligibility of research skills development, collaborative learning, leadership skills development, and pedagogical autonomy development for self-led learning. This sense has led them develop professional identity as future EFL teachers to transfer these skills to their future classrooms (Holst, 2003).

Additionally, they have enhanced their knowledge and skills about 21st century education. Since they have had the opportunity to learn about the significance attributed to technology as a privilege in 21st century education, they put it into practice through technology-enhanced and/or computer-aided teaching materials as showcased in their mini-products. Accepting technology, they have learnt why they need to integrate technology in their future classes as technology acceptance is of vital importance to utilize the development of student-teachers' web-pedagogical content knowledge together with that of critical digital literacy (Kavaklı Ulutaş & Ölmez, 2021; Ölmez & Kavaklı Ulutaş, 2022; Ölmez & Kavaklı Ulutaş, 2023). Likewise, they have become aware of the changing educational landscape to use multimodal environments to teach English as a foreign language, and to convey their messages meaningfully and purposefully (Kavaklı Ulutaş & Abuşka, 2022; 2023).

Having meaningful experiences with the potential provided by the PBL approach, student-teachers have been exposed to a wide range of constructive activities since PBL team-teaching is enhanced through social experiences to contribute to both personal and professional growth, which explicitly relies on the professional identity development of the student-teachers (Dag &

Durdu, 2017). So, right after the project, a gradual change is reported by the reflective reports of the student-teachers, pinpointing that the project is beneficial for their professional and personal growth. Besides, this development is not dead-end; albeit "provides strategies to nurture the ongoing development of a student-teacher identity that has been shaped and will continue to be shaped over a long period of time" (Walkington, 2005, p. 59).

To summarize, current study has demonstrated the practicality of PBL pedagogy in a team-teaching framework to help student-teachers' professional identity development in a favorable context. This context is embellished with project-oriented meaningful experiences, which also contribute to other inquiry-based practices and the professional discourse as purported by the previous studies on the positive effects of practical experiences (Yoon & Kim, 2010). Thus, PBL approach can be nestled within teacher education programs as a part of practicum to prepare constructivist and flexible teachers who can practice inquiry-based pedagogy in their own classrooms.

As a powerful instructional method, PBL provides an experiential learning environment for student-teachers where they can grasp knowledge and skills through experience. Thus, the knowledge and skills that student-teachers have gained throughout the project will hopefully be beneficial when they join the teaching force in the future. Essentially, guidance and assistance that they have taken during the project will support them against professional tackles to be nurtured with future iterations for further improvement as an in-service teacher, as well. Herein, student-teachers' affinity identity as they are participating in a team-teaching PBL environment together with their discursive identity which is related to their development of perceptions and positions in this collaborative environment developed through meaningful discursive interaction with each other are well-noted.

However, as with any research of qualitatively driven nature, the current study solely indicates the perspectives and reflections of the beholders as the participants of the project. Thus, it is not proper to assert that PBL pedagogy has directly affected the student-teachers' professional identity construction and development within the scope of the present project. Besides, although participants are voluntarily involved in the data collection process, the number may be inadequate to generalize the findings to larger samples. Yet, it should be noted that student-teachers are coming from various geographical regions of the country with different background knowledge and skills. Therefore, cultural diversity is enabled, albeit further research is needed to provide logical responses to these limitations.

To conclude, this scientific project has helped EFL student-teachers to create personal and professional histories for their personal and professional growth. Determining a significant role to develop professional identities, the current project has paved the way towards early-career development before stepping into real teaching settings. Thus, they also make their minds about what kind of a teacher they will become. Providing a thorough analysis of a scientific project to detect EFL student-teachers' professional identity development, this study is unique to speculate about the advanced stages of their career journey as will be manifested by the knowledge and skills gained within the scope of pedagogical strategies and practices.

Acknowledgement

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CHAPTER 6: MODERN TECHNOLOGIES IN TEACHING ENGLISH

Havva Nur BOZDOĞAN iD
Emrah EKMEKÇİ iD

Abstract

In a world that is becoming digitalized day by day, trying to teach a foreign language in a technology-free way does not seem reasonable or sustainable. The fact that technology is now more accessible and affordable compared to the past increases the places it occupies in the field of education. The value of integrating technology into language teaching becomes evident as a result. Based on this, the purpose of this chapter is to closely examine the evolution of technology integration in language teaching through time by referring to the history of Computer-Assisted Language Learning (CALL), modern technologies in language teaching such as Web-Enhanced Language Learning (WELL), Blended Learning, Flipped Learning, and Mobile Learning. The chapter also aims to exemplify and focus on the contributions of contemporary and cutting-edge technologies such as AI, Chatbots, Google Bard and ChatGPT to language education. The last part is attributed to the recent research on modern technologies in the field. In sum, the current chapter offers a broad perspective on technology integration in language learning.

Keywords: technology and language learning, latest technological trends in ELT, ChatGPT and language learning

1. Introduction

Anyone who has experienced the technological advancements of the last decade witnessed a swift evolution in the world (Hockly & Dudeney, 2018). The world is now experiencing an era when people no longer need to worry about or bother to do tasks because machines can complete them with a simple click or even without the click. People have easy access to everything including information and interestingly even Uncle Google has started to become out of date. People have now discovered a way to access information in an integrated manner, in a way that is tailored to them just as they wish, precisely at the time they need and in a blink of an eye.

At least part of what occurs outside of our instructional environments, in the real world, will undoubtedly have an influence on what we do inside of our classrooms (Hockly & Dudeney,

2018). Accordingly, from Computer Assisted Language Learning (CALL) to the latest trends in English Language Teaching (ELT) technology, many different systems have been tried, tested, and hoped to contribute to foreign language education. Emerging technologies in ELT have also influenced the field of study addressing the usability of technology interfaces, which has altered continually with the development of human and computer participation. (Cheng, Puteh & Selamat, 2015). The implementation of educational technologies (EdTechs) has brought different perspectives to language learning and teaching.

Different kinds of software including digital interfaces of textbooks, podcasts, Vlogs are only some of the many technologies that have been used for the instruction and study of foreign languages. Although advances in digital technology and their usage in English language instruction have made some instructors concerned about their future roles, many welcome the integration of these technologies with ELT, and seek out strategies for implementing them in their classroom. The instructors have been using these technologies in various forms, from flipped learning and mobile learning to the blended one.

Introduction of the Artificial Intelligence (AI) to the EdTechs transformed the language learning and teaching systems in a way no one would predict a decade ago. Unlike earlier EdTechs, when collaborated with instructors, AI -based educational platforms have an effect on teaching and learning that raises concerns. In this situation, the instructor may be competing with the machine that has the ability to have online conversations rather than working together with it (Shidiq, 2023). As ChatGPT (a chatbot system based on Artificial Intelligence) came onto the scene, these concerns have reached their peak as some of the abilities that students should possess such as critical, creative, and collaborative thinking capabilities, may be diminished by using the chatbot system (Shidiq, 2023). Although the long-term impact of such cutting-edge technologies on people's cognition and learning processes does not seem very predictable, there is a fact that appears not to change. ChatGPT is now available, has no intention of leaving and is determined to change our traditional perception of education. Based on this, the purpose of this chapter is to take a close look at the technology integration in language learning over time, exemplify some contemporary technologies and focus on the contribution of AI and ChatGPT to language teaching.

2. Theoretical Framework

2.1. Technology Integration in Language Learning

Technology's incorporation into language learning is a dynamic process. Technology has had a tremendous influence on language learners' ability to learn and use new languages during the past few decades. With the arrival of audio tapes and CDs in the 1980s, technology was first employed in language learning. These tools gave students the chance to hear native speakers and work on their pronunciation (Beatty, 2013). Since then, with the emergence of CALL, online language courses, mobile language learning applications, as well as virtual and augmented reality, the use of technology in language learning has significantly increased (Zhou & Wei, 2018). To better comprehend the development of the subject and the effects of technology, it is crucial to look at the beginning of technology integration in language learning.

2.2. History of CALL

The fast advancement of computers and their incorporation into educational settings led to the emergence of the field of CALL around the middle of the 20th century (Levy, 1997). According to Warschauer (1996), CALL refers to a wide range of language learning activities that make use of computer technology, including online language courses, language learning apps, and multimedia language resources. Technology and pedagogical developments, as well as the advent of new ideas and techniques for language acquisition, have all changed during CALL's history (Levy, 1997).

2.3. Behaviorist, Communicative, Integrative Perspectives

While CALL models gained prominence in the teaching of foreign languages throughout time, they improved overall educational environments as well. (Brumfit, Phillips, & Skehan, 1985). According to some scholars, the conception and development of these computer-based learning environments in schools were influenced by psycho-pedagogical trends that peaked in popularity at various points throughout the preceding 40 years. (Lorenzo & Gallon, 2019). Warschauer and Healey (1998), as an example, proposed that a mixture of technological advancement and educational philosophies produced three distinct initial stages for CALL models:

Behaviorist CALL: The earliest type of CALL was developed in the 1960s and 1970s, and it replicated lexical drilling, translation, and repeated question-and-answer models. It provided a digital interaction (student-machine) that was remarkably comparable to the interaction (student-teacher) in a regular classroom (Warschauer, 1996). To illustrate, one of the most well-

known tutorial systems, PLATO, combines educational requirements with technical tools to create a new learning environment at school without the need for instructor interaction (Ahmad, Corbett, Rogers, & Sussex, 1985).

Communicative CALL: People who disagreed with behaviorist schooling began emphasizing language usage rather than language form in the 1970s and 1980s. Advocates of communicative CALL believe that rather than only manipulating prefabricated language, computer-based activities should allow and encourage students to produce their own unique sentences, and that grammar education should be implicit rather than explicit. (Phillips, 1987). At this time, constructivist theories started to appear in CALL courses, along with software for conversational simulations, situational communication, and dialogue construction. (Jones & Fortescue, 1987). During this time, some of the most appreciated CALL software was created, including text reconstruction programs that let students work alone or in groups to rearrange words and texts to discover patterns of language and meaning and simulations that encouraged conversation and discovery among students working in pairs or groups (Warschauer and Healey, 1998).

Integrative CALL: With the development of the World Wide Web in the 1990s, computer-based learning underwent a significant change. It shifted from emphasizing individual learning to embracing a socio-cognitive approach (Warschauer, 1996). This highlighted group collaboration, genuine social context, and significant cultural content and all three task-based, project-based, and content-based approaches aimed to integrate learners into real-world settings as well as the different language learning and usage abilities (Warschauer, 1996). The potential for connectedness in education started to take shape, and the Internet started to gain greater popularity than any other educational program. This led to communal action and role-based inquiry sessions online. The majority of these have evolved into classic representations of early gamification (Gates, 1993).

3. Modern Technologies

3.1. Technology-Enhanced Language Learning (TELL)

3.1.1. From CALL to WELL

A general concept called Technology Enhanced Language Learning (TELL) emerged as a result of the integration of technology into language teaching and learning situations. As technology is everlastingly changing phenomenon, the introduction of CALL was not an end in itself.

Web-enhanced language learning (WELL), the practice of employing web-based tools to support conventional language-learning techniques has brought many conveniences to language learning and teaching (Hermans, Haytko, & Mott-Stenerson, 2009). Online courses, virtual classrooms, language learning applications, and language interactions on social media are among the many facilities WELL has brought to our learning practices. By providing additional resources and opportunities for practicing and developing language skills outside of the classroom, the web-based tools can offer a range of interactive and engaging activities such as online discussions, video chats with native speakers, gamified language exercises, and personalized feedback from language tutors.

3.1.2. Web1/Web 2/Web 3 Tools

Web 1.0, the first version of the internet, was the first global network and is distinguished by static web pages, little user engagement, and one-way communication (Choudhury, 2014). In Web 1.0, a small team of experts produced websites and content for a big audience. It was a more passive and static era of the internet, where information was consumed rather than shared or interacted with in a two-way manner which is why it is also referred as "read-only-web" by Berners-Lee (1998). Examples of web 1 could be personal websites, message boards, AltaVista, DoubleClick and Google. Due to their inability to engage with one other using web 1.0 technologies, English language learners could only employ receptive skills in a non-participatory mode (Niaz, Buriro, & Soomro, 2022). In other words, instead of generating the material, language learners might only get access to it.

The ability to contribute information and engage with other online users has quickly and significantly altered the scope of the web. O'reiley (2005) is credited with creating the term "web 2" which refers to a wide range of concepts, some of which place more focus on user-generated content, data and information sharing, and teamwork and others that utilize various forms of social software, novel approaches to interacting with web-based programs, and using the web as a platform for content creation, repurposing, and content consumption (Franklin & Harmelen, 2007). Platforms that provide two-way communication for language learning such as blogging, podcasting, social networking, tagging, and wikis are examples of web 2 and Flicker, Orkut, Youtube, Blogs, Google AD sense, Wikipedia and Scribd are among various web sites (Naik & Shivalingaiah, 2008) that provide such services. Such social networking websites strive to foster interpersonal relationships, promote peer e-learning environments, and carry out activities that are frequently done together (such as webinars and virtual conferences), and they also enable language learners to build their accounts, connect with their classes and

institutes, join discussion groups, exchange notes and blogs, and upload documents, videos, photos, and other learning resources (Niaz, Buriro, & Soomro, 2022).

The phrase "Web 3.0" was created to characterize the progression of Web interaction and usage, which involves the Web becoming a database, and if web 1 and 2 would be referred as "read-only" and "read and write" webs respectively, Web 3 would be "read-write and execute" web (Naik & Shivalingaiah, 2008). It is a theory that outlines the future iteration of the web, in which the majority of users will be linked together via a decentralized network in a blockchain-based database. According to Naik and Shivalingaiah (2008) Web 3.0 claims to "organize the world's information" in a way that Google's present engine architecture will never be able to. Web 3.0 has various different names including Semantic Web (Berners-Lee, Hendler & Lassila, 2001), The Linked Data, the Web of Data and the Enterprise Information Web and the Giant Global Graph, all of which refer to its characteristic as a "global brain" -an intelligent, self-sufficient machine learning platform. The web sites that are driven by Artificial Intelligence technology and the platforms that provide you personalized web experience and a real world communication such as Metaverse can be the examples of Web 3.0 technology. With Web 3, there are countless possibilities for language learning. Learners of the English language can employ 3D instructional virtual labs, avatars connected to augmented reality, and simulated environments accessed through internet technologies and these virtual environments enable language learners to engage actively, be creative, and practice 3D modeling. (Niaz, Buriro, & Soomro, 2022)

4. Blended and Flipped Learning

4.1. Blended Learning

Researchers have been looking for novel teaching strategies that fit the new student profile since advances in technology have changed both student and teacher profiles (Chuang, Weng, & Chen, 2018). During this time, learning management systems, YouTube, blogs, wikis, and other resources are used to help students grasp the material. Specialized online learning platforms are also provided by educators (Wanner & Palmer, 2015). In an attempt to use contemporary technology in language teaching, blended learning—a pedagogical paradigm that mixes conventional face-to-face instruction with online learning components—has become a potent instrument.

Hubackova, Semradova, & Klimova (2011) define blended learning as a form of combined instruction that combines traditional face-to-face instruction with online learning and adds that

according to current ideas synchronous and asynchronous teaching are the two primary forms of instruction that may be integrated in blended learning. All participants in the synchronous learning process receive the experience being offered at the same time and are able to respond to it in real time. In asynchronous instruction, on the other hand, different learners often get the experience offered at various times. Klímová (2008, p. 70) points to the reason behind the popularity of blended learning and refers to it metaphorically as the combination of "the best of both worlds". Improved pedagogy, flexibility of time and place, engagement, autonomous learning behaviour, increased academic performance and cost effectiveness are among the benefits of using blended learning in foreign language learning instruction (Asaad Hamza Sheerah, 2020; Klímová, 2008; Rybushkina & Krasnova, 2015; Wang, & Zhang, 2022).

4.2. Flipped Learning

Due to technological innovations and their incorporation into educational techniques during the early 2010s, flipped instruction has attracted a lot of attention in various fields of study in educational sectors including ELT (Wang, An, & Wright, 2018). Active, interactive learning strategies are currently seen to be more successful than teacher-centered strategies, and the flipped classroom, which has been enthusiastically welcomed by educators and academics, is one of the several active learning strategies that emerged in the search for a strategy that would suit the changing needs of the modern era (Turan & Akdag-Cimen, 2020).

In its broadest definition, "the flipped classroom" refers to a teaching strategy in which class time is substituted for assignments and outside of the classroom is where learning occurs (Bergmann & Sams, 2012; Turan & Akdag-Cimen, 2020; Wang, An, & Wright, 2018). In a flipped classroom, students are introduced to new information mostly through videos outside of class. Learners engage in practical tasks and exercises under the guidance of the teachers in the classroom (Chen Hsieh, Wu, & Marek, 2017). In Flipped Classroom Model, students can participate in writing exercises with discussion forums, listening exercises with audio files, or group project work (Wu, Hsieh, & Yang, 2017). Due to its emphasis on student-centred learning and autonomy, the flipped classroom approach is seen to be advantageous in the teaching of foreign languages.

5. Mobile Learning

People have access to portable gadgets thanks to technological advancements, and the Covid 19 epidemic era increased people's usage of smartphones and other mobile devices (Althunibat, Almaiah & Altarawneh, 2021). The incorporation of mobile technology into educational

institutions has emerged as one of the most important instruments for the learning and teaching process (Almaiah, 2018) and led to the emergence of the term "mobile learning". Mobile learning, commonly referred to as M-learning, is a kind of education that makes use of portable electronic devices, such as smartphones and tablets, to access educational materials (Elaish et. al., 2017), which enables learners to access educational materials whenever, whenever, and however they choose (Almaiah, 2018; Kumar, B. A., & Chand, 2019). Individualized instruction, freedom from location and time constraints, the collaboration between students and teachers in formal and informal settings, and the accessibility and interactivity of mobile devices are among the benefits of mobile learning (Kacetl & Klímová, 2019).

6. Augmented and Virtual Reality

By giving students immersive and engaging experiences, virtual and augmented reality has had a profound influence on learning foreign languages (Berns et. al., 2018). The degree of immersion and how students engage with the virtual world are the primary differences between augmented reality (AR) and virtual reality (VR) in language learning. However, compared to Augmented Reality, Virtual Reality is a much older phenomenon that can be traced back to 1960s (Cipresso et. al., 2018).

Lloyd, Rogerson and Stead (2017, p. 222) define VR as "an immersive computer-enabled technology that replicates an environment and enables a simulation of the user to be present and interact in that environment." Learners may fully immerse themselves in virtual worlds that replicate real-life circumstances thanks to virtual technology. By letting students to engage with virtual characters and things, this immersion aids in the creation of a genuine language learning experience. The creators of virtual reality projects included a variety of auxiliary equipment, including body suits, data gloves, and head-mounted display gear, to create an entirely immersive learning environment (Merchant et. al., 2014). With virtual reality tools students have a chance to improve their speaking skills in a safe and encouraging setting. They can participate in activities like courses, meetings, conferences, and even games in a virtual setting (Alwafi et. al., 2022). For instance, they may interact with fictional persons or take part in fictitious experiences like making an order at a restaurant or requesting directions in a foreign location.

The technique known as AR enables users to see computer-generated items overlaid with reality and the real-time blending of digital and virtual information (images, audio, and haptic feedback) in a natural environment (Azuma, 1997). Due to the nature of augmented reality,

users may interact with both real and virtual items simultaneously, resulting in a fresh user learning experience (Hockly, 2019). For instance, consider a language student who is learning German food and eating terminology. They may aim their smartphone or tablet's camera at items or menus in a restaurant and view virtual overlays that offer more information or translations in real time by using an AR application. Recent studies on the use of AR across a variety of disciplines including foreign language learning show advantages in areas including motivation, engagement, collaboration, quicker learning, and enhanced material memory (Akçayır & Akçayır, 2017; Bacca et. al, 2014; Parmaxi & Demetriou, 2020; Perry, 2015; Saltan & Arslan, 2017; Solak & Cakir, 2015; Wang, 2017).

7. Cutting -Edge Technologies
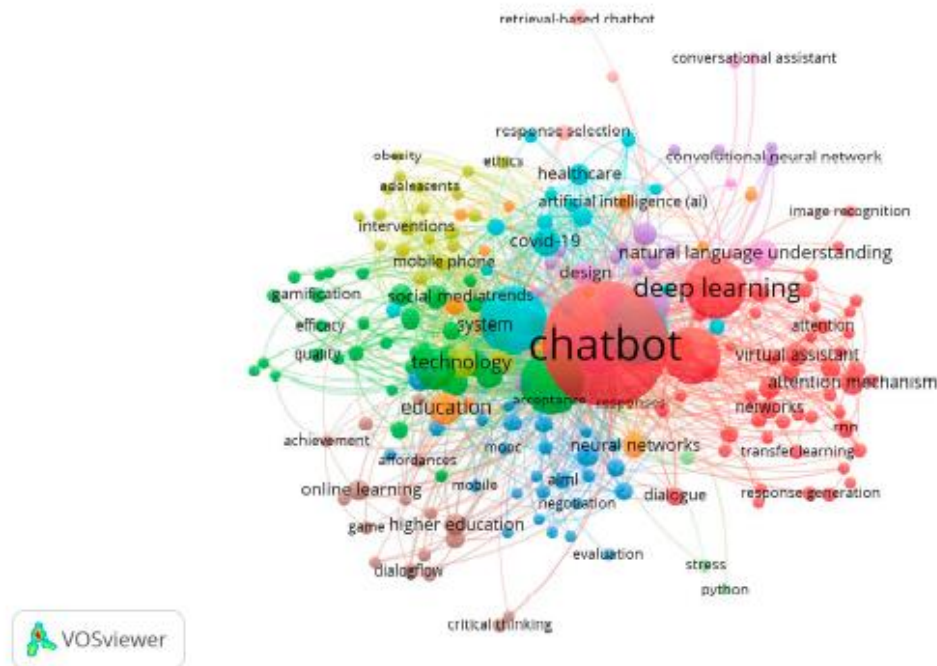
7.1. Artificial Intelligence

The incorporation of information technology and the English curriculum has opened up new possibilities for the improvement of the English teaching procedure as well as a new area for the development of an intelligent and customized English teaching environment. (Bin & Mandal, 2019). In particular, Artificial Intelligence has revolutionized various aspects of our modern world, including education (Fahimirad & Kotamjani, 2018). The term AI first appeared in "Dartmouth Conference" in 1956 (Sharadgah & Sa'di, 2022). From then on, it has been making significant strides in the field of English Language Teaching, transforming how language learning and instruction are approached. With the advent of AI, ELT has been enriched with innovative tools and technologies that have the potential to greatly enhance language learning outcomes, providing customized and flexible learning experiences to students of diverse backgrounds and needs. From *intelligent tutoring systems* and *language assessment tools* to *language translation and speech recognition applications*, AI is reshaping the landscape of ELT, offering new opportunities and challenges for educators, learners, and researchers alike.

7. 2. Chatbots

Although earlier CALL had offered exercises and courses in grammar, vocabulary, writing skill, etc., it had limitations in that students finally needed actual people, like an instructor or a friend, to practice conversation (Jung, 2019). Since chatbots offer interaction and feedback similar to a human language instructor, they fill the gap left by CALL and enable students to study independently without the aid of classes or professors (Jung, 2019).

Figure 1

Keyword clustering for chatbot-aided learning

Source: (Deng & Yu, 2023, p. 6)

Jung (2019) defines a chatbot -also known as a conversational bot, chatterbot, or conversational AI- as a computer program or artificial intelligence that carries on conversations through written or audio means by saying that language chatbots allow students to engage in natural and human-like interactions while learning. Through engaging dialogues, they provide students tailored opportunity to develop their language skills. Additionally, they may provide learners with quick feedback and linguistic guidance, which will enable them to enhance their language skills in real-time (Huang, Hew & Fryer, 2022).

Fryer and Carpenter (2006) outlined the four reasons why chatbots are advantageous: "(1) Chatbots are willing to repeat the same material with students. They do not get bored or lose their patience. (2) Many bots provide both text and audio input although some bots provide only text. This function helps learners to practice both listening and reading skills. (3) Bots are new and interesting to students; thus motivating students to talk. In fact, 74% of students in an experiment group defined the bot as funny or entertaining. (4) Students have an opportunity to use a variety of language structures and vocabulary such as slang words or phrases which they would never use without chatbots." (p. 10)

According to Deng and Yu (2023), in the field of education, chatbots play the roles of learning companions, personal tutors, and teaching assistants. As virtual learning

partners, chatbots may converse and engage with students via voice or text. Chatbots are needed as personal tutors to provide questions and answers, direct students to begin their study, and administer tests (Chen, Vicki Widarso & Sutrisno, 2020). The chatbot mechanism serves as a teaching assistant by imparting expert information, offering formative feedback, and supporting students' online learning (Mageria et al.,2022).

There are various chatbots that help language learners to promote learning the language components and to practice language skills such as Duolingo, Babbel, Memrise, Mondly, Andy, Lanny, Rosettastone…etc.

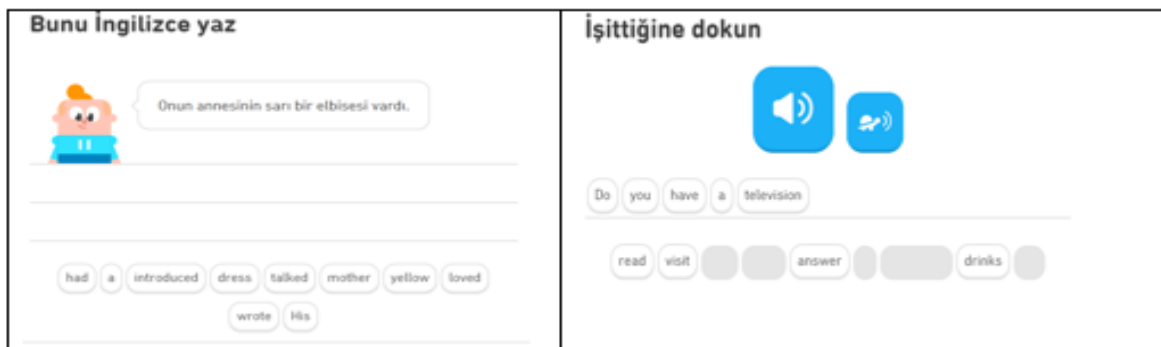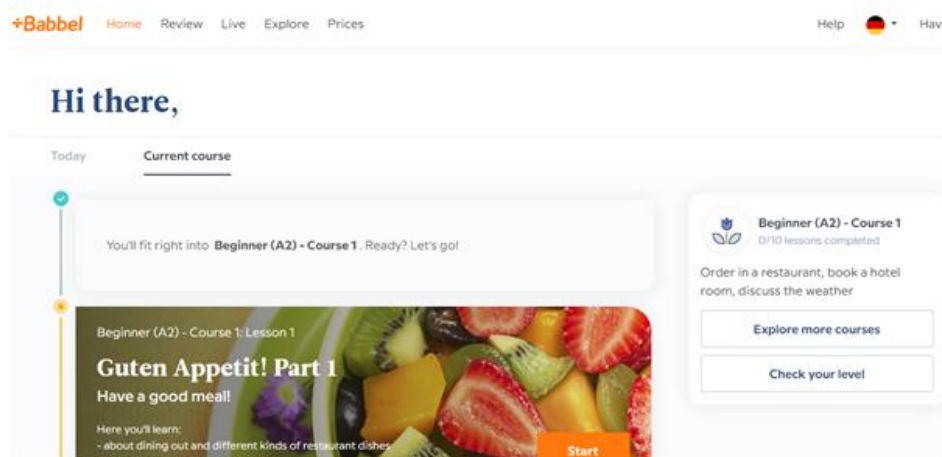**Figure 2**

Printscreen from Dualingo chatbot

Figure 3

Printscreen of Babbel chatbot

Chatbots can serve many other different functions. They can convert a text to image (eg. Dall E, Jasper), a text to video (runway, Fliki), a text to audio (Wellsaid, descript), a text to text (Ideas AI, sudowrite, grammarly), a text to motion (MDM: Human Motion Diffusion Model, TREEInd), a text to code (replitGeneratecode), a text to 3D image (DreamFusion, GET3D), an audio to text (descript, Whisper), an audio to audio (AudioLM) and even a speech from brain activity to text (speech from brain, noninvasive brain recordings). The aforementioned chatbots could be the examples to those functions and could be very practical to use for both learners and the teachers to enhance language teaching and learning activities.

7. 3. Chat-GPT

Modern AI technology is also used by the chatbot, ChatGPT, a sophisticated language model, to support natural language discussions and offer human-like replies. Salvagno, Taccone, and Gerli (2023) state that Chatbot Generative Pre-trained Transformer (ChatGPT), created by OpenAI, is a kind of artificial intelligence (AI) software intended to simulate conversations with human users, and it operates through algorithms programmed to understand inputs in natural language and respond with appropriate answers, either pre-written or newly generated by the AI. Brown et. al. (2020) define ChatGPT as an autoregressive language model utilizing deep learning to create a text and points to its using unsupervised learning, which means it can learn from data without being explicitly programmed, making it highly flexible and adaptable.

ChatGPT has been pre-trained on massive amounts of text data (Kasneci et. al., 2023) from various sources, including books, websites, and social media platforms, giving it a broad understanding of the English language and the ability to generate diverse and nuanced responses. In order to increase its precision and state-of-the-art performance (OpenAI-Team, 2022) in some areas, such as question-answering or language translation, it may also be fine-tuned for specific tasks which proves that it is a viable option for enhancing performance on a variety of language-related activities (Min et al., 2021).

A sequence of instructions known as a prompt (Liu et. al., 2023) is given to a Language Learning Model to program it by personalizing, augmenting, or otherwise improving its capabilities. In essence, ChatGPT is a big language model that needs prompts as instructions to function, and the quality of outcome may be influenced by the prompting style (White et. al., 2023). Informative prompts (Cao et. al.,2023) (when user provides necessary information to ChatGpt), model prompts (Yang, 2023) (when the chatbot is shown models to get similar

answers), chain prompts (Wei et. al., 2022) (when users make use of follow up questions to guide ChatGpt), and role play prompts (White et. al.,2023) (giving a persona/role pattern to the chatbot to play to generate a content) are just some of the prompts that may provide practical solutions to the teachers and students who are searching for content.

7. 3.1. Advantages of Using ChatGPT in English Language Teaching and Learning

ChatGpt provides a number of benefits for foreign language learning and teaching, including the following: Its scalable nature allows for generating responses quickly and handling a large volume of conversations simultaneously (Kalla & Smith, 2023) making it a fast, accomplished tool for language translation for both teachers and students without human intervention.

Learners may have instant access to contextually and authentically relevant language data with ChatGPT, which will help them advance their language skills more quickly. It may assist teachers in the teaching process in that chatbots, as is ChatGPT, are adept at identifying learners' knowledge gaps and providing appropriate replies to foster meaningful human-like conversations (Deng &Yu, 2023). Before introducing new material, for instance, the use of revision exercises created via ChatGpt may let students access their prior knowledge, making it easier for them to combine new and existing knowledge and help language retention as well.

Kalla and Smith (2023) point to its customizability and note that this adaptability makes ChatGPT a highly flexible and versatile tool for a customized learning experience. It ensures that its replies match the particular needs of language learners, thanks to which students can learn at their own pace, according to their needs, and on their terms. Teachers, on the other hand, may evaluate students' writing and replies, offer personalized comments, and make recommendations for resources that are in line with the student's unique learning requirements. Such assistance can free up instructors' time and energy so they can focus on other facets of teaching, such as developing engaging and interactive classes, as well as producing tailored materials and feedback (Kasneci et al., 2023) while it increases the learners' engagement, retention and motivation.

 A significant component of successful language acquisition has been identified as efficient and effective feedback, which ChatGPT also offers (Hong, 2023). This feedback may assist students in tracking their development, setting reasonable objectives, and building their self-efficacy. ChatGPT may give language learners immediate feedback on how they are using the language, assisting them in recognizing and fixing grammatical, vocabulary, and syntax errors.

One of a chatbot's advantages, according to Fryer and Carpenter (2006), is convenience. Students may easily access ChatGPT at home or at school if they have internet connection. This implies that it is prepared to communicate with learners anytime they choose and from any location. Additionally, a subscription to this sophisticated conversational assistant is typically free or inexpensive.

Finally, ChatGPT can support teaching process by producing lesson plans, mark student writing, give advice, and generate assignments, questions, and scenarios, among other things (Rudolph et. al., 2023). Thus teachers can make use of it in a variety of ways while they are designing their lessons by saving time and effort.

Students, on the other hand, can use it as a personal tutor which excels in incorporating the plethora of learning tools and materials for its users (Deng &Yu, 2023). As a language tutor, it may produce conversation topics and writing suggestions for students to write in a creative way (Rudolph et. al, 2023). It can identify grammatical and structural problems in pupils' work, provide writing tips, and make repairs (Hong, 2023). It can also provide examples and a thorough explanation on how to use language. The feedback is instant, which is preferable than instructor input, which naturally takes time (Hong, 2021).

7.3.2. Challenges, Limitations and Ethical Concerns

It is also worth mentioning that the use of chatbot technology, specifically ChatGpt, also brings with it challenges. Hong (2023) views Chatgpt as a necessary disruptor, as opposed to Grant and Metz (as cited in Hong, 2023, p. 39), who refer to it as "the Big Disruptor" to the industry, and he notes that of all the professional fields, education needs a game-changer the most. The concerns this "necessary disruptor" brings into the scene can be categorized as ethical issues, assessment, user attitudes, programming, supervision, and maintenance difficulties. Technology restrictions and training adverse effects are further issues, as well.

Ethical concerns, namely plagiarism, and cheating, are the first issues that raise if it is the case of using ChatGpt in education (Tlili et.al., 2023). When chatbots employ cutting-edge methods like natural language processing (NLP) and machine learning to create content that resembles human writing, it could be challenging to tell whether a paper is authored by a chatbot or a person. Finding the author is a difficult undertaking that needs careful analysis in order to draw a conclusion.

As it has lack of emotional intelligence, in order to establish rapport and trust between the learner and the system, ChatGPT may not be able to recognize and address the emotional

demands and moods of its users and its comments may become insensitive or tone-deaf, which may frustrate or demotivate users (Kalla &Smith, 2023). Additionally, complex and sophisticated linguistic inquiries, such as those incorporating idiomatic idioms, metaphors, or humor, may be difficult for ChatGPT to answer.

The response provided may seem plausible but make no sense practically, or the information may be erroneous (Shahriar, S., & Hayawi, 2023). It may even present false information or fabricate alternate facts (Alkaissi & McFarlane, 2023). Ray (2023) also notes that ChatGPT received criticism despite its remarkable performance for producing language that wasn't always precise, pertinent, or cohesive. As a result, ChatGPT makes it a point to urge users to confirm the data.

7.4. Google Bard

Recently, numerous top software businesses have unveiled their own language models in reaction to the success of ChatGPT and GPT-4, displaying amazing developments in artificial intelligence (Ram & Pratima Verma, 2023). One such instance is the Bard chatbot, created by Mountain View, California-based Alphabet Inc., the parent company of Google. Bard, which debuted on March 21, 2023, has drawn a lot of interest as Google's entry into the chatbot market and sparked fascinating conversations about the direction of search technology. Some testers have already had access to it, and after some time, Google will make it available to everyone.

The capacity of Bard to use and incorporate information from the internet in real-time while creating replies sets it apart from ChatGPT and GPT-4 which lack current "web crawling" capabilities and draw on earlier training data up to September 2021 (Ali et. al., 2023). Bard could theoretically provide users with more current and contextually relevant information if it had real-time online search capabilities. However, it is crucial to utilize cutting-edge technology with caution and to be aware of its challenges and limitations, just as with any new technology.

Overall, it seems that large language models need to be integrated and utilized to their full potential in learning environments and teaching curricula. Such a change requires a defined strategy, a new teaching philosophy within educational institutions, and a straightforward pedagogical approach with a heavy focus on critical thinking and fact-checking techniques, as Kasneci et al. put it (2023). Teachers and educational institutions should use the chance presented by new technologies like ChatGPT and Google Bard to modernize the assessment and teaching strategies that have been in use traditionally for a long time. As technology evolves, it can transform how we engage with it and improve the quality and efficiency of how

we teach and learn. Consequently, we may anticipate even more remarkable outcomes in the years to come.

8. Recent Research on Modern Technologies in Learning and Teaching English

A plethora of recent studies have reported and confirmed the potential benefits of employing cutting-edge technologies EFL/ESL learning and teaching. These studies suggest that the use of technology-assisted approaches can improve language learning outcomes (Chen et. al., 2021; Sharadgah & Sa'di, 2022). Additionally, they can help to create a more immersive, engaging, and enjoyable learning environment (Chong, 2021; Shin, 2021; Sun, 2021). Technology-assisted approaches can also help to reduce instructor workload and provide more personalized instruction (Ayotunde, Jamil & Cavus, 2023; Chen et al., 2021; Huang, Hew & Fryer, 2022; Maghsudi et. al., 2021).

According to Huang et. al. (2023) the top 10 subjects included in the studies that covers artificial intelligence in language education are automated error detection; intelligent tutoring systems (ITS) for reading and writing; automated writing evaluation; computer-mediated communication; learning natural language and vocabulary; ITS for writing in English for specific purposes; intelligent tutoring and assessment systems for pronunciation and spelling; personalized language learning; and web resources and web-based language learning. The findings also showed that AI was commonly applied to help students acquire vocabulary, grammar, reading, listening, writing, and speaking (Ayotunde, Jamil & Cavus, 2023; Divekar et. al., 2022; Dong et. al., 2022; Hsu, Chen & Yu, 2021; Huang et. al., 2023).

The results of Crompton & Burke (2023)'s study indicate that in 2021 and 2022, the number of publications related to artificial intelligence and recent technologies in language learning and teaching increased by over two to three times than that of the preceding years and the majority of those who were studied were undergraduates (72%). Paralleling to their study, many studies allege that higher education is the most sampled level (Chen et. al., 2021; Sharadgah & Sa'di, 2022), and English was the most common target language studied as a second or foreign language (Jeon, Lee & Choi, 2023). Additionally, it would be appropriate to say that many recent studies are carried out from the perspective of both teachers and students rather than just one (Crompton & Burke, 2023; Divekar et. al., 2022; Klimova et. al., 2023; Maghsudi et. al., 2021; Yang & Kyun, 2022).

The use of AI in foreign language teaching and learning has an impact on the motivation of the students (Chen at. al., 2021; Chen et. al., 2022; Divekar et. al., 2022; Hsu, Chen & Yu,

2021; Liu &Ma, 2023; Yang & Kyun, 2022). Ebadi and Amini (2022) note that accuracy and human similarity in chatbots may increase pupils' motivation and self-assurance when learning English. According to Hattie (2012), one of the most crucial variables in raising students' performance and motivation is feedback during the learning process. Jeon, Lee and Choi (2023) discuss the functions of chatbot technology in language learning as a feedback provider. Each learner may receive assistance and feedback from an AI chatbot individually, at their own learning rate, and according to their own cognitive capacity (Mageira et. al., 2022).

Not all the studies have positive outcomes, however. In their systematic review, Klimova et. al. (2023) have found that there was a significant lack of the newest technology, such as chatbots or virtual reality (VR) headsets in foreign language (FL) instruction. The results of their study also show that, while they may have a theoretical understanding of the newest technology tools, like neural machine translation, FL instructors lack the practical knowledge necessary to incorporate them into their teaching methods. Moreover, the attitudes of users also play a role in their preferences (Liu & Ma, 2023). For instance, Polakova and Klimova (2022) state that vocabulary development is seen to be the only goal of the use of mobile applications in foreign language education. On the other hand, while some academics praise latest technologies like ChatGPT for delivering quick and correct answers to a wide range of queries, others voiced concerns that it would impede students' growth in research and critical thinking abilities and possibly promote prejudices or false information (Barret, 2023; Kohnke, Moorhouse & Zou, 2023; Liu & Ma, 2023; Mohamed, 2023; Wu &Yu, 2023).

Conclusion

In conclusion, this chapter tried to examine the development of technology integration in language learning, illustrate several modern technologies, and highlight the use of AI and ChatGPT in language instruction. In order to highlight and gain a deeper understanding of the issue, a descriptive review which provides comprehensive coverage for technological trends in language education over the years was done. As the results of many included studies confirm, our ability to acquire and develop language skills has been revolutionized by the use of modern technologies. Technology has created new opportunities and improved the efficacy and efficiency of language learning, from mobile apps and online language classes to virtual reality, AI- powered language tutors and ChatGPT. Language learning has become more open, engaging, and customized to suit each person's requirements and interests.

Additionally, technology has given students a variety of learning materials and possibilities, enabling them to become fully immersed in language and culture without ever leaving their homes. Although technology has many benefits, it is important to maintain a balance and make sure that interpersonal communication and participation are still central to language learning process. The integration of technologies into language learning has transformed it into a dynamic and engaging process, empowering learners to communicate effectively in a globalized world.

This review research also implies that using new technology as an assistance in FL teaching is possible and even recommended and it ought to be of interest to all stakeholders, including technology developers, policy makers, educators, and end users who should work on the creation, adoption, and usage of such tools in language learning in order to make them more efficient, credible, and well-informed. In order to discover what abilities or linguistic structures could be achieved via their use, instructors need to be taught and pedagogically led on how to strategically utilize technology in their FL lessons to enhance conventional education. As for the students, language learning must transcend the confines of the classroom. In other words, the students should be encouraged to use technology for language learning purposes outside of their FL classrooms. However, in order to clearly show evidence for the value and the outcomes of the integration of cutting-edge technology in foreign language teaching and learning, further experimental research is required.

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CHAPTER 7: INNOVATIVE TEACHING AND LEARNING ENVIRONMENTS IN EFL TEACHER EDUCATION

Ayfer SU BERGİL (iD)

Abstract

In the field of English language teaching (ELT) and teacher education (ELTE), there has been a growing interest in exploring innovative teaching and learning environments (ITLEs) to enhance students' language learning outcomes. Thus, this chapter aims to explore and review the use of ITLEs in English as a foreign language (EFL) teacher education through document analysis. In this regard, the focus of this chapter is on the development and implementation of effective pedagogies that promote ITLEs including reflective and critical thinking, creativity, and learner-centeredness. The study also examines the role of ITLEs in enhancing EFL teacher education. Furthermore, the chapter not only discusses the challenges associated with the integration of innovative pedagogies into EFL teacher education, including the need for faculty development, the availability of resources, and the cultural and institutional barriers that may limit the adoption of new teaching and learning methods, but also highlights the potential benefits of incorporating ITLEs into EFL teacher education, including the promotion of student engagement, active learning, and the development of teachers' skills and competencies in adapting to changing educational landscapes. Finally, this review provides a foundation for further research in the area of ITLEs and contributes to the literature on innovative pedagogical approaches in ELT(E) highlighting the importance of incorporating ITLEs into language teaching and learning practices.

Keywords: Innovative teaching and learning environments, ITLEs in ELT(E), the role of ITLEs, challenges and benefits of ITLEs

1. Introduction

Modern learners' varied desires and ambitions are being catered to by creative strategies that alter traditional ways to teaching and learning in the ever-changing educational scene (Anderson et al., 2022; OECD, 2017). Nowhere is this change more evident than in the field of English Language instruction (ELT), where academic institutions and educators are adopting innovative and technologically enhanced instructional settings to promote more successful, engaging, and learner-centered experiences (Carhill-Poza, 2017; Solikhah, 2023).

The creation of dynamic platforms for language learning and competency growth takes place in innovative teaching and learning settings in ELT, which go beyond the traditional classroom setting (Li & Lan, 2022). These settings empower both teachers and students by utilizing cutting-edge technologies, pedagogical innovations, and an awareness of the cognitive and emotional elements of learning (Hung & Nguyen, 2022; Li & Lan, 2022).

This paradigm change in ELT involves fundamentally altering how language is taught and learnt, not just adopting digital technologies (Barik, 2023; Paschal & Gougou, 2022). The options are endless, ranging from individualized learning paths that adjust to each student's strengths and weaknesses to interactive virtual environments that mimic real-world language circumstances. As we learn more about creative ELT, it becomes obvious that this strategy is essential for preparing students for a worldwide society where strong communication skills are crucial (Kourieos & Evripidou, 2013; Tatipang et al., 2022).

We will explore the fundamental ideas, approaches, and tools guiding this transformation as we examine cutting-edge teaching and learning environments in ELT. We will also look at the advantages and difficulties of these novel techniques, as well as how they affect both the responsibilities of teachers and students. We have the chance to transform language teaching by embracing innovation in ELT and empowering learners to become fluent and proficient in English while fostering their critical thinking, creativity, and flexibility - abilities that are crucial for success in the twenty-first century.

2. Considering the ELT Teaching and Learning Environments in terms of Method and Post-Method Era

Foreign language learning and teacher environments have been shaped as a result of applied and accepted methods. For this reason, when it is considered in terms of foreign language, it would be appropriate to consider learning and teaching environments within the framework of accepted methods in the field of language. When we first consider the concept of method, we see that the best way to teach a foreign language and the efforts to find the best method for it have been problematic for educators for many years.

Richards and Rodgers (2014, p.172) presented a triple step while explaining the concept of method. They stated that the method is related to "theoretical approach" (behavioralist, constructivist, etc.) and "organizational design" (curriculum, equipment, learner roles, etc.). The process at the bottom step is separate from approach and design and are unthinkable techniques. For this reason, they named the methods in this triple step as an "umbrella term"

that includes approach, design and operation (Bell, 2003, p.27). The concept of method is one of the leading names of the post-method period in foreign language teaching. It is defined by Kumaravadivelu (1994, p.29) as "a set of theoretical rules and in-class practices expected to be performed by instructors". Bell (2003) provides a distinct definition of the term "method" as it is used in literature. The first definition says that a method is a collection of class implementations. In other words, it refers to circumstances in which additional tools, programs, and modes of engagement are present. The word emphasizes variety in this way. The second definition is that the technique is the classroom instruction of teachers. It may be characterized as circumstances in which people employ the rules provided to them as a "recipe" in their processes, do not attempt to adapt them to other settings and local environments, and use them as in-class practice without altering the uniform norms that were imposed on them. The second description may lead one to naturally oppose the approach since it offers little value for the teacher to express his or her unique interpretation in the teaching process and to represent the practices that they believe to be beneficial. The approach, according to Brown (2000, p. 170), "is to format the teacher's classroom practices fitting each context."

All of these many method definitions are essentially the result of various attitudes about the method, which have an impact on and form environments for teaching and learning foreign languages. Those who believed that the methods lost their purpose in the 1990s and who argued that teachers could come up with methods suitable for various contexts and their own minds in the post-method period came to the fore in the subtext of these attitudes, against those who adopted the methods suggested by the theorists in foreign language teaching. During this time, it was discussed how educational, social, and ideological factors affected language learning. The responsibilities of teachers and teacher trainers in teaching and learning settings have surely also come under scrutiny as a result of this viewpoint (Kumaravadivelu, 2006).

The method, which is a key idea in teaching foreign languages, has been one of the most talked-about concepts in literature over time and has influenced how teaching and learning environments are created. Prior to the 1990s, the majority of articles concentrated on the linguistic and cognitive facets of language training. However, after these years, "a critical pedagogy" might be said to have developed (Navidnia & Egtesadi, 2009, p. 58). The time before 1990 is referred to as "realization" by Kumaravadivelu (2006, p. 59), whilst the time after 1990 is referred to as "awakening". The foundation for this perspective is the notion that method periods" in fact harm while arguing that they support the language teaching process" (Pennycook, 1989, p. 597). In order to increase the effectiveness of the teaching process, it was

suggested—rather than searching for the best method—to develop a system that can be expanded as needed, where the active participation of the student and the teacher is guaranteed, and dialogue is given priority (Prabhu, 1990). Foreign language teaching approaches have been labeled as anti-teacher in post-method pedagogy because they prevent teachers from acting by providing ready-made prescriptions (Gregg, 1986). Additionally, according to Masouleh (2012), a number of methods, such Communicative Language Teaching and the Auditory Linguistic Method, are included in textbooks and clearly outline the procedures that teachers should take. It has been stated that in some instances, this condition causes the teachers to become mechanical and uniform. According to Allwright (1991, pp. 7-8), current procedures become ineffective for a variety of reasons given below:

➢ The approaches have characteristics in common when used in a classroom setting, although having differing theoretical underpinnings.

➢ It is attempted to simplify difficult concepts that won't aid in the teaching process. (For example, emphasizing the commonalities among the students rather than their disparities.)

➢ Only theoretical difficulties are prioritized above more practical and beneficial features, such as how task planning will be accomplished using the current methods used in the classroom.

➢ Adherence to the strategy entails rivalry over pointless, unneeded matters that won't advance one's career, almost like "brand loyalty".

➢ By conveying the impression that all of the issues that can arise during the teaching of a language have solutions, it provides comfort.

➢ It inhibits teachers by fostering "cheap cohesion" that is externally obtained.

It has been discovered that the teacher has a lot of responsibilities during the post-method period and that, as autonomous individuals, they must develop a method that is appropriate for their own context using their individual knowledge and experience in the subject matter as well as their reflective and critical perspectives. To do this, teachers must be familiar with the characteristics of the class, observe the students, and comprehend their requirements, learning preferences, sociocultural backgrounds, and linguistic proficiency. The teacher must be both determined and assured at the same time. In this manner, as time goes on, the teacher's theory will evolve and be updated in accordance with the demands. In other terms, it may be claimed that "teachers who follow the rigid guidelines of the method have developed into diligent, introspective people who are willing to pursue lifelong learning." Teachers can use

technological advancements in cooperation and communication with their colleagues to share ideas throughout the post-method phase while keeping up with the most recent innovations in the area. Additionally, they can create their own materials or modify existing ones to fit their need. In this regard, it may be claimed that teachers have a lot of freedom during the post-method phase. Unfortunately, having teachers with these qualities is not always sufficient. At this time, teacher educators are under a lot of pressure.

Before the COVID-19 epidemic, physical classroom settings and in-person interactions under the impact of the method and post-method era's effects dominated conventional teaching and learning environments for ELT. The classic ELT setting has the following salient features (Fernando Macías, 2010; Maqbool et al., 2018; Sultana & Zaki, 2015; Ying, 2022):

Physical Classrooms: ELT lessons were often held in physical classrooms, where teachers and learners would meet at a predetermined time and location. A key element of the learning process was the direct connection between teachers and learners.

Direct Interaction: Traditional ELT placed a strong emphasis on teacher-student interaction. In providing material, delineating ideas, and stimulating dialogues, teachers were crucial. To hone and improve their language abilities, students took part in role plays, group projects, and presentations.

Textbooks and Printed Materials: The mainstay of the curriculum was composed of printed textbooks, workbooks, and other tangible educational resources. These materials provide organized courses, explanations of the grammar, reading passages, and practice tasks.

Board-based Teaching: Teachers presented vocabulary, clarified grammatical points, and illustrated topics using whiteboards or chalkboards. Students were better able to comprehend and remember the linguistic curriculum thanks to this visual aid.

In-person Assessment: Written tests, speaking evaluations, and other types of evaluation were frequently administered in person during class hours or in carefully monitored testing venues.

Limited Flexibility: There was little possibility for individualized learning paths as students advanced through classes collectively.

Limited Technological Integration: Although various forms of technology were employed, such as audio cassettes, CDs, and overhead projectors, they were not a major part of

the instructional strategy. There was a limited use of internet materials and digital tools in the classroom.

Homework and Assignments: Assignments for practice and homework were frequently assigned to supplement classroom learning. These assignments were to be finished outside of class.

Physical Presence: In the conventional ELT setting, student attendance was extremely important since the classroom served as the main location for instruction and engagement.

The conventional ELT setting had many advantages, but it also had drawbacks in terms of adaptability, personalized learning, and meeting the various requirements of students. A considerable change in how ELT is provided and experienced has resulted from the COVID-19 pandemic, which has expedited the adoption of technology and remote learning technologies. Due to this change, hybrid and entirely online learning methods have emerged, which present both possibilities and difficulties for ELT educators and learners.

3. Reframing the EFL Teaching and Learning Environments with Pandemic Conditions: A New Paradigm of Post-Method Era

Especially in the 20th century, there has been a radical change in the foreign language teaching process. From the standard, constant set of principles to the post-method era, which is dynamic, varied, flexible, and responsive to sudden conditions, there has been a transition. At this point, Kumaravadivelu (1994) suggested that innovative ideas to restructure second/foreign language teaching and teacher education stressed the importance of its emergence. Accordingly, he claimed that the development of post-method pedagogy was the consequence of attempts to create successful teaching practices and to discover a different approach to educate competent instructors.

He also emphasized that these attempts are guided by the limitations of the idea of method and the ongoing criticism of the teacher education transfer model. This significant shift in foreign language instruction is the result of several factors, including Prabhu's assertion that there is no one best method, Richards' description of "beyond methods" (1990, pp. 35–37), Kumaravadivelu's "transition to post-methodical pedagogy," which completely rejects methods (2001, p. 27), and Brown's assertion that "methods are dead."

While defending his conclusion that "there is no such thing as the best method," Prabhu actually offers arguments in favor of the post-method era (1990, 161–176). In light of that:

- The most effective way to teach a foreign language depends on the environment; every learning situation calls for a different approach. Finding out which of the context's characteristics impact learning and how these variables relate to the approaches that are deemed acceptable is quite tough.
- Each method must be integrated with other methods or components of other methods since every method, if it is somewhat accurate, is also partially correct. Methods that are assembled from pieces that are thought to be accurate are also just roughly accurate.
- It might be incorrect to judge a method as excellent or terrible since it requires a subjective assessment. At this phase, the focus becomes more significant, and the instructor's subjective knowledge of the approach extends beyond the methods he selects.

It can be shown that these defenses ended the search for a new technique, mobilized those who favored the technique, and had the backing of several scientists. One may argue that Kumaravadivelu and its proponents of the post-method emphasize the idea that the technique is "not sensitive to environment and conditions" (2001, p. 537), which shapes post-method pedagogy. In the same vein, it is believed that procedures are unrealistic since they are designed for idealized circumstances. Islam and Shuchi (2017) claim that techniques are biased, stressing that they never alter regardless of the needs of the setting, and recommend that contextual variables in the classroom be clearly recognized rather than simplifying and stereotyping instruction using certain biased ways.

The context in question includes "social structure (language policy, the environment in which the language is spoken, linguistic and cultural attitudes, economic and ideological factors, etc.), educational environment (aims of language teaching, time and resource constraints, managerial efficiency, class size, classroom atmosphere, etc.), instructor-related factors (professional position, educational status, belief, autonomy, skill, etc.), learner-related factors (age, motivation, previous learning experiences, attitude towards learning, etc.), different learning styles, communication strategies, personality factors and psychological processes, different language learning needs and goals, etc." forms such features (Prabhu,1990, pp. 163-164). Many more can be added to these features. At this point, it seems unlikely that an unlimited number of contextual features can be met with a limited single method, which is considered the best.

In light of all of this, the process of moving into the post-method stage, in which situation-specific teaching strategies and classroom activities were developed by drawing conclusions and analyzing the benefits from methods, accelerated rather than looking for a new method. According to Kumaravadivelu, the post-method period has three main features (1994, pp. 29-31):

1. Instead of creating an alternative method, it aims to create an alternative to the method: Starting from the natural contradictions between the method conceptualized by the theorists and the method performed by the instructors, the need to look beyond the concept of method has arisen.

2. Advocates instructor autonomy: It appreciates the potential of instructors to know not only how to teach, but also how to act independently within the academic and administrative constraints imposed by institutions, curriculum and textbooks.

3. It promotes principled utilitarianism: It focuses on how classroom instruction can be shaped and managed by instructors as a result of conscious instruction and critical evaluation.

In the post-method period, the concept of foreign language is not limited to acquisition, content, learning-teaching experiences and evaluation dimensions. On the other hand, it is clear that he creates a framework by taking into consideration the personal, social, historical, political, and psychological events that have an impact on learning a foreign language. In this framework, Kumaravadivelu defines three aspects for post-method education and provides a conceptual rationale for it (2001, pp. 538–544). These are:

Determinism: Post-method pedagogy rejects a particular set of general principles and methods intended to accomplish a predetermined set of general goals and objectives in favor of developing a context-sensitive, site-specific pedagogy based on the accurate interpretation of regional linguistic, sociocultural, and political features.

Applicability: Post-method pedagogy rejects the false distinction between theorists, who are knowledge creators, and educators, who are knowledge consumers. By encouraging instructors to conceptualize their own practices and put what they have theorized into practice, it seeks to do away with the division of labor between theory and practice.

Likelihood: Post-methodical pedagogy rejects the limited view of language education combined with materials having linguistic functions in the classroom; instead, it takes into account the sociopolitical understandings of the students in order to support them in developing

an identity and pursuing social change by interacting with the sociopolitical consciousness they bring to the classroom.

Large-scale strategies were established by Kumaravadivelu (2003) and are based on the three dimensions of the post-method. They offer a basic framework for foreign language teaching and learning and help to form the teaching-learning environments. He pointed out that by employing these strategies, the instructors may come up with their own small-scale, situation-specific strategies. Here is a list of extensive strategies:

Maximizing learning opportunities: The trainer must strike a balance between guiding instruction and serving as a tool for learning while developing and using learning opportunities.

Minimizing perceptual conflicts: Possible inconsistencies between learners' perceptions and understanding of the necessary actions and the instructors' actual goals.

Providing a negotiated interaction environment: By creating a classroom environment where students are encouraged and accountable for initiating the topic and conversation, meaningful learner-learner and learner-teacher interaction is ensured. Providing a negotiated interaction environment: This is not an interaction environment in which learners only react and respond to what is said.

Supporting student autonomy: To prepare students to become learners of learning and liberation and to provide them with the tools they need to guide and manage their own learning.

Developing language awareness: Raising pupils' understanding of the formal and functional aspects of the language and developing in them a broad and critical language awareness.

Enabling heuristic exploration: Using rich textual (contextual) material to assist students in extracting and internalizing grammatical and communicative norms as well as processing grammatical structures.

Contextualizing linguistic input: Shaping linguistic, social, and cultural environments to influence language's formal and communicative aspects.

Integrating language skills: Using rich textual (contextual) material to assist students in extracting and internalizing grammatical and communicative norms as well as processing grammatical structures.

Providing social relevance: Shaping linguistic, social, and cultural environments to influence language's formal and communicative aspects.

Developing cultural awareness: Knowledge, subjectivity, and the development of a learning process that respects learners' identities and sees them as a source of cultural knowledge are all important considerations.

At this point, by large-scale strategies are meant principles that provide a general structure. The operations that each of these principles will produce on a smaller scale by adopting a different structure and form based on the situation, namely classroom activities, are referred to as small-scale strategies. Large-scale strategies create a broad foundation for the post-method as a consequence and refrain from restricting the instruction.

This shift in foreign language instruction is a result of postmodernist philosophy's viewpoints and methods. Postmodernism is described as being subjective, irrational, unscientific, local demand-oriented, constructivist, populist, consisting of a combination of parts, advocating to be better, not the best, non-linear, not generalizable, focused on practices rather than theories, concrete, and having a structure with multiple forms and varieties (Fahim & Pishghadam, 2011). These postmodernist characteristics have had a direct impact on education, particularly foreign language instruction, in addition to having an impact on many other fields. According to Winch and Gingell (1999), postmodernism's influence on education is seen as "increasing the impact of innovative approaches and strengthening the emphasis on learner centeredness, learner autonomy, problem solving within the framework of group and project work, learning by gaining experience and critical thinking, and subject integration in a multicultural context" (pp. 175–178).

Post-method pedagogy points to a period in which educators, who are the subject of the foreign language learning-teaching process, get rid of their traditional roles and become more active, creative and innovative. Undoubtedly, this situation directly affected the teaching-learning environments. Although we have handled foreign language teaching and learning environments in the light of methods, it does not seem possible to exclude technological development from this process. For this reason, it would be beneficial to consider technology in a developmentally traceable dimension in order to better understand the effect of technology on foreign language teaching-learning environments.

4. Tracking the Chronology of Technology Affecting Foreign Language Teaching-Learning Environments

The effects of technology in foreign language teaching have developed through different stages over time. Below is an overview of how technology has progressed chronologically in foreign language teaching Ahmadi, 2018; Altun,2015; Golonka et al., 2014; Kern, 2014; Morozova et al., 2020; Salaberry,2001; Zhang & Zou, 2022):

Radio and Recorder Era (1920s - 1950s): Radio and recorders were one of the first areas where technology was used in language teaching. Radio broadcasts and audio recordings were used to teach students the correct pronunciation of the target language and speech rhythm.

The Television Era (1960s - 1980s): Television provided a more visual and dynamic environment for language teaching, allowing students to use their visual and auditory abilities. Language teaching programs and publications became popular during this period.

Computer-Assisted Language Teaching (1980s - 1990s): With the spread of computer technology in this period, computer-assisted language teaching (CALL - Computer-Assisted Language Learning) emerged. Early language teaching software offered students interactive exercises, grammar activities, and vocabulary learning.

Internet Era (2000s): The spread of the Internet took language teaching to a whole new dimension. Online language teaching platforms, educational materials, language exchange sites and virtual classrooms have begun to offer students greater access and interaction.

Mobile Technology Era (2010s - Present): Smartphones and tablets have triggered one of the biggest transformations in foreign language teaching. Language learning apps have made it possible to learn anywhere, anytime. Mobile technology has given students more flexibility and customization in language learning.

Artificial Intelligence and Adaptive Learning (Today): Artificial intelligence and machine learning technologies are making language teaching more personalized. Learning platforms that adapt the learning journey by analyzing students' performance make language learning more effective.

Virtual and Augmented Reality (Today): Virtual and augmented reality add a more interactive and experiential dimension to language teaching. Students can practice language in virtual worlds in environments that mimic real life and enrich the learning experience.

This chronological development shows how technology affects foreign language teaching and transforms the learning experience. The advantages that technology brings to language teaching reflect its capacity to provide students with a more authentic, effective, diversified learning experience, and innovative teaching-learning environments.

5. Innovative EFL Teaching and Learning Environments After COVID-19

Beginning in 2020, the COVID-19 epidemic has led to substantial issues in education, beginning with the discontinuation of traditional learning and the closing of the majority of schools around the globe, and continuing with the cancellation of exams, academic seminars, and workshops, in addition to disruptions in distance learning. Many concerns concerning the difficulties, possibilities, and solutions to this issue have been prompted by this influence. Additionally, the abrupt shift from traditional to online learning opened up new avenues for discourse among academics, researchers, and decision-makers regarding the direction of education. Online learning environments with ICT and internet connection have replaced traditional learning environments made of brick and mortar (Al-Ansi et al., 2019; Weller, 2007). The teaching and learning environments have completely changed to a social, interactive setting. The ability of educational institutions to adopt ICT and adapt to new consequences following pandemic will determine the direction of education in the future.

ELT has undergone a swift and deep transition as a result of the COVID-19 epidemic, which has given rise to a number of cutting-edge teaching and learning environments, too. These settings make use of technological and educational advances to meet the changing demands for learners in a post-pandemic era. Here are some instances of creative classroom settings for ELT following COVID-19 (Ajmal et al., 2020; Erarslan, 2021; Marchlik et al., 2021; Nguyen, 2021; Tuncer & Karataş, 2022):

Hybrid Learning: A hybrid learning model, which integrates both in-person and online components, has been embraced by several ELT institutions. Due to the fact that students can participate in both synchronous and asynchronous activities, this promotes increased flexibility and accessibility. Interaction and material delivery are facilitated through virtual classrooms, video conferencing capabilities, and learning management systems.

Online Language Platforms: Many online platforms provide specific language programs and materials that accommodate different learning preferences and levels of expertise. To improve language abilities, these platforms frequently offer interactive classes, tests, speaking practice, and rapid feedback.

Massive Open Online Courses (MOOCs): Through their unique platform, MOOCs allow learners and teachers from all over the world to participate in outstanding language training. Because they provide worldwide accessibility, a variety of learning possibilities, flexibility, engagement through multimedia, and interactive elements, MOOCs have considerably improved the field of ELT. MOOCs are set to play an increasingly important role in allowing students to grasp the English language and become successful communicators in our connected society as technology and online education continue to advance.

Virtual Reality (VR) and Augmented Reality (AR): Immersive language learning experiences have been made possible by VR and AR technologies. In order to improve their ability to communicate practically, students can practice language skills in scenarios that mimic real-world situations, such as placing an order at a restaurant or finding their way around a foreign city.

Gamification: To engage and inspire learners, gamified language learning systems and applications use game aspects. The use of points, incentives, leaderboards, and challenges encourages continuous language acquisition and provides a fun way to do so.

Cloud Computing: The transmission of computer resources including storage, processing power, and software through the internet is referred to as cloud computing. ELT may benefit from a variety of cloud computing features that improve accessibility, teamwork, flexibility, and cost-effectiveness. Cloud-based ELT systems have the potential to transform language education by creating dynamic, interactive, and personalized learning experiences by giving instructors and students a flexible and scalable platform.

Digital Learning Management Systems (LMS): These platforms provide a centralized and integrated environment for organizing, distributing, and monitoring educational content and activities. Digital learning management systems (LMS) for ELT provide a wide range of advantages and may significantly improve the teaching and learning process by centralizing content management and encouraging participation, personalization, and effective communication.

Personalized Learning: Artificial intelligence and data analytics are used in adaptive learning technology to personalize learning for each learner. These tools allow each student to learn at their own pace by monitoring progress, identifying strengths and weaknesses, and modifying the curriculum accordingly.

Collaborative Online Projects: Students can collaborate online on language-related assignments even if they are geographically separated thanks to online collaboration technologies. Teamwork and communication skills are promoted through group discussions, multimedia presentations, and collaborative writing.

Mobile Apps: Mobile apps provide options for on-the-go language learning. These applications offer short lessons, vocabulary exercises, pronunciation drills, and more to help learners incorporate language study into their regular activities.

Content Creation: By creating their own content, including blogs, podcasts, films, and social media posts, language learners can interact with language on a creative level. This enhances language proficiency while also boosting confidence in utilizing the language naturally.

Global Connections: Online learning environments link learners up with peers and native speakers from all around the world, promoting cross-cultural communication and language learning. A global network of language learners is created by social media, language forums, and language exchange apps.

Self-Assessment and Reflection: Digital tools can be used by language learners to monitor their development, establish goals, and take stock of their progress. Learners' metacognition and self-directed learning abilities are supported with online journals, self-assessment tests, and progress trackers.

These cutting-edge settings demonstrate how ELT has been updated for the digital era, with a focus on flexible, interactive, and individualized language learning strategies. But it's crucial to understand that technology-enhanced learning works best when it's combined with good pedagogical techniques and a learner-centered approach.

Consequently, although the pandemic is over, it's unclear how to specify its impact on educational institutions around the world. It should not be forgotten that for the first time in history, COVID-19 fully transformed the traditional learning process, altering perceptions and understandings in the process. It will continue to transform educational practices in the years to come. Some crucial parameters still need to be evaluated, like how social and cultural factors influence educational trends in the current crises. Education expectations will need to be regularly altered as the situation worsens and the crisis drags on, and new ideas, policies, and collaborative efforts will need to be put in place for educational settings including EFL teaching

and learning environments with the consideration of tech-intensive innovations (Al-Ansi & Al-Ansi, 2021).

For this reason, developing student-centered, technology-supported, adaptable, and interactive learning environments is a fundamental prerequisite for students to have a better learning experience, especially in the post-COVID-19 period. Some important factors to consider when designing innovative foreign language teaching-learning environments can be listed as follows (Alejandro & David, 2018; Benavides et al., 2008; Collina et al., 2019; French et al., 2020; Kupchyk & Litvinchuk, 2021):

Student-Centered Approach: A learning experience should be built with the needs, interests, and learning preferences of the students in mind. It's crucial to adopt a strategy that allows pupils more freedom and options.

Technology Integration: When creating instructional materials, activities, and evaluations, technology should be used effectively. Utilizing various learning programs, interactive simulations, and digital resources should enhance the learning experience.

Online involvement: It is important to use online tools that promote student involvement and teacher-student communication. It is important to develop interactive learning elements including online exercises, forums, and group projects.

Multi-Sensory Experiences: It is important to employ multi-sensory activities and materials that enhance tactile, aural, and visual learning. Different material, such as movies, photos, and sound recordings, should be used to enhance the learning process.

Original Content: Instructional materials must provide illustrations of the language and culture that students can come across in everyday situations. Students benefit from more relevant learning experiences when the content reflects real-life events.

Self-Assessment and Goal-Setting: Students should be given the chance to keep track of and assess their own development. They should be helped to create and accomplish their own objectives.

Problem-solving and Creativity: Students should have the chance to put their language abilities to use by coming up with original ideas and solutions to challenges from the real world. This guarantees that learning has a real-world function.

Adaptive Learning: It is important to incorporate adaptive learning systems that use artificial intelligence and data analysis to assess student progress and personalize learning resources and activities.

Social Context: Online forums or communities where students may communicate with one another, and their professors should be established. In addition to improving student motivation, this can foster a positive learning atmosphere.

Continuous Improvement: It is important to continuously assess and create innovative teaching and learning settings. Using student input and data analysis, systems' efficacy should be continually assessed and enhanced.

6. After the Emerging Teaching and Learning Environments: Metaverse as Innovation

Metaverse is a concept of interactive and 3D virtual spaces where the physical and digital worlds merge (Kim, 2021). The term refers to a broad digital ecosystem where users interact by switching between virtual reality, augmented reality, and virtual worlds. Metaverse offers a platform where users create their virtual identities, interact, create creative content and interact with other users. In teaching-learning environments, Metaverse has had a great impact and has begun to gain more importance in the future. Here are some of the effects of Metaverse on teaching-learning environments Alam & Mohanty, 2022; Beck et al., 2023; Sá & Serpa, 2023): immersive experiences, improvements in distance education, student participation and motivation, encouraging creativity, world-class connections, interactive educational tools, customized learning paths, cultural and language learning.

In detail, metaverse offers students interactive and immersive experiences that go beyond the real world. Virtual classrooms, 3D learning materials and interactive learning environments provide students with a more in-depth and participatory learning experience. It improves student-teacher and student-student communication by increasing the interaction in distance education. 3D avatars and virtual interactions make online education more interactive. Metaverse encourages students to be more involved in the learning process. Fun and interesting learning materials, visual and auditory richness can increase student motivation. It offers students the opportunity to create content in virtual worlds. Students can create virtual projects, organize virtual exhibitions and express their creativity. It enables students to communicate and collaborate with their peers from different regions. It offers great opportunities for language learning, cultural understanding and global connections. It also offers teachers and educational designers the opportunity to create interactive educational tools. Virtual labs, simulations and

learning games enrich the learning experience. Supported by artificial intelligence and data analysis, it can offer students customized learning paths. It can personalize learning materials and activities by tracking student performance. It offers the opportunity to experience different cultures and languages. Students can participate in different cultural activities and practice language in virtual worlds.

Metaverse has drawn criticism for its broad range of applications, lack of specificity, and lack of a technology focus (Buhalis & Karatay, 2022). Despite this drawback, its effects on schooling are frequently studied. In terms of rethinking technology and altering how people interact in real life and virtual formats, metaverse is considered as a candidate to take its position in teaching and learning environments as part of the next development of the web (Buhalis et al., 2022). Through the use of technology, humans can create new situations in the metaverse. This enables interaction between individuals or their avatars. Because it allows for immersive experiences through digital engagement, metaverse is unique from other forms of digital technology (Gursoy Malodia & Dhir, 2022). The metaverse means more complicated and advanced online learning techniques for educators (Chen, 2022). This indicates that interactions and interactions in classrooms can be represented using avatars rather than actual individuals (Wankel, 2009). Since the metaverse is new, further details concerning its use and applicability are required by educational academics (Ng, 2022). The reason for this, it should be mentioned, is the alteration in the relationship between students and teachers in the classroom (Inceoglu & Ciloglugil, 2022; Lin et al., 2022).

Meanwhile, metaverse can provide learners with a richer and more meaningful learning experience by bringing more interaction, customization and creativity to teaching learning environments. Therefore, greater adoption of metaverse in teaching and learning is expected in the future of ELT(E).

7. Role Shift in Stakeholders of Innovative Teaching and Learning Environments

Significant changes have taken place in the stakeholder roles for cutting-edge foreign language teaching-learning environments in the post-COVID-19 era. These adjustments are related to the increased and successful integration of technology, the use of remote learning strategies, and the more personalized learning environment. The following addresses the adjustments to the stakeholder positions during this time (Eraslan, 2021; Fűzi et al., 2022; Kadir & Yunos, 2021; Kang, 2021; Marshall & Marshall; 2018; Nartiningrum & Nugroho, 2020; Pinheiro, 2015).

Teachers have responded to online and hybrid learning approaches by moving beyond traditional classroom settings. They have learned new skills including designing course materials, integrating digital tools, and managing online interactions as a result of using technology more successfully. By monitoring student development and performance through online platforms, they can provide more individualized instruction.

Students now have more power to direct and personalize their educational experiences. Using additional online tools and learning platforms, they could study at their own speed. They improved their self-control and self-management abilities in distant learning settings.

Educational institutions have shifted to different online education platforms and increased their investment in online learning techniques. They have worked harder to improve the IT infrastructure and train instructors in digital skills.

By creating cutting-edge educational tools, platforms, and applications, educational technology businesses have discovered additional ways to address the demands of instructors and students. By offering interactive tools, digital learning materials, and learning solutions assisted by artificial intelligence, they have contributed significantly to the area of education.

Parents and guardians have had to be more involved in their children's education because learning now takes place more at home. They support and guide their children's learning processes by using digital education tools and resources.

Governments and decision-makers in the education sector are working harder to advance technology-assisted learning methods and upgrade the online education infrastructure. To adapt for online learning and remote education methods, they updated its educational rules and regulations.

As a result of these modifications, stakeholders' responsibilities in cutting-edge settings for foreign language teaching and learning are now more dynamic and adaptable, and the learning process is now more varied and personalized.

Conclusion and Pedagogical Implications

Conclusion

With the quick advancement of technology, innovative learning and teaching environments for foreign languages constitute a significant change in the educational landscape. These settings have the potential to outperform conventional teaching strategies and provide teachers and learners with a more efficient, adaptable, and customized learning experience. It gives them

new opportunities when combined with technology, diverse information, interactive tools, and virtual interactions.

Innovative educational environments support techniques that are focused on the learners. Students can select course material that appeals to them, go at their own speed, and establish their own objectives. Technology-enabled interactive simulations, games, virtual reality, and augmented reality experiences can boost student motivation while improving the quality and enjoyment of their education.

These settings provide fresh chances for teachers as well as learners. Teachers may offer more individualized comments, keep a closer eye on learners' progress, and change up the course materials. With the use of technology, instructors may produce course material more successfully and give learners' possibilities for more in-depth study.

However, effective pedagogical practices, technological integration, and attention to learners' requirements are all necessary for the success of cutting-edge teaching-learning settings. Learners' learning experiences should be supported and enriched by technology tools, but the learning process should not be stifled.

As a result, innovative foreign language teaching and learning environments are a reflection of the transformation and development in the field of education. These environments, combined with the opportunities provided by technology, aim to train learners as more effective and confident language learners and teachers as life-long learners striving for continuing professional development. But achieving this goal requires careful planning, effective training design, continuous effort, desire, reflection, and evaluation.

Pedagogical Implications

Innovative teaching and learning environments have emerged as a transformational force in the field of English as a Foreign Language (EFL) instruction in the dynamic educational landscape where technology continues to disrupt established paradigms. These settings use technology breakthroughs to change language learning and teaching, giving a wide range of pedagogical implications that promise to improve learners' engagement, personalization, and overall effectiveness in language learning.

A change toward a student-centered perspective is at the heart of these cutting-edge facilities. This pedagogical consequence places a focus on individualizing training to meet the requirements, learning preferences, and learning styles of each learner. Traditional EFL classes frequently force students to follow a set curriculum and pace, but in cutting-edge settings,

adaptive learning technology enables material and pacing to be customized, allowing learners to advance at their own speeds. Educators may promote a more inclusive and empowered learning environment by allowing for different learning profiles.

The improvement of learner engagement and motivation is another significant impact of innovative EFL contexts. These spaces attract learners' attention and promote active involvement by including digital resources, gamification components, and interactive simulations. Learners are exposed to genuine language usage through the use of multimedia assets including movies, podcasts, and virtual reality experiences, which also cater to different learning styles. This focus on engagement helps maintain motivation, which eventually improves language learning results.

Higher-order thinking abilities are emphasized in innovative EFL classrooms as well. Students are encouraged to think critically and creatively in the target language through project-based learning, problem-solving exercises, and examination of digital material. Beyond the confines of the traditional classroom, online discussion boards, team projects, and virtual language exchanges promote intercultural competency and offer chances for genuine connection with speakers of the target language.

Technology integration provides quick and helpful feedback mechanisms, which is a huge pedagogical benefit for EFL training. Using real-time evaluation technologies, teachers can keep track of their students' development, spot where they are having trouble in their learning, and quickly intervene. Online platforms also provide peer-to-peer feedback and self-assessment, developing metacognitive abilities and promoting learner autonomy.

Innovative EFL contexts have educational consequences, but they are not without difficulties. Critical factors to take into account include ensuring equal access to technology, resolving potential privacy issues, and maintaining a balance between digital and interpersonal connections. Teachers must walk a tightrope between embracing technology and preserving the personal touch that characterizes excellent instruction.

In conclusion, there are numerous and extensive pedagogical ramifications of innovative teaching and learning environments in EFL. These spaces have the power to transform language instruction by embracing student-centered techniques, boosting engagement and motivation, encouraging critical thinking, and providing quick feedback. In order to leverage the advantages of innovation while upholding the fundamental principles of good teaching and learning,

educators must be careful in finding a harmonic balance as they continue to investigate the relationship between technology and pedagogy.

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Abstract

Due to the complex and ever-changing global relationships, learning languages and developing intercultural abilities are of utmost importance in today's globalized world. However, not every language student in the world has the opportunity to engage in face-to-face intercultural interactions with people from various backgrounds. By creating virtual settings where language learners can communicate with people from different cultural backgrounds, telecollaboration offers an advantageous opportunity. Telecollaboration, connecting learners from various linguistic and cultural backgrounds via digital communication tools, offers a strong platform for boosting language competency and intercultural competence. This chapter offers a thorough analysis of the most important new developments and movements in the field of telecollaborative practice. A detailed analysis of recent literature on the topic is done in order to achieve this goal. This review also covers the development of telecollaboration as a key tool for promoting online intercultural interaction among students, the rise of digitalization and its effects on telecollaboration, and finally, the benefits and challenges of telecollaborative studies.

Keywords: Telecollaboration, digital communication, intercultural communicative competence

1. Introduction

Communicative competence is a fundamental ability that is essential for managing the complexity of cross-cultural engagement in our increasingly globalized environment. The term 'Communicative Competence' was first coined by Dell Hymes (1972) who expanded the notion of Chomskyan 'competence', mainly referred to linguistic competence. Hymes' communicative competence includes actual language users, and it is socially-based. It is more than linguistic usage, and it involves the real use and communicative functions of language. Later, especially with the effect of communicative approaches, the term was developed by many scholars (Bachman, 1990; Canale & Swain, 1980; Celce-Murcia, Dörnyei & Terrell, 1995). As a result, the aim of English language courses has extended beyond the mere acquisition of grammatical

knowledge, and encompasses the improvement of sociolinguistic competence through exposure to a wide array of perspectives (Alptekin, 2002).

In the era of globalization, there is a growing necessity for communication across cultures. This has given English a new status: a global language, a lingua franca. In other words, keeping up native-like standards in language education has become unrealistic. Today, the non-native users of English have outnumbered the native users of it. This necessitates a new intercultural paradigm in language education. Kachru (1992), in his sociolinguistic framework, classified the spread of English into three primary groups: the inner circle, outer circle, and expanding circle. The nations in the inner circle are those where English is the primary language, including the United States, United Kingdom, Australia, Canada, and New Zealand. The outer circle is made up of nations like Nigeria, Pakistan, the Philippines, and others, where English is a second language. The expanding circle includes nations like China, Russia, Japan, Israel, and others, where English is widely spoken and recognized as a foreign language. As a result, the question of whose culture to teach was raised by the spread and use of English for communication in international contexts. People need to communicate and interact with people from diverse linguistic and cultural backgrounds mainly by using English as a contact language. Our world has become more globalized due to changes in lifestyle and recent technological advancements. People can now travel more easily than in the past. Additionally, using the Internet to connect with people from other cultural backgrounds is possible. The impact of emerging technologies on cross-cultural contacts is undeniable, reshaping the landscape of global communication. In light of this, it would not be incorrect to suggest that cross-cultural contacts are now more likely to occur.

2. Intercultural Communicative Competence

Intercultural communicative competence (ICC), which aims to enable language learners to engage and negotiate with people from diverse cultural backgrounds successfully, has grown significantly in importance within the global landscape of language education. In 2002, Alptekin presented a perspective challenging the communicative approach, asserting it as idealistic and unattainable. He argued that the limitation lies in its tendency to depict English within a native speaker-centered cultural and linguistic framework (Alptekin, 2002, p.1). Consequently, Alptekin advocated adopting of a novel communicative competence that would recognize English as a global language. As Schenker (2012) puts forward, linguistic proficiency in isolation does not ensure successful cross-cultural interactions. Byram (1997, p.22) claimed that "the acquisition of a language includes the acquisition of cultural concepts, practices, and

beliefs". He defines the term ICC as a skill of interacting and communicating throughout cultural boundaries. In his ICC model, Byram identified four different components or 'savoirs': knowledge (savoir etre), attitudes (savoir etre), skills of interpreting and relating (savoir comprendre), and skills of discovery (savoir apprendre/faire). The following table depicts the interrelated components of ICC:

Table 1

Components of ICC

	Skills Interpret and relate (savoir comprendre)	
Knowledge of self and others; of interaction: individual and societal (savoir etre)	Education Political education Critical cultural awareness (savoir's engager)	Attitudes Relativising self Valuing other (savoir etre)
	Skills Discover and/or interact (savoir apprendre/faire)	

Byram, M. (1997, p.34)

Byram's ICC model is concerned with defining an 'intercultural speaker' who possesses some or all of the five skills/savoirs. Many academicians, including Byram himself, have improved the original model since 1997. Fantini (2000, p.27) defined ICC in terms of three distinct domains: "(1) the ability to establish and maintain relationships, (2) the ability to interact efficiently and properly with the least distortion or loss, (3) the ability to attain compliance and collaboration with others". According to him, learning a second language and becoming proficient in it improves ICC. Intercultural competency is impossible without learning how to see, conceive, and communicate oneself differently. The insights gained from communication with other individuals from other cultures in alternative ways, and the various conceptualizations embedded in other language systems will not be available to a monolingual

who has never had to contend with a foreign communication system, even though they may have numerous intercultural talents.

The capacity to engage in online interactions and communication across diverse cultural, geographical, and regional boundaries has assumed growing significance within the contemporary globalized world. Thus, there is a growing tendency in the integration of ICC within English language education. This emphasis is geared towards equipping learners with the understanding of intercultural communication and the skill to proficiently employ it, thus facilitating the bridging of cultural divides and fostering more harmonious and productive relationships. Therefore, language education systems need to expand the term 'communicative competence' and work to equip students with the fundamental skills necessary for effective participation within global communication networks and the field of intercultural communicative language practices and they need to equip them with the necessary communication skills for effective participation within contemporary global developments.

3. Foreign Language Teaching and ICC

Foreign language teaching (FLT) need not exclusively shoulder the responsibility for incorporating ICC in education. Other academic disciplines can also serve as contexts to expose students to alternative cultural perspectives. However, by giving students the chance to interact with other cultures via a foreign language, FLT assumes a crucial role in highlighting ICC. Furthermore, a primary objective of FLT is to encourage learners to communicate within that language with individuals identified as 'native speakers'.

Although FLT is fundamentally concerned with the communication aspect, it requires a broader interpretation that goes beyond the simple transmission of messages and the exchange of information. Even the act of transferring information depends on the ability to put oneself in the interlocuter's shoes. This requires an understanding of how one's statements, whether spoken or written, will be understood within a different cultural context. The development and maintenance of interpersonal relationships, and avoiding cross-cultural misunderstandings is what makes communication effective in diverse cultural contexts. According to Fox (1997, p.94), unresolved cultural misunderstandings lead to systematic communication distortions when they are not addressed.

3.1 Cross-cultural Misunderstandings

Mauranen (2006, p.128) defines misunderstandings as "a potential breakdown point in the conversation, or at least a kind of communicative turbulence". According to the Gricean

Cooperative Principle, mutual trust between people is the cornerstone of efficient communication. In order to maintain the conversation's flow effectively, people need to ignore certain imperfections and inconsistencies in their interlocutors' expressions. Understanding an expression's meaning is not just understanding its literal meaning, but it refers to being able to understand what it means within the sociocultural context. Effective communication requires mutual intelligibility. Olsina (2002, p.40) expresses that non-understandings in communication can be overtly identified. However, an utterance may be understood differently, yet the interlocutors may be unaware of it. Therefore, they have the potential to harm the overall meaning of the messages and even may have a face-threatening potential on the interlocutors.

Numerous researches have been conducted on miscommunication arising from cross-cultural differences (Horgues & Scheuer, 2017; Kaur, 2011; Korkut et al., 2018; Mauranen, 2006). One of the best ways to overcome such difficulties is to help students communicate with their peers from other cultural and linguistic backgrounds for real purposes in a regular way. To this end, there has been a growing interest in 'telecollaborative' studies in all over the world.

4. Telecollaboration

The term telecollaboration was coined by Mark Warshauer (1996) in his book '*Telecollaboration and the Foreign Language Learner'*. Telecollaboration, often referred to as *'Online Intercultural Exchange'* or '*virtual exchange*', represents a scalable and dependable approach to afford students' direct exposure to virtual collaborative learning. According to Belz (2003) telecollaboration is the practice of language learners from all around the world using online communication platforms (emails, chats, forums) in formal educational settings. The principal aims are to facilitate the development of (a) foreign language proficiency (FL) and (b) intercultural competence. On the other hand, O'Dowd (2018, p.5) defines virtual exchange and telecollaboration as " the engagement of groups of learners in extended periods of online intercultural interaction and collaboration with partners from other cultural contexts or geographical locations as an integrated part of their educational programmes and under the guidance of educators and/or expert facilitators". Under the direction of instructors and/or knowledgeable facilitators, this integration takes place as a basic component of their educational program.

According to Dooly (2017), the history of collaboration between geographically distanced classes dates back to the late 1800s and early 1900s. Nevertheless, as communication tools have become faster and more accessible, these collaborative exchanges have taken on a new

dimension. Undoubtedly, it took several decades for the use of computers to connect language learners worldwide, especially after personal computers (PCs) were more widely accessible in homes and educational settings. As accessibility expanded, telecollaboration practices began to emerge globally. The significance of the world's expanding interconnectedness should not be underestimated, as interactions between individuals and organizations on a local and global scale will determine the course of civilization going forward.

The globalization of education and the increasing emphasis on cross-cultural experiences have highlighted the importance of regular student meetings for enhancing intercultural competence. However, most students have limited options for traveling overseas because of geographical restrictions, budgetary restraints, and other practical concerns. Telecollaborative projects and studies, in which students from various cultural and linguistic backgrounds communicate and work together online, play a critical role in enabling students to connect online routinely, and have effective cross-cultural interactions. There are many technological platforms and tools that enable these contacts.

Advanced virtual conference technologies, including Zoom, Microsoft Teams, and Google Meet, give students a chance to communicate in real-time while overcoming distance barriers. These platforms offer screen sharing, chat, video and audio conferencing, and other capabilities that improve the effectiveness of online meetings. There is collaboration software by which students can work together in real-time and on documents, which promotes group projects and cooperative learning. Social media and networking websites give students a chance to interact with people worldwide, exchange stories, and plan virtual meetings. There are online programs specifically designed for language learning. They include interactive language exchange elements and enable students to practice and advance their language abilities with peers or native speakers from other countries. In telecollaborative exchanges, *videoconferencing* is on the rise, representing a recent trend in online intercultural interaction. Through videoconferencing, learners can interact with their partners in real-time, see and communicate with each other, and engage in more authentic interactions. As a result of all these rapid technological developments, wider audiences can now interact across cultures. The digitalization and wide spread of the Internet enable connectivity and foster global cooperation.

The literature represents two early basic models of telecollaboration: *e-tandem* and *e-twinning*. E-tandem was designed to make students more independent learners. In the e-tandem model, two people who speak different native languages collaborate with the goal of learning

each other's language (O'Rourke, 2007). They usually write messages where half of the content is in the language they are trying to learn (the target language), and the other half is in their native language. This way, both partners get a chance to practice the language they want to learn while also giving their partner authentic language input.

As for the second one, the European Union founded the e-twinning network in 2005. It serves as a forum for educators to interact, create group projects, and exchange ideas. Unlike e-tandem, e-twinning makes use of a common language. They can be either synchronous (real-time) or asynchronous.

More recently, *intercultural telecollaboration* gained popularity. It stressed the significance of cultural and social components in foreign language instruction. O'Dowd and Dooly (2020, p.361) state that it differs significantly from e-tandem because it gives classroom online interaction a higher priority and puts the emphasis on intercultural communicative competence. It should also be noted that the main difference between e-tandem and telecollaboration lies in the fact that the former one does not involve a teacher's guidance, whereas telecollaborative studies are conducted under the guidance of an expert, usually a teacher. The cultural aspects in telecollaborative virtual interactions are also highlighted by Kern (2013, p.206). It provides a means of bridging learners' geographical distances and promoting meaningful cross-cultural exchanges. Telecollaboration and cultural elements have a symbiotic relationship in which both enrich and influence one another. The educational landscape grows to incorporate the complex aspects of cultural diversity as educators and facilitators assist students through this process, improving the quality of education as a whole.

a. Telecollaboration and ICC

Belz (2003) explains that through telecollaborative communication, individuals at both ends of the network gain cost-effective and direct access to knowledgeable representatives of the "languaculture" being examined. This facilitates the development of an awareness and comprehension of foreign attitudes, beliefs, values, and linguistic practices. It gives students the chance to practice their language skills with native or proficient speakers outside of the confines of the regular classroom. This genuine dialogue gives learners invaluable exposure to the language used in everyday situations, allowing them to improve their language proficiency and practical abilities.

Besides, telecollaboration promotes cultural interactions beyond the scope of textbook knowledge, enabling students to negotiate the complexities of cross-cultural dialogue in a safe and regulated setting. Telecollaboration makes a substantial contribution to intercultural awareness. Learners get a first-hand understanding of the traditions, beliefs, and viewpoints of others through interactions with partners from other languages and cultural backgrounds. These opportunities stimulate the development of international awareness, which is essential in today's worldwide society. Toscu (2018) investigated the effect of telecollaboration on learners' intercultural communicative competence and ideal L2 self. Telecollaboration also promotes the growth of 21st-century skills like digital literacy, communication, and cooperation, which are crucial in a globalized world (Helm, 2014). Collaborative projects help learners develop their language abilities while encouraging problem-solving and critical thinking.

Additionally, telecollaboration can eliminate socioeconomic and geographic barriers, opening up international encounters and language acquisition to a broader audience. It removes obstacles so students from all backgrounds can interact and share knowledge, fostering inclusivity and diversity. Telecollaboration places intercultural discourse at the center of the learning paradigm, in contrast to many online pedagogical modalities that largely transfer the flow of knowledge through mechanisms like video lectures and shared files. Telecollaboration is an educational strategy that is based on collaborative, student-centered instructional frameworks that emphasize dynamic interaction and negotiated dialogue among participants to create knowledge and understanding.

b. The Effect of Telecollaboration on Global Citizenship Education

The emergence of the terms like intercultural communicative competence, intercultural awareness and sensitivity and the increase in the number of virtual intercultural interactions and have led many researchers focus on intercultural or global citizenship education (O'Dowd, 2019). According to De Wit (2016), the global citizenship is the education and training people receive to become competent global citizens who can function effectively in the interconnected world. Another definition for global citizenship is the Framework put forth by Byram (2008). Byram expanded the model for global citizenship upon his ICC framework. It focuses particularly on the setting of global citizenship education. The model addresses the idea of global citizenship education within the context of diverse communities, where individuals

actively engage in societies to bring about positive effect. According to the model, learners progress from developing intercultural competence to becoming global citizens.

According to O'Dowd (2019), such models can be useful for telecollaborative projects. When these projects are implemented according to global citizenship education models, participants are expected to interact with people from different cultural backgrounds and are also expected to work together in transnational groups to address problems that affect all of the participating societies. Key features of transnational telecollaborative projects are outlined by O'Dowd (2019). These include offering plenty of chances for cross-cultural interaction, establishing safe environments for close relationships, talking about issues relevant to the societies involved, finding rational solutions through collaboration, encouraging critical reflection on cross-cultural interactions, and motivating students to mediate and reflect critically on such interactions.

5. Task-based Language Teaching and The Telecollaborative Process

Telecollaborative projects offer an effective way to promote language acquisition and cross-cultural communication. On the other hand, task-based language teaching emphasizes the acquisition of language skills through engaging and purposeful tasks. When task-based language teaching (TBLT) is combined with telecollaborative projects, it creates an effective teaching strategy. By engaging in meaningful tasks that necessitate conversation and collaboration with peers from varied cultural and linguistic backgrounds, language acquisition is promoted in authentic environments. The goal of the telecollaborative projects is to involve the students in asynchronous or synchronous virtual exchanges and authentic, meaningful, real-world international communication. Thus, task-based language teaching and telecollaboration work well together to improve language fluency and accuracy while also developing cross-cultural awareness and 21st-century abilities that equip students for the needs of a globalized society. The integration of telecollaborative projects and task-based learning is a strategy that shows promise in fostering efficient language acquisition as educators continue to investigate novel approaches to language instruction.

Task-based language teaching is a communicative and process oriented approach. It has an analytical view of language teaching and learning, which means it views language as a whole (Crookes & Long, 1992). The task-based syllabus developers organize the activities and the whole elements around particular tasks and put the primary focus on meaning and task completion. However, Long (1985) states that in many second language teaching classes,

language is conceptualized as a system of elements and rules that are explicitly instructed in a decontextualized manner. Learners are expected to initially comprehend explicit information about a specific linguistic item (such as a word or a grammar rule), then engage in practice until it becomes automated. Only after this automatization process are learners encouraged to use the item in the exchange of meaningful messages for communicative purposes. This way of learning a target language falls short in enabling learners use the language for real communicative purposes. On the other hand, TBLT suggests several advantages like authentic language use, higher degrees of motivation, improved communication skills, contextual learning, more developed problem solving skills, and increased cultural awareness.

Tasks have been characterized in diverse manners. Nunan (2004) establishes a fundamental differentiation between real-world or target tasks and pedagogical tasks. Target tasks, as the term suggests, pertain to the application of language skills in contexts beyond the classroom. On the other hand, pedagogical tasks are those that transpire within the confines of the classroom. The characteristics of tasks are described by González-Lloret (2017). It is argued that a task should put communicative aspects first, emphasizing the importance of the message transmitted over the mere acquisition of linguistic constructs. The language employed within a task and the task's overarching purpose are expected to authentically mirror real-world needs within particular contextual frameworks. Despite these various definitions, there appears a general consensus that a task is a meaning-centered activity that is based on learners' communicative needs and related to the real world (Levy & Stockwell, 2006, p.249).

More recently, regarding technological integration, González-Lloret & Ortega (2014) suggest that incorporating Information and Communication Technology (ICT) resources into the design of TBLT tasks can be beneficial. This recommendation is based on the known benefits of ICT for student motivation, which may improve language learning results. With the widespread use of multimodality and the Internet, engaging in virtual interactions with learners from different linguistic and cultural backgrounds or native speakers of the target language gives teachers a chance to adopt a different viewpoint on task-based learning from the traditional foreign language classroom. Hampshire & Aguareles Anoro (2004) state that in monolingual and monocultural environments classroom-based task activities frequently encounter difficulties in supporting the negotiation of linguistic and cultural meaning. However, telecollaborative tasks usually involve individuals with a range of linguistic and cultural backgrounds, which increases the possibility of meaning negotiation and opens up new

opportunities for examining other cultural viewpoints. They, therefore, fit in nicely with current approaches to task-based learning.

O'Dowd & Waire (2009, p.173) state that the selection and organization of tasks play a crucial role in deciding which facets of foreign language learning will be emphasized in an online exchange. Yet, the design of tasks has been notably underexplored in the existing literature on telecollaboration. O'Dowd and Waire (2009) suggest a 'Progressive Exchange Model' as the guiding framework for designing telecollaborative tasks. They categorise various telecollaborative tasks into 12 general types by examining more than 40 reports from literature on telecollaborative exchanges gathered from peer-reviewed journals and edited collections. The model organizes these tasks by suggesting labels, offering brief task descriptions, referencing publications with representative examples, and outlining intended outcomes. Additionally, the model includes a list of potential challenges that may arise as teachers and students undertake each specific task. Below in Table 2 the Model is depicted.

Table 2
Telecollaborative tasks

No.	Task	Description	Examples	Intended outcomes	Potential pitfalls
			(1) information exchange		
1	Authoring 'Cultural Autobiographies'	Students present themselves and their home cultures to their (future) partners through cultural autobiographies which can take the form of various visual and textual formats	Wilden, 2007	Establishment of personal relationship with partners/ increased awareness of cultural differences	Students reify stereotypes in their presentations (students aren't always that aware of their own L1 cultural situatedness)/often restricted to single genre of narration/primary reliance on personal narrative limits functionality across class contexts
2	Carrying out virtual interviews	Students take turns to interview each other on a certain cultural theme and produce a class presentation/written report based on interview process.	O'Dowd, 2006	Development of intercultural communicative competence (ICC)	Relies on the information provided by only one partner – requires a great deal of reciprocity and responsibility
3	Engaging in informal discussion	Students are provided with general questions (e.g. 'How do the new technologies influence your life?') or with a cultural product from C1 or C2 (e.g. a newspaper article or film) and are asked to discuss these with partners.	Vinagre, 2005; Lee, 2006	Learner independence/ development of fluency in TL	Can easily turn into an information exchange without significant processing or without challenging input
4	Exchanging story collections	Each class takes turns to collect legends, folk tales or accounts of local historical events from their partner class. A class magazine or website can then be published with the resulting collection.	Warschauer, 1995	Increased factual/cultural knowledge about C2	Can easily turn into an information exchange without significant processing or without challenging input
			(2) comparison and analysis		

5	Comparing parallel texts	Both classes compare and analyse pieces of literature, film or fairy tales from both cultures which are based on a common theme (e.g. 'three men and a baby' and the French original.).	Muller-Hartmann, 2000; Belz, 2002	Increased awareness of target culture and one's own culture	Superficial contrasts made unless the instructor guides the conversation
6	Comparing class questionnaires	Both classes complete questionnaires (e.g. related to word associations, reactions to situations) and then compare the answers of the two groups.1 Findings by both groups are then discussed online.	Furstenberg et al. 2001; O'Dowd, 2003	Development of awareness of different cultural meanings and connotations of words and concepts in C1 and C2	Superficial contrasts made unless the instructor guides the conversation. Requires significant amount of participation using the L1, which not all teachers/students/ institutions agree to do
7	Analysing cultural products	Cultural products from either C1 or C2 (e.g. films, pieces of literature, items in tourist shops) are analysed and discussed by both	O'Dowd, 2003; Meskill & Ranglova, 2000; Liaw, 2006	Greater awareness of target culture/one's own culture	Superficial contrasts made unless the instructor guides the conversation
8	Translating	Students translate text from their L1 to L2. Without seeing original, C2 partners help to refine and correct the translation.	Ware and Peˊrez Canˇado, 2007	Improved language awareness/ development of linguistic accuracy and fluency in TL	Can reduce the exchange to an information/ linguistic exchange and is less rich in opportunities for cultural learning. Relies on comparable metalinguistic awareness on both sides of the exchange
9	Collaborating on product creation	Students in both classes work together to produce a document (e.g. essay) or multimedia product (e.g. website or powerpoint presentation).	Belz, 2007; Zaehner, Fauverge and Wong, 2000	Development of intercultural communicative competence (ICC)/electronic literacy	Requires technology-savvy teacher or context because of the tendency toward multimedia. Requires teamwork among students and therefore reciprocity (lack of participation on one side jeopardizes the whole project/grade. Tends to reduce the exchange to an information/linguistic exchange and is less rich in opportunities for cultural learning
10	Transforming text genres	Students in C1 help C2 partners to rewrite texts in a different genre in their TL.	O'Rourke, 2007; Ware and Peˊrez Canˇado, 2007	Improved metalinguistic awareness/linguistic accuracy and fluency in TL	Relies on comparable metalinguistic awareness on both sides of the exchange
11	Carrying out 'closed outcome' discussions	Students in C1 and C2 share and compare information in order to complete an information gap activity (e.g. a 'spot the difference' activity based on different versions of pictures).	Pellettieri, 2000	Negotiation of meaning/ development of linguistic accuracy and fluency in TL	Requires elaborate set-up by the instructor in the absence of easily available online gap activities
12	Making cultural translations/ adaptations	Students in C1 and C2 collaborate to make a culturally appropriate translation/adaptation of a product from C1 to C2 (e.g. film scene/ TV advertisement)	Ware and O'Dowd, 2008	Development of intercultural communicative competence (ICC)	Requires off-task involvement (discussion, debriefing, etc.) by the teacher in order for most students to develop cultural awareness beyond stereotypes

(O'Dowd &Ware, 2009, p.176-177)

6. Benefits and Challenges of Telecollaboration

It is undeniable that digitalization and technological advancements have affected and increased the number of telecollaborative projects and studies. When the findings of such studies are investigated, it is seen that they mainly reveal positive outcomes (Anikina et al., 2015; Garcia-Esteban et al., 2021; Lee & Markey, 2014; Luo & Yang, 2018). Many studies find telecollaboration as an advantageous tool to foster ICC (Belz, 2003; Chun, 2011; Liaw & Master, 2010; Saylan, 2023; Schenker, 2012; Toscu, 2018), linguistic competence (Bueno-Alastuey & Kleban, 2016; Lee, 2002), and pragmatic competence (Cunningham, 2016; Skyes, 2018). Furthermore, telecollaborative projects are found to be effective for self-regulated thinking skills instruction for gifted and regular learners (Lee, 2001).

Despite its popularity, it is more challenging to enroll in telecollaborative projects. The current literature outlines some challenges. The *digital divide* may be one of the reasons. The concept of the 'digital divide' is defined as "patterns of unequal access to information technology based on factors such as income, race, ethnicity, gender, age, and residence in urban or rural areas" (Mossberger & Tolbert, 2003, p.4) and has now become a contentious topic. Although many people now have more access to information, some students still need the required technology or internet connectivity, and the digital divide still exists.

Cultural misunderstandings may be another challenge in telecollaborative studies. According to Helm (2015, p.201), cultural differences in communicative styles and behaviors, such as "different attitudes to directness, non-verbal communication, use of humor, and irony" can lead to misunderstandings and stress. Although the intention behind telecollaborative exchange is to develop ICC, misinterpretations can sometimes happen, possibly resulting in conflicts in communication. As Belz (2002), and Luo and Yang (2018), O'Dowd and Dooly (2020) put forward, diverse institutional requirements, variations in course expectations, and disparities/inequalities in technology accessibility have been recognized as contributing factors to misunderstandings, potentially affecting academic achievements.

The challenges in telecollaborative studies are outlined into five categories by Akayoğlu et al. (2021, p.355): "(1) finding a partner group, (2) scheduling and time-zone differences, (3) engaging and challenging tasks, (4) required Web 2.0 tools, and (5) outcome". Finding an appropriate partner group may be challenging because the goals and interests of the partner groups in the telecollaborative studies may differ. Aligning these interests and ensuring that everyone is motivated to work together for mutual benefit can be difficult. Besides, participants in telecollaborative studies could have different schedules and other responsibilities. In such situations, it is difficult to find suitable times to schedule meetings. Especially if participants are located in different time zones, finding appropriate time for meetings becomes even more difficult. It is evident that if participants need to meet during inconvenient hours, they could be less eager to cooperate. Apart from these, participants may have conflicting interests. It can be difficult to keep a balance between their interests and priorities in the collaboration. Some participants or groups might not have the necessary motivation to fully engage in the collaboration. This lack of motivation may show up as a reluctance to join events, complete tasks, miss deadlines, or make contributions. Akayoğlu et al. (2021, p.358) group the tools that may be used in telecollaborative studies under four categories: Learning Management System (LMS), asynchronous platform, synchronous platform, and tools for producing materials.

Finally, according to them, the focus of many telecollaborative studies frequently centers on dialogues in which participants are mostly urged to share their ideas. However, it could be more beneficial if participants are able to produce material jointly. In this way, they may learn about others' cultures as well as their own.

Finally, establishing clear communication standards, defining roles and duties, offering participants training or support, and choosing suitable collaboration tools and platforms are all crucial in telecollaborative studies. Telecollaborative studies can also benefit from the development of trust and a sense of community among the partner groups. Additionally, having a clear project strategy and backup plans can help you deal with problems as they happen. According to recent research on the use of technology in foreign language classrooms, the importance of the teacher's role in these virtual exchanges has now been recognized. Kern et al. (2004, p.249) highlight that shift from an omniscient informant role to a more structuring, juxtaposing, interpreting, and reflecting role. Teachers need to carefully plan and monitor those telecollaborative projects. They need to be familiar to both cultures. They need to ensure that the tasks and linguistic difficulty are manageable for both of the groups, they need to keep an eye on their students and assist them when they feel a need for it.

Conclusion

The paradigms for teaching and learning languages have been greatly impacted by the continuous digitization of education. The integration of digital tools and web platforms through telecollaboration has revolutionized language learning, creating immersive and interactive environments. Teachers need to adjust to the ever-changing digital environment, making technology's potential to enhance language learning and foster effective communication skills. Telecollaboration is a vital force in the contemporary world, presenting a multitude of opportunities as well as difficulties. Its development of learners' intercultural communicative competence is one of its most important contributions. Students participate in meaningful relationships with classmates from varied cultural and linguistic backgrounds through online intercultural experiences supported by telecollaboration. This fosters a deeper understanding of cultural aspects and enhances their competence to communicate successfully in a globalized society.

Moreover, in our increasingly interconnected world, the use of telecollaboration promotes global citizenship and understanding between cultures. Through telecollaborative projects based on global citizenship education, students are given many chances to engage with people

from different cultures, and investigate issues that go beyond national boundaries. Incorporating global citizenship ideas into telecollaborative projects enhances educational experiences and establishes the foundations for a more connected, global community.

However, telecollaboration is not without its difficulties. In telecollaborative projects, task selection is crucial since it affects the effectiveness of the learning process. Well-chosen tasks foster meaningful interactions that develop cross-cultural understanding. They also help contribute to the achievement of educational objectives by ensuring that students acquire both cross-cultural competences and language fluency. Carefully chosen tasks promote higher-order skills such as problem-solving and critical thinking in a global setting. What is more, consideration must be given to issues including participant competence levels, technology obstacles, and the necessity of efficient coordination and facilitation. In order to overcome such problems and ensure the best possible use of telecollaboration, instructors, institutions, and participants must work together.

To put it simply, telecollaboration is a revolutionary method that enhances language learning opportunities while preparing students for the challenges of cross-cultural communication in the digital age. As we navigate the benefits and drawbacks of telecollaboration, we must acknowledge its significant influence on how language education will develop in the future and how it will produce global citizens who are proficient in multiple languages and cultures.

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PART THREE: THE BACKSTAGE: CURRICULUM AND THE MATERIAL DESIGN

CHAPTER 9: ADAPTING ENGLISH LANGUAGE TEACHING MATERIALS AND RESOURCES TO CHANGING TIMES

Gamze ERDEM COŞGUN ⬡

Abstract

English Language Teaching (ELT) has undergone significant changes over time in response to evolving needs, contexts, and technologies. This dynamic landscape has brought both challenges and opportunities to the field of material development in ELT. Although material development was not considered an academic discipline until the 1990s, it has now become an essential component of the ELT field. Material development involves need analysis, material evaluation, adaptation, design, and research. Given the ongoing changes, teachers should be digitally literate to evaluate and adapt materials appropriately, as most materials are currently presented digitally. Moreover, students in today's globalized world widely engage with digital language skills in their daily lives. Therefore, language teachers should review their methodologies and materials to incorporate these skills when planning lessons. Hence, this chapter mainly focuses on material development in ELT, including the need analysis, evaluation, and adaptation of materials to align with the evolving demands, as well as digital literacy in material development. Additionally, it provides practical ideas, tools, and suggestions to enhance digital literacy in ELT classrooms through digital materials. The chapter concludes by discussing future research and practical directions in the field of ELT materials and resources.

Keywords: Material development, teaching English, digital literacy

1. Material Development in English Language Teaching

Considering materials in the context of English language teaching, it is common for many to think of coursebooks as traditional material. However, materials are not limited to coursebooks, and can refer to anything that facilitates the learning of a target language (Tomlinson, 2012). This can include items such as food packaging, or even a YouTube video. Tomlinson and Masuhara (2017, p.2) define materials as:

> Materials could be a coursebook, a CD ROM, a story, a song, a video, a cartoon, a dictionary, a mobile phone interaction, a lecture, or even a photograph used to stimulate a discussion. They could also be an exercise, an activity, a task, a presentation, or even a project.

The definition given above clearly shows that materials are not limited to coursebooks. Anything can be material, ranging from traditional to nontraditional if used appropriately. Materials are not simply an isolated entity; rather, they are utilized by a variety of stakeholders for different purposes. Teachers employ materials as a means to facilitate learning, while students utilize them to expand their knowledge. Publishers produce materials for economic gain, and curriculum developers use them to establish objectives and plans (Maley, 2016). Additionally, through materials, more extensive perspectives are aimed to be transmitted such as culture, ethical issues, life skills, and human rights besides the content (Maley, 2016). Therefore, it is evident that there are many interrelated factors that impact the development of materials.

Then, the second issue after the definition of materials is: Why do we need materials? First, materials meet both students' and teachers' psychological needs in learning a foreign language (Mishan, 2015). They motivate learners and teachers, as they provide a structured sequence to follow. Secondly, materials help to expose learners to the target language (Mishan, 2015). Materials involve language content that learners could deal with in the process of language learning. Third, materials help teachers to develop themselves professionally especially when a teacher guide is prepared well (Mishan, 2015). Therefore, materials could be informative, instructional, experiential, eliciting, and exploratory (Tomlinson, 2012).

The development of materials is a relatively recent and rapidly evolving field. Until the 1990s, material development was not considered an academic discipline (Tomlinson, 2012). It was part of the methodology. In 1993, Tomlinson founded MATSDA (the Materials Development Association), where educators with an interest in material development collaborated specifically in that area (Tomlinson, 2016). However, currently, material development is an important part of the English language teaching field. Material development is an umbrella term that involves material evaluation, adaptation, design, and research (Tomlinson, 2012). Considering what teachers do in classrooms, all teachers can be seen as material developers, as they select, adapt, or sometimes even create new materials. Tomlinson (2014) provided an example of teachers' attitudes toward material development courses, as their feedback indicated that having knowledge of material development contributes to their professional growth, increases their self-confidence in teaching, enhances the effectiveness of their lessons, and develops their critical thinking skills. In addition, Tomlinson (2014) emphasized the importance of effective material development practices, including receiving beneficial feedback, collaborating with others, engaging in self-assessment, and maintaining

enthusiasm. Tomlinson (2011) also lists the characteristics of effective materials as follows: they should develop learners' self-confidence, they should ease the learners' learning process, they should be suitable for the learners' level, they should cater to various learning styles of learners, and they should be authentic. Alternatively, Maley (2016) mentions several brief criteria for effective materials, including arousing interest, achieving flow (as described by Czikszentmihalyi (1990), managing cognitive involvement, being flexible, being creative, being relevant, presenting choices, and being economical.

2. Need Analysis in English Language Teaching Material Development

Need analysis is an integral part of material development and evaluation, and it plays a crucial role in the teaching process for all educators. However, there often exists a discrepancy between the needs of students and the materials that are provided to them (Darıcı, 2016). Considering the various stakeholders involved in education, it becomes evident that each group has distinct requirements when it comes to selecting appropriate materials. For instance, teachers require materials that facilitate effective lesson delivery, families may seek materials to enhance their children's language skills, and students may need materials that foster intrinsic motivation and engagement (Darıcı, 2016). Consequently, conducting a well-planned need analysis necessitates extensive collaboration with multiple stakeholders. However, most of the time the real needs of the learners are disregarded (Seedhouse, 1995).

Hutchinson and Waters (1987) express that teaching EFL is different from teaching ESL as EFL learners do not have a specific need in learning the language like ESL students. To exemplify, the study of Tzotzou (2014) showed that there was a mismatch between students' aims in learning the foreign language and what the lesson focused on. Moreover, there were some students who expressed that they were learning English just because their families desired indicating that they did not have intrinsic motivation. Thus, an awareness of EFL students' needs in learning a foreign language should be primary. Need analysis helps educators to select and plan the content and related activities appropriately and the process increases the effectiveness of the teaching (Kaur, 2007). Studies in the literature also indicate that an effective need analysis plays a significant role in improving the learning process (Watanabe & Mochizuki, 2005).

Teachers often require materials that save them time in terms of preparation, selection, and utilization in their teaching practices (Darıcı, 2016). With the advancement of technology in classrooms, such as the use of smartboards, many materials can now be easily accessed

electronically, reducing the need for extensive prior preparation. However, this convenience can inadvertently lead to a potential drawback: the risk of teachers overlooking the genuine needs of both learners and themselves. Therefore, it is crucial to conduct a principled material development process. Masuhara (1998) provides an outline of how a structured need analysis can be performed, which includes identifying learners' personal, learning, and future professional needs, as well as teachers' personal and professional needs. Additionally, administrators' institutional needs should also be taken into account. Data pertaining to these needs can be collected through surveys, open-ended questionnaires, interviews, and self-assessment scales (Nation & Macalister, 2010). It is advisable to pilot these instruments before collecting data to enhance the reliability and validity of the information gathered. By conducting a comprehensive need analysis, the selection and development of appropriate materials can be effectively guided toward meeting the desired aims.

3. Evaluating English Language Teaching Materials

After conducting a systematic need analysis, EFL teachers need to conduct a thorough evaluation of their materials to determine their suitability for the specific objectives and aims of a course. According to Tomlinson (2003, p.15), material evaluation is 'a procedure that involves measuring the value (or potential value) of a set of learning materials'. Most teachers use published course materials at some point in their teaching due to the ease and convenience of following a coursebook and the huge variety of coursebooks available in the field. Published materials serve as a visible representation of classroom activities (McDonough et al., 2013). However, it is very challenging and often impossible to find material that perfectly suits the aims of the course. To exemplify, Tomlinson (2001) states that materials should present an intellectual challenge to foster learning. However, his study results indicate that most coursebooks that they analyzed lack intellectual challenge. Therefore, evaluating the materials with respect to their effectiveness requires considerable attention. In relation to this issue, certain educators suggest using resource books instead of course books, while others advocate for materials developed by teachers and students themselves (Maley, 2016). Nonetheless, many teachers encounter situations where they wish to utilize materials that do not entirely align with the objectives and goals of the course.

Material evaluation is an extensive task that requires teachers to consider various issues, such as what aspects should be evaluated, how to conduct the evaluation, and how to use the evaluation results in teaching. The first question can be answered by examining the publication and design characteristics of the material (Breen & Candlin, 1987; Richards & Rodgers, 2001).

Publication characteristics mostly deal with the physical properties of the material, such as its date of publication, coverage, and layout. Evaluation with respect to the design of the material focuses on underlying considerations, such as the subjects covered, sequencing of the material, and selected activities and their purposes. The second question in material evaluation is related to the steps involved in the evaluation process. Regarding this, Littlejohn (1998, p.181) suggests a three-level analysis that includes "what is there, what is required of users, and what is implied". The first level involves an objective description of the material, such as its colors and page numbers. The second level requires subjective evaluation, in which the educator evaluates the material with regard to localized teaching situations and specific aims of the course. The third level includes inferences about the value of the selected material in practical teaching environments.

Moreover, the evaluation process should be practical and realistic for teachers and should not require too much time and expertise. Regarding this issue, McDonough et al. (2013) propose four practical parameters to evaluate materials: usability, generalizability, adaptability, and flexibility. Usability refers to whether the selected material serves the specific objectives of the course and makes the work of both teachers and students easier in reaching those objectives. Generalizability refers to whether the material is too limited to a specific group of learners. Adaptability questions whether the material is suitable for adaptation, which may involve adding, deleting, or modifying parts of the material. Lastly, the flexibility of a material is important to ensure whether the selected material is too strictly structured or provides the possibility of being used in a more adjustable way. Similarly, Chapelle (2001) suggests six criteria in assessing the effectiveness of online materials. These were authenticity, positive impact, practicality, language learning potential, learner fit, and meaning focus.

4. Adapting English Language Teaching Materials and Resources to Changing Times

Under the previous title, the evaluation of materials with respect to certain criteria was mentioned. However, the evaluation process may be more complex than it seems. Sometimes, the material may be suitable for certain aspects, but for others, it may not align with the aim of the course. Moreover, it is realistic to acknowledge that no pre-existing material can perfectly match a specific course objective (McDonough et al., 2013). Concerning this argument, Tomlinson (2006, p.1) also states that:

> *Most materials, whether they be written for a global market, for an institution or even for a class, aim to satisfy the needs and wants of an idealized group of target learners who share similar needs and levels of proficiency . . .. No matter how good the materials*

are, they will not by themselves manage to cater to the different needs, wants, learning styles, attitudes, cultural norms, and experiences of individual learners.

Therefore, adapting, which is a natural sequence of the material evaluation, the material may be the best solution for teachers to serve the real purpose of the material for a specific group of learners. In the field of language teaching, material development, evaluation, and adaptation are very current phenomena (Riazi & Mosallanejad, 2010). As a starting point, external and internal criteria can be considered, as suggested by McDonough et al. (2013). Internal criteria are related to assessing what the material presents with respect to topics, skills, proficiency level, or exercises. External criteria cover our teaching environment and students' characteristics such as their level and interest. Sometimes, there is a mismatch between criteria. To exemplify, a material might be suitable with respect to the level of students but not for their interest. Hence, when evaluating a specific material, harmony should be provided between the two criteria. Moreover, material adaptation can occur at both small and large scales. An example of small-scale adaptation is when teachers modify the materials to suit the specific needs of their classrooms. On the other hand, large-scale adaptation can take place at institutional, national, or even international levels. For instance, Al-Busaidi and Tindle (2010) conducted a project in Oman aimed at developing institutional materials, which involved adapting the materials for local use. It is also quite common to find national-level material adaptation projects that aim to tailor the materials to a specific target culture or region.

McGrath (2016) asserts that the most probable reason for materials being non-compatible is that they are not produced for a specific group of learners according to their needs. Additionally, he continues that well-adapted material has a positive effect on students' learning and motivation (McGrath, 2016). Concerning this, Ottley (2016) mentions that material adaptation is sometimes a requirement rather than an option. He states that in his job, he was expected to use global coursebooks produced by Western publishers. However, he realized that these books did not cater to his students who came from non-Western cultures. As a result, he felt the need to adapt the selected materials in order to make them more relevant and relatable to his students.

Moreover, Tomlinson and Masuhara (2004) state that adapting the material increases teachers' motivation to teach beside students. Considering that adapting teaching materials can improve the quality of instruction, the question arises: What are the reasons for adapting material in language teaching? To answer this question, multiple variables should be considered, such as the teaching context, students' level, and preferences. If there is a mismatch

between the material and our contextual factors in teaching, adaptation might be necessary. Another important point in material adaptation is that language teaching methodology changes day by day. Thus, preferences and priorities also change over time regarding material development and adaptation (McDonough et al., 2013). Therefore, keeping the materials up to date is crucially important to keep pace with the evolving methodologies and student characteristics. Integrating technology in material development and adaptation provides many possibilities for both teachers and students to enhance language teaching and learning in ways that traditional materials cannot (Motteram, 2011). Enhancing the use of digital materials also helps teachers to adapt the materials in a locally suitable way, facilitates access to authentic materials, and aids in developing the digital literacy skills of both teachers and students.

5. Digital Literacy: Implications for Material Development in English Language Teaching

Current technologies have changed people's lives in many aspects, such as communication, interaction, understanding, and thinking. In light of this change, most educators believe that new skills are necessary to deal with this transformation in teaching and learning processes (Hockly, 2012). One way to adapt to this change is to incorporate digital literacy into the curriculum and material development. Digital literacy is defined as "the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills" (American Library Association, 2013, p. 1).

Under the concept of digital literacy, Pegrum (2011) mentions four skills: language, information, connections, and (re)design. Language-related literacy covers both traditional literacy and the skill of reading and understanding online texts like chats, blogs, wikis, etc. It also includes the ability to write and read on an online platform to interact with people. Information skills deal with digital information and how to interact with that information. Finding specific information on the internet, searching in the correct places, and being able to filter out unrelated ones are specific skills under that title. Thirdly, the connections skill embraces digital identity in which users of online platforms appear in these areas and interact with the content produced digitally. Lastly, (re)design skill is an ability that includes transforming digital content in creative ways. Similarly, Ng (2012) proposed a three-dimensional digital literacy model that includes cognitive, technical, and socio-emotional perspectives. The technical dimension encompasses the ability to effectively use information and communication technology. The cognitive dimension is primarily related to critical thinking

skills and the ability to select appropriate materials. The socio-emotional dimension focuses on interpersonal relationships and proper behavior in digital spaces. The intersection of these dimensions is digital literacy.

It is evident that students in today's globalized world extensively engage with digital language skills in their daily lives and they are good at handling multiple tasks and engaging in activities that encompass various modes. Thus, it is expected that EFL learners will exhibit activeness and independence in their learning, actively participating in decision-making processes when selecting technology-based resources that align with their individual learning pace (Savaş, 2020). Therefore, language teachers should revise their methodologies and materials when planning lessons to incorporate these skills. New technologies should be integrated into lessons to meet students' needs and expectations as materials. As educators, we must keep pace with the digital world. In fact, it is our duty as language teachers to update our teachings to be suitable for the era we live in. Hence, it is also crucial for English teachers to be digitally literate in order to educate their students effectively in digital literacy (Hockly, 2012).

Additionally, when deciding whether to incorporate a specific technology into their teaching, following a framework can greatly ease the work of educators. One such model is the ACTIONS framework proposed by Bates (1995), which aims to help educators select suitable technologies for teaching more efficiently. The model consists of seven factors: access, cost, teaching and learning, interactivity and user-friendliness, organizational issues, novelty, and speed. Access evaluates whether the technology is accessible to learners. Cost considers the average expense required to benefit from a specific technological tool. Teaching and learning assess the suitability of the technology for teaching approaches and methods, focusing on whether it eases learning and increases efficiency. Interactivity and user-friendliness help educators evaluate technological tools regarding learners' ease of use and interaction efficiency. Organizational issues deal with the practicality of the application process. Novelty examines whether the technology is up-to-date or not. Lastly, speed considers the time required to prepare and use materials constructively. Considering all these factors, educators can decide whether a specific technological tool is suitable for their teaching needs.

Concerning this, the internet offers access to authentic materials that are not created solely for educational purposes. By using authentic materials, students can experience real-world language use, which may increase their motivation to learn the target language. As an example

of an open-source online tool, Wikipedia can significantly enhance learners' digital literacy skills (Motteram, 2011). While there are concerns about the accuracy of the information on this platform, encouraging EFL learners to read a topic from multiple sources and critically compare them for accuracy can be an excellent exercise. This practice can help them become more discerning consumers of information from various websites and improve their overall digital literacy skills. As seen, to teach more effectively, educators should take advantage of current technology and adapt their materials to stay up to date. In parallel to this notion, the study of Erdem Coşgun and Savaş (2019) found that EFL teachers benefited from Information and Communication Technologies (ICT) to a great extent for overall professional development, practices at the classroom level, and collaboration with others. Among the digital tools available to assist English teachers in enhancing their teaching and improving efficiency, several options can be highlighted: digital storytelling, mobile technology, blogs, virtual learning environments, and interactive whiteboards. Brief information about these tools is provided below.

5.1. Digital Storytelling

Digital storytelling is widely recognized as an effective method for improving the digital literacy skills of both students and teachers and language education is one of the fields that is used to develop students' digital literacy skills. As defined by Barrett (2005), it involves using digital tools and software to create multimedia content such as videos, images, and audio on a digital platform indicating that it presents flexibility to its users for changing needs and interests of users (Yuliani & Hartanto, 2022). In recent times, there has been a notable increase in the widespread utilization of digital stories within the field of education (Özkaya, 2022).

Digital storytelling has been found to be beneficial in both the learning and teaching process (Kusumawardana & Destiana, 2022). In the learning process, it motivates students and enhances their classroom participation (Yang & Wu, 2012; Yoon, 2013). Through digital storytelling, students research, read, analyze, and write stories via digital tools. Thus, they have a possibility to improve their digital literacy skills and they become more self-directed and autonomous learners (Wake, 2012). Literature also suggests that digital storytelling improves learners' 21st-century skills which include creativity and involvement (Smeda et al., 2014) besides developing learning writing skill in the target language (Timuçin & Irgin, 2015). Moreover, the study of Hwang et al. (2016) found that digital stories were effective in improving language learners' speaking skills. Additionally, digital storytelling supports constructivist learning approach and helps learners to personalize their learning process (Yuliani

& Hartanto, 2022). In the teaching process, it provides teachers with the flexibility to integrate various methods and techniques. A study by Kobayashi (2012) also found that student teachers recognized the value of digital storytelling and expressed eagerness to use it in their future professions. Parallel to findings, the study of Yuliani and Hartanto (2022) showed that pre-service teachers benefited from the advantages of integrating digital stories to their lessons and were in the opinion that they would use this tool in their future classes.

5.2. Mobile Technologies

Mobile technologies which include smartphones, tablets, and iPods, provide an additional avenue for enhancing the digital literacy skills of EFL students. With mobile technologies, students can easily conduct research, stay in touch with their peers, store their learning materials and documents, and receive feedback within a flexible time frame (Ramnath & Kuriakose, 2015). Moreover, with respect to weight and size, mobile technologies are one step beyond the other technologies (Persson & Nouri, 2018). The recent advancements in mobile tools and the availability of various applications, such as blogs and wikis, have further strengthened the potential of mobile technologies for enhancing learning and teaching practices (Park, 2011). As these technologies have become an integral part of the everyday lives of students, who are often considered digital natives, it is crucial for EFL teachers to incorporate these technologies into the learning process. Mobile technologies give possibility for ubiquitous learning in which learning is performed with time and place flexibility (Van't Hooft et al., 2007). In addition, mobile technologies give possibility for student centered teaching rather than teacher centered one (Sung et al., 2015). However, the utilization of mobile technologies in education requires addressing certain issues. Kukulska-Hulme (2007) summarizes these issues as the physical properties of mobile technology, including screen size, weight, battery life, and quality, as well as factors such as internet speed and availability of software tools. Moreover, for the effective utilization of mobile technologies, Killilea (2012) suggests five practices. These practices include clearly defining the aim, selecting suitable content, setting realistic time frames, employing constructive learning techniques, and providing effective feedback.

5.3. Blogs

Blogs have been used by language teachers for a long time, primarily as a personal space for writing and sharing information (Ward, 2004). However, in recent years, the use of blogs has undergone a transformation, shifting from primarily diary writing to incorporating multimedia tools such as videos, pictures, and audio. Nowadays, blogs have become a platform that

language teachers utilize for creating materials and enhancing foreign language instruction. Various kinds of blogs are present such as tutor, student, and class blog (Dudeney & Hockly, 2007). Teachers now use tutor blogs as content management systems (Motteram, 2011). They give homework, provide course content and additional materials, ask questions, and give information about exams. Student blogs are mainly used for students' personal entries. They prepare blogs about their personal lives, families, thoughts etc. Thus, students develop their language, digital, and analytical thinking skills. Teachers benefit from student blogs to evaluate their language improvement and their use of the digital tools effectively. The class blog is a common area for the students and class teacher. Through the classroom blog both students and teachers prepare and read blog pages concerning the content of the lesson.

Blogs are also user friendly as they do not necessitate training to manage using the platform (Hussin et al., 2016). For instance, language teachers can utilize a blog page to teach a subject like global warming. The initial page could introduce the topic and provide related tasks for students to engage with. On the second page, students could watch a video, followed by a discussion with their peers to answer accompanying questions. Later, students could share their opinions and suggestions about global warming, allowing each student to read and contemplate the thoughts of their peers. Considering the stages that the blog presents, it is evident that the use of blogs can enhance students' digital literacy skills, as they give a possibility to learn collaboratively in a self-directed way. Moreover, the study of Ismail et al. (2015) also found that shy students in class were more likely to express themselves better when they expressed themselves in blogs. As understood, effective use of blogs enhances the digital literacy skills of both students and teachers.

5.4. Virtual Learning Environments

Virtual Learning Environments (VLEs) integrate a range of tools within a single platform, offering educators and students the opportunity to enhance their digital literacy skills (Motteram, 2011). While these tools often come at a cost to institutions, their effective utilization within these environments can significantly improve language teaching and foster the development of digital literacy skills. One well-known example of a VLE is Modular Object-Oriented Dynamic Learning Environment (MOODLE), an online platform designed for delivering courses with multiple features. Educators can benefit from MOODLE by easily creating and organizing course materials, while students enjoy the flexibility of accessing these materials anytime and anywhere. Additionally, MOODLE allows for both synchronous and asynchronous interaction between students and teachers. The platform's organization and

features also provide educators with the flexibility to design and present materials in various ways, contributing to the development of digital literacy skills for both teachers and students. Despite the advantages of virtual learning environments, some people advocate that these environments do not as effective as it was aimed at. To exemplify, Godwin-Jones (2012) argues that most students do not view VLEs as attractive and motivating. Moreover, Walker & White (2013) states that teachers do not benefit from these environments mostly because VLEs are institution selected and led. Moreover, the study of Hutton and Mis (2022) shared that even if students felt more motivated in using VLE they have challenges such as the capacity of the classroom with computers, and internet connection. Therefore, these environments should be carefully selected and designed to get the desired impact on the learning and teaching practices.

5.5. Interactive Whiteboards (IWBs)

In many parts of the world, schools have made significant investments in interactive whiteboards (IWBs) with the belief that they can enhance teaching and learning practices by developing digital literacy skills in line with the modern world (Motteram, 2011). This development has led to the production of materials by publishing companies that are specifically designed to be compatible with IWBs. As the name suggests, IWBs allow teachers to directly use these materials on digital boards with ease. While IWBs can only be used in a classroom environment and lack the time and place flexibility of platforms like MOODLE or blogs, they still assist teachers in selecting and organizing materials in a more time-efficient manner. Moreover, students enjoy the integration of technology in the classroom, which can increase their motivation. To exemplify, the study of Levy (2002) found that children enjoyed the lesson conducted via IWB as they found it enjoyable, motivating, and motivating. Moreover, the study mentioned that using IWB saved time as pre-ready materials could be opened easily. Besides advantages of IWBs, there are also certain concerns about these tools. One of the concerns about IWBs is that the use of this tool makes students passive, and the lesson becomes more teacher centered, as teachers will be responsible for managing the whiteboard and students take the role as audience. Other concerns about these tools are the high cost of the IWBs, lack of required training for educators, and technical maintenance (Hockly, 2012). Therefore, it is essential for educators to receive training in order to effectively benefit from IWBs and utilize them to their full potential.

5.6. Internet-based Project Work

Internet-based projects are an extension of students' utilization of the Internet and websites for information retrieval. These projects allow students to enhance their digital literacy skills as they are required to locate accurate information, analyze it, and apply it to complete their project work. The scope of these projects can vary, ranging from simple poster presentations to more challenging tasks. The primary steps involved in internet-based projects include topic selection, defining clear objectives, sourcing relevant materials, and determining desired outcomes (Dudeney & Hockly, 2007).

One type of internet-based project work involves simulations, where students engage with authentic scenarios they may encounter in real life. These tasks expose students to genuine websites and require them to gather pertinent information to successfully complete the project. Consequently, students develop their critical thinking and digital literacy skills. For instance, students could plan a budget-friendly vacation by searching for suitable accommodations, transportation options, and other associated expenses. Another form of internet-based project is WebQuests, which are more structured compared to general internet-based projects. WebQuests typically consist of sections such as introduction, task, process, products, and evaluation (Dudeney & Hockly, 2007). Creating internet-based project work does not necessarily demand advanced technical skills; however, a certain level of writing, analytical, and research skills is necessary.

6. Future Directions for Research and Practice in English Language Teaching Materials and Resources

Although the development and adaptation of materials in language teaching is an ongoing field, most educators recognize the importance of updating materials to ensure effective teaching and learning. In fact, it is very rare to find an English teacher who do not benefit from any kind of technology in material development, selection, and adaptation (Dudeney & Hockly, 2007). The global Covid-19 pandemic highlighted the significance of utilizing technology for education and the need for teachers to adapt their teaching methods for online platforms. It also underscored the importance of digital literacy for both teachers and students. The abrupt shift from in-person to online teaching caused considerable anxiety among teachers who were unprepared. However, those who regularly incorporated technology in their classes felt more at ease and were better equipped to convert their teaching materials and strategies for online instruction (Bailey &Lee, 2020).

The study of Marchlik et al. (2021) showed that the pandemic period positively affected teachers' digital literacy skills as they used many technological tools in delivering their synchronous and asynchronous lessons. Moreover, the study of Resnik and Dewaele (2020) indicated that students were content with their teachers' developing their digital literacy skills to be more effective in their teachings during the pandemic period. Despite gradually adapting to living with the Covid-19 pandemic, its impact on the integration of technology in education is expected to have enduring consequences (Moorhouse & Kohnke, 2021). For instance, various educational settings have already started incorporating concepts such as blended learning, hybrid learning, synchronous, and asynchronous teaching as regular practices. This suggests that technology integration will be an integral part of the future of education, indicating a long-lasting shift in teaching and learning approaches. Tomlinson (2012) also predicts that the future of materials will be primarily digital and electronic. In support of his argument, most materials today are delivered digitally through computers and smartphones, enabling the creation and distribution of locally appropriate materials. However, it is important to acknowledge that the development of technology in educational materials is a continuous process, with new technological tools being created every day. Therefore, it is crucial to exercise caution and thoroughly evaluate the usefulness and potential benefits of these technological tools in the realm of material development.

Conclusion

The present chapter focuses on material development and adaptation in English language teaching in the current era, predominantly delving into the dynamics of material evaluation in the digital era and emphasizing the essential role of material development in response to changing needs, contexts, and technological advancements. Crucial to the material development process, the chapter explores the stages of need analysis, evaluation, and analysis through theories and studies found in the related literature. Additionally, it discusses digital literacy skills and how these skills have impacted current material development processes, offering specific tools relevant to material development in the current digital era. Exploring future directions of material development, it suggests that the future will involve digital materials, highlighting the importance for educators and stakeholders to prepare for effectively utilizing digital materials in the teaching process.

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CHAPTER 10: ENHANCING INTERCULTURAL CITIZENSHIP IN ELT: THE ROLE OF TEACHING MATERIALS

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Abstract

Current language teaching pedagogies, such as Task-based Language Teaching (TBLT), Content and Language Integrated Language Learning (CLIL), and critical pedagogical approaches to English language teaching (e.g., English as a Lingua Franca (ELF)-aware pedagogy) influenced the conceptualization of intercultural communicative competence (ICC) in English language teaching (ELT) worldwide. To align with contemporary language teaching approaches, it is crucial to enhance ELT materials to support language learners in becoming both linguistically and interculturally competent for effective participation in a global, multicultural society. This chapter draws on preliminary findings from a 2016-2019 project in Türkiye, which aimed to implement a CLIL program in a primary school. It discusses reflections on the search for CLIL books used in a theme-based language program within the project. It also highlights how local adaptations of internationally published language teaching materials can provide opportunities for intercultural citizenship development in diverse EFL contexts. This chapter underscores the importance of helping young learners become intercultural citizens, expanding their experiential understanding of language and culture. It also emphasises the role of teachers in promoting global citizenship education in emerging multilingual and multicultural settings.The chapter ends with recommendations for localization initiatives that will enhance the development of intercultural citizenship and ICC in multilingual settings, while acknowledging the difficulties associated with modifying materials for both teachers and learners.

Keywords: Intercultural competence, intercultural citizenship, CLIL, ELT materials, multilingual contexts

1. Introduction

In recent years, educational policies and practices in many countries have come to emphasise the need to develop interculturally aware and globally connected future citizens of the world, from kindergarten to higher education. In many contexts, mastery in English

language use plays a major role in this development, and thus language teachers are now tasked with helping their learners evolve into responsible citizens.This means that English language teachers need to consider the significance of English in the future lives of their students, who will need to have intercultural communicative competence to successfully navigate through communicative situations with individuals from different backgrounds as intercultural citizens. As Porto et al. (2018) indicate, intercultural citizenship education clearly recognizes the practical benefits of learning multiple languages while emphasizing its educational value and potential of IC. Hence, the role of foreign language education in intercultural citizenship, political, and moral education, can be seen as a crucial component of citizenship education. Being a global citizen entails becoming culturally aware of issues that affect the learners' immediate environment and beyond, including critical issues such as environmental preservation, immigration, sustainability, human rights, and international student mobility, among others. In principle, students are expected to acquire English to the point that they can function in such a global context without difficulty.

In order to prepare teachers for helping their learners develop intercultural citizenship skills, Bayyurt and Yalçın (2022) suggest covering the intercultural citizenship component of language learning in both pre-service curricula and in-service teacher continuous professional development programs. They further state that it may be the only way to draw teachers' attention to the reality that *we all live in a global world, and our students will become future global citizens; as a result, as English language instructors, we should not just focus on teaching English grammar, lexis, and phonology*. In this respect, it is important to include global issues such as pandemics (e.g., COVID-19), climate change such as (e.g., global warming), environmental protection (e.g., recycling), air pollution, organic farming, and similar topics in language teaching materials to educate future global citizens.

In this chapter, we will revisit the definitions of "intercultural communicative competence", "intercultural citizenship" and "intercultural citizenship education", and their connection to English language education with a special focus on selection and use of language teaching materials implicitly promoting the notion of intercultural citizenship for primary school students.

2. Intercultural Communicative Competence in ELT

Among the scholars who widely investigated and contributed to the construction and establishment of the concept of intercultural communicative competence (ICC), Alptekin

(2002) can be listed as one of the leading experts. Alptekin (2002) mentioned the need to redefine the concept of communicative competence in English language teaching (ELT) in a changing world as follows:

> A new notion of communicative competence is needed, one which recognizes English as a world language. This would encompass local and international contexts as settings of language use, involve native–nonnative and nonnative–nonnative discourse participants, and take as pedagogic models successful bilinguals with intercultural insights and knowledge. As such, it would aim at the realization of intercultural communicative competence in ELT. (p. 57)

In this definition, Alptekin recognizes the status of English as a global language, emphasises ICC development for successful language learning, and highlights the growing number of nonnative speaker-nonnative speaker interactions in the English-speaking world. Both policies and practices have changed during the past twenty years in ELT with the inclusion of theoretical and practical implications of multilingualism, English as a Lingua Franca (ELF), World Englishes (WE), and Global Englishes (GE) in ELT (Bayyurt, 2021). In addition, a critical pedagogical approach from second language teaching and learning via use of task-based language teaching (TBLT) and/or Content and Language Integrated Learning (CLIL) methodologies have also been influential on ELT practice in a variety of contexts in Europe and beyond (Crookes & Ziegler, 2021).

As suggested by Meyer et al. (2015, p. 53), CLIL and ICC have been pedagogically connected through the concept of "pluriliterate citizen" - a concept that has not been widely investigated to the best of our knowledge. In one of the studies focusing on ICC and CLIL connection, Méndez García (2013) investigated CLIL programs in Andalusia and reported their significant contribution to learners' ICC development. She collected her data by conducting interviews with language assistants and language/content teachers in primary and secondary schools in Andalusia. The results of her study revealed that CLIL programs led to an intercultural turn in the Spanish education system which had been essentially monolingual before the introduction of such programs. As indicated in Méndez García's study, pluriliteracies seem to be achieved more easily in multilingual multicultural contexts compared to the so-called "monolingual and monocultural" contexts. ICC can be considered as a side benefit of CLIL's linguistics competence gains. Since the European Union has a firm dedication for multiculturalism and multilingualism, both CLIL and ICC together with the integration of the intercultural citizenship perspective are taken into consideration in the development of language

teaching curricula and materials by teachers, curriculum designers and materials developers. skills of future generations in primary and secondary schools, and tertiary education.

3. Intercultural Citizenship Education and ELT

Intercultural awareness of learners can be one of the important aspects of ELT that necessitates teachers to include cultural issues in their teaching materials. Baker (2012) defines "intercultural awareness" as the understanding the connection between language and culture by saying intercultural awareness is

> … a conscious understanding of the role culturally based forms, practices, and frames of understanding can have in intercultural communication, and an ability to put these conceptions into practice in a flexible and context specific manner in real time communication (p.66).

Although this definition foregrounds the significance of the relationship between language and culture, it is necessary to revisit the concept of interculturally competent citizenship ideas that were suggested in the framework of intercultural citizenship education as proposed by Byram (2008). As Osler and Starkey (2005, p. 23) indicate education for cosmopolitan citizenship must naturally focus on assisting learners to establish connections between their immediate surroundings and the global context. It must incorporate all aspects of civic learning and a wider conceptualization of the national identity. For example, British identity may be experienced differently by different people. However, as Micheal Byram (2008) suggests, a different perspective needs to be adopted in conceptualizing intercultural citizenship by stating that:

> … people need certain *competences* in order to be able *to act sensibly* in and across political entities, at whatever level. I will use the phrase '*intercultural citizenship*', but this is not simply a matter of labelling and convenience. It focuses on *competences* rather than identities... (Byram, p. 157, our emphasis)

He further describes intercultural citizenship education and devises ways of integrating the significance of the development of intercultural citizenship into language teaching curriculum. He further states that intercultural citizenship development becomes a necessity in a world where we cannot have language education without making connections to the current political and social changes in. He defines critical cultural awareness as "... an ability to evaluate, critically and on the basis of explicit criteria, perspectives, practices and products in one's own and other cultures and countries" (Byram, 1997, p. 53). Byram's model of critical cultural awareness is composed of five elements of intercultural citizenship known as '*savoirs*':

- attitudes = *savoir être*;
- knowledge = *savoirs*;
- skills of interpreting and relating = *savoir comprendre*;
- skills of discovery and interaction = *savoir apprendre* and *savoir faire.*
- critical cultural awareness= *savoir s'engager*

As Byram (2008) argues, those skills are necessary to develop "critical cultural awareness" of learners to enable them "...to understand and maintain social relationships with people of another country" as well as with members of "...disparate groups within one nation state, where everyone communicate through the national language" (p. 163). Hence, intercultural citizenship skills involvement in the language classrooms can be interpreted as understanding other cultures and communicating with people from different cultural backgrounds in both local and global contexts. It also necessitates teachers and curriculum developers to take a critical stance towards the introduction of the cultural content in the language classrooms.

Critical engagement with cultural issues involves gaining a deeper understanding of language and communication as mediators between individuals from diverse linguistic and cultural backgrounds (Byram, 2008; Guilherme, 2022). Intercultural citizenship education at K-12 and tertiary levels is a pathway to developing this critical understanding, especially in an era marked by globalization, conflicts, and immigration. This approach aligns with the objectives of 'education for all' by incorporating multilingual and multicultural perspectives into communication and learning (Llinares, 2015).

Intercultural citizenship in English language teaching (ELT) offers a unique lens through which to view Content and Language Integrated Learning (CLIL) in conjunction with second language learning theories, sociolinguistic models, classroom discourse studies, and systemic functional linguistics (SFL) (Llinares, 2015). Porto et al. extends Byram's Intercultural Communicative Competence (ICC) theory into language classrooms, redefining the learner as a 'genuine citizen'. These learners transcend mere literacy to become 'pluriliterate citizens' with intercultural citizenship awareness that extends beyond the classroom (Meyer et al., 2015). Porto's (2019a) research demonstrates how projects that require genuine cross-cultural communication can empower students to develop plurilingual competence. These findings align with Fang and Baker's (2021) research on intercultural citizenship development in English-Medium Instruction (EMI) contexts. Such endeavors demand a deep level of language awareness that extends beyond a learner's native language to encompass multiple languages.

The integration of pertinent issues into the language curriculum is a natural progression, allowing language classes to foster environmental awareness, such as responsible resource consumption and recycling for sustainable farming (example). The following section will elucidate the close connection between language awareness and intercultural citizenship development through the lens of Coyle's 4 C's paradigm (Coyle, 2005).

4. Language awareness and intercultural citizenship development

An additional pivotal dimension of intercultural citizenship development that needs to be mentioned in this chapter pertains to the role of 'language awareness' in the comprehension of critical issues by teachers and learners. Language awareness plays a crucial role in elucidating the content delivered through language teaching materials within language classrooms, ranging from issues related to subjects like 'saving natural sources' or 'gender representation' in ELT coursebooks (e.g., Bağ & Bayyurt, 2015) to those that promote global citizenship and interconnected themes, as exemplified in resources like National Geographic coursebooks designed for primary and secondary school ELT classes (see: https://eltngl.com). As argued by McConachy (2022), the connection between intercultural language learning and language awareness is profound. This connection is closely tied to language learners' evolving comprehension of the interplay between language and culture, and the potential for this comprehension to promote intercultural learning. McConachy (2022, p. 22) emphasises that this relationship not only supports the "humanistic development" of the individual but also opens up new perspectives on how individuals can employ language awareness as a tool for "mediating across cultural differences".

As discussed extensively by Bayyurt and Yalçın (2022), the concept of intercultural language learning and language awareness, particularly within the framework of English as a Lingua Franca (ELF) awareness, is closely linked to the idea of preparing pre-service English language teachers for intercultural citizenship education. They provide concrete examples drawn from university-level teacher education programs, advocating for the inclusion of dedicated courses that foster intercultural awareness among prospective educators. Their argument centres on the necessity for teachers to cultivate intercultural competence. This involves developing an appreciation of the relevance of intercultural issues and how to address them within their language classrooms, a crucial step before they embark on teaching English to learners of all age groups.

Numerous other authors from diverse contexts, ranging from Asia and the Middle East to non-English speaking European regions, have similarly underscored the importance of exploring cultural awareness within English language teacher education programs (e.g., Barrett, 2013, 2016; Barrett et al., 2013; Wedell, 2013). However, given the scope of this paper, a comprehensive discussion comparing these various contexts is reserved for future publications.

4.1. Intercultural citizenship development and 4Cs framework

Intercultural citizenship development has been a part of language learning and teaching approaches especially in relation to culture, but it is rather practically disconnected especially in K-12. According to Deardorff (2006), IC is an ongoing process. Identity, culture, intercultural context, and competence are intended to be the consequences of various subcomponents of intercultural competence: intercultural citizenship and global citizenship. Without critical thinking, respect, open-mindedness, and curiosity, global citizenship is impossible to imagine. These are reflected in the twelve intercultural awareness components, which are divided into three categories: basic cultural awareness, advanced cultural awareness, and intercultural awareness (Baker, 2015). Given the multifaceted character of ICC, it appears that obtaining such capacity in higher education may be relatively late and challenging. In order to achieve ICC and intercultural citizenship in primary and secondary education, Coyle's (2005) 4C's framework can be of guidance in teacher training and curriculum/materials development in ELT. Hence, it can be said that teachers' understanding of the 4C's framework could potentially enable them to become well equipped interculturally competent teachers. As part of the integration of CLIL to ELT curriculum, 'culture' constitutes one of the dimensions of the 4Cs framework (content, communication, cognition, and culture) for CLIL lessons. According to Coyle et al. (2010, pp. 118-20), the 4Cs Framework (Figure 3) integrates four contextualized building blocks in CLIL classes:

1- **Content-specific knowledge** (subject matter)- Boosting thematic learning, skills, and understanding of the related subject.

2- **Communication** (language learning and using) - Using the foreign language to learn as well as to communicate the subject's content. In this sense communication goes beyond grammar.

3- **Cognition** (learning and thinking processes) - Triggering the thinking skills that link concept formation – i.e., higher and lower thinking skills in the Bloom's taxonomy – for CLIL to be an effective pedagogical approach.

4- **Culture** (developing intercultural understanding and global citizenship) - Merging culture and language in a pluricultural and plurilingual world where tolerance and understanding are needed – i.e., studying a foreign language is fundamental to fostering international understanding.

All these 4C's principles should be well understood to enable learners to have a chance to practice their understanding of other cultures and showing them respect. In this respect, it can be said that CLIL and ICC may be an essential component and pedagogical approach in the ELT curriculum in primary schools. Therefore, it is important to investigate how CLIL teachers perceive ICC in primary classrooms as it is the place where intercultural citizenship education should begin ideally at least at "awareness" level (Perez-Garcia et al. 2017; Sudhoff, 2010). However, it may be difficult to collect data from young learners' classrooms in regard to ICC even though it can be ideal to start learning foreign languages at an early age, it may not be ideal to present them with sensitive issues embedded in language teaching materials. In such cases, there can be awareness raising activities towards sensitive issues to start preparing young learners as future global citizens.

Coyle's 4C's paradigm offers a valuable framework for integrating culture and communication into language teaching. Language, as Coyle (2015, p. 93) asserts, is profoundly context-related and culturally mediated. She emphasizes the importance of pluriliteracies in learning, highlighting "the learner's ability to communicate purposefully across languages and cultures, both academically and socially, while also recognizing the pivotal role of language in shaping students' thinking and learning" (Coyle, 2015, p. 96). In the context of language teaching, it is clear that a new approach to materials development is needed. In the twenty-first century, teachers must raise their learners' awareness towards global uses of English by exposing them to diverse varieties of English, and must seamlessly integrate authentic materials into their lessons and activities. An intercultural approach to English language teaching (ELT) provides repeated opportunities for learners to communicate with specific goals, fostering effective communication across languages and cultures. This approach also nurtures critical thinking and learning through language teaching materials presented in the classroom.

The theoretical framework proposed by Garcia et al. (2019) emphasizes pluriliteracies and multiliteracies in language classrooms, achieved through materials adaptation projects. However, not all localization efforts for language teaching materials meet the criteria for pluriliteracies, as they may fall short of addressing the multicultural practices described in

Garcia et al.'s approach. To bridge this gap, it is crucial to create materials with an intercultural citizenship focus, underpinned by multiliteracies and a multicultural perspective. As Syrbe and Rose (2021, p. 76) suggest, language teachers can focus not only on enabling learners to communicate purposefully across languages and cultures (both academically and socially) but also on emphasizing the critical role of language in shaping students' thinking and learning through the use of language teaching materials in the classroom. In the upcoming sections of this chapter, we present the relationship between intercultural citizenship development and the teaching materials employed in language classrooms.

5. Foreign language teaching materials and intercultural citizenship development

The first time a language learner comes into contact with a foreign language is when they are introduced to it through language teaching materials both inside and outside of the classroom. Published and digital materials may have substantial impact on learners' intercultural citizenship development. In this section, we problematize the connection between intercultural citizenship education and its reflection on the selection of language teaching materials for primary English language classrooms – grades 1 to 4. We introduce Troncoso's framework (2010) for the analysis of intercultural citizenship in language teaching materials. First, we explain how intercultural citizenship development and inclusion of sensitive topics in language classrooms can be a big challenge on the part of the teachers and learners. Then, we argue that exclusion of such topics will hinder learners' intercultural citizenship development and note that those topics should also be part of the language teaching materials – i.e. from K-12 to tertiary level. Hence, it is important to identify what materials will be used in language classrooms for the intercultural citizenship development of learners which might constitute a challenge for materials developers, curriculum designers, teachers, and learners.

As language teaching materials are inevitably at the centre of teaching of English, we expect the content of language teaching materials to contain information about the English language (its structure, phonology, lexis, and so on) and English-speaking cultures (food, national holidays, history, geography, and so on). The fact that English is a global language can be one way of the integration of intercultural citizenship into ELT materials. There is a consensus among researchers working within the paradigms of WE, GE, ELF, and English as an International Language (EIL) on that language teaching materials need to be revised and developed to reflect the current realities of the diverse uses of English, and the cultures of English language users and learners. As Guerra et al. (2022, p. 135) indicate "… ELT materials

ought to represent the language as it is used in international contexts where native and non-native speakers are likely to communicate" thus enabling learners to become interculturally competent. In this respect, it is important to mention once again the connection between intercultural citizenship and ELF/GE/WE-awareness in ELT materials development suggested by many authors (e.g., Bayyurt & Yalçın, 2022; Fang & Baker, 2021; Sifakis & Bayyurt, 2018; Syrbe & Rose, 2021) to date and emphasise how significant it is to educate interculturally competent citizens of the world. Bayyurt and Selvi (2021) summarise the significance of the integration of GE and/or ELF perspective in language teaching materials to enable learners to develop intercultural citizenship by stating:

> … GE framework serves as *a macro critical lens* to inform *instructional materials selection, adaptation, development* and *evaluation* processes. What lies at the heart of this is *promoting ELF interactions* (linguistic encounters with different goals and aims), *uses* (variation in terms of phonology, lexicogrammar, pragmatic functions within Englishes and across various languages in a translingual fashion), *users* (ethnolinguistically diverse individuals coming from all Circles), and *cultures* (representing various cultures and cultural backgrounds). (Ibid., p. 78)

As can be seen, Bayyurt and Selvi (2021) exemplify how inclusion of ELF interactions taking place between people from different linguistic and cultural backgrounds representing different users, uses and cultures can be useful in shaping learners' conceptualization of English language and English language use from a critical point of view. This perspective also supports the idea that diversity of uses and users of English should be included in ELT materials by showing respect to the cultural sensitivities of the local culture where the language is taught (McKay, 2012). These sensitivities that are related to the topics and content covered in language teaching materials may be connected not only to linguistic and cultural issues but also to the content that is covered in language teaching materials. This issue needs further investigation in EFL settings that are resistant to change or relatively closed to innovative/challenging ideas or perspectives in language teaching and learning. Such reservation could be due to many reasons such as dominant monolingual ideological orientation. In such contexts, one of the barriers to overcome is to convince all the stakeholders about the reasons why they should learn a foreign language. In this respect, we suggest stakeholders (teachers, program developers, administrators, learners, parents, and other stakeholders) to go through intercultural citizenship education where they are introduced to these sensitive and, in some cases, 'uncomfortable' or 'discomforting' issues in their context. The stakeholders need to be convinced that intercultural citizenship development is essential in developing tolerance and understanding of similarities and differences between people coming from diverse linguistic and cultural backgrounds. As Porto

and Zembylas (2020) also emphasise the fact that sensitive issues should be part of the language teaching curriculum and indicate that involvement of such topics in foreign language teaching would raise language learners' awareness towards 'difficult' cultural issues and that develop their understanding of intercultural citizenship values and convictions to situate themselves within a global community. Porto and Zemylas (2020) further indicate that:

> The transformative possibilities of language education happen when learners are simultaneously challenged to interrogate their compliance with, and complicity in, such harm, as well as their investments in social injustice and human rights abuse. (p. 357)

We need to make sure future language teachers would create activities and adapt materials to foster communication with opportunities that bring learners' knowledge, awareness, and attitudes to establish effective and peaceful relations with people all around the world. In this respect, in intercultural citizenship sensitive teaching materials activities can be designed to get students to think and communicate through role plays, group discussions to practise an understanding of those topics presented through the intercultural citizenship lenses. However, as Troncoso (2010) indicates, there is a mismatch between what theorists say and materials developers/policy makers do. The diversity of the English language and the increasing number of its users are not acknowledged enough in language teaching materials. In current language teaching materials, there is a repeated effort in developing materials that reflect 'homogenous' and 'standardised' versions of English language use and users (Troncoso, 2010). This can be understood to a certain extent by acknowledging the difficulty of creating the communicative context for intercultural citizenship development in instructed settings. Nevertheless, we may provide language teachers with intercultural citizenship sensitive materials to enable them to create communicative situations in which people (from different cultures or backgrounds) interact and activate their knowledge, their awareness of similarities and differences between cultures, their attitudes, behaviours, and skills to negotiate meaning and establish effective interpersonal relationships with others (Troncoso, 2010, p. 91).

One established challenge for intercultural citizenship development of young learners in English language classrooms is their teachers' lack of awareness about issues related to intercultural citizenship development. This may be partially due to lack of courses on intercultural citizenship in teacher education programs. Offering intercultural citizenship courses for language teachers is not a common practice, or it has never existed. However, there have been many calls for such courses in countries like Turkey where we have young learners' courses in English language teacher education programs without much emphasis on

intercultural citizenship development of young learners (e.g., https://fled.boun.edu.tr/undergraduate-program). Teachers, who are not aware of intercultural citizenship development of their learners, cannot become critical about the content covered in the course materials and do further modifications to raise their learners' awareness towards intercultural citizenship issues involved in language classrooms (e.g., Bayyurt & Yalçın, 2022; Byram, 2014; Porto, 2019b). In the next section, we focus on interculturality of language teaching materials, and devise ways of selecting materials that are prepared with an intercultural citizenship perspective.

6. Criteria for assessing interculturality of language teaching materials

Troncoso (2010) devises a five-dimensional matrix to assess intercultural citizenship qualities of language teaching materials. In the matrix, there are five dimensions – i.e., *awareness*, *attitude*, *skills*, *knowledge,* and *language proficiency*, and corresponding descriptors – e.g., *differences across languages, differences across cultures, interactions between learners and people from the foreign language culture, understanding different models of behaviour within one culture*, etc. (See Table 1). However, for young learners, all of these criteria may not be applicable as young learners are considered to be in the process of developing their understanding of the world in reference to their own family, culture, and surroundings. Although this is the case, they can still become aware of this diverse nature of English and its speakers as well as those others who speak English outside of the English-speaking countries – e.g., European and Asian countries where English is used as a lingua franca. In this section, the focus is on the awareness raising activities for intercultural citizenship development of the learners. In order to do that we refer to the materials that are used in grades 1 to 4 in primary schools. We particularly give examples from a school where there are intensive English language courses using a CLIL approach in ELT. The third author of this chapter used to work for that school as an English teacher and program developer for grades 1 to 4. All three authors were involved in selecting materials for young learners, developing curriculum, and observing classrooms. They received constant feedback from teachers and students during the lifetime of the project (2016-2019). In this section, we only refer to the 'intercultural citizenship' aspect of the social science materials we have selected and advised to be used for grades 1 to 4. The focus will be on how these materials contribute to the intercultural citizenship development of the learners in grades 1 to 4 in relation to the topics covered in these coursebooks.

Table 1

Matrix to assess materials, for the development of intercultural communicative competence:
Awareness dimension

Intercultural Communicative Competence (ICC)

Dimension	Descriptors
AWARENESS: Does the material promote a reflection on …?	• Difference across languages • Difference across cultures • How context affect/alter interactions with others • How learners view themselves within their own culture • How learners view themselves within a different culture • How learners perceive different cultural identities (race, class, gender, age and ability) • How contexts affect/alter interactions with others • Respecting multiple and different viewpoints • Social issues (weather changes, poverty, food crisis, etc.)

(see Troncoso, 2010, pp. 92-4 for the full list of dimensions and descriptors)

In this school project, we adopted an essentially soft CLIL methodology in which the focus was on language rather than content. All other content courses like science, maths, and so on were in Turkish. As mentioned earlier, Turkish is the official language in Türkiye. In our study, we investigate CLIL materials, which we aim to provide multiple opportunities for the learners to learn about diverse linguistic/cultural contexts and sensitive topics that would promote their intercultural citizenship development. Especially, materials for social science classes provide insights into the issues that enable learners to gain ICC skills throughout their K-12 and tertiary education.

The coursebook series utilized in this project is Spanish-based and designed for Spanish learners. Its primary objective is to align with the social science curriculum by implementing a CLIL (Content and Language Integrated Learning) methodology. These coursebooks are explicitly designed to teach English while delivering the content within the social science curriculum. As described in the promotional materials for this book series, these coursebooks foster the development of essential language skills, encompassing reading comprehension, listening, speaking, and writing. Additionally, they integrate Information and Communication

Technology (ICT), entrepreneurship, and civic education into the realm of Social Sciences. The Social Science Book Series effectively met the requirements of the CLIL program, aligning with the content of the primary school Social Science curriculum for grades 1 to 3. However, from Grade 4 onwards, the focus shifted to local content, making it impractical to utilize a Grade 4 book designed for Spanish geography, governance, traditions, and customs.

This situation was consistent for all the published CLIL books available to the authors. Both the publisher and the school agreed to use the first three books for grades 1 to 3, but they decided to retain some sections while removing others that were not suitable for the Turkish context in terms of content. However, the fourth book in the series was adapted to the Turkish context before it was introduced to the students. The authors of this chapter took on the responsibility of adapting the fourth book, as specified in the copyright agreement with the publisher and the distributor of the book series. In this chapter, our focus will center on the intercultural citizenship aspect of language teaching materials. Discussion on material localization and English language learning will be reserved for future work.

6.1. Cultural adaptation of language teaching coursebooks and intercultural citizenship development

There seems to be a close connection between intercultural citizenship education and the materials used for teaching language; therefore, it becomes evident that the adaptation of language teaching coursebooks holds significant implications for language learners. In this section, the multifaceted relationship between the adaptation of teaching materials and the cultivation of intercultural citizenship among young learners will be discussed. Although introducing young learners with topics that they are already familiar with is expected to result in better learning outcomes, unfamiliar concepts can be presented by adding materials with familiar content to ease learners' understanding of the newly presented language forms. One foundational principle guiding the adaptation of language teaching materials is the recognition that learners, especially young learners, respond more effectively when presented with content that resonates with their experiences and understanding. Familiar concepts and content provide a bridge that eases the comprehension of newly introduced language forms. It is essential that these adaptations not only localize the materials but also infuse a global context, enabling learners to connect with topics in an international framework When adapting coursebooks, it is crucial to consider how these adjustments affect the intercultural citizenship development of learners (McGrath, 2013; Tomlinson, 2003).

Adaptations should retain the core aspects of the original content while also introducing new elements that represent the students' cultural and regional backgrounds. This process can be described as both 'localizing' and 'humanizing' the content. However, it is important to remember that while these materials may offer linguistic and cultural relevance, they often fail to reflect the diverse uses of the English language and its users. A critical perspective reveals that these adapted materials still fall short of providing learners with a comprehensive understanding of English language use. In this context, where learners predominantly practice their local traditions, the global aspect is overshadowed. For instance, coursebooks might introduce festivals, a topic familiar to most learners but may not adequately represent the rich diversity in celebration rituals around the world.

One significant challenge in the adaptation process is deciding what content to modify or retain. Schools frequently request the replacement or modification of units within coursebooks, especially those relating to culturally specific content. For example, in adapting materials for a Turkish audience, publishers often replace units that contain content related to celebrations like Halloween, Christmas, and similar with more locally and culturally relevant content. While this approach respects the cultural context, it can inadvertently limit the learners' intercultural exposure and hinder their journey toward global citizenship. Therefore, while adapting language teaching materials one must question in what ways these materials would be beneficial in the intercultural citizenship development of the learners, what aspects of those topics could be kept and what should be taken out, and what other new content that the students are familiar with can be added to the coursebook. This could be both in the form of 'localising' and 'humanising' the content in language teaching materials.

6.2. A coursebook adaptation project

The book adapted for the study is a social sciences textbook designed for 4th graders in primary schools. Originally created for language learners in Spain, it focuses on the cultures of both Spain and Britain. For instance, within units dedicated to festivals, one can find common celebrations such as Christmas, Halloween, and Easter. Despite the geographical proximity and shared religious and cultural traditions between Spain and Britain, there may still be significant differences in how these are practiced in actual classroom contexts.

From a critical perspective, while these materials have a communicative nature, they may not offer learners a diverse range of English language usage. When considering the Turkish context, a predominantly Muslim country located far from Spain, these materials may not be

suitable for direct use in their original form. While the 'social sciences book series for primary school students' is well-crafted and widely used for teaching English in Spain, its applicability in a different context is questionable. Consequently, it can be argued that adapting such materials for use in diverse, multilingual, and multicultural settings is essential to cater to the needs of learners and expose them to the rich diversity of English as used around the world among multilingual and multicultural populations. Therefore, it is imperative to draw the attention of coursebook writers, materials designers, and other stakeholders to the necessity of including various cultures and religions in course books aimed at teaching English through social sciences content. This ensures that students receive the intended exposure to intercultural citizenship education.

In the process of contextualizing these materials for the Turkish educational environment, the institution planning to implement the book initiated a formal request to the publisher for authorization to replace specific units within the coursebook. The primary objective was the integration of fresh content that accentuated local festivals, thereby enhancing its pertinence to Turkish students. Within the adapted version of the book, a newly introduced unit showcased significant cultural celebrations, including 'Hıdrellez', a widely observed spring festival prevalent throughout Turkey, and 'Bağbozumu', a customary Grape Harvest festival. Moreover, it featured visual representations of the Turkish flag and images associated with International Children's Day, a holiday celebrated in Turkey, as well as an illustration of the Mausoleum of Mustafa Kemal Atatürk, commemorating one of Turkey's national holidays.

From the perspective of developing intercultural citizenship, this change represented the opposite extreme, as it risked depriving learners of the opportunity to become globally aware citizens from the very beginning. In conclusion, the removal of a portion of the coursebook content in the name of cultural adaptation may impede the development of intercultural citizenship among learners. As mentioned earlier, it is common for schools to request publishers to modify or replace such units, especially concerning the unit on festivals, to make it more suitable for Turkish students. As a result, they asked the publishers to replace nationally specific festivals with local ones that align with the interests of Turkish learners. Guided by input from the publisher and in collaboration with the local distributor of the book, those responsible for these modifications altered the unit's title from 'Festivals' to 'Festivals and Celebrations'. They also transformed the content of the unit, shifting the focus from religious festivals to encompass 'Spring Festival (Hidrellez)' and 'Grape Harvest (Bağbozumu)', along with national

celebrations such as 'Republic Day', 'International Children's Festival', and 'National Youth and Sports Festival', among others.

7. Discussion

For coursebook adaptations to promote intercultural citizenship education effectively, it is essential to strike a balance between local and global elements. This involves retaining aspects that students can relate to while introducing international elements that encourage cross-cultural awareness. In today's world, characterized by the global reach of English, these materials should not just promote cultural knowledge but also foster an understanding of different cultures, religions, languages, and culinary traditions. Otherwise, the localization of language teaching materials in this limited sense may fail to promote intercultural citizenship education of the learners in the English language classrooms. Instead, learners continue to learn only about their local cultural festivals and events, and be able to explain them in English. On the one hand, this is good language practice, however, it does not provide learners with the necessary practice to promote intercultural citizenship development.

In foreign language classrooms, the aim is to raise learners' awareness towards issues like interculturality and giving them a chance to situate themselves within a global context by exploring similarities and differences between cultures and peoples. In a similar project in search the ELF component to promote/include ELF-awareness in ELT materials, Vettorel and Bayyurt (2016) reported that festivals or international day unit in the international coursebooks used in Turkish schools were the only possible content that could be offered some connections to interculturality concept. In a similar project on ELF-awareness in ELT materials comparing Turkish and Portuguese EFL coursebooks, Guerra et al. (2020) came up with similar results about the coursebooks involving intercultural aspects promoting ELF communication. In this chapter, we also wanted to highlight the promotion of intercultural citizenship, which we thought resembled ELF-awareness in ELT and indicated that it had limited scope and application through the present conceptualization of the concept of culture in two different contexts – i.e., Portugal and Turkey –where similar materials were used in primary classrooms. While one context was promoting cultural knowledge in relation to different celebration rituals of Christmas in two different contexts, the other replaced the Christmas celebration with that of local ones with no connection to the original unit.

While the adaptation of materials seems a straightforward process without careful consideration of the stakeholders' perspectives, in most cases, the textbook writers, curriculum

developers, teachers and other decision makers are accepted to take into account the interculturality aspect of language learning. In this respect, the coursebook writers and materials developers should be loyal to the cultural adaptations and modifications of the materials. Hence, it can be said that the adaptations of materials may be accepted as long as local and global can stay side by side to raise learners' awareness towards issues like different cultures, religions, languages, and culinary cultures in the world, and we should equally respect them and try to understand them rather than othering people who are not like them.

Therefore, we suggest that learners should be provided with opportunities to be challenged with differences - i.e., both acceptable and discomforting ones, and be tolerant towards them. In conclusion, the adaptation of teaching materials is an indispensable part of language education, enabling learners to navigate a world connected by diverse cultures and languages. By carefully selecting and modifying coursebook content, it is possible to challenge learners with both the familiar and the unfamiliar, fostering a sense of tolerance and understanding. Achieving real intercultural citizenship development in language classrooms requires a commitment to respecting and comprehending the differences between cultures, ultimately preparing learners for active participation in the global community.

Conclusion

In this chapter, we provided a historical overview of intercultural citizenship, intercultural citizenship education, and their relevance in the context of English language classrooms. Our exploration of intercultural citizenship development was illustrated through a book adaptation project we were actively engaged in. We underscored the evolving role of twenty-first-century teachers, who are tasked with raising awareness of the global uses of the English language, exposing learners to its diverse variations, teaching culture, and seamlessly integrating authentic materials into their lessons and activities (Rose et al., 2021).

It is paramount to recognize the pivotal role of educational materials in nurturing intercultural citizenship awareness among learners. The importance of foreign language teachers' efforts in enhancing their students' understanding of intercultural citizenship through judiciously selected teaching materials cannot be overstated. This significance has only grown more pronounced in the context of the COVID-19 era, where individuals worldwide have had unprecedented opportunities to engage in diverse forms of language communication, from casual internet conversations to formal meetings. While adult learners may exhibit a more inherent readiness to grasp the intricacies of intercultural citizenship, young learners may

require more foundational guidance. Introducing these abstract and cognitively demanding concepts to young learners begins with raising their awareness of our globalized world, where people from diverse backgrounds speak, eat, and worship differently. It is essential to foster an environment where these differences are not feared but welcomed and celebrated. Given the increasing global mobility due to education, employment, immigration, and other factors, the need for intercultural citizenship education has never been more evident.

In this light, foreign language teachers take on a vital role as agents of change in cultivating interculturally competent generations. They are instrumental in preparing the next generation for a world where differences are embraced and celebrated, laying a robust foundation for global peace and harmony. This conclusion, by briefly revisiting the core findings and highlighting the practical implications, invites educators and policymakers to actively engage in promoting intercultural citizenship in language education and sets the stage for further research and development in this dynamic field.

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Abstract

The concept of Global Citizenship Education is inextricably linked with the cultivation of intercultural communicative competence and active engagement in global issues within the realm of foreign language instruction. This chapter explores the synergy between global citizenship education and language teacher training, emphasizing the role of these educators as facilitators of intercultural understanding and advocates for active global participation.

UNESCO's definition of Global Citizenship Education as a means to empower learners for local and global involvement in creating a more just, peaceful, and sustainable world is the focus in this chapter. The chapter explores how language teacher education may prepare educators, students, and future teachers to engage in debates about global issues with people from different cultural backgrounds and work together on creative solutions within this framework.

The Sustainable Development Goals (SDGs) established by the United Nations (UN) and supported by UNESCO can be promoted through global citizenship education. The interconnectedness of these objectives becomes apparent as global difficulties get worse, calling for a holistic approach to education that cuts across boundaries and disciplines. The SDGs and the ideals of global citizenship are completely compatible since they both highlight the need of fostering a feeling of shared responsibility, empathy, and active participation in solving critical global concerns. Global citizenship education facilitates the achievement of the SDGs by providing students with the understanding, skills, and ethical values they need to negotiate complex cultural environments and work together across boundaries. In order for sustainability to be effective, individuals need to have competence in sustainability in the first place. The acquisition of this competence is achieved through education.

We need to stress the importance of integrating Global Citizenship Education into language teacher training curricula. By exposing educators to diverse perspectives and improving their

cross-cultural communication skills, language teachers can become adept at promoting empathy and understanding among their students. The chapter also discusses the challenges of integrating the principles of global citizenship, including the need for culturally responsive pedagogy and continuous professional development. Teacher training directly supports the creation of a generation that is educated, motivated, and equipped to make contributions to a more sustainable, just, and inclusive global society by providing teachers with the knowledge, skills, and resources to incorporate sustainability principles into their teaching practices.

Keywords: education for sustainable development, global citizenship education, sustainable development goals, teacher training

1. Introduction

Today the idea of education has moved beyond the boundaries of national curriculum and classroom walls in an era of extraordinary global connectivity and cross-border exchanges. Global Citizenship Education (GCE) has become a dynamic framework that aims to provide students the knowledge, abilities, attitudes, and values required to function in a world that is becoming more interdependent and challenging. GCE is quite distinct from common academic disciplines in that it seeks to develop individuals who are not just informed and involved in their local communities but also actively participating in the global community as a whole.

Global Citizenship Education, often referred to as GCE, is a comprehensive strategy that extends beyond the acquisition of academic information. It involves possessing an in-depth understanding of various cultures, having empathy for other people, practicing critical thinking, and feeling responsible for addressing important global issues. While developing a feeling of interconnectedness with the global world, GCE provides learners the tools to negotiate within diversity as they are exposed to a constantly growing body of knowledge and viewpoints.

In the context of teaching foreign languages, Porto (2014) pointed out that intercultural citizenship and global citizenship involve intercultural communication ability and emphasize active involvement in global issues. The purpose of global citizenship education, according to UNESCO, is "to empower learners to engage and assume active roles, both locally and globally, to face and resolve global challenges and ultimately to become proactive contributors to a more just, peaceful, tolerant, inclusive, secure and sustainable world" (2014, p. 15).

As societies grow increasingly interconnected, language teachers' responsibilities additionally include fostering cross-cultural cooperation, understanding, and communication in addition to linguistic proficiency. It is possible to see how these two crucial educational notions

complement and enhance one another by carefully examining the relationship between global citizenship education and language teacher education.

We aim to highlight the transformative potential of this educational paradigm by examining the basic principles and primary objectives of global citizenship education. By doing so, we can better prepare students and teachers to respond responsibly and actively to the opportunities and challenges brought about by our interconnected world.

Teachers play a critical role in transforming the Sustainable Development Goals (SDGs) into change. Teachers act as conduits of knowledge, influencing the mindsets and actions of next generations. The SDGs can be incorporated into teacher education to give educators the tools they need to integrate sustainability themes into all subject areas and promote critical thinking about interconnected global concerns. By placing a strong emphasis on inclusivity, diversity, and social justice in training programs, educators are better equipped to provide inclusive learning environments that uphold the SDGs' principles. Practical learning opportunities, including community engagement initiatives, improve educators' comprehension of sustainable development in practical settings and empower them to inspire students to take an active role in achieving the SDGs. Consequently, teacher preparation becomes a transformative force that advances the ideas of sustainable development from theory to practice and raises a generation.

2. Global Citizenship Education

Recently, the concept of global citizenship, a sense of belonging to a broader community and common humanity (UNESCO, 2014), has gained prominence and a field called Global Citizenship Education (GCE) has emerged. Essentially, GCE aims to enhance cross-cultural comprehension by examining contemporary global issues. Global citizenship aims to address global concerns by integrating and internalizing universal and national principles. In order to make the world more habitable, global citizens must act in a way that recognizes cultural variety, promotes global social justice, and fosters global awareness (Reysen, 2012; Ehigie, 2021). Global Citizenship Education aims to raise individuals who view diversity as a source of richness, keep up with world events, and display sensitivity to large-scale issues like human rights violations, hunger, drought, and disasters by actively looking for solutions.

While the world may be increasingly interconnected, it is crucial to recognize that human rights violations, inequality, and poverty still pose significant threats to peace and sustainability. As a result of changes in economics, society, and politics that have made countries more connected and dependent on each other, there is a growing global recognition of Global

Citizenship Education. The goal of global citizenship education is to equip students of all ages to actively contribute to the creation of more peaceful, tolerant, inclusive, and secure societies on a local and global scale.

The figure below illustrates the profile expected of a global citizen, characterized by strong attributes in terms of knowledge, skills, and attitudes.

Figure 1

The competencies of Global Citizenship

Source: (Oxfam, 2006)

Global Citizenship Education fosters critical thinking by assisting students in exploring and analyzing global concerns and emphasizing how local and global issues are intertwined. It promotes social justice, equity, and human rights ideals and calls for active engagement in resolving societal and environmental issues. Key themes include building empathy for people from different origins, environmental stewardship, and equipping kids to take meaningful action. Students are urged to become champions for positive change in their communities while learning conflict resolution techniques and peaceful dispute resolution strategies. The promotion of global competency, including cross-cultural communication, and discussion of ethical problems in tackling global issues. Global citizenship education promotes active citizenship by highlighting the obligations of all citizens in creating a more just and sustainable world.

According to Lima and Brown's (2007) research, a global citizen is expected to possess a number of key competencies. The ability to communicate in multiple languages, cultural awareness, a willingness to help those in need, effective use of technology, a lack of bias while respecting diversity in terms of the environment, people, and various cultures, staying up to date on local and international events, and actively participating in societal roles like citizenship, ethical behavior, and promoting inclusivity are some of these skills.

Connecting global citizenship with education at different levels is essential for raising responsible and active global citizens. Effective global citizenship education can be found in universities, particularly in the faculties of education. These academic institutions play a crucial part in educating students about the globalized world and preparing them to become engaged global citizens who stay linked to the global community.

Globally, there has been an increasing recognition in teacher education programs of the need to address current economic, social, cultural, and political concerns. In particular, changes in cultural demographics in many societies have prompted some countries to incorporate intercultural competence into their teacher training programs (Cushner, 2011, 2012, 2014; Grant and Portera, 2011). For instance, themes such as global and inter-cultural competencies (Grant and Portera, 2011; Holmes et al, 2016), environmental awareness (Hwang, 2008; Alvarex-Garcia, et al., 2015; Redman, 2013) and gender awareness (Crocco, 2010; Jennings, 2007) have been incorporated into teacher education. Worldwide programs for teacher education have shown a greater understanding of the need to address current economic, social, cultural, and political concerns on a global scale. However, it is important to acknowledge that there is still a significant distance to cover in this quest.

The role of educators in society goes beyond simply transferring knowledge and skills; it also includes principles like social justice, improved global parity, and a raised consciousness of environmental responsibility (Bretherton et al,; Jones, 2009). Teachers can exercise the greatest influence as agents of Global Citizenship Education (GCE), significantly shaping both the manner and the scope of its integration within classroom environments (Goren & Yemini, 2016).

The three distinct learning components identified by UNESCO for Global Citizenship Education are psychomotor (behavioral), cognitive (knowledge) and affective (socio-emotional). To provide a well-rounded educational experience, instructors must have a thorough awareness of these elements. The psychomotor dimension focuses on developing the

critical thinking, problem-solving, and effective communication abilities necessary for proactive global citizenship. The cognitive component is focused on teaching students about global citizenship, which includes subjects like social justice, human rights, and sustainable development. The affective dimension, or socio-emotional learning, on the other hand, focuses on developing good attitudes and values related to global citizenship, such as encouraging respect for variety, empathy, and solidarity.

Several countries are revising their educational content to align with the profile of global citizenship among students. In this context, it is observed that Global Citizenship Education is included in the curricula of many countries either as a standalone subject or as a component of a specific course (UNESCO, 2014, p. 14). The inclusion of global citizenship education in curricula can help students appreciate and understand different points of view while also preserving their ability to compete in a global economy (Johnson et al., 2011). Students must have the necessary information, abilities, self-efficacy, and attitudes in order to address and come up with solutions for a variety of global concerns. In order to accomplish this, educational procedures and curricula in schools—whether implicit or formal—need to be developed appropriately. Additionally, teachers should view themselves as members of humanity and bring both local and global issues to their classes with a critical eye. Teachers must have the characteristics of a global citizen in order to undertake global citizenship education effectively and efficiently.

3. Education for Sustainable Development

Most probably never before in the human history has the relationship between human beings and the environment been as strained as it is today. Urbanization, growth in population, deforestation, wealth inequality, urban sprawl, pollution, and resource depletion are just a few of the changes brought on by the Industrial Revolution that have had a big impact on our planet. Action has been prompted by these apparent developments. Scientists, international organizations, and some political figures started speaking out against these developments in the latter half of the 20th century. In response, sustainable development education was created with the goal of regulating change and preserving the harmony between people and the natural world through a more sustainable, creative, and cooperative approach. Sustainable development is defined as "the ability to achieve development at a level where the needs of today's people can be met without jeopardizing the possibility of meeting the needs of future generations" (UN, 1987). In other terms, "sustainable development" is also defined as aiming for an economic assessment of progress without ignoring the environmental component and for the responsible

and balanced use of resources while taking into account future generations (Harris, 2000). In the same vein, Education for Sustainable Development (ESD) places a strong emphasis on encouraging students to think strategically and prepare for the future, which will assist to establish and construct a more sustainable economic, environmental, and social system (Bell, 2016).

In September 2015, during the 70th session of the UN General Assembly, Heads of State and Government, along with senior UN officials and civil society representatives, came together to endorse the Sustainable Development Goals. These objectives make up a broad, inclusive development agenda that aims to be both internationally applicable and sustainable. They demonstrate a program that was developed and shaped collectively by people, and they demonstrate UNESCO's active participation in their creation.

Education for Sustainable Development, as a global initiative, seeks to highlight education as a crucial element for attaining sustainable development. Providing people with the knowledge, abilities, morals, and attitudes they need to contribute to a more just and sustainable future. Environmental preservation, social fairness, economic development, and cultural variety are just a few examples of the many subjects and problems that fall under the umbrella of ESD that are relevant to sustainability.

UNESCO, in its Education 2030 Agenda and Framework for Action, defines Sustainable Education Goals and advices countries to "ensure that all learners are provided with the knowledge and skills to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence," (Target 4.7 of the Sustainable Development Goals (SDG 4 on Education).

A group of 17 global objectives known as the Sustainable Development Goals were established by the United Nations in 2015 as a component of the 2030 Agenda for Sustainable Development. Governments, corporations, civil society organizations, and individuals can collaborate on these objectives to address urgent global concerns and enhance human and environmental wellbeing. We have come to recognize that it necessary to facilitate the transformation of the world and transition from the traditional development model, which has a high destructive power, to a sustainable development model. Education plays a key role in this transformation.

Figure 2

Sustainable Development Goals

The SDGs address a wide range of topics mainly about society, environment and economy, such as:

1. No Poverty: End poverty of any kind worldwide.
2. Zero Hunger: Establish food security, eradicate hunger, and enhance sustainable agriculture and nutrition.
3. Good health and wellbeing: Promote and guarantee healthy lives for people of all ages.
4. Quality Education: Ensure equal access to quality education, and support opportunities for everyone to continue learning throughout their lives.
5. Gender Equality: Attain gender equality and give all women and girls the power they deserve and need.
6. Clean Water and Sanitation: Make sure that everyone has access to clean water and sanitation, and that it is managed sustainably.
7. Affordable and Clean Energy: Guarantee that everyone has access to clean, dependable, contemporary energy that is also affordable.
8. Decent Work and Economic Growth: Promote full, productive and decent employment for everyone, and sustained, inclusive, and sustainable economic growth.

9. Industry, Innovation, and Infrastructure: Build strong infrastructure, encourage inclusive and sustainable industrialization, and promote innovation, which are the three pillars of the economy.

10. Reduced Inequalities: Lessen disparities both inside and between nations.

11. Sustainable Cities and Communities: Making cities and settlements inclusive, safe, resilient, and sustainable.

12. Responsible Consumption and Production: Implement sustainable manufacturing and consumption habits.

13. Climate Action: Take immediate action to put an end to climate change and its effects.

14. Life Below Water: Use ocean, sea and marine resources wisely and sustainably.

15. Life on Land: Stop and reverse land degradation, preserve, revitalize, and promote sustainable use of ecosystems on land, responsibly manage forests, fight against desertification and deforestation, and stop the loss of biodiversity.

16. Peace, Justice, and Strong Institutions: Promote inclusive and peaceful societies for sustainable development, ensure that everyone has access to justice, and create strong, accountable institutions.

17. Partnerships for the Goals: Boost the global cooperation for sustainable development and strengthen its implementation strategies.

Since these objectives are interrelated, cooperation and action are needed at the local, national, and international levels to achieve them. In order to increase knowledge and develop the skills necessary to effectively work toward these goals, education for sustainable development is essential. All of the topics covered by sustainable development, including climate change, biodiversity, poverty alleviation, and sustainable consumption, are included in the field of sustainable development education. It creates a structure and blueprint for people to alter their consumption patterns, attitudes, and behavioral patterns so as to create a sustainable future. In today's increasingly interconnected world, there is a growing need for individuals who can learn and develop the skills essential to successfully live and work on a global scale while promoting a sustainable future. The significance of educational programs becomes clear in developing people who are aware of global issues, have the capacity to comprehend developments, possess innovative, creative, and critical thinking skills, as well as the knowledge and abilities to carry out their local and global citizenship obligations, including

working for the environment. Because of this, every society must immediately put into place educational changes that will promote sustainable development.

4. Teacher Training and Education for Global Citizenship Education (GCE) and Sustainable Development (ESD)

Education for Sustainable Development (ESD) and Global Citizenship Education (GCE) find application in various facets of teacher education. In pre-service teacher education, or in other words Initial Teacher Education (ITE), these principles demand for comprehensive training in the purpose and social responsibility of teaching. Relevant content is aligned with ESD and GCE in ITE programs for subject-based teachers, especially those with specializations in geography, sciences, citizenship/civics/social studies, and religious education. This promotes an interdisciplinary approach to education. It is possible to cover ESD and GCE in depth in longer ITE courses through the use of specialized modules or elective courses. Additionally, even though these programs may not specifically be focused on teacher preparation, ESD and GCE ideas are integrated into both undergraduate education degree courses and master's level programs. In addition, some brief introductory sessions acquainting pre-service teachers with fundamental ESD and GCE concepts, with limited depth can be used (Bourn, Hunt & Bamber, 2017:9). In their study about a virtual exchange experience involving pre-service English language teachers from Turkiye, Germany and Israel, Öztürk and Yangın Ekşi (2022) highlight that prospective English teachers to engage meaningfully with peers from diverse cultures, fostering intercultural understanding and critical analysis of topics of global concerns.

ESD and GCE can also be integrated into Continuous Professional Development (CPD) for teachers. CPD courses, online or face-to-face ranging from single-day workshops to week-long sessions or extended series over a term, can involve the integration of ESD and GCE in teaching practices taking into account teachers' and schools' needs and interests. These initiatives involve professional development courses by universities, or private entities, international partnerships, study abroad programs, outdoor environmental education activities, accredited Masters-level courses, and teacher-led CPD, frequently involving peer learning (Bourn, Hunt & Bamber, 2017:10).

The Sustainable Development Goals are closely related to teacher training and education because teachers have a significant influence on how the next generation interprets the world, develops their values, and acts. The integration of the SDGs' guiding principles and goals into

curricula, pedagogical approaches, and classroom environments depends critically on teacher education and training.

Teacher training and education programs are essential for promoting the Sustainable Development Goals (SDGs) in education. They can accomplish this by training teachers to include sustainability themes into all subject areas and by encouraging pupils to think critically. These programs also equip teachers with the knowledge and skills necessary to promote the SDGs, act sustainably, and design inclusive, varied, and socially fair learning environments. In addition, SDG-related experiential learning opportunities, such as community projects and collaborations, improve teachers' comprehension and let them actively involve students in sustainable initiatives.

As a result of the comprehensive integration of ESD and GCE into different facets of teacher education, educators are not only well-versed in their fields of study but also in the concepts of sustainable development and global citizenship, which prepares them to instil these fundamental principles in future generations.

5. Global Citizenship Education (GCE) Sustainable Development (ESD) and English Language Teaching

The topics covered in GCE and ESD can be a natural part of a number of subject courses. Several subject courses, such as social studies, geography, history and so on, can incorporate global citizenship, and each one contributes significantly to building an active and responsible global citizenship (Oxfam, 2006). One effective domain for implementing global citizenship education is foreign language programs, particularly within English Language Teaching (ELT). Any topic or subject areas can be the context of study in English lessons, particularly within a CLIL, or content-based, framework. In CLIL courses, content and language are integrated with the aim of helping students acquire, beyond grammar, the socio-cultural skills and knowledge necessary for communication.

Additionally, topics of global concern can be the themes or content in the language courses. Thus students can actively get engaged in addressing global challenges or, at the very least, develop heightened awareness and comprehension of these issues. Language lessons can go beyond simply focusing on vocabulary, grammar, pronunciation, and language skills (Mellet & Detey 2021; Pramata & Yuliati 2016). Subject flexibility of foreign language courses (Focho 2010) is an advantage compared to other fields. Going beyond the usual topics in textbooks, introducing topics and themes related to GCE and ESD in English classes might help students

be able to study a foreign language by increasing their understanding of different cultures and global challenges (Omidvar & Sukumar, 2013; Pramata & Yuliati 2016). The inclusion of global issues in the content of EFL materials contributes to students' developing a worldwide awareness (Pramata & Yuliati 2016). There is a growing number of research exploring the potential (Arıkan, 2009; Focho 2010; Gürsoy, 2010; Hosack 2011; Kruger, 2012; Omidvar & Sukumar, 2013; Pramata & Yuliati 2016), yet the area is still under researched and more studies should be conducted.

Conclusion

Since the 19th century, advances and development techniques have brought to light the fact that these processes are currently decreasing the lifespan of our planet and its resources and, if prolonged, will result in serious catastrophes. The threat to humanity is becoming more serious and unavoidable as a result of climate change, natural balance disruption, the spread of poverty and unequal distribution in tandem with population expansion, epidemic diseases, and numerous other worldwide challenges. Taking into account these factors endangering the planet, people must take preventive and regulatory measures to ensure the sustainability of development. In order to achieve economic, environmental, and social harmony today while taking future generations into account. Societal, economic, and environmental considerations are only a few of the key factors that form the basis of sustainable development. These aspects of sustainable development education ought to be planned and carried out as a whole. The most important aspect in achieving sustainable development is education.

A fundamental decision to take real action against these dangers was made in 2015. The Sustainable Development Goals effectively guides the direction of education, highlighting that "students should acquire the necessary knowledge and skills, as well as an understanding of sustainable lifestyles, human rights, equality, peace, global citizenship, appreciation of cultural diversity, and the contribution of culture to sustainable development, through the promotion of sustainable development (Mochizuki, 2016; UNESCO, 2015). We need education to develop and sustain an economy that is ecologically sound, doesn't deplete natural resources, doesn't deny future generations the means to meet their needs, and keeps the balance between the economy and the ecosystem and to raise individuals who care for and are aware of the global concerns.

A global citizen should actively participate in the world's economic, social, technological, and environmental development in order to help create sustainable future. A global citizen

should also concentrate on achieving the goals, broaden their knowledge and abilities using an interdisciplinary approach, be able to speak other languages, lead society with their intellectual personality, and communicate with others using empathy (Cogan 2000).

Teachers are crucial in promoting global citizenship education and the Sustainable Development Goals (SDGs) by acting as mediators of the information, values, and skills necessary to create a sustainable and global world. Along with teaching academic material, they influence students' attitudes, habits, and understanding of global issues. Educators can encourage the feeling of accountability, empathy, and critical thinking necessary for engaged global citizenship through good instruction. In order to prepare students to contribute to a more equitable, inclusive, and sustainable future, teachers play a crucial role in integrating the SDGs into curricula, encouraging cross-cultural understanding, and promoting the ideals of sustainability, human rights, and social justice.

In order to adequately train teachers for managing the opportunities and difficulties posed by our interconnected society, teacher education programs must incorporate both GCE and the SDGs. Teachers are essential in forming the next generation of responsible global citizens who understand their ethical, social, and environmental responsibilities in an interconnected society. Given the language education context, the incorporation of GCE and ESD into English Language Teaching (ELT) fosters intercultural and global perspectives in students. Since foreign language courses are flexible, teachers may extend typical language instruction and motivate pupils in become acquainted with diverse cultures and global issues by adding global themes into language and thus encourage them to take an active role in addressing global issues.

Global Citizenship Education gives people the attitudes, abilities, and knowledge they need to participate actively in the global community. Empathy, critical thinking, and a sense of global communication are highlighted, which promotes an awareness of various cultures and international issues. Similar to GCE, Education for Sustainable Development also emphasizes fostering critical thinking and equipping people to make contributions to a more sustainable social, economic, and environmental structure. Incorporating these themes into teacher education equips them with an awareness of global citizenship and sustainable development in addition to their expertise in subject matter. With this thorough instruction, they are equipped to pass on these essential values to the next generation, encouraging accountability and active involvement in building a more equitable, peaceful, and sustainable society.

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PART FOUR: BLACKOUT & APPLAUSE: CURRENT CHALLENGES AND SOLUTIONS

CHAPTER 12: ADAPTING TO RAPID CHANGES AND EMERGENCIES IN TEACHING EFL

Nalan BAYRAKTAR BALKIR iD
Ece ZEHİR TOPKAYA iD

Abstract

Teaching English as a Foreign Language (TEFL) is a demanding profession, particularly when teachers must adapt to unforeseen changes and emergencies deriving from global and local problems such as pandemics, destructive earthquakes, climate change, and economic recession. The recent COVID-19 pandemic exemplifies the profound impact such events can have on the field of education, changing various aspects of the teaching and learning landscape from instructional delivery to student engagement. These factors have the potential to evoke feelings of anxiety, frustration, and isolation. Despite the fact that adapting to rapid changes and emergencies in TEFL is not an easy undertaking, it can also be an opportunity for growth and innovation. Therefore, to overcome these difficulties and ensure effective learning outcomes, a number of key considerations and strategies come into play. One key condition required by EFL teachers is teacher well-being, which is concerned with teachers' general mental, physical, and emotional health. Besides, teachers need to develop a growth mindset to adjust their expectations, goals, and strategies according to the changing circumstances. They also ought to accept technology as a useful tool that could facilitate their teaching and learning processes. Moreover, teachers should adopt a critical thinking approach to their teaching to identify problems, generate solutions, make informed decisions, communicate effectively in emergencies and rapid changes, and show resilience in the face of stress and difficult situations. Finally, they should seek professional development opportunities, collaborate with colleagues, access available resources, and participate in online communities of practice. By addressing these crucial topics, this chapter focuses on the teacher exploring teacher well-being, teacher mindset, technology acceptance, critical thinking, and professional development and aims to empower EFL teachers with practical guidance and strategies to thrive in an ever-evolving educational landscape.

Keywords: EFL teachers, changes and emergencies, teacher well-being, teacher mindset, professional development

1. Introduction

In recent years, the field of Teaching English as a Foreign Language (TEFL) has witnessed significant changes and challenges, particularly in the face of unexpected emergencies like the COVID-19 pandemic. These unforeseen circumstances have necessitated the adaptation of English as a Foreign Language (EFL) professionals to new teaching modalities, approaches, and technologies. The transition from traditional face-to-face teaching to emergency remote teaching has also posed significant challenges for EFL teachers and mostly aroused negative feelings, including anxiety, frustration, and isolation. In order to surmount these challenges and achieve desired learning outcomes, several crucial conditions and strategies come into play.

One essential condition of adapting to rapid shifts and emergencies in TEFL is teacher well-being that refers to the overall state of physical, mental, and emotional health and satisfaction experienced by teachers in their professional lives (Skaalvik & Skaalvik, 2014). The sudden shifts in the teaching and learning ecosystem can lead to increased stress and burnout among teachers. Besides, teachers' well-being is a crucial factor in ensuring quality teaching and learning outcomes for students (Viac & Fraser, 2020). Therefore, it is crucial to address teacher well-being and provide support systems to help teachers cope with their challenges.

Another crucial condition for EFL teachers is developing a growth mindset. Individuals with a growth mindset tend to set learning goals, adopt strategies focused on mastery, and focus on future expectations of success when monitoring their progress. They view challenges and failures as opportunities for growth and are more likely to persevere in the face of difficulties (Dweck, 2006). Therefore, teachers with a growth mindset are more likely to cope with the challenges when they have to adapt to sudden shifts and emergencies in their teaching scope. By employing certain strategies, teachers can cultivate and strengthen their own growth mindset. This, in turn, can positively affect their teaching practices, student engagement, and overall professional development (e.g., Blackwell et al., 2007; Kaya & Yüksel, 2022).

Teachers' technology acceptance also plays a crucial role in the face of rapid changes and emergencies. In case of emergencies, such as the COVID-19 pandemic, when emergency remote education became a major means for continuing instructional delivery, teachers were required to quickly adapt to online teaching and had to navigate the complexities of educational technology (Hong et al., 2021). In this vein, EFL teachers need to develop the necessary skills and confidence to utilize technology effectively, while also demonstrating a positive inclination towards accepting technology in their profession.

One further factor that can contribute to the EFL teachers' adaptability to unexpected changes is critical thinking skills. EFL teachers need to critically evaluate new teaching approaches, strategies, and technologies to determine their effectiveness and suitability for their specific contexts. Developing critical thinking skills enables teachers to make informed decisions, solve problems, communicate effectively, collaborate with others, reflect on their teaching practices, and continuously improve their teaching methods (Lithoxoidou & Georgiadou, 2023). By incorporating critical thinking skills into their teaching, EFL teachers can navigate through challenges and ensure that their students receive quality education even in times of uncertainty.

Professional development is another essential condition required by EFL teachers to be able to adapt to unforeseen circumstances. It allows teachers to enhance their knowledge, skills, and strategies, enabling them to effectively respond to changing circumstances and meet the needs of their students (Mekie & Gezahegn, 2022). This includes incorporating technology in their teaching practices, developing problem-solving skills, reflecting on personal characteristics and teaching practices, and participating in continuous professional development activities.

In conclusion, this chapter aims to explore how EFL teachers can adapt to rapid changes and emergencies influencing the teaching and learning ecosystem, addressing key conditions and strategies that play a vital role in ensuring successful outcomes. Teacher well-being emerges as a fundamental factor, with support systems promoting self-care and a positive work environment. Cultivating a growth mindset empowers teachers to embrace challenges and persevere in difficult situations, ultimately enhancing their teaching practices and professional development. Fostering critical thinking skills equips EFL teachers to critically evaluate and implement effective pedagogical strategies, ensuring quality education even amidst uncertainty. Moreover, embracing technology and continuous professional development enables teachers to handle the complexities of both online and face-to-face education while remaining responsive to evolving educational needs. By considering these essential factors, EFL teachers can thrive in times of unexpected change and continue to inspire and educate their students successfully.

2. Teacher Well-Being

Teacher well-being is a critical aspect of the education system that has gained increasing attention recently. Numerous studies and reviews have highlighted the importance of teacher well-being for the success of education (e.g., McCallum et al., 2017; Kaur & Singh, 2019; Pourbahram & Sadeghi, 2022). Teacher well-being particularly gains even more prominence

during challenging times, enabling educators to effectively navigate unexpected changes and emergencies. Hence, it is worthwhile to understand what teacher well-being is and how it can be supported.

2.1. Defining and describing teacher well-being

The field of research on well-being is expanding, but the definition of what constitutes well-being still lacks a definitive answer. The existence of numerous and varied interpretations of well-being across the literature can be attributed to the multidimensional and multidisciplinary nature of the concept (Dodge et al., 2012; Gillett-Swan & Sargeant, 2014; McCallum, et al., 2017; Viac & Fraser, 2020). In an attempt to provide a clear-cut and universal definition, Dodge et al. (2012, p. 230) define well-being as "the balance point between an individual's resource pool and the challenges faced" and describe it as a dynamic equilibrium that requires individuals to have the psychological, social, and physical resources to meet the challenges of life. Gillett-Swan and Sargeant (2014) propose a perspective on well-being as an accrued process, as stated in the subsequent definition: "an individual's capacity to manage over time, the range of inputs, both constructive and undesirable that can, in isolation, affect a person's emotional, physical and cognitive state in response to a given context" (p. 143). Another widely acknowledged definition that provides a holistic and current understanding of the term is as follows:

> Wellbeing is diverse and fluid respecting individual, family and community beliefs, values, experiences, culture, opportunities and contexts across time and change. It is something we all aim for, underpinned by positive notions, yet is unique to each of us and provides us with a sense of who we are which needs to be respected (McCallum & Price, 2016, p. 17).

As seen, a review of well-being abounds with various definitions and conceptualizations of the term, reflecting its multidimensional, multifaceted, and interdisciplinary nature. For instance, a recent conceptualization of well-being distinguishes between two main categories: objective and subjective. Objective well-being refers to external factors like economic resources, politics, health, and literacy. On the other hand, subjective well-being covers elements like happiness, emotions, engagement, purpose, life satisfaction, social relationships, competence, and achievement (McCallum et al., 2017).

With regard to the teaching profession, teacher well-being is defined as "teachers' responses to the cognitive, emotional, health and social conditions pertaining to their work and their profession" (Viac & Fraser, 2020, p. 18). Teacher well-being is apt to be affected by three groups of factors as classified by Day et al. (2007): situated, professional, and personal. While

professional factors are linked to the objectives and rules regulating the teaching profession, situated factors are those characteristics tied to a particular environment (such as a school and/or classroom). Personal factors involve elements of a teacher's life that are distinct from their professional role, including familial and social obligations, which can potentially influence their overall well-being. According to the OECD's conceptual framework of teachers' occupational well-being, which is associated with situated and professional dimensions mentioned above, there are four key components of the term: cognitive well-being, subjective well-being, physical and mental well-being, and social well-being as demonstrated in Figure 1 (Viac & Fraser, 2020). There is also a range of factors, particularly working conditions, influencing teachers' well-being across four components, impacted by both systemic and school-level factors. Systemically, the teaching profession's regulations influence aspects such as work hours, stability, pay, entry requirements, and professional growth. At the school level, working environment quality, relationships with colleagues, physical spaces, classroom dynamics, and autonomy significantly shape teachers' well-being (Viac & Fraser, 2020). Relevant research has indicated that factors such as workload, administrative duties, and activities after working hours can contribute to teacher burnout and negatively influence well-being (Issom & Nadia, 2021). Additionally, disrespectful behaviour and negative interactions between teachers and students have been linked to higher levels of teacher burnout (Yang et al., 2022).

Figure 1
Key components of teachers' occupational well-being by Viac and Fraser (2020)
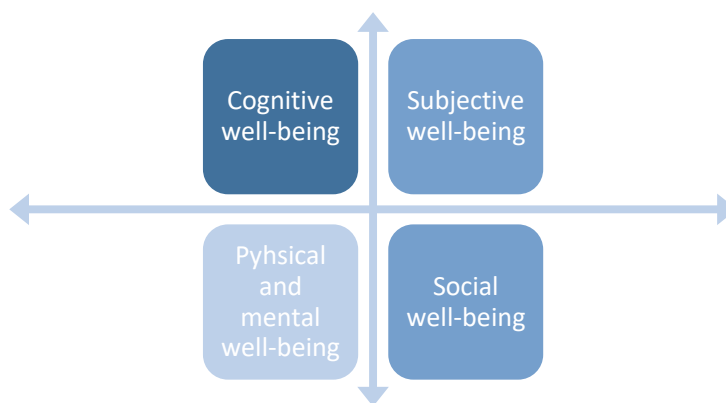
Teachers' well-being dimensions result in two main types of outcomes (Viac & Fraser, 2020). The first type of outcomes are called inward results, namely their work engagement and their willingness to stay in the profession, and their stress levels. In terms of outward results, they impact learning environment quality, assessed through classroom processes and direct outcomes on student well-being. As seen, the interplay of teachers' occupational well-being influences their dedication to the profession, stress levels, and importantly, shapes the quality

of learning environments with implications for both classroom dynamics and student well-being (Viac & Fraser, 2020).

As previously stated, the exploration of teacher well-being has gained momentum in recent times due to its perceived interconnectedness with teaching quality, educational attainment, and mitigating the effects of occupational stress, burnout, and attrition. For instance, Talbot and Mercer (2018) conducted a review indicating that high teacher well-being corresponds to enhanced teaching effectiveness. In addition, Viac and Fraser (2020) state that teachers exhibiting high levels of well-being are likely to report high levels of self-efficacy and job satisfaction. Moreover, they are also inclined to possess a stronger occupational motivation and an increased dedication to remain within the profession. On the other hand, teachers with low levels of well-being might affect the educational system, leading to high turnover rates, slow performance, absenteeism, and increased costs (Viac & Fraser, 2020). Furthermore, the quality of teaching suffers when educators are stressed or burned out, hindering effective classroom functioning. Indeed, Brasfield et al. (2019) suggest that teacher stress and burnout have been associated with dissatisfaction in the profession and higher attrition rates. As indicated by these reviews prioritizing teacher well-being could mitigate the occupational stress that often leads to burnout, and attrition. As such, efforts to enhance teacher well-being have gained prominence in both educational and research contexts.

Teaching is widely acknowledged as one of the most demanding and stressful professions (Talbot & Mercer, 2018), even without considering the additional stressors brought by uncertain and unforeseen circumstances. In such cases, the significance of well-being for teachers in navigating challenges becomes heightened. MacIntyre et al. (2020), for example, report that language teachers suddenly shifted to online teaching with little preparation, coping with unfamiliar conditions and limited training during the COVID-19 pandemic and adapting to various online resources added to their pedagogical stress. Beyond this, educators grappled with pandemic-related issues like health worries, remote work adjustments, job insecurity, changing family responsibilities, and isolation. In an Iranian context during the pandemic, Pourbahram and Sadeghi (2022) state that EFL teachers' well-being was disrupted notably by the existence of negative elements like heavy workload, strained teacher-student relationships, worsened work-life balance, economic challenges, and inflation. Kwee (2021) also identifies the challenges that language teachers face when it comes to assessing students' learning achievements and conducting summative evaluations within the context of online instruction during the pandemic. Similar to global pandemics, natural disasters like devastating

earthquakes can profoundly impact teachers' well-being. Kuntz et al. (2013), for instance, acknowledge that disasters can harm teachers' well-being, leading to more job tension, reduced job satisfaction, and burnout. They highlight the necessity for additional research on effective school responses to disasters, identifying policies, practices, and supportive measures that enhance teacher well-being in the aftermath of such events. As evident, the state of well-being among teachers can become notably complicated in times of unexpected changes and emergencies. Hence, it is crucial to formulate a variety of strategies and supportive resources to promote and assist teachers' well-being during such circumstances.

2.2. Strategies to support teachers' well-being

Preserving the well-being of teachers in the face of swift changes and emergencies requires a comprehensive approach, including efforts at personal, institutional, and systemic levels. At the personal level, teachers can engage in a range of practices. For instance, they can employ self-care practices and develop social and emotional competence (SEC) which refers to the ability to understand and manage one's own emotions and effectively interact with others. Research suggests that teachers with higher SEC are more likely to have positive relationships with students, effective classroom management, and successful implementation of social and emotional learning programs (Jennings & Greenberg, 2009). Interventions such as stress reduction and mindfulness programs can also support teachers' SEC and reduce burnout (Jennings & Greenberg, 2009). Encouraging self-care practices and self-reflection reduces stress and increases self-awareness (Waters, 2011). Pourbahram and Sadeghi (2022) state that teachers can employ distinct strategies like problem-focused actions and downward comparisons to enhance their well-being during pandemics. These and additional practices or strategies can assist in alleviating the impact of stressors experienced by teachers, whether in normal or exceptional circumstances.

Institutions also carry a significant obligation in their endeavours to promote the well-being of teachers. One key strategy to enhance teacher well-being is to adopt the principles of positive psychology through school-based interventions fostering positive emotions, resilience, and character strengths (Waters, 2011). Embedding positive psychology in schools creates a supportive culture for both teachers and students. Coordinated social, emotional, and academic learning (SEAL) programs improve teacher well-being by enhancing stress management and relationship skills (Greenberg et al., 2003). Also, according to Talbot and Mercer (2018), efforts to improve teacher well-being should not solely address negative emotions and stress but also strive to facilitate positive aspects, which aligns with the principles of positive psychology. In

addition, addressing potential school-related stressors, including time pressure, lack of supervisory support, low student motivation, and value conflicts can affect teachers' well-being (Skaalvik & Skaalvik, 2016). Trihn et al. (2023) summarise a variety of measures to support teachers' well-being and effectiveness at the school or institution level. These include establishing social and emotional programs, ensuring fair workload distribution, adopting transformational leadership, conducting workshops for healthy coping strategies, involving teachers in decision-making, fostering a culture of trust, initiating mentorship programs for novice teachers, promoting shared commitment to school goals, and facilitating teachers' professional development. Furthermore, it is crucial to assess and understand teachers' well-being to provide targeted support. Instruments like The Teacher Well-Being Scale (TWBS) can be used to assess different aspects of teacher well-being and guide efforts to promote well-being (Collie et al., 2015). Besides, crisis preparedness training can enhance teachers' ability to handle school crisis events (Machado & Anderson, 2023). Kawasaki et al. (2022) also report that disaster preparedness in schools can contribute to the well-being of both students and staff. By incorporating these approaches, teachers can improve their well-being, and job satisfaction, and create a positive learning environment.

While strategies and practices that teachers and schools can utilize to support well-being are critical, systemic enhancements in financial support, societal concerns, and educational quality remain imperative. In other words, addressing teachers' financial concerns, enhancing their status, resolving societal issues related to teaching and improving language education quality should be prioritised (Pourbahram & Sadeghi, 2022). Furthermore, establishing global English language teachers' unions like TEFL and local teacher communities in developing countries can provide a platform for teachers to express their concerns, and receive emotional and academic support, thus aiding teachers' well-being amidst challenges (Pourbahram & Sadeghi, 2022). According to the OECD report, policies at the national level should also tackle the issues regarding material conditions (i.e., earnings and market security), quality standards for teaching, distribution and allocation of teachers across schools and regions, and career structure (i.e., the career progression opportunities, professional development pathways, and incentives offered to teachers) (Viac & Fraser, 2020).

In conclusion, the support of teachers' well-being amidst sudden changes and emergencies necessitates a multi-dimensional approach that operates at personal, institutional, and systemic levels. At the personal level, educators can engage in practices like self-care and the development of social and emotional competence to enhance their own well-being. Institutions

have a significant role in fostering teacher well-being through the adoption of positive psychology principles, addressing stressors, and offering comprehensive support systems. Assessment tools also aid in understanding and catering to teachers' well-being needs, while crisis preparedness training equips them to respond effectively to emergencies. Additionally, systemic improvements in financial support, societal matters, and educational quality are crucial to sustaining teachers' well-being. Governments should also recognize and value teachers through policies that acknowledge their pivotal role, leading to improved job satisfaction, motivation, and overall well-being. In sum, a combined effort involving individuals, institutions, and broader systems can create an environment where teachers can thrive to maintain their well-being while fostering a positive learning atmosphere.

3. Teacher Mindset

### 3.1. Defining and describing teacher mindset

Mindset is a term referring to the "mental attitude that determines how you will interpret and respond to situations" (Dennis, 2016, p.8). Mindset theory, as proposed by Carol Dweck (2006), is a psychological framework that distinguishes between a fixed mindset and a growth mindset. A fixed mindset (entity theory) is the belief that intelligence and abilities are fixed traits that cannot be changed, while a growth mindset (incremental theory) is the belief that intelligence and abilities can be developed and improved through effort and learning (Dweck, 2006). Those who possess a growth mindset generally set learning goals, employ strategies centred on mastery, and concentrate on prospective achievements as they track their progress. They interpret challenges and setbacks as chances for growth and demonstrate a greater likelihood of persevering amid challenges (Dweck, 2006). Research has shown that mindset beliefs can have a significant impact on various aspects of individuals' lives, including academic achievement, motivation, resilience, and well-being (Blackwell et al., 2007). The concept of mindset has been applied in various fields, including education, psychology, and medicine. In education, mindset theory has been used to understand students' motivation, learning strategies, and achievement.

In the context of teaching, teacher mindset pertains to teachers' perceptions of enhancing their teacher competencies and capacities. In this regard, a growth teacher mindset perceives teaching as an ability that is open to development and improvement, while a fixed teacher mindset views it as unchanging (Nalipay et al., 2019). Teacher mindset is important in education for several reasons. First, teachers with a growth mindset can foster a growth mindset culture in the classroom, promoting students' belief in their own potential for growth and development (Brandišauskienė et al., 2022; Yeager et al., 2022). This, in turn, can enhance

student engagement, effort, and academic achievement (Blackwell et al., 2007). Similarly, a growth mindset can directly predict EFL teachers' work engagement (Liu et al., 2023). In addition, teachers' beliefs about intelligence and abilities can influence students' mindsets and learning motivation (Blackwell et al., 2007; Gholami et al., 2022; Huang, 2023). Furthermore, teacher mindset can affect the way teachers perceive and respond to feedback and challenges (Lutovac et al., 2023). A growth mindset can also promote a reflective and adaptive approach to teaching, leading to continuous improvement and professional development (Kaya & Yüksel, 2022). Moreover, teacher mindset is linked to their epistemological beliefs and knowledge. Teachers with a growth mindset are more likely to have a belief in the malleability of knowledge and the capacity for learning (Gholami et al., 2022). This can influence their pedagogical decisions, instructional strategies, and the way they support students' learning and development. Furthermore, a growth mindset is required to embrace risks and address challenges within the 21st-century professional landscape; thus, educators need to incorporate the tenets of the growth mindset and adaptive expertise into their curricula and everyday engagements with peers and learners (Dennis, 2016). A growth mindset also serves as a valuable tool to support teachers in their professional growth and navigating pedagogical challenges (Herreño Contreras & Salamanca González, 2023). More importantly, teachers' ability to adopt a growth mindset can also support them in facing the challenges and unexpected circumstances posed by drastic problems, particularly the COVID-19 pandemic, frequently resulting in the facilitation of new competencies, skills, and capacities (Kutaka-Kennedy, 2021). In summary, studies in general suggest that teacher growth mindset can positively influence instructional practices and student outcomes (see Figure 2).

Figure 2

Potential influence of a teacher's growth mindset on both the learning and teaching processes
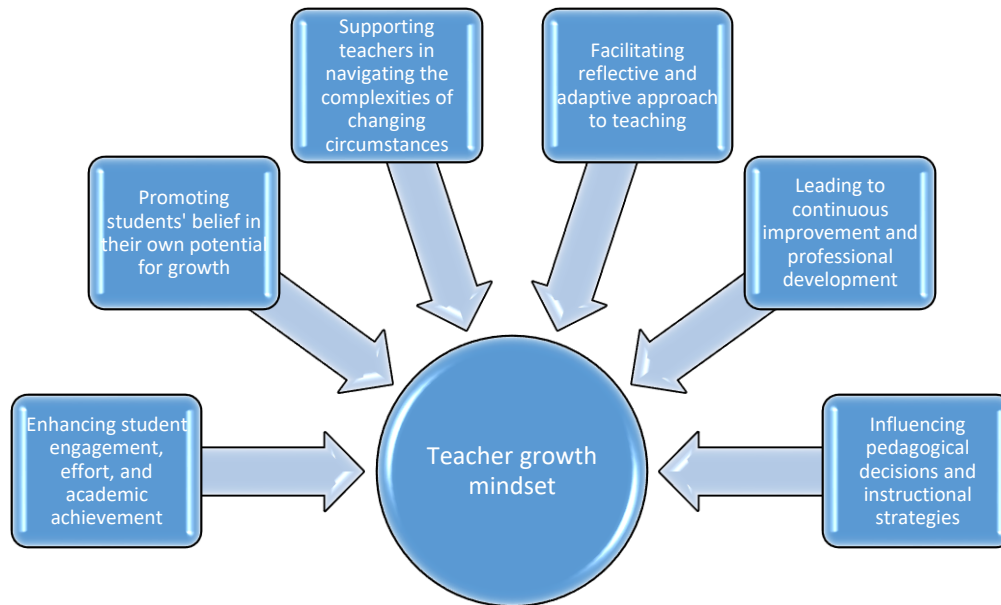
Synthesized from various research sources, including Blackwell et al., 2007; Dennis, 2016; Kaya &Yüksel, 2020; etc.

3.2. Strategies to cultivate teacher growth mindset

By adopting certain strategies, teachers can cultivate and strengthen their own growth mindset. First, teachers need to recognize their own mindsets and comprehend how these mindsets shape their teaching methods, subsequently influencing their students' mindsets and accomplishments. Second, teachers can view challenges and setbacks as opportunities for growth and learning (Laurell et al., 2021; Suman, 2023). To exemplify, they can embrace new teaching strategies, technologies, or instructional methods that may initially feel challenging by being aware of the importance of perseverance and resilience in the face of obstacles. Third, they can look for professional development and continuous learning opportunities by attending workshops, trainings, and conferences to enhance their knowledge and skills (Laurell et al., 2021). Fourth, engaging in regular self-reflection on one's teaching practices and self-assessment geared to change and accepting errors can facilitate a growth mindset (Herreño Contreras & Salamanca González, 2023; Lutovac et al., 2023). Fifth, establishing a supportive network by connecting with other educators, joining professional learning communities and teacher networks, and collaborating with colleagues can provide support in the growth mindset journey (Zhang et al., 2020). Sixth, teachers can model a growth mindset for their students by sharing their own struggles and successes, providing opportunities for students to take risks and

learn from failure, and praising effort and persistence rather than innate ability (Kapasi & Pei, 2022). Additionally, school leaders can foster a growth mindset by reshaping both pedagogical and operational cultures, enhancing teachers' capacity to identify students' mindsets, and promoting holistic student development and well-being (Laurell et al., 2021). By implementing these strategies, teachers can nurture their own personal growth mindset, which can positively affect their teaching quality and practices, and overall professional development.

4.Technology Acceptance

In today's ever-evolving world, particularly in the face of rapid changes and emergencies, the integration of technology into education holds exceptional significance as digital technology has immense potential to enhance student learning, motivation, and engagement within the classroom environment (Özbek et al., 2023). Through the adaptation of technology, learners are provided with interactive tools that make learning an engaging and personalized process; and with the development of digital literacy skills and convenient access to global resources, they can be prepared to thrive in the modern landscape. In efforts to effectively integrate technology into education, a complex interplay of factors comes into action, including teachers, students, institutions, curricular issues, availability and accessibility of technological tools, infrastructure, policies, etc. (see Zhao et al., 2002). Of all these diverse factors, teachers occupy a central role as the individuals responsible for delivering and guiding education and integrating it with technology (Mazman Akar, 2019). In essence, the key to successful technology integration lies primarily in the willingness and readiness of teachers to adopt and implement these technologies successfully. Hence, it appears essential to delve into the main considerations affecting teachers' acceptance of technology in their classrooms and the strategies to increase the level of this acceptance.

4.1. Technology Acceptance Model (TAM)

At the core of understanding teachers' technology acceptance lies the Technology Acceptance Model (TAM), which was initially developed by Davis (1989), to explain and predict user acceptance of new technology. Davis's research on acceptance of technology identified two key factors affecting users' willingness or behavioural intention to adopt technology: perceived usefulness and perceived ease of use. Perceived usefulness refers to the extent to which users believe that new technology will help them perform their jobs more effectively, while perceived ease of use refers to the extent to which users believe that new technology will be easy to learn and use. These factors are shaped by a variety of individual

differences such as technology experience, personality and organizational aspects like training and support. Later, TAM2 was developed by Venkatesh and Davis (2000), expanding on the original TAM by incorporating additional factors such as social influence and cognitive instrumental processes, as shown in Figure 3. The first additional factor is social influence that refers to the impact of external factors such as subjective norms, voluntariness, and image on users' perceptions of usefulness and intentions to use technology. The second factor, cognitive instrumental processes, on the other hand, involves internal factors such as job relevance, output quality, result demonstrability, and perceived ease of use, which influence users' perceptions of usefulness and ease of use. Several additional factors such as job relevance, computer self-efficacy, and perceptions of external control were introduced by research as determinants impacting teachers' behavioural intention to use technology (see Hong et al., 2021). Research has also indicated that teachers' technology acceptance was significantly influenced by their level of personal innovativeness (Mazman Akar, 2019). As evident, technology acceptance is a complex construct involving diverse subconstructs, yet it is a promising theoretical framework for understanding teachers' intentions and actual use of technology.

Figure 3

Technology Acceptance Model 2
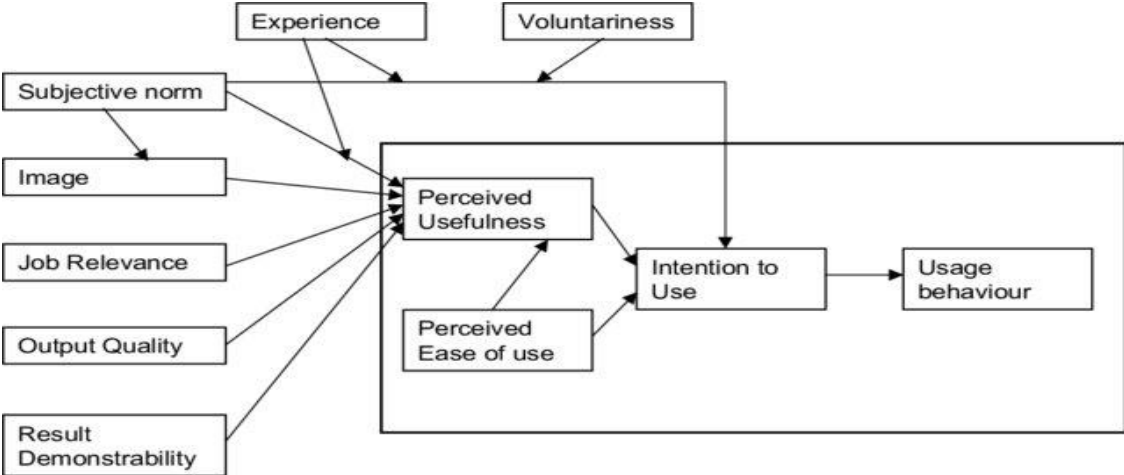
An expansion and adaptation of the original TAM, by Venkatesh and Davis (2000)

In the context of education, the TAM framework has evolved into the Technological Pedagogical Content Knowledge (TPCK) framework, introduced by Mishra and Koehler in 2006. This framework suggests that teachers need to possess a combination of technological, pedagogical, and content knowledge to successfully integrate technology into their instruction

and get a nuanced understanding of how technology, pedagogy, and content interact to create meaningful learning experiences. Combining technology acceptance with the guiding principles of TPACK stands as a critical initial step in addressing challenges related to technology use in both ordinary and exceptional circumstances.

4.2. Strategies to foster teachers' technology acceptance and integration

While the benefits of technology integration are evident, challenges persist. Some primary obstacles to technology integration in education are teachers' lack of knowledge and skills related to technology, insufficiency of training programs, inadequate content support, and absence of incentive systems (Atabek, 2019). Teachers also face external and internal challenges when integrating technology in the classroom. External challenges include access to resources, training, and support, while internal challenges include attitudes and beliefs, resistance toward technology, and knowledge and skills (Johnson et al., 2016). To mitigate these obstacles and foster teachers' technology acceptance and integration, comprehensive strategies are essential.

To start with, professional development programs, ranging from hands-on workshops to online courses help equip teachers with the skills needed to navigate technology effectively. Atabek (2019) proposes some potential solutions to the challenges of integrating technology into education, including providing in-service and pre-service training programs for teachers, offering content support, creating incentive systems, and involving higher education institutions in the process of technology integration. For pre-service education, Özbek et al. (2023) offer that pre-service teachers' acceptance of educational technology can be boosted by incorporating digital media more prominently in teacher education curricula and offering collaborative courses between pre-service and in-service teachers. Another solution could be to give teachers more autonomy in selecting the technology they use in their instruction. As teaching is a deeply personal experience, and educators should have the ability to select a technology that they feel most comfortable with (Johnson et al., 2016). The significance of the development of TPCK has been emphasised in the literature. To exemplify, Yutdhana and Kohler (2023) highlight the necessity of developing pre-service ELT teachers' TPCK and providing them with opportunities to apply their technological knowledge and skills in practical teaching settings by supporting them in building their confidence and competence in using technology. Likewise, Johnson et al. (2016) report the teachability of TPCK to preservice teachers through a postgraduate course. They add that TPCK offers educators a shared language to enhance

discussions about methods and techniques to facilitate flexible thinking about the potential benefits of technology.

Peer support and collaboration provide opportunities for sharing best practices, fostering a sense of community, and easing the transition to technology-driven instruction. For instance, role modelling of more tech-savvy teachers or educators could be actualised in terms of peer support and collaboration. Johnson et al. (2016), to exemplify, note that teachers who mastered the implementation of educational technologies can give training to professional learning communities in regular meetings, supporting and modelling the integration of technology. Similarly, Winter et al. (2021) emphasize the significance of experienced teachers as role models for educational technology use particularly in the context of COVID-19-pandemic-induced online education. They put it that collaborating with peers and observing their diverse technology applications can influence teachers' attitudes and beliefs, contributing to their confidence in technology use. Mazman Akar (2019) proposes that in-service training workshops sharing best practices can elevate teachers' innovativeness. This approach fosters familiarity with new technologies and decreases resistance to change. Identifying innovative teachers as role models or change agents for less innovative colleagues appears to be a practical strategy.

Administrators also play a pivotal role in promoting technology acceptance. By providing the necessary resources, acknowledging tech-savvy teachers, and fostering a culture of innovation, administrators can create an environment that encourages technology integration. As Johnson et al. (2016) suggest, school districts should support the integration of educational technology by providing hardware like tablets and computers, improving internet connectivity, and organizing programs targeting to enhance teachers' computer literacy. For Adedoja (2016), it is also crucial for school administrators to provide the necessary infrastructure and support for the seamless integration of mobile technology. This entails providing access to technology devices, and internet connectivity, and offering teachers training and professional development.

In conclusion, the journey toward effective technology integration in education presents both opportunities and challenges and primarily depends on teachers' willingness and acceptance to use technology as they play a crucial role in shaping the learning experiences of students and are key drivers of technology adoption and implementation. Despite existing obstacles, strategies such as professional development activities, developing teachers' TPCK, collaborative learning and peer support, and support provided by administrators have the

potential to enhance teachers' readiness to embrace educational technology and implement it effectively. In this evolving landscape, the synergy of educators, administrators, and innovative practices paves the way for successful technology integration that enhances the educational experience of both teachers and learners.

5. Critical Thinking

The notion of critical thinking is one that continues to pose challenges due to its vague and intricate nature; thus, its definitions abound in the literature. To exemplify, Paul and Elder (2008, p. 4) define critical thinking as "the art of analysing and evaluating thinking with a view to improving it", adding that it is "self-directed, self-disciplined, self-monitored, and self-corrective thinking." Likewise, Yuan et al. (2022) conceptualize the term as "the capacity for self-reflection and self-regulation, enabling responsible, truthful, and ethical actions within the complicated and swiftly changing global landscape". In addition, for Masduqi (2011, p. 186), critical thinking means "the intelligently self-controlled process of actively and skilfully conceptualizing, applying, analysing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action". The complex and multifaceted nature of critical thinking comes to the foreground in these definitions, including perspectives that emphasize the skill of analysing and enhancing thought processes, the ability for self-regulation and ethical decision-making in a dynamic global context, and the intelligent application of information for informed belief and action.

As implied in varying definitions of critical thinking, it is an advanced cognitive ability or a higher-order thinking skill that is considered essential for students to acquire in the 21st century (Saavedra & Opfer, 2012). Similarly, Lithoxoidou and Georgiadou (2023) underscore its capacity to enable individuals to take a critical thinking stance and make well-informed choices across various situations. More specifically, critical thinking encompasses cognitive skills and mindsets that empower people to assess information, judge arguments, and analyse data. Additionally, it involves both cognitive skills for analysing information and attitudes like open-mindedness, nurturing a comprehensive and intellectual approach to evaluating information and engaging with differing viewpoints (Lithoxoidou & Georgiadou, 2023). As seen, facilitating learners' critical thinking skills is vital so that they can confront future uncertainties in an ever-evolving world. Hence, educators who can foster and exemplify these skills are crucial in enabling students to acquire the necessary proficiencies for success in the 21st century. Consequently, critical thinking emerges as an essential skill that teachers should also possess

and improve to make informed choices and address challenges in dynamic classrooms compounded with the uncertainties caused by sudden changes and emergencies both in the local and global landscape. As the insights of Lithoxoidou and Georgiadou (2023) reveal, by cultivating their own critical thinking skills, teachers can assess teaching methods, enhance lesson plans, manage time and resources effectively, and adjust to student requirements, resulting in improved teaching quality and learner achievement.

Professional development is the key strategy to developing ELT teachers' critical thinking skills. According to several researchers, pre-service teacher education programs hold the main responsibility for the achievement of this goal. For instance, Yuan and Steplaton (2019) suggest that language teacher education programs can enhance the readiness of future educators to apply critical thinking-based teaching methods by offering substantial and purposeful resources, subjects, and tasks. Furthermore, according to Lithoxoidou and Georgiadou (2023), to enhance the integration of critical thinking into teacher education programs, a direct infusion method can be employed, adapting courses to encompass diverse instructional techniques that foster reflective practices for cultivating critical reflection among student teachers. Regarding in-service teacher education, the necessity of implementing comprehensive and systematic professional development programs has also been highlighted by research. For instance, Tuzlukova et al. (2018) reported that teachers recognize the significance of utilizing critical thinking skills in their teaching; however, they face challenges in effectively integrating them. Hence, the researchers suggest that enhancing teachers' capacity to integrate critical thinking in their teaching could be realised through institutional initiatives and professional development. Likewise, Ouslimani and Aboubou (2021) recommended providing specialized professional development focusing on critical thinking that involves both theoretical foundations to reinforce the core principles and practical illustrations of critical thinking that educators can incorporate into their teaching.

Critical thinking is considered indispensable for both students and educators in the 21st century. Teachers are pivotal in fostering these skills in students, while their own development of critical thinking is also essential for effective classroom management and adaptability to changing circumstances. Professional development is key to enhancing educators' critical thinking skills, with both pre-service and in-service teacher education programs playing significant roles. The infusion of critical thinking techniques, reflective practices, and comprehensive professional development are recommended strategies to facilitate the integration of critical thinking in education.

6. Professional Development

The topics discussed in this chapter such as teacher well-being, mindsets, technology acceptance, and critical thinking are intricately connected to the theme of teacher growth. They are those skill sets that every teacher should have in their toolbox that require ongoing refinement and improvement. Hence, to cultivate them and contribute to teacher effectiveness, professional development becomes essential.

Several studies conducted during and after the COVID-19 pandemic have shown that teachers need high-quality, relevant professional development and support (Eraslan, 2021; Kalman et al., 2022; Perry, 2023; Şahin-Durmaz & Kunt, 2022; UNESCO, 2020). English language teachers are no exceptions to the rule. The literature is replete with studies indicating that both in-service ELT teachers and future teachers need professional development activities to identify, analyse, and solve the problems they experience in times of crisis (Vadivel et al., 2021; Sadeghi & Richards, 2021; Şahin-Durmaz & Kunt, 2022; Şener & Çokçalışkan, 2017; Taşdemir & Karaman, 2022).

6.1. Professionalism and teacher professionalism

Before moving on to discuss teacher professional development, it is important to clarify what professionalism and teacher professionalism mean. In a broader sense, professionalism is described as "an ideal to which individuals and occupational groups aspire, in order to distinguish themselves from other workers" (Pratte & Rury, 1991, p.60). Several distinct criteria have been proposed to define what constitutes professionalism. For instance, David (2000) cites five standards mentioned in the literature. Accordingly, a profession offers a valuable public service, requires a theory and practice-based foundation, has clear ethical principles and code of practice, needs organization and regulation to recruit people and educate them, and the professional exercises a high degree of autonomy in making professional judgments.

Teacher professionalism (TP), on the other hand, is a much-debated concept, and a range of qualities and standards are attributed to it as indicators. According to Phelps (2006), it is "measured by the best and the highest standards" and excellence must be used as "a critical criterion for judging teachers' actions and attitudes" (p.70). She states that there are three primary indicators that the meaning of professionalism includes which are responsibility, respect, and risk-taking, and when teachers adhere to these three principles, they will exhibit more professional behaviour. Sachs (2003, as cited in Demirkasımoğlu, 2010), on the other

hand, categorizes teacher professionalism as old and new arguing that changes in social, economic, political, and cultural conditions differentiate these two approaches. While exclusive membership, traditional methods, self-interest, external regulation, sluggish development, and being reactive are the characteristics of the old teacher professionalism, the new or transformative one includes inclusive membership, public ethical code of practice, collaboration and collegiality, activist orientation, flexibility and progressivism, responsiveness to change, self-regulation, policy-active, inquiry-oriented, and knowledge building (Figure 4).

Figure 4

Categories of teacher professionalism by Sachs (2003)

Old approach toTP	New (transformative) approach to TP
• exclusive membership • traditional methods • self-interest • external regulation • sluggish development • being reactive	• inclusive membership • public ethical code of practice • collaboration and collegiality • activist orientation • flexibility and progressivism • responsiveness to change • self-regulation • policy-active • inquiry-oriented • knowledge building

As can be seen, features ascribed to teacher professionalism change, which clearly reflects the dynamic characteristic of teaching. Without a doubt, this dynamic nature arises from the close interaction of the teaching profession with the social, political, ideological, cultural, and economic transformations of societies, as well as crises such as pandemics, wars, and disasters, which constantly redefines teaching professionalism. In order to find solutions to the challenges these transformative shifts create and open up learning spaces for their learners, teachers assume leadership and show innovation as the educational response they provided to the COVID-19 pandemic showcased. Therefore, it is important to invest in teacher's professionalism to sustain and strengthen their resilience and promptly and effectively respond to changes and challenges (Edwards et al., 2020).

6.2. Professional development and continuous professional development

In line with the rising prominence of English as a global lingua franca, the significance of EFL has increased. In order to deliver effective language instruction, EL teachers' own professional development has also become a priority. Professional development (PD) can be described in various ways. In its simplest sense, it is those activities in which teachers get involved in order to improve their teaching knowledge, skills, and other characteristics (Borg, 2015). In a broader sense, PD "encompasses the intentional, ongoing, and systemic processes and activities designed to enhance the professional knowledge, skills, and attitudes of educators so that they might, in turn, improve the learning of students (Collins & O'Brien, 2003, p. 284). In their further exploration of the concept, Richards and Farrell (2005, as cited in Al Asmari, 2016) clarify PD as a longer-term goal leading to development in "teachers' understanding of teaching and of themselves as teachers" (p. 118). In short, its dynamic nature compels teachers to continue learning, reflecting, and developing (Lv, 2014). Figure 5 demonstrates some of the essential components of the concept of PD.

Figure 5
Components of the concept of PD

 (visual created via wordart.com)

As briefly discussed above, PD is multi-faceted and essentially centres on development. This aspect of it necessitates an ongoing, sustained effort and commitment not only to stay current but also to be proactive which entails foreseeing future challenges and acquiring the required knowledge and skills to address them skilfully and effectively. This approach to PD calls for continuity, in other words, continuous professional development (CPD). Kelchtermans (2004)

defines CPD as "a learning process resulting from meaningful interaction with the context (both in time and space) and eventually leading to changes in teachers' professional practice (actions) and their thinking about that practice" (p. 220). Arıcı (2019), on the other hand, argues that one essential feature of it is the involvement of various stakeholders including governments, administrators, fellow teachers, policymakers, parents, and other key partners and actors. In other words, even though teachers' individual agency is usually emphasised in CPD, there is supporting evidence that CPD activities augment their magnitude as more partners get involved and more sharing takes place (Arıcı, 2019).

The literature indicates several critical functions of CPD. For instance, it helps organizations improve, has a positive impact on students' learning gains, and helps teachers move forward. Similarly, the literature on CPD in ELT presents various reasons highlighting the significance of CPD and its advantages (Al Asmari, 2016). Accordingly, it

- ➢ lays the foundation for growth and development,
- ➢ helps ELT teachers adapt to changes,
- ➢ promotes quality teaching,
- ➢ helps ELT teachers' self-development,
- ➢ raises professional standards,
- ➢ helps teachers respond to educational changes such as curricular reforms and crises that have an impact on education such as massive immigration.

6.3. Effective CPD

Research shows that most PD initiatives are ineffective (Darling-Hammond et al., 2017), and they are usually delivered in a traditional form which is top-down, formal, mandatory, and developed by administrative bodies (Özbilgin et al., 2016). In a similar vein, several studies that have explored English language teachers' perceptions of PD experiences around the globe and in Türkiye reveal that most PD activities are limited in scope, one-shot events delivered as seminars, and they do not address teachers' needs, being usually irrelevant to their teaching contexts and classroom practices (Al Asmari, 2016; Koç, 2017; Korkmazgil & Seferoğlu, 2013).

To develop effective PD activities that are responsive to teachers' needs and interests, it is significant to clarify what constitutes an effective PD experience. Darling-Hammond et al. (2017) describe "effective PD as structured professional learning that results in changes to teacher practices and improvements in student learning outcomes" (p.1). In their comprehensive research, they report the results of 35 studies investigating the features of effective PD in the

last three decades and list seven common characteristics indicated in almost all these studies (see Figure 6).

Figure 6

Effective professional development
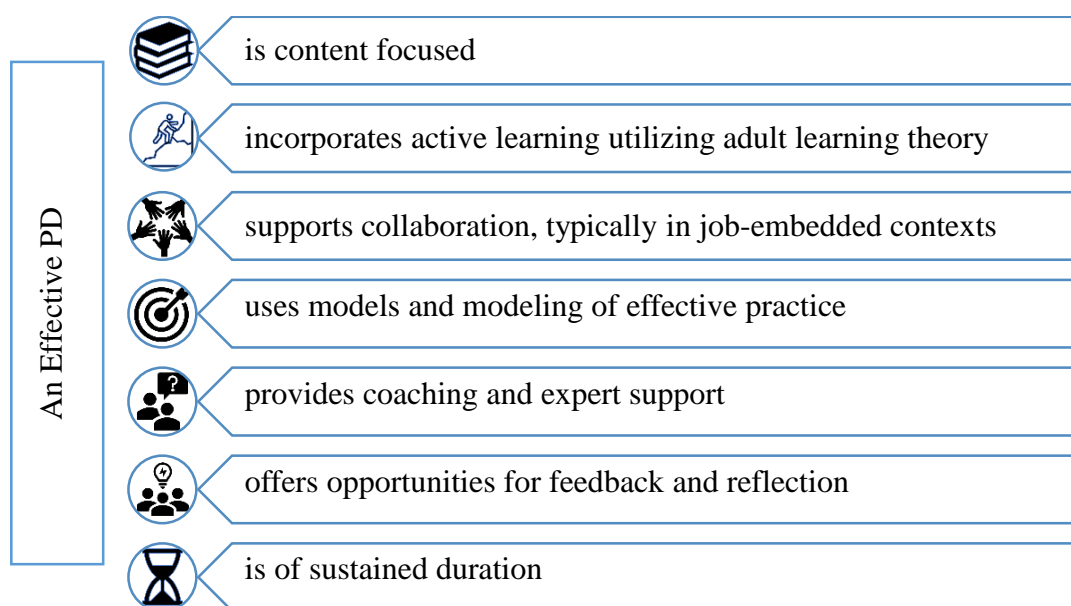
Source:(Darling-Hammond et al., 2017)

Accordingly, a CPD is effective when it is content-focused, i.e., teaching practices connected to a specific curricular subject are the focus of CPD that helps teachers learn in their classroom settings. Using an active learning approach that helps teachers build and implement new teaching tactics first-hand is also an essential feature. Moreover, teachers also consider PD effective when they participate in such activities in work-related contexts that connect new teaching practices to their students' and classrooms' needs. Similarly, exchanging ideas and working together with other fellow teachers in their work settings and beyond is another hallmark of effective PD. Also, teachers have the opportunity to understand what excellent practices look like thanks to instruction models that may include lesson plans, unit plans, sample student work, observations of other teachers, and textual or video examples of successful teaching. Additionally, coaching and assistance from experts are invaluable characteristics of effective PD. Experts can impart their specific expertise by working with teachers one-on-one in the classroom, leading group seminars, or mentoring teachers remotely through technology. Furthermore, by encouraging reflection and seeking feedback, high-quality professional

development usually includes built-in time for instructors to reflect on, get feedback on, and modify their practice. Teachers may provide feedback while they review lesson plans, example lessons, or educational films, which also provide chances for reflection on what may be improved or learned and reinforced. Lastly, teachers who participate in effective professional development have enough time to study, practice, put new techniques into practice, and reflect on them. Strong CPD efforts, as opposed to brief, infrequent seminars, usually involve instructors in learning over the course of weeks, months, or even academic years.

Adey (2004 as cited in Hişmanoğlu, 2010), on the other hand, adopts a holistic approach and illustrates the key ingredients of an effective PD in four overarching categories: innovation, the PD program, school leadership, and teachers. Furthermore, each category has a number of aspects that define effectiveness in relation to that specific category. Figure 7 depicts Adey's framework of effective PD.

Figure 7

Key ingredients of an effective PD

The innovation	PD
• has an adequate theory base. • introduces methods for which there is evidence of effectiveness. • is supported with appropriate high-quality materials.	• is of sufficient length and intensity. • uses methods which reflect the teaching methods being introduced. • includes provision for in-school coaching.
School leadership (Senior management)	**Teachers**
• are committed to innovation. • share their vision with the implementing department leaders. • institute necessary structural change to ensure maintenance.	• work in a group to share experiences. • communicate effectively amongst themselves about the innovation. • are given an opportunity to develop a sense of ownership of the innovation. • are supported in questioning their beliefs about teaching and learning. • have plenty of opportunities for practice and reflection.

Source: (Adey, 2016)

As can be seen, Adey's conceptualisation is comprehensive and recognises the complex nature of PD. It adopts a holistic structure identifying the support mechanisms, leadership, and teachers. By placing emphasis on the importance of evidence-based practices coupled with a solid theoretical foundation, it points out the significance of research that should support the innovation PD activities aim at. Also, it acknowledges the importance of the alignment between

PD and the overall vision and culture of schools that necessitates administrators' support and commitment. An effective PD is teacher-centred in that it needs to foster collaborative learning, reflection, and ownership. Finally, to ensure a lasting change, the framework emphasizes the ongoing nature of PD and includes elements such as in-school coaching which can help teachers go beyond the PD training phase. The framework can be adapted depending on the characteristics of various educational contexts and the demands of the key actors.

Lastly, Taşdemir and Karaman (2022) studied journal publications between 2006 and 2020 regarding in-service English language teachers' PD. Their synthesis revealed five significant aspects underpinned by three key themes (see Figure 8).

Figure 8

Effective PD for in-service English language teachers
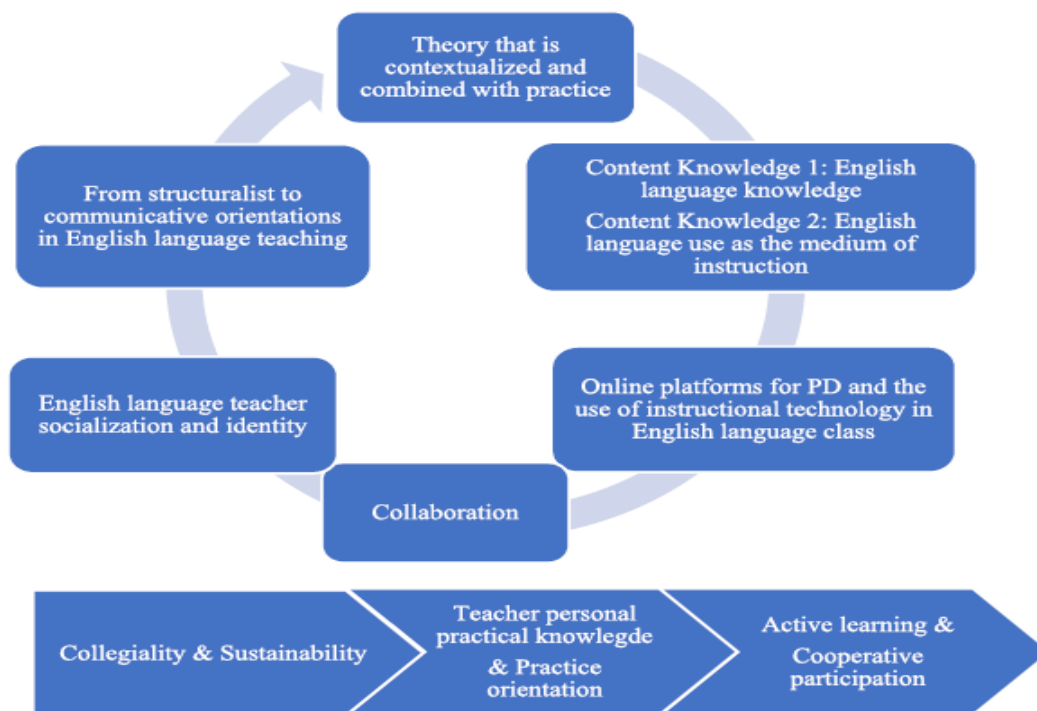
Source: (Taşdemir & Karaman, 2022, p. 18)

In Taşdemir and Karaman's framework, helping teachers bridge theory and practice through hands-on activities has the top priority, followed by the provision of content knowledge and proficiency development for EL teachers. Their research synthesis also proves that online platforms have become a stable aspect of PD activities. They not only remove physical limitations but also help teachers socialise and enhance their technological skills allowing them to impart these skills in their classrooms. As has already been emphasised, collaboration is another cornerstone that indicates the importance of peer learning in PD especially in the form

of collaborative research and coaching. An effective PD for language teachers is also the one that creates a platform for professional socialisation and identity development. Professional socialisation refers to a process that an individual goes through and becomes a member of a professional community. In this sense, it is doubtless that PD activities build a sense of community helping teachers' socialisation and professional identity development. Finally, effective PD encourages teachers to critically question their beliefs and practices, motivating them to adopt a more communicative approach to language teaching. All these important elements of PD are supported by three broad key themes that guide the planning, implementation, and evaluation of effective PD: a) collegiality- the supportive relationship among teachers and sustainability that refers to the ongoing nature of PD, b) teachers' personal practical knowledge which underlines the significance of designing a PD in consideration to teachers' present knowledge and skills. Being relevant to classroom learning and teaching is another aspect that underlies effective PD for language teachers. Lastly, c) In relation to the practice-orientedness of PD, an active learning approach to teacher improvement is necessary to give the teachers hands-on experience to understand, implement, receive feedback, evaluate, and reflect on new newly acquired knowledge and skills.

When the essential features of PD in communities affected by different forms of crisis are considered, research shows that effective PD is considered a way to develop teacher resilience, response capacity, and recovery from challenges. Although some features are shared with those from the frameworks discussed above, there are also unique characteristics of effective PD in emergency situations, some of which are prompt delivery, remote accessibility, flexible content addressing the unique needs of crisis-affected teachers including teacher well-being, technology acceptance and use, support community, and planning for future emergency situations through ongoing PD (Al Asmari, 2016; Jen et al., 2022; Perry, 2023; Şahin-Durmaz & Kunt, 2022).

All the features and frameworks summarised above can be used to design, implement, and evaluate effective PD programs. Given the positive relationship between teacher quality, quality instruction, and student learning, such frameworks need to be considered closely so that PD can lead to meaningful improvements in learning and teaching.

6.4. CPD models and activities

There are several PD models that serve as blueprints for structuring PD programs and developing strategies for teacher growth. Doubtlessly, they need to be needs-based in relation to the ever-changing needs of teachers, learners and the demands of educational, social, and

global landscapes. Since a thorough discussion of them is beyond the scope of this chapter, a brief overview of them will be presented with reference to the CPD framework published by the British Council in 2015 (see Figure 9).

Figure 9

CPD framework for teachers
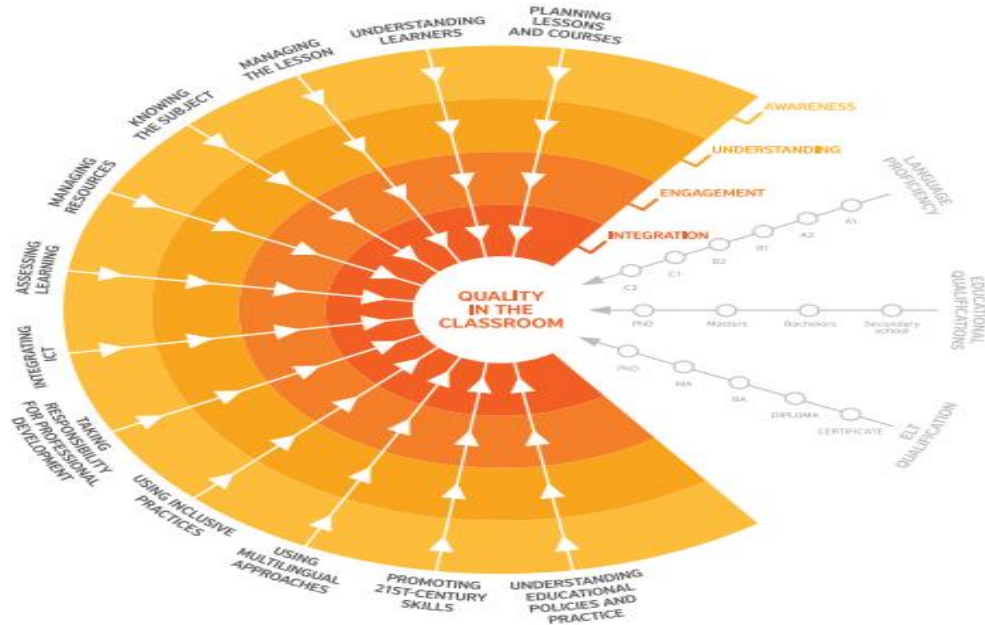
Source: (The British Council, 2015, p. 5)

As the figure depicts, it envisions teacher development in four stages including awareness, understanding, engagement, and integration. While teachers become aware of the PD need in the first stage, in the second one they develop an understanding of the professional practice and its significance. The third stage involves the development and implementation of the professional in the workplace. In the final stage, the professional practice is seamlessly included in the teachers' skill set, and it informs their work. The framework identifies twelve professional practices a competent, effective teacher needs to continuously develop. These practices span a wide range of activities, from lesson planning to understanding educational policies and practices. As the figure depicts, there are also three core components that EL teachers need to constantly strive to develop: language proficiency, education qualifications, and ELT qualifications.

Models provide a goal and overall structure for PD. Using these models, not only planning and implementation phases of PD can be done but also effectiveness of PD can be evaluated.

These models are put into practice using PD activities (Arıcı, 2019; Hişmanoğlu, 2010) some of which are listed below.

- ➢ Workshops
- ➢ Mentoring/Peer-coaching
- ➢ Peer observation
- ➢ Teacher portfolios
- ➢ Self-monitoring
- ➢ Study groups
- ➢ Lesson study
- ➢ Keeping teacher journals
- ➢ Team teaching
- ➢ Action research

While making decisions for the PD models and activities, a number of criteria including but not limited to teachers' age, teaching experience, expertise, learning preferences, technological skills, and external factors such as national and international goals need to be carefully considered.

To sum up, teacher PD is a foundational element in our endeavour to attain quality in education. It is evident that developing knowledge and understanding concerning a broad range of issues in education, sharpening one's skills in teaching, and being committed to ongoing growth are vital for teachers to brave the challenges of the profession or unexpected crises and emergencies societies face.

Conclusion

The need to increase the quality of instruction is becoming more and more complicated given the demands of the 21st century. For instance, more than 1,5 billion students were impacted by the COVID-19 pandemic, and at the heart of the educational response given to keep students safe and healthy and continue their learning were the teachers (UNESCO, 2023). Not only the recent global health issue but also rapid advancements in science and technology, disruptive innovations, ever-changing dynamics of societies through migrations and immigrations, and various other crises the planet and human beings face make it essential that teachers become followers, advocates, and implementers of new knowledge, skills, and practices as well as be producers, innovators, and leaders of educational changes in order to ensure quality learning experiences for their learners and a fulfilling profession for themselves.

In this landscape, ELT professionals should prioritise several key areas that this chapter has endeavoured to address comprehensively. Doubtlessly, ensuring teacher well-being takes precedence, as only emotionally and mentally resilient teachers can nurture and effectively support their learners' growth. Fostering a growth-mindset is equally significant. In emergencies, the obstacles and barriers can be rapidly overcome only if teachers embrace change and seize opportunities for adaptation. In such cases, as the several studies summarised in the chapter indicate, cultivating critical thinking skills within the teaching profession is vital to support creativity and adept problem-solving. Furthermore, the seamless integration of technology into the teacher toolkit is essential in an increasingly digital world that has become the new normal for all educational levels after the COVID-19 pandemic. Finally, a commitment to continuously develop professionally is the linchpin that keeps teachers alert and relevant, equipping them with the means to upgrade their instructional approaches, techniques, materials, and assessments to better student learning confidently. These key areas collectively empower ELT teachers to provide high-quality education.

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Çiler HATİPOĞLU iD

Abstract

"Feedback is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative" (Hattie & Timperley, 2007, p. 81). When done well, it is a powerful contributor to student learning. However, if it is insufficient, given at the wrong time and in the wrong tone for the specific context, feedback may be one of the main factors inhibiting progress.

The research literature shows that teachers and students should have certain levels of feedback literacy for the feedback processes to be maximally effective. For this 'educational alliance' to work, teachers should be trained well in the art of giving feedback since their high level of competency is a prerequisite for the development of student feedback literacy (Boud & Dawson, 2023; Carless, 2023; Carless & Winstone, 2023; Nash & Winstone, 2017). But what is teacher feedback literacy, and how can it be developed so that foreign language teachers function successfully in contemporary (21st-century) educational contexts?

To answer these questions, the chapter first provides a diachronic conceptual analysis of feedback and teacher feedback literacy and scrutinises the literature examining teacher feedback's positive and negative impacts on learning and achievement. Then, studies examining training practices, context regulations (e.g., timing, length) and particular types of knowledge and practices that improve teachers' feedback literacy are reviewed. The chapter concludes with a section including suggestions for enhancing the effectiveness of teacher feedback in 21st-century foreign language classrooms.

Keywords: linear feedback, cyclical feedback, 360-degree feedback, teacher feedback literacy, assessment of learning

1. Introduction

Feedback is a powerful tool that facilitates students' learning and aids them in reaching their goals. It is also a crucial element that helps them make sense of their education and identify gaps in their learning process (Cavalcanti et al., 2020; Hatipoğlu, 2010, 2015; McLean et al.,

2015; Mory, 2004). Feedback has prominently featured in theories of learning and teaching in the past (Panadero & Lipnevich, 2022), and it is still an essential component of instructional models as it is commonly agreed that it is one of the most critical instructional interventions (Dick et al., 2001).

Despite the alterations and developments related to learning theories, the basic meaning of feedback has remained relatively unchanged. The definition given by Webster in 2001 (p. 520) was "a process in which the factors that produce a result are themselves modified, corrected, strengthened, etc. by that result" and "a response, as one that sets such a process in motion". The definition given in Merriam-Webster's Online dictionary in 2023 is "the transmission of evaluative or corrective information about an action, event, or process to the original or controlling source" (https://www.merriam-webster.com/dictionary/feedback). That is, feedback was and remains "any communication or procedure given to inform a learner of the accuracy of a response, usually to an instructional question" (Mory, 2004, p. 745), and it enables educators and learners to compare actual performance to predetermined performance standards.

Feedback is also closely related to motivation, and the impact it creates on learners can be either positive or negative (Boud & Dawson, 2023; Carless, 2023; Carless & Boud, 2018; Carless & Winstone, 2023; Hatties & Timparley, 2007; Nash & Winston, 2017; Petchprasert, 2012). When good quality feedback is provided, students' growth and development are fostered, and they learn to self-regulate and self-assess. In 1977, Kulhavy showed, for instance, how informing students whether or not their response to an educational communication is correct helps them remember more information for a subsequent test. Giving feedback, however, is not easy since it can have different functions in different learning environments (Thurlings & van Diggelen, 2021; Wallin & Adawi, 2018). What is considered effective feedback is task and discipline-specific (Andrade et al., 2019). If feedback is insufficient, given at the wrong time and in the wrong tone/manner for the specific context, it could also be one of the main factors inhibiting progress. When feedback providers misunderstand the principles underlying facilitation and feedback is used improperly, students' frustration can accumulate, their engagement with the information provided by the teachers could be limited, and any positive effect of instruction or practice can be neutralised (Carless & Winstone, 2023; Cavalcanti et al., 2020; Kulhavy, 1977).

Studies in the field have shown that for feedback to have a maximum effect, teachers and students should have a certain level of feedback literacy (FL) and share responsibilities. For this 'educational alliance' to work at its best, teachers should be equipped with the skills and

capacities needed for the deployment of the art of giving feedback since their high level of competency is a prerequisite for the development of student feedback literacy (SFL) (Boud & Dawson, 2023; Carless, 2023; Carless & Winstone, 2023; Nash & Winstone, 2017). It has been shown that only teachers with high levels of feedback literacy who know the various functions of feedback and use them according to the specific needs of the educational context can create environments where students appreciate, understand and act upon the provided insights. But what is teacher feedback literacy, and how can it be developed so that foreign language teachers function successfully in contemporary (21st-century) educational contexts?

To answer these questions, the chapter begins with a diachronic conceptual analysis of feedback and teacher feedback literacy and revises the studies that scrutinised teacher feedback's positive and negative impacts on learning and achievement. The chapter concludes with a section including suggestions for enhancing the effectiveness of teacher feedback in 21st-century foreign language classrooms.

2. Feedback

Feedback is a central concept in many of the theories of learning, and it has been defined from various perspectives as well as classified and divided into several types and categories as education paradigms have expanded. For instance, in the 1970s and 1980s, it was frequently defined as a **"continuum of instruction and feedback"** (Hattie & Timperley, 2007, p. 82; also see Kulhavy, 1977; Sadler, 1989). On one end of the continuum, instruction and feedback are clearly separated, while on the other, they are intertwined. This clustering becomes possible when teachers start combining feedback and correctional review more frequently in class until "the process itself takes on the forms of new instruction, rather than informing the student solely about correctness" (Kulhavy, 1977, p. 212).

Feedback can become one or similar to instruction in a number of ways, but in particular, by providing a task or process specific observation related to students' performances. The comments should help learners fill the gaps between what is understood and what is intended to be understood (Sadler, 1989). This could be achieved through cognitive or affective processes. Some of the example cognitive processes that instructors could use are letting students know whether they completed the task correctly or incorrectly and that additional information is needed or available, pointing out areas for further study, suggesting different ways that could help students comprehend specific material and restructure understandings

(Hattie & Timperley, 2007). On the other hand, increased effort, motivation, or engagement are affective processes that might help students achieve both class and their own goals.

In the 1990s, Winne and Butler (1994; p. 5740) argued that feedback is "information with which a learner can confirm, add to, overwrite, tune, or restructure information in memory, whether that information is domain knowledge, meta-cognitive knowledge, beliefs about self and tasks, or cognitive tactics and strategies". It was also argued that "feedback has no effect in a vacuum" (Hattie & Timperley, 2007, p. 82) and only works in a learning context for which the feedback is tailormade. Since feedback is the second part in an adjacency pair of actions, where a student's reaction/answer/performance is observed first, it is inevitably attached to a learning setting. It is most potent when it addresses faulty interpretations, not a total lack of understanding (Hattie & Timperley, 2007, p. 82). Under the latter circumstance, it may even be threatening to a student: "If the material studied is unfamiliar or abstruse, providing feedback should have little effect on criterion performance, since there is no way to relate the new information to what is already known" (Kulhavy, 1977, p. 220).

More recent definitions of feedback widen the circle of involved parties and state that it is the "information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding" (Hattie & Timperley, 2007, p. 81). They also underline the fact that feedback is a ""consequence" of performance" (Hattie & Timperley, 2007, p. 81) since each of the agents mentioned in the definition can provide different types of information related to the performance observed by them. So,

> A teacher or parent can provide corrective information, a peer can provide an alternative strategy, a book can provide information to clarify ideas, a parent can provide encouragement, and a learner can look up the answer to evaluate the correctness of a response (Hattie & Timperley, 2007, p. 81).

Even this more inclusive approach to feedback was deemed ad hoc and fragmented by some experts (e.g., Berry et al., 2012; Leibowitz, 2016; Tee & Ahmed, 2014). They argued that when taken in isolation, even the most comprehensive approaches are unable to "capture the full role and complexity of assessment feedback in the learning process" (Tee & Ahmed, 2014, p. 579) and that there is a need for a new potent feedback technique that integrates feedback systems and approaches the tasks from a holistic perspective. This new feedback trend has become popular in education and other contexts and is referred to as the **"multi-rater"** or **"360-degree feedback"**. This system elicits insightful information about a learner's competencies, capability for development and level of performance from different sources. Unlike traditional methods,

where feedback is given only by the teachers/supervisors or administrators, in the 360° system, self, peer, teacher, and external party assessments are combined and integrated, keeping in mind learning goals and contextual and learner needs. Studies have shown that scaffolding the elements of the 360° system helps "to maximise the functions of feedback to enhance learning" (Tee & Ahmed, 2014, p. 579). Tee and Ahmed (2014) argue that there are six elements in the 360° feedback system (see Figure 1): (i) Timing, (ii) Quality, (iii) Quantity, (iv) Social Pressure, (v) Reflection, (vi) Communication. These components are "neither mutually exclusive nor independent. An effective system enables these elements to function intertwiningly to maximise the potential of feedback for learning" (Tee & Ahmed, 2014, p. 581).

Figure 1

Core elements of the 360° feedback system

Source: (Tee & Ahmed, 2014, p. 582).

(i) Timing

The feedback provided by all involved parties should be prompt and systematic. Delayed or post hoc feedback is seen as less effective since the likelihood of it being found useful by learners decreases. For this system to work, students should switch from viewing learning as a product to adopting a process view of education (Beaumont et al., 2011), allowing all parties to embark on a collaborative, multifaceted cycle of teaching, producing, feedback-giving and improving.

(ii) Quality

Quality within this model refers to the "quality of feedback process that engages all stakeholders, particularly students, in teaching and learning" (Tee & Ahmed, 2014, p. 583). It is argued that strong, frequent, safe and collaboration-based engagements among students, teachers and peers will lead to enhanced engagement in learning (Gibbs, 2010; Price et al., 2011). Strategies such as using peer feedback or opportunities for review and refinement following feedback can be utilized to increase student motivation and engagement with the learning process (Baydar, 2022; Hatipoğlu, 2021b, 2023a, 2023b; Price et al., 2011).

(iii) Quantity

The Quantity component, as the name suggests, is related to the frequency of feedback received by students. Tee and Ahmed (2014), following previous studies (e.g., Gibbs & Simpson, 2004), argue that feedback is most helpful in supporting learning if it is given frequently enough on manageable portions of the course material as opposed to receiving one thorough piece of feedback at the end of the course. The claim is that by constantly improving some small chunks of the work done by the learners, teachers are ultimately reducing their workload at the end of the term when they usually have to provide "lengthy and sometimes unpleasant written feedback" (Tee & Ahmed, 2014, p. 583). This claim has been supported by some recent studies where Can Daşkın and Hatipoğlu (2019a, 2019b) showed how using formative assessment in class and constantly checking student understanding of the material taught to the students can increase student motivation, speed of progress and learning quality.

(iv) Social Pressure

Social pressure is viewed as something positive in this framework. Tee and Ahmed (2014) maintain that when students are put in small groups with shared norms and responsibilities, all members of the group feel the social pressure to complete their portion of the work and try to facilitate the work of other group members to sustain the individuals and group's welfare (also see Johnson & Johnson, 2009). They base this claim on the findings of studies (e.g., Crooks, 1988) where cooperative learning was shown to foster student success more than competitive and individualistic approaches to learning.

(v) Reflection

Tee and Ahmed (2014) base their concept of reflection on Gibbs and Simpson's (2004, p. 20) claim that one of the core goals of feedback is to "promote meta-cognition by encouraging students' reflection and awareness of learning processes involved in the assignment". They argue that self-and peer assessments are *sine qua non* parts of the 360° system. The first one, according to them, helps learners engage in the process of developing performance standards or criteria associated with their work and allows them to compare their work to these standards. By engaging in the latter, students are given the opportunity to comprehend and use the standards by which their work is judged. So, the suggestion is that teachers find as much space as possible for self-and peer assessment in their course curricula.

(vi) Communication

Communication is defined as the "dialogical, interactive and regular exchanges of information in which students and teachers are jointly involved" (Tee & Ahmed, 2014, p. 585; Carless et al., 2011). The claim is that the conceptualisation of feedback as a unidirectional linear transmission of knowledge from the omni-knowing teachers to students should be replaced by the view that it is a bidirectional complex process where senders and recipients should work together so that feedback has a maximal effect. Therefore, the feedback process should be freed as much as possible from power variables in the relationship between the two parties and should be done in a safe and relaxed environment where all parties have the chance to contribute to the process (Higgins et al., 2001; Price et al., 2011; Tee & Ahmed, 2014).

3. (Teacher) Feedback Literacy

Teacher feedback literacy (TFL) nowadays is usually defined as the educators' ability to design and manage "assessment environments that enable students to develop feedback literacy capabilities" (Carless & Winstone, 2023, p. 151). This description changes, however, depending on the learning theory adopted by teachers and teacher educators. An article authored by Thurlings et al. (2013) reviewed and classified the studies on feedback according to the learning theories they adopted and showed that the definition (e.g., focus, method, quality, timing) and conceptualization of "good feedback" can change depending on the manner in which learning is considered. Following previously published work in the field (e.g., Boekaerts & Simons, 1995; Thurlings et al., 2013), TFL is discussed within five learning theories: **Behaviourism, Cognitivism, Social Cultural Theory, Meta-cognitivism, and Social Constructivism.**

3.1. Behaviourism

Learning in Behaviourism is defined by "observable increases, decreases, or maintenance of identified behaviours" (Kay & Kibbler, 2016, p. 23). The focus here is on the visible behaviours of students, and it is believed that they can be manipulated by stimuli such as praise and punishment (Thurlings et al., 2013; Ellis & Loughland, 2017). Teachers play a very active role in an educational environment where a behaviourist perspective is adopted, and their primary goal is to guide learners through the goals identified in the curriculum in small step so that the control of the stimulus-response relationship is maintained (Kay & Kibble, 2016; Thurlings & van Diggelen, 2021). Within this framework, learning and feedback processes are linear and straightforward. The expected sequence, as seen in Figure 2, is: (1) teachers lecture/present the material to the students, (2) students are requested and expected to reproduce the taught material, (3a) some students successfully reproduce the material, and they are (4a) rewarded (i.e., given positive feedback) for their achievement. Those students who cannot reproduce the material correctly (3b) are immediately "punished" (i.e., receive negative evaluation/reinforcement/feedback) (4b). This immediate correction is expected to prevent the reoccurrence of mistakes and lead to learning.

Figure 2

Learning-Feedback relationship in Behaviourism
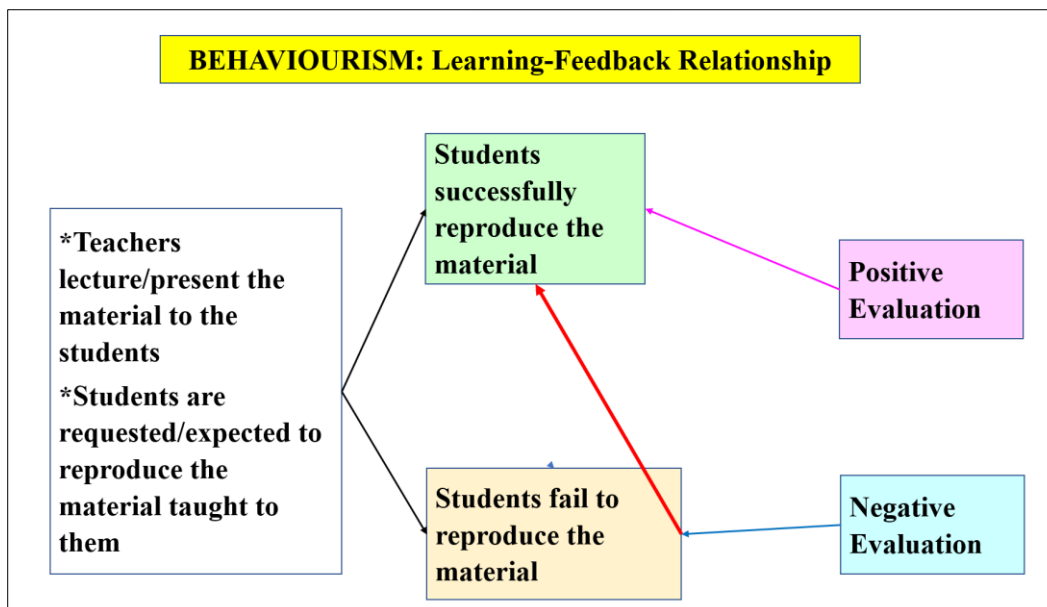
TFL within Behaviourism includes good monitoring skills of student production/performance (i.e., visible behaviour), noticing problems, and knowing about and being able to provide different types of corrective feedback (e.g., GAS and PAS) clearly and

concisely. Since corrective feedback is seen as one of the most effective techniques in this framework, research also focused on the sub-categories of this type of feedback and their effect on student learning. Ferreira et al. (2007), for instance, sub-divide corrective feedback into the Giving Answers Strategy (GAS) and the Prompting Answers Strategy (PAS) categories. In the first one (i.e., GAS), teachers either indicate the location of the error or provide the target form themselves, while in the latter (PAS), the feedback is more subtle. The teacher guides and supports the students and expects them to notice their errors, correct themselves and demonstrate the target pronunciation/behaviour at the desired time. So, good feedback in Behaviourism is linear, timely, direct, specific, and transparent. This type of feedback is usually associated with teacher-centred education, where the primary assessment type is summative.

3.2. Cognitivism

Experts argue that the more frequently adopted view of feedback in education nowadays is cognitivism (Thurlings et al., 2013). Therefore, feedback is usually defined as the "information about strengths and weaknesses of student work and how it can be improved" (Carless & Winstone, 2023, p. 152; Hattie & Timperley, 2007; McLean et al., 2015). That is, cognitivism emphasises "human information processing" (Thurlings & van Diggelen, 2021, p. 141). Within this learning theory, instructors are responsible for assembling the curriculum and mentoring students through it. Students, on the other hand, are expected to actively process, uncover the components and apply the curricula as well as to discover connections between various objects. Therefore, in cognitivism, the feedback processes start with providing feedback, which students process and evaluate, and these ultimately lead to achieving the targeted goals (see Figure 3). Like behaviourism, the learning proceeds in a linear fashion.

Figure 3

*Learning-Feedback Relationship in Cognitivism*
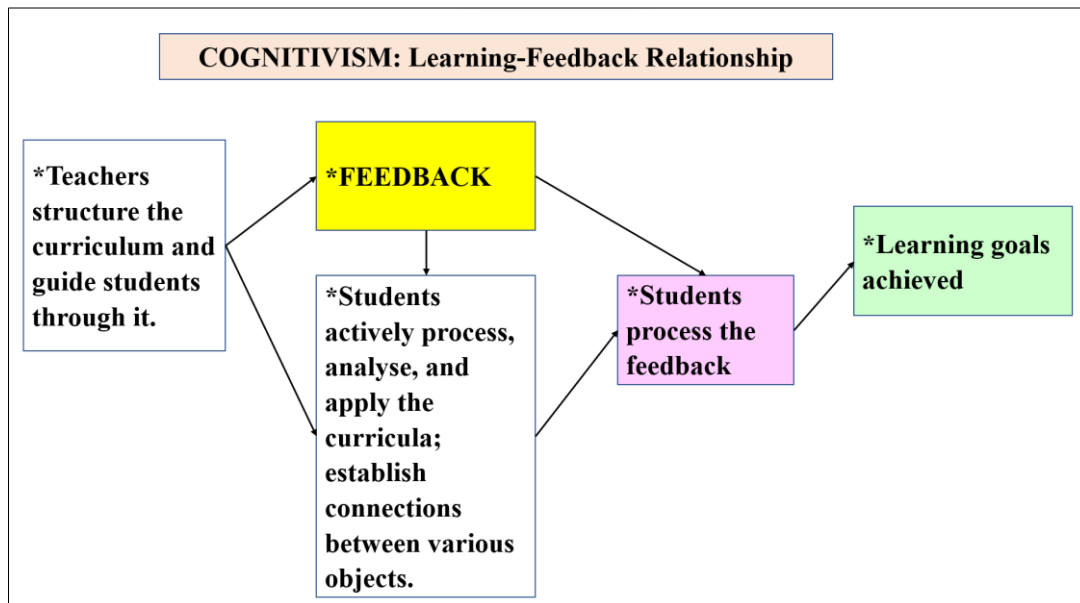
The problem with approaches that emphasize teacher transmission of information, however, is that they are limited in communication. The teacher might give students detailed information related to their work, but if the students do not understand the message and/or do not appreciate the work done, the main target (i.e., progress) remains elusive (Sadler, 2010).

3.3. Social Cultural Theory (SCT)

Social Cultural Theory (SCT) is associated with the work of the Russian psychologist Lev Vygotsky (1978, 1981). This theory focuses on human potential, goals, and possibilities and argues that human cognitive development can depend on the quality of the occurring social interactions. Therefore, in SCT, for learning to take place, teachers and students should be involved in an ongoing dialogue. It is believed that discussing teachers' activities helps students move through their zones of proximal development. As seen in Figure 4, the feedback process in this environment starts early, when students are at a particular stage of their development, and it is used to guide pupils to the stages where learning goals are reached. In this framework, similarly to behaviourism and cognitivism, the learning processes are linear.

Figure 4

Learning-Feedback relationship in SCT
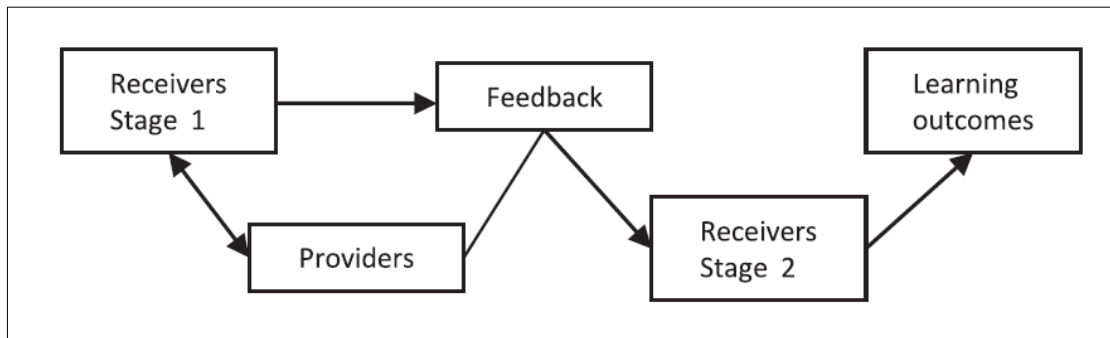
Source: (Thurlings et al., 2013, p. 4)

3.4. Meta-cognitivism (MC)

Meta-cognitivism (MC) emphasises the importance of self-regulated learning. It argues that pupils learn to learn (i.e., take responsibility for their own learning) if teachers provide the right guidance through planning and monitoring (Brown, 1987; Garner, 1987; Thurlings et al., 2013). Learning in MC theory, differently from Behaviourism, Cognitivism and SCT, is cyclical (see Figure 5). The feedback process begins when the teacher provides feedback to the learners at the beginning stage. Students who receive that feedback improve and move to the second, third, etc., stages of the learning ladder. Since the learning process is a loop, after completing a lower stage, students are brought back to the beginning of a higher stage of learning, which enables the continuation of learning in cycles.

Figure 5

Learning-Feedback relationship in Meta-cognitivism and Social Constructivism
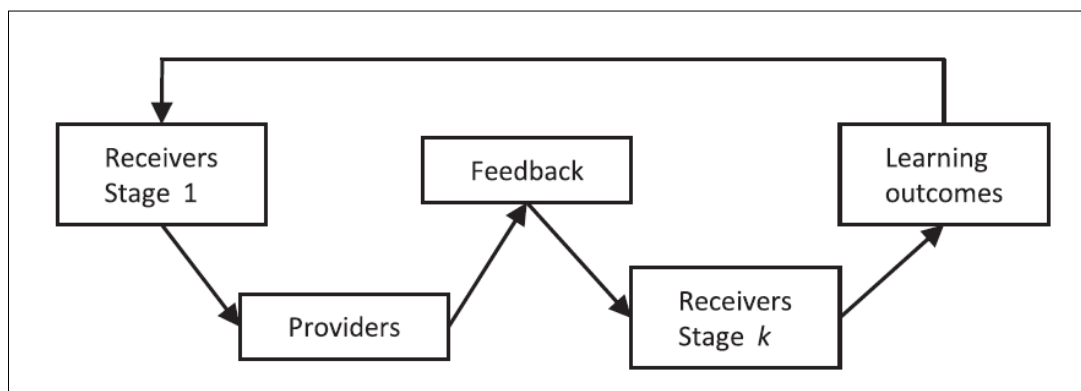
Source: (Thurlings et al., 2013, p. 4)

3.5. Social Constructivism

Social Constructivism (SC) theory focuses on how learners actively construct their knowledge base (Mahfoodh, 2017; Thurlings et al., 2013; Thurlings & van Diggelen, 2021). The foundation of learning is prior knowledge. Students progress through the process of de-contextualizing heuristics and scrutinising various cases. Teachers are still responsible for guiding students, but peers are also involved in the learning process, and student collaboration is at the heart of knowledge construction. Similarly, to the understanding of feedback in the meta-cognitive framework, feedback in SC is process-oriented and focuses on the learners' role in decoding the feedback given to them and utilising it to move forward with their development (Boud & Molloy, 2013a; Carless, 2015; Carless & Boud, 2018). This focus on the role of the student in feedback processes emphasises how important it is for students to look for, understand, and apply feedback remarks and how important it is for the teachers to help them by creating efficient feedback processes (see Figure 6).

Figure 6

Learning-Feedback Relationship in Meta-cognitivism and Social Constructivism
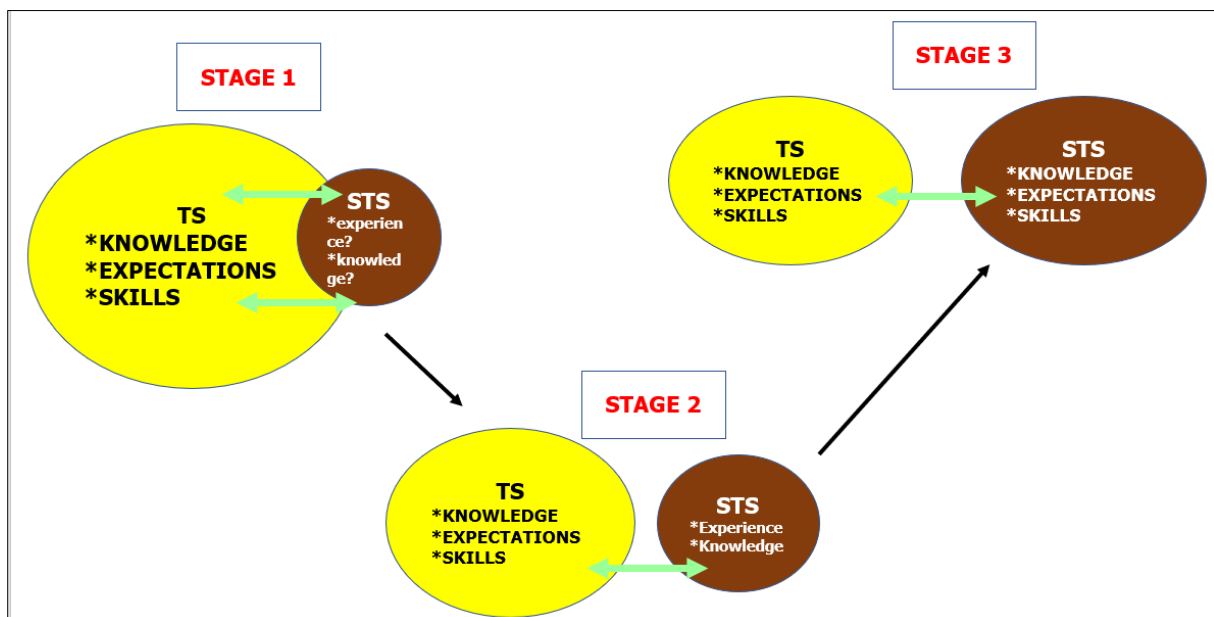
In SC, where student agency in feedback is emphasised,
(i) Students actively create their own knowledge base and understandings by using peer and instructor feedback as signposts, directing them towards their growth (Thurlings et al., 2013).

(ii) Research and practice on SC feedback adopts the viewpoint that individual interpretations that students are expected to create are formed through conversation, sensemaking, and co-construction (O'Donovan et al., 2016; Price et al., 2011).

(iii) SC emphasizes how individuals in socially constructed actions within cultural contexts are dynamically interdependent (Esterhazy et al., 2019).

(iv) SC and sociocultural approaches reaffirm the importance of the mutual interaction of students and teachers in the purposeful development of feedback opportunities.

All these new perspectives on teaching and feedback led to the creation of the three-dimensional model of Teacher Feedback Literacy (TFL) by Caless and Winstone (2023). As seen in Figure 7, it has (i) Design, (ii) Relational and (iii) Pragmatic sections.

Figure 7

Teacher Feedback Literacy Dimensions in Carless and Winstone's (2023) Framework
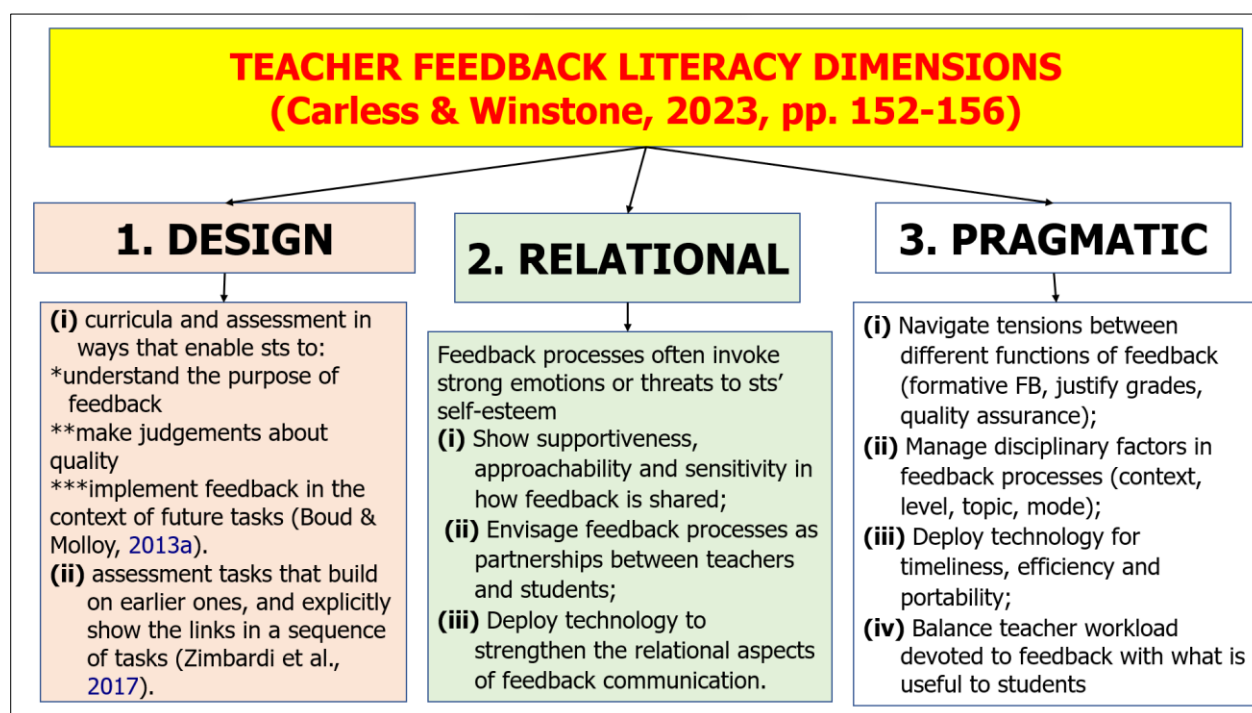
(i) Design

Design within this framework is defined as the teachers' ability and skills to create curricula and assessment systems that help learners understand why feedback is given, its value and weight in the learning process and how to implement the feedback while completing future

tasks. The created assessment tasks should be based on prior student knowledge, and the relations between earlier and new tasks should be clear. This is considered one of the most important contributions that a teacher can make (also see Figure 7).

(ii) Relational

Receiving feedback, unless presented in the right tone, manner, time, and format, could be face-threatening (i.e., can invoke strong emotions or threaten self-confidence). Therefore, the feedback within Carless and Winstone's (2023) Framework is expected to be emotionally sensitive, trust-enhancing and bidirectional (i.e., teachers and students work together).

(iii) Pragmatic

As seen in Figure 7, this is the teacher's ability to manage potential and occurring problems and/or misunderstandings related to the delivery methods, content and/or function of feedback in the specific context.

Conclusion

This short overview of the definitions of feedback and teacher feedback literacy hopefully shows that teacher trainers should develop high-quality "Testing and Evaluation" courses in their programs (Hatipoğlu, 2015, 2017a; Hatipoğlu & Erçetin, 2016; Şahin & Hatipoğlu, 2023) so that pre-service teachers have the necessary skills and knowledge to move from the traditional 'assessment of learning' (i.e., summative assessment) to the 'assessment for learning' (i.e., formative assessment) system in their institutions. This change is particularly needed in teaching and assessing subjects such as foreign languages since the currently utilized authoritarian teacher-centred single-shot assessment system fails to foster essential foreign language student characteristics such as autonomy, creativity, initiative and risk-taking (Gielen et al., 2011; Hatipoğlu, 2016, 2017a; Şahin, 2019), which in turn leads to overdependence on tests that are not very successful in assessing higher order skills (Hatipoğlu, 2017b, 2021a, 2021b). Students should be placed in the centre of the teaching and assessment processes, and they should be given the responsibility to self-assess their and their peers' progress. Once this way of thinking is established, the possibility of progress in the educational system is bigger/greater since it will be driven not only by the teacher but by all members of the working group.

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Abstract

Starting from the first quarter of the year 2020, educational institutions at all levels had to switch to online education due to the global outbreak of Covid-19 pandemic. In the aftermath of the pandemic, as a consequence of the high scale earthquakes that devastated eleven cities in Türkiye in February 2023, higher education institutions have, for a second time, had to shift to online education. In the course of time, investments in technology have multiplied and novel technologies have been introduced. More specifically, ongoing improvements in artificial intelligence and related fields, particularly chatbots, have created countless opportunities as well as drawbacks in terms of foreign language teaching/learning and assessment processes. Accordingly, this chapter attempts to address the opportunities offered by the latest developments in the field of artificial intelligence as to foreign language teaching/learning and assessment. In addition, potential drawbacks brought about by these advancements will be dwelled upon within the chapter with specific reference to online assessment processes from the perspectives of test security and academic integrity. The chapter concludes by presenting several suggestions to be implemented while designing and administering assessments in order to prevent security and integrity related pitfalls.

Keywords: foreign language assessment, artificial intelligence, Chatbots, ChatGPT, academic integrity.

1. Introduction

Technology continues to improve at an unprecedented rate in almost every field of human activities and these innovations are, arguably, best reflected in the field of education. As a concrete example, a shift from face-to-face to online settings has been observed in the field of education in the last two decades (Garg & Goel, 2022) and this transformation has been fuelled globally as a direct consequence of the Covid-19 pandemic (Amer & Cabrera-Puche, 2023; Gamage et al., 2020; Menary & Harding, 2023; Nguyen et al., 2020; Sadeghi, 2023; Sadeghi & Douglas, 2023; Susnjak, 2022; Topuz et al., 2022; Voss, 2023). The conveniences offered by online education have been appreciated by all the stakeholders and it is highly unlikely that

online education will disappear in the upcoming years (Amer & Cabrera-Puche, 2023; Sadeghi & Douglas, 2023; Susnjak, 2022), labeled as the *new normal* period (ECML, 2021; Saville & Buttery, 2023). In support of this, in the aftermath of the devastating series of earthquakes in Türkiye, higher education institutions across the country recommended online education so that tertiary students would evacuate their residents and survivors of the earthquakes could temporarily shelter in state dormitories.

On the one hand, online education and assessment feature certain advantages such as removing obstacles related to time and location, reducing cost and effort, facilitating ease of evaluation and scoring as well as permitting immediate feedback (Mizumoto & Eguchi, 2023; Pedro et al., 2019); nevertheless, these benefits bring with them several challenges and one of the most serious of these risks is related to academic dishonesty and test security (Abduh, 2021; Ahsan et al., 2022; Cotton et al., 2023; Davis et al., 2023; Farrokhnia et al., 2023; Garg & Goel, 2022; Härmälä & Marjanen, 2023; Jurāne-Brēmane, 2021; Roshid et al., 2022; Rudolph et al., 2023; Sadeghi & Douglas, 2023; Saville & Buttery, 2023; Shiri, 2023; Sotiriadou et al., 2020; Tlili et al., 2023; Topuz et al., 2022; Voss, 2023; Whisenhunt et al., 2022; Zhai, 2022), raising serious questions over the validity and reliability of online assessment (Deygers, 2019; LaFlair et al., 2022; Rudolph et al., 2023; Susnjak, 2022). In this respect, this chapter aims to focus on such risks and methods to overcome them from the perspectives of all the stakeholders.

2. AI & Chatbots in Foreign Language Education

Artificial Intelligence (AI) can be defined as a digital machine's ability to execute jobs or tasks that are generally assumed to be under the realm of intelligent beings (Chiu et al., 2022; Farrokhnia et al., 2023; Xia et al., 2022) and integration of AI tools into educational processes has become possible through such technologies as machine learning, deep learning, natural language processing, robots, chatbots, intelligent tutoring and automated assessment/evaluation systems (Xia et al., 2022; Wolfram, 2023). It has frequently been suggested that emerging applications of AI in education promise to open up new frontiers for all the stakeholders (including researchers, administrators, teachers, students, materials designers and test designers, among others) (Jia et al., 2022; Mizumoto & Eguchi, 2023; Ouyang et al., 2022; Tlili et al., 2023; Xia et al., 2022) and AI-based technologies will soon become fundamental components of educational contexts.

A very recent example of these AI-based applications is the Chat Generative Pre-trained Transformer (ChatGPT), which emerged as one of the powerful chatbots in November 2022

and attracted much public interest (Farrokhnia et al., 2023; Mizumoto & Eguchi, 2023; Rudolph et al., 2023; Tlili et al., 2023; Zhai, 2022). ChatGPT can be briefly defined as a giant neural net (Wolfram, 2023), or a large language model that was trained on a variety of dataset (including online conversations, books, scientific/newspaper articles, coding tutorials, etc.) and that utilizes deep learning to process and produce natural language texts (Caldarini et al., 2022; Shiri, 2023; Susnjak, 2022; Tlili et al., 2023) in order to be able to participate in human-like conversations in a coherent and fluent fashion (Mizumoto & Eguchi, 2023; Rudolph et al., 2023; Wolfram, 2023). ChatGPT is viewed as a revolutionary conversational bot and it has been argued that ChatGPT signifies a paradigm shift in every dimension of our daily lives as well as the field of education (Mizumoto & Eguchi, 2023; Tlili et al., 2023; Zhai, 2022).

Based on AI technology, ChatGPT generates responses to queries covering numerous topics (Skrabut, 2023). Capabilities of ChatGPT include (but not limited to) giving definitions or explanations, summarizing or outlining any kind of text, writing essays (in line with the given number of words, spelling and/or style conventions), generating (multiple-choice, true/false, open-ended, etc.) test questions based on a text, grading essays produced by students, creating Mad Lib stories, designing lesson plans, preparing materials/presentations for lessons (of any subject), assisting research processes (by developing research questions, paraphrasing/summarizing content, offering editing advice, etc.), drafting conference proposals, translating texts and converting references from one format to another (Farrokhnia et al., 2023; Shiri, 2023; Skrabut, 2023). Susnjak (2022) notes that ChatGPT has the ability to produce highly realistic texts that feature critical thinking skills and it can even create literary texts such as poems, stories or novels (Shiri, 2023; Tlili et al., 2023). The main advantage of ChatGPT rests in its ability to understand the given prompt and produce appropriate responses instantaneously in the form of a high-quality text (Cotton et al., 2023; Farrokhnia et al., 2023; Schroeven et al., 2023; Susnjak, 2022). Furthermore, it can answer follow-up questions, admit its mistakes and reject inappropriate prompts (Wolfram, 2023; Zhai, 2022). Another quality of ChatGPT is its self-improvement capability in that it is open to users' feedback to improve its responses (Farrokhnia et al., 2023). Hence, it would be justified to argue that the potential of ChatGPT is only limited to the creativity and imagination of the users.

2.1. Opportunities offered by AI

The principal aim of all technological innovations is to facilitate our professional, personal and/or social affairs. Therefore, as with many other technologies, AI-based applications offer certain unique advantages to the educators and learners throughout the process of

foreign/second language learning/teaching. To start with, as has been suggested by Zhai (2022) and Tlili et al. (2023), the release of ChatGPT has triggered a chain of transformation in education, teaching philosophy, and assessment processes in that it affords the users basic knowledge of numerous topics and amplifies the chances of academic and professional success. In support of this, it has been contended that integration of AI tools into education provides the users with a more personalized and adaptive learning environment, an enhanced awareness of self-progress and delivery of immediate feedback (Aljanabi, 2023; Farrokhnia et al., 2023; Jia et al., 2022; Pedro et al., 2019; Xia et al., 2022; Zhai, 2022), which can be regarded as the building blocks of *learner autonomy*. In addition, AI-based applications contribute to equality of opportunity in educational terms since they increase accessibility of information and facilitate complex learning by offering personalized instruction and feedback (Farrokhnia et al., 2023). Put differently, learners can set their own goals and plan their progress, execute their plans and assess how much/far they have attained using AI tools. Additionally, learners may engage in such instructional activities on an anytime and anywhere principle with or without the guidance of their teachers, which further adds to the value of AI tools.

As another advantage offered by AI-based applications to educators, it has been suggested that such technologies may help reduce teachers' heavy workloads by automating certain repetitive and time-consuming tasks (Cotton et al., 2023; Farrokhnia et al., 2023; Mizumoto & Eguchi, 2023; Ouyang et al., 2022; Pedro et al., 2019; Rudolph et al., 2023; Tlili et al., 2023; Yan et al., 2023; Zhai, 2022). Some of these tasks include designing lesson plans, creating lesson content and presentations, generating self-study or practice worksheet and test questions, providing feedback, and scoring essays produced by students. Particularly with respect to assessment procedures, AI tools can be employed to reduce the responsibility of the teacher by offering automatic scoring and feedback to students' performances as well as predicting students' future performances (Mizumoto & Eguchi, 2023; Ouyang et al., 2022; Xia et al., 2022). It should not go without saying that some of these mechanical and repetitive tasks may be overly time-consuming especially for teachers who have to teach too many hours in overcrowded classrooms. As a result, teachers may spare more time for their personal and professional development rather than wasting their precious time on such tasks.

2.2. Drawbacks of AI

As with each technological innovation, AI-based applications pose certain threats to the field of education. In accordance with the main focus of this chapter, from the perspective of assessment, AI tools have been severely criticized on the grounds that they present challenges

in terms of academic integrity and test security (Abduh, 2021; Ahsan et al., 2022; Cotton et al., 2023; Davis et al., 2023; Farrokhnia et al., 2023; Garg & Goel, 2022; Härmälä & Marjanen, 2023; Jurāne-Brēmane, 2021; Roshid et al., 2022; Rudolph et al., 2023; Sadeghi & Douglas, 2023; Saville & Buttery, 2023; Shiri, 2023; Sotiriadou et al., 2020; Susnjak, 2022; Tlili et al., 2023; Topuz et al., 2022; Voss, 2023; Whisenhunt et al., 2022; Zhai, 2022). As a concrete example, Costley (2019) conducted a survey with university students in South Korean context and concluded that almost 60% of the students conceded cheating in online assessments. In a similar vein, as has been reported by Shiri (2023), experiments conducted by professors at two universities in the US indicated that AI-generated exam papers got passing grades in law- and business-related courses. As a consequence, academic integrity and test security emerge as crucial issues to take into consideration in the design and implementation of online education and assessment.

As has been noted above, AI tools may contribute to equality of access to education; nevertheless, in contexts where access to the internet and technological tools is limited, AI and similar technologies may widen the *digital divide* among students and exacerbate educational equity (Cotton et al., 2023; Xia et al., 2022). AI tools may also feature weaknesses specific to their particular design. As an example, responses generated by ChatGPT may sometimes lack depth, insight, accuracy and perpetuate discrimination and biases (Farrokhnia et al., 2023; Schroeven et al., 2023). Additionally, in contrast to search engines, ChatGPT has not been designed to hunt for information on the web and its training is restricted to data prior to the year 2021, which implies that it may generate inaccurate content, particularly for events and developments that occurred later than 2021 (Azaria, 2022; Rudolph et al., 2023; Tlili et al., 2023). It has also been noted that the creativity of ChatGPT is directly correlated with the prompt entered; thus, users need to be creative, accurate and specific in the prompts they upload so that ChatGPT can generate accurate output (Shiri, 2023).

3. Academic Integrity in Online Assessment

The violation of academic integrity, also known as academic dishonesty, has been defined as "…a non-legitimate behavior that occurs during the completion of learning activities, such as taking exams and writing papers or homework" (Blau & Eshet-Alkalai, 2017, p. 630). The necessity of ensuring test security and improving academic integrity in assessment practices has recently become a topic of great interest as a result of the worldwide integration of online assessment during the Covid-19 pandemic. Nevertheless, following the introduction of new generation chatbots, it has been accentuated that conventional assessment practices need to be

reevaluated and revised because problems related to test security and academic integrity have been reported more frequently since the outbreak of Covid-19 pandemic (Farrokhnia et al., 2023; Garg & Goel, 2022; Shiri, 2023). Research conducted by Gamage et al. (2020) and Noorbehbahani et al. (2022) affirm that dishonest behavior in online tests is significantly more widespread compared to traditional face-to-face tests. This is primarily attributed to test-takers' exploiting various technological tools and resources, such as remote desktop and screen sharing, social networks, and internet research, to cheat and achieve higher grades.

Put differently, the increased prevalence of academic dishonesty in online assessments necessitates a reassessment of assessment strategies. In line with this, it would be safe to argue that a multi-faceted approach is needed to combat the misuse of chatbots in that academic misconduct should not be viewed as a student-only issue and the role to be played by teachers, test designers and institutions in promoting and maintaining academic integrity needs to be recognized and realized (De Maio & Dixon, 2022). Otherwise, the quality of instruction and assessment becomes questionable in the eyes of students, teachers, general public and potential employers (Dadashzadeh, 2021; Topuz et al., 2022). Thus, it has become imperative to discover the capabilities of such technologies and take measures against their misuses with regard to academic integrity (Susnjak, 2022). With this aim in mind, educational institutions, test designers and teachers should prioritize the development and implementation of robust test security protocols to mitigate risks related to academic dishonest behavior.

4. Suggestions to Promote Academic Integrity

Given the risks stemming from the violation of academic integrity, several suggestions have been made by many researchers (Cotton et al., 2023; Härmälä & Marjanen, 2023; Noorbehbahani et al., 2022; Rudolph et al., 2023; Shiri, 2023; Susnjak, 2022). Nonetheless, before we can offer solutions to the problem, we need to ascertain it fully from the perspectives of all the stakeholders. In this regard, the first step in addressing academic dishonesty should be to understand clearly why students resort to dishonest behavior and identify the factors that motivate them to violate academic integrity (Gamage et al., 2020). According to Garg and Goel (2022), *individual* (including motivation to succeed and personality traits) and *environmental* factors may lead to academic dishonesty. More precisely, it has been claimed that pressure for high performance, cultural background, lack of time, institutional/teacher support, motivation, interest and understanding about what counts as plagiarism/cheating are among the factors that result in cheating (De Maio & Dixon, 2022; Gamage et al., 2020). Thus, it would be justified to argue that the *context* emerges as the primary cause since students tend to engage more

frequently in dishonest behavior in online contexts in comparison to face-to-face contexts, especially in contexts that lack security measures. In a similar vein, Gamage et al. (2020) presume that students tend to succumb to dishonest behavior due to the weaknesses in the design of instruction and assessment. In this respect, environmental and contextual factors need to be controlled tightly with the aim of mitigating dishonest behavior.

The second critical step is simply to detect how students cheat. Existing research indicates that the methods commonly employed by students that engage in academic dishonest behavior are reported as: *a) impersonation* (misrepresentation of the identity of the test-taker) (Mungai & Huang, 2017), *b) forbidden aids* (benefitting from unauthorized resources such as AI-based applications) (Hylton et al., 2016), *c) collusion* or *contract cheating* (illegitimate collaboration among the test-takers or getting help of a third party to do the test/task) (Crook & Nixon, 2019; De Maio & Dixon, 2022), *d) plagiarism* (copying without acknowledging the source appropriately) (Awasthi, 2019), and *e) gaming the system* (exploiting the features of the system for cheating) (Gamage et al., 2020; Garg & Goel, 2022; Morris, 2018; Sotiriadou et al., 2020; Zhai, 2022). It should also be noted that the methods and particular technology employed to cheat are constantly updated as students improvise novel cheating methods in accordance with the latest developments in technology and measures taken by the institutions (Garg & Goel, 2022; Sotiriadou et al., 2020). Consequently, teachers and test designers need to follow the innovations in technology as well if they are to promote academic integrity and discourage test-takers from cheating.

The third step is concerned with the strategies to be employed to safeguard academic integrity. As a matter of fact, several strategies have been recommended by researchers and each institution in diverse contexts should adopt appropriate strategies considering their specific capabilities and limitations. To start with, revising *assessment format* to minimize dishonest behavior emerges as one of the most commonly adopted strategy to combat academic misconduct (Garg & Goel, 2022; Susnjak, 2022; Zhai, 2022). In terms of the format of assessment, it has been assumed that devising cheat-resistant questions that foster students' creative and critical thinking skills may alleviate the problem of cheating (Cotton et al., 2023; Härmälä & Marjanen, 2023; Noorbehbahani et al., 2022; Rudolph et al., 2023; Zhai, 2022). Zhai (2022) and Roshid et al. (2022) underline the need to devise new methods of assessing students in online contexts. As an example, returning to oral exams/vivas (Gamage et al., 2020) and asking students to demonstrate their knowledge and skills verbally in real-time in an authentic setting may be another solution for the problem of dishonest behavior (Sotiriadou et

al., 2020; Susnjak, 2022); however, it should be admitted that this strategy may be overly time-consuming for the teachers that have to teach and test crowded classrooms. Susnjak (2022) suggests that multiple-choice items or simple information-retrieval questions should be abandoned as they are much more prone to cheating. Multimedia resources (images, graphs, videos, etc.) can be embedded into the test so that test-takers may not get help from chatbots to do the test (Rudolph et al., 2023; Shiri, 2023; Susnjak, 2022). In a similar fashion, teachers may switch to formative rather than summative assessment (Farrokhnia et al., 2023; Rudolph et al., 2023) by creating phased assignments or checkpoints (Gamage et al., 2020) and requiring students to construct the paper in several stages. In this regard, assessment of the process as well as the final product may also be helpful in reducing the cases of cheating (Cotton et al., 2023; Morris, 2018; Skrabut, 2023).

It should also be kept in mind that, in some cases, students may not have sufficient knowledge and awareness as to academic ethics and integrity policy of the institution. Therefore, raising awareness of the students regading academic ethics and *integrity policy* of the institution can be considered as another key strategy to prevent cheating (Skrabut, 2023; Susnjak, 2022). Put differently, students should be educated on the incorrectness of plagiarism and dishonest behavior (Cotton et al., 2023; Gamage et al., 2020) and they should be convinced about the importance of doing their work themselves rather than depending on others or technology to do the work for them (Farrokhnia et al., 2023; Morris, 2018; Rudolph et al., 2023; Skrabut, 2023).

Garg and Goel (2022) state that "…it is the technology that is allowing students to cheat and the same can be used for deterring the students to cheat" (p. 9). As can be inferred from this quotation, technological tools may be employed to prevent dishonest behavior. For instance, the use of secure browsers throughout the test may be encouraged and certain functions of the computer may be disabled in the form of *computer lockdown*. In addition, *authentication* and *authorship tools* may be utilized with the aim of verifying and validating students and their content because having a substitute person take the test is another common cheating method (Gamage et al., 2020; LaFlair et al., 2022; Topuz et al., 2022; Voss, 2023).

The strategies summarized up to this point are mostly used to *prevent* cheating and the following strategies may assist test designers to *detect* dishonest behavior. In order to detect academic dishonesty, institutions are recommended to make use of remote *proctoring* systems (synchronously or asynchronously) and *monitoring* tools (i.e. image, video, screen record, IP

address, keyboard usage record, time record, web traffic record, geolocation record) or *restrict* test-takers' activities (i.e. disabling copy/paste, deactivating right click, preventing additional software from being run, blocking exit from full-screen) throughout the assessment (Clark et al., 2023; Cotton et al., 2023; Davis et al., 2023; Shiri, 2023; Susnjak, 2022; Topuz et al., 2022; Voss, 2023). The data collected through such strategies can later be *analyzed* to detect suspicious behavior and to ensure academic integrity. Alternatively, educational institutions may employ natural language processing and machine learning algorithms to detect dishonest behavior (Cotton et al., 2023); nevertheless, these technologies demand staff and expertise as well as significant resources and investment, making them unaffordable and unviable for most institutions (Susnjak, 2022). It should be noted at this point that making use of proctoring software and collecting personally identifiable information of the test-takers (such as passports, government-issued IDs, IP addresses, face recognition, eye tracking, keystroke analysis, fingerprint recognition, voice recognition, geolocation, photos/videos of test takers and their screens) raises privacy concerns and increases the anxiety of the test-takers, resulting in lower validity (Clark et al., 2023). For instance, having to keep their cameras on throughout the test may lead to extra anxiety and be perceived as invasive by the test-takers (Khan et al., 2022). In addition, such practices may even lead to ethical and legal problems in many countries (including Türkiye); thus, the consent of the subjects should be collected in advance and the data should be stored and protected prudently (Alin et al., 2022; LaFlair et al., 2022; Susnjak, 2022; Topuz et al., 2022; Voss, 2023).

As for the risks posed by the use of chatbots, namely and particularly ChatGPT, by test-takers during assessment practices, there exist several options for dealing with their strengths and weaknesses. First of all, educational institutions may try to ban the use of ChatGPT (as has been witnessed in New York City and Los Angeles Unified schools); however, it should be noted that such attempts have traditionally failed and technological innovations need to be embraced by all the stakeholders (Schroeven et al., 2023; Shiri, 2023; Tlili et al., 2023). As a second strategy, teachers and test designers may ignore the potential of ChatGPT and rely too much on AI detection software (such as GPTZero), the reliability and accuracy of which are questionable. As another alternative, assignments and tests may be designed purposefully in a way to outsmart students and preclude the use of ChatGPT, which – again – possibly will not work as today's students are certain to find ways of utilizing technology in any way (Schroeven et al., 2023). Consequently, rather than discussing whether or not to integrate ChatGPT into education, we should focus on the solutions that can best suit the ever-evolving conditions and

requirements of specific educational contexts (Yan et al., 2023). In other words, teachers and test designers should fully discover and recognize the potential benefits and threats of ChatGPT. Following this, approaches need to be developed in order to exploit the unique opportunities offered by ChatGPT in the best manner while minimizing the threats (Rudolph et al., 2023; Shiri, 2023; Tlili et al., 2023).

Conclusion

Technological innovations have been reshaping almost all aspects of our lives and the field of education has, arguably, been most profoundly influenced by this transformation. The global outbreak of Covid-19 pandemic has had an accelerating effect on this transformation and online education (including online assessment) has already become normalized. Going online certainly brings unique advantages with it; however, it is not without its particular limitations. As an example, some laymen fear that teachers will be substituted by robots or chatbots soon. Nevertheless, it is hardly possible that AI-based applications may replace teachers in the future when creative and socio-affective aspects of humans are taken into consideration (Mizumoto & Eguchi, 2023) since it is the teachers who will decide how and when to integrate AI-enabled tools into their instructional endeavors. This implies that teacher training programs need to equip pre-service teachers with the competences required to make the best use of such innovative technologies (Pedro et al., 2019) and, similarly, professional development opportunities should be offered for in-service teachers (Gamage et al., 2020). In this respect, Zhai (2022) and Xia et al. (2022) underline the risk that teachers themselves may lack a sufficient amount of knowledge and understanding of AI technologies; as a result, they may not be able to effusively utilize such innovative technologies for instructional, evaluative and professional development purposes. Put differently, as has been suggested by Rudolph et al. (2023) and Tlili et al. (2023), the skill to transform challenges into opportunities and adapt to revolutions emerge as fundamental teacher competences.

When we consider the issue of academic integrity from the perspectives of the students, it is evident that maintenance and promotion of academic integrity requires collaborative and sustainable effort from all the stakeholders and problems related to academic misconduct should be addressed employing a holistic, systemic and institution-wide approach (De Maio & Dixon, 2022; Morris, 2018). There is a clear need for updated guidelines and policies that address the use and integration of AI tools in educational contexts with specific respect to their threats to academic integrity by getting the views of experts from various domains (including education, security and psychology) (Cotton et al., 2023; De Maio & Dixon, 2022; Farrokhnia

et al., 2023; Morris, 2018; Rudolph et al., 2023; Saville & Buttery, 2023; Tlili et al., 2023). Unfortunately, such guidelines traditionally include punitive and legalistic terms; nevertheless, De Maio and Dixon (2022) suggest that these guidelines need to be designed in a positively worded format, and adopt a more didactic approach and taking all the stakeholders into consideration. It has even been suggested that educational institutions should employ experts in academic integrity that will train the staff and students as to academic integrity (De Maio & Dixon, 2022) since students may not be informed adequately as to the institutional policies and guidelines regarding academic integrity.

It should not go without saying that strategies addressing cheating may be working well today but may not work that well six months later since technology is constantly being updated (Sotiriadou et al., 2020). Consequently, these strategies need to be regularly revised and updated (in accordance with the developments in technology) in order to develop security-enhanced assessment systems (Topuz et al., 2022) and keep one step ahead of those who cheat (Garg & Goel, 2022). To sum up, rather than ignoring the transformation or trying to prohibit the utilization of technology, administrators, teachers and test designers themselves should become informed about the potential of AI-enabled applications and focus more on beneficial and functional uses of AI-based tools throughout their professional endeavors.

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CHAPTER 15: SCENES FROM THE 21ST CENTURY EFL CLASSROOM:

MOTIVATION, CHALLENGES AND STRATEGIES

Hayriye AVARA (iD)

Abstract

Communicating in a foreign language, especially in English, as a global language, is essential for 21st century education and global capabilities. The efficiency of language learning is largely dependent on motivation and attitude. Because of this, during the past few decades, motivation has been the focus of a great deal of research. The topic of motivation in English language teaching is covered in this study. Prominent scholars and psychologists offer definitions, theories, and concepts related to motivation. The developments impacting motivation are covered, along with a brief history of the subject of motivation in language instruction. The study also looks at the variables that influence the motivation of both teachers and students as well as methods for boosting motivation and resolving disruptive behaviours in English language teaching classrooms.

Keywords: English Language Teaching (ELT), motivation, strategies, challenges, classroom management

1. Introduction

The key challenge of the twenty-first century is global competency, and learning foreign languages is a crucial component of it. It is commonly recognised that speaking a foreign language is a social and educational need given today's multicultural and multilingual society and the urgent need for cross-cultural communication and understanding. A substantial number of non-native English speakers interact in English in numerous places (Sharifian, 2017). Significantly, English is widely used, especially in the commercial and educational domains. It should go without saying that proficiency in English is necessary. Thus, teaching English as a foreign language (EFL) has become essential in order to help students effectively advance their professional development, acquire skills for successful 21st century interactions, and launch new careers.

Internationalisation has become more and more significant in education. This relates to incorporating global perspectives into research, learning, and education. In order to

comprehend how these realities are gradually forming the disciplinary student learning goals, it is vital to take into account the shifting priorities. Foreign language (L2) integration into the curriculum gives students the chance to study them in depth, igniting a lifelong interest in speaking intelligibly in a multicultural society. Furthermore, learning a foreign language improves students' prospects of pursuing higher education and connecting with people from diverse cultures while also encouraging them to be accepting of others' ideas, lifestyles, and social systems. English, as a lingua franca, is a widely used language around the globe. However, in order to achieve this, it is critical to understand how to inspire students.

A good language learning process depends heavily on motivation as stated by Gardner (2007). Gardner (2007) makes the point that learners' motivation and attitude constitute some of the most important aspects in language learning and Gardner's idea is also supported by Fakeye (2010). Additionally, in successful English language instruction and acquisition, the drive and mindset of students are crucial (Hsu, 2010).

The topic of motivation has received a lot of attention recently in the study and teaching of languages. In order to learn a language, motivation is essential. Additionally, Gardner (2007) reveals that motivated learners perform better than less motivated ones. Therefore, it is crucial that language teachers comprehend the connection underlying motivation and its effects on language acquisition, as stated by Oroujlou and Vahedi (2011). As a result of its complex and diverse architecture, motivation has been defined in a variety of ways.

2. Motivation and Attitudes

2.1. Definition of Motivation

Motivation is a complicated term, and it is highly challenging to express it by a single definition. It is defined differently in educational settings, psychology, and in anything that has to do with people. Hence, it involves many different aspects, including need, desire, interest, attitude, conduct, and others. This enables a broad spectrum of meanings to be agreed upon.

To begin with, according to the definition by *Longman Dictionary of Applied Linguistics*, motivation refers to a learner's attitude, desires, and readiness to put up effort in order to acquire a second language. According to Richards and Schmidt (2002), motivation is typically regarded as one of the main reasons for both success and failure in second language learning. Additionally, Elliot and Covington (2001) describe motivation as a person's guiding principle for behaviour. To put it another way, motivation is what steers someone's behaviour and it is the cause of someone's behaviour. The two primary types of motivation, according to Dörnyei

(1998), are *extrinsic* and *intrinsic*. The dictionary, *Richards and Schmidt* (2002) makes a distinction between integrative and instrumental motivation, as well as between intrinsic and extrinsic motivation: Integrative motivation includes an instrumental orientation towards more practical concerns like obtaining a job or passing an exam, as well as integrative orientation - characterised by a willingness to be like valued members of the language community. It also includes a positive attitude towards the target language community as well as the language classroom and a commitment to learning the language. The difference between intrinsic motivation, or enjoying language learning itself, and extrinsic motivation, which is motivated by other forces like parental pressure, societal expectations, academic obligations, or other sources of incentives and punishments, is another distinction that is frequently made. (Richards and Schmidt, 2002). Gardner (2010) also emphasised that motivation is a complicated concept with no clear definition. He emphasised that a person who is driven is one who sets a goal and works hard to achieve it.

There is no doubt, according to William (1994, *cited in Dörnyei*, *2005*), that studying a foreign language is distinct from learning other disciplines. This is primarily due to the social aspect of such an endeavour. After all, language is an aspect of one's identity and serves to communicate that identity to others. It is a part of one's social being as a whole. Learning a foreign language, according to Dörnyei (2005), entails much more than just mastering a set of rules or grammar; it also involves changing one's self-perception and adopting new interpersonal and cultural behaviours and ways of being, which has a big impact on the learner's social nature.

2.2. Motivation Theories

In order to successfully study a second or foreign language, motivation is essential. Various characteristics of motivation, as a multifaceted notion, have been the subject of educational and psychological theories in the past decades. The idea has been described in a variety of ways.

2.2.1. Gardner's Motivation Theory

The work of Canadian psychologist Gardner and his colleagues were the first to introduce the study of motivation (Gardner & Lambert, 1972), and it resulted in a significant shift towards the role of drive on language learning. Motivation, according to Gardner (1985), is a blend of labour and enthusiasm to achieve the aim of learning a language as well as a positive attitude towards the language learning. According to Gardner's theory, the foundation for understanding language learners' motivation is provided by social environment and attitudes towards the

language they are learning. He included the integrative motive and the instrumental drive in his model, which gained popularity in in his time (see Figure 1). Gardner concentrated on the first incentive; he characterised it as the learner's desire to interact with or integrate into the intended language community. Practical motivations for acquiring the language, including earning a degree, gaining a better job, or passing an English course, constitute the instrumental drive (Gardner, 1985).

Figure 1

Gardner's Construct of Integrative Motive
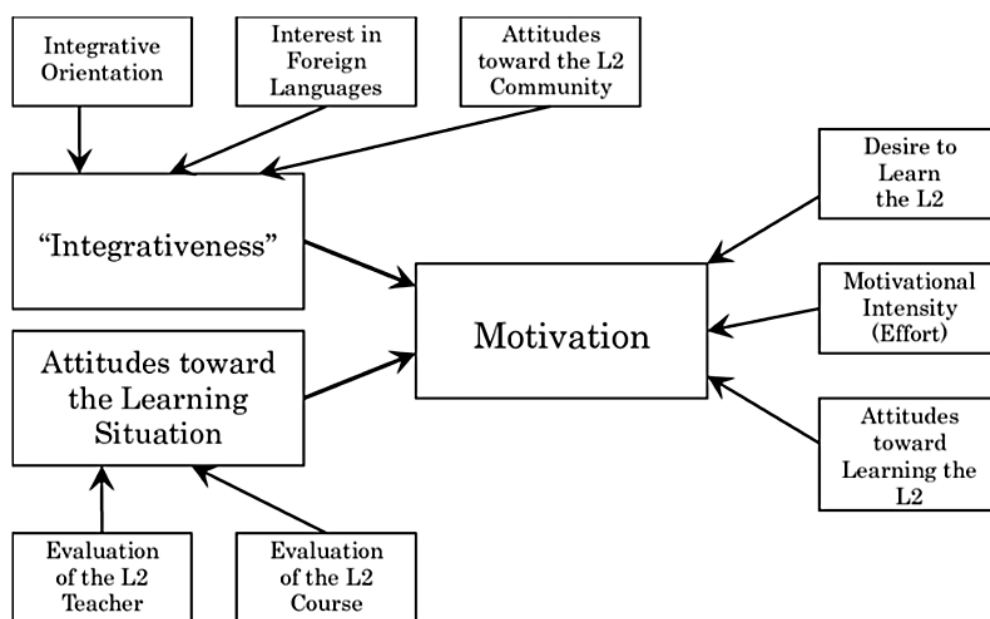
Source: (Dörnyei and Ushioda, 2011:42)

As explained by Dörnyei (1998), Gardner contends that integrative motivation is influenced by an individual's affective tendency towards the L2 community as well as their desire to interact with or join that group. It is characterised as being receptive to and respectful of other communities cultural and social values. As for motivation, Gardner (1985) identified three metrics as being crucial for measuring effort and perseverance, readiness to learn the language, and affective response to language learning. Although attitudes towards the learning environment and integrativeness are seen as key supports for motivation in the socio-educational model, it could be said that in some situations, effectiveness may serve the same purpose.

A new understanding of language learning, according to Dörnyei (2005), changed the main connotations regarding the conventional and pedagogical point of view between 1959–1990. The emphasis on the individual, which dominated traditional motivation research, has switched, according to theory, to taking the link between both the first and second language populations into account. According to Gardner and Lambert (1972), sociocultural elements including language attitudes, cultural stereotypes, and geopolitical concerns have an impact on foreign or second language learning from an educational standpoint.

Gardner (2005) applied "*The Attitude Motivation Test Battery*" (AMTB) to evaluate the many components of his social-educative second language learning model. Integrative theory and AMTB are accepted as two key ideas from Gardner's motivation theory. AMTB is believed to be a powerful test for assessing motivation. The main evaluation factors, to Gardner (2005), are attitudes towards the learning situation relate to students' responses to the atmosphere of the classroom, the quality and accessibility of the resources, the syllabus, the teacher, and so on.

AMTB views integrativeness as an individual approach to language learning, which includes speaking with people who speak the target language, taking an interest in their community, and having a positive attitude towards people who speak a different language. In other words, it stands for cultural openness, particularly towards the culture of the target language (Gardner, 1985). The integrative theory's aspects, while appearing to be valid in the beginning, have been questioned as a method for understanding L2 motivation. According to Dörnyei (2009), when Gardner and Lambert's (1959) theory was examined in the field of teaching English as a foreign language, it demonstrated a substantial decrease in influence. Dörnyei (2009) has criticised integrativeness from a number of angles. He pointed out that the integrativeness and motivation concepts in Gardner's theory have certain flaws and added that lacking a defined group to identify with and English becoming the dominant language worldwide, learners' sense of integration deteriorates.

### 2.2.2. The "L2 Motivational Self System" (L2MSS) Model by Dörnyei

A significant change was made by Dörnyei (2005) when he introduced the 'L2 Motivational Self System' (L2MSS) which incorporates L2 motivation into a fresh theory of self and identity. Future possibilities include what is expected, what is conceivable, and what one fears may happen if the desired result is not achieved. The earlier studies (Markus & Nurius, 1986; Markus and Ruvolo, 1989) serve as the foundation for Dörnyei's idea. Unlike prior

motivational theories, Dörnyei was able to unite psychological theories of the self-system. Hence, his theory was supported by current studies in the psychology of the self. It is possible to connect the human ego and actions to conceivable actuality.

There are three parts to Dörnyei's L2MSS theory: The L2 learning experience, the ideal L2 self, and the ought-to self (see Figure 2). The concept of creating a vision appears in this model. fostering an optimistic view of the learner's potential, living up to expectations, and providing a motivating learning environment are all important. According to Dörnyei (2008), the optimum L2 self-addresses the idea of developing a highly desirable version of oneself that is capable to speak a second language. The motivation behind defining our ideal L2 self is bridging the gap between who we are and who we want to be in terms of language proficiency. The ought-to self, the ideal self, and the actual self-make up the three selves. Dörnyei (2008) asserts that while the details of realising the motivating self-system are still being worked out, the likelihood of success is significant. The possibility of success is high, according to Dörnyei (2008), even though the specifics of creating the inspiring self-system remain to be figured out.

Figure 2

Dörnyei's (2005,2009) L2MSS
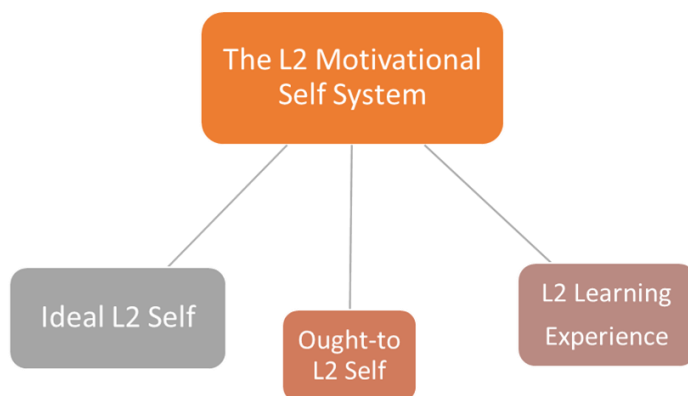
(Adapted from, Xu, W. & Ji, L., 2021: 362)

### 2.2.3. The Process-Oriented Model by Dörnyei and Ottó

Dörnyei and Ottó (1998) defined motivation as the constantly fluctuating ongoing emotion in an individual that begins, guides, enhances, finishes and assesses the cognitive and motor procedures through which initial desires and desires are selected, prioritised, operationalized, and -successfully or unsuccessfully- performed out. Motivation to acquire a specific tongue initiated to be perceived through specific elements of possible future selves.

2.2.4. Deci and Ryan's Theory of Motivation: Self-determination Theory

Self-determination theory (SDT) is a general explanation of human motivation and personality that considers people's fundamental tendencies for growth and their basic psychological requirements. It is interested in what drives people to make decisions on their own, free from intervention and influence from others. According to the SDT, people are driven to develop and change by deep-seated psychological demands. According to the notion, there are three essential psychological demands (autonomy, competence, relatedness) that are both innate and common to everyone (see Figure 3).

Figure 3

Self-determination Theory (SDT)
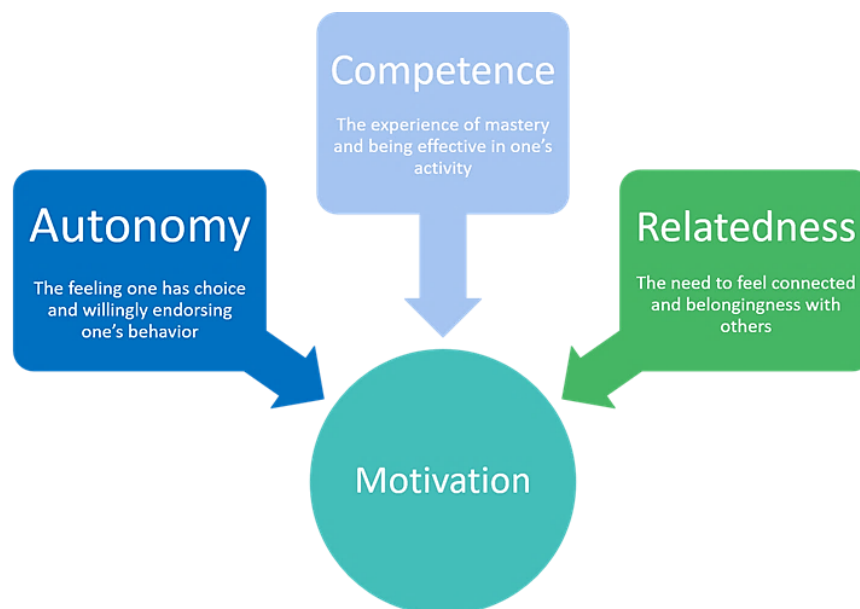
Source: Deci & Ryan (1985, *adapted from* Mayo NL., et al., 2022)

Intrinsic motivation and extrinsic motivation are said to be the two basic sorts, and both are strong factors in determining who individuals truly are and how they act (Deci & Ryan, 2008). SDT emphasises the idea of intrinsic motivation or doing things just for their own reason. It connects character, human motivation, and ideal performance. Extrinsic motivation, as defined by Deci and Ryan (1985), is a desire to act in particular ways that relies on outside forces, and it produces external rewards. The reverence and respect of others are just a few examples of these sources, along with grading scales, employee evaluations, prizes, and accolades. Intrinsic motivation, on the other hand, originates from inside. Our fundamental

beliefs, our motives, and our individual sense of morality are just a few examples of the internal forces that motivate us to act in particular ways.

Although it may appear that intrinsic and extrinsic motivation are incompatible with one another - with intrinsic driving behaviour in accordance with our 'ideal self' and extrinsic motivating us to comply to the norms of others - there is another crucial difference between the two. SDT distinguishes between regulated and autonomous motivation (Deci & Ryan, 2008). For people who identify with the values of an activity and how it fits with their perception of self, autonomous motivation comprises both intrinsic and extrinsic motivation. External regulation, a sort of motivation when a person acts out of an eagerness for outside advantages or a fear of punishment, is a component of controlled motivation.

2.2.5. Skehan's (1989) Suggestions for the Sources of Educational Motivation

In an educational setting, Skehan (1989) recognises four basic sources of motivation. The first one is related to the instructional and educational activities, where intrinsic motivation would be produced by the students' desire to learn. The second source, to Skehan (1989), is about learning outcomes that means success reinforces or boosts motivation, but failure lowers expectations, sense of effectiveness, and overall motivation in pupils. In this way, motivation results from learning outcomes rather than being a cause of them. The third source of educational motivation, as explained by Skehan (1989), is the internal motivation. That is, by the time students enter the classroom, they already possess some level of internal motivation that they have established as a result of the influence of external motivational factors (such as the significance of languages in contemporary society, parental influence, etc.). Skehan lastly draws attention to extrinsic motivation. He focuses on how external incentives, such as prizes or penalties, might affect students' behaviour.

2.3. Attitudes

In along with motivation, attitudes are believed to affect language acquisition as mentioned by Imsa-ard, (2020). According to Gardner and Lambert (1972), language learners who have a positive outlook are more likely to integrate with the target language and actively drive themselves towards their learning objectives. Depending on the context and topic, the word 'attitude' can mean several things. The definition of attitude noted by Gardner (1980) is explained as the sum of ones' intinctions and feelings towards any specified topic. Baker (1992) claimed that the idea of attitude is utilised to explain how people behave. Gardner (2000) asserts that attitude refers to how pupils respond to any components of the particular setting, such as

the instructors or the subject matter. The attitude component is important in language learning and has a significant impact on how well a language performs (Visser, 2008). Positive or negative attitudes are also possible. To put it another way, having a positive attitude regarding language learning can make students more motivated, but having a negative attitude can make them less motivated.

The success of language acquisition may depend on the attitudes of the students. The three components of attitude, according to Kara (2009), are behavioural, cognitive, and emotional. The behavioural component of attitude focuses on how a learner responds to specific circumstances. Imsa-ard (2020) states that the cognitive part of attitude encompasses the learner's views regarding the language; for instance, learners might possess an upbeat perspective towards learning English if they believe that studying English is important. The emotional component of attitude deals with the learner's likes and dislikes of the language they are studying. For instance, if students detest English, it may indicate that they have a bad attitude towards learning the language. In general, people's perspectives can vary throughout time and are probably impacted by their experiences.

Since high levels of motivation and a positive attitude regarding a second language can be the driving forces to support and promote second language learning, Imsa-ard (2020) argues that attitude and motivation should be taken into account in language learning and teaching. In other words, children who have a positive outlook on language acquisition are more likely to succeed at it. In order to bolster this assertion, Karahan (2007) asserts that pupils with positive attitudes have a more favourable perspective towards language learning. As a result, it is important to assess students' attitudes towards learning a new language to determine whether they find it enjoyable (Gardner, 2007), in the hopes that this research may reveal potential improvements to language learning and instruction.

2.4. Motivation in the EFL Settings

2.4.1. Significance of Motivation in the EFL classroom

In English classes, motivation for both the teachers and the students is crucial for several reasons. To start with, teachers that are motivated have better communication with their students. The teacher can better grasp the requirements and difficulties of the students and address these issues with the help of good communication. Similarly, students ensure more active engagement in class if they are interested and willing to participate. In addition, students who are motivated in class usually tend to perform better in their studies. Motivated students

have the willingness to learn and are more likely to do so. They work more, study more diligently, and ultimately earn higher grades, which boost their confidence. In this way, long-term language proficiency is enhanced in English class and students can become more eager to keep going in their English classes and advance their language skills. Furthermore, creating a positive motivational circle between the teacher and students has a good impact on the classroom environment. Students who are motivated exhibit a more positive outlook, which increases the effectiveness and fun of the learning environment. Moreover, students who are motivated take a more original approach to learning. This can make learning a language more enjoyable and enable students to create learning plans that work for them.

2.4.2. Factors Affecting Motivation in the EFL Classroom

Motivating students of languages is considered an important component of EFL education because it is one of the primary elements that influences success in foreign language learning. That is why it is important to understand the sources or challenges of students' motivation. Teachers should be aware of the motivational factors since they will need to understand what motivates their students and act accordingly.

Students' sources of motivation will differ depending on a number of variables, but they will mostly depend on their age, sociocultural background, family economic situation, friends, interests, and more. According to Gardner (1985), the subjects' direction or integral motivation is highly valued. The social and cultural environment where the student lives up; individual learner distinctions such as intelligence level, linguistic ability, motivation, and anxiety; instructional and non- instructional contexts; and final learning outcomes are presented in Gardner's socio-educational model.

In addition to the factors demonstrated in Gardner's model, several motivating elements are highlighted also by Madrid et al. (1993, *cited in* Buendía & Ortega, 2018) including, English as a school topic, parents and family history, the drive for inclusion into English-speaking groups, the instrumental relevance of English in society, classroom methods (activities, assignments, etc.), the EFL teachers' qualities, and more.

2. 5. Classroom Management in the EFL Settings

In addition to motivation, classroom management is also crucial when teaching English. Effective classroom management is essential for maintaining a positive learning environment, and effective student engagement. Classroom management refers to the choices a teacher undertakes concerning the material surroundings and resources at their disposal, such as

furniture, materials, learners, and oneself. These choices serve to advance the objectives of the lesson. Expectations and routines relate to how the classroom is set up to be the most conducive to learning, whereas physical layout refers to how school rules and processes are organised.

There are several studies that focus on the significance of classroom management. To illustrate, Marzano and Marzano (2003) address to how classroom management affects students' academic progress and highlight how effective classroom management may boost student motivation and enhance academic success. Furthermore, classroom management is crucial for improving student learning and fostering a positive learning environment in addition to assisting teachers in keeping order in the classroom. A key component of a good teaching process, as suggested by Evertson and Emmer (1982), is effective classroom management. This relates to teachers' capacity to uphold order in the classroom, favourably impact students' learning, and raise the standard of instruction as a whole.

Furthermore, good classroom management reduces disruptive behaviour and controls student behaviour. Effective classroom management promotes classroom discipline by favourably influencing student behaviour, according to a Marzano and Marzano (2003). This supports long-term classroom behaviour management without impeding student learning. Additionally, effective classroom management enhances learners' educational opportunities. Students' participation in class should be increased through appropriate teacher motivation. According to a study by Skinner and Belmont (1993), effective classroom management techniques increase participation and learning among students. Finally, effective classroom management raises the standard of instruction. While preserving structure and order in the classroom, teachers are responsible for meeting the learning needs of their students. According to Brophy (2006), this has a favourable effect on student achievement. Additionally, it fosters a climate of safety and support for pupils in the classroom, which enhances the learning environment. Thus, good classroom management not only preserves order in the classroom but also enhances student learning and raises the standard of instruction. As a result, it is critical that educators learn and put into practise efficient classroom management techniques.

The approach to class management in the 21st century has evolved since it now focuses on teaching students' self-regulation and self-control abilities rather than just requiring them to obey as explained by Espinosa, et. al., (2020). Students who can maintain self-control exhibit responsibility, or the capacity to care for oneself without impinging on the rights or needs of others. Actually, students bear a significant portion of the burden for the class's smooth

operation. It is important to involve students right away in class in order to help them understand how to build this self-control (Espinosa, et. al., 2020).

Teachers with true classroom management skills concentrate on class management, as opposed to those who just emphasise punishment. This entails the application of techniques that support students in preventing the onset of inappropriate behaviour and in developing their capacity for self-regulation; these techniques encourage students to set a positive example for their peers by modelling proper behaviour (Sprick, 2013). Class management is defined as all teacher interventions meant to establish a structured setting that fosters learning (Emmer & Sabornie, 2014). Consequently, when scholars use the phrase 'class management,' they do not just mean, the regulation of students' behaviour; they also mean the techniques and resources that the teachers employ to create a calm, enjoyable, and conducive learning atmosphere in the classroom. The ability of the teacher to lead a class and give instructions, the presentation to suitable materials, standards, and procedures, and the development of a stimulating and well-organized learning environment are all part of effective class management. In other words, it incorporates the setting, the pupils, the materials utilised, the time spent in class, the activities, the teacher, and additionally, the discipline. Brophy (2006) defined classroom management as any teacher initiatives intended to establish and preserve a learning environment. Mitchell et al. (2017) outlined the following eight classroom management strategies:

- ➢ *physical layout*
- ➢ *expectations*
- ➢ *routines*
- ➢ *specific praise for behaviour*
- ➢ *active supervision*
- ➢ *response chances*
- ➢ *behavioural reminders*
- ➢ *consistent reaction*

In classes, both productive and unproductive behaviour among students has been linked to certain elements, as asserted by Sullivan, et. al., (2012). According to this approach, the students themselves, the teachers, the physical setting, and the content all have an impact on a student's behaviour in the classroom; thus, all influence classroom management. (see Figure 4).

Figure 4

Factors Affecting Learning and Teaching and Student Behaviour in the Classroom
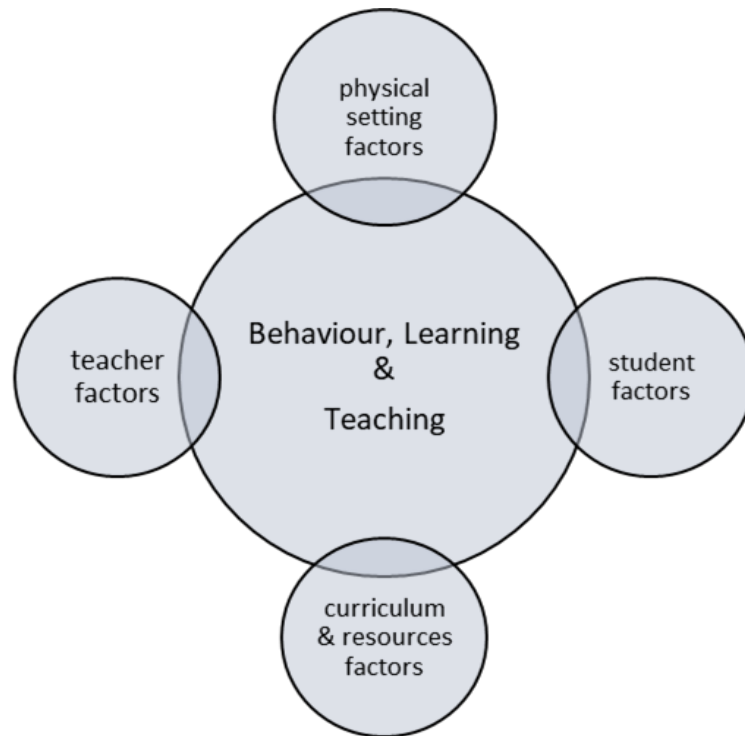
Derived from (Sullivan, A., et. al., 2012)

To increase engagement among pupils and educational outcomes, schools can modify some of these components. Martin, Yin, and Mayall (2008) argued that various factors shape teachers' approaches to managing classrooms and direct their efforts to meet acceptable educational objectives in the modified and revisited study. While the people management dimension relates to what teachers think about students as individuals and what teachers do to foster the teacher-student relationship, instructional management encompasses all aspects such as supervising seat work, planning everyday tasks, and distributing materials as stated by Martin et al. (2008). The behaviour management feature, albeit connected to discipline, differs in that it emphasises proactive measures to stop inappropriate behaviour rather than the teacher's response to it. According to Martin et al. (2008), this facet includes setting rules, creating a system of reward structure, and giving students opportunities for input. Furthermore, Martin and Sass (2010) created a new classification for classrooms that combines behaviour management with instructional management after making a few revisions. Thus, student

command, educational manner, setting rules, and the management of disruptive student behaviour are some aspects related to behaviour and instructional management.

3. Motivational Considerations in the 21st Century EFL Settings

Language teaching in the 21st century faces a number of new challenges regarding classroom management and student motivation. Some key challenges that arise in these areas and some recommendation as solution for these challenges can be explained as follows.

3.1. The 21st Century EFL Classroom Settings

The language class atmosphere has drastically altered in the early twenty-first century. Many reasons, including technology development, cultural contacts, economic conditions, and adjustments to educational systems, have contributed to this variety. The following characteristics discuss the alterations in the classroom settings in the field of foreign language instruction today.

One of the significant changes in today's foreign language classroom can be observed in the cultural diversity. That is, due to the growth in globalisation and international contacts, the characteristics of students have changed. Students from and in various regions of the world feel need to learn foreign languages. Thus, the EFL student population is bilingual and multicultural, particularly in large cities. Students hail from many cultural backgrounds and have a wide range of native tongues. Interests in sustainability and the global community are common among students in the twenty-first century, who also often include these topics into their language learning activities. Moreover, students may believe that classes or studying English have little bearing on their daily lives.

Another important change in the 21st century language classroom is related to the online education. Especially, the COVID-19 pandemic that broke out in the early months of 2020 has led to a rise in the demand of online education. Many students have used the Internet to access language learning platforms or foreign language classes since then. Students have had more freedom and flexibility. Thus, online resources and programmes for language learning are readily available through mobile phones, the Internet, and other technological devices.

3.2. The 21st Century Student Profile in the EFL classroom

Throughout the last century, generations have been characterised by cultural norms that prevailed during those 15 or 20 years, and more precisely, by the technology that was in use at the time, an individual's location, and their length of life. The student demographics in the

discipline of foreign language instruction have changed in recent years. According to Schawbel (2014), majority of today's young learners belongs to the group called as Generation Alpha, or 'Gen Alpha', which refers to the first generation to be born entirely in the 21st century. Known under many names, including 'generation glass', 'the iGeneration', or 'the global generation', generation alpha was born starting in 2010. These are generation X and generation Y's offsprings. This generation is the most technologically literate to date and the first to undoubtedly live into the twenty-second century among recent generations. Since, Gen Alpha are the first generation to have grown up exclusively in the digital era, as explained by Williams (2015), they may display unique work styles, expectations, and communication preferences due to their innate understanding of technology and propensity for constant connectivity.

Gen Z were the first generation to be genuinely digital natives, whereas Gen Alpha will guide a new digital age given how quickly and dramatically technology advances. Furthermore, considering how fast and drastically technology is advancing, Gen Alpha will usher in a new digital era, albeit Gen Z were the first real digital natives. After growing up with omnipresent technologies, the oldest of these students is only starting middle school. These children will require more than ever social-emotional learning help because of their wide range of backgrounds. Students who practise social awareness are more likely to be compassionate towards others, which promotes tolerance and even a celebration of difference. Positive social skills can help pupils in the long run by improving their preparedness for college and the workforce (Schawbel, 2014). Similar to Gen Z, Gen Alpha will be extremely accustomed to technology and accustomed to having instant access to information. But if technology develops quickly, it may have long-term implications on Gen Alpha students' attention spans, which teachers will need to consider when developing curricula. For Gen Alpha pupils, developing critical thinking abilities will also be crucial. Similar to Generation Z, they will be surrounded by information, and during the course of their education and beyond, they will need to separate the useful knowledge from the rest. Despite their differences, according to McCrindle (2015), Gen Z and Gen Alpha share the experience of growing up in a digital age. There is no denying the advantages of technology, hence it will be crucial to incorporate technological transmission and research methodologies into the curriculum for both generations. However, it is equally critical to take into account the potential impact of digital settings on emotional and social wellness.

Along with technical development, cultural exchanges, and advancements in communication techniques, it will not be wrong to state that most 21st century language learners

exhibit the aforementioned traits. Although this is a general profile, each student may have particular traits and objectives. The learner profile for a language classroom in the twenty-first century can be summarised as follows:

i) Technology Addicted Leaners: First of all, students of the twenty-first century are adept at using digital technologies. The typical student of today is a young person who is proficient in technology and frequently uses digital media.

ii) Digital Language Learning Tools: A variety of digital tools and applications (the internet, computers, smartphones, and tablets) are available for language learning, but these tools can sometimes be difficult to integrate and manage effectively. Also, students may experience distraction and problems focusing on the lesson because they constantly interact with technological devices such as smartphones, tablets and computers.

iii) Cultural Diversity: Classrooms are increasingly culturally diverse, forcing teachers to appropriately approach students from different cultural contexts and diversify learning materials. Also, to hone their language skills, many students prefer short-term abroad adventures. That is, some students get the chance to practise the target language through cultural exchange programmes, language schools, and summer programmes.

iv) Variety in Language learning time: Learning English, or any other foreign language, can take a lot of effort. Students who anticipate speedy outcomes could become demotivated. Today's students prefer to study a foreign language at their own speed and in a manner that meets their needs, which is known as personalised learning. As a result, educational resources and online platforms that provide students with personalised learning regimens have gained popularity.

3. 3. Motivational Challenges and Classroom Management Issues
### 3.3.1. Motivational Challenges for Students

The motivational challenges faced by students learning English today may differ depending on a variety of factors (see Figure 5). Apart from common factors of the present time, one main challenge could be noted as lack of intrinsic motivation. That is, students may become less motivated to study English when their motivation is based solely on external factors -such as employment requirements- or is not intrinsic. Lack of motivation might result from a student's inability to create or explain goals for their language study. Students who set goals can monitor their development and maintain motivation. Also, variations in learning styles can be added as another factor that affect student motivation in EFL classroom. Each learner has a unique

learning style. Some pupils might not respond well to conventional lecture formats. Additionally, students' motivation may also be lowered by monotony and dull or irrelevant course material. In other words, students may get bored if the same materials or techniques are used again. Consequently, it is critical to employ a range of educational tools and strategies.

If students perceive the course to be challenging, they may become demotivated, and their fear of failure may be another factor that affect their motivation. Their dread of making mistakes can interfere with their language acquisition. An absence of self-confidence and lack of motivation might result from failure fear. Similarly, students' feeling of lack of progress and their perceptions that they are not improving their English language proficiency enough can sap their drive. Because of their time constraints and busy schedules, some students might not be able to dedicate enough time to language learning because of other obligations like employment or school, which also can make them unmotivated.

Figure 5

Motivational Challenges for Students
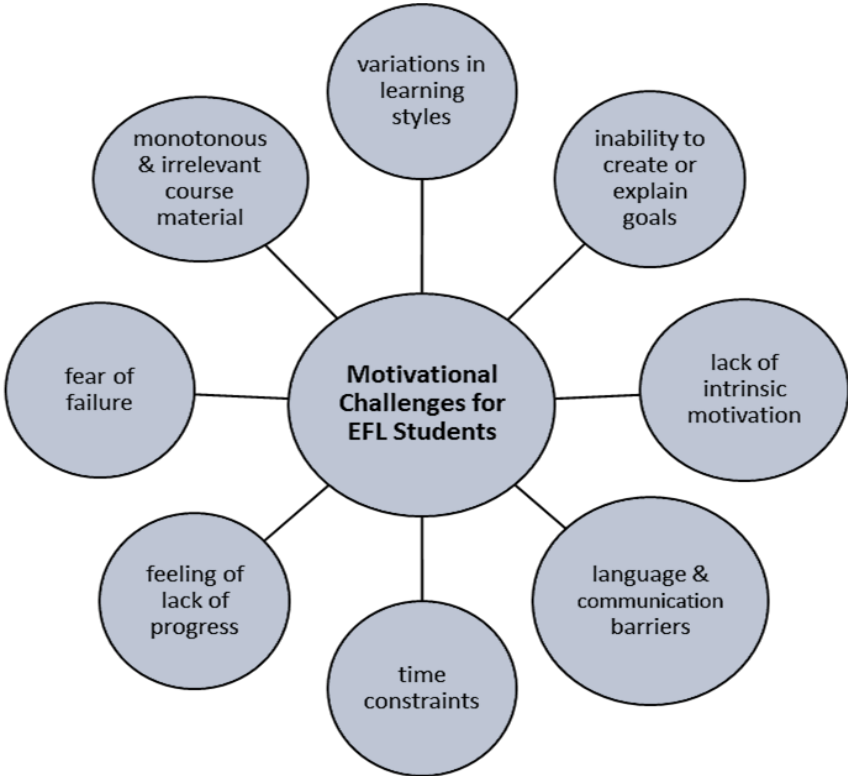
Language and communication barriers can be one of the major factors that affect students' motivation in EFL classroom. It can be frustrating for language learners to be unable to express themselves or communicate in another language. Furthermore, the language barrier may cause

students learning English as a second language to lose motivation. Therefore, it is crucial to constantly check on progress.

3.3.2. Motivational Challenges for Teachers

In today's EFL classroom, there are several crucial factors that affect motivation for teachers as well as students (see Figure 6). The factors are key issues facing teachers and educational institutions to address language teaching, classroom management, and student motivation in the 21st century educational environment. Some of the major challenges affecting EFL teachers' motivation can be explained as follows.

To start with, EFL teachers' motivation may be affected by a lack of or outdated resources, including textbooks, technical infrastructure, and educational materials. Teachers may grow worn out from the constant push to acquire new resources and upgrade existing ones. In addition to the problems related to resources, teachers may find it challenging to carry out their duties due to the bureaucratic nature of school systems. Their motivation may be affected by issues with leaves, reports, exams, and school management. For instance, the pressure on assessment and exams could be a serious issue, for teachers could feel compelled to base students' success on exam performance. Due of this, teachers might be unable to look beyond the students' performance on an exam. Moreover, teachers may find it difficult to conduct their lectures effectively if there are behavioural problems in the classroom. The time and effort needed to uphold student discipline may have an effect on teachers' motivation. Additionally, lack of professional development possibilities might be another challenge that could affect teachers' motivation negatively. If teachers are not offered opportunities for professional development to receive sufficient professional development assistance; or if they are unable to take advantage of self-improvement opportunities, they could feel stuck and feel demotivated. Another motivational challenge could be related to pedagogical issues and teaching methods. In other words, using outdated or ineffective teaching methods can reduce teachers' satisfaction with their lessons. Thus, they may become demotivated if there are not more effective teaching techniques available.

Figure 6

Motivational Challenges for Teachers
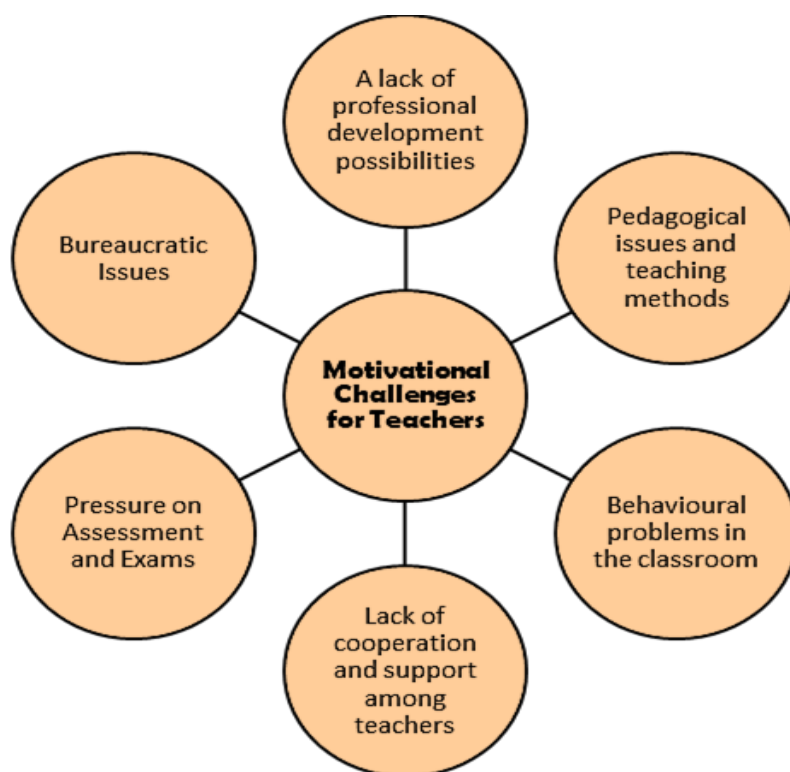
Each teacher's motivational factors are unique to them and might change depending on the circumstances. Therefore, school administrations and educational institutions should work to comprehend these variables and support instructors in order to boost teachers' motivation.

3.3.3. Classroom Management Challenges

Various factors can contribute to classroom management issues in English teaching today. Ezemba et. al. (2021), listed some major general classroom management challenges as: inadequate seating arrangements because of space limitations; time restraints as teachers occasionally have a limited amount of time to work; high decibel level in class-as one major problem to classroom management is a loud class; conflicts between personalities -students in a classroom naturally have a variety of personalities; varying degrees of consciousness and intelligence also requires careful planning; and finally, class size- an excessively large class size presents significant challenges for the teacher in terms of classroom management. Therefore, the challenges mentioned above as well some other major ones that might also affect the EFL classroom management could be listed as follows:

- *extremely large classrooms*
- *varying language levels*
- *varying levels of awareness*
- *distracting technology*
- *student engagement*
- *evaluation and feedback*
- *discipline issues in the classroom*
- *environmental factors*

Having mentioned some main challenges above, EFL teachers undoubtedly have to deal with various issues as well as diverse learning styles and consider all the possible reasons that could influence the classroom management and students' interest in learning English.

4. Strategies to Overcome Challenges

Encouraging 'Gen Alpha'- who fills today's EFL classrooms- to use 21st century skills, by engaging critical thinking, creativity, collaboration and communication, is vital. Hence, teachers need to create learning alliances with students to facilitate co-learning and co-teaching. To be able to cater effectively for today's EFL learners, integrating the three major design types: inquiry, network, game, which allow students to quest according to Alcock et. al., (2017), is also of great importance to boost motivation in the 21st century EFL context. To create an appropriate and inviting EFL setting for today's learners, there are various strategies -some of which are given below- that are needed to be taken into consideration to make the learning more desirable, engaging and entertaining.

4.1. Motivational Strategies

It is important to maintain and increase students' motivation to teach and learn a language. It might be useful for teachers to keep in mind that every student is unique, therefore it is crucial to experiment with various motivational approaches and modify them in response to student feedback. Additionally, this process can be enhanced by being aware of students' individual objectives and sources of motivation. Teachers can use a variety of strategies to boost students' motivation during English courses. Thus, teachers and educational institutions need to pay attention to this issue since student motivation is a crucial component of the teaching process. It is crucial to make English courses more engaging and relevant for pupils if teachers want them to be more motivated. Various strategies and approaches needed to be developed to overcome these challenges to ensure a successful educational experience. Below are some

strategies and approaches that could be taken into consideration to help students become more enthusiastic about learning English.

4.1.1. Using Relevant Materials and Resources

In order to make the EFL classes more motivating teachers ought to consider using effective materials and resources. To start with, they could focus on covering relevant subjects. Additionally, teachers can tailor the EFL classes to students' interests by choosing topics that can attract their attention. Lessons can be more engaging when they cover subjects that students can apply to their everyday life or that they are interested in. To illustrate, teachers may use popular culture or current events to develop course material. Providing course material that suits students' personal interests and goals can help in this regard. In addition to choosing effective topics, using interesting items could also be beneficial to help students become more interested in the EFL class. In other words, teachers can make lessons more engaging by incorporating current and captivating items that will grab students' attention. That is, they can attract students' attention by using relevant and interesting materials. For example, they can supplement lessons with materials such as current news, videos or games. Similarly, inclusion of online resources, like Apps and tools designed for language practice in various ways help learning to become more captivating for students. Similarly, students can be inspired by, for instance, current-events films, songs, stories, and interactive games. Including diversified activities could be a good strategy to boost motivation. Thus, to diversify the course material, it is important to use various learning activities. For instance, teachers may provide a variety of writing, speaking, listening, and reading exercises. Furthermore, for Gen Alpha, emphasising skills over content is significant. As focused on by Carter (2016), it could be reasonable to assume that resources and content will always be accessible and everywhere, regardless of the device a student uses to access them. Teachers need to give skills more weight than content. The 'What' is already public knowledge. These days, the two most crucial components of learning are the 'How' as well as the "Why'. 21st century learners must be taught how to think, not what to think, and part of that process involves developing metacognitive awareness of their own decisions and behaviours.

4.1.2. Applying Relevant Approaches

Students in the 21st century often have more control over their own learning processes. They have easy access to offline resources and can learn at their own speed. Foreign language instruction is now provided in a variety of ways to accommodate students' differing

requirements and learning preferences. Therefore, by knowing student profiles, educators and language teachers can create teaching tactics that are more effective. Hence, using diversified teaching methods and approaches is essential for motivation in the EFL settings. It goes without saying that using a variety of teaching strategies to engage students with various learning preferences and skill levels helps boost classroom motivation. Thus, teachers should reconsider their teaching strategies when dealing with particularly passive or resistant students.

Additionally, using a student-centred approach could contribute to the increasement of the motivation. Teachers could tailor lesson ideas and resources to the interests and requirements of their students. Determining the interest of the class so that to give the chance to discuss issues or subject areas that they are interested in can help students become more engaged in the classroom. Hence, when drafting lesson plans, teachers should consider the wants and needs of their students. Giving learners the chance to express themselves in a way that suits their individual learning styles boosts their motivation. Students' motivation and level of engagement may rise as a result.

Integrating practical applications might also be beneficial. To illustrate, through project-based learning students could get the chance to work on authentic projects in language classes, which promotes language use in real-world situations. Teachers could give students projects and real-world examples to demonstrate how they can utilise English in their everyday lives. They can assist students in applying teachings to their everyday activities. Having access to both offline and online materials offer students the freedom to organise and motivate their own learning.

Furthermore, to increase student participation and to draw them into the lesson, teachers can use interactive teaching techniques. These techniques can include collaborative projects, interactive games, and discussions. Using interactive techniques to encourage students' active engagement in the classroom, such as asking questions, involving them in discussions, and small group work, can help students become more involved in the lessons. Choosing a language partner or entering a language learning group can help boost motivation.

Similarly, creating a context by explaining to children the cultural and historical context of the language, teachers may make learning English more meaningful. Considering that students look for chances to use their linguistic abilities in everyday situations, a practice-oriented approach may also contribute to students' motivation as language acquisition is done in a way that emphasises communication in everyday situations.

Customized learning is also one significant approach to be considered by language teachers. Every student has a different learning pace and style. Due to having different learning styles, some students learn better with visual materials, while others may prefer more auditory learning or kinaesthetic learning. Therefore, personalizing teaching by understanding students' learning styles and goals is also significant to boost motivation in EFL classroom. Teachers need to make use of various activities to meet students' individual needs and provide customized learning experiences. According to Kallick (2017), personalization allows for students to share their interests and identify their own learning gaps. Through student voice, students are able to give input on what topics they consider engaging, which allows the teacher to create inroads to student learning in their planning.

4.1.3. Appropriate and Satisfactory Use of Technology

Digital tools, apps and online resources for language learning can make studying more enjoyable for pupils and let them work at their own speed. Therefore, various digital tools and apps should be made use of as much as possible in the 21st century EFL classrooms. One possible way of doing so is integrating gamification that includes techniques like educational video games, competitions, or incentive programmes that can boost student participation. Another possibility is using visual and auditory assets, such as films, images, and audio files, teachers can add interest to their classes. One other way of integrating technology is making use of online and blended education. Especially with the pandemic period, online and mixed education models have become more common. Additionally, taking the advantage of tools like language learning applications, language exchange partners, or online language courses help EFL learner lower the language barrier.

4.1.4. Setting a Goal for Learners

The process of learning a language requires strong motivation. Setting personal or group objectives with students might motivate them more. These objectives must be attainable, quantifiable, and time bound. Students who have personal ambitions may be more dedicated to their language studies. For instance, the student profile may be impacted by incentives like travelling, discovering new cultures, or succeeding academically. These objectives may boost students' interest in learning. Teachers could assist students in creating both short-term and long-term goals. To boost students' enthusiasm to learn English, teachers, in addition to focusing on their interests and objectives, could tell students the benefits of learning English and the ways that they can use it. Teachers can also connect the lessons to the real world by

providing practical use cases and by showing students how English can be related to daily life. Highlighting how English can be used in the actual world -by demonstrating how English might be utilised, for instance, when travelling or conducting business- might help students comprehend the significance of the lesson,

4.1.5. Enhancing Social Interaction and Communication

Promoting social interaction and communication among students is of great importance in the 21st century EFL settings. Teachers can integrate various activities and apply different approaches to enhance interaction among students. To illustrate, students have the chance to work together and exchange language knowledge with other students during language classes, so setting up language exchange partners or encouraging group studies might promote interaction and communication and motivate students more. In order to promote learning, according to Jacobs (2017), schools might reconsider how they divide up the time spent in the classroom, how to organise students into groups, and how to arrange teachers. For instance, pupils could be classified according to interests rather than age. Similarly, teacher groups should be more dynamic, multifaceted, and collaborative than being based on the subjects that teachers teach. Teachers also need to be made aware of the advantages of having robust professional learning communities. More innovation may be made feasible by a lateral, collaborative leadership structure in schools and the educational system.

Today's students, according to Jacobs (2017), need learn how to manage their own education, create social contracts, produce and critique media, innovate, and behave as global citizens. In addition to advocating for efficient, modern teaching methods, educators must set an example of these abilities for their pupils.

Also, EFL learners communicate and study languages through a range of platforms, including email, social media, and video conferencing, for this reason learning a language requires not just oral and written communication abilities, but also digital communication abilities. Social media platforms give students the chance to communicate with people from different cultures while also practising their language skills. By creating and distributing information in a foreign language, students can advance their language abilities. In addition to promotion of communication and interaction abilities, demonstrating empathy for their needs can help to improve the teacher-student bond and increase class participation. Furthermore, language teaching can transform to include issues of sustainability and global awareness. Covering these topics is important to instil global citizenship awareness in students and make language learning more meaningful.

Similarly, focusing on students' social and emotional needs is essential. Looking after students' emotional well-being and helping them develop social skills has become even more important, especially in the post-pandemic period (Alcock, 2017). Since every student is unique, teachers can use various tactics to boost the motivation of students. By considering the needs and interests of the students, it is crucial to make classes more engaging and relevant. Changing communication tools might be a practical solution. Students may become familiar with new communication tools such as social media and instant communication tools. This may require understanding and managing communication styles and expectations for teachers.

4.1.6. Giving Positive Feedback

Giving positive and regular feedback to evaluate students' development and suggest areas for improvement is one of the most essential sources of motivation in the EFL settings. Providing positive comments, complimenting regularly, recognising students' accomplishments, and aiding in their growth are of great significance to boost their self-esteem by helping them recognise their accomplishments and see their growth and inspire them to work harder in class. Assisting students in thinking back on their journey and employing templates for formative assessments to keep today's students interested are also important (Alcock et. al., 2017). To reward achievements and to encourage students for their achievements, teacher could use incentives such as praise, awards, or certificates.

4.1.7. Including Extracurricular Activities

Integrating extracurricular activities is one of the best strategies to boost EFL learners' motivation. By extending the language-learning process outside of the classroom, teachers can provide students the chance to explore other cultures and locations where English is spoken. For instance, planning gatherings for language meetups, language exchange partners, or movie viewing groups could be integrated as some alternatives of extracurricular activities. Also, guest speakers or subject area specialists may join lectures to demonstrate practical use of the target language.

4.2. Classroom Management Strategies

Classroom management is essential for teachers to effectively guide student behaviour and provide students with opportunities to improve their language skills. A number of classroom management strategies are similar to those of motivational strategies mentioned above. It is also critical to make continual efforts to enhance the teaching techniques by considering the requirements of and feedback from the EFL students. There are some approaches that can be

used to improve classroom management in English lessons. However, because each classroom is unique, the needs of each classroom are different, it is crucial to create a tailored strategy that takes into account the demands of students as well as the dynamics of the group. Planning necessitates making decisions about a variety of areas, including student groups, teacher participation, furniture arrangement, instruction delivery, and time. Thus, in order to preserve student discipline, promote efficient communication, and improve the learning environment, foreign language classroom management strategies are essential resources. In a foreign language classroom, the following illustrations can be used to explain classroom management strategies.

In English classes in the 21st century settings, classroom management is crucial to establish a productive learning atmosphere and to grab students' attention. According to Atanda (2009), classroom management is the process by which teachers and students employ resources to accomplish the goals set forth by the educational system. It is impossible to overstate the importance of teachers having good classroom management techniques. For each class and set of students, there may be different classroom management issues, therefore it is necessary to tailor various recommendations. Teachers may improve classroom management in English lessons by using a number of techniques.

In the 21st century EFL classroom, according to Alcock et. al. (2017), teachers and students need to decide together what a student will learn and how quickly they will learn. This resource delves deeply into questing, a technique that can be customised to meet the needs, interests, and abilities of each individual student. Teachers need to discover how to utilise questing to draw students into emotionally compelling lessons, provide them with attainable objectives, and foster cooperation in both online and real-world contexts.

In order to determine which classroom practices have the greatest positive impact on students' motivation, the teachers should examine what elements most motivate students. Then the information gathered could be used to make decisions on how to boost the intrinsic motivation of second language learners in classrooms. The major goal is to build students' intrinsic and extrinsic motivation while also demonstrating the value of English to them and helping them pass tests. For managing the classroom and to overcome the obstacles faced in the 21st century EFL settings, teachers can use various strategies as explained below.

Ensuring that students understand the expectations and standards in the classroom is the first step. That is, establishing clear expectations for each leaner's behaviour in the classroom

is an essential first step in maintaining order. The students can assist in creating these guidelines, which should be customised to the needs of the class. Furthermore, encouraging students to participate actively is an essential feature of classroom management, for it turns the classroom into a place where individuals are encouraged to participate in the course, ask questions, and express their opinions. Additionally, a crucial component of the language acquisition process is student interaction. Through group projects and pair exercises, students can collaborate and communicate with one another. Positive reinforcement is also a crucial part of classroom management since it helps students feel more confident, particularly when they are learning a new language. Students benefit from constructive criticism that recognises their growth and accomplishments. In EFL classrooms, customised instruction is also important. Each learner processes information differently and at a different rate. Therefore, it is important to modify the course content and teaching methods to suit the demands of the pupils. Additionally, using engaging materials, games, and interactive exercises is essential to maintaining students' motivation and interest in language acquisition.

By providing students with a diverse range of tools and learning experiences, both teachers and students may achieve success (Isuku, 2018). Employing a consistent approach is also necessary to keep pupils in line. When it comes to handling rule violations, it is critical to have a well-defined management plan and to constantly step in when needed. Also, good communication amongst all parties involved is necessary for operating a classroom properly. Good communication between parents and students as well as parents/students and teachers; can help to prevent potential problems. It is also important to consider measuring student engagement since it is a crucial tool for monitoring their progress and making necessary adjustments to your teaching methods.

Furthermore, educators need to become highly skilled problem solvers in order to deal with the challenges that can come up in the classroom. Solving problems can be facilitated by taking an impartial, empathetic, and understanding stance. If teachers want to improve classroom management when teaching foreign languages, these strategies could be good place to start. But because every classroom is different, educators need to be flexible so they can adjust their strategies to fit the needs of their students and the dynamics of the space.

Conclusion

Many factors influence the success of learning a second language. Among the most crucial variables is motivation. A number of variables, including student interests, friend and family

interests, socioeconomic level, culture, school type, educational setting, mindsets of educators, and in-service training and so on, will affect the amount of motivational factors encouragement in the EFL classroom.

The focus of this article was on 21st century language learners' primary motivational orientations by referring to key theories and studies in the field. Initially, language study in that field was initiated by Gardner's theory. Secondly, Dörnyei developed a motivation model especially for use in a foreign language environment. The frameworks are called instrumental and integrative motivation, respectively. Additionally, this study discussed extrinsic and intrinsic motivation, which can aid in raising students' awareness of the value of learning a second language.

In addition to the factors affecting student motivation, motivational challenges for EFL teachers are highlighted. Each teacher's motivational factors are unique to them and might change depending on the circumstances. Therefore, school administrations and educational institutions should work to comprehend these variables and support instructors in order to boost teachers' motivation. A lack of collaboration and support among teachers could affect EFL teachers' motivation negatively. Therefore, it is important to note that teachers' collaboration and sharing is vital as it can boost both teachers' and students' motivation.

The degree of motivation in EFL classrooms can be cultivated by employing the proper resources and customising activities to meet the needs of learners with the deployment of innovative teaching strategies that teachers can use to boost their students' interest. In order for teachers to tailor their classes to their students' actual interests and provide them with context that is meaningful, it is first imperative to understand the primary motivations that students have for studying English. In order to accomplish this, it is also crucial to find out their thoughts on the classroom, including what they enjoy the most and what they would prefer to alter. Students may also be given advice to develop personal goals. In addition, teachers can make use of a range of resources to make language learning enjoyable, and they need to continually assess students' progress in order to get through the motivational obstacles. One other strategy is to offer students engaging instructional and educational activities that foster some level of personal motivation for learning.

If this goal is accomplished, students' interest in and curiosity about the language will grow. In addition, dedicated pupils will improve their linguistic proficiency in accordance with the Curriculum as well as national and autonomous legislation. In English class, as well as making use of several strategies to boost motivation, a good classroom management- achieved

by applying various strategies- is crucial to ensure the teachers interact with their students in an efficient manner, to promote student participation, and to advance students' linguistic proficiency. As stated by Espinar and Ortega-Martn (2015), motivation will be considered to be the factor that stimulates learners to without restriction devote their time to a specific activity, the source for inspiration is therefore crucial in a practical sense for teachers who seek to encourage students' motivation. Students will be encouraged to start that activity and to keep working on it for the rest of their life.

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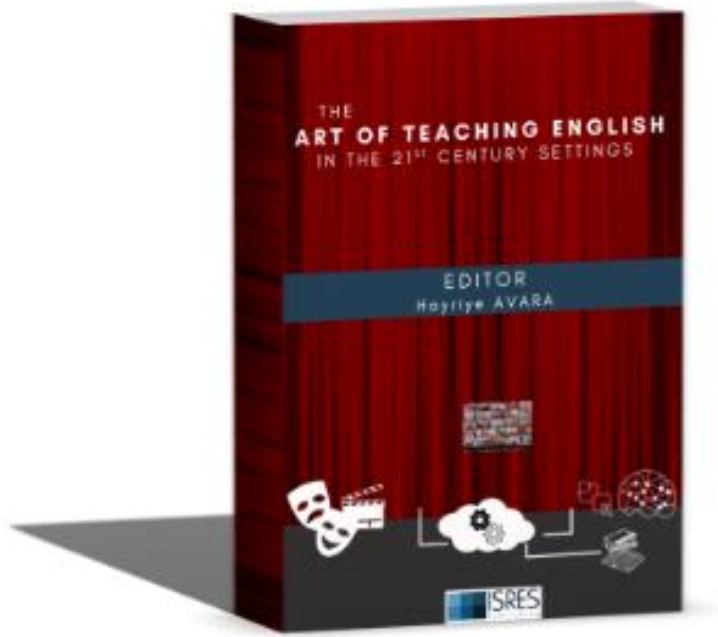
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