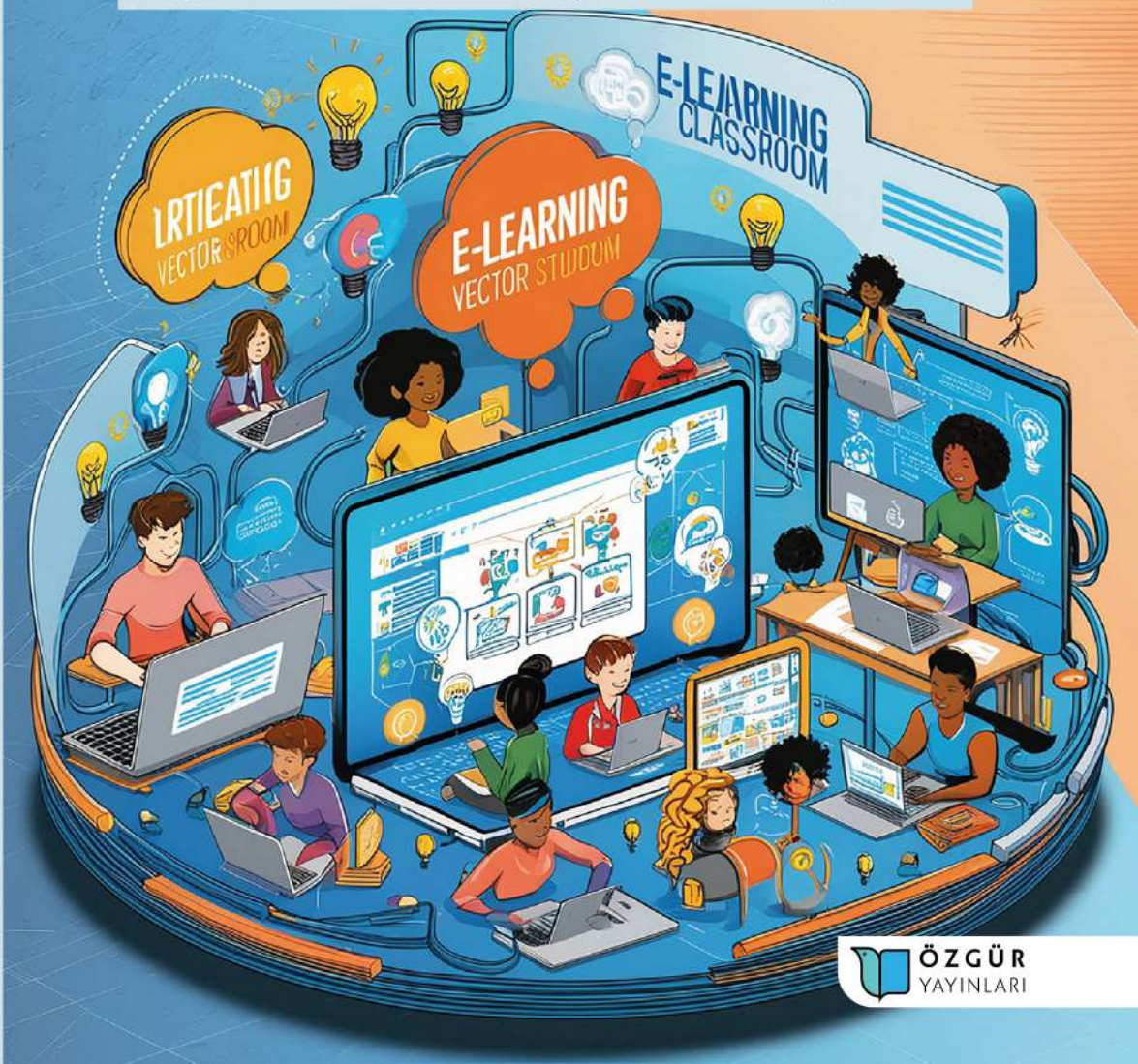
# Dil Eğitimi ve Öğretiminde Dijital Yönelimler

**Editörler:**
**Doç. Dr. Semahat AYSU • Doç. Dr. Harun GÖÇERLER**

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Published by
**Özgür Yayın-Dağıtım Co. Ltd.**
Certificate Number: 45503

15 Temmuz Mah. 148136. Sk. No: 9 Şehitkamil/Gaziantep
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Editörler: Semahat Aysu • Harun Göçerler

Language: Turkish-English-German
Publication Date: 2024
Cover design by Mehmet Çakır
Cover design and image licensed under CC BY-NC 4.0
Print and digital versions typeset by Çizgi Medya Co. Ltd.

**ISBN (PAPERBACK):** 978-975-447-917-1
**ISBN (PDF):** 978-975-447-916-4
**DOI:** https://doi.org/10.58830/ozgur.pub476

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Suggested citation:
Aysu, S. (ed), Göçerler, H. (ed) (2024). *Dil Eğitimi ve Öğretiminde Dijital Yönelimler.* Özgür Publications. DOI: https://doi.org/10.58830/ozgur.pub476. License: CC-BY-NC 4.0

*The full text of this book has been peer-reviewed to ensure high academic standards. For full review policies, see https://www.ozguryayinlari.com/*

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# Önsöz

Dijital çağın getirdiği hızlı değişimler, yaşamın her alanında olduğu gibi eğitim ve öğretim süreçlerinde de köklü dönüşümlere yol açmıştır. Özellikle çevrimiçi platformlar, mobil uygulamalar, dijital öğrenme materyalleri ve sanal sınıflar, öğrencilere daha esnek ve kişiselleştirilmiş bir öğrenme deneyimi sunmaktadır. Bu yeni öğretim ortamları, öğrencilere zamandan ve mekândan bağımsız olarak öğrenme fırsatı sunmasının yanısıra dil öğreniminde farklı öğrenme stillerine hitap eden bir çeşitlilik sağlamaktadır. Bunun bir sonucu olarak dil eğitimi – öğretiminin yanında dolaylı olarak edebiyat öğretimi de bu çeşitlilikten payını fazlasıyla almaktadır. Bu bağlamda, teknolojinin sunduğu yeni imkânlar dil eğitiminin pedagojik yaklaşımlarını yeniden şekillendirerek, öğrenme-öğretme süreçlerini interaktif, kişiselleştirilmiş, erişilebilir hale getirirek, öğrenme ortamlarını öğrenenlerin kendi kendini değerlendirme imkanına sahip olabildiği bir mecraya dönüştürmektedir.

Bu kitapta, eğitim teknolojilerinin dil öğretiminde nasıl etkili kullanılabileceği, hangi dijital araçların ve yöntemlerin öğrenme sürecini desteklediği ve dil öğrenme süreçlerinin nasıl daha etkili hale getirilebileceği gibi önemli sorulara yanıt aranmaktadır. Aynı zamanda, söz konusu yeniliklerin edebi eserlerin ortaya çıkış süreçlerine olan etkisi ve edebiyat eğitimi alanına olan olası yansımaları da ele alınmıştır. Kitabın bölümlerinde dijitalleşmenin dil öğretiminde yarattığı fırsatlar ve karşılaşılan zorluklar derinlemesine incelenmektedir. Dijital araçların öğretmenler ve öğrenciler üzerindeki etkileri, dijital okuryazarlığın önemi, dijital dil öğretimi materyallerinin hazırlanması ve değerlendirilmesi gibi konular, okuyuculara hem teorik hem de pratik bilgiler sunmaktadır. Ayrıca, dil öğretiminde oyunlaştırma, çevrimiçi öğrenme toplulukları ve sosyal medya platformlarının rolü gibi güncel konulara da yer verilmektedir.

Tüm bu sebeplerden dolayı belirli bir alana odaklanan bu çalışma, söz konusu dijital dönüşümün ışığında edebiyat ve dil eğitimi- öğretimi süreçlerinde dijital yönelimleri ele almayı amaçlayan bir akademik çalışma olarak hazırlanmıştır. Çalışma, alanında uzman sekiz akademisyenin katkılarıyla şekillenmiştir. Her biri, dil eğitimi ve öğretiminin veya edebiyat eğitiminin dijitalleşen dünyadaki yerini ve önemini farklı perspektiflerden ele alarak, teorik bilgi ile pratik uygulamaları bir araya getirmiştir. Bu bağlamda, çalışmamızın hem teorik alan yazınına katkı sağlayacağına hem de eğitimciler ve araştırmacılar için örnek olarak pratik nitelik taşıyacağına inanmaktayız.

Sonuç olarak, "DİL EĞİTİMİ VE ÖĞRETİMİNDE DİJİTAL YÖNELİMLER" başlıklı bu eser, dijital teknolojilerin edebiyat ve dil eğitimi - öğretiminde nasıl bir dönüşüm yarattığını olabildiğince somut örneklere dayanarak ele almaktadır. Akademisyenler, araştırmacılar, eğitimciler ve öğrenciler için önemli bir kaynak olacağına inandığımız bu kitabın, dijital çağda dil eğitimi ve öğretimi alanındaki bilgi birikimine değerli katkılar sağlayacağını umuyoruz. Bu vesileyle, kitabın hazırlanmasında emeği geçen tüm yazarlarımıza ve katkıda bulunan herkese teşekkürlerimizi sunarız.

Doç. Dr. Semahat AYSU

Doç. Dr. Harun GÖÇERLER

Bölüm 1

# The use of AI-Powered Tools in Language Learning

**Semahat Aysu**[1]

The rapid change in technology, especially after the advent of Artificial Intelligence (AI) technology, affects many sectors and language education is one of them (Alharbi, 2023; Mardiah & Nissa, 2024; Min, 2024; Moybeka, Syariatin, Tatipang, Mushthoza, Dewi & Tineh, 2023; Tseng & Warschauer, 2023) as these systems have human-like intelligence and perform like humans in terms of decision making, translation and speech recognition which are considered as human cognitive skills (Min, 2024). As it is suggested by Kovacevic (2023), AI technologies attempt to explore how learning takes place in different places.

The effect of AI technology on language education has accelerated particularly after the release of ChatGPT in November 2022 (Xiao & Zhi, 2023). Therefore, it was inevitable to transform language learning and teaching into innovative ways. This transform will be conducted through AI technologies by improving language learning and teaching, providing personalized learning experience, and offering accurate assessments (Cong, 2024). The use of AI technologies in language learning means using chatbots, customized plans for studying, language-learning games, and virtual trainers which are a few examples of this implementation (Rukiati, Wicaksono, Taufan, & Suharsono, 2023)

As English is a lingua franca and proficiency in this language is a demanding process which necessitates dedication and persistence with cognitive, emotional and social difficulties in order to become fluent, accurate and proficient in grammar and pronunciation, AI tools make it easier with machine translation, speech technology, chatbots and virtual

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assistants, AI-generated content (Patty, 2024). It helps both teachers and students to enrich language learning (Gawate, 2019).

AI-powered tools like ChatGPT launched recently cannot be used successfully by teachers even if they have digital competence and enough technological equipment (Xuyen, 2024). De la Vall and Araya (2023) recommend the following ways for foreign language teachers to combine AI-based tools with their classes: They need to develop themselves professionally by various seminars, on-demand resources or workshops, the experienced teachers in these tools can mentor and support the less experienced ones, and they can be part of the collaborative learning to have experience in these tools. It is also important to explore learners' perceptions and their concerns about the use of AI-powered tools in the classroom (Xuyen, 2024).

Besides teachers, students also should be well equipped how they can effectively and efficiently use AI technology in order to be ready for the changing world with technology outside classroom as suggested by Alharbi (2023) and Tseng and Warschauer (2023). If these technologies are banned in ESL context, students will face inequalities in their future career as they are also disadvantaged at language and financial issues. Therefore, a new term "AI literacy" has appeared and it is identified as an important literacy skill that L2 writers use to successfully investigate and incorporate AI technologies into their writing works (Warschauer, Tseng, Yim, Webster, Jacob, Du & Tate, 2023). L2 learners need to consider these conflicts about AI literacy: The "imitation" contradiction (the students whose L1 is not English tend to imitate the native speakers' writings while paraphrasing but through AI-technology they can generate L1- like writing on a topic, but they are judged because of plagiarism), The "rich get richer" contradiction (this increases the inequalities between the students who can reach and use AI-technology and others who cannot), The "with or without" contradiction (the students who can write better without AI technology will write better with AI- technology and will be valued well without it but others who cannot write well might be excluded more), and the "school-work" contradiction (the student who is accused of academic dishonesty because of using AI- technology at school might be required to use AI-technology at work) (Warschauer et al., 2023).

In order to overcome these contradictions, Tseng and Warschauer (2023) propose AI literacy framework. Students should be trained about AI literacy and its 5 elements "understand, access, prompt, corroborate, and incorporate" (p.260). First of all, students need to understand the strengths and biases of AI tools. So teachers need to show how to use them to simplify difficult texts or improve writing and students can understand how they can

use these tools for their own language learning and future career, which is also supported by Xiao and Zhi (2023). Secondly, students need to access these tools and they need to learn the capacities of the tools as they have various functions for different tasks. Thirdly, students need to how to prompt AI-based tools to reach useful content as they do not know how to interact with AI technology, they will not get high-quality results (see Table 1 for prompt types and samples). This helps particularly language learners to improve their writing and communication skills.

***Table 1. Prompt Types and Examples (Warschauer, et al., 2023, p.14)***

| **Prompt Type** | **Sample Prompts** |
|---|---|
| Research-oriented | • What are the important facts / statistics / current issues related to the following topic? Provide references.<br>• Suggest references for the following topic and summarize each source with references. |
| Learning-oriented | • What are the different types of paraphrasing? Provide examples for each type.<br>• Explain if 'the' is necessary in the following sentence and explain why. Give me 10 more examples that demonstrate the same usage. |
| Interaction-oriented | • I need help with brainstorming. Can you ask me questions on the following topic one at a time and edit my answers? |
| Feedback-oriented | • Revise my essay and provide explanations for each change.<br>• What are the most common mistakes in my text? List them in order of frequency and explain each one. |

Fourthly, students should check the accuracy of content produced by AI-based tools as they do not provide accurate interpretations when they are asked about what they have produced. Therefore, teachers should collaborate with students how to evaluate and use these tools effectively. Finally, although educators and academics have not yet reached a consensus, students must learn how to apply the content produced by AI-tools.

## Types of AI Tools

De la Vall and Araya (2023) classify AI tools as language generation tools that can generate original text in a given language, language teaching programs that provide customized instruction and feedback, and systems that instantly translate spoken or written material in real time. Therefore, there are different AI tools which can be used for a variety of purposes. Some of them will be discussed below.

AI technologies can be exemplified as the ChatGPT-3.5, ChatGPT-4.0 produced by OpenAI, LLaMA from Meta, and PaLM2 by Google which can accurately predict, understand, and produce texts like humans (Tam,

2023). Particularly ChatGPT has influenced language learning and provided many benefits such as offering different forms of the text, translating texts, answering questions, and helping students to finish their language tasks (Xiao & Zhi, 2023).

Some other AI tools which are widely used by English language learners: Language Translation Tool (https://translate.google.com), which is an online translation tool helping students with spelling and pronunciation. Chatbot as a computer program helps students with their English speaking and listening practice. Grammar Checker tools such as Reverso offer help for academic writing. Duolingo is an AI tool to offer speaking, reading, writing and listening activities with personalized feedback and uses gamification to make language instruction fun for individuals of all ability levels. ELSA is an AI English tutor and provides pronunciation, vocabulary, and grammar exercises. Finally, paraphrasing tools such as Grammarly, QuillBot, Paraphraser.io help learners to rewrite text while avoiding plagiarism (Mardiah & Nissa, 2024). Chundru and Manipatruni (2024) give another AI-driven tool, namely Wordtune, which is a writing tool and finds grammar mistakes, suggests new words. So it is used for accuracy and fluency. Questgen is another writing tool stated by Chundru and Manipatruni (2024) to generate interactive materials and tasks for vocabulary learning. Personalized feedback and points are offered by the language learning program is Taskade that increases the efficiency of language learning through promoting motivation among learners, encouraging collaboration, scheduling activities, and monitoring progress. Popular language learning software Memrise provides spaced repetition, lessons with interactive multimedia elements, and community tools like social sharing and discussion boards (Chundru & Manipatruni, 2024).

Athanassopoulos, Manoli, Gouvi, Lavidas and Komis (2023) describe writing and reading like a person is simulated using NLP, an AI technology. Applications of this technology include chatbots, virtual assistants, speech recognition, machine translation, sentiment analysis, and chatbots.

Hartono, Nurfitri, Ridwan, Kase, Lake and Zebua (2023) categorized the AI technology how to be used in eight different ways to improve English language teaching and learning as in the following:

1. Intelligent tutoring systems: These are AI-based tools that analyze each learner's specific needs, evaluate their current level of competence, and then provide personalized courses with immediate feedback and progress tracking.

2. Speech Recognition and Pronunciation Practice: By analyzing speech patterns, AI technologies provide immediate feedback on pronunciation and intonation, helping learners to enhance their speaking skills.
3. Language Learning Apps and Platforms: AI-powered tools which provide interactive lessons and exercises, tailoring learning paths based on the needs and progress of learners.
4. Language Assessment and Evaluation: AI accelerates language assessment procedures by giving immediate, independent evaluations of spoken and written responses. This reduces workload of teachers and gives learners feedback immediately.
5. Natural Language Processing (NLP): NLP makes it possible for AI to understand and generate human language, allowing chatbots and virtual tutors to communicate and react to questions about language.
6. Text-to-Speech and Speech-to-Text Conversion: By enabling learners to listen to text or copy spoken language, AI-powered technology that converts text to speech and vice versa can help them improve their reading and listening skills.
7. Adaptive Learning Systems: AI-driven systems modify the pace, degree of complexity, and instructional content to fulfil the needs of each learner.
8. Data Analysis and Learning Analytics: AI examines huge amounts of learner data to find patterns and trends that assist teachers in taking decisions, making modification, and monitoring learner progress.

## Advantages of AI Tools

There are various advantages of AI tools in language learning: They provide personalized, immersive, and interactive learning with tracking constant progress and they are available everywhere and anytime (Patty, 2024). For example, gamification technique combining with AI will offer students engagement in an enjoyable atmosphere (Moybeka et al., 2023).

Chat GPT, one of the AI tools, can be used for EFL (English as a Foreign Language), ESL (English as a Second Language), and, ESP (English for Specific Purposes) material preparation (while generating texts, vocabulary and grammar exercises, or virtual tutors), evaluation of students' papers, personalized language learning setting based on the learners' needs, and instant feedback, which increases motivation and engagement (Cong,

2024; De la Vall & Araya, 2023; Hartono et al., 2023; Karataş, Abedi, Ozek Gunyel, Karadeniz, & Kuzgun, 2024; Kovacevic, 2023; Min, 2024; Mohamed, 2024; Ningsih, 2023; Rukiati et al., 2023; Song & Song, 2023; Xiao & Zhi, 2023). Warschauer, et al. (2023, p.13) summarize the functions of ChatGPT in the following Table 2:

***Table 2. A Sample List of ChatGPT Functionalities***

| **ChatGPT Functionalities Examples** | **ChatGPT Functionalities Examples** |
|---|---|
| Content development | • Suggestions for potential topics, outlines, or resources<br>• Collection and summarization of related information<br>• Facilitation of brainstorming through conversation |
| Corpus search | • Retrieval of example sentences using the given vocabulary or grammar structure from a specific disciplinary corpus |
| Text modification | • Adjustment of difficulty level<br>• Adjustment of genre, tone, voice, or formality |
| Feedback and revision | • Editing and proofreading with explanations<br>• Revision for specific aspects of writing (content, organization, clarity, etc.) with explanations<br>• Analysis of learner errors and mistakes |
| Response to questions | • Providing answers to specific questions (appropriateness, confusing synonyms, etc.) |
| Support for sentence generation | • Translation or articulation of a given sentence<br>• Generation of templates or sentence starters |
| Vocabulary / Grammar support | • Providing definitions or explanations for unknown vocabulary or grammar items |
| Paraphrasing / Summary | • Paraphrasing and summarizing to meet specific requirements (length, style, etc.) |

According to Gawate (2019), advantages of AI tools in English language learning can be listed as follows: User friendly tools, easy to produce language learning and teaching materials, effective support for both teachers and students, quick feedback, the role of teacher as a guide, anytime and anywhere accessibility, personalization of learning, and no limit for learning English.

All the advantages of AI tools used in language learning can be seen in the following Figure 1.

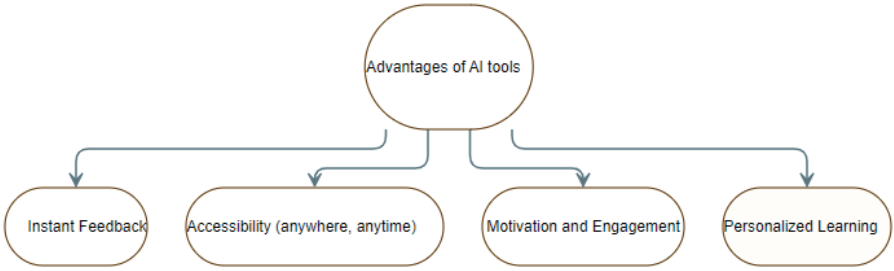


***Figure 1. Summary of advantages of AI tools***

Additionally, other advantages of AI tools can be stated by Moybeka et al. (2023): These tools offer a new method for assessment and feedback. Students can receive feedback quickly while teachers relieve pressure of assessment and feedback workload on time. Similarly, Alharbi (2023) notes that giving feedback especially on writing is time-consuming for teachers and AI-powered technology makes it easier for teachers and students receive detailed feedback instantly. The advantages of online testing platform with AI-based technology were listed as it is flexible, convenient, accessible, efficient, clear, unique, and easy to use and students feel engaged and take instant feedback (Ningsih, 2023).

## Disadvantages of AI Tools

Using AI tools might have some potential problems such as decreased human interaction, threats to students' independence, problems with contextual knowledge, and possible effects on language teachers' roles (Patty, 2024). Furthermore, these tools cannot make a difference between cultural and contextual settings in a language, there is no human interaction, there is a limit for creative things such as poetry or fiction, there are some ethical issues as well such as privacy, fairness and bias, inequalities between students (De la Vall & Araya, 2023; Mohamed, 2024; Rukiati et al., 2023).

As stated by Xuyen (2024), the AI tools will also affect critical thinking and problem-solving skills of people. Similarly, Mardiah and Nissa (2024) draw our attention to a problem about AI technologies. They might hinder cognitive skill development (Moybeka et al., 2023), critical thinking skill (Mohamed, 2024; Song & Song, 2023), and research skills (Mohamed, 2024). Another concern about human interaction, ethical issues such as

plagiarism (Karataş, 2024; Mohamed, 2024; Moybeka et al., 2023; Yan, 2023), and technical problems (Karataş, 2024) should be addressed.

Tseng and Warschauer (2023) mention about the concerns of language teachers. They warn second language learners about using AI-powered writing tools (e.g. ChatGPT) as these tools hinder learning experience of learners who are trying to learn a new language. Also, the use of these tools might not be ethical. Additionally, Cong (2024) draws our attention to the protecting data privacy while using AI-based technology in education.

While using these AI tools, some challenges should be considered and they are listed by Mardiah and Nissa (2024, p.6-7) as in the following:

1. Accuracy and Quality of AI tools. AI tools may not always provide correct or accurate responses. Selecting and ensuring the appropriate AI tools for English language learning is a crucial challenge.

2. Fake content. AI tools may have its potential misuse, such as generating fake content or deepfake videos that can be used to deceive or manipulate people. In the realm of cybersecurity, it can also pose risks when used for malicious purposes, such as generating convincing phising emails or deepfake social engineering attacks.

3. Data manipulation. AI is dependent on its training data. AI can collect students' data. If the data is modified or poisoned, or an AI-powered tool can produce unexpected or even malicious outcomes (https://www.malwarebytes.com/cybersecurity/basics/risks-of-ai-in-cyber-security).

4. Learning a language requires more than simply grammar and vocabulary, it also requires communication and interaction. It can be difficult to build teacher-student relationships when implementing AI-driven education. Language functions for a real-world language use or for human interaction. Thus, students should practice the language in the actual world, they should engage with others.

The disadvantages of using online testing platform with AI-based technology were stated by students: it is not user-friendly and they are not happy with the interface of the program as it does not warn them about the remaining time in the test (Ningsih, 2023).

The disadvantages of AI tools are visualized in Figure 2 below.

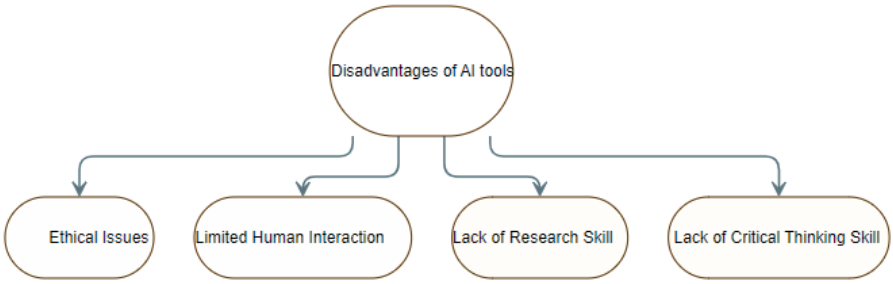


***Figure 2. Summary of disadvantages of AI tools***

As a conclusion, besides advantages of AI tools in language learning and teaching process, they have also some drawbacks as stated above. Therefore, teachers should consider both the benefits and challenges while integrating these tools into their classes.

## Previous Studies

There is a growing body of research on the use of AI-powered technologies in language learning and teaching process, with the particular emphasis on ChatGPT. In the subsequent part, all these studies will be summarized.

Some studies examined the views or behaviours of students (An, Chai, Li, Zhou & Yang, 2023; Mardiah & Nissa, 2024; Moulieswaran & Ns, 2023; Moybeka et al., 2023; Ningsih, 2023; Xuyen, 2024; Wang & Chen, 2024; Yıldız, 2023; Zhang, Hoang, Pan, Hu, Xing, Staples, Xu, Lu & Quigley, 2023) and both students and teachers (Chundru & Manipatruni, 2024; Hartono et al., 2023) to use AI-tools in language learning and teaching.

Xuyen (2024) examined the perceptions of English major university students about the use of AI and results showed that they have already used these tools such as Duolingo, Grammarly, Quillbot, Quizzes and Turnitin in their English language learning but they also have some future concerns based on the effects of AI on their critical thinking and problem-solving skills.

In the study of An et al. (2023), it was aimed to investigate the behavioral purposes of students in junior and senior schools to use AI-technology in their language learning. Findings indicated that for both junior and senior high school students, performance expectation, cultural curiosity, and instrumentality-promotion are important predictors of students' behavioral intention to employ AI-assisted language learning.

Zhang et al. (2023) conducted a study in order to explore the use of AI applications in language tests which assess students' language skills, especially speaking and writing. They compared students' perceptions about human-based and AI-based tests. It was revealed that AI-based tests are usually regarded as more reliable and fairer that other test types and test takers prefer AI-based tests because they have reasonable prices, they are easy to use, and they provide results quickly.

Yıldız (2023) developed a scale with 15 items to measure language learners' perceptions about integration of AI tools into language learning in which she attempts to identify possible challenges and difficulties when AI-technology is integrated.

Moulieswaran and Ns (2023) examined the effect of AI-based Google Assistant in English language learning. The study was conducted with 141 engineering university students. Data were gathered through a survey. According to the findings, students had positive views about this tool but they criticized its application on smartphones due to the lack of quality. Additionally, Tai and Chen (2023) explored the willingness of adolescent EFL learners to communicate in English in Google Assistant language learning exercises. Results indicated that this tool enhanced learners' willingness to communicate and decrease speaking anxiety as learners enjoyed and felt confident and motivated in meaningful setting. Similarly, Wang, Pang, Wallace, Wang and Chen (2024) carried out a study to investigate the use of AI coach for language learning in a primary school. Results showed that they enjoyed language learning when the students liked AI's appearance and cognitive presence. Thus, they tended to use the AI coach more frequently, demonstrated higher levels of L2 enjoyment, and achieved higher learning outcomes when they perceived higher levels of social and cognitive presences by means of engaging with AI and showing greater affection for AI's appearance.

In the study of Mardiah and Nissa (2024), the views of digital natives about AI technology in English language learning were examined in a qualitative research. Most of the participants believe AI technology is helpful but others have some concerns.

Moybeka et al. (2023) explored the relationship between the motivation of EFL high school learners and the use of AI tools. When student used these AI tools, their intrinsic motivation increased and self-efficacy was strengthened.

Apart from examining the use of AI technology in EFL or ESL contexts, it is also used to teach English for specific purposes (ESL) and Ningsih (2023) investigates how a testing platform with AI-based technology is used for ESP testing and giving feedback to the students. In the study, Classtime.com was used with Law students and results showed that students had positive views about using this online testing platform. It provides immediate and personalized feedback.

Hartono et al. (2023) investigated the views and experience of teachers and students about the use of AI technology in English language teaching and learning process. They designed a mixed-method study with survey, interviews and focus group discussion. Results showed that participants had positive opinions about the use of AI in English language teaching and learning and recognized its value in improving language proficiency and providing individualized instruction. However, some concerns have been raised regarding the necessity of appropriate training and technological competence. Therefore, there should be a balance between AI in teaching and the human factor with guaranteeing technological readiness, teacher training, and support.

Chundru and Manipatruni (2024) emphasize that English language skills are enhanced by the use of AI-based tools. Therefore, language teachers and students can ignore limited capacity for language learning, a difficult user face, the risk for distraction or an excessive dependence on technology.

Besides generally positive views and behaviours about using AI-tools in language learning, in the next part, the use of ChatGPT in language learning will be discussed.

Min (2024) examined the effect of ChatGPT on learning synonyms in EFL context and experimental study was designed. Results showed that students in experimental class outperformed the control group and these students taught through AI-technology also had more motivation and engagement. Similar to the findings of Shaikh, Yildirim Yayilgan, Klimova and Pikhart (2023) and Min (2024) suggests the use of human and AI instruction in a balanced way in language teaching process.

Liu and Ma (2024) investigated the use of ChatGPT of Chinese EFL learners outside the classroom in terms of their perceptions and acceptance of ChatGPT in language learning. It was revealed that ChatGPT is a powerful tool in language learning.

Athanassopoulos et al. (2023) examined the use of ChatGPT to give feedback to writing papers of 8 students who have migrant or refugee

background and they are learning German as a foreign language. Results showed that ChatGPT is a good language learning tool and it develops students' vocabulary and grammar in their writings.

Song and Song (2023) investigated the effect of ChatGPT on developing writing skills of Chinese EFL learners in an experimental study. Results showed that students' writings in terms of organization, grammar, and vocabulary were improved through AI-based instruction and their motivation and engagement increased as well.

Mohamed (2024) conducted a study with EFL faculty members about the effectiveness of AI-powered tool, ChatGPT, while learning English. It was revealed that educators have some concerns as the use of AI affects students' critical thinking skills and research skills and it might also lead to misunderstanding. On the other hand, they accept its value as a complementing tool in language learning.

Xiao and Zhi (2023) examined the experience of students in the use of ChatGPT in language learning. Findings showed that students use ChatGPT as a personal tutor and they receive feedback. ChatGPT also improves their critical thinking skills because students need to prompt, train the model, evaluate and decide what they need. Finally, ChatGPT helps to produce various ideas for brainstorming.

Yan (2023) carried out a study to reveal EFL students' performance in their writings and behaviors while using ChatGPT. Findings showed that students were satisfied with the texts produced by ChatGPT as they are accurate, syntactically coherent and grammatically correct.

In the study of Karataş et al. (2024), the effect of ChatGPT on EFL Turkish learners was explored through semi-structured interviews. Findings indicated that students' writings improved, their grammar enhanced, their engagement and motivation increased but there was no effect on speaking and listening, which should be developed by using different AI-based tools apart from ChatGPT (Kim, Shim & Shim, 2023).

Apart from the use of ChatGPT in EFL or ESL contexts, Phuong (2024) investigated the impact of ChatGPT on I.T. students who learn English in ESP context. Findings showed that students need teachers rather than ChatGPT but they use it to learn vocabulary, to make translation, and to paraphrase.

Kim et al. (2023) used ChatGPT to design an ESP course content and teach English using Task-Based Language Teaching method. This study showed that ChatGPT can be used as a language learning tool but it should

be regarded that it is based on text and other language skills can be practiced through other tools.

Shaikh et al. (2023) examined the use of ChatGPT to learn formal English and they found out that ChatGPT can help learners to complete different English learning tasks, especially grammar, writing, vocabulary and conversation tasks.

## Conclusion

In recent years, AI-based technologies have had an impact on various sectors particularly in education of language, prompting policymakers and stakeholders to consider the integration of these tools into language learning and teaching processes. Xuyen (2024) highlights the importance of training both teachers and students in using these tools efficiently. The transformative potential of AI in education, especially in language learning, is emphasized by Patty (2024), who describes AI as a "transformative force in education" (p. 642). This implies that educational stakeholders cannot ignore the impact of AI on the educational setting.

Patty (2024) underscores even more why, in order to optimize language learning, the advantages of AI must be balanced against the priceless worth of human interaction. In line with this idea, Kovacevic (2023) argues that language teachers must be equipped with computer skills to effectively integrate AI-tools into their teaching. In addition, Mardiah and Nissa (2024) note the importance of raising students' awareness of digital literacy to prevent the misuse of information in digital communication.

The development of AI-powered tools has the possibility to reshape key aspects of language education, including curriculum design, assessment practices, and pedagogical strategies. Although there are a lot of opportunities, Moybeka et al. (2023) argue that the process of incorporating AI into education is still in its early phases. It is expected that in AI-enhanced classrooms, teachers might take on new roles as facilitators who lead students through an interactive classroom regardless of all of AI's advantages—personalization, real-time feedback, gamification, etc.—there are still concerns about the potential of over-reliance on AI, losing intrinsic motivation, and challenges with bias and data privacy (Moybeka et al., 2023).

In an English as a Foreign Language (EFL) context, Tai and Chen (2023) offer an informative example of AI's use, demonstrating how tools like Google Assistant may create enjoyable and comfortable environment for students to practice speaking. With an opportunity to learn at their own

pace, practice in an interactive environment, and to get immediate feedback on their progress, this method may help students become more willing to speak in English

Tseng and Warschauer (2023) believe that due to the growing popularity of AI tools like ChatGPT, these kinds of technologies cannot be excluded from classrooms. They claim that the creation of comparable tools by corporations like Apple and Google, as well as the incorporation of AI-generated literature into well-known platforms like Microsoft's Bing, demonstrate the permanence of this technology. In light of this fact, Tseng and Warschauer (2023) recommend that instead of trying to discourage the use of AI technologies, educators should teach students how to work together with them

Wu, Wang, and Wang (2024) draw our attention to why students want to use AI-tools and these are the reasons: the perceived ease of use (portability, instant translation, and easy access to academic resources) and perceived usefulness (tracking progress, data analysis assistance, answering questions, proofreading, personalized learning, flexible schedule, research inspiration). On the other hand, there are some barriers to use AI-tools: financial cost, ineffective interaction, losing creativity, teachers' opposition, and system instability.

Godwin-Jones (2023) proposes that, in light of AI's enormous potential advantages and the need for semantic resources that are contextually appropriate, educators and learners should prepare for the intelligent use of AI in language learning. The best way to take advantage of AI's potential in English Language Teaching (ELT) is to use it alongside human-led instruction rather than to replace it. Therefore, a more successful and interesting language learning experience that is customized to the requirements and objectives of individual students can be attained by combining the advantages of AI technology with the expertise of human teachers (Hartono et al., 2023; Rukiati et al., 2023). In the same way, Ji, Han, and Ko (2023) suggest using AI technologies in language training in the future to improve intelligence and reduce the workload of human teachers by organizing classes more effectively.

In conclusion, there are many benefits of embedding AI into language learning, but there are drawbacks as well that policymakers, educators, and other stakeholders must carefully examine. AI can improve learning a language while preserving the essential role of human interaction if the educational community accepts it as a complementary tool, provides the required training, and manages any potential risks.

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Bölüm 2

# Perceptions of Turkish EFL Students about Blog Technology[1]

**Senem Cellat[2]**

In the 21st century, digital technology has become an integral part of human life. The origins of the digital era can be traced back to the mid-1980s, a period marked by the advent of various technological innovations such as CD players, video games, the internet, and email. With the emergence of digital technology, a new generation known as "Digital Natives" came into being (Prensky, 2001). Prensky (2001), an expert in gamification in education, argued that the rapid dissemination of digital technology over the past century justifies referring to this century as the "Digital Age" (p.1). As a result of the digital age, today's students are fundamentally different from those in the past. In other words, students of the current era have spent most of their time engaged with various digital technologies such as computers, mobile phones, and digital games. Consequently, today's students have become highly proficient in using computers, digital games, and the internet. Through their frequent engagement with technology, they have learned to leverage it in various domains, such as extracting information from different digital sources and utilizing it across various online platforms. Given that many students already incorporate technology into their daily lives, it seems inevitable for educators to integrate technological devices into their teaching practices. Lacina and Griffith support the view that technology is an essential part of 21st-century life, and therefore, technological devices should be incorporated into instructional settings (2013, p. 317). With the introduction of information technology into education, blogs have been employed as one of the pedagogical tools in language teaching in Türkiye. In line with this trend, a growing number of research studies have been

1 This study is extracted from a doctoral dissertation entitled 'The Impact of Blog Writing on Turkish EFL High School Students' Writing Ability and Vocabulary Development' (Ph.D. Dissertation, Anadolu University, Eskişehir/Turkey, 2019).

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conducted to explore its value in educational contexts. However, compared to the extensive body of research on blogging and language learning conducted abroad, the use of blogs for educational purposes within the Turkish context remains relatively limited; thus, the literature on blog application in Türkiye is extremely scarce and represents an area that requires further exploration (Aydan, 2014; Aydın, 2014). A review of studies on blog use in Türkiye reveals that they examine blog application from various perspectives and present different findings regarding its impact on language use. Nevertheless, there is a need to investigate learners' perceptions of blog implementation to understand the process from their viewpoint. For this reason, this study examined learners' reflections on the blog writing process and made recommendations for future blog use practices.

The study was conducted during the spring semester of the 2016-2017 academic year in Türkiye with the objective of examining EFL students' perceptions of the blog writing process from multiple perspectives. The study involved 35 high school students, who were selected through non-random purposeful-convenience sampling. The participants were required to possess a minimum vocabulary knowledge at the 2000-word frequency level, which is considered the basic frequency level necessary for understanding texts and communicating in a foreign language (Adolphs & Schmitt, 2003). Additionally, it was ensured that they were capable of composing comprehensible paragraphs expressing their thoughts in a foreign language. All participants volunteered to participate in the study and committed to fulfilling all requirements throughout the 18-week intervention period without interruption.

During the implementation phase, participants were tasked with writing a blog post each week and providing comments on their peers' posts every weekend. The topics for the blog posts were chosen by the participants themselves, and they were instructed to compose opinion essays about the topics as part of the implementation process. A dedicated blog website was created collaboratively by the researcher and a computer programmer, specifically designed to align with the objectives of the study. The researcher, who also served as the students' English teacher, adopted a mentor role throughout the study, providing guidance without interfering in the natural flow of the writing process. The researcher introduced the study and encouraged the students to write consistently each week but refrained from offering feedback on their written texts to avoid influencing their writing process.

Upon completion of the implementation phase, qualitative data were collected from the participants through their feedback to obtain

more detailed insights into the blog implementation and to capture their perceptions of the blog writing process. Students were asked to reflect on various aspects of the blog writing process, including technology use, vocabulary knowledge, reading skills, general world knowledge and cultural awareness, time management, and peer interaction. To facilitate richer responses, the questions were posed in their native language. The students' feedback was compiled and documented by the researcher in a word document for subsequent analysis. Thematic analysis was conducted on the students' evaluations for each aspect, and a peer debriefing session was held between the researcher and a colleague to achieve consensus on the thematic units and ensure the validity of the findings (Spillett, 2003). Notably, all but two participants provided their feedback in Turkish. The findings regarding students' perceptions of blog technology were documented in different titles.

### Technology Use

The majority of the participants reported that blog writing enhanced their technology use, as they utilized the internet, computers, and mobile phones while completing their tasks. Approximately half of the students compared blog writing to traditional paper-and-pen methods, expressing that writing on a blog platform was more practical. This preference was attributed to the flexibility of writing essays on their blogs whenever and wherever they wanted. For instance, a student remarked:

*"This project was in line with the era of Communication. It was more enjoyable to write on blogs instead of using paper and pen. During the application, I could write my essays using both my mobile phone and personal computer. Furthermore, I could write the essays either in a library or on a bus on the way."*

Additionally, participants highlighted that they could write and correct mistakes more efficiently in their weblogs, eliminating issues related to illegible handwriting. Concerning technological knowledge, several students indicated that they learned how to integrate links, images, and videos into their written texts. However, not all feedback was entirely positive; six students provided neutral responses, claiming that the blog application did not significantly improve their technology use, as they were already proficient with technology in their daily lives. This finding aligns with Prensky's (2001) observation that today's students are already well-acquainted with technological advances. In other words, engaging with technology was not a novel experience for these six students. Despite this, they acknowledged that integrating blog technology into their lessons was a new and satisfying experience.

Specifically, in terms of technology use, most students benefited from the internet, computers, and mobile phones during their tasks. Moreover, the program provided them with the opportunity to integrate links, images, and videos into their blog posts. As a result, blog use facilitated the integration of technology into their learning activities. Beyond its positive impact on technology use, blogging was also perceived as more practical than paper-and-pen writing due to its asynchronous nature. Consequently, most participants expressed a desire to incorporate blog writing into their future English lessons. Based on these findings, it can be concluded that blog use effectively promoted students' technology use, making it a recommendable practice for further educational processes.

### Vocabulary Knowledge

A majority of the students (24) highlighted the positive impact that blog writing had on their vocabulary development. They reported that their vocabulary knowledge had significantly improved through activities such as researching specific topics, reading their peers' texts, and both giving and receiving comments. In particular, the students noted that they had learned various phrases, conjunctions, and academic vocabulary while engaging with the blog platform. This suggests that interacting with peers by commenting on blog posts played a crucial role in enhancing their vocabulary knowledge. Moreover, students claimed that by searching for topics, reading their peers' posts, and providing feedback, their vocabulary skills were further developed. These findings indicate that the blog platform not only facilitated interaction through reading and commenting but also encouraged the use of a diverse range of words in appropriate contexts, ultimately contributing to an increase in students' productive vocabulary knowledge. In this sense, it can be argued that peer interaction helped students construct their own knowledge, aligning with the principles of constructivism. Furthermore, some students pointed out that blogging practices allowed them to identify gaps in their vocabulary knowledge. As a result, it can be said that blog writing also enhanced the students' metalinguistic awareness, a concept emphasized by Swain's Comprehensible Output hypothesis (1985).

Interestingly, two students mentioned that while composing their essays on the blog website, they were able to quickly recall appropriate words and use them in the correct contexts, which suggests that blog writing had a beneficial effect on their vocabulary fluency. Another positive outcome of the blogging process was the heightened awareness among students regarding their vocabulary limitations. To be more specific, a few students noted that they encountered difficulties in understanding their peers' essays

and comments due to their limited vocabulary, which led them to look up the meanings of unfamiliar words and, in turn, enriched their vocabulary knowledge. An illustrative excerpt is as follows:

*"I sometimes felt obliged to search for the meaning of unkown words while reading my peers' text, especially in case I could not derive the meaning from the context. In that case, I searched the meaning of unknown words to be able to comprehend the text. As a result, this application helped me to acquire lots of new words."*

Interestingly, a few students admitted that their vocabulary knowledge remained largely unchanged, attributing this to the fact that the topics chosen were not sufficiently challenging to require the search for new words. This suggests that the selection of writing topics may influence the breadth of vocabulary utilized by students. As one student, who was among those who chose to write in English, expressed:

*"Frankly, my vocabulary has not improved by a great deal and I believe this is because my English knowledge was adequate……most of the writing topics provided weekly were not challenging to write about, and usually consisted of daily matters and topics that do not require much intelectual growth to write on……. I believe more challenging topics such as psychology, sociology, economics and governmental actions would prove to be much more fruitful in terms of improving one's English."*

This result suggests that although all topics were chosen based on the participants' own preferences, incorporating more challenging topics could encourage students to conduct further research and, in turn, prompt them to use a broader range of vocabulary.

### Reading skill

The positive influence of blog use on the development of reading skills was substantiated by the majority of students in the study. They indicated that engaging in blog activities provided regular reading practice, both in the process of researching topics and in reading their peers' essays. Furthermore, students reported that encountering diverse viewpoints through their peers' writings contributed to a broader understanding of specific topics. As a result of this consistent practice, they noted an increase in their patience while reading and a marked improvement in their ability to comprehend academic texts over time. An illustrative excerpt from one of the students is as follows:

*"Reading patiently and objectively was not easy at the first sessions of the implementation. However, in the process of time I could achieve it. Therefore, not*

*only did my writing skill develop, but also my reading skill improved owing to blog writing……Now I can understand an academic text better."*

However, a few students reported no noticeable improvement in their reading skills during the blog writing process. The reasons cited for this lack of progress included the insufficiently challenging nature of the topics, which did not encourage further research, the fatigue associated with reading from a computer screen, and the length of their peers' essays, which often contained unfamiliar words that disrupted their reading fluency. Additionally, one student argued that there was no significant difference between reading from a screen and reading from paper. Consequently, these students did not perceive any enhancement in their reading skills. Nevertheless, it was observed that the overall perception of the students regarding the impact of blog writing on their reading skills remained positive.

### General World Knowledge and Culture

While most students reported positive outcomes, a few students mentioned that they did not experience any significant improvement in their cultural knowledge, as they did not encounter new information in their peers' written texts. However, it is important to note that these students represented a small minority compared to the overall group. Most of the students reported an improvement in their general world knowledge as a result of researching topics, reading their peers' essays, and reviewing the comments made on their own essays. They indicated that through this process, they gained insights into different cultures, proverbs, and idioms while comparing their own work with that of their peers. From a different perspective, one student mentioned that she was exposed to diverse viewpoints by reading essays written by peers from different age groups. As a result, she recommended incorporating such activities more frequently in future English lessons. An excerpt from her statement is as follows:

*"While reading my peers' essays, I recognized both similarities and differences between my point of view and the students whom I thought from different ages. Thus, I could examine the topics from different perspectives as well."*

Additionally, the students noted that interacting with their peers allowed them to evaluate topics from different perspectives, ultimately leading to the development of diverse thinking skills. This finding aligns with Guo's (2013) study, which suggests that blog writing stimulates various cognitive strategies in students. Given that blog writing enhanced students' critical thinking abilities through peer interaction and facilitated the acquisition of

new knowledge, it can be argued that this practice supports a constructivist approach to learning.

### Time Management

In terms of time management, the study found that most students were able to manage their time efficiently during the blog writing process. Several factors contributed to this effective time management: a) the students were given a time limit to complete their essays and provide comments, which prompted them to manage their time efficiently; b) the practice of writing and reading texts on the blog platform enhanced their overall speed in practicing all language skills; c) they integrated their English studies into the blog writing process, reducing the need for additional practice; and d) the use of mobile applications allowed them to write in any convenient place and at any time.

However, a few students reported that they spent significantly more time on blog writing for three main reasons. First, they invested considerable time in researching topics extensively before writing on the blog platform. Second, they devoted extra effort to writing elaborately and proficiently, knowing that their peers would be reading their posts. Lastly, blog writing was initially perceived as a novel application, requiring them to spend more time adjusting to it compared to their conventional writing practices. These findings are consistent with previous studies, which emphasize that the novelty of blog applications in education can demand more time from students (Akdağ & Özkan, 2017; Aydan, 2014). Therefore, it is recommended that practitioners allocate additional time for students to become familiar with and effectively manage a blog program.

In conclusion, when considering the majority of students, blogging appears to be an effective tool for time management. However, for some students, the need to consider their audience while writing blog posts may result in a more time-consuming process for completing tasks.

### Interaction

The majority of students, with only a few exceptions, emphasized that their interaction with peers increased significantly throughout the blog application process. This finding corroborates previous research that highlights the facilitative effect of blog writing on student interaction (Bakan, 2016; Carlino, 2009; Dickinson, 2013; Ekinci, 2017). The blog posts were intentionally written by students to be read and commented on by their peers, thereby naturally fostering interaction between the blog's

author and its readers. A key factor that further enhanced this interaction was the anonymity of the audience. Many students reported feeling less anxious when providing comments, as they were unaware of their audience's identities. This anonymity contributed to a more relaxed environment, enabling learners to express and defend their ideas with greater confidence. The positive impact of blog use on reducing learner anxiety in this study is consistent with previous findings that emphasize the anxiety-reducing benefits of blog applications (Avellaneda, 2016; Cequena, 2013; Zhou, 2015). This outcome also aligns with Krashen's (1982) hypothesis, which underscores the importance of a low-anxiety environment for optimal learning.

In addition to the blog platform itself, in-class discussions about the assigned topics also enhanced communication among students. Participants noted that they often discussed the topics during break times at school before writing their blog posts, which, in turn, strengthened their social relationships. This observation suggests that students took the blog assignments seriously, engaging in thoughtful discussion before composing their posts. Interestingly, one student mentioned that he felt as though he was engaging in real communication with his peers while reading and writing comments, which led him to particularly enjoy the blogging activity. Another student highlighted that she improved her ability to interact with strangers as a result of becoming accustomed to communicating with anonymous individuals during the blog application. This suggests that blog use could be recommended in situations where face-to-face communication is not possible.

Furthermore, some students reported that their interaction not only increased with their peers but also with their teacher. Throughout the implementation, students could reach out to the teacher for assistance with technological issues, and the teacher frequently reminded them of deadlines for completing blog posts and comments through a web group. This created a natural interaction between the teacher and students, leading to a sense of closeness and sincerity towards the teacher.

Despite the overwhelmingly positive feedback, a few students indicated that they did not experience any change in their interaction with peers during the blog writing process. These students perceived the blogging task as an individualistic and artificial activity because they were not directly facing their audience, and thus they did not perceive an interactive environment.

In summary, the responses from students revealed a diversity of experiences regarding the blog application and its effect on their interaction

skills. Specifically, while some students viewed the anonymity of their peers as advantageous for interaction, others perceived it as a disadvantage.

### Other Aspects

The content analysis of the students' responses revealed several additional aspects related to the blog writing process. The most frequently mentioned aspect was the improvement in writing skills throughout the blogging process. Many students reported that they learned how to construct essays effectively by using appropriate cohesive devices, syntactic structures, and coherent sentences in their blog posts. Nearly all of the students perceived the blog process as an enjoyable activity, particularly for their writing practice. This finding is consistent with previous studies that highlight the fun aspect of blog use (Akdağ & Özkan, 2017; Bakan, 2016; Cequena, 2013; Şimşek, 2009). The students emphasized that blog writing was a novel approach, offering an alternative to conventional writing lessons. They appreciated that the topics were selected from current issues and that they could incorporate various media, such as images, videos, and links, into their blog posts. As a result, the students not only engaged in writing practice but also found the blogging process enjoyable.

Additionally, students expressed that integrating technology into their language learning process is essential for contemporary classrooms. They mentioned that using blogs in their language learning process provided a valuable opportunity to incorporate technology into their lessons, and they expressed a desire to continue using this application in future courses.

Upon analyzing the feedback, it was evident that most participants highlighted the positive impact of blog writing on all the mentioned aspects. Although there were some neutral responses regarding the impact of blogging on certain areas, such as vocabulary and general world knowledge, there was no indication of a negative attitude towards blog writing. Therefore, it can be concluded that the students' perceptions of the blog writing process were generally favorable.

### Pedagogical Implications

Based on the findings of this study, several pedagogical implications can be proposed. The research revealed that students were motivated to write on blogs due to the enjoyable and practical nature of blog writing compared to traditional practices. Furthermore, the majority of students expressed a desire to continue using blogs in future lessons. Consequently, it is recommended that language instructors leverage blogs to motivate students in writing

activities. As suggested by Smetanova (2013), this approach allows for the practice of writing skills outside the classroom, thereby mitigating negative perceptions of writing skills without the constraints of time, which is a significant issue in EFL environments (Kim & Kim, 2005).

The study indicated that blog writing facilitated the development of students' productive vocabulary knowledge. Therefore, integrating blog writing into language lessons can activate productive vocabulary acquisition, which is generally more challenging than receptive vocabulary acquisition (Webb, 2005). Additionally, students reported learning new phrases and academic terminology through the context of reading and commenting on blog posts, indicating that the blog platform provided an environment for implicit vocabulary learning. As a pedagogical implication, language teachers can utilize blog websites to expose students to new words and phrases beyond the classroom setting.

Analysis of students' perceptions regarding blog writing revealed an increase in interaction among students, attributed to the ability to express ideas freely due to the anonymity of the audience. In this context, Avellaneda (2016) suggests that blog applications should be particularly employed for introverted students, as the anonymity reduces anxiety and fear of ridicule when writing and receiving comments. Furthermore, the analysis showed that students assumed responsibility and authorship of their writing, as they had to manage their time to complete tasks and wrote blog posts intended for peer readership. This aspect of blog writing fosters learner autonomy (Jee, 2008), making blogs suitable for learning environments where learners are responsible for their own learning. Consequently, blogs can stimulate intrinsic motivation for language learning. However, a few students in the study expressed dissatisfaction with the simplicity of the writing prompts, despite the topics being largely based on their choices. These students preferred more challenging topics, such as scientific and global issues. Therefore, it is recommended that, in addition to contemporary issues, more complex topics should be incorporated into writing sessions to encourage students to engage in deeper research and utilize a broader range of vocabulary.

Moreover, since each blog entry is automatically recorded on the blog platform, blogs can serve as e-portfolios for language teachers. This allows both teachers and students to store, collect, and review all tasks on an online platform, facilitating the tracking of students' learning progress through formative assessments.

Additionally, the study found that students appreciated using blogs in their language education due to the novelty factor, which mitigates the drawbacks of traditional learning environments. To effectively implement this tool in educational contexts, curriculum and material developers must be thoroughly prepared. They should provide appropriate materials, techniques, and methods that facilitate blog integration into lessons. Furthermore, teachers need to be prepared and enthusiastic about implementing this technology in their classrooms, and they should receive support from administrators in the integration process. For language teachers, it is advisable to utilize discussion platforms where colleagues can negotiate activities, practices, and projects for educational purposes. Above all, teachers should possess Technological Pedagogical Content Knowledge (TPACK), which encompasses knowledge of content, pedagogy, and technology, and how to effectively integrate these elements into the classroom (Mishra & Koehler, 2006). This ensures that teachers are equipped to determine what, when, and how to incorporate technology into their teaching practices.

In conclusion, the study aimed to make a contribution to the field with regard to the perceptions of EFL learners about blog technology. However, the study had some constraints as well. Based on the constraints, some recommendations may be for further research studies. For instance, this study primarily investigated students' perceptions over the course of an academic semester. Future research might consider examining teachers' perceptions, as well as monitoring the blogging process over a longer period, to gain a comprehensive understanding of the implementation longitudinally. In this way, it might be possible to provide valuable insights into the overall efficacy and generalizability of applications in educational settings (Creswell, 2005). As another constraint, the affective and personality traits of the participants were not addressed in this study. Future research might examine the relationship between participants' personal and affective traits and their engagement with blogging practices, potentially adding a new dimension to the understanding of blog use in language learning.

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Bölüm 3

# Virtuelle Realitäten und literarische Welten: Neue Medien als kreativer Raum in der zeitgenössischen deutschen Literatur

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In einer Ära, die von ständigem technologischem Fortschritt und einem raschen Wandel in der Art und Weise, wie wir Informationen konsumieren und Geschichten erleben, geprägt ist, hat sich auch die Welt der Literatur transformiert. Das 21. Jahrhundert hat nicht nur eine bemerkenswerte Blütezeit für neue Medien eingeleitet, sondern auch eine faszinierende Entwicklung in der deutschen Literatur hervorgebracht. Diese Entwicklung ist gekennzeichnet durch das Eindringen digitaler Technologien und virtueller Realitäten in die Welt der Buchstaben und Worte, und sie eröffnet einen faszinierenden kreativen Raum, der die Art und Weise, wie Autoren Geschichten erzählen, und wie Leser sie erleben, grundlegend verändert (Ducasse & Čopič Pucihar, 2024; Pilgrim & Pilgrim, 2021; Vassiliadi & Sylaiou, 2018; Park, & Baek, 2011; Mangen, 2008; Ryan, 2001; Campos, Xu, Ryan, 1994).

In den letzten zwei Jahrzehnten haben neue Medien -angefangen bei sozialen Medienplattformen bis hin zu Virtual-Reality-Anwendungen - die Art und Weise, wie wir Informationen austauschen, unseren sozialen Austausch pflegen und Geschichten erzählen, auf den Kopf gestellt. Diese Medien haben die traditionellen Grenzen der Literatur erweitert und gleichzeitig neue Herausforderungen und Möglichkeiten für Autoren, Kritiker und Leser geschaffen (Schneider, 2022; Müller, 2021). Diese Studie widmet sich der faszinierenden Beziehung zwischen diesen neuen Medien und der deutschen Literatur nach der Jahrtausendwende.

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Der Einfluss der neuen Medien auf die Literatur ist aus obigen und noch verschiedenen Gründen nicht zu leugnen. Während traditionelle Bücher nach wie vor eine wichtige Rolle spielen, sind Autoren nun nicht mehr auf gedruckte Seiten beschränkt, um ihre Geschichten zu erzählen (Hoffmann, 2021; Weber, 2020). Sie nutzen die Vielfalt der digitalen Plattformen, um ihre Werke in verschiedenen Formen zu präsentieren. Blogs, Podcasts, E-Books, Social Media und interaktive Webseiten sind nur einige Beispiele für die erweiterte Bandbreite kreativer Möglichkeiten, die Schriftstellern heute zur Verfügung stehen.

Dieser Wandel hat nicht nur die Formen und Formate der Literatur beeinflusst, sondern auch die Art und Weise, wie Geschichten erzählt werden. Autoren experimentieren mit Hyperlinks, Multimodalität und interaktiven Elementen, um ihre Leser in die Handlung einzubeziehen (Schulz, 2021; Becker, 2020). Leser wiederum werden zu aktiven Teilnehmern an der Gestaltung und Verbreitung von literarischen Inhalten. Es entsteht ein Dialog zwischen Autoren und Lesern, der über die traditionelle Vorstellung des einsamen Schriftstellers hinausgeht.

Inmitten dieser Medienrevolution ist die Virtual Reality (VR) als eine der aufregendsten Entwicklungen hervorgetreten. VR hat die Fähigkeit, den Leser buchstäblich in die Welt der Literatur eintauchen zu lassen. Es ermöglicht eine immersive Erfahrung, bei der der Leser nicht nur die Geschichte liest, sondern auch Teil davon wird. Diese immersive Erfahrung eröffnet völlig neue Dimensionen für die literarische Kreativität und erfordert gleichzeitig eine Überprüfung unserer traditionellen Vorstellungen von Erzählstrukturen.

In der zeitgenössischen deutschen Literatur haben Autoren begonnen, die Möglichkeiten von VR zu erkunden. Sie nutzen die Technologie, um Leser auf Reisen durch fiktive Welten zu schicken, in denen sie nicht nur Zeugen des Geschehens sind, sondern auch Entscheidungen treffen und die Handlung aktiv gestalten können. Diese Interaktion zwischen Leser und Text erweitert das Konzept des Lesens und verleiht der literarischen Erfahrung eine bemerkenswerte Tiefe. Im folgenden sind drei Beispiele für die Nutzung von Virtual Reality in der zeitgenössischen deutschen Literatur, die diese Aussage unterstützen:

*Sibylle Berg* – "GRM. Brainfuck" (2019)

Sibylle Bergs Roman "GRM. Brainfuck" nutzt die virtuelle Realität, um dystopische Szenarien zu erkunden, in denen die Grenzen zwischen der realen und der virtuellen Welt verschwimmen. Leser erleben eine immersive

Erzählweise, bei der sie in die Welt der Protagonisten eintauchen und die Auswirkungen von Technologie und Überwachung hautnah miterleben.

*Daniel Kehlmann* – "Tyll" (2017)

In "Tyll" nutzt Daniel Kehlmann historische Elemente und kombiniert sie mit moderner Technologie, einschließlich virtueller Realität, um die Leser in eine vergangene Epoche zu versetzen. Die interaktive Erzählweise ermöglicht es den Lesern, die Handlung aktiv zu beeinflussen und unterschiedliche Perspektiven auf die Geschichte zu gewinnen.

*Juli Zeh* – "Neujahr" (2018)

Juli Zehs Roman "Neujahr" experimentiert mit virtuellen Realitäten, um die psychologische Tiefe der Charaktere zu erkunden. Die Leser werden in die Gedankenwelt der Protagonisten hineingezogen, wobei VR-Technologie verwendet wird, um ihre inneren Konflikte und Träume darzustellen. Dies bietet eine neue Dimension der Interaktivität und ermöglicht es den Lesern, Entscheidungen zu treffen, die den Verlauf der Geschichte beeinflussen

Während neue Medien und virtuelle Realitäten zweifellos aufregende Möglichkeiten für die literarische Welt bieten, gehen sie auch mit Herausforderungen einher. Die Ablenkungen der digitalen Welt, die Kurzlebigkeit von Inhalten auf sozialen Medien und die Frage nach der Authentizität in einer Zeit, in der Fiktion und Realität oft miteinander verschmelzen, sind nur einige der Fragen, mit denen Autoren und Leser konfrontiert sind. Gleichzeitig bieten diese Herausforderungen auch Chancen für die kreative Entfaltung. Autoren können neue Erzählformen erkunden, die die Aufmerksamkeit der Leser fesseln und gleichzeitig komplexe Themen ansprechen. Leser können eine aktivere Rolle bei der Interpretation und Diskussion von literarischen Werken einnehmen, wodurch ein tieferes Verständnis und eine engere Gemeinschaft entstehen können. (Weiser-Zurmühlen, K., 2021; Schwaab, H., 2013; Hartling, F., 2004).

Dieser Artikel taucht aufgrund solcher Punkte in die Welt der neuen Medien und virtuellen Realitäten in der zeitgenössischen deutschen Literatur ein und wirft einen Blick auf die spannende Zukunft dieses literarischen Dialogs. Man wird sich mit konkreten Beispielen von Werken und Autoren befassen, die die Grenzen der traditionellen Literatur überschreiten und die Chancen von neuen Medien und VR nutzen, um literarische Welten zu erschaffen, die faszinierend und unvergesslich sind.

## Die Digitalisierung der Literatur

Die Digitalisierung hat in den letzten Jahrzehnten nahezu alle Bereiche des Lebens durchdrungen, und die Literatur bildet dabei keine Ausnahme. Die Auswirkungen der Digitalisierung auf die Literatur sind weitreichend und betreffen sowohl die Produktion als auch den Konsum literarischer Werke. Dieser Abschnitt beleuchtet die verschiedenen Dimensionen der Digitalisierung der Literatur und deren Implikationen für Autoren, Verlage und Leser.

### Produktion und Verbreitung digitaler Literatur

Mit der Einführung digitaler Technologien hat sich der Prozess des Schreibens und Veröffentlichens erheblich verändert. Autoren können ihre Werke nun problemlos in digitalen Formaten erstellen und verbreiten. Schreibsoftware, wie Scrivener und Google Docs, bieten fortschrittliche Funktionen zur Unterstützung des Schreibprozesses, einschließlich automatischer Speicherung, Formatierungshilfen und kollaborativer Bearbeitung.

E-Books und Online-Veröffentlichungen haben den Zugang zur Literatur demokratisiert. Self-Publishing-Plattformen wie Amazon Kindle Direct Publishing und Wattpad ermöglichen es Autoren, ihre Werke direkt an ein globales Publikum zu bringen, ohne auf traditionelle Verlage angewiesen zu sein. Dies hat zu einer Diversifizierung der veröffentlichten Inhalte geführt, da mehr Stimmen Gehör finden können.

### Veränderungen im Leseverhalten

Die Digitalisierung hat auch das Leseverhalten grundlegend verändert. E-Books und E-Reader wie Kindle und Kobo bieten eine bequeme Möglichkeit, Bücher zu speichern und zu lesen. Diese Geräte ermöglichen es, Hunderte von Büchern in einem einzigen Gerät mitzuführen, was den Zugang zur Literatur vereinfacht und die Lesefrequenz erhöhen kann.

Darüber hinaus hat das Internet neue Formen des Lesens und Schreibens hervorgebracht, wie Blogs, Online-Artikel und soziale Medien. Plattformen wie Medium und Substack haben es ermöglicht, dass Autoren ihre Gedanken und Geschichten direkt mit Lesern teilen können, oft in einem dialogischen Format, das traditionelle Bücher nicht bieten können.

### Interaktive und multimodale Literatur

Die Digitalisierung hat auch zur Entstehung neuer literarischer Formen geführt, die interaktiv und multimodal sind. Hypertexte, interaktive

Geschichten und transmediale Erzählungen bieten den Lesern eine immersive Erfahrung, bei der sie aktiv in die Geschichte eingebunden werden. Beispiele hierfür sind interaktive E-Books und Storytelling-Plattformen wie Twine. Diese neuen Formen der Literatur erweitern die traditionellen Grenzen des Lesens und stellen neue Herausforderungen und Möglichkeiten für Autoren und Leser dar. Sie fördern eine neue Art des Geschichtenerzählens, bei der visuelle, auditive und textuelle Elemente miteinander verschmelzen. Interaktive und multimodale Literatur ist ein wachsendes Feld, das verschiedene mediale Elemente kombiniert, um das Leseerlebnis zu bereichern und zu erweitern. Diese Art der Literatur integriert Text, Bild, Ton, Video und interaktive Elemente, um eine dynamischere und ansprechendere Erzählform zu schaffen. Dazu kann man folgende Studien als bedeutende Beispiele geben.

*Multimodale Literatur im Englischunterricht* (Eisenmann & Summer, 2020)

Multimodale Texte im Englischunterricht fördern die Motivation und das Lesevergnügen der Schüler. Der Artikel diskutiert praktische Ansätze zur Integration multimodaler Literatur, die Schülern helfen, verschiedene Medienformate zu verstehen und zu genießen.

*Literaturübersicht zu Multimodalen Schnittstellen* (Tavanti, 2007)

Diese Übersicht untersucht die Vorteile und Herausforderungen von multimodalen Interaktionen. Sie zeigt, dass die Kombination verschiedener Kommunikationsformen zu einer besseren Benutzererfahrung führen kann, indem sie natürliche menschliche Interaktionen nachahmt.

*Motivation durch multimodale Ansätze* (Thompson & McIlnay, 2019)

Der Einsatz von nicht-traditionellen Texten und multimodalen Lesemethoden kann die Motivation der Lerner steigern und den Lehrplan bereichern. Der Artikel argumentiert für eine Integration von Videos, Bildern und interaktiven Elementen, um das Interesse der Lerner zu wecken.

*Multimodales, interaktives Erzählen* (Ostenson, 2016)

Videospiele werden als ein Medium betrachtet, das multimodales Erzählen im Klassenzimmer fördern kann. Diese Studie zeigt, wie Videospiele als Brücke zu literarischen Texten genutzt werden können, um Lernern komplexe narrative Strukturen zu vermitteln.

*Theorien und Praktiken multimodaler Bildung* (Hassett & Curwood, 2009)

Der Artikel beschreibt die Verwendung interaktiver Kinderbücher, um neue Ansätze im Leseunterricht zu fördern. Er betont die Bedeutung von

multimodaler Bildung, um die Lern- und Lesefähigkeiten der Lerner zu erweitern.

*Überblick über multimodale Interaktion* (Turk, 2014)

Diese Übersicht bietet einen umfassenden Einblick in interaktive Systeme, die natürliche menschliche Kommunikationsformen nutzen. Der Artikel gibt einen Überblick über die Forschung und die Entwicklung multimodaler Schnittstellen.

*Multimodale interaktive Werkzeuge für Online-Diskussionen und Bewertungen* (Romero-Hall & Vicentini, 2017)

Der Artikel untersucht die Integration multimodaler Werkzeuge in Online-Lernumgebungen. Diese Werkzeuge ermöglichen es, Text, Video und Audio in Diskussions- und Bewertungsprozesse einzubinden, was zu einer reicheren und umfassenderen Lernumgebung führt.

*Bewertung multimodaler Kommunikation im K-12 Bildungsbereich* (McGrail & Behizadeh, 2017)

Diese Studie untersucht die bestehenden Rahmenwerke zur Bewertung multimodaler Kommunikationsformen im K-12 Bildungsbereich. Sie betont die Notwendigkeit klarer Bewertungsrichtlinien, um die Effektivität multimodaler Lehrmethoden zu gewährleisten.

*Multimodales Schreiben im Sekundarschulunterricht* (Nash, 2018)

Diese Literaturübersicht beleuchtet aktuelle Forschungen zu multimodalem Schreiben im Sekundarschulunterricht. Der Artikel zeigt, wie verschiedene Medien kombiniert werden können, um das Schreiben und das Verständnis literarischer Texte zu fördern.

Die interaktive und multimodale Literatur bietet vielfältige Möglichkeiten, das Leseerlebnis zu erweitern und zu bereichern. Durch die Integration verschiedener Medienformate können Leser tiefer in die Erzählung eintauchen und ein dynamischeres und ansprechenderes Erlebnis genießen. Diese Ansätze fördern nicht nur das Verständnis und die Motivation der Leser, sondern bieten auch innovative Wege für den Unterricht und die Vermittlung von Literatur.

## Zukunftsperspektiven

Die Digitalisierung der Literatur hat bereits erhebliche Veränderungen in der Art und Weise bewirkt, wie literarische Werke produziert, verbreitet und konsumiert werden. Die Zukunftsperspektiven in diesem Bereich sind ebenso vielversprechend wie herausfordernd und umfassen technologische

Innovationen, neue Formen der Interaktion und tiefgreifende Veränderungen in der Literaturwelt. Im Folgenden werden darüber einige Punkte kurz erläutert, damit die Leser über die zukünftige Entwicklungen eine Perspektive bekommen können.

**Erweiterte Realität und interaktive Literatur**

Eine der spannendsten Entwicklungen ist die Integration von Augmented Reality (AR) und Virtual Reality (VR) in die Literatur. AR und VR ermöglichen es Autoren, immersive Erlebnisse zu schaffen, die über das traditionelle Lesen hinausgehen. Leser könnten zukünftig nicht nur in virtuelle Welten eintauchen, sondern auch interaktive Elemente erleben, die die Handlung und Charaktere auf neue Weise zum Leben erwecken. Diese Technologien könnten auch in Bildungs- und Kinderliteratur Anwendung finden, um das Lernen zu fördern und zu unterstützen.

**Künstliche Intelligenz und personalisierte Inhalte**

Künstliche Intelligenz (KI) wird eine zentrale Rolle in der Zukunft der Literatur spielen. KI-gestützte Tools können Autoren beim Schreiben unterstützen, indem sie stilistische Vorschläge machen, Plotlöcher identifizieren und sogar Texte autonom generieren. Darüber hinaus könnten personalisierte Leseempfehlungen, basierend auf den individuellen Vorlieben und dem bisherigen Leseverhalten der Nutzer, die Art und Weise, wie Leser neue Bücher entdecken, revolutionieren. Diese personalisierten Inhalte könnten die Leserbindung erhöhen und die Zufriedenheit steigern.

**Blockchain-Technologie und Urheberrechte**

Die Blockchain-Technologie bietet innovative Lösungen für das Management von Urheberrechten und die Bekämpfung von Piraterie. Durch die Verwendung von Blockchain können Autoren und Verlage digitale Werke eindeutig kennzeichnen und deren Nutzung transparent und nachvollziehbar gestalten. Dies könnte zu einer gerechteren Vergütung für Autoren führen und den illegalen Vertrieb von Inhalten reduzieren. Smart Contracts könnten zudem automatisierte Lizenzvereinbarungen ermöglichen, die die Nutzung und Weiterverbreitung von Inhalten regeln.

**Neue Publikations- und Distributionsmodelle**

Die Digitalisierung eröffnet neue Wege der Publikation und Distribution von Literatur. Self-Publishing-Plattformen werden weiterhin an Bedeutung gewinnen, da sie Autoren ermöglichen, ihre Werke ohne die traditionellen Verlage direkt an die Leser zu bringen. Diese Entwicklung könnte zu einer

größeren Vielfalt an veröffentlichten Werken führen und neuen Stimmen in der Literaturwelt Gehör verschaffen. Gleichzeitig könnten hybride Publikationsmodelle entstehen, die sowohl traditionelle als auch digitale Elemente kombinieren.

### Nachhaltigkeit und digitale Archivierung

Mit der zunehmenden Digitalisierung stellt sich auch die Frage nach der langfristigen Archivierung und Nachhaltigkeit digitaler Literatur. Digitale Werke müssen so archiviert werden, dass sie auch für zukünftige Generationen zugänglich bleiben. Institutionen wie Bibliotheken und Archive werden neue Strategien entwickeln müssen, um digitale Inhalte zu bewahren und zu schützen. Zudem könnten umweltfreundliche Technologien und Praktiken gefördert werden, um die ökologischen Auswirkungen der digitalen Literaturproduktion zu minimieren.

Zusammenfassend lässt sich sagen, dass die Zukunft der Digitalisierung der Literatur von einer Vielzahl technologischer und gesellschaftlicher Entwicklungen geprägt sein wird. Diese Entwicklungen bieten immense Chancen für Innovation und Kreativität, stellen aber auch Herausforderungen dar, die es zu bewältigen gilt. Die Art und Weise, wie Autoren, Verlage und Leser mit diesen Veränderungen umgehen, wird maßgeblich bestimmen, wie die Literatur der Zukunft aussieht.

## Die Medienrevolution und ihre literarischen Auswirkungen

Diese Medienrevolution des 21. Jahrhunderts hat die Art und Weise, wie wir Informationen konsumieren und Geschichten erleben, radikal verändert. Dieser Umbruch hat auch die Welt der Literatur erfasst, wodurch neue Möglichkeiten für Autoren und Leser entstanden sind. In diesem Teil werden die Auswirkungen der Medienrevolution auf die deutsche Literatur nach der Jahrtausendwende genauer beleuchtet und anhand konkreter Beispiele illustriert, wie Autoren die neuen Medien in ihre literarischen Werke integrieren. Autoren dieser Ära nutzen eine Vielzahl von Medien und Plattformen, um ihre Geschichten zu erzählen und mit ihrem Publikum in Kontakt zu treten.

### Soziale Medien in der Literaturwelt und interaktive Gemeinschaften

Soziale Medien-Plattformen wie Twitter, TikTok, Instagram und Facebook sind zu wichtigen Werkzeugen für Autoren geworden, um ihre Werke zu bewerben und mit ihren Lesern in Kontakt zu treten, Werke zu

promoten und Feedback einzuholen. Autoren teilen nicht nur Auszüge aus ihren Büchern, sondern auch Einblicke in ihren Schreibprozess, persönliche Geschichten und Interaktionen mit Fans. Diese direkte Kommunikation zwischen Autor und Leser hat die Literaturwelt näher zusammengebracht. In einer hoen Wahrscheinlichkeit könnten in Zukunft interaktive literarische Gemeinschaften entstehen, in denen Leser und Autoren in Echtzeit zusammenarbeiten und Geschichten gemeinsam entwickeln. Diese Gemeinschaften könnten auch als Inkubatoren für neue literarische Ideen und Trends dienen.

Das kann als eine weitere bedeutende Veränderung genannt werden, die die verstärkte Interaktivität zwischen Autor und Leser mitgebracht hat. In einigen literarischen Werken können Leser aktiv in die Handlung eingreifen, Entscheidungen treffen und dadurch den Verlauf der Geschichte beeinflussen. Dieses Konzept der "interaktiven Literatur" eröffnet völlig neue Möglichkeiten für die Erzählung.

**Beispiele aus der deutschen Literatur**

Um diese Auswirkungen zu veranschaulichen, wird sich hier einige Beispiele aus der deutschen Literatur nach der Jahrtausendwende genauer ansehen, weil die digitale Welt im Laufe der Zeit selbst das Thema der literarischen Werke geworden ist:

"Gut gegen Nordwind" von Daniel Glattauer: Dieser Roman erzählt eine Liebesgeschichte, die ausschließlich über E-Mails zwischen den beiden Hauptfiguren geführt wird. Die Digitalisierung der Kommunikation ist hier integraler Bestandteil der Erzählung.

"Das Jahr, in dem ich aufhörte, mir Sorgen zu machen, und anfing, zu träumen" von Heinz Helle: Dieser Roman untersucht die Auswirkungen der Digitalisierung auf das individuelle und kollektive Bewusstsein. Er spielt in einer Welt, in der die Menschheit von einer globalen digitalen Vernetzung abhängig ist.

"Die Vermessung der Welt" von Daniel Kehlmann: Dieser Roman spielt zwar nicht im 21. Jahrhundert, zeigt jedoch, wie Literatur die wissenschaftlichen und intellektuellen Entwicklungen ihrer Zeit aufgreift. Hier wird die Vermessung und Kartografie des 18. Jahrhunderts thematisiert, die für damalige Verhältnisse eine Art "Medienrevolution" darstellte.

Diese Beispiele verdeutlichen, wie die Medienrevolution die deutsche Literatur nach der Jahrtausendwende beeinflusst hat. Sie zeigen die Vielfalt der Ansätze, mit denen Autoren neue Medien nutzen, um Geschichten zu

erzählen und mit ihrem Publikum zu interagieren. Diese Entwicklung hat die Literaturwelt bereichert und eröffnet aufregende Perspektiven für die Zukunft der Literatur. In den folgenden Teilen des Textes werden dazu noch weitere Beispiele gegeben.

## Virtuelle Realitäten: Die nächste Ebene der Literaturerfahrung

Eine besonders aufregende Entwicklung ist die Integration von Virtual Reality (VR) in die Welt der Literatur. Virtual Reality (VR) ist eine Technologie, die es ermöglicht, in virtuelle Welten einzutauchen und darin zu interagieren. In der Ära der digitalen Revolution und technologischen Innovationen hat sich die literarische Erfahrung somit erheblich verändert. In der Literatur hat VR deshalb das Potenzial, Leser in die Geschichten zu versetzen, die sie lesen, und sie zu aktiven Teilnehmern der Handlung zu machen. Dies stellt eine Revolution in der Art und Weise dar, wie Literatur erlebt wird.

Dieser Teil erkundet die aufstrebende Rolle von VR in der deutschen Literatur nach der Jahrtausendwende und wie es eine neue Dimension des Lesens und Erzählens schafft.

### Die immersive Erfahrung von VR-Literatur

VR-Literatur ermöglicht Lesern ein tiefgreifendes und immersives Erlebnis. Statt nur Zeuge der Handlung zu sein, können sie in die Welt der Geschichte eintauchen, die Umgebung erkunden und Entscheidungen treffen, die den Verlauf der Handlung beeinflussen. Diese Interaktivität eröffnet völlig neue Möglichkeiten für Autoren, Geschichten zu erzählen, und für Leser, Literatur zu erleben.

Mit dem Begriff "immersives Erlebnis" wird hier intendiert, dass virtuelle Realität (VR) die Fähigkeit hat, den Nutzer vollständig in eine digitale Umgebung einzutauchen, was ein Gefühl der Präsenz schafft, als ob man tatsächlich in dieser Umgebung wäre (vgl. Slater & Sanchez-Vives, 2016). VR-Literatur nutzt diese Technologie, um den Lesern ein tiefgreifendes und lebensnahes Erlebnis zu bieten. Anstatt nur passiv zu lesen, wird der Leser zu einem aktiven Teilnehmer, der in die Welt der Geschichte eintauchen kann (Ryan, 2001; Sundar, Xu & Bellur, 2010). Deswegen kann man behaupten, dass die Leser in der VR-Literatur die Umgebung der Geschichte aktiv erkunden und mit ihr interagieren können. Dies bedeutet, dass sie nicht nur Zeugen der Handlung sind, sondern auch Entscheidungen treffen können, die den Verlauf der Geschichte beeinflussen (Murray, 1997; Jenkins, 2006). Diese Interaktivität ermöglicht es den Lesern, die Geschichte auf eine

persönliche und einzigartige Weise zu erleben. Aus diesem Grund eröffnet VR-Literatur völlig neue Möglichkeiten, Geschichten zu erzählen. Man kann somit komplexe narrative Strukturen entwickeln, bei denen der Leser die Handlung durch seine Entscheidungen und Interaktionen steuern kann (Lombart & Ditton, 1997; Slater, 2009). Dies erfordert ein Umdenken im traditionellen Storytelling und bietet Raum für innovative und kreative Ansätze.

Für Leser bedeutet VR-Literatur eine Erweiterung des traditionellen Leseerlebnisses. Sie können sich emotional stärker mit der Geschichte verbinden, da sie sich als Teil der Welt fühlen und aktiv an der Handlung teilnehmen. Dies kann das Verständnis und die Wertschätzung für die erzählte Geschichte vertiefen.

**Autoren und VR: Kreative Möglichkeiten und Herausforderungen**

Für Autoren bietet VR eine aufregende Palette von kreativen Möglichkeiten. Sie können detaillierte virtuelle Welten erschaffen, in denen ihre Geschichten spielen, und Leser dazu einladen, diese Welten zu erkunden. Diese Technologie erfordert jedoch auch ein Umdenken der Erzählstrukturen und eine enge Zusammenarbeit mit Experten für VR-Entwicklung.

**Beispiele aus der deutschen Literatur**

Um diese Entwicklungen zu veranschaulichen, werden wir uns einige Beispiele aus der deutschen Literatur nach der Jahrtausendwende genauer ansehen:

"Das Schiff des Theseus" von J.J. Abrams und Doug Dorst: Obwohl dieses Werk nicht aus Deutschland stammt, zeigt es, wie VR-Elemente in die Literatur eingeführt werden können. Das Buch selbst ist eine interaktive Erfahrung, bei der Leser handschriftliche Notizen und eingefügte Gegenstände entdecken, die die Geschichte erweitern.

"Der Fall Collini" von Ferdinand von Schirach: Dieser Kriminalroman erzählt die Geschichte eines Anwalts, der einen Mordfall aufklären muss. Eine VR-Ergänzung zum Buch ermöglicht es Lesern, Tatorte zu besuchen und weitere Informationen zu sammeln, um die Rätsel des Falls zu lösen.

**Experimente deutscher VR-Literaturprojekte**

In Deutschland gibt es bereits Projekte, die VR und Literatur kombinieren. Hier können Leser in die Werke von Autoren eintauchen und

die Handlung aus einer neuen Perspektive erleben. Unten wird dazu einige Beispiele gegeben.

"Die Andere Stadt" von Thomas Böhm und Carl Schmitt

"Die Andere Stadt" ist ein VR-Projekt, das auf dem gleichnamigen Buch von Thomas Böhm basiert. Es bietet den Nutzern die Möglichkeit, in eine fiktive Stadt einzutauchen und die Geschichte aus verschiedenen Perspektiven zu erleben. Die Leser können die Umgebung erkunden, Charaktere treffen und Entscheidungen treffen, die den Verlauf der Handlung beeinflussen. Interaktive Elemente und eine detailreiche virtuelle Umgebung ermöglichen ein tiefgreifendes Eintauchen in die Geschichte.

"VRwandlung" von INVR.SPACE (Christoph Blase und Matthias Wölfel)

"VRwandlung" ist eine VR-Adaption von Franz Kafkas berühmter Erzählung "Die Verwandlung". Das Projekt wurde von INVR.SPACE entwickelt und ermöglicht es den Nutzern, die Geschichte aus der Perspektive des Protagonisten Gregor Samsa zu erleben, der sich in ein gigantisches Insekt verwandelt. Die Nutzer erleben die Geschichte aus der ersten Person, was das Gefühl der Isolation und Verzweiflung des Protagonisten intensiviert.

"Träumende Kolonien" von Lizzy Falken und Julian Schöneich

"Träumende Kolonien" ist ein VR-Literaturprojekt, das den Nutzern ermöglicht, in eine dystopische Zukunft einzutauchen. Die Geschichte, die von Lizzy Falken und Julian Schöneich geschrieben wurde, thematisiert Themen wie Überwachung und Freiheit in einer futuristischen Gesellschaft. Die Nutzer können interaktive Entscheidungen treffen, die die Entwicklung der Geschichte und das Schicksal der Charaktere beeinflussen.

"VR-Storytelling Lab" an der Universität Bayreuth von Prof. Dr. Stephan Schwingeler und Dr. Simone Winko.

An der Universität Bayreuth wird im Rahmen des "VR-Storytelling Lab" erforscht, wie VR-Technologien das literarische Erzählen beeinflussen können. Studierende und Forschende arbeiten an verschiedenen Projekten, die VR und Literatur kombinieren, um neue Formen des Storytellings zu entwickeln. Das Lab bietet eine Plattform für Experimente und Innovationen im Bereich VR-Literatur, unterstützt durch wissenschaftliche Forschung.

Diese Beispiele verdeutlichen, wie VR die literarische Erfahrung neu gestaltet. Sie zeigen, wie Autoren und Leser gleichermaßen von dieser Technologie profitieren können und wie VR-Literatur eine aufregende neue Ära für das Geschichtenerzählen darstellt.

## Die Herausforderungen und Chancen für Autoren und Leser

Die Integration neuer Medien, digitaler Plattformen und Virtual Reality in die deutsche Literatur nach der Jahrtausendwende hat außer obenerwähnten Punkte noch eine Vielzahl von Herausforderungen und Chancen für Autoren und Leser geschaffen. Unten werden diese Aspekte genauer beleuchtet und anhand konkreter Beispiele aus der deutschen Literaturlandschaft erörtert, wie sich diese Veränderungen auf die literarische Schaffenskraft und das Leseverhalten auswirken.

### Die Veränderung des Schreibens im digitalen Zeitalter

Das digitale Zeitalter hat das Schreiben von Literatur tiefgreifend verändert. Eine der größten Veränderungen besteht darin, dass Autoren ihre Werke nun schneller und einfacher veröffentlichen können. Self-Publishing-Plattformen wie Storyban, StoryHub, Amazon Kindle Direct Publishing (KDP), Kobo Writing Life, BookRix, Tolino Media, Smashwords, BoD (Books on Demand), Lulu, Neobooks, Draft2Digital, Xinxii und soziale Medien ermöglichen es Autoren, ihre Bücher ohne Unterstützung traditioneller Verlage zu veröffentlichen. Dies hat die Eintrittsbarrieren für viele Schriftsteller gesenkt und eine größere Vielfalt an literarischen Stimmen hervorgebracht. Gleichzeitig hat die Verfügbarkeit solcher Plattformen zu einem Überschuss an Inhalten geführt, was es schwieriger macht, in der Masse der Veröffentlichungen sichtbar zu bleiben.

Autoren sehen sich nun mit dem ständigen Druck konfrontiert, nicht nur hochwertige literarische Werke zu produzieren, sondern auch kontinuierlich Inhalte für soziale Medien zu erstellen, um ihre Leserschaft zu binden und zu vergrößern (Boeck & Ludewig, 2015). Dieser Druck kann die kreative Freiheit einschränken und die literarische Tiefe und Qualität der Werke beeinträchtigen. Der Bedarf, schnell auf Trends und Leserwünsche zu reagieren, führt oft zu einer verkürzten Produktionszeit und einem verminderten Fokus auf detaillierte Überarbeitung und Politur der Texte.

Ein weiterer Aspekt ist die veränderte Art und Weise, wie Literatur konsumiert wird. E-Books und Online-Plattformen sowie unterschiedliche tragbare Geräte haben das Leseverhalten verändert. Leser bevorzugen oft kürzere, leichter konsumierbare Texte, was Autoren dazu zwingt, ihre Schreibstile anzupassen (vgl. Schmidt, 2014). Dies kann dazu führen, dass komplexe Handlungsstränge und tiefgehende Charakterentwicklungen zugunsten von schnelleren, einfacheren Erzählformen vernachlässigt werden.

Diese Entwicklungen stellen Autoren vor neue Herausforderungen, bieten aber auch Chancen. Die Möglichkeit, direkt mit Lesern zu interagieren

und Feedback zu erhalten, kann wertvolle Einblicke und Anregungen für die Weiterentwicklung der eigenen Werke liefern. Gleichzeitig bleibt es eine ständige Herausforderung, die Balance zwischen Zugänglichkeit und literarischer Qualität zu finden.

**Authentizität und Vertrauenswürdigkeit**

Im digitalen Zeitalter, in dem Informationen und Geschichten schnell und einfach verbreitet werden können, wird auch die Frage nach Authentizität und Vertrauenswürdigkeit zunehmend wichtig. Autoren müssen sich bemühen, ihre Glaubwürdigkeit zu wahren und sicherzustellen, dass ihre Werke auf solider Recherche und authentischen Informationen basieren. Dies ist besonders in einer Zeit relevant, in der Fake News und manipulierte Inhalte im Internet weit verbreitet sind (Ludwig, 2017). Leser müssen kritischer sein und die Quellen der Informationen, die sie konsumieren, sorgfältig überprüfen. Sie müssen lernen, zwischen verlässlichen und unzuverlässigen Quellen zu unterscheiden und sich bewusst sein, dass nicht alles, was im Internet veröffentlicht wird, der Wahrheit entspricht. Dies erfordert ein gewisses Maß an Medienkompetenz und die Fähigkeit, Informationen zu verifizieren.

Autoren hingegen stehen vor der Herausforderung, das Vertrauen ihrer Leser zu gewinnen und zu erhalten. Dies kann durch transparente Quellenangaben, sorgfältige Recherche und das Einhalten ethischer Standards in der Berichterstattung und im Erzählen von Geschichten erreicht werden. Authentizität ist nicht nur für Sachbücher und journalistische Texte wichtig, sondern auch für fiktionale Werke, da Leser auch hier eine gewisse Wahrheit und Glaubwürdigkeit erwarten (Thiele, 2018).

Die digitale Welt bietet jedoch auch Chancen. Durch direkte Interaktionen mit Lesern, zum Beispiel über soziale Medien oder Autorenblogs, können Autoren eine persönliche Beziehung zu ihrer Leserschaft aufbauen und Vertrauen schaffen. Diese Interaktionen ermöglichen es Autoren, Einblicke in ihre Arbeitsweise zu geben, Fragen zu beantworten und ihre Quellen und Inspirationen offen zu legen. Letztendlich ist es die Verantwortung der Autoren, die Authentizität ihrer Werke zu sichern und das Vertrauen ihrer Leser zu gewinnen. Gleichzeitig müssen Leser ihre Fähigkeiten zur kritischen Bewertung von Informationen stärken, um sich in der digitalen Informationsflut zurechtzufinden.

**Interaktivität und Partizipation der Leser**

Die Interaktivität zwischen Autoren und Lesern, die durch soziale Medien und digitale Plattformen ermöglicht wird, bietet sowohl Chancen als auch Herausforderungen. Durch diese Interaktivität können Leser aktiv an Diskussionen teilnehmen, direktes Feedback geben und einen direkteren Kontakt zu den Autoren haben. Diese unmittelbare Verbindung kann die Leserbindung stärken und wertvolle Einblicke für Autoren bieten, wie ihre Werke wahrgenommen und interpretiert werden. Eine der größten Chancen besteht darin, dass Leser durch Kommentare, Rezensionen und Diskussionen einen aktiven Beitrag zum literarischen Diskurs leisten können. Autoren können dieses Feedback nutzen, um ihre Werke weiterzuentwickeln und an die Bedürfnisse und Wünsche ihrer Leserschaft anzupassen (Fischer & Schweiger, 2019). Dies kann zu einer stärkeren Leserbindung und einem intensiveren Austausch zwischen Autoren und Lesern führen.

Auf der anderen Seite birgt diese Interaktivität auch Herausforderungen. Unterschiedliche Meinungen und kritische Kommentare können zu Konflikten und Missverständnissen führen. Autoren müssen lernen, konstruktives Feedback von negativen Kommentaren zu unterscheiden und professionell mit Kritik umzugehen (vgl. Schmidt, 2016). Zudem kann die ständige Präsenz in den sozialen Medien und die Erwartung, kontinuierlich mit Lesern zu interagieren, einen zusätzlichen Druck darstellen und die kreative Arbeit behindern.

Ein weiteres Problem ist die Gefahr der Polarisierung und der Bildung von Echo-Kammern, in denen nur noch die eigenen Ansichten bestätigt und andere Perspektiven ausgeblendet werden. Dies kann zu einer Verengung des Diskurses führen und die Vielfalt der Meinungen und Ideen einschränken. Dennoch bietet die digitale Interaktivität eine einzigartige Möglichkeit, Literatur lebendiger und zugänglicher zu machen. Autoren und Leser können gemeinsam neue Wege des Storytellings erkunden und die Grenzen traditioneller Erzählformen erweitern.

**Erhaltung der literarischen Qualität und Tiefe**

Die Notwendigkeit, sich an kürzere Aufmerksamkeitsspannen und schnellere Informationsflüsse anzupassen, kann dazu führen, dass Autoren die literarische Tiefe ihrer Werke vernachlässigen. Im digitalen Zeitalter, in dem schnelle, leicht konsumierbare Inhalte bevorzugt werden, besteht die Gefahr, dass komplexe Handlungsstränge und tiefgehende Charakterentwicklungen zugunsten von oberflächlicheren Erzählungen vernachlässigt werden (Hennig & Schachtner, 2018). Autoren müssen eine Balance finden zwischen der

Zugänglichkeit ihrer Werke und der Erhaltung ihrer literarischen Qualität. Dies erfordert, dass sie sich bewusst mit den Erwartungen und Bedürfnissen ihrer Leser auseinandersetzen und gleichzeitig ihre künstlerische Vision und Integrität bewahren. Es ist wichtig, dass sie den Mut haben, tiefergehende Themen und komplexere Erzählstrukturen zu entwickeln, auch wenn diese nicht sofort die breite Masse ansprechen.

Ein weiterer Aspekt ist die Anpassung an neue Medienformate und Plattformen. E-Books, Blogs und soziale Medien bieten selbstverständlich neue Möglichkeiten des Erzählens, erfordern aber auch neue Schreibstile und Techniken. Autoren müssen lernen, diese Formate effektiv zu nutzen, ohne die Tiefe und Qualität ihrer Erzählungen zu opfern. Die Herausforderung besteht darin, literarische Werke zu schaffen, die sowohl den Anforderungen des digitalen Zeitalters gerecht werden als auch tiefgründig und qualitativ hochwertig sind (Haas, 2017). Dies erfordert ein hohes Maß an Kreativität, Flexibilität und technischem Verständnis.

Trotz dieser Herausforderungen bietet das digitale Zeitalter auch neue Möglichkeiten, literarische Werke zu verbreiten und ein breiteres Publikum zu erreichen. Autoren können innovative Erzähltechniken und interaktive Elemente nutzen, um ihre Geschichten auf neue und spannende Weise zu präsentieren. Um diese Herausforderungen und Chancen zu verdeutlichen, werden einige Beispiele aus der deutschen Literatur nach der Jahrtausendwende genauer angesehen:

"QualityLand" von Marc-Uwe Kling: Dieser satirische Roman setzt sich mit den Auswirkungen von Technologie und künstlicher Intelligenz auf die Gesellschaft auseinander. Er stellt die Frage nach der Grenze zwischen menschlicher Kreativität und maschineller Effizienz.

"Blogroman" von Christian Y. Schmidt: Dieser Roman wurde als Blog veröffentlicht und erzählt die Geschichte eines Schriftstellers, der seine Arbeit öffentlich teilt und direktes Feedback von Lesern erhält. Hier sehen wir, wie die Interaktivität zwischen Autor und Leser in die Literatur einfließt.

"Schneewittchen muss sterben" von Nele Neuhaus: Dieses Buch wurde ursprünglich im Self-Publishing veröffentlicht und erreichte große Popularität. Die gesamte Taunuskrimi-Reihe von Neuhaus wurde über 5 Millionen Mal verkauft und in zahlreiche Sprachen übersetzt.

"Gefährliche Intrigen" von Emily Bold: Emily Bold begann ihre Karriere als Self-Publisherin auf Amazons Kindle Direct Publishing. Ihr Buch "Gefährliche Intrigen" schaffte es sofort in die Top 20 der Romance-

Bestsellerliste. Bold veröffentlicht mittlerweile viele ihrer Bücher selbst und hat auch erfolgreiche Kooperationen mit Verlagen.

"Schröders Verdacht" von Lutz Kreutzer: Lutz Kreutzer veröffentlichte seine Bücher ebenfalls über Self-Publishing und erzielte großen Erfolg auf Amazon. Sein Krimi "Schröders Verdacht" erreichte Platz 1 im Amazon Kindle-Shop.

"Der 7. Tag" von Nika Lubitsch: Nika Lubitsch ist eine bekannte Self-Publisherin, deren Buch "Der 7. Tag" große Erfolge feierte und sogar als Vorlage für einen ZDF-Film diente. Ihre Romane werden über Amazon Kindle Direct Publishing veröffentlicht.

"MondLichtSaga": Marah Woolf ist eine sehr erfolgreiche Self-Publisherin im Bereich Fantasy und Liebesromane. Ihre Reihen wie die "MondLichtSaga" haben ihr einen Platz auf der Spiegel Bestsellerliste eingebracht. Sie veröffentlicht hauptsächlich über Kindle Direct Publishing.

Diese Beispiele veranschaulichen, wie Autoren und Leser in unserem Zeitalter sowohl vor Herausforderungen als auch vor aufregenden Möglichkeiten stehen. Zweifellos kann / wird sich die Literatur weiterentwickeln und neue Wege für den Ausdruck und die Kommunikation eröffnen, solange Autoren und Leser sich aktiv mit den Veränderungen auseinandersetzen und die Chancen nutzen, die sich bieten.

## Schlussfolgerung und Vorschläge für Literaturwissenschaftler

Heutzutage ermöglicht die durch digitale Plattformen und soziale Medien geförderte Interaktivität eine stärkere und partizipativere Beziehung zwischen Autoren und Lesern. Leser können durch Kommentare, Rezensionen und Diskussionen aktiv zum literarischen Diskurs beitragen und direktes Feedback geben. Dieses Feedback bietet den Autoren die Möglichkeit, ihre Werke weiterzuentwickeln und an die Bedürfnisse und Wünsche ihrer Leserschaft anzupassen. Insbesondere die Technologie der virtuellen Realität (VR) besitzt das Potenzial, Leser in die Geschichten, die sie lesen, einzubeziehen und sie zu aktiven Teilnehmern der Handlung zu machen. Dies stellt eine Revolution in der Art und Weise dar, wie Literatur erlebt wird. Darüber hinaus sind soziale Medien-Plattformen wie Twitter, TikTok, Instagram und Facebook zu wichtigen Werkzeugen für Autoren geworden, um ihre Werke zu bewerben und direkt mit ihren Lesern zu kommunizieren. Diese direkte Kommunikation hat eine engere und interaktivere Gemeinschaft innerhalb der Literaturwelt geschaffen.

Von den obigen Ausdrücken ausgehend kann man Die Untersuchung der Einflüsse neuer Medien und virtueller Realitäten auf die zeitgenössische deutsche Literatur zeigt deutlich, dass die Digitalisierung die literarische Landschaft revolutioniert hat. Autoren wie Sibylle Berg, Daniel Kehlmann, Juli Zeh und viele andere haben innovative Wege gefunden, um VR und andere digitale Technologien in ihre Werke zu integrieren und somit neue Erzählformen zu schaffen. Diese Entwicklungen bieten nicht nur neue kreative Möglichkeiten, sondern verändern auch die Rolle der Leser, die zu aktiven Teilnehmern an der literarischen Erfahrung werden. Die Literatur hat sich von einem statischen Medium zu einer dynamischen und interaktiven Kunstform entwickelt, die den Leser in die Tiefe der Erzählung hineinzieht und eine immersive Erfahrung bietet.

Es ist eine Reise in eine literarische Zukunft, in der die Grenzen zwischen Autor und Leser, zwischen Fiktion und Realität, zwischen Buch und Bildschirm, auf wunderbare Weise verschwimmen. Dies ist eine Zukunft, die die Tradition ehrt und gleichzeitig die Möglichkeiten des digitalen Zeitalters auslotet. Man taucht so mit in die Welt der virtuellen Realitäten und literarischen Welten in der zeitgenössischen deutschen Literatur ein und lässt sich von den unendlichen Möglichkeiten inspirieren, die diese Fusion von Technologie und Kreativität bietet.

Trotz der vielen Vorteile, die die Digitalisierung mit sich bringt, gibt es auch kritische Stimmen. Einige befürchten, dass die digitale Literatur die Qualität traditioneller Bücher untergraben könnte. Die Leichtigkeit des Self-Publishing könnte zu einer Flut von minderwertigen Veröffentlichungen führen, die es schwieriger machen, qualitativ hochwertige Werke zu finden. Zudem gibt es auch Bedenken hinsichtlich der Datensicherheit und des Datenschutzes. E-Books und digitale Plattformen sammeln oft umfangreiche Daten über das Leseverhalten, was Fragen des Datenschutzes aufwirft.

Unabhängig von der Perspektive, aus der das Thema betrachtet wird, ist es unbestreitbar, dass die Entwicklungen im digitalen Bereich nachhaltige Auswirkungen auf die Produktion, den Druck und die Verbreitung literarischer Werke haben werden. Es ist von entscheidender Bedeutung, diese Realität nicht zu vernachlässigen, sondern vielmehr Maßnahmen zu ergreifen, um ein ausgewogenes Verhältnis in diesem Bereich zu schaffen. Daher erscheint es sinnvoll, im Folgenden einige Empfehlungen für Literaturwissenschaftler zu formulieren.

**Vorschläge für Literaturwissenschaftler**

*Erforschung neuer Erzählformen:* Literaturwissenschaftler sollten die verschiedenen Formen interaktiver und multimodaler Literatur genauer untersuchen. Dabei könnten sie herausfinden, wie diese neuen Formen das traditionelle Verständnis von Text und Narration verändern und welche neuen Methoden der Textanalyse erforderlich sind.

*Analyse der Leser-Autor-Interaktion:* Die direkte Kommunikation zwischen Autoren und Lesern über soziale Medien und andere digitale Plattformen hat das traditionelle Verhältnis verändert. Wissenschaftler könnten untersuchen, wie diese Interaktion die Rezeption und Interpretation literarischer Werke beeinflusst.

*Technologische Integration in der Literatur:* Eine detaillierte Untersuchung der Verwendung von Technologien wie VR und AR in literarischen Werken wäre wertvoll. Dabei könnten Literaturwissenschaftler untersuchen, wie diese Technologien neue narrative Strukturen ermöglichen und welche Auswirkungen sie auf das Leseverhalten haben.

*Untersuchung der Authentizitätsfrage:* Die Frage nach der Authentizität in einer digitalisierten Welt ist besonders relevant. Wissenschaftler könnten erforschen, wie Autoren Authentizität in digitalen und virtuellen Erzählwelten herstellen und welche neuen Kriterien für Authentizität in der digitalen Literatur gelten.

*Bildung und Vermittlung:* Die Integration neuer Medien in den Literaturunterricht könnte ein weiteres Forschungsfeld sein. Hier könnten Literaturwissenschaftler pädagogische Konzepte entwickeln, die Schülern helfen, digitale und interaktive literarische Werke zu verstehen und kritisch zu reflektieren. Die empirische Studie von Karacabey mit Deutschlehramtsstudierenden zeigte, dass mit Nutzung der Medien unterschiedliche Kompetenzbereiche wie Sprechen, Hören, sowie Lesen und Schreiben gezielt gefördert werden können. Im Rahmen der Untersuchung nutzten die Teilnehmenden lyrische Texte, die in Verbindung mit Medien präsentiert wurden, was das Textverständnis erheblich unterstützte und den Studierenden erweiterte Einblicke in die literarische Praxis ermöglichte (vgl. 2021, S.11). Karacabey betonte zusätzlich, dass die Wirkung von Sprache und Inhalt durch das Überspielen der Texte mit dem Voice-over/Audiodatei hervorgehoben werden konnte (vgl. 2021, S.11).

*Langfristige Archivierung und Nachhaltigkeit:* Ein weiteres Forschungsfeld könnte die nachhaltige Archivierung digitaler Literatur sein. Wissenschaftler könnten Strategien entwickeln, um digitale Werke für zukünftige

Generationen zugänglich zu machen und die ökologischen Auswirkungen der digitalen Literaturproduktion zu minimieren.

Durch diese Vorschläge können Literaturwissenschaftler einen wertvollen Beitrag zur Weiterentwicklung der Literaturforschung leisten und dazu beitragen, die Herausforderungen und Chancen der digitalen Revolution in der Literaturwelt besser zu verstehen.

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Bölüm 4

# Scrutinizing Young Adult EFL Learners' Mediation of Gamified Student Response Systems in Intensive English Foundation Courses

**Ferhat Karanfil**[1]

As the twentieth century drew to a close, rapid advancements in technology and technical fields sparked profound changes across societies. These shifts have continued to accelerate, particularly within educational systems, which are gradually redefining their purpose and function in response to the demands of the information age. Integrating information and communication technologies into the educational process has become imperative (Candan & Başaran, 2023). Given the ongoing and significant developments in internet technologies in recent years, it is evident that these transformations are profoundly influencing the emerging generation. This generation, often referred to as the "Internet generation" (Bennett et al., 2008) or "Digital natives" (Autry & Berge, 2011), is characterized by its propensity to become easily disengaged. These students crave active participation in the classroom and are open to embracing new approaches. They also exhibit a strong tendency towards self-directed learning. Unfortunately, most traditional curricula fail to account for these tendencies, continuing to rely on outdated, non-digital teaching methods that do not align with the needs of "digital native" students. When educators integrate digital tools (Kahoot, Quizlet, Blooket) into their teaching, it becomes much easier for students who have grown up immersed in internet technologies to remain engaged and succeed.

Kerimbayev et al. (2023) highlight that traditional face-to-face instruction tends to focus on the teacher, yet effective learning is best achieved through

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student-centred approaches. This shift can be facilitated by creating learning environments enriched with digital tools. Morais and Gonçalves (2020) further emphasize the need for innovative teaching methods to foster motivation and engagement among Generation Alpha (Yurtseven and Karadeniz, 2020). One such method is gamification, which addresses challenges like boredom, low motivation, apathy, and distraction that are prevalent among students of the digital generation (Luarn et al., 2023). Gamification, an innovative instructional strategy, involves the incorporation of game-like elements into the curriculum to enhance the learning process. This approach is designed to capture students' interest and make learning more engaging. By integrating gamification into lessons, educators can significantly boost students' attention and enthusiasm (Prieto-Andreu et al., 2022). This increase in engagement often leads to improved academic performance and higher motivation among students (Ertan & Kocadere, 2022). Ultimately, gamification presents a compelling solution for the twenty-first-century learner, who may feel disconnected from conventional teaching methods (Chen & Liang, 2022). Through gamification, educational content is seamlessly woven into game formats, enhancing both knowledge and skill acquisition (Luo, 2022).

Given the demonstrated effectiveness of gamification in enhancing student engagement and improving academic outcomes, it is vital to explore the potential benefits of GSRSs in pre-faculty courses, as to be successful in the prep program, students need a sustained engagement to study and involve themselves in their learning journey. The present study aims to investigate the impact of gamified student response systems (GSRSs) on learner motivation. This research is significant because it seeks to provide empirical evidence on the effectiveness of the GSRSs in foreign language education from students' perspectives. By understanding how gamification can be optimally integrated into the learning process, educators can better tailor their teaching strategies to meet the needs of twenty-first-century learners, thereby fostering a more interactive and effective educational environment. Given the importance of gamification and GSRSs, the researcher formed the following question guided the study.

RQ1: What are the opinions and experiences of Turkish students of English as a Foreign Language in a preparatory school towards using Kahoot, Quizlet, and Blooket as digital student response systems?

## Literature Review

### Gamified Student Response Systems (GSRSs) in Education

Traditional classroom strategies that promote interaction, such as hand-raising or the use of response cards, limit the opportunity for only a few students to respond to questions at any given time (Cakiroğlu, et al., & Gokoğlu, 2018). The advancement of technology has made it imperative to adopt innovative methods in teaching and learning processes within the classroom. In this context, gamified student response applications have gained significant popularity among students, as they enable all participants to share their answers (Cakir, 2019) simultaneously. The integration of such tools, including Kahoot and Socrative, into the learning process, offers novel approaches to transforming the learning environment into a communicative space where learners can engage with problems and interact with peers (Sık & Topkaya, 2024). There are other well-known GSSRs such as Mentimeter, Quizizz, Slido and Baamboozle. For the current study, only Kahoot, Quizlet and Blooket would be under scrutiny for the engagement of students. Koçak (2022) highlighted that game-based student response systems generate a level of engagement and energy that sets them apart from traditional response systems, where students typically use handheld devices to answer questions. Dervan (2014) emphasized that Socrative, as one of the gamified student response systems, provides educators with the ability to enhance the delivery of their lectures, thereby increasing student interaction and contributing to improved learning outcomes.

Furthermore, Dervan (2014) reported that the majority of students concurred that Socrative enhanced interaction during lectures. The potential disadvantage of Socrative, it is not being used in classes or academic research, and there have been newer gamified response systems. Last but not least, similarly, Nadem et al. (2023) found that students utilizing one of the gamified response applications perceived this method as beneficial to their learning experience and believed it helped them achieve higher grades.

**Kahoot** It is used as an interactive vocabulary and grammar practice tool. Kahoot's live quiz format is excellent for practising vocabulary and grammar in a dynamic, engaging environment. The immediate feedback helps reinforce learning, and the competitive element can motivate students to participate actively (Öden et al.,2021). Kahoot is particularly effective in group settings where the focus is on quick recall and reinforcing previously learned material in intensive language courses (Tao and Zou, 2023). The classroom environment can be enhanced through the use of Kahoot, a

versatile platform accessible via any internet-enabled device. Kahoot's framework is structured around a question-and-answer format, offering an engaging approach to assessment. Educators can design interactive learning activities, referred to as "Kahoots," within four distinct categories: quiz, discussion, survey, and combination. These Kahoots can incorporate various multimedia elements, including videos, images, and diagrams, to support learning objectives. Additionally, the interactive nature of the Kahoot! platform allows users to access and utilize games created by other educators, fostering a collaborative learning experience.

**Quizlet** It is used for vocabulary building and teamwork activities. Quizlet is highly effective for EFL learners who need to build and reinforce vocabulary. The flashcard system, with the ability to include images and audio, helps learners associate words with their meanings and correct pronunciations. The "Learn" and "Spell" modes are particularly useful for reinforcing spelling and understanding word usage in context. Quizlet's adaptability to individual learning paces makes it ideal for self-study for high-stakes tests such as the DELTA Module 1 exam or vocabulary test using flashcards. It is deemed beneficial for EFL learners, particularly for building vocabulary and reinforcing language concepts at their own pace. The combination of visual, auditory, and interactive elements makes it highly versatile and effective for language acquisition. Quizlet provides learners with a range of game modes to enhance their study experience. However, certain features, such as Spell, Gravity, and Live modes, are not available on mobile applications. English vocabulary can be effectively studied through the Learn and Flashcards modes. The Learn mode evaluates students' knowledge of terms and tracks their mistakes, subsequently displaying both the correct answers and the errors made by the learners. Flashcards enable students to review essential vocabulary, reinforcing their understanding. Additionally, the Write mode requires students to actively engage by writing out the definitions of terms or corresponding images.

**Blooket** is used for gamified learning with a focus on reinforcement. Blooket's gamification approach can be highly engaging for young adult EFL learners or those who benefit from a more playful, less traditional learning environment. The variety of games can help reinforce vocabulary and grammar in a fun, low-pressure setting. Blooket's ability to make learning feel like a game can be particularly effective for keeping students engaged over longer periods. There are some modes that language games can be played in different modes such as monster brawl, deceptive dinos, gold quest, crypto hack, fishing frenzy, blook rush, battle royale, tower defence, cafe, factory, racing, and classic. For comprehensive EFL learning,

combining these tools could provide a balanced approach that caters to different aspects of language acquisition.

## Methodology

### Research Design

The research employed a qualitative method with narrative design, both focus group interviews and semi-structured interviews to gather in-depth data from participants. This approach was chosen to explore participants' perspectives, experiences, and insights in a flexible yet guided manner.

Focus group interviews were conducted to facilitate dynamic discussions among participants, encouraging the exchange of ideas and allowing for the emergence of shared and contrasting views regarding GSRSs. Semi-structured interviews were also conducted to complement the data gathered from focus groups. This method provided the flexibility to explore specific topics in greater depth while maintaining a consistent structure across interviews. The interview questions were presented in the Appendix.

### Participants

The study participants were students enrolled in both state and foundation universities in Türkiye. At the foundation university, all students in the class participated in the interviews. However, due to the larger class sizes at the state university (18 students), participation was voluntary, and a subset of learners was invited to take part. A total of 24 students participated in the study, with 12 from the foundation university and 12 from the state university. The sample consisted of 8 female and 16 male students, all of whom were studying at the A2 proficiency level and were between the ages of 20 and 21 years old.

### Data Collection

The researcher had semi-structured interviews (face-to-face) and focus group interviews(online). By utilizing both face-to-face semi-structured interviews and online focus group interviews, the researcher was able to gather rich, bi-dimensional data that provided a deeper understanding of how game-based learning platforms impact students' learning experiences. The combination of these interviews ensured that both individual and group perspectives were captured, contributing to the trustworthiness of the findings.

### Data Analysis

The data analysis process followed a systematic approach, beginning with the transcription of the semi-structured and focus group interviews. After transcription, a preliminary review of the data was conducted to gain familiarity and identify initial patterns. The researcher used the code-recode technique to increase reliability. The data was then subjected to bottom-up content analysis, where it was carefully coded in Excel to capture recurring ideas and concepts. These codes were grouped to form broader themes that represented the key insights from the interviews. The researcher used peer-debriefing technique as he was the teacher of a class where the data was collected. Then, the themes were compared and contrasted across the different interview formats to ensure a comprehensive and consistent understanding of the data. Finally, these themes were synthesized into a coherent narrative, providing a detailed interpretation of the findings and their implications for understanding students' experiences with the game-based learning platforms. When the results were out, they were shared with voluntary students and a member-check was done to increase reliability.

## Results

The results from the interviews are shown in the table below.

***Table 1: Qualitative Results and Themes from Focus Group Interviews and Semi-structured Interviews.***

| Categories | Kahoot | Quizlet | Blooket |
|---|---|---|---|
| Effectiveness to Practice | realize our mistakes with the explanations of the teacher.<br>Not for learning but revising(n=5) | We can learn from each other.<br>revise many times<br>collaborative<br>many opportunities to learn (n=/) | Coursebook specific<br>Unit-specific<br>Current themes<br>Many question (import) |
| Engagement (Social and Behavioral) | Teachers can add clips to it, and the music and leaderboard are engaging (n=11)<br>Prefer to play other games on my phone(n=3) | Seeing the progress on the board.<br>The music is engaging.<br>New groups all the time | Modes(crypto-hack, coffee, Christmas)<br>Getting money from others, predicting passwords |
| Collaboration or Competition | The same students became winners, and some experience failures (n=13)<br>Only competition (n=2) | Cooperation mainly and some competition(n=6) | Can be played with virtual learners(n=3)<br>Good for homework (n=1) |

| | | | |
|---|---|---|---|
| Current Challenges | Pseudo-names (n=7)<br>Same exercises, not coursebook specific(n=4)<br>Challenges with student's internet speed (n=6), time limit, loud music | Being in a weak group (n=3)<br>Unwanted classmates (n=5)<br>Questions from other languages. (n=2)<br>Notifications from other apps (n=6) | Not easy to navigate at first (n=9)<br>Distraction to win, not content (n=2)<br>Limited teacher control (n=3)<br>Last longer than others (n=10) |
| Desired Additional Features | Teachers should assign it as homework, multiple attempts, and classroom on the platform. | Screen freezer when playing (n=4) Report at the end (n=2) | More modes to play, team modes (n:8), feedback at the end (n:10) |

The analysis of the data collected on the use of game-based learning platforms—Kahoot, Quizlet, and Blooket—revealed several key insights across the categories of effectiveness in teaching, engagement, collaboration or competition, challenges, and additional features.

Kahoot was found to be effective in helping students realize their mistakes, especially with teacher explanations, though it was primarily seen as a tool for revising content rather than for learning new material. Quizlet was appreciated for its ability to facilitate peer learning and revision, with its coursebook-specific and unit-specific content being particularly beneficial. Blooket was recognized for its collaborative opportunities and the variety of learning experiences it offers, with some students noting that it provided many opportunities to learn through repetition and collaboration.

Kahoot's engagement was boosted by its multimedia features, including the ability to add video clips, music, and a competitive leaderboard, making it particularly engaging for students. However, some students preferred other mobile games over Kahoot. Quizlet engaged students by allowing them to track their progress on the leaderboard and through its use of engaging music and frequent new group formations. Blooket stood out for its variety of modes, such as "crypto-hack" and "coffee," which included elements like predicting passwords and collecting money, keeping students engaged through diverse and interactive gameplay.

Kahoot was primarily associated with competition, with some students feeling discouraged by the repetitive winners and the focus on competition. Quizlet was noted for its emphasis on cooperation, with some elements of competition, which was generally well-received by students. Blooket offered both collaborative and competitive elements, and its ability to be played with virtual learners made it versatile. It was also highlighted as a good tool for homework assignments.

Kahoot faced challenges such as the use of pseudo-names by students, lack of coursebook-specific exercises, and issues related to students' internet speeds, time limits, and loud music during the game. Quizlet had issues with students being placed in weak groups, having unwanted or unsuccessful classmates, encountering questions in other languages, and receiving notifications from other apps during gameplay. Blooket was identified as being initially difficult to navigate, leading to a focus on winning rather than content learning and limited teacher control over the game. Additionally, Blooket sessions were noted to last longer than those on other platforms. Participant Student 8 noted that "although Blooket games last longer than others, which sometimes we prefer, we enjoy it thanks to the modes in it."

Students suggested that Kahoot could be more effective if teachers assigned it as homework with options for multiple attempts and classroom integration within the platform. For Quizlet, a screen-freeze feature during play and a report at the end of sessions were recommended. There are other useful recommendations from Cinar & Ari, 2019. Blooket was highlighted as needing more modes, team-playing options, and feedback at the end of sessions to enhance its utility further and provide feedback to the player.

Overall, while each platform had its strengths and challenges, the data suggest that a combination of these tools, tailored to specific classroom needs and learning objectives, could provide a well-rounded and engaging learning experience for students.

## Discussion

The findings from this study provide valuable insights into the effectiveness, engagement, collaboration, and challenges associated with using Kahoot, Quizlet, and Blooket as game-based learning platforms in the classroom. These insights highlight both the strengths and areas for improvement in each platform, offering a nuanced understanding of how they contribute to the learning experience. Regarding the effectiveness of Kahoot, while recognized for helping students identify their mistakes through teacher explanations, it was primarily seen as a revision tool rather than a means for learning new content, as suggested in the same vein by Kurtoğlu (2021). This suggests that Kahoot may be more suitable for reinforcing previously learned material rather than introducing new concepts. In contrast, Quizlet's coursebook-specific and unit-specific content, combined with its collaborative features, made it a more versatile tool for both learning (Waluyo & Bukol, 2021) and revising. Blooket's variety of collaborative opportunities also indicates its potential for fostering peer learning, although its primary focus appears to be on engaging students through repeated practice (Huynh, 2024)

Engagement emerged as a critical factor in the effectiveness of GSRSs in the study of Mykytka (2013) and similarly in this study. Kahoot's multimedia features, such as video clips and music, were particularly engaging for students. However, some noted a preference for other mobile games, suggesting that while Kahoot is engaging, it may not fully meet the entertainment expectations of digital-native students. It is advisable that Kahoot should start adding modes to the games to make it more appealing. Quizlet's leaderboard and music were also effective in keeping students engaged, but the platform's constant formation of new groups may help maintain student interest over time. Blooket's diverse game modes were a standout feature, offering students a variety of ways to engage with the material. This variety likely contributed to sustained student interest, particularly through modes that incorporate elements of prediction and competition.

Participants learners in the study were well aware of the fact that they played the games to recall the information and use it, as suggested by Sevigny (2024). Kahoot's competitive nature, while motivating for some, led to feelings of discouragement among students who did not frequently win, highlighting a potential downside of competition-heavy platforms. Quizlet's mix of cooperation and competition appears to strike a better balance, promoting a more inclusive learning environment. Blooket's ability to incorporate both collaborative and competitive elements and its flexibility for virtual learning suggests that it could be particularly useful in hybrid or online learning environments. However, the feedback regarding competition and its impact on student morale should be considered when using these platforms (Mohd et al., 2023). Teachers' autonomy comes into play while deciding which GSRSs to use and when. Each platform poses specific challenges that could hinder their effectiveness, but as the researcher with an insider perspective, the researcher believes that most of the issues may be solved with the involvement of teachers, such as Kahoot's issues with pseudo-names or lack of course-specific exercises. Quizlet's challenges, such as unwanted classmates, may be solved with better forming of groups and irrelevant questions, indicating that there is room for improvement in customization or that the teacher should upload his or her questions. Blooket's initial complexity could be addressed by some formative tasks by the teacher. However, challenges stemming from the platforms are beyond the current control of the teacher.

## Pedagogical Implications

The suggestions for additional features provide practical recommendations for enhancing the platforms. Kahoot could benefit from integrating more homework-related functionalities, and English teachers could assign similar activities to their school learning management systems. Quizlet's suggested screen-freeze feature and end-of-session reports would enhance its utility as a learning tool, providing more structured feedback to both students and teachers. This suggestion is also achievable in Moodle-based learning management systems. Blooket's potential improvements, such as adding more game modes, team-play options, and end-of-game feedback, would further diversify its offerings and make it a more robust tool for both individual and collaborative learning.

Most importantly, we as teachers could hinder many problems during the games with advanced planning. For example, if you have very strong or very weak learners, instead of Kahoot, Quizlet should be used for cooperative learning. Otherwise, teachers may get the same winners or losers. If you have many teaching hours in a pre-EMI (English as a medium of instruction) context, Blooket could be used for well-rounded and focused practice.

Last but not least, teachers feel that there are some students grouping in the classroom and they do not want to be friends with others, you can use Quizlet for more mingling and get to know different class peers. As educators, our emphasis should not be on game elements such as winning, competition, scoring, racing against time, or badges. We should also avoid overemphasizing feedback or cooperation. Instead, we must keep our primary goal in mind, which is to teach English or any other content in a way that promotes learner autonomy (İnci, 2020).

In conclusion, while Kahoot, Quizlet, and Blooket each offer unique advantages for game-based learning, their effectiveness is highly dependent on the context in which they are used. Teachers should carefully consider the specific needs of their students and the learning objectives of their courses when selecting and implementing these platforms. We cannot guarantee that the GSRSs we are using now will still be in action in ten years. However, addressing the challenges and incorporating the suggested additional features could significantly enhance the educational value of these upcoming GSRS, making them more effective and engaging for a diverse range of learners.

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**Appendix**

The first questions were used as the main prompt, and the second questions were used when necessary.

1. How do you feel about using game-based platforms like Kahoot, Quizlet, and Blooket for studying? Can you provide specific examples of how these platforms have influenced your learning experience?

Which of these platforms (Kahoot, Quizlet, Blooket) do you find most engaging, and why? What features of this platform make it stand out for you?

How do these platforms help you retain information and collaborate with others? Can you describe any particular strategies you use with these platforms to improve your learning?

Have you encountered any challenges or limitations while using Kahoot, Quizlet, or Blooket? How did you overcome these challenges, or what improvements would you suggest?

In what ways do you think the use of these platforms could be improved to support your learning better? Are there any additional features you would like to see on these platforms?

Focus Group Interview Questions

1. How do you compare the effectiveness of Kahoot, Quizlet, and Blooket when it comes to preparing for exams? Are there specific subjects or topics where one platform works better than the others?

2. What are your favourite game modes or features on each platform, and why do you prefer them? How do these features contribute to your engagement and learning?

3. How do you collaborate with your classmates when using these platforms, and does this collaboration impact your learning? Are there differences in collaboration experiences across the different platforms?

4. Do you think using these game platforms changes the way you approach studying? If so, how?

How do these platforms fit into your overall study routine?

5. How would you describe the role of competition in your learning experience when using Kahoot, Quizlet, and Blooket? Does competition motivate you, and if yes, how does it differ between these platforms?

Bölüm 5

# Understanding the Challenges and Affordances of Using AI Through the Lens of Activity Theory

**Pınar Koçer**[1]

Artificial Intelligence (AI) is increasingly changing various aspects of people's lives (Bhutoria, 2022). In particular, integrating AI in education has been regarded as one of the most important changes in the ways of teaching and learning (Walter, 2024). That is why using AI has been an interesting practice for teachers who aim to develop concurrent with technological advancements (Ng et al., 2023). The tendency toward using AI technologies in foreign language education has been echoed in earlier research (Karataş et al., 2024). Accordingly, several studies have shown English as a foreign language (EFL) teachers' and learners' motivation to use AI (Song & Song, 2023; Wei, 2023). In spite of this interest toward adopting AI in language teaching repertoire, research counts a series of challenges that teachers face in employing AI (Ebadi & Amini, 2022).

Research shows that AI-enhanced language instruction on has a positive impact on learning outcomes, L2 motivation (Wei, 2023), thus leading to higher academic performance and greater active participation (Huang et al., 2023), in addition to more frequent self-regulated learning strategy use (Wei, 2023). However, earlier research also indicates some negative concerns about the AI-powered language learning tool, such as ChatGPT, by underlining potential long-term adverse effects of AI use on learners' academic writing skills (Yan, 2023).

As briefly put above, the use of AI in educational practices still requires critical research studies as the studies above report both positive and negative concerns about it, let alone ethical considerations of AI in teaching, learning, and assessment processes. Therefore, given the pivotal role of AI in foreign

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language education, the previous research discussed briefly above indicates that there is a need to explore the motivations of EFL teachers to use AI in their teaching practices with challenges and possible benefits in mind.

Driven by this importance of AI in foreign language teaching, the present study aims to examine the challenges of using AI in foreign language teaching as well as the possible solutions to address the problems in AI use drawing on activity theory perspective. The results of this study can shed light on the factors that boost or impede EFL teachers' dispositions toward using AI in EFL teaching. As a result, this could provide certain data for stakeholders to identify major difficulties and possible solutions in order to enhance language teaching instructions within educational settings. Accordingly, teacher educators can become more aware of the topics that should be implemented in teacher education programs in today's digital world.

## Literature Review

### AI in Foreign Language Education

The importance and benefits of English as a foreign language and lingua franca all over the world have had a tremendous impact on the widespread use of English in educational settings and language policies. During and after Covid-19, transforming educational activities to online platforms has posed certain challenges and changes impacting each stakeholder from policy makers to students and teachers (Sun, 2020). This resulted in the more frequent use of information and communication technologies in language teaching and learning process. Among these technologies, artificial intelligence (AI) has become a promising tool in language learning and teaching, for both improving learners' academic performance and educational practices (Huang et al., 2023).

To be able to orient to the integration of AI use in education, one needs to fully understand what AI is. Therefore, as a broader concept, AI can be conceptualized as the ability of a computer or machine to stimulate human cognitive functions, ranging from learning from previous experiences, recognizing objects, understanding and responding to language, to even making decisions, and solving complex problems (Russell & Norvig, 2016). Considering the AI in applied linguistics, there is a growing interest in the AI use in English teaching and learning process from both the lens of teachers and learners.

Given the importance of the transformative potential of AI in language teaching, education systems worldwide and the stakeholders including researchers, educators, and policymakers are increasingly showing a growing interest in AI-driven educational Technologies. Within this evolving educational landscape, a variety of research studies have focused on the integration of AI in education, in general and language teaching and learning in particular (Ali et al., 2023; Chen et al., 2022; Ebadi& Amini, 2022; Huang et al., 2023; Sun et al., 2021; Wei, 2023; Yan, 2023).

For example, through a mixed methods study, Wei (2023) explored the impact of AI-enhanced language instruction on learning outcomes, L2 motivation and self-regulated learning of EFL learners. The study of Wei (2023) revealed that the experimental group outperformed the control group across all areas of English learning along with a higher L2 motivation and more frequent use of self-regulated learning strategies. In a similar vein, Huang et al. (2023) conducted a study comparing the academic performance and engagement levels of students enrolled in an AI course with those in a non-AI course. The results indicated that students in the AI course not only achieved higher academic performance but also showed greater active participation in their learning activities than those in the non-AI course.

Moreover, Ali et al. (2023) attempted to uncover the ChatGPT use as an AI tool on the motivation of both English language learners and teachers. While their study reported a positive impact of AI-enhanced language learning tool on learners writing and reading skills, it didn't indicate any positive or negative impact on speaking and listening skills. In another study, Ebadi and Amini (2022) explored the influence of AI-assisted language learning on the engagement of EFL learners. They collected both qualitative data as recordings of learners in their interaction with the AI tool, and quantitative data for investigating motivation, social presence, and human-likeness. The results indicated that the AI tool significantly enhanced the learners' motivation and engagement in the learning process.

When it comes to language sub skills, many researchers focused on writing (Gayed et al., 2022; Liu et al., 2021), vocabulary knowledge (Hsu et al., 2023), and speaking skills (Junaidi, 2020). To start, in a study conducted by Liu et al. (2021), the impact of AI-aided language learning on the writing skills of EFL learners was questioned. The researchers concluded that there was a significant positive influence of AI-aided language learning on learners' writing skills. Moreover, in another study conducted by Junaidi (2020), the effect of AI-supported language learning tools on EFL learners' speaking skills was investigated. The study of Junaidi (2020) found out that

AI learners achieved better than non-AI learners in speaking proficiency. However, Yan (2023) conducted a study questioning the role of ChatGPT, an AI-powered language learning tool, in enhancing the English writing skills of EFL learners, mostly focusing on the use of this AI-assisted tool to improve their academic writing performance. Even though the findings of Yan's study (2023) demonstrated that the AI tool significantly contributed to improving learners' writing performance, negative concerns about potential long-term adverse effects of AI use on learners' academic writing skills were also underlined.

Offering many advantages to educational practitioners such as personalized learning based on individual differences and needs (Hwang et al., 2020), along with certain negative concerns (Yan, 2023) AI-powered teaching and learning tools will undoubtedly be more frequently used in language classrooms in today's digital era in the future. Therefore, the primary focus of this paper to understand the EFL teachers reasons to use AI, challenges they face and potential benefits through activity theory perspective which would provide a comprehensive picture of an individual's experience and practices.

**Activity Theory Perspective**

Engeström's (2015) activity model aims to analyze an activity system to identify the potential challenges for teachers' practices and offer potential solutions to address the challenges (Kim, 2011). As presented in Figure 1, activity theory model contains six main cornerstones which shape an individual's practices within an activity system. These six factors include:

- Subject refers to the individual or groups for whom an activity is defined.
- Object refers to the ultimate goals that the subjects try to achieve.
- Tools refer to what subjects try to adopt so as to obtain their goals.
- Rules refer to the defined regulations that may affect the subjects' performance.
- Community refers to the organizations with whom the subjects are engaged with, and
- Division of labor refers to community members' responsibilities and roles.

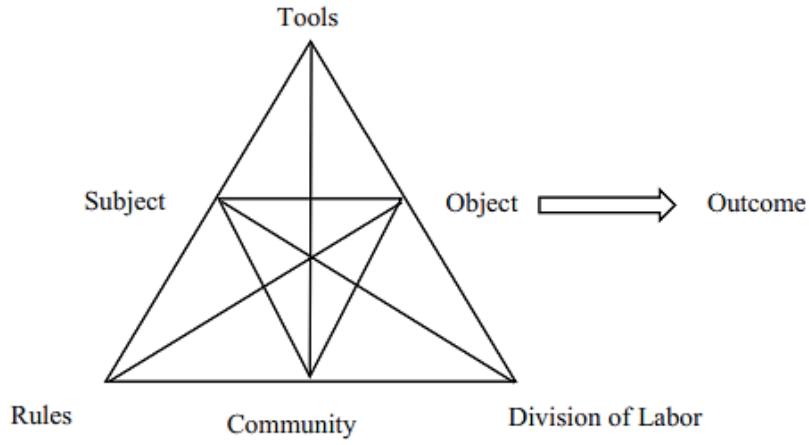


***Figure 1 Complex Model of an Activity System (Engeström, 2015, p. 203)***

Within the domain of applied linguistics, a series of studies have already employed activity theory perspective. For example, Song and Kim (2016) studied two experienced Korean EFL teachers to understand their teaching motivation through the lens of an activity theory. The study of Song and Kim (2016) revealed that teachers' views regarding the instructional methods mainly impacted their motivation. In another study, Ebadijalal and Moradkhani (2022) investigated the perceived wellbeing of Iranian EFL teachers in the workplace based on the activity theoretic perspective. The study of Ebadijalal and Moradkhani (2022) indicated that six main factors *(learners, colleagues, institutional authorities, institutional rules and regulations, workload and the status of EFL teachers in the workplace)* have an impact the wellbeing of Iranian EFL teachers (p.1)

In sum, reviewing the literature reveals inconclusive findings regarding the use of AI in foreign language education. In particular, scant research attention has been paid to exploring the challenges and possibilities of using AI in foreign language education through the lens of activity theory perspective in the context of Türkiye. The endeavor to abridge this gap is the main impetus behind this present study, whose aim is to discover the difficulties and possible benefits of AI use in teaching English. By doing so, it is attempted to contribute to our knowledge by uncovering what challenges might occur in AI use, and what possible solutions might be suggested to enhance teaching instruction and improve student learning. Therefore, this study could be of great benefit for teachers, teacher educators and policymakers who use AI in their teaching practices. In order to fulfill these aims, the current study seeks to address the following research question:

- What are Turkish EFL teachers' perception of the possibilities and challenges of using AI in foreign language education?

## Methodology

### The Context

The present study was carried out in Türkiye, as a foreign language setting where English language is a compulsory school subject starting from the 2nd grade at primary schools. Thus, from a very young age, Turkish EFL learners face both benefits and difficulties while learning English as a foreign language. The EFL teachers in Türkiye, on the other hand typically have a four year of education at a higher education institution. The Higher Education Council (HEC) oversees the pre-service education of language teachers, managing all higher education institutions and determining the content of educational programs, with revisions made as necessary (Kırkgöz, 2007, 2009). The curriculum includes both compulsory and elective courses, with student teachers evaluated through written exams—such as midterms and finals—alongside projects, presentations, and reflection reports. For practical experience, student teachers participate in a practicum course that allows them to observe and teach in real classroom settings. After graduation, teacher candidates must pass the Public Personnel Selection Examination (Kamu Personeli Seçme Sınavı, KPSS) to qualify for teaching positions in state schools, covering various student groups from primary to high school. As the main group of participants, EFL teachers working at different state universities took place in the current research.

### Participants and Setting

The study included Turkish EFL teachers working at two different state universities in Türkiye. They were sent an email and WhatsApp message inviting them to the interview. In response to this offer, 4 practicing EFL teachers volunteered to take part in the study. The following table shows the details of the information about the participants in the study.

***Table 1 Demographic Information of the Participants***

| Participant's Pseudonym | Gender | Academic Degree | Teaching Context | Years of Teaching Experience |
|---|---|---|---|---|
| Teacher 1 | Male | M.A. | Higher education- State University | 15 |
| Teacher 2 | Female | PhD | Higher education- State University | 16 |
| Teacher 3 | Female | PhD | Higher education- State University | 16 |
| Teacher 4 | Female | PhD | Higher education- State University | 15 |

As demonstrated above, the experiences of whom range from 15 to 16 years and the majority of them have already completed their PhD in the field of English Language teaching or English Language and Literature. The majority of the participants include female EFL teachers while only one male EFL teacher responded to interview questions. All the EFL teachers within the present study work at a state university in Türkiye.

**Data Collection**

To collect the qualitative data, eight guiding questions created based on the related literature were sent them to explore their tendencies and opinions about the AI use in their teaching practices which attempted to uncover the difficulties and possible solutions in AI use in foreign language teaching. That's why they were asked about their understanding of the challenges and possibilities of using AI in foreign language teaching. For the convenience of participants who were unable to arrange face-to-face interviews; e-mail interviews were used and carried out in either English or Turkish (L1), through which the participants could provide richer data in a comfortable manner and let them freely express themselves. All the participants chose to take place in e-mail interview. The length of their answers ranged from 2 to 3 pages.

**Data Analysis**

After collecting qualitative data, the responses of each participant to semi-structured interview questions were listed under each interview question. Next, thematic analysis was conducted to examine EFL teachers' understanding of the affordances and challenges of AI use. As the first step, the researchers read the data to familiarize with the participants' voices. Next, initial coding of the data was conducted. Then, the researchers defined the general themes based on the components of the activity theory (Clarke & Braun, 2017). By comparing and classifying the initial themes based on

similarities and differences, the researchers created the main themes (Braun & Clarke, 2006). When the main themes were achieved, they were reported through tables and percentages.

## Results

This part provides five major themes that depict EFL teachers' opinions about AI-use in their language teaching practices to explore the challenges and potential benefits. To name, these major themes were considered as: 1) Factors Enhancing AI Use in Foreign Language Teaching, 2) Factors Impeding AI Use in Foreign Language Teaching, 3) The Ways to Cope with Challenges in AI Use in Foreign Language Teaching, 4) The role of Colleagues/Students in AI Use in Foreign Language Teaching, and 5) The Impact of Instructional Tools and Institute Regulations on AI Use. Brief extracts from their responses are included to illustrate the findings.

### Factors Enhancing AI Use in Foreign Language Teaching

Two main sub-themes were discovered based on the thematic analysis of data obtained to answer the research question. The themes were about the Turkish EFL teachers' use of AI in foreign language teaching within an activity system. The positive impact of AI-enhanced technologies in pedagogical activities was the most significant source of enhancing motivation among participants. Two participants mentioned the facilities AI-supported teaching and learning tools provide are the main driving force for their use of AI-enhanced technologies in their teaching practice. One teacher mentioned it in a very detailed manner:

"AI technologies especially enable me to automate time-consuming jobs like grading, feedback-giving (especially in writing), exam preparation, giving me more time to concentrate on engaging and innovative teaching strategies. AI's data-driven insights also assist me in pinpointing the areas in which students are having difficulty, allowing me to intervene more skillfully and offer more focused guidance" (Teacher 3). Another teacher believed that working with teenagers is the main reason why it is crucial to benefit from AI in our teaching environments.

As seen in the above excerpts, pedagogical benefits of AI technologies enhance teachers' motivation to use AI-assisted tools more effectively and frequently.

**Factors Impeding AI Use in Foreign Language Teaching**

When it comes to the reasons why the participant EFL teachers lose their motivation to use AI, various themes occurred. "A lack of training in how to manage AI tools" and "plagiarism and ethical considerations in AI-use" were found as the most frequently stated reasons for impeding AI use in foreign language teaching as self-noted by the respondents. Moreover, with regards to plagiarism, one participant said: "Usually when students use AI tools to enhance their homework or even get an AI tool do it entirely, I lose acceptance to use AI" (Teacher 2). Two other participants also emphasized the impact of the colleagues on their motivation to use AI technologies in their teaching. One of them mentioned this impact as follows:

"I feel alone when I talk about technology – specifically AI. Only a few colleagues of mine feel ready to adopt AI in their teaching environment. Mostly they feel reluctant to effectively use. Breaking their unwillingness reduces my motivation. This is a group work, and the group should be able to discuss pros and cons of AI use and have a shared policy and way of thinking about AI" (Teacher 1).

Moving further, workload was found as another impeding element in teachers' AI Use in their teaching practices. A challenge explicitly referred to by two respondents was the lack of training in how to use AI effectively and efficiently in foreign language teaching which really requires a further critical investigation. One of the teachers believed:

"AI helps streamline tasks like preparing exams, grading, and creating personalized learning materials for students. However, there are also times when integrating AI requires extra effort and motivation because of lack of necessary training to utilize AI efficiently" (Teacher 3).

**The Ways to Cope with Challenges in AI Use in Foreign Language Teaching**

Two main sub-themes were found based on the thematic analysis of data about the coping strategies for the challenges in AI-Use in foreign language teaching. These themes were discovered as "seeking for the training opportunities", "face to face interaction".

"Yes, I've had some success in dealing with workplace-oriented AI-use challenges. One of them is that I actively seek for the training opportunities about the usage of AI. By attending some training available I've been able to integrate AI in my teaching process" (Teacher 3)

In order to overcome plagiarism concerns and ensure authenticity, one of the respondents noted the benefit of having a face to face interaction in her/his own words:

"I do not feel like I have been successful in using AI in the workplace. Giving feedback to writing, as mentioned before, still holds a significant human touch. Facing the student when giving feedback, explaining the problematic part or how they can develop certain points is more important than concise mistake-finding. Compositional details still require academic orientation" (Teacher 2).

**The role of Colleagues/Students in AI Use in Foreign Language Teaching**

Considering the impact of colleagues and students in Turkish EFL teachers' AI-Use in their teaching practices, both positive and negative concerns were shared by the respondents. To start, about the impact of the colleagues on the AI-Use, one of the participants shared:

"I believe my colleagues play an important role in my AI usage, as sharing experiences, discussing AI-related challenges, and exploring ways to incorporate AI into our teaching all benefit us collectively. However, when colleagues are resistant to using AI or skeptical of its benefits, it can hinder its effective implementation (Teacher 3).

While another respondent also emphasized a positive impact by stating "Colleagues who use AI effectively in their classes are a source of inspiration. Particularly, when they use AI performed listening activities, I believe they provide for more than enough since finding authentic material can sometimes be challenging" (Teacher 2). When it comes to the impact of students on AI Use of teachers, some negative concerns were also mentioned as follows: "To be honest, AI-student relation is maybe the major issue I feel biased against the use of AI since issues of plagiarism obscure my judgement" (Teacher 2).

From a positive perspective, a detailed expression was shared by of the respondents as follows: "Yes, my students definitely affect the way I use AI. Their learning needs, preferences, and feedback play a significant role in how I integrate AI into my teaching. For instance, if students like a task that was prepared by AI, I got motivated to include AI into preparing such tasks for my students. Conversely, if I notice that certain AI tools aren't engaging or effective for them, I adjust my approach or seek out alternatives that better meet their needs" (Teacher 3).

### The Impact of Instructional Tools and Institute Regulations on AI Use

With regards to the impact of instructional tools and institute regulations on AI- Use of Turkish EFL teachers, the recurring subtheme was found as "availability and quality of instructional tools".

One of the participants mentioned this perspective in a quite detailed manner as seen in the following excerpts:

"The availability and quality of instructional tools determine how effectively I can integrate AI into my lessons. As for the institute regulations, although there are no specific regulations of my university regarding the use of AI in our own teaching, I know that some ethical considerations play an important role in AI usage. Therefore, I try to obey the ethical issues while using AI and as I stated before I just use AI in situations which do not create any ethical problems" (Teacher 3). In a similar vein, another interviewee emphasized lack of a shared policy about AI-technologies in education by stating "We do not have regulations or a shared policy in terms of technology or AI. We need it and we need to start work on it. I sometimes I float on an ocean, without a guiding route" (Teacher 1).

As the above excerpts show, the Turkish EFL teachers in this study strongly highlighted the need for a policy and instructional guideline about the integration of AI into educational practices.

## Discussion

Using an activity theory framework, this study primarily sought to reveal the main tendencies of Turkish EFL teachers about the possibilities and challenges of using AI in foreign language education. The activity theory perspective provided insights into the main understanding of EFL teachers' tendencies towards AI-use as they navigate challenges and observe potential benefits during their teaching practice, by examining the interrelationships among the components of the activity system, including *tools, subjects, objects, rules, community, and division of labor*. In line with the tenets of activity theory, the findings of the present study indicated that the components of an activity system are contextually interwoven (Engeström & Sannino, 2021), not only inside language classes but also within the context of AI-assisted language teaching.

The first factor enhancing EFL teachers' AI-Use was found to be the facilitative nature of AI-enhanced technologies in pedagogical activities (division of labor). The responsibilities of teachers play a big role on

their tendency towards AI-assisted teaching and learning tools in foreign language teaching. Therefore, it can be concluded that the use of AI-enhanced technologies in educational practices is prominently increased by its ability to improve various pedagogical activities, which can decrease teachers' workloads and enhance the learning experience. This finding aligns with that of An et al. (2021), who reported that EFL teachers' performance expectancy and the ease of use of AI-supported Technologies can predict their willingness to integrate AI-aided tools into their teaching. This also might indicate that when teachers consider AI technologies as a facilitative tool in their pedagogical practices, they are more inclined to adopt it. This finding is in line with Derakhshan and Zhang (2024) who noted that using technology is an undeniable part of successful language teaching in today's digital world.

The second factor improving the motivation of Turkish EFL teachers in this study to use AI-assisted technologies in their teaching practices was found to be working with teenagers (subject/community). As the digital era mostly appeals to the young generation interests and skills, the Turkish EFL teachers thought it is a must to keep up with the date and today's 21th century skills including digital literacy. Likewise, the need to be digitally literate to appeal to young learners' need and interests is crucial as they are more engaged with technology. Thus, younger learners' familiarity with digital tools plays a major role in motivating teachers to use AI Technologies more effectively. Plus, as put by Wei (2023), AI-mediated instruction has a positive impact on active engagement of learners and their increased motivation. EFL teachers' who adopt AI-based instruction and encourage informal language learning out of class settings can lead their students toward higher levels of engagement with language learning and willingness to communicate in L2 (Azari Noughabi & Ghasemi, 2024). This, in turn, increases learners' motivation which is regarded as one of the most important sources of EFL teachers' enjoyment (Azari Noughabi et al., 2024). So, using AI-assisted technologies can result in higher levels of teaching enjoyment through increasing learners' motivation.

Moving the discussion further, the main factors impeding AI-enhanced technology use among Turkish EFL teachers included "the lack of training" (object) about how to integrate AI-technologies into educational practices effectively, "plagiarism and ethical considerations in AI-use" (rules), workload (division of labor), "impact of colleagues /students" (subject/community), and "availability and quality of instructional tools" (rules).

As highlighted in the results, a common barrier to the use of AI-driven technologies in educational practices was the lack of sufficient training for teachers. This finding gets enough support from the similar research studies which concluded that inadequate professional training prevents effective use of AI-assisted tools in pedagogical instructions (Huang et al, 2019; Sim & İsmail, 2023; Wozney et al, 2006).

Plagiarism and the ethical considerations about AI was found another source of impeding Turkish EFL teachers adoption of AI-enhanced Technologies. As it was also seen in this study, teachers often have serious concerns about students using AI-assisted learning tools for academic dishonesty, which influences the integration of such technologies in educational practices (Yan, 2023). Another significant barrier to embracing AI-driven technologies in educational practices was found to be the attitudes of colleagues and students towards AI-driven technology in this study. This finding corroborates with the study of Crompton et al. (2024) suggesting that the fear and anxiety of practitioners can be one of the main challenges in the path of successful AI-assisted language teaching. Thus, a teacher's willingness to adopt such technologies might be influenced by their environment or community who is resistant or discouraging. By creating a collaborative environment in the context of AI learning, EFL teachers can help their students learn meaningfully (Kim, 2023; Kim et al., 2022).

Taken together, the brief discussion above have provided critical insights about the main challenges about AI-enhanced technologies and EFL teachers' tendencies towards the adoption of AI-enhanced technologies in their teaching practices.

## Conclusion and Implications

This study attempted to explore the difficulties associated with integrating AI in foreign language teaching, along with potential solutions to these challenges from the perspective of activity theory. Moreover, both facilitators and barriers that influence teachers' willingness to adopt AI-enhanced teaching and learning tools were explored.

As the major themes explored in the qualitative data demonstrated, two main factors enhanced the Turkish EFL teachers' AI- Use which were reported as "the facilitative nature of AI-enhanced technologies in pedagogical activities" and "working with teenagers" by the respondents. Therefore, the facilitative nature of AI-driven technologies in reducing workload and enhancing pedagogical practices highlights the role of performance expectancy and ease of use in predicting technology adoption.

Additionally, the digital literacy of students, particularly teenagers, further motivates teachers to incorporate AI tools into their teaching practices, underscoring the need for educators to stay current with 21st-century skills.

When it comes to the factors impeding their motivation to use AI-assisted technologies in their teaching practices, five main subthemes were found out as follows: 1) the lack of training (object) about how to integrate AI-technologies into educational practices effectively, 2) plagiarism and ethical considerations in AI-use (rules), 3) workload (division of labor), 4) impact of colleagues /students (subject/community), and 5) availability and quality of instructional tools (rules).

As the results indicated, several concerns impede the effective adoption of AI technologies, including inadequate training, ethical considerations, and the potentially negative impact of colleagues and students who may show resistance towards the use of such tools. To ensure a successful implementation of AI-driven technologies, it is essential to foster a collaborative effort to integrate these tools effectively into teaching practices. In this sense, these findings could illuminate factors that either promote or hinder EFL teachers' willingness to adopt AI in their teaching practices. Consequently, this study provided valuable insights for stakeholders to identify key obstacles and effective strategies to improve language instruction in educational settings. Moreover, it also provided information for teacher educators about essential topics to incorporate in teacher education programs in today's digital era. Therefore, educational practitioners should create an environment where AI can be adopted and used effectively, thus enriching the learning experience and supporting teachers in their instructional roles.

However, the current research had several limitations. First, drawing on a qualitative research design, it had a limited number of participants the findings of which might not be generalized to a wider population. Future research should involve more participants to reach a richer data within different contexts. Furthermore, in order to see contextual and cultural differences in the use of AI among teachers, comparative research design might yield more critical insights about AI in foreign language education. Finally, the main focus of this study was on the main challenges and possible benefits and solutions of AI use in foreign language teaching through the lens of teachers. Further research can explore AI integration into assessment practices with ethical considerations in mind.

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Bölüm 6

# Overcoming Teacher Career Challenges Through Digital Innovations in Second Language Acquisition

**Ali Kurt**[1]

Global education evolves rapidly, driven not only by advancements in teaching approaches and methodologies but also by the dynamic technological breakthroughs of the 21st century. Digital innovations, whether they are tools, platforms, or methods, have a positive impact on second language acquisition (SLA). These technological advancements facilitate the foreign language learning process and often yield better outcomes than traditional systems (Ekoç, 2021). A growing number of tools, especially mobile apps, are of increasing interest as a critical support for SLA. This is mainly due to their enhanced engagement (Jiang & Hafner, 2024), interactivity (Eslit, 2023), and the provision of portable learning environments with authentic language materials (Kawaguchi, 2021).

Yet, despite those advancements in language learning and teaching, an overwhelming dependence on digital tools or their exclusive use without face-to-face interaction does not produce the intended outcomes, as they cannot fully cater to learners' human needs. Recent research has extensively examined the drawbacks of digital teaching tools, revealing a lack of emotional engagement and personal touch, as well as increased distraction, over-reliance, and diminished interpersonal interaction as key concerns (Bećirović, 2023; Liu et al., 2024).

The 21st century digital revolutions are yet to thoroughly resolve persistent difficulties faced in professional life. The professional challenges, as the core focus of this paper, that English-as-a-second-language (ESL) teachers face are posited to be deeply rooted in other inseparable non-academic factors that adversely either trigger or amplify one another.

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Although often addressed individually, these challenges are intertwined and influence each other in complex ways, negatively impacting teacher well-being and effectiveness and even leading to dropouts. Given the evolving landscape in education posing new challenges, teachers must adapt to novelties with enhanced awareness and practical skills (Knesting-Lund et al., 2015).

This chapter aims to explore how digital innovations in SLA can assist English teachers in tackling career challenges. The chapter predominantly focuses on:

- the challenges ESL teachers now face, other than the failure to deliver quality education, and
- the practical solutions that technology-driven approaches implement to tackle these challenges.

To effectively address the challenges teachers face and the advancements in technology, two prominent pillars of this study, it is crucial to recognize how they interrelate. At this point, a key question arises: *Do these tools solely help produce a quality learning environment and better learning outcomes*, or *should digital innovations in the field of education also address professional challenges for ESL teachers, either in a direct or indirect way?*

Taking the issue from an underexplored perspective, the objective of this study is to explore the potentials of digital innovations to alleviate other teacher career challenges beyond merely enhancing instructional quality. As a teacher-researcher with a keen interest in multifaceted aspects of technology, the researcher set out to investigate how technology comes in handy to address career challenges and foster a more sustainable and fulfilling work environment for ESL teachers.

To consider the research gap between the challenges that hinder quality foreign language delivery and a supportive work environment and the impact of digital solutions on these professional complexities, the study set its course on the following research questions:

•What are the primary challenges ESL teachers currently face in the contemporary school environment?

•How do digital innovations address these challenges within the context of digital SLA?

•What additional strategies, beyond digital innovations, can be implemented to create transformative educational and work environments for both students and teachers?

The study is unique in its focus on career challenges in SLA and the utilization of technology inside and outside the classroom. The study offers solutions specifically targeting these challenges and proposes strategies to empower teachers. Other than enhancing language education practices, the study also explores the benefits of digital innovations for lasting resource optimization and work-life balance, among other aspects. Here is the list of the challenges to be discussed in this chapter:

**Student-Related Challenges**
- Classroom Behavior and Discipline
- Lack of Student Motivation
- Attention and Cognitive Limitations

**Professional Development and Career Progression**
- Limited Career Advancement
- Restricted Autonomy
- Low Professional Prestige
- Reality shock —Training Gap

**Workload and Work-Life Balance**
- Overcrowded Classes
- Material Development and Adoption
- Work-Life Balance Maintenance
- Teacher Boredom and Burnout

**Contextual and External Challenges**
- Sociocultural Factors and Insufficient Support
- Financial Constraints

Besides contributing to the literature on the integration of digital tools into ESL, the study not only addresses teachers directly but also extends implications to policymakers to boost the ESL teaching process and diminish professional burdens among teachers that arise from career challenges.

The next section discusses teacher career challenges individually and explores the corresponding digital solutions.

## Student-Related Challenges

### Classroom Behavior and Discipline

Disciplinary issues are one of the most noticeable factors contributing to stress experienced by ESL teachers (Buggs, 2021). Misbehaving learners are intractable and hard to control particularly for novice or those who could not acquire skills and strategies essential to manage such behaviours

effectively. Classroom disruptions pose great obstacles for teachers and diminish learning outcomes. Effective leadership helps create a positive and supportive environment, which could mitigate student disengagement and lack of interest. Teachers' use of coping strategies, such as proactive classroom management practices and passive avoidant techniques, may boost the efficiency of responses to student misbehavior (Ningsih et al., 2023; Nanyele et al., 2018). Digital innovations play an influential role in mitigating disciplinary issues in the ESL classroom. For instance, digital apps like ClassDojo can be used to track and reward positive behaviors while also deducing points when learners exhibit disruptive acts. They enable teachers to intervene in mischiefs timely, in particular among young learners (Sarker et al., 2019; Minh & Ngan, 2022).

**Lack of Student Motivation**

Student motivation, a factor that ignites the willingness to engage in communication and seek opportunities in an ESL environment (Gardner, 2006), promotes the ideal self for learners to strive for in their growth and advancement (Dörnyei, 2009). Conversely, a lack of motivation attributable to a deficient level of desire and excitement for tasks, lessens persistent effort in language learning. Setting mastery-based goals, building better interactions with peers, family members, and teachers, and fostering self-efficacy are some major strategies to enhance student motivation. In addressing the lack of motivation, game-based platforms can make learning fun and engaging while progressing through levels and mastering content. Gamified platforms like Kahoot!, Quizlet, or Duolingo improve language proficiency, which also increases motivation, in-class participation, and interaction among ESL learners (Mee et al., 2020; Yunus et al., 2021).

**Attention and Cognitive Limitations**

To effectively tackle the difficulties of short attention spans and cognitive inabilities among ESL learners, it is advisable to implement tailored strategies that meet their specific needs. Successful approaches include avoiding distractions, engaging learners in more interactive tasks, and offering brief physical and mental breaks to address short attention spans. Digital tools are also influential in implementing strategies tailored to individual needs and learning styles. Microlearning platforms like Duolingo, Rosetta Stonne, and GoNoodle break down content and offer manageable portions of short, 'bite-sized lessons' so that ESL learners retain language input (Samala et al., 2023), reduce cognitive overload, and maintain better concentration and longer attention spans (Giurgiu, 2017; Marinskaya, 2020). Digital

storytelling fosters engaging learning by capturing focus, while game-based learning platforms promote interactive and immersive experiences that help retain language input (Barua, 2016).

## Professional Development and Career Progression

### Limited Career Advancement

Compared to other fields, teaching with a flat career structure and limited promotion is vital to prevent career shifts and enhance professional development. Teaching hardly offers the chance to move into leardership positions, such as head of department and administor. The absence of tangible rewards for their work may leave ESL teachers feeling undervalued, leading to career stagnation. Confined primarily to classroom instruction, teachers have limited time for career advancement activities, and their salaries do not correspond to their level of education and the significance of this noble profession. To compensate for the limited leadership positions available, utilizing social media platforms, like LinkedIn, can help teachers build a strong online presence and boost their visibility by exhibiting achievements and expertise (Murray & Ward, 2019; Richards et al., 2020; Liljekvist et al., 2021; Ayoubi, 2024). In doing so, they potentially attract opportunities for career advancement.

### Restricted Autonomy

Autonomy, a critical aspect of teaching, can enhance career progression and job satisfaction among ESL teachers. Research has shown that teacher autonomy is posited to be a significant predictor of job satisfaction (Dilekçi, 2022), with autonomous behaviors mediating the relationship between professional development and teacher efficacy (Brunetti, 2001; Pearson & Moomaw, 2005; Özdemir et al., 2024). Conversely, limited autonomy, thanks to constraints in classroom management, resource allocation, and assessment, may lead to boredom, burnout, and decreased engagement among teachers. Teachers who are provided with a strong sense of autonomy are better able to exert more control over their practices and produce better language learning outcomes by engaging in more effective and innovative methods. Collaborative platforms, like Microsoft Teams and Zoom, enable teachers to cooperate with peers and co-create curriculum and lesson plans (Kwiatkowska, & Wiśniewska-Nogaj, 2022; Tsui, et al., 2024).

**Low Professional Prestige**

The career image of teaching corresponds to the level of prestige a society attaches to it. Despite generally remaining as an intermediate-level profession (Hoyle, 2001), teaching as a career has not recently been afforded prestigious status (Paine & Schleicher, 2010). Many teachers report that their occupation does not endow teachers with prestige (Smak & Walczak, 2017; Keturakyte, 2021). Specifically, financial perceptions of teaching prestige discourage aspiring teachers from entering this noble profession or contribute to early attrition (Klimek, 2019). In fact, the perceived prestige of teachers has declined by 20% to 47% in the last decade (PDK, 2018). These societal beliefs about the lower occupational status of teaching can influence teachers' decisions to leave the field (Buchanan, 2010; Keçeci & Kara, 2023). The perception of such low social standing may derive from the view of teaching as a fallback career for individuals who could not hold onto other fields or from the stereotype that teaching requires fewer skills. Policymakers need to ensure competitive salaries for teachers and improve their working conditions both within and outside the classroom. Digital innovations, such as virtual reality and augmented reality, can make lessons more engaging, and portray ESL teachers as innovative educators. Additionally, platforms like LinkedIn allow teachers to build a professional profile where they can exhibit their achievements, further promoting the public image of teaching.

**Reality shock —Training Gap**

Reality shock is characterized by the mismatch between teacher expectations and the actual real-life demands of teaching, which leaves them unprepared to handle harsh realities; student misbehaviors and other classroom dynamics to name a few (Voss & Kunter, 2020). Inadequate pre-service training heavily dependent on theory without practical experience may fail to prepare new teachers for face real-world challenges. The gap between the idealized perception formed during formal training education and the realities of teaching can lead to constant disillusionment and inadequacy among novice teachers (Allsopp et al., 2006). To handle this, online professional development programs can contribute to overall improved student competencies and outcomes, thereby increasing overall effectiveness in the classroom (Darling-Hammond et al., 2017).

## Workload And Work-Life Balance

### Overcrowded Classes

Not just hindering effective learning (Lowenthal et al., 2019), crowded classes also create issues beyond just the immediate learning climate. First, the stress and frustration caused by overwhelming class size places on teachers (Oliver, 2006) negatively impacts teachers' attention and engagement with learners (Liman et al., 2023; Exeter et al., 2010). Just as students become less motivated to participate in activities once they feel neglected or unheard, teachers also feel inadequately supported (Economic Policy Institute, 2019). Those who get limited access to resources are forced to make individual student needs secondary to the collective demands. This may cause slow progress within class.

Managing an excessive number of students and disturbances requires funding to offer digital devices in the learning environment. E-books, for example, allow for millions of reading materials on devices, eliminating the need for multiple physical copies in the classroom. Many apps also provide students with self-paced learning at their best convenience and allow them revisits when needed. Virtual learning platforms like Zoom or Google Classroom can host learning materials and assessments, while AI tools provide instant feedback and grade assignments, which saves teachers ample time and enables them to practice self-care and focus on student engagement.

### Material Development and Adoption

Published books often fall short of providing teachers with content suitable for their students. Thus, the *development or adoption* of ESL materials is an important process that requires alignment with learners' needs and preferences as well as course content (Lee, 2019). In bridging the gap between existing materials and what is truly needed, the processes of material development and adoption are time-demanding and intensive (Mishan & Timmis, 2015). Development or adapting, as in changing, eliminating, or extending language input, should stimulate authentic language use and interaction (Tomlinson, 2020) while addressing various learning styles (Richards & Rodgers, 2002) and supporting autonomy. Although the whole process entails creativity, motivation, and experience, tools lile Nearpod and Edpuzzle offer customized lessons that suit different proficiency levels and learning styles. Traditionally the vast array of materials available on Youtube and podcasts make it easier for ESL teachers to create content that cater to visual, auditory, and kinesthetic learners.

*Planning*, as an intellectually challenging task, involves a multifaceted process that extends beyond merely selecting materials. Teachers are expected to utilize diverse materials, and ensure that the planning process aligns with the curriculum and students' needs (Tomlinson & Moon, 2013). This process also requires contextualized knowledge of learners to tailor teaching techniques and to meet their needs and preferences (Lubrica et al., 2018; Shulman, 1987) to enhance the quality of delivery (Farrell, 2002). Besides, online platforms like TESOL and Teaching English, offer a plathero of useful and customizable items, and online ESL resources, including lesson materials, plans, worksheets, quizzes, games, and interactive activities (Duolingo and Rosetta Stone), which ESL teachers easily integrate into their lessons. Additionally, cloud-based storage allows ESL teachers to access materials from any device at any time they wish, effectively addressing time management issues.

In terms of *evaluation and assessment*, creating and marking test papers within the ESL context involves a challenging and integrated approach, as each language skill requires unique techniques. Subjective and inconsistent grading poses a significant obstacle, especially when evaluation processes are rushed and/or done in an inexperienced manner, with its time-consuming nature and inevitable result of burnout. Digital tools provide teachers with diverse test papers and valuable insights that inform instruction and monitor student progress. Digital tools like Quizlet, Socrative, DuoLingo English Test, and Nearpod offer the opportunity to create quizzes and tests that are automatically graded and provide instant feedback or immediate intervention. For speaking assessment, programs like Google Speech-to-Text and Microsoft Azure Speech Service provide teachers with the ability to professionally evaluate students' pronunciation and fluency, while English Central offers listening audios, videos, and exercises that can be used in any test at any level. To assess writing skills, teachers may benefit from ProWritingAid (by Cambridge English) to grade essays, and provide feedback, while platforms like ReadTheory and Raz-Kids offer reading texts and comprehension questions along with the feature to track student progress.

**Work-Life Balance Maintenance**

The balance between personal and professional life is essential to achieving the intended outcomes for both home and work. Taking a balanced approach between operating at work and doing leisure activities, ESL teachers should meet their needs and carry out responsibilities in both areas in a manner that does not cause conflict or dissatisfaction (Greenhaus

et al., 2003; Lockwood, 2003). By being equally engaged and satisfied with work and personal roles, teachers can experience productivity and better performance. The opposite case, where teachers juggle between the obligations of work and family (Rawal, 2021), creates dissatisfaction and a diminished sense of harmony and self-esteem (Kim & Asbury, 2020). Excessive work load, especially the blurring border between home and work during pandemics, lack of organizational support, monotonity, and family conflicts are some major obstacles that inevitably create unhealthy teachers and contribute to their damaged well-being. Digital innovations now help automate routine tasks, promote collaboration, and increase efficiency in nearly all aspects of pre-, during, and post-instruction, thus reducing stress, freeing up ample time for more meaningful interactions in both lives, and maintaining a better balance (Schrum & Levin, 2015; Bates, 2015). These advancements enhance teaching practices and create a more balanced work-life environment (Bebell & O'Dwyer, 2010).

**Teacher Boredom and Burnout**

Professional boredom among teachers is a state of destructive and de-activation emotion that is unpleasing and painful (Sultana et al., 2024), occurring often when the learning environment is constantly boring and monotonous (Shen, 2022). Class-relevant boredom, one of the most common emotions in the SLA context, is associated with overwhelming distractions in the classroom, restrained engagement, and poor interpersonal relationships (Macklem, 2015). Research indicates that teachers experience substantial boredom in one out of every four instructional sessions. With this psychological burden, ESL teachers lose their enthusiasm and experience less arousal and activation.

The factors rooted in burnout are classified into two categories: *individual* factors and *environmental* factors. Individual factors, including age, gender, willingness to learn, and inclination to work (Lau et al., 2005), are personal elements that lead to burnout. On the other hand, *setting elements* involving burden, time constraint, work place conditions, lack of awareness, support, connections, as well as large classrooms, are external factors resulting in burnout (Fiorilli et al., 2015).

According to Maslach & Leiter (2016), to ensure a coherent system, the three interdependent factors of burnout are listed as, emotional exhaustion, poor achievement (depleted productiveness), and depersonalization (unsuitable demeanor toward others). ESL teachers should develop skills and competencies to combat these burnout factors across the entire professional

continuum. They are encouraged to replace their teaching techniques with more engaging ones and to consider emotion regulation techniques, such as fostering constructive and positive feelings (Greenier et al., 2021; Shen, 2022), participating in collaborative projects, practicing self-care, setting new goals, and reflecting on their professional journey. Digital innovations can also offer powerful resources for teachers to mitigate boredom and burnout. Apps like Calm and Insight Timer are designed to enhance mindfulness and well-being, equipping teachers with resources to manage stress and foster resilience. While interactive tools that prepare, teach, and assess ESL lesson materials/tasks can boost student learning gains, digital innovations like Canva and Powtoon can help teachers under a tremendous deal of pressure to create engaging content to tackle boredom and burnout within and beyond the school level.

## Contextual and External Challenges

### Sociocultural Factors and Insufficient Support

The literature in relation to school leadership shows a connection between professional sustainability and improvement in outcomes. Teachers tend to stay in such a positive school climate where high-quality interpersonal relations are a priority, mainly due to mindful principals' skills (Bolden, 2019) and their supportive behaviors (Polatcan & Cansoy, 2019). In creating a safe work environment, a key predictor of job satisfaction (Oder & Eisenschmidt, 2016), the characteristics and practices of effective principal leadership are a major influential factor (Shell et al., 2023); likewise, a supportive and positive school climate within which administrators promote student achievement and teacher growth and wellbeing has implications for the overall effectiveness of the school (Dreer, 2022). In contrast, the traits related to ineffective leadership, such as being reactive and ego-driven, demolishing collective efficacy, and having no clear vision or goals that cause intentional or unintentional harm, have been identified as key factors why teachers leave the profession (Boyd et al., 2011; Lochmiller et al., 2024). The failure to nurture relationships with teachers through a positive and supportive school environment is a major impediment and offers insights into why teachers cannot operate in such a negative culture and climate and ultimately do resort to quitting (Burkett & Hayes, 2023). Additionally, the additional non-teaching duties ESL teachers carry out further diminish teacher morale and effectiveness. As for classroom supplies, inadequate funding for classroom materials and technologies leaves ESL teachers feeling unsupported and isolated over time. To thrive in the 21st century

to survive such a negative working climate, digital tools, like collaborative tools, online professional development platforms, and mental health and well-being supportive apps, can be a source for ESL teachers in developing the knowledge and skills required.

**Financial Constraints**

As a significant factor that drives teachers away, financial issues, particularly low salaries, lessen the prestige of the teaching career, whereby low pay can stop talented individuals from pursuing teaching as a career. Financial struggles that make it difficult for teachers to meet basic needs and save for the future can force them in the field to leave the occupation. In fact, almost 50 percent of countries worldwide pay teachers less than jobs that require a similar level of qualifications (UNESCO, 2024). With its power to spill over into personal life, financial stress can impact personal overall well-being, leading to job dissatisfaction (Sivarajah et al., 2024; Hussain et al., 2022).

To supplement their income, teachers can do side jobs like tutoring and freelance work, also known as moonlighting (Šťastnı et al., 2021). Meanwhile, governments should allocate more budgets that prioritize teacher salaries, and teachers' unions can push for change to advocate for higher incomes and better working conditions (Hedges, 1994; Adelberg, 2008). Additionally, digital tools can automate tasks like grading and lesson planning, freeing up time for teachers to take on additional paid work. Online tutoring platforms like Zoom and Google Team, and even the tools for creating and selling digital content with only a few clicks, offer opportunities to increase their income.

**To sum up,** digital innovations, with either applications, programs, websites, or platforms, contribute significantly to more inclusive and effective second language learning and teaching. Taking the issue from the perspective of the challenges that ESL teachers face the chapter discusses that technology offers valuable opportunities to help them overcome their professional challenges. Yet, despite the inability to fully resolve these issues, these technologies can address *student-related issues* by correcting mischievous behaviors and increasing student motivation and attention span as well as cognitive potentials.

On the other hand, although issues regarding *professional development and progression*, including limited career advancement, restricted autonomy, and inadequate work-life balance, demand a systematic change beyond digital solutions, technology may still provide access to online sources for personal

growth, enabling personolized teaching, and granting tools for flexible work management.

Additionally, in order for teachers' work-life balance issues to be addressed, it is crucial that policymakers and educational leaders recognize the importance of combining digital innovations with institutional reforms. In doing so, we will be able to implement a holistic approach that nurtures the interconnected nature of these challenges and also supports both language teachers and learners. The challenges in relation to sociocultural and economic factors may still require broader formal reforms. ESL teachers, with a goal of being fully-sufficient individuals, may still seek online collaboration platforms and benefit moonlighting through cost-effective online teaching tools that boost instructional quality without investing a lot in expensive materials. Implementing all these resolutions will help to fully realize the possibilities of digital technologies in not only enhancing instructional quality but also in fostering a more fulfilling and sustainable teaching profession.

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Bölüm 7

# ChatGPT'nin Ters Yüz Sınıf Modeli ile Fransızca Okuma Becerisinin Geliştirilmesinde Kullanımı

**Nurten Özçelik**[1]

**Şule Çınar Yağcı**[2]

Geleneksel öğretim yöntemi, bilgi edinme sürecini genellikle ezber ve tekrar üzerine kurulu bir yaklaşım olarak tanımlar. Bu yaklaşımda, öğrenme sadece bilgi ve kavrama seviyesinde ele alınırken, uygulama, analiz, sentez ve değerlendirme gibi üst düzey bilişsel süreçler göz ardı edilir (Özçelik & Ceylan Phiri, 2017). Geleneksel öğretim yöntemi öncelikle teorik bilgilere dayanmakta ve öğrencilerin inceleme, araştırma, problem çözme, gözlem yapma gibi becerilerini geliştirmesine olanak tanımamaktadır (Duruhan, 2004). Bilgiler, öğretmen tarafından sözlü ya da yazılı olarak aktarılmakta ve öğrenciler bu bilgileri dinleyerek ya da okuyarak özümsemeye çalışılmaktadır.

Geleneksel öğretim yöntemi, öğretmen merkezli, dilbilgisi-çeviri yaklaşımına dayalı bir modeldir ve sınıfta öğretmen tek otorite olarak kabul edilir (Şimşek, 2004). Bu modelde öğrenciler pasif bilgi alıcılarıdır; ezber ve tekrar ön plandadır (Tucker & Courts, 2010). Dil öğrenimi, metin okuma ve kelimelerin ezberlenmesi üzerinden yürütülür; bu süreç, dilin etkin kullanımını ve uygulamayı sınırlayabilmektedir. Ayrıca, bu yaklaşım, öğrencilerin yaratıcı düşünme, problem çözme gibi üst düzey bilişsel becerilerini ve sosyal becerilerini geliştirme şansını azaltmaktadır (Gürses, 2010; Zohar, 2010). Öğrenciler, eleştirel düşünmeksizin bilgileri kabul etmektedir, bu da sınıf içi etkileşimi ve derslere olan ilgiyi kısıtlayabilir.

Geleneksel dil öğretim yöntemlerinde dilbilgisi kuralları temel alınmakta; öğrencilere dil kuralları, kavramlar, sözcükler ve cümle yapıları ezberletilmektedir (Daničić, 2016; Li & Zong, 2007). Bu yöntem,

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dilbilgisinin karmaşık yönlerini detaylandırmakta, edebi dili günlük dile tercih etmekte ve ana dilden yapılan çevirileri teşvik etmektedir (Özçelik & Ceylan Phiri, 2017). Öğrencilere çeviri ve kelime ezberleme yükümlülüğü verilmektedir. Bu durum, metin anlamını kolaylaştırırken, konuşma becerilerini sınırlayabilir ve dilbilgisine aşırı vurgu, öğrencilerin dil kullanımlarında güvensiz hissetmelerine yol açabilir. Öğretmen merkezli bu yaklaşım, öğrencilerin pasif kalmasına neden olabilir. Ders materyalleri genellikle dilbilgisi kurallarını açıklayan kitaplarla sınırlıdır. Öğrenci değerlendirmeleri bireysel farklılıkları gözetmez (Lamont vd., 2018; Mansory, 2020) ve öğrencilerden öğrendiklerini tam olarak geri vermesi beklenmektedir. Değerlendirme süreçleri çoğunlukla yazılı sınavlar şeklinde yer almakta (Purpura, 2012), yaratıcılık ve eleştirel düşünmeyi destekleyici etkinliklerden uzak durulmaktadır. Bu sınavlar, öğrencilerden kelimelerin anlamlarını ana dilde yazmalarını ve dilbilgisi yapılarını ezberlemelerini istemektedir, bu da sözlü ifade becerilerinin gelişimini kısıtlayabilir.

Teknolojik gelişmelerle birlikte, bireylerin çeşitlenen ihtiyaçlarını karşılamada geleneksel eğitim yaklaşımları yetersiz kalmaktadır (Davey vd., 2021; Karpenko vd., 2019). Bu durum, eğitimde arzu edilen sonuçların elde edilmesi için bilgi ve iletişim teknolojilerinin etkin bir şekilde kullanılmasını ve öğrenme-öğretme yöntemlerinin yeniden şekillendirilmesini zorunlu hale getirmektedir. Gerçek hayatta uygulanabilir öğrenme deneyimlerine duyulan ihtiyaç artarken, yapılandırmacı öğrenme yaklaşımları eğitim alanında daha geniş bir kabul görmeye başlamıştır (Temizyürek & Ünlü, 2015; Yıldız vd., 2017). Bu gelişme, özellikle geleneksel sınıf düzenlerini aşan ve öğrencilere daha etkileşimli öğrenme imkânları sunan ters yüz sınıf modelinin yaygınlaşmasını teşvik ettiği söylenebilir. Bu model, öğrencilerin ders dışı süreçlerde konulara önceden hazırlanmalarını ve sınıf içinde etkin olarak katılım göstermelerini özendirmektedir (Bishop & Verleger, 2013; Roehl vd., 2013; Tucker, 2012). Bu esnek yapı, öğrencilerin kendi öğrenme süreçlerini yönlendirmelerine olanak tanıyarak, daha sorumluluk sahibi ve bağımsız öğrenicilere dönüşmelerine katkı sağlayabilir. Böylelikle, ters yüz sınıf modeli, öğrenicilerin gerçek problemlerle yüzleşmelerini, bu durumlar üzerine tartışmalar yürütmelerini ve çözümler geliştirmelerini sağlayarak, bireylerin kişisel yeteneklerinin gelişimine katkıda bulunmaktadır (Cole & Kritzer, 2009). Bu yaklaşım, öğrencilerin öğrenme sürecine daha etkin bir şekilde katılmalarını sağlayarak, eğitimdeki dönüşüme katkıda bulunduğu söylenebilir.

Ters yüz sınıf modeli, dil eğitimi alanında yenilikçi bir yöntem olarak ön plana çıkmaktadır. Bu yaklaşım, öğrencilerin ders dışında öğrenme materyallerini önceden incelemelerini teşvik etmekte ve böylece sınıf içi

etkileşimleri artırmalarına olanak sağlamaktadır. Boyraz (2014), Ceylaner (2016), Çalışkan (2016), Çetin Köroğlu (2015), Demir (2016), Emekçi (2014), İyitoğlu (2018), Öztürk (2018), Sağlam (2016) ve Umutlu (2016) gibi araştırmacıların yürüttüğü çalışmalar, İngilizceyi yabancı dil olarak öğrenen öğrencilere bu modelin nasıl uygulandığını ayrıntılı bir şekilde incelemiştir. Bu araştırmalar, ters yüz sınıf modelinin öğrencilerin dil öğrenme süreçlerine pozitif katkılar sağladığını göstermiştir. Ayrıca, yapılan çalışmalar bu yöntemin öğrenciler tarafından olumlu karşılandığını ve akademik başarılarını önemli ölçüde iyileştirdiğini ortaya koymaktadır.

Ters yüz sınıf modelinin dil eğitimindeki yararlarını belgeleyen mevcut alanyazın, bu modelin yapay zekâ teknolojileriyle zenginleştirilmesinin potansiyel avantajlarını da gözler önüne sermektedir. Özellikle, ChatGPT gibi yapay zekâ destekli araçlarla entegrasyonu, öğrenme süreçlerini daha da kişiselleştirerek öğrencilerin dil becerilerini iyileştirebilir ve akademik başarılarını arttırabilir. ChatGPT destekli ters yüz sınıf modeli üzerine yapılan araştırmalar, bu öğretim modelinin ChatGPT ile entegre edilmesinin öğrencilerin öğrenme süreçlerine olumlu katkılar sağladığını göstermektedir. Alan ve Yurt (2024) tarafından yapılan çalışmada, matematik ve fen derslerine yönelik ChatGPT destekli ters yüz öğrenme modeli (CAFLM) geliştirilmiş ve bu modelin, öğrencilerin daha etkin ve kişiselleştirilmiş bir öğrenme deneyimi yaşamasını sağladığı bulunmuştur. Huesca vd. (2024) mühendislik derslerinde ChatGPT'nin geleneksel ters yüz öğrenme stratejisini nasıl desteklediğini ve öğrenci performansını artırarak daha etkileşimli bir öğrenme ortamı sağladığını göstermiştir. Li (2023), ChatGPT tabanlı ters yüz öğrenme rehberlik yaklaşımının (ChatGPT-FLGA), öğrencilerin performansını, öz-yeterliliklerini, öğrenme tutumlarını ve yaratıcı düşünme yeteneklerini önemli ölçüde artırdığını bulmuştur. Pavlova (2024) ise ChatGPT'nin diyalojik öğrenme sürecini destekleyerek öğrencilerin daha etkin rol almasını ve araştırma becerilerini geliştirmesini sağladığını belirtmiştir. Diyalojik öğretim, öğrencilerin düşünme, anlama ve öğrenme süreçlerini teşvik etmek amacıyla konuşmanın etkili gücünü kullanan bir pedagojik yöntemdir (Alexander, 2008). Wang vd. (2023), üniversite öğrencilerinin ters yüz sınıflarda bilgi edinme süreçlerinde prompt(istem) mühendisliğinin önemini vurgulayarak, bu becerinin ChatGPT kullanarak elde edilen bilginin kalitesini artırdığını ortaya koymuştur. Sonuç olarak, bu çalışmalar ChatGPT'nin ters yüz öğrenme stratejileri ile birlikte kullanılmasının, öğrencilerin öğrenme deneyimlerini zenginleştirdiğini ve eğitimde yenilikçi yaklaşımların etkisini artırdığını göstermektedir

Bu bağlamda hem geleneksel öğretim yöntemlerinin kısıtlamaları hem de ters yüz sınıf modelinin kişiselleştirilmiş ve etkin öğrenme fırsatları

sunduğu dikkate alındığında, ChatGPT'nin özgün materyal üretme özellikleri de göz önünde bulundurularak, Fransızca okuma becerilerinin geliştirilmesi amacıyla ChatGPT ile iş birliği yapılması hedeflenmektedir. Bu iş birliği kapsamında, ChatGPT destekli Fransızca okuma etkinlikleri sunarak hem öğrencilere hem de öğretmenlere farkındalık kazandırılması amaçlanmaktadır. Önerilen etkinlikler, öğrencilerin evde önceden hazırlık yapmalarını ve sınıfta etkileşimli uygulamalar gerçekleştirmelerini sağlayarak, onların kendilerine özgü öğrenme ihtiyaçlarını daha iyi anlamalarına olanak tanıyabilir. Bu sayede, öğrencilerin bireysel ilerlemelerine uyum sağlayabilecek esnek bir öğrenme etkinliği çerçevesi sunulmaktadır. Ayrıca, ChatGPT ile zenginleştirilmiş ters yüz sınıf modeli, öğrencilere dil yapılarını kendi hızlarında keşfedebilme özgürlüğü tanıyabilirken, aynı zamanda dilbilgisi yapıları ve kelime kullanımları gibi daha karmaşık unsurları anlayabilmelerine yardımcı olabilir. ChatGPT tarafından sağlanan anında geri bildirim ve kişiselleştirilmiş öğrenme imkânı sayesinde öğrenciler, dil becerilerini gerçek zamanlı bir çevrede uygulayabilme fırsatı bulabilirler. Bu durum, ters yüz sınıf modelinin öğrenme sürecinde etkin katılımı teşvik etme gibi temel avantajlarına katkıda bulunabilir. Öğrenciler, sınıf içi zamanlarını tartışma, soru-cevap gibi etkileşimli aktivitelerle geçirerek öğrendiklerini pekiştirebilirler. Bu süreçte, ChatGPT, dil öğreniminde karşılaşılan zorlukların üstesinden gelebilme konusunda önemli bir destek sağlayabilir. Fransızca okuma becerileri geliştirilmesi için ters yüz sınıf modeli kapsamında ChatGPT ile yapılan bu işbirlikli okuma etkinlikleri, öğrenme motivasyonunu ve etkinliğini artırarak öğrencilerin Fransızca okuma becerilerinin gelişimine önemli ölçüde katkı sağlayabilir.

## Çalışmanın Amacı

Bu çalışmanın amacı, ters yüz sınıf modeli ile ChatGPT destekli okuma etkinliklerinin Fransızca okuma becerilerini geliştirmede nasıl kullanılabileceğini araştırmaktır. Geleneksel öğretim yöntemlerinin sınırlamaları ve ters yüz sınıf modelinin kişiselleştirilmiş ve etkin öğrenme fırsatları sunan yapısı göz önünde bulundurularak, ChatGPT'nin bu süreçte öğrencilere nasıl destek sağlayabileceği incelenecektir. Özellikle, ChatGPT'nin öğrencilere anında geri bildirim ve kişiselleştirilmiş öğrenme imkânı sunarak dil becerilerini gerçek zamanlı bir çevrede uygulamalarına katkıda bulunması hedeflenmektedir. Bu bağlamda, ChatGPT destekli Fransızca okuma etkinliklerinin öğrencilere ve öğretmenlere nasıl farkındalık kazandırabileceği ve öğrenme süreçlerini nasıl zenginleştirebileceği örnek etkinlikler çerçevesinde ele alınmaktadır. Çalışma, öğrencilerin bireysel öğrenme ihtiyaçlarını karşılayabilecek esnek ve etkili bir öğrenme ortamı

sunmayı amaçlamaktadır. Bu bağlamda, ChatGPT'nin Fransızca okuma becerisinin öğretimi ve öğrenimi için nasıl kullanılabileceği incelenecektir.

İlk olarak, ters yüz sınıf modelinin tanımı ve avantajları ele alınarak, bu modelin öğretim süreçlerine nasıl entegre edilebileceği tartışılacaktır. Ardından, yabancı dil öğretimi/öğreniminde yapay zekâ aracı olarak ChatGPT'nin kullanımı incelenecek ve ChatGPT'nin yabancı dil öğretiminde sağladığı potansiyel faydalar ve avantajlar üzerinde durulacaktır. Ayrıca, ChatGPT'nin yabancı dil öğretiminde karşılaşılabilecek olası riskler ve zorluklar detaylı bir şekilde değerlendirilecektir. ChatGPT'nin Fransızca okuma becerisi öğretiminde nasıl etkin bir şekilde kullanılabileceği incelenecek ve bu amaç doğrultusunda ChatGPT ile tasarlanabilecek bazı etkileşimli okuma etkinlikleri sunulacaktır. Ayrıca, ters yüz sınıf modelinde uygulanabilecek somut bir ChatGPT destekli Fransızca okuma etkinliği örneği de bu bağlamda ele alınacaktır. Ters yüz sınıf modeli kapsamında ChatGPT kullanımında öğretmen ve öğrencilere düşen roller ve sorumluluklar detaylı bir şekilde incelenecektir. Çalışmanın bulguları özetlenerek genel bir değerlendirme yapılacak ve gelecekteki araştırmalar için önerilerde bulunulacaktır. Bu başlıklar altında, ters yüz sınıf modelinin tanımı ve avantajları, ChatGPT'nin yabancı dil öğretiminde sağladığı katkılar ve potansiyel riskler, Fransızca okuma becerisi geliştirmede ChatGPT'nin etkisi ve örnek etkinlikler ile öğretmen ve öğrenci rollerine dair detaylı analizler sunulmaktadır.

## Kuramsal Çerçeve

### Ters Yüz Sınıf Modeli

Uluslararası alanyazında, ter yüz öğrenme modeli hem "inverted classroom" (Bates & Galloway, 2012; Gannod vd., 2008; Lage vd., 2000; Strayer, 2012) hem de "flipped classroom" (Bergmann & Sams, 2012; Bishop & Verleger, 2013; Enfield, 2013; Hertz, 2012; Milman, 2012) şeklinde incelendiği görülmektedir. Ulusal alanyazında ise bu model çeşitli isimlerle anılmaktadır: "evde ders okulda ödev modeli" olarak (Demiralay & Karataş, 2014); "dönüştürülmüş sınıf" olarak (Filiz vd., 2016; Gündüz & Akkoyunlu, 2016; Yıldız vd., 2017), "ters yüz edilmiş sınıf" olarak (Bolat, 2016; Serçemeli, 2016); "tersine çevrilmiş sınıf" olarak (Özçelik, 2019; Sezer, 2015); "ters yüz sınıf" olarak (Alsancak-Sırakaya & Seferoğlu, 2017; Aydın & Demirer, 2017; Kara, 2016; Kocabatmaz, 2016; Turan & Göktaş, 2015); "ters yüz edilmiş öğrenme" (Hayırsever & Orhan, 2018) olarak tanımlanmıştır. Bu çeşitli adlandırmalara rağmen, modelin temel özelliği, ders anlatımının sınıf dışına taşınması ve sınıf dışı uygulamaların ve etkinliklerin

sınıf içine getirilmesidir. Ulusal alanyazında "ters yüz sınıf" ifadesi yoğun olarak kullanıldığı için bu çalışmada da bu terim tercih edilmiştir.

Ters yüz sınıf modelinin temelleri, derslerin daha etkili hale getirilmesi amacıyla Eric Mazur tarafından geliştirilen bir öğretim stratejisine dayanmaktadır (Correa, 2015; Laudine, 2014). Mazur (1997), "akran eğitimi (peer instruction)" adını verdiği yöntemde, öğrencilerin evde ders okumalarını ve sınıfta ödevlerini tamamlamalarını önermiştir. Bu yaklaşımla, öğrencilerin sınıf içinde pasif kalmalarının önüne geçilerek etkin sorgulama yapmaları hedeflenmiştir. İlerleyen dönemlerde yapılan bir başka araştırmada ise, öğrencilerden ders okumalarını yapmak yerine önceden kaydedilmiş ders içeriklerini izlemeleri istenmiştir ve bu yaklaşım "dönüştürülmüş sınıf (inverted classroom)" olarak adlandırılmıştır (Lage vd., 2000). Aynı yıl içerisinde Baker ve Mentch (2000) tarafından yapılan çalışmada, geleneksel sınıfın tersine çevrilmesinin nedenleri ve avantajları üzerinde durulmuş ve bu durum "ters yüz sınıf (flipped classroom)" olarak isimlendirilmiştir.

2007 yılına gelindiğinde, ters yüz sınıf kavramı Amerikalı kimya öğretmenleri Jonathan Bergmann ve Aaron Sams sayesinde yeniden gündeme gelmiştir (Dumont & Berthiaume, 2016: 15). Bergmann ve Sams, öğrencilerin evde ya da sınıf dışında izleyecekleri videolar aracılığıyla daha özerk bir öğrenme süreci yaşamalarını ve bu sayede sınıf içi etkinliklerin daha verimli hale gelmesini amaçlamışlardır. Bergmann ve Sams, PowerPoint sunumlarını ekran yakalama yazılımı kullanarak sesli olarak kaydetmeye başlamışlar ve bu ders sunumlarını çevrimiçi ortamlarda paylaşarak öğrencilerin sınıf dışı erişimini sağlamışlardır (Bergmann & Sams, 2012). Bergmann ve Sams (2012), ters yüz sınıf modelini, video aracılığıyla sunulan ders içeriği ve sınıf içinde grup çalışmasıyla yürütülen etkinlikler olarak tanımlamışlardır. Bishop ve Verleger (2013) ise ters yüz sınıfı, sınıf içi etkileşimli grup etkinlikleri ve sınıf dışında gerçekleşen bilgisayar tabanlı bireysel eğitimden oluşan bir eğitim tekniği olarak ifade etmişlerdir.

Ters yüz sınıf modeli, "FLIP" kısaltması kullanılarak tanımlanan dört temel bileşene dayanmaktadır (Hayırsever & Orhan, 2018). Bu model, öğrenme ortamlarının ve süreçlerinin yeniden yapılandırılmasını içerir:

*Esnek Ortam:* Esnek öğrenme ortamı, öğrencilere ne zaman ve nerede öğreneceklerine dair seçim özgürlüğü sunar ve farklı yöntemlerle, farklı hızlarda öğrenme imkânı sağlar. Öğretmenlere de öğrenme ortamını çeşitli biçimlerde düzenleme esnekliği tanır. Temel bilgilerin öğrencilere ders öncesinde video aracılığıyla sunulması, öğretmenlere sınıf içi etkinliklerde daha özgür ve etkin seçimler yapma olanağı tanır. Böylece öğretmenler, sınıf içindeki öğrenme ortamını çeşitli etkinlikler planlayarak zenginleştirir ve

öğrencilere bireysel olarak daha fazla destek olabilirler (Bishop & Verleger, 2013; Fulton, 2014; Moffett, 2015; Sams & Bergmann, 2013).

*Öğrenme Kültürü:* Ters yüz edilmiş öğrenme ortamında öğrenciler, sınıf içinde yaratıcı faaliyetlere odaklanırken, bilgi aktarımı sınıf dışında video gibi araçlarla gerçekleşir. Bu modelde, öğretmenler rehber olarak öğrencilere bire bir destek sunar. Öğrenciler, kendi öğrenme hızlarına uygun şekilde bilgiyi işler ve uygular, böylece eleştirel düşünme ve problem çözme yeteneklerini geliştirir. Bu yaklaşım, öğrencilerin bilgileri gerçek dünya bağlamlarında uygulamalarını teşvik eder ve onları etkin problem çözücüler olarak yetiştirir (Bergmann & Sams, 2012).

*Tasarlanmış İçerik:* Tasarlanmış içerik, öğrenci merkezli bir yaklaşımı benimseyerek, etkileşimli öğrenme stratejileri entegre edilmiş içeriklerin oluşturulmasını gerektirir (Bergmann & Sams, 2014). Yazılı metinler, videolar ve diğer dijital içerikler gibi öğretim materyalleri, eğitim hedefleri ile doğrudan ilişkilendirilmeli ve eğitimde yüksek kalite standartlarını karşılamalıdır. Bu materyaller, farklı coğrafyalardaki öğrenciler tarafından erişilebilir ve faydalı olacak şekilde çeşitlendirilmelidir. Eğitimciler, öğretim programlarını belirlerken hangi konuların öğretileceğini ve öğrencilerin bağımsız olarak çalışacakları materyallerin içeriğini dikkatlice seçmelidir.

*Profesyonel Eğitimci:* Ters yüz edilmiş öğrenme modelinde eğitimci, öğrenme sürecinin merkezinde yer alır. Eğitimciler, öğrencileri sürekli olarak gözlemler, değerlendirir ve onlara geri bildirimler verir. İçeriğin hazırlanması, düzenlenmesi ve öğrenme ortamının etkin bir şekilde oluşturulması, eğitimcinin yetkinliği ile mümkündür (O'Flaherty & Phillips, 2015). Eğitimciler hem sınıf içi hem de sınıf dışı zamanları nasıl planlayacaklarına ve öğrenme materyallerini nasıl entegre edeceklerine dair stratejik kararlar alır (Gündüz & Akkoyunlu, 2016). Bu bileşenlerin her biri, öğrencilerin öğrenme deneyimlerini en üst düzeye çıkarmak için stratejik öneme sahiptir.

Ters yüz sınıf modelinin temel prensibini, "sınıfta yapılan işlerin evde, evde yapılan ödevin ise sınıfta gerçekleştirilmesi" olarak tanımlayan Bergmann ve Sams (2012), bu modelin sadece bu tanım ile sınırlı olmadığını vurgulamaktadırlar. Bu modelde, öğrencilerin sınıf dışında temel bilgileri bireysel olarak öğrenmeleri, sınıf içinde öğretmenlerle birlikte pratik yapmalarına, uygulamalı etkinlikler üzerinde çalışmalarına ve öğretmen-öğrenci etkileşimi için daha fazla zaman ayırmalarına olanak tanımaktadır. Ayrıca, bu yöntemle öğretmenler, öğrencilerin yüksek düzey düşünme becerilerini ve öğretmen-akran etkileşimlerini artıracak daha etkin sınıf içi faaliyetler geliştirebilirler (Chang & Hwang, 2018). Lopes ve Saures (2018)

ise ters yüz sınıf modelini, öğrencilerin konu içeriğiyle ilk kez sınıf dışında tanıştıkları yeni bir öğrenme ve öğretme paradigması olarak tanımlamaktadır. Bu modelde öğretmenin rolü, öğrencilere yol göstermek, onların bilgi oluşturma sürecini motive etmek, liderlik yapmalarına izin vermek, onları takip etmek, desteklemek ve öğrenme çıktılarını sürekli ve dikkatli bir şekilde izlemek olarak ifade edilmektedir.

Ters yüz sınıf modeli, öğrencilerin sınıf dışında ders materyalleri üzerine çalışarak içeriği özümsemelerini sağlamakta ve bu da sınıf içinde daha yoğun uygulama ve etkinlikler yapılabilmesine olanak tanımaktadır (Durak, 2017). Bu model, geleneksel sınıf yöntemlerine kıyasla öğrenicilerin etkin öğrenme faaliyetlerine daha fazla zaman ayırmalarını mümkün kılmaktadır (Gannod vd., 2008; Roehl vd., 2013; Tucker, 2012). Ayrıca, öğrenenlere kendi öğrenme süreçlerini yönetme sorumluluğu vererek kişiselleştirilmiş bir öğrenme deneyimi sunmaktadır (Hertz, 2012). Millard (2012), ters yüz sınıf modelinin öğrenci katılımını artırma, iş birliğine dayalı çalışma becerilerini geliştirme, kişisel rehberlik sağlama, sınıf içi tartışmalara daha fazla yer verme ve bilgi sunumunda esneklik sağlama potansiyeline işaret etmektedir.

Ters yüz sınıf modeli, geleneksel öğrenme yöntemlerine nazaran birçok avantaj sağlamaktadır. Bergmann ve Sams'ın (2012) tanımladığı bu modelde, öğrenciler evde sınıf etkinlikleri için önceden hazırlık yaparken, sınıfta ise ev ödevleri üzerinde çalışmaktadırlar. Bu yöntem, öğrencilerin ders dışı ortamlarda temel bilgileri bireysel olarak öğrenmelerini mümkün kılmakta ve sınıf içinde uygulamalı etkinliklerle bu bilgileri pekiştirmelerine olanak tanımaktadır. Öğretmenler, öğrencilerin karşılaştıkları zorlukları sınıf içindeki etkinliklerle çözme şansı bulmakta; bu durum, öğretmenlerin her öğrenciyle birebir ilgilenmelerini sağlamaktadır ve bu sayede öğrencilerin eğitim süreçlerinde başarılarını arttırmaktadır (Chang & Hwang, 2018; Torun & Dargut, 2015). Buna ek olarak, ters yüz sınıf modeli, öğrencilerin kaygı düzeylerini düşürmeye (Marlowe, 2012), iş birlikli öğrenmeyi desteklemeye (Strayer, 2012), etkin öğrenmeyi teşvik etmeye (Pierce & Fox, 2012; Tucker, 2012; Zappe vd., 2009), öğrenme sürecinin kalıcılığını artırmaya (Turan & Göktaş, 2015), uygulamalı etkinliklerle öğrenmeyi güçlendirmeye (Kocabatmaz, 2016) ve problem çözme ile sorgulama yeteneklerini geliştirmeye (Kim vd., 2014) önemli ölçüde katkıda bulunarak eğitim süreçlerine değer katar.

Ancak, ters yüz sınıf modelinin bazı dezavantajları da bulunmaktadır. Uygun eğitim materyallerinin bulunması ya da geliştirilmesi zaman alıcı olabilir (Milman, 2012), ve öğrenciler bazı yüz yüze eğitim fırsatlarını

kaçırabilirler (Enfield, 2013). Ayrıca, öğrencilerin sınıf dışı etkinlikleri tam olarak yerine getirip getirmediklerini kontrol etmek güçtür (Alsancak-Sırakaya & Seferoğlu, 2017; Aydın & Demirer, 2015; Bergmann & Sams, 2012).

Sonuç olarak, dil öğretimi tarihinde bilginin doğası ve öğrenmenin nasıl gerçekleştiği üzerine temellendirilmiş birçok öğrenme ilkesi geliştirilmiştir (Özçelik & Çınar Yağcı, 2020). Ters yüz sınıf modeli, bu ilkeler doğrultusunda, öğrenme sürecini daha etkin ve iş birliğine dayalı hale getirerek, öğrencilerin akademik başarılarını artırabilir ve öğrenme deneyimlerini zenginleştirebilir. Ancak, bu modelin başarılı bir şekilde uygulanabilmesi için uygun materyallerin hazırlanması, öğrenci motivasyonunun ve katılımının sürekli desteklenmesi şarttır. Bu modeli etkin bir şekilde uygulayan eğitimciler hem öğrenme süreçlerini iyileştirebilir hem de öğrencilerin öğrenme potansiyellerini maksimize edebilirler. Ters yüz sınıf modeli, eğitimciler ve öğrenciler için karşılaştıkları zorluklara yenilikçi çözümler sunarken, eğitim alanında sürekli bir iyileştirme ve gelişim fırsatı sunmaktadır. Bu bağlamda, eğitimde yapay zekâ teknolojilerinin kullanımı, ters yüz sınıf modelini destekleyerek bu süreci daha verimli hale getirebilir. Özellikle yabancı dil öğretiminde, ChatGPT gibi yapay zekâ araçları, öğrencilere anında geri bildirim sağlayarak öğrenme süreçlerini daha dinamik ve etkili kılabilir. Bu tür teknolojilerin entegrasyonu, ters yüz sınıf modelinin etkisini artırabilir. ChatGPT gibi yapay zekâ araçları, ders materyallerinin hazırlanmasında ve öğrencilerin bireysel öğrenme ihtiyaçlarına yanıt vermede önemli katkılar sunabilir. Aynı zamanda, öğrencilerin derse olan ilgisini ve katılımını artırarak, öğrenme süreçlerini daha verimli hale getirebilir. Eğitimciler, ChatGPT'yi kullanarak daha esnek ve dinamik bir öğretim modeli oluşturabilirler. Böylece, ChatGPT ile desteklenen ters yüz sınıf modeli, öğrencilerin daha derinlemesine öğrenmelerini ve eleştirel düşünme becerilerini geliştirmelerini teşvik edebilir.

### Yabancı Dil Öğretimi/Öğreniminde Yapay Zekâ Aracı: ChatGPT

Yapay zekâ, modern teknolojinin sunduğu en çarpıcı yeniliklerden biri olarak, farklı sektörlerde devrim yaratma potansiyeline sahiptir. McCarthy (2007) tarafından "akıllı bilgisayar programları oluşturma bilimi ve mühendisliği" olarak tanımlanan yapay zekâ, farklı disiplinlerdeki ilerlemeler sayesinde sürekli gelişmektedir. Copeland (2019) ise yapay zekânın eğitim, sağlık, güvenlik ve ekonomi gibi alanlardaki başarılı uygulamalarına dikkat çekmektedir. Eğitim alanında yapay zekâ, öğrencilerden öğretmenlere, araştırmacılardan yöneticilere kadar geniş bir kesime destek sağlayarak, kişiselleştirilmiş öğrenme deneyimleri ve anlık geri bildirimler ile eğitimin

kalitesini yükseltmektedir (Luckin & Holmes, 2016; Harry, 2023; Xu vd.,, 2021).

Yabancı dil öğretimi, teknolojik yeniliklerle sürekli olarak evrilmekte olup, yapay zekâ teknolojileri dil öğrenimi uygulamaları, otomatik çeviri sistemleri ve sohbet robotları ile bu süreci zenginleştirmektedir. Yapay zekâ tabanlı sohbet robotları, doğal dil işleme (NLP) teknolojilerini kullanarak kullanıcılarla etkileşime geçer ve dil pratiği yapılmasına yönelik anlık geri bildirimler sunmaktadır (Abdulla vd., 2022). Bu sistemler, öğrenme motivasyonunu artırırken, aynı zamanda öğretmenler için öğrenci performansını değerlendirme araçları olarak da işlev görmektedir (Kerr, 2016; Abusahyon vd., 2023; Vall & Araya, 2023). Yapay zeka destekli araçlar ve uygulamalar, dil öğrenimini zenginleştirerek öğrencilere sürekli geri bildirim sunmakta ve motivasyonu artırmaktadır (Son vd., 2023).

Son yıllarda eğitimde, yapay zekânın kullanımı artış göstermiştir, özellikle ChatGPT gibi yapay zekâ destekli sohbet robotları, doğal dil işleme kullanarak etkileşimli bir deneyim sunmaktadır. ChatGPT, kullanıcıların sorularına hızla yanıt vererek öğrencilerin ve öğretmenlerin ilgisini çekmektedir (Chinonso, 2023; Dai, 2023; Murati, 2022). Kişiselleştirilmiş öğrenme deneyimleri sunma ve idari görevleri otomatikleştirme potansiyeli ile ChatGPT (Rahman, 2023; Silva & Janes, 2021; Lo, 2023), değerli bir eğitim aracı olarak ön plana çıkmaktadır. Ancak, kopya çekmeyi kolaylaştırma ve eleştirel düşünme becerilerini azaltma potansiyeli gibi endişeler de mevcuttur (Rahman, 2023; Silva & James, 2021). Yapay zekânın eğitimdeki rolü, özellikle yabancı dil öğretimindeki etkin kullanımıyla büyük fırsatlar sunarken, teknolojinin etik kullanımının da önemi giderek artmaktadır. Bu bağlamda, yapay zekânın dil öğretimindeki rolü ve bu teknolojilerin eğitimde nasıl daha etkin kullanılabileceği üzerine yapılan çalışmalar büyük önem arz etmektedir. Özellikle, dil öğrenme süreçlerinde yapay zekâ araçlarının sunduğu avantajlar ve potansiyel riskler üzerinde durulmalıdır.

Yabancı dil öğrenimi, günümüzde küreselleşen ve bilişim teknolojilerinin hızla evrildiği bir çağda, bireylerin ve toplumların sosyal, kültürel ve ekonomik gelişimine katkıda bulunan temel bir beceridir (Ivan, (2012). Yabancı dil öğreniminde, geleneksel yöntemlerin yanı sıra, teknolojinin sunduğu imkânlardan da yararlanmanın yabancı dil öğrenme sürecine fayda sağlayacağı söylenebilir. Bu bağlamda, yapay zekâ sohbet robotları, yabancı dil öğreniminde kullanılabilecek etkili ve yenilikçi bir araç olarak dikkat çekmektedir (Dokukina & Gumanova, 2020; Pham vd., 2018). Yapay zekâ sohbet robotları, doğal dil işleme, derin öğrenme ve yapay sinir ağları gibi teknikler kullanarak, insanlarla doğal ve akıcı bir şekilde iletişim kurabilen,

soru cevaplayabilen, metin üretebilen ve geri bildirim verebilen yazılım sistemleridir (Maher, vd., 2020; Nikhila, 2019). ChatGPT'nin önemi, sadece dil pratiği yapma ve geri bildirim alma imkânı sunmasından öteye gitmektedir. Bu teknoloji, öğrencilerin dil seviyelerine ve öğrenme hedeflerine uygun içeriklerle kişiselleştirilmiş bir öğrenme yolculuğu sunmaktadır. Yapay zeka tabanlı dil öğrenme sistemlerinin, öğrencilerin dil becerilerini kapsamlı bir şekilde geliştirdiği ve özgüvenlerini artırdığı gözlemlenmiştir (Ayotunde vd., 2023; Qiao & Zhao, 2023). Öğrencilerin kendi hızlarında ve tarzlarında öğrenmelerine olanak tanıyarak, dil öğretimini daha esnek ve erişilebilir hale getiren ChatGPT, dil öğretiminde devrim yaratan bir araç olarak kabul edilebilir.

Yapay zekâ sohbet robotu olan ChatGPT, OpenAI tarafından geliştirilen bir yapay zekâ modelidir ve kullanıcılarla doğal dil üzerinden etkileşim kurma yeteneğine sahiptir. Bu model, dil işleme ve makine öğrenme teknolojilerinin birleşimiyle çalışır ve çeşitli görevlerde uygulanabilir (OpenAI, 2022). ChatGPT'nin yabancı dil öğreniminde, öğrencilere kişiselleştirilmiş öğrenme (Silva & Janes 2021; Çınar Yağcı ve Aydın Yıldız, 2023), anında geri bildirim (Baidoo-Anu & Owusu Ansah, 2023; Cao & Zhong, 2023) ve motive edici bir ortam sunarak (Ali vd., 2023; Aydın Yıldız, 2023; Caratiquit & Caratiquit, 2023; Dai, vd., 2023), yabancı dil öğretimi/öğrenimine potansiyel fayda sağlayacağı düşünülmektedir. Bununla birlikte ChatGPT'nin yabancı dil öğretimi/öğreniminde kullanılması geleneksel öğrenci-öğretmen etkileşiminin yoksun olmasına (Al-Obaydi vd., 2023) neden olabilmektedir. Ayrıca ChatGPT'nin kullanıcılarına bazen anlamsız, yanıltıcı ve yanlış bilgiler aktardığı ifade edilmektedir (Grave vd., 2023; Leiter vd., 2023; Megahed vd.,2023). Bu amaçla ChatGPT'nin yabancı dil öğretiminde kullanılmasının potansiyel faydalarının ve zararlarının hem yabancı dil öğretmeni hem de yabancı dil öğrencisi tarafından bilinmesinin önemli olduğu düşünülmektedir. Bu sebeple yabancı dil öğretiminde ChatGPT'nin sağladığı katkılar ve riskler alanyazın taranarak detaylı incelenecektir. Çünkü güvenli ve etkili kullanımlarını sağlamak için dil öğreniminde ChatGPT gibi yapay zekâ destekli araçların kullanılmasının avantajlarını ve dezavantajlarını eleştirel bir şekilde değerlendirmek oldukça önemlidir.

## Yabancı Dil Öğretimi/Öğreniminde ChatGPT Kullanmanın Faydaları

Yapay zekâ destekli bir dil modeli olan ChatGPT, etkileşimli konuşmalara katılabilme ve bağlama uygun yanıtlar sunma yeteneğine sahiptir. Büyük miktarda veriyle eğitilmiş olan bu model, yabancı dil öğrencilerine daha etkili, kişiselleştirilmiş ve erişilebilir bir öğrenme deneyimi sağlayabilir (Goar

vd., 2023; Silva & Janes, 2021). Bu nedenle ChatGPT, dil öğretiminde devrim yaratma potansiyeline sahip olup, öğrencilere dil öğrenme fırsatları sunarak yabancı dil öğretimini dönüştürebilir.

Teknoloji, dünya çapında fiziksel sınırları kaldırarak insanların dil becerilerini geliştirmelerine olanak tanımaktadır (Dalglish, 2006). Yabancı dil öğreniminde teknolojinin motive edici bir rol oynadığı (Panagiotidis, 2018) ve sınıf dışında teknoloji kullanımının önemli olduğu anlaşılmaktadır (Lai, 2019). ChatGPT, kişiselleştirilmiş ve etkileşimli dil pratiği sunarak (Rahman & Watanobe, 2023), kültürel anlayışı teşvik ederek (Silva & Janes, 2021) ve geleneksel öğretim yöntemlerini tamamlayıcı bir rol üstlenerek dil öğrenimini kolaylaştırabilir. Öğrencilerin farklı öğrenme stillerine uyum sağlama yeteneği (Murad vd., 2023; Rathod, 2023) ChatGPT'yi öne çıkaran özelliklerden biridir. Bu model, çeşitli öğrenme yaklaşımlarına adapte olabilir ve öğrencilere performansları hakkında geribildirim sunarak gelişim alanlarını belirlemelerine yardımcı olabilir.

Adaptif öğrenme, öğrencilerin ihtiyaçlarına ve öğrenme hızlarına göre özelleştirilmiş bir deneyim sunmaktadır (Tursynova vd., 2023). Her öğrencinin farklı öğrenme hızına sahip olduğu göz önüne alındığında (Felder & Brent, 2005; Foster, 2010; Özçelik, 2015), bu yaklaşım dil öğrenimini daha verimli hale getirebilir. Kişiselleştirilmiş rehberlik, öğrencilerin hatalarını anlamalarına ve etkili öğrenme stratejileri benimsemelerine olanak tanımaktadır (Bull, 2000; Huang vd., 2018). ChatGPT'nin sağladığı bu kişisel rehberlik, yabancı dil öğretimini kitaplar ve sınıflarla sınırlı olmaktan çıkararak, teknolojinin hayatımızdaki yerini pekiştirebilir.

Yabancı dil öğrenmek, makro (konuşma, yazma, okuma ve dinleme) ve mikro (kelime ve dilbilgisi) becerilerin edinilmesini gerektirmektedir. ChatGPT ile yapılan etkileşimli görüşmeler, konuşma ve yazma becerilerini geliştirebilir (Sysoyev & Filatov). ChatGPT, öğrencilere gerçek hayattaki durumları simüle ederek hedef dilde ifade becerilerini kazandırabilir (Lin vd., 2023; Rospigliosi, 2023). Öğrenciler, hata yapma korkusu olmadan güvenli bir alanda dili kullanabilirler (Topsakal &Topsakal, 2023) ve anında geri bildirim alarak hatalarını düzeltebilirler (Castillo-González vd., 2022). Ayrıca, ChatGPT farklı kelimeler ve deyimlerle dil dağarcığını zenginleştirir (Habeb Al-Obaydi vd., 2023). Bu ndenle ChatGPT, kelime dağarcığını genişletme ve dilbilgisi becerilerini geliştirme potansiyeline sahip olduğu söylenebilir. Bunlara ek olarak, anında çeviri yaparak dil engellerini aşmayı kolaylaştırmakta ve dilbilgisi yapılarını açıklamaktadır (Dai vd., 2023; Fang vd., 2023; Kohnke vd., 2023). Bu avantajlar, eğitimcilerin ChatGPT'yi kullanarak etkili dil öğrenme ortamları oluşturmasına yardımcı olabilir.

Üstelik, 7/24 erişilebilirliği ve maliyet etkinliği ile dil öğrenme imkânlarını daha erişilebilir hale getirebilir (Michel-Villarreal vd., 2023).

ChatGPT, sorulara mantıksal ve anında geri bildirim sağlama yeteneği sayesinde eğitimde önemli bir araç olarak kabul edilmektedir (Liu & Liu, 2023; Trương, 2023). Öğrenciler ödevlerini tamamlarken öğretmenlerin iş yükünü azaltmak için ChatGPT'yi kullanmaları (Limna vd., 2023) ve yabancı dil sınıflarında öğrenci katılımını teşvik etmek, kişiselleştirilmiş öğrenme deneyimleri sunmak ve gelişmiş öğretim uygulamalarına olanak tanımak amacıyla kullanılması (Alves de Castro, 2023) dikkat çekicidir. ChatGPT'nin doğal konuşma yoluyla etkileşimde bulunma yeteneği, İngilizce Dili Öğretimine (ELT) katkı sağlamakta (Kostka, 2023) ve öğrencilere yapay zekâ destekli, doğal ve akıcı konuşmalar yapma imkânı sunmaktadır (Smith & Johnson, 2021). Bu özellikler, öğrencilerin dil becerilerini geliştirmelerine ve gerçek dil kullanımına maruz kalmalarına yardımcı olmakta (Jones vd., 2020), ayrıca dil pratikleri yaparak iletişim becerilerini geliştirme fırsatı sunmaktadır (Çıldır, 2023). ChatGPT, öğrencilere anında ve doğru geri bildirimler sağlayarak öğrenme sürecini ilgi çekici ve eğlenceli hale getirmekte (Robinson, 2022), bu da onun eğitimdeki önemini daha da artırmaktadır.

Sonuç olarak, ChatGPT'nin yabancı dil öğretimindeki avantajları dikkate alındığında, bu yapay zekâ tabanlı platformun dil öğrenme sürecinde önemli bir potansiyele sahip olduğu açıktır. ChatGPT, öğrencilere kişiselleştirilmiş dil öğrenme deneyimleri sunabilme potansiyeline sahiptir. Eğitimcilerin ChatGPT'yi öğretim uygulamalarına entegre etmeleri, dil öğrenme sürecini daha verimli, etkili ve öğrenci merkezli bir hale getirebilir. Bununla birlikte, ChatGPT'nin yabancı dil öğretimi ve öğrenimine entegrasyonunda bazı zorluklar ve risklerin de dikkate alınması gerekmektedir.

Eğitimciler, ChatGPT'nin sunduğu olanakları pedagojik hedeflerle uyumlu bir şekilde kullanarak, öğrencilerin dil becerilerini geliştirebilirler. Ancak, bu entegrasyon sürecinde, ChatGPT'nin potansiyel yanılgıları/önyargıları ve etik kaygılar gibi konuların da göz önünde bulundurulması önemlidir. Eğitimciler, bu tür riskleri minimize etmek ve en iyi sonuçları elde etmek için sürekli olarak ChatGPT'nin performansını değerlendirmeli ve gerektiğinde müdahale etmelidirler. Bu bağlamda, ChatGPT'nin yabancı dil öğretimindeki rolü, dikkatli bir planlama ve değerlendirme süreciyle daha etkili ve güvenilir bir hale getirilebilir.

## Yabancı Dil Öğretimi/Öğreniminde ChatGPT Kullanmanın Riskleri

Doğal Dil İşleme ve yapay zekâ alanındaki hızlı gelişmeler, dil öğretiminde yeni teknolojilerin entegrasyonunu mümkün kılmıştır. Bu teknolojilerden biri olan ChatGPT, öğrencilere metin tabanlı diyaloglar aracılığıyla dil pratiği yapma imkânı sağlayarak, dil becerilerini etkileşimli bir şekilde geliştirme fırsatı sunar. Ancak, bu teknolojinin sunduğu potansiyel faydaların yanı sıra, dil öğretiminde kullanımına dair olası zarar ve risklerin de dikkatlice ele alınması gerekmektedir (Gill vd.., 2023; Limna vd., 2023).

ChatGPT, dil öğreniminde kayda değer avantajlar sağlasa da, gerçek insan etkileşimiyle desteklenmediği sürece yeterli olmayabilir. Bu nedenle, öğrencilerin hem ChatGPT'yi kullanmaları hem de insan etkileşimini sürdürmeleri önemlidir (Limna vd., 2023; Singh vd., 2022). ChatGPT'nin aşırı kullanımı, gerçek insan iletişiminin azalmasına neden olarak dil becerilerinin tam anlamıyla gelişmesini engelleyebilir. İnsanlar arası iletişim, dilin doğru ve etkili kullanımında kritik bir rol oynar (Chew, 2021). Ayrıca, ChatGPT'nin kullanımı, akademik dürüstlüğü tehlikeye atabilir ve eleştirel düşünme yetilerini azaltabilir (Rahman & Watanobe, 2023).

ChatGPT gibi modellerin, dilin çeşitli karmaşıklıklarını anlama konusunda sınırlamalara sahip olduğunu bilmek önemlidir. Bu tür sınırlamalar, öğretmenlerin ve öğrencilerin yapay zekâ araçlarını daha bilinçli kullanması gerektiğini açıkça göstermektedir. Örneğin, bu modeller, karmaşık cümle yapıları ve deyimsel ifadeler karşısında zorluk çekebilmektedirler (Fan & Jiang, 2023; Tan vd., 2023). Bu tür sınırlamaların farkında olunması gerekmekte ve hem öğretmenlerin hem de öğrencilerin bu modele tek başına güvenmelerinin önüne geçilmesi önerilmektedir. Üstelik modelin yanlış yorumlarına karşı uyanık olunmalı ve verdiği yanıtlar eleştirel bir bakış açısıyla incelenmelidir (Aydın Yıldız & Çınar Yağcı, 2023). Bu durum hem öğretmenlerin hem de öğrencilerin ChatGPT'den aldıkları bilgileri sorgulayıp değerlendirebilmeleri açısından oldukça önemlidir. Bu sayede doğru ve güvenilir yanıtlar alabilirler. Ayrıca, ChatGPT'nin etik kullanımı ve mahremiyet konularında bilinçli olunması, dil öğretiminde başarılı ve sürdürülebilir sonuçlar elde etmek için büyük önem taşımaktadır (Vaccino-Salvadore, 2023). Öğrencilerin ve öğretmenlerin, yapay zekâ kullanımında etik ve mahremiyet konularına dikkat etmeleri, teknolojinin eğitimdeki yerini daha olumlu hale getirebilir.

Sonuç olarak, yabancı dil eğitimcileri ve öğrenicileri ChatGPT'nin sunduğu avantajları değerlendirirken, bu teknolojinin potansiyel risklerini de göz önünde bulundurmalı ve uygulamalarını bu farkındalıkla

şekillendirmelidirler. ChatGPT, kullanıcıların dil becerilerini geliştirmelerine katkıda bulunabilecek etkileşimli ortamlar sunmaktadır. Bu etkileşimler, gerçek zamanlı geri bildirim sağlama, çeşitli konularda sohbet etme, dil hatalarını düzeltme ve kullanıcıların kelime dağarcığını genişletme gibi çeşitli amaçlara hizmet edebilir. Yabancı dil öğreniminde kelime bilgisi hem üretken hem de alıcı beceriler için çok önemli olduğundan, öğretmenler, öğrencilerin sınıf dışında kendi başlarına kelime bilgilerini geliştirmelerine yardımcı olmak amacıyla çeşitli etkinlikler ve görevler sunarak onların özerklik kazanmalarını desteklemelidir (Aysu, 2022a). Dolayısıyla, ChatGPT ile etkileşim, kullanıcıların öğrenen özerkliği kazanarak yabancı dilde daha akıcı ve özgüvenli hale gelmelerine yardımcı olabilir. Ancak, insan öğretmenlerin kişiselleştirilmiş geri bildirim sağlama ve kültürel bilgi aktarma gibi önemli rollerini göz ardı etmemek gerekmektedir. ChatGPT'nin güçlü yönlerini insan etkileşimi ile birleştirerek, dengeli ve etkili bir yabancı dil öğretme ve öğrenme ortamı oluşturmak mümkündür. Bu şekilde, dil öğretiminde hem teknolojinin hem de insan faktörünün katkıları en üst düzeye çıkarılabilir. ChatGPT'nin sağladığı etkileşim, dinleme, konuşma, okuma ve yazma gibi yabancı dil becerilerinin geliştirilmesi için oldukça değerli bulunmaktadır. Özellikle, yabancı dil okuma becerisinin geliştirilmesinde ChatGPT'nin etkili bir araç olarak kullanılabileceği düşünülmektedir. Bu bağlamda, Fransızca okuma becerisi öğretimi ve öğreniminde, ChatGPT'nin sunduğu imkânlar öğrencilerin Fransızca okuma becerilerini daha etkin bir şekilde geliştirmelerine katkı sağlayabilir.

### Fransızca Okuma Becerisi Öğretimi/Öğreniminde ChatGPT Kullanımı

Okuma, dil öğrenim sürecinde kritik bir yetenek olarak öne çıkmakta ve bireylerin dil üzerindeki kapsamlı becerilerini geliştirmelerine önemli ölçüde katkıda bulunmaktadır. Okuma becerisi, dil öğreniminde temel bir rol oynamakta ve dil bilgisi, kelime dağarcığı ve anlama yeteneklerinin geliştirilmesine katkı sağlamaktadır (Grabe, 2009). Bu beceri, öğrencilere yeni bilgiler edinme, yazma yeteneklerini geliştirme ve dilin yapısal özelliklerini anlama imkânı tanımaktadır (Koda, 2005). Ayrıca, okuma becerisi öğrencilerin metinleri hızlı ve etkili bir şekilde anlamalarını (Snow, 2002) ve eleştirel düşünme yeteneklerini geliştirmelerini sağlamaktadır (Paris & Jacobs, 1984). İyi gelişmiş okuma becerisi, öğrencilerin yazma yeteneklerini ve kelime hazinesini artırmakta, farklı yazı stilleri ve metin türleri ile tanışmalarına yardımcı olmaktadır (Smith & Elley, 1997). Buna ek olarak, Okuma sırasında metni analiz etme, metinler arası bağlantılar kurma ve metnin altında yatan anlamları keşfetme süreçleri, öğrencilerin genel akademik başarılarını olumlu yönde etkilemektedir (Cain vd., 2004).

Dinleme ve okuma becerileri birbirini destekler; iyi bir dinleme becerisi, öğrencilerin daha geniş kelime dağarcığı edinmelerine ve metinleri daha iyi anlamalarına katkı sağlamaktadır (Snow, 2002). Araştırmalar, dinleme ve okuma sırasında aynı beyin bölgelerinin etkin olduğunu göstermektedir (Chen vd., 2024; Hesling vd., 2018). Okuma ve konuşma becerileri arasında da önemli bir ilişki bulunmaktadır; okuma, kelime dağarcığını genişletmekte ve dil bilgisi yapılarını pekiştirmekte, bu da daha akıcı ve doğru konuşmalara olanak tanımaktadır (Pinto, Tarchi, & Bigozzi, 2015). Araştırmalar, okumanın konuşma becerisini geliştirdiğini, çünkü okuma yoluyla edinilen kelime dağarcığı ve dil bilgisi yapılarını konuşma sırasında kullanıldığını göstermektedir (Roch vd., 2016). Okuma, aynı zamanda konuşma sırasında kullanılan anlatım ve açıklama yapısını güçlendirmekte, bu da bireylerin daha tutarlı ve mantıklı konuşmalarını sağlamaktadır (Monnier vd., 2022). Böylece, okuma alışkanlığına sahip öğrenciler, kelime dağarcıkları ve dil bilgisi yapıları zenginleştiği için konuşma sırasında daha akıcı ve etkili olabilirler. Bu, öğrencilerin hem akademik hem de sosyal ortamlarda daha başarılı olmalarını sağlayabilir (Rietdijk vd., 2018).

Okuma, aynı zamanda öğrencilere kültürel anlayış kazandıran önemli bir araçtır. Yabancı dil derslerinde okuma becerisinin, kelime öğrenimi, dil bilgisi ve kültür ile ilgili bilgi edinme süreçlerinde büyük bir rol oynadığı bilinmektedir (Göçerler & Asutay, 2016). Özellikle kültürel bağlamda okuma, öğrencilerin dilin inceliklerini kavramalarına ve dilin gerçek hayattaki kullanımlarını daha iyi anlamalarına yardımcı olmaktadır (Kramsch, 1993). Bu bağlamda, okuma etkinlikleri hem öğrencilerin dilsel yetkinliklerini geliştirir hem de kültürel farkındalıklarını artırır. Öğrencilerin, İngilizce dilini ve bu dilin kültürel unsurlarını öğrenmeye yönelik olumlu bir tutum sergiledikleri görülmektedir (Aysu, 2022b). Ayrıca, bu tür deneyimlerin, öğrencilerin dil öğrenme motivasyonunu da artırabileceği düşünülmektedir. Dil öğreniminde okuma becerisinin bir diğer önemli yönü de okuma stratejilerinin öğrenilmesidir. Öğrenciler, metinleri daha verimli okumak için çeşitli stratejiler geliştirebilirler. Örneğin, anahtar kelimeleri tanımlama, özetleme ve önemli bilgileri not alma gibi teknikler, öğrencilerin okuma sürecini daha etkili hale getirebilir (Grabe & Stoller, 2002). Bu stratejiler, öğrencilerin hem akademik hem de günlük yaşamlarında daha başarılı olmalarına katkıda bulunabilir.

Dil öğreniminde okuma becerisinin, öğrencilerin dil yeterliliklerini artırma ve kelime hazinesi ile dil bilgisini güçlendirme konusunda önemli bir araç olduğu anlaşılmaktadır. Okuma, kültürel anlayışı ve eleştirel düşünme yetilerini geliştirmekte, okuma stratejileri ise metinlerin daha etkili anlaşılmasını ve yorumlanmasını sağlamaktadır. Bu nedenle, yabancı dil

öğretiminde okuma becerilerinin geliştirilmesi öncelikli bir hedef olmalıdır. Bu hedefe ulaşmak için yenilikçi ve etkili yöntemler kullanmak önemli olduğu düşünülmektedir. Yapay zekâ destekli uygulamalar, bu süreçte öğretmenlere ve öğrencilere önemli avantajlar sağlayabilir. Özellikle Fransızca gibi geniş bir kültürel ve akademik etkiye sahip dillerin öğreniminde, bu tür teknolojik yenilikler süreci daha erişilebilir ve verimli hale getirebilir.

Fransızca, dünya genelinde geniş bir kültürel ve akademik etkiye sahip olan önemli bir dildir (Osazuwa, 2007; Westermeyer, 2013). Bu dili öğrenmek hem kişisel hem de mesleki anlamda birçok fırsat sunabilir. Ancak, Fransızca öğrenmek, özellikle de okuma becerilerini geliştirmek, birçok öğrenci için zorlu bir süreç olabilmektedir (Gallet vd., 2020; O'Connor, 2023). Bu noktada, yapay zekâ teknolojilerinin sunduğu imkânlar, dil öğreniminde yenilikçi ve etkili yöntemler sunarak bu süreci kolaylaştırabilir.

Yapay zekâ destekli araçlar, dil öğreniminde kişiselleştirilmiş eğitim olanakları sunarak, öğrencilere ihtiyaçlarına uygun içerik ve geri bildirim sağlama potansiyeline sahiptir (Luckin & Holmes, 2016; Harry, 2023; Xu vd., 2021). Bu tür araçlar arasında ChatGPT, Fransızca okuma becerisinin öğretimi ve öğrenimi için önemli bir rol oynayabilir. ChatGPT'nin dil işleme yetenekleri, öğrencilerin anlamadıkları metinleri daha iyi anlamalarına yardımcı olabilir ve dil bilgisi hatalarını düzeltebilir (Castillo-González vd., 2022). Ayrıca, bu teknoloji, öğrencilere çeşitli okuma materyalleri sunarak onların kelime dağarcığını ve okuma anlama becerilerini geliştirebilir (Javaid vd., 2023; Poole, 2022).

Bu bağlamda, yapay zekâ destekli eğitim araçlarının entegrasyonu, dil öğretiminde geleneksel yöntemlere kıyasla daha dinamik ve etkileşimli bir öğrenme ortamı sunarak, öğrencilerin öğrenme motivasyonunu artırabilir (Kerr, 2016; Abusahyon vd., 2023; Vall & Araya, 2023). Özellikle ChatGPT gibi gelişmiş yapay zeka modelleri, öğrencilerin öğrenme sürecinde karşılaştıkları zorlukları aşmalarına yardımcı olabilir ve böylece dil öğrenme deneyimlerini zenginleştirebilir (Son vd., 2023). Yapay zekâ destekli eğitim araçlarının sağladığı bu etkileşimli ortam, yabancı dil öğreniminde çeşitli becerilerin geliştirilmesine önemli katkılar sağlayabilir. Özellikle okuma becerilerinin, yapay zekâ destekli etkinliklerle daha etkili bir şekilde geliştirilebileceği düşünülmektedir. Yabancı dil öğrenen öğrenciler, dijital ortamda yabancı dilde sunulan farklı türdeki metinleri okumayı ve bu metinleri kendileri seçmeyi tercih etmektedirler (Göçerler, 2020). Bu bağlamda, ChatGPT destekli etkileşimli okuma etkinlikleri, öğrencilerin Fransızca okuma süreçlerine daha etkin katılım göstermelerine ve Fransızca okuma becerilerini daha etkin bir şekilde geliştirmelerine yardımcı olabilir.

**ChatGPT destekli Fransızca Okuma Etkinlikleri**

ChatGPT, Fransızca öğretimi/öğreniminde okuma becerilerini geliştirmek için etkili bir araç olarak kullanılabilir. ChatGPT ile gerçekleştirilen etkileşimli okuma etkinlikleri, öğrencilerin okuma sürecine daha fazla dâhil olmalarını ve metinleri daha derinlemesine anlamalarını sağlayabilir. Bu kapsamda, ChatGPT ile tasarlanabilecek bazı etkileşimli okuma etkinlikleri şunlardır:

*a. Metin Analizi ve Tartışma*

ChatGPT, öğrencilere bir metin okuttuktan sonra metinle ilgili sorular sorarak metin analizi yapmalarını sağlayabilir. Bu sorular, metnin ana fikrini, kahramanların motivasyonlarını ve metindeki önemli olayları kapsayabilir. Örneğin, bir hikâye okunduktan sonra, "Ana kahramanın bu kararı vermesinin arkasındaki motivasyon nedir?" ya da "Bu olayın hikâyenin genel akışı üzerindeki etkisi nedir?" gibi sorular sorulabilir. Bu süreçte öğrenciler, ChatGPT ile metin üzerinde tartışarak metni daha iyi anlama ve eleştirel düşünme becerilerini geliştirme fırsatı bulabilir. Metin analizi ve tartışma etkinlikleri, öğrencilere metni daha kapsamlı bir şekilde değerlendirme ve kendi düşüncelerini ifade etme imkânı sunabilir.

*b. Kelime Hazinesi Geliştirme*

ChatGPT, okuma metinlerindeki yeni kelimeleri belirleyerek öğrencilerin kelime hazinelerini genişletmelerine yardımcı olabilir. Bu süreç, öğrencilerin metinlerde karşılaştıkları bilinmeyen kelimelerin anlamlarını öğrenmelerini ve bu kelimeleri etkin bir şekilde kullanmalarını sağlayabilir. Örneğin, bir metinde "métamorphose" kelimesi geçtiğinde, ChatGPT öğrencilere bu kelimenin anlamını ve kullanımını öğretebilir. Ayrıca, öğrenciler, ChatGPT'nin rehberliğinde bu yeni kelimeleri cümle içinde kullanma alıştırmaları yaparak kelime bilgisini pekiştirebilirler. Kelime hazinesi geliştirme etkinlikleri, yalnızca yeni kelimelerin öğrenilmesiyle sınırlı kalmaz; aynı zamanda öğrencilerin bu kelimeleri bağlam içinde kullanma becerilerini de geliştirebilir. Ek olarak, ChatGPT ile kelime oyunları oynanarak öğrenme süreci daha eğlenceli ve ilgi çekici hale getirilebilir.

*c. Özetleme ve Yeniden Yazma*

Öğrenciler, okudukları metni özetleyerek ve kendi kelimeleriyle yeniden yazarak anlama becerilerini pekiştirebilirler. Bu süreçte ChatGPT, öğrencilere geri bildirim vererek özetleme ve yeniden yazma becerilerini geliştirmelerine yardımcı olabilir. Özetleme ve yeniden yazma etkinlikleri, öğrencilerin metni ne kadar anladıklarını değerlendirmeleri için faydalı olduğu kadar, ifade yeteneklerini geliştirmek açısından da önemlidir. Örneğin, bir paragraf okuduktan sonra öğrencilere, "Bu paragrafın ana fikrini nasıl özetlersiniz?"

ya da "Bu paragrafı kendi kelimelerinizle yeniden yazar mısınız?" gibi sorular sorulabilir. ChatGPT, öğrencilerin verdikleri yanıtları analiz ederek geri bildirimde bulunabilir ve onların eksik ya da yanlış anladıkları noktaları düzeltmelerine yardımcı olabilir. Böylece, öğrenciler metni daha iyi anlama ve analiz etme becerilerini geliştirebilirler.

*d. Metin Tamamlama*

ChatGPT, öğrencilere eksik paragrafları ya da cümleleri tamamlama görevleri verebilir. Bu görevler, öğrencilerin metin içerisindeki mantıksal akışı anlamalarına ve metni bütüncül olarak değerlendirmelerine yardımcı olabilir. Örneğin, bir hikâyenin ortasında kesilen bir paragrafı tamamlamaları istenebilir. Ayrıca, metin tamamlama etkinlikleri, öğrencilerin yaratıcı düşünme becerilerini de teşvik edebilir. Öğrenciler, hikâyenin devamını tahmin ederken ya da kendi versiyonlarını oluştururken hayal güçlerini kullanabilirler.

*e. Metinler Arası Bağlantılar Kurma*

ChatGPT, öğrencilere farklı metinler arasında bağlantılar kurmalarını sağlayacak etkinlikler sunabilir. Öğrenciler, benzer temalar, karakterler ya da olaylar içeren metinleri karşılaştırarak daha derinlemesine bir anlama ve analiz yapabilirler. Örneğin, iki farklı hikâyeyi okuduktan sonra, "Bu iki hikâye arasında hangi tematik benzerlikler var?" ya da "Bu karakterlerin davranışları arasındaki farklar nelerdir?" gibi sorular sorulabilir. Bu tür etkinlikler, öğrencilerin metinler arası düşünme becerilerini geliştirmelerine yardımcı olabilir ve eleştirel analiz yeteneklerini artırabilir.

*f. Metinle İlgili Sorular Sorma*

ChatGPT, okunan metinle ilgili çeşitli sorular hazırlayarak öğrencilerin anlama becerilerini test edebilir. Bu sorular çoktan seçmeli, doğru-yanlış ya da açık uçlu olabilir. Örneğin, bir makale okuduktan sonra, "Metnin ana fikri nedir?", "Yazarın savını desteklemek için kullandığı kanıtlar nelerdir?" ya da "Bu makalenin sonucu neydi?" gibi sorular sorulabilir. Metin ile ilgili hazırlanan sorular, öğrencilerin okuma sırasında dikkatlerini artırmalarına ve metni daha iyi anlamalarına yardımcı olabilir.

*g. Metin Kahramanı Analizi*

Öğrenciler, okudukları hikâye ya da roman kahramanlarının derinlemesine analizini yapabilirler. ChatGPT, öğrencilere kahramanların kişilik özellikleri, motivasyonları ve gelişimleri hakkında sorular sorarak karakter incelemesi yapmalarını sağlayabilir. Örneğin, "Ana kahramanın en belirgin üç özelliği nedir?" ya da "Bu kahramanların hikâye boyunca nasıl değiştiğini açıklayın"

gibi sorular sorulabilir. Bu etkinlikler, öğrencilerin kahraman analizi yapma becerilerini ve metinle duygusal bağ kurma yeteneklerini geliştirebilir. Bu da metni baştan sona iyi anlamak olarak ifade edilebilir.

h. *Kültürel ve Tarihsel Bağlam Analizi*

ChatGPT, öğrencilere okudukları metnin geçtiği dönemi ve kültürel bağlamı anlamalarına yardımcı olacak sorular sorabilir. Öğrenciler, metnin yazıldığı dönemin sosyal, ekonomik ve politik koşullarını araştırabilir ve bunların metin üzerindeki etkilerini inceleyebilir. Örneğin, "Bu hikâye hangi dönemde geçiyor ve o dönemin özellikleri nelerdir?", "Yazarın yaşadığı dönemin olayları bu metni nasıl etkilemiş olabilir?" gibi sorular sorulabilir. Bu etkinlikler, öğrencilerin metni daha geniş bir perspektiften değerlendirmelerine olanak tanıyabilir.

*i. Yaratıcı Yazma Etkinlikleri*

ChatGPT, öğrencilerin okudukları metinlere dayalı yaratıcı yazma etkinlikleri yapmalarını teşvik edebilir. Örneğin, öğrencilerden hikâyenin farklı bir sonunu yazmaları, karakterlerin günlüklerini oluşturmaları ya da metindeki olayları başka bir kahramanın bakış açısından anlatmaları istenebilir. "Ana kahramanın gözünden bir gün yazın" ya da "Bu hikâyenin devamını nasıl hayal ediyorsunuz?" gibi sorular sorulabilir. Yaratıcı yazma etkinlikleri, öğrencilerin hayal güçlerini kullanmalarına ve yazma becerilerini geliştirmelerine yardımcı olabilir.

*j. Rol Yapma ve Canlandırma*

Öğrenciler, okudukları metindeki sahneleri canlandırarak ya da karakterlerin rollerine girerek metni daha etkin bir şekilde keşfedebilirler. ChatGPT, öğrencilere sahneleri canlandırmaları ya da kahramanların bakış açılarını ifade etmeleri için talimatlar verebilir. Örneğin, "Bu sahneyi canlandırarak oynayın ve kahramanın duygularını ifade edin" ya da "Ana kahramanın yerinde olsaydınız nasıl davranırdınız?" gibi yönlendirmeler yapılabilir. Rol yapma ve canlandırma etkinlikleri, öğrencilerin empati kurma ve iletişim becerilerini geliştirir.

*k. Tahmin Etme ve Hipotez Oluşturma*

ChatGPT, öğrencilere metnin ilerleyen bölümleri hakkında tahminlerde bulunma ve hipotezler oluşturma görevleri verebilir. Bu, öğrencilerin metni dikkatlice okumasını ve olayların olası gelişimini düşünmesini sağlayabilir. Örneğin, "Hikâyenin bu noktasında ne olacağını tahmin ediyorsunuz?" ya da "Bu kahramanın gelecekte nasıl bir yol izleyeceğini düşünüyorsunuz?" gibi sorular sorulabilir. Tahmin etme ve hipotez oluşturma etkinlikleri, öğrencilerin analitik düşünme ve problem çözme becerilerini geliştirebilir.

Bu etkinlikler, ChatGPT'nin sunduğu esneklik ve anlık geri bildirim imkânlarıyla öğrencilerin okuma becerilerini geliştirmelerine ve dil öğrenim süreçlerinde daha etkin ve katılımcı bir rol oynamalarına yardımcı olabilir. Öğrenciler, bu etkileşimli ve dinamik yaklaşımlar sayesinde okuma sürecini daha ilgi çekici ve etkili hale getirebilirler. Bu tür etkileşimli okuma etkinlikleri, öğrencilerin okuma becerilerini geliştirmelerine ve dil öğrenim sürecinde daha etkin ve katılımcı bir rol oynamalarına olanak tanıyabilir. ChatGPT'nin sunduğu esneklik ve anlık geri bildirim imkânı, okuma becerilerinin geliştirilmesinde etkili bir araç olarak kullanılmasını sağlayabilir. Bu sayede öğrenciler, dil öğrenim süreçlerini daha etkili ve verimli bir şekilde sürdürebilirler. Bu bağlamda, ters yüz sınıf modeli, ChatGPT'nin sunduğu esneklik ve anlık geri bildirim özelliklerini daha etkin bir şekilde kullanmayı mümkün kılabilir. Bu model, özellikle sınıf dışı etkinliklerde öğrencilere kendi hızlarında öğrenme imkânı tanırken, aynı zamanda anında geri bildirim alma fırsatı sunmaktadır. ChatGPT destekli okuma etkinlikleri, öğrencilerin dil öğrenme süreçlerini daha kişiselleştirilmiş ve etkili bir hale getirerek, sınıf içi tartışmalara daha hazırlıklı ve özgüvenli katılmalarını sağlayabilir. Bu bağlamda, ters yüz sınıf modeli çerçevesinde uygulanan ChatGPT destekli Fransızca okuma etkinlikleri, öğrencilerin Fransızca okuma becerilerini geliştirmelerine önemli ölçüde katkı sunabilir.

### Ters Yüz Sınıf Modelinde ChatGPT Destekli Fransızca Okuma Etkinliği Örneği

ChatGPT, öğrencilerin okuma becerilerini geliştirmede önemli fırsatlar sunabilir. Ters yüz sınıf modeli çerçevesinde, ChatGPT destekli okuma etkinlikleri, öğrencilerin dil öğrenme süreçlerine etkin ve derinlemesine katılımını sağlayabilir. Bu öğretim modelinde, öğrenciler sınıf dışı zamanlarında belirlenen okuma materyalleri üzerinde çalışarak ders öncesi hazırlık yapabilirler. ChatGPT'nin sağladığı destek sayesinde, öğrenciler kelime dağarcıklarını genişletebilir, dilbilgisi bilgilerini pekiştirebilir ve metinleri daha iyi anlayabilirler. Bu ön hazırlık, sınıf içi etkinlikler için sağlam bir temel oluşturarak, öğrencilerin derse daha hazırlıklı ve motive bir şekilde katılmalarını sağlayabilir. Ayrıca, ChatGPT'nin sunduğu anında geri bildirim ve rehberlik, öğrencilerin dil öğrenme sürecinde karşılaştıkları zorlukları hızlı bir şekilde aşmalarına yardımcı olabilir ve onların öğrenme deneyimlerini daha etkili ve verimli hale getirebilir. Bu bağlamda, ters yüz sınıf modeli, ChatGPT'nin yenilikçi ve etkileşimli öğrenme ortamı ile birleştiğinde, Fransızca okuma becerilerinin öğreniminde önemli avantajlar sunabilir ve öğrencilerin Fransızca okuma becerilerini geliştirmede güçlü bir araç olarak öne çıkabilir.

Sınıf içinde, öğrenciler önceden gerçekleştirdikleri çalışmaları derinlemesine anlamlandırma imkânı bulabilirler. Tartışmalar, yaratıcı yazma etkinlikleri ve rol yapma gibi etkileşimli uygulamalar aracılığıyla okuduklarını daha iyi kavrayabilirler. ChatGPT'nin sağladığı dil desteği, metinlerin daha iyi anlaşılmasını ve dilbilgisi kurallarının uygulamalı olarak öğrenilmesini kolaylaştırabilir. Bu etkileşimli süreç, öğrencilerin sadece okuma becerilerini geliştirmekle kalmaz, aynı zamanda dil öğrenme süreçlerine daha yoğun katılım göstermelerini ve motivasyonlarını artırmalarını sağlayabilir. Ders ortamlarında kullanılan teknolojik yenilikler, işlenen konulara ilgiyi artırarak öğrenmeyi daha eğlenceli hale getirir ve bir sonraki derslerde öğrenci katılımını yükselterek öğrenme isteği ve güdüsünü önemli ölçüde artırır (Göçerler & Çoraklı, 2019). Dolayısıyla, ters yüz sınıf modeli çerçevesinde gerçekleştirilen ChatGPT destekli Fransızca okuma etkinlikleri, dil öğrenimine yönelik yenilikçi bir yaklaşım sunarak öğrencilerin okuma becerilerini ve dil yeterliliklerini önemli ölçüde geliştirebilir. "Fransızca Okuma Etkinlik Örneği" başlığı altında, ters yüz sınıf modelinde ChatGPT destekli Fransızca okuma etkinliğinin nasıl gerçekleştirilebileceği ve öğrencilerin sürece nasıl etkin bir şekilde dâhil edilebileceği yer almaktadır. Aşağıdaki örnek hem sınıf dışı hem de sınıf içi okuma etkinliklerinin ChatGPT desteği ile nasıl zenginleştirilebileceğine dair somut bir uygulama sunmaktadır.

Etkinlik örneği, *Édito: Méthode de français A2* (Heu vd., 2016) Fransızca ders kitabının "On n'arrete pas le progresé başlıklı 4. Ünitede yer alan Vocabulaire bölümündeki "Les sciences et techniques et les technologies: Le progrès, les métiers de l'innovation, les nouvelles technologies" teması bağlamında ters yüz sınıf modeli kapsamında ChatGPT destekli Fransızca okuma becerisinin edinimi için hazırlanmıştır.

Bu etkinlik, ChatGPT'nin eğitimdeki destekleyici ve etkileşimsel potansiyelini kullanarak öğrencilerin Fransızca okuma becerilerini geliştirmeyi amaçlamaktadır. Ders planı, ters yüz sınıf öğrenme çerçevesinde yapılandırılmış olup, öğrencilere sınıf dışı ve sınıf içi öğrenme deneyimlerini entegre eden bir yaklaşım sunmaktadır.

Sınıf dışı aşamada, öğrenciler ChatGPT'nin sağladığı etkileşimli platform üzerinden çeşitli metin oluşturma ve anlama etkinliklerine katılacaklardır. Bu süreçte öğrencilere çeşitli okuma materyalleri sunulabilir ve ChatGPT'nin dil işleme yeteneklerinden yararlanarak metinler üzerinde analiz yapmaları ve kendi metinlerini üretmeleri teşvik edilebilir. Bu çalışmalar, öğrencilerin Fransızca okuma-anlama becerilerini geliştirmelerine ve dil bilgilerini daha etkin bir şekilde kullanmalarına olanak tanıyabilir.

Sınıf içi aşamada ise, öğrencilerin edindikleri bilgi ve becerileri pekiştirmek amacıyla tartışma, yaratıcı yazma ve rol oynama gibi etkileşimli etkinlikler gerçekleştirilebilir. Bu etkinlikler, öğrencilerin eleştirel düşünme, yaratıcı ifade ve iş birliği becerilerini geliştirmelerine katkı sağlayabilir. Ayrıca, sınıf içi etkinlikler, öğrencilerin dil öğrenme süreçlerine daha etkin katılım göstermelerini ve motivasyonlarını artırmalarını sağlayacak şekilde tasarlanabilir.

Bu yaklaşım, öğrencilere Fransızca okuma becerilerini öğrenme süreçlerinde daha fazla sorumluluk ve bağımsızlık kazandırarak, onların öğrenmeye olan ilgilerini ve içsel motivasyonlarını artırmaya destek olabilir. ChatGPT'nin sunduğu kişiselleştirilmiş öğrenme deneyimi, her öğrencinin bireysel öğrenme ihtiyaçlarına yönelik özelleştirilmiş geri bildirim ve destek sağlamaktadır. Bu sayede, öğrencilerin dil becerilerini geliştirme süreci daha verimli ve etkili hale gelebilir.

Sonuç olarak, bu ders planı, ters yüz sınıf modeli kapsamında ChatGPT'nin yenilikçi eğitim teknolojileriyle birleşerek, öğrencilerin Fransızca okuma becerilerini geliştirmelerine katkıda bulunmayı ve onların dil öğrenme süreçlerine daha etkin ve motive bir şekilde katılmalarını sağlamayı amaçlamaktadır.

**Ders Planı: Ters Yüz Sınıf Modeli Bağlamında ChatGPT Destekli Fransızca Okuma Becerisi Geliştirme**

**Konu:** Les sciences et techniques et les technologies de la communication

**Seviye:** A2

**Hedefler:**

Öğrencilerin bilim, teknoloji ve iletişim teknolojileri konularında Fransızca okuma becerilerini geliştirmek.

Öğrencilerin ChatGPT'yi kullanarak metin oluşturma ve anlama becerilerini artırmak.

Öğrencilerin kelime dağarcığını genişletmek ve dilbilgisi yapılarını pekiştirmek.

Öğrencilerin metin analizi, özetleme, yaratıcı yazma ve tartışma becerilerini geliştirmek.

***Sınıf Dışı Hazırlık***

1. Metin Oluşturma ve Anlama

Görev: Öğrenciler, ChatGPT'den aşağıdaki konularla ilgili kısa bir metin yazdıracaktır:

Les sciences et techniques: le progrès, les métiers de l'innovation, les nouvelles technologies.

Les technologies de la communication: le téléphone, l'ordinateur, internet, la messagerie électronique.

2. Kelime Dağarcığı ve Dilbilgisi Çalışmaları

Kelime Listesi: Öğrenciler metinde geçen yeni kelimeleri listeleyecek ve ChatGPT'den bu kelimelerin anlamlarını öğrenerek cümle içinde kullanacaklar.

Örnek kelimeler: progrès, innovation, technologie, téléphone, ordinateur, internet, messagerie.

Dilbilgisi Çalışması: Öğrenciler metindeki fiil zamanlarını belirleyecek ve ChatGPT'den bu zamanların kullanımını açıklamasını isteyecekler.

***Sınıf İçi Uygulama***

1. Tartışma ve Derinlemesine Anlama

Tartışma: Öğretmen, sınıf içinde metinle ilgili sorular soracak ve öğrencilerin cevaplarını tartışmalarını sağlayacak.

Sorular: "Qu'est-ce que l'innovation? Comment les nouvelles technologies changent-elles notre vie quotidienne?"

2. Hikâye Tamamlama ve Yaratıcılık

Hikâye Tamamlama Etkinliği: Öğretmen, öğrencilerin ChatGPT'den oluşturdukları metni sınıfta tamamlamalarını isteyecek.

Örnek Başlangıç: "Dans un futur proche, une nouvelle technologie révolutionnaire est inventée. Cette technologie permet de..."

3. Rol Oynama ve Drama

Rol Oynama Etkinliği: Öğrenciler, sınıf içinde belirli roller alarak iletişim teknolojileri hakkında kısa diyaloglar oluşturacaklar.

Örnek Etkinlik: "Jouez une scène où vous expliquez à votre grand-mère comment utiliser un smartphone pour envoyer un message."

4. Kelime Oyunları

Kelime Bulmaca: Öğrenciler, ChatGPT ile yeni öğrendikleri kelimelerle ilgili bulmaca çözecekler.

Örnek Etkinlik: "Trouvez le mot qui correspond à la définition: "Appareil utilisé pour communiquer à distance" (réponse: téléphone)."

**Değerlendirme ve Geri Bildirim**

1. Geri Bildirim ve Değerlendirme

Öğretmen, öğrencilerin sınıf içi ve sınıf dışı çalışmaları değerlendirecek ve bireysel geri bildirimde bulunacak.

Ölçütler: Anlama, kelime dağarcığı, dilbilgisi kullanımı, yaratıcılık ve tartışma becerileri.

2. Öğrenci Değerlendirmesi

Öğrenciler, ChatGPT ile yaptıkları etkileşimlerin ve okuma etkinliklerinin kendi öğrenme süreçlerine nasıl katkı sağladığını değerlendirecekler.

### Ters Yüz Sınıf Modelinde Fransızca Okuma Becerisi Öğretimi/ Öğreniminde ChatGPT Kullanımında Öğretmene ve Öğrenciye Düşen Görevler

Fransızca okuma becerilerinin geliştirilmesi amacıyla ters yüz sınıf modeli bağlamında ChatGPT destekli etkileşimli okuma etkinlikleri incelenmektedir. Teknolojinin eğitime entegrasyonu, öğrenme süreçlerini daha etkili ve ilgi çekici hale getirmeyi hedeflerken, ters yüz sınıf modeli de geleneksel eğitim yöntemlerinin ötesine geçerek öğrencilere daha fazla bireysel öğrenme imkânı sunabilir. Bu çalışmada, yapay zekâ tabanlı bir araç olan ChatGPT'nin, öğrencilerin Fransızca okuma becerilerini geliştirmede nasıl bir destek sağlayabileceği incelenmiştir. ChatGPT'nin etkileşimli özellikleri sayesinde, öğrenciler metinleri analiz etme, anlama ve yorumlama becerilerini etkin olarak kullanarak daha derinlemesine öğrenme deneyimi yaşayabilirler. Ayrıca, bu modelin öğrencilerin motivasyonlarını artıracağı ve bağımsız öğrenme yeteneklerini güçlendireceği düşünülmektedir.

Ters yüz sınıf modeli bağlamında ChatGPT destekli okuma etkinlikleri için öğretmene düşen görevler şunlardır:

*Okuma Materyallerinin Seçimi:* Öğretmen, öğrencilerin seviyelerine ve ilgi alanlarına uygun okuma materyallerini seçebilir. Bu materyaller, dersin amacı ya da konusu ile ilgili temaları içermeli ve öğrencilerin dil becerilerini geliştirmeye yönelik olmalıdır. Öğretmen, bu materyallerin nasıl kullanılacağını ve öğrencilerin sınıf dışında nasıl çalışacaklarını belirleyebilir. Ayrıca, öğrencilerin bireysel ihtiyaçlarını ve öğrenme stillerini göz önünde bulundurarak çeşitli kaynaklar sunabilir.

*ChatGPT ile Etkileşim:* Öğretmen, öğrencilerin metinle ilgili soruları ChatGPT'ye nasıl soracaklarını ve hangi istemlerde bulunacaklarını açıklayabilir. Öğrencilerin ChatGPT'yi etkili bir şekilde kullanabilmeleri için örnek sorular ve istemler sağlayabilir. Ayrıca, öğrencilerin ChatGPT'den elde ettikleri bilgileri nasıl değerlendirecekleri ve eleştirel bir şekilde analiz edecekleri konusunda yönlendirme yapabilir.

*Sınıf İçi Tartışmalar ve Etkinlikler:* Öğretmen, sınıf dışında öğrenciler tarafından oluşturulan ChatGPT destekli okuma parçalarını daha iyi anlamaları için sınıf içi tartışmaları başlatabilir. Öğrencilerin metinleri analiz etmeleri, ana fikirleri belirlemeleri ve metinler arasındaki bağlantıları kurmaları için rehberlik edebilir. Ayrıca, yaratıcı etkinlikler ve grup çalışmaları ile öğrenmeyi pekiştirebilir. Bu etkinliker, drama, rol yapma, yaratıcı yazma ve tartışma gruplarını içerebilir.

*Geri Bildirim ve Değerlendirme:* Öğretmenler, öğrencilerin sınıf içi ve sınıf dışı okuma anlama becerilerinin gelişimini sürekli olarak değerlendirebilir. Öğrencilere bireysel ve grup düzeyinde geri bildirim sağlayabilir. Öğrencilerin güçlü yönlerini ve geliştirilmesi gereken alanları belirleyerek, bireysel öğrenme hedeflerine ulaşmalarına yardımcı olabilir. Ayrıca, öğrencilerin ChatGPT kullanımı ile ilgili deneyimlerini değerlendirerek, gelecekteki ders planlamalarında bu geri bildirimleri dikkate alabilir.

Bu görevler, öğretmenlerin öğrencilerinin okuma becerilerini geliştirmelerine ve ChatGPT'yi etkili bir öğrenme aracı olarak kullanmalarına katkıda bulunabilir. Bu süreç, öğrencilerin bağımsız öğrenme becerilerini güçlendirirken, sınıf içi etkileşim ve iş birliği yoluyla dil öğrenimini daha etkili kılabilir

Ters yüz sınıf modeli bağlamında ChatGPT destekli okuma etkinlikleri için öğrenciye düşen görevler şunlardır:

*Okuma Materyallerini İncelemek:* Öğrenciler, öğretmen tarafından seçilen okuma materyallerini dikkatlice incelemeli ve metinlerin ana fikirlerini, önemli detaylarını ve yazarın amacını kavramaya çalışmalıdır.

*ChatGPT ile Etkileşim Kurmak:* Öğrenciler, öğretmenin belirlediği konuya uygun ChatGPT'den Fransızca okuma metinleri oluşturmasını isteyebilir ve bu metinleri daha iyi anlamak ve derinlemesine analiz etmek için ChatGPT'yi kullanabilirler. Bilmedikleri kelimeleri ya da dilbilgisi konularını ChatGPT'ye sorabilirler. Ayrıca, metinle ilgili sorular sorarak anlamadıkları yerleri açıklığa kavuşturabilir ve metnin farklı yönlerini keşfedebilirler. Örneğin, karakterlerin motivasyonları, olayların arka planı ya da metnin teması gibi konularda ChatGPT'den bilgi alabilirler.

*Notlar Almak ve Hazırlık Yapmak:* ChatGPT ile yapılan etkileşimler sırasında elde edilen bilgileri ve yapılan analizleri not almalıdırlar. Bu notlar, sınıf içi tartışmalar ve etkinlikler için hazırlık yapmalarına yardımcı olabilir. Öğrenciler, tartışmalarda katkıda bulunabilecekleri ve grup çalışmalarında paylaşabilecekleri fikirler geliştirmelidir.

*Sınıf İçi Tartışmalara Katılmak:* Öğrenciler, sınıf içinde gerçekleştirilen tartışmalara etkin olarak katılmaları beklenir. Okuma materyalleri ve ChatGPT'den elde ettikleri bilgiler doğrultusunda görüşlerini paylaşabilir, diğer öğrencilerin görüşlerine açık olmalı ve eleştirel düşünme becerilerini kullanarak tartışmalara katkıda bulunabilirler.

*Yaratıcı Etkinliklerde Yer Almak:* Öğrenciler, sınıf içi yaratıcı etkinliklerde etkin rol almaları önemlidir. Drama, rol yapma, yaratıcı yazma ya da grup projeleri gibi etkinliklerde iş birliği yapabilir ve öğrenme sürecini zenginleştirmeye yönelik katkılarda bulunabilirler.

*Geri Bildirim Almak ve Kullanmak:* Öğretmen ve sınıf arkadaşlarından gelen geri bildirimleri dikkatle dinlemeli ve bu geri bildirimleri dikkate alarak kendilerini geliştirmeye çalışmalıdırlar. Geri bildirimleri, okuma ve analiz becerilerini iyileştirmek ve gelecekteki çalışmalarda daha etkili olmak için kullanabilirler.

*Kendi Öğrenme Süreçlerini Değerlendirmek:* Öğrenciler, ChatGPT ile etkileşimlerinin ve okuma etkinliklerinin kendi öğrenme süreçlerine nasıl katkıda bulunduğunu değerlendirmelidir. Bu değerlendirmeler, kişisel öğrenme hedeflerine ulaşmada hangi strateji ve tekniklerin etkili olduğunu anlamalarına yardımcı olabilir.

Bu görevler, öğrencilerin Fransızca okuma becerilerini geliştirirken ters yüz sınıf öğrenme bağlamında ChatGPT'yi etkili bir öğrenme aracı olarak kullanmalarına ve bağımsız öğrenme becerilerini güçlendirmelerine katkıda bulunabilir.

## Sonuç

Bu çalışma, ters yüz sınıf modeli ve ChatGPT destekli okuma etkinliklerinin Fransızca okuma becerilerinin geliştirilmesinde nasıl kullanılabileceğini kapsamlı bir şekilde incelemiştir. Geleneksel öğretim yöntemlerinin sınırlamaları göz önünde bulundurulduğunda (Duruhan, 2004; Gürses, 2010; Lamont vd., 2018; Mansory, 2020; Özçelik & Ceylan Phiri, 2017; Zohar, 2010) ters yüz sınıf modeli, öğrencilerin ders öncesinde bilgiye erişmelerine ve sınıf içinde bu bilgiyi uygulamalı etkinliklerle pekiştirmelerine olanak tanıyan etkili bir öğrenme yaklaşımı sunmaktadır

(Bishop & Verleger, 2013; Rochl vd., 2013; Tucker, 2012). Geleneksel öğretim yöntemleri genellikle bilgi edinme sürecini ezber ve tekrar üzerine kurulu bir yaklaşımla ele almaktadır. Bu yöntem, öğrencilerin uygulama, analiz, sentez ve değerlendirme gibi üst düzey bilişsel süreçlere yeterince yer vermediği için eleştirilmektedir. Öğrenciler, öğretmenin merkezde olduğu ve pasif bilgi alıcıları olarak konumlandıkları bir ortamda, dil öğreniminde yaratıcı düşünme ve problem çözme becerilerini geliştirmekte zorlanmaktadır. Buna karşın, ters yüz sınıf modeli öğrencilerin etkinkatılımını teşvik eden, öğretmen ve öğrenci etkileşimini artıran bir yaklaşımdır. Öğrencilerin ders dışı zamanlarda materyalleri önceden incelemeleri, sınıf içinde ise bu bilgileri uygulamalı etkinliklerle pekiştirmeleri hedeflenmektedir. Bu model, öğrencilere daha fazla sorumluluk vererek bağımsız öğrenme becerilerini geliştirmelerine yardımcı olabilir.

ChatGPT, ters yüz sınıf modelinin etkinliğini artırmada önemli bir araç olarak öne çıkmaktadır. ChatGPT'nin etkileşimli ve anlık geri bildirim özellikleri (Chinonso, 2023; Dai, 2023; Murati, 2022) ters yüz sınıf modeli öğrenme sürecini daha da destekleyebilir ve öğrencilerin dil öğrenme süreçlerini zenginleştirebilir. Yabancı dil öğreniminde öğrencilere kişiselleştirilmiş geri bildirim sağlama, kelime hazinelerini genişletme, metin analizlerini kolaylaştırma ve eleştirel düşünme becerilerini geliştirme gibi konularda önemli katkılar sunabilir. ChatGPT'nin sunduğu anında geri bildirim ve kişiselleştirilmiş öğrenme imkânları, öğrencilerin dil becerilerini gerçek zamanlı bir çevrede uygulamalarına olanak tanıyabilir. Bu bağlamda, ChatGPT destekli çeşitli okuma etkinlikleri, öğrencilerin okuma becerilerini geliştirmelerine ve dil öğrenim süreçlerinde daha etkin rol almalarına yardımcı olabilir. Metin analizi ve tartışma, kelime hazinesi geliştirme, özetleme ve yeniden yazma, metin tamamlama, metinler arası bağlantılar kurma, metinlerle ilgili sorular, metin kahramanı analizi, kültürel ve tarihsel bağlam analizi, yaratıcı yazma etkinlikleri ve rol yapma gibi etkinlikler, öğrencilerin okuma becerilerini pekiştirmelerini ve derinleştirmelerini sağlayabilir.

Bu çalışmada örnek olarak sunulan ders planı, ters yüz sınıf modeli çerçevesinde ChatGPT'nin eğitimdeki destekleyici potansiyelini kullanarak öğrencilerin Fransızca okuma becerilerini geliştirmeyi hedeflemektedir. Ders planı, öğrencilerin sınıf dışı ve sınıf içi öğrenme deneyimlerini entegre eden bir yaklaşım sunmaktadır. Öğrenciler, sınıf dışında ChatGPT'nin sağladığı etkileşimli platform üzerinden çeşitli okuma ve anlama etkinliklerine katılırken, sınıf içinde ise tartışma, yaratıcı yazma ve rol oynama gibi etkileşimli etkinliklerle edindikleri bilgi ve becerileri pekiştirebilirler.

Ters yüz sınıf modeli bağlamında ChatGPT destekli okuma etkinlikleri için öğretmen ve öğrencilere düşen görevler belirlenmiştir. Öğretmen, okuma materyallerinin seçimi, ChatGPT ile etkileşim, sınıf içi tartışmalar ve etkinlikler ile geri bildirim ve değerlendirme süreçlerinde etkin rol oynar. Öğrenci ise okuma materyallerini inceleme, ChatGPT ile etkileşim kurma, notlar alma, sınıf içi tartışmalara ve yaratıcı etkinliklere katılma, geri bildirim alma ve kendi öğrenme süreçlerini değerlendirme gibi görevleri yerine getirir.

Sonuç olarak, ChatGPT'nin ters yüz sınıf modeli ile bütünleştirilmesi, Fransızca okuma becerisi edinme süreçlerini daha dinamik, etkileşimli ve kişiselleştirilmiş bir hale getirebilir. Bu yenilikçi yaklaşım, öğrencilerin okuma becerilerini geliştirirken aynı zamanda öğrenme motivasyonlarını artırarak daha etkin ve bağımsız öğrenicilere dönüşmelerine katkıda bulunabilir. Bu bağlamda, teknoloji destekli öğretim yöntemleriyle İngilizce eğitimi gören öğrenciler, geleneksel yöntemlerle eğitim gören öğrencilere kıyasla daha yüksek motivasyon düzeylerine sahiptirler (Aysu, 2020). ChatGPT destekli okuma etkinlikleri, öğrencilerin kelime dağarcığını genişletebilir, metin analizi yapabilme yeteneklerini geliştirebilir ve eleştirel düşünme becerilerini pekiştirebilir. Eğitimde yapay zekâ teknolojilerinin kullanımının yaygınlaşmasıyla birlikte, ChatGPT gibi araçlar yabancı dil öğreniminde önemli bir rol oynamaya devam edecektir. Bu bağlamda, yirminci yüzyılın ikinci yarısından itibaren bilim ve teknolojideki önemli gelişmelerin, özellikle bilgisayar ve ağ ortamlarının yaygınlaşmasıyla okuma alışkanlıkları ve tekniklerinde köklü değişikliklere neden olduğunu görmekteyiz (Asutay vd., 2016). ChatGPT'nin ters yüz sınıf modeli ile entegrasyonu, modern eğitim teknolojilerinin bir uzantısı olarak, öğrencilere daha etkili, motive edici ve kişiselleştirilmiş öğrenme deneyimleri sunarak dil eğitiminde yeni bir paradigma oluşturabilir.

## Öneriler

Bu çalışma, ters yüz sınıf modeli ve ChatGPT destekli okuma etkinliklerinin Fransızca okuma becerilerini geliştirmedeki potansiyelini araştırmaktadır. Geleneksel öğretim yöntemlerinin sınırlamaları ve ters yüz sınıf modelinin kişiselleştirilmiş öğrenme fırsatları sunan yapısı göz önünde bulundurularak, ChatGPT'nin Fransızca okuma becerilerinin ediniminde nasıl destek sağlayabileceği incelenmektedir. Yapay zekanın Fransızca öğretim/öğrenim süreçlerine entegre edilmesi, öğrenme süreçlerini daha etkili hale getirebilir ve öğrencilerin dil öğrenme deneyimlerini zenginleştirebilir. Bu bağlamda gelecekteki araştırmalar için öneriler şunlardır:

- ChatGPT destekli Fransızca okuma etkinliklerinin, öğrencilerin okuma becerilerini geliştirme üzerindeki etkisinin daha geniş bir örneklem grubuyla incelenmesi önerilmektedir. Bu tür çalışmalar, etkinliklerin uzun vadeli etkilerini ve kalıcılığını değerlendirmeye yardımcı olabilir.
- ChatGPT'nin sadece Fransızca okuma değil, dinleme, yazma ve konuşma gibi diğer dil becerileri üzerindeki etkilerini de araştıran çalışmalar yapılmalıdır. Bu, ChatGPT'nin dil öğretiminde daha kapsamlı bir araç olarak kullanılma potansiyelini değerlendirmeye yardımcı olabilir.
- ChatGPT'nin Fransızca öğretimi/öğreniminde öğrenci motivasyonu ve derse katılım üzerindeki etkilerini inceleyen araştırmalar yapılabilir. Özellikle öğrencilerin bu tür yapay zeka araçlarıyla nasıl daha etkin katılımcılar haline geldikleri ve öğrenme süreçlerine nasıl daha fazla ilgi (motivasyon, derse karşı tutum, özerk öğrenme, vb.) gösterdikleri araştırılabilir.
- Fransızca öğretiminde, ters yüz sınıf modeli ve ChatGPT entegrasyonunda öğretmen ve öğrenci rolleri ve bu süreçte karşılaştıkları zorluklar detaylı incelenebilir. Ayrıca, hem öğretmenlerin hem de öğrencilerin bu yeni teknolojileri etkili bir şekilde kullanabilmeleri için gerekli olan eğitim ve destek ihtiyaçları belirlenebilir.
- Öğrencilerin Fransızca öğretimi/öğreniminde ChatGPT destekli etkinlikler hakkında geri bildirimleri toplanabilir ve bu geri bildirimler doğrultusunda öğretim materyalleri ve yöntemleri sürekli olarak güncellenebilir. Bu, öğrencilerin ihtiyaçlarına daha uygun ve etkili öğrenme deneyimleri sunulmasını sağlayabilir.
- Tüm bunlara ek olarak yukarıda bahsedilen öneriler diğer yabancı dil (İngilizce, Almanca, Arapça, vb) bağlamında gerçekleştirilebilir.

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# Dil Eğitimi ve Öğretiminde Dijital Yönelimler

Editörler:
Doç. Dr. Semahat AYSU
Doç. Dr. Harun GÖÇERLER

ÖZGÜR YAYINLARI

ISBN 978-975-447-917-1