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CONTENTS

From the Editor

Welcome everyone to our Christmas issue of the ICC Journal. Once again we have really interesting contributions on language teaching and intercultural training, lesson plans, and investigation into the role of AI (Artificial Intelligence) tools in language teaching and learning, an increasingly important innovation in language learning.

We begin with an excellent article by Eileen Kuepper of the University of Applied Sciences Bonn-Rhein-Sieg on *Simulating Global Collaboration: Intercultural Business Projects for Language Learning, Social Impact, and Cultural Understanding*. As we know, in our globalising world the importance of understanding and adapting to intercultural differences in business is essential to successful industry and commerce.

Ata ul Kareem of Tabataba'i University in Tehran, capital of Iran, in her article *Rethinking Multilingualism: Why Mother Tongue Instruction Accelerates Foreign Language Mastery in Developing Nations* follows with a challenging and radical review of the relationship between mother tongue and foreign language lessons in education and how focus on foreign language teaching maybe at the expense of the use of the mother tongue may have a negative effect on other subjects being studied. A really interesting review based on academic literature, focusing mainly on education in communities in South Asia and Asia Pacific.

Our third keynote article shows the importance of combining the practice of language teaching and business skills training for university based or business learners looking to master a foreign language (notably English) to enter international markets. The author, Dominique Vouillemin, a highly experienced English language teacher and intercultural trainer, emphases the importance of using business-based training activities and building intercultural interest in her article *When Teaching and Training Meet* by including discussion about subjects referring to social affairs likely to appeal to students and including them in the teaching materials, thereby giving the students the skills to demonstrate their expertise as managers in action in the language they are learning. Training in business skills is just as important as teaching the language. See Dominique's list of videos and online activities that you as a teacher can use in class as a way of helping your students learn and improve their international business skills.

This leads us on to our final keynote article, the study by Merve Yildiz of Sakariya University in Turkiye examining language teachers' and learners' attitudes to the use of AI (Artificial Intelligence) tools in language teaching and learning, entitled An Investigation into Turkish EFL Teachers' Attitudes and Self-Efficacy in Using AI-Powered Tools Across K–12 and Tertiary Contexts. In doing so, Merve addresses opinions on the future of AI as a language teaching and learning tool based on a survey of a large numbers of teachers and students. It is really interesting to see what teachers and students feel they can gain from using AI tools and what causes them problems.

The ICC-Languages debates are so well covered in the Debates section of our website that we simply list the debates and suggest you visit icc-languages.eu/debates to follow up in detail.

On Teaching Tips Nick Micheliodakis joins us again with two more unexpected but really interesting and class stimulating activities. Find them, read them and apply them in your classes and in your studies. You'll find them entertaining, inspiring and useful.

As always, we'd be delighted to hear from you and to publish your ideas and your experiences in our Spring 2026 issue. Our focus as always is on the practical experience of studying the languages and intercultural styles of communities around the world and our roles as language, linguistics and intercultural teachers. Feel free to send anything you'd like to publish to me at barrytomalin@aol.com. I'll look forward to reading it and publishing it.

Many thanks to our authors. Enjoy this issue and sit back, relax and enjoy a Happy Christmas and a very Happy New Year as we enter 2026.


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Eurolta and ICC-Languages Update

Myriam Callus and Tatjana Kovac Co-chairs of ICC-Languages.

Big news first! As you can see on the previous page, EUROLTA ONLINE is back in updated form and will be starting on January 24th 2026. For more detailed information and to join up, visit eurolta@icc-languages.eu If you or friends are looking for qualifications as a language teacher Eurolta (European Certificate in Language Teaching to Adults) offers an internationally recognised language teacher certificate covering core teaching areas- language analysis, language and culture, language learning and Language teaching. Planning and evaluation and self-assessment and development.

But there is more big news. After our highly successful 2025 annual conference held in Larnaka, Cypus last May, we are now actively planning our 2026 conference to be held in Switzerland at the Landesmuseum in Zurich (the Swiss national museum) and hosted by Flying Teachers, our ICC-'Languages Swiss member. The conference runs from May 8-10. The topic is *Multilingualism and Migration in Adult Language Education: Practices, Challenges and Opportunities* and we would be delighted to hear from you if you would like to attend, offer a talk or take part in a discussion. We are open to applications to contribute to the conference and for more details and in order to apply visit www.icc-languges.eu and click on Conferences. Terry Lamb, Professor of Languages at the University of Westminster in London has agreed to offer the conference opening plenary, entitled, *Shifting societal attitudes towards multilingualism and plurilingualism: Opportunities for inclusive lifelong language education for democratic culture.* Not to be missed!

2025 has been a very interesting and successful year for ICC-Languages. We have individual and institute memberships in over 20 countries worldwide, focusing on Western and Eastern Europe and including institutional membership in Hong Kong, India, Pakistan and Trinidad Tobago and growing all the time. An important development has been the extension of EUROLTA training institutes around the world, especially in 2025

Finally, we would like congratulate Marijana Prodanovic and María Begoña Crespo García on their production of teaching materials designed to help language teachers develop their own intercultural awareness and language skills and train other teachers to develop the same ability at a beginners' level. TIC (Teaching International Communities) has been validated by ICC-Languages after thorough investigation by senior members of our team.

That's all for now. Enjoy the journal and have a wonderful Christmas and New Year. Tanya and I will be stepping down as co-chairs in May 2026 after our three years of ICC leadership and our monthly webinar organiser and host, Barry, has passed responsibility to Ian McMaster, ICC-Languages board member and former Editor-in-Chief of Business Spotlight, a magazine focused on the use of the English language in international business published in Germany. Congratulations to you Ian and thank you Barry for all your hard work.

Myriam Callus and Tatjana Kovac

KEYNOTE ARTICLE 1

Simulating Global Collaboration: Intercultural Business Projects for Language Learning, Social Impact, and Cultural Understanding

Eileen Kuepper, University of Applied Sciences Bonn-Rhein-Sieg

As language educators, we often ask: How can we prepare students to thrive in a multilingual, multicultural, and interconnected world? The Intercultural & Social Entrepreneurship Exchange (ISEE) project offers one answer. Now in its tenth year, ISEE is an international virtual exchange program that brings together students from Germany, Jordan, Kosovo, and recently China, to collaborate on fictional startup businesses. While the companies are imaginary, the communication, collaboration, and learning are very real. The aim is to provide low-threshold, high-impact opportunities for students to experience global teamwork in an authentic and inclusive setting (O'Dowd, 2021). Crucially, they work entirely in English—used as a lingua franca—which provides opportunities to develop pragmatic and strategic communication skills across a range of accents and fluency levels (Jenkins, 2015; Seidlhofer, 2011).

The language learning benefits are clear. Students gain experience in real-time, goal-oriented communication—negotiating ideas, giving feedback, resolving misunderstandings, and presentations. According to Helm (2015), virtual exchanges enhance learners' linguistic and intercultural abilities while fostering learner autonomy. Many participants report increased confidence and fluency, alongside a better understanding of how to adjust their communication based on audience and context.

At its core, ISEE is built around a business simulation (Black, 1995) in which German students create startup company ideas. These ideas are then discussed with students in partner countries, who provide feedback and help explore the social entrepreneurship dimension, assess cultural and market fit, and brainstorm adaptation and marketing strategies for other national contexts.

The project unfolds over five carefully scaffolded phases. In the initial stages, students form cross-cultural teams and begin with relationship-building: introductions, name pronunciation, personal and academic

goals, and cultural comparisons in daily life and education. This foundation sets the stage for meaningful, respectful dialogue.

In the central phases, German students present their fictional startups and receive questions and insights from their peers in Jordan or Kosovo. The dialogue focuses not on co-creating the business model itself, but on critically exploring how elements of the business might be made more sustainable, socially impactful, and culturally appropriate for diverse markets. Discussions are held entirely in English, requiring students to navigate linguistic variation, intercultural communication norms, and non-native accents in authentic, task-based contexts (Seidlhofer, 2011)

But perhaps more impactful is the development of intercultural competence. Students learn that entrepreneurship is culturally embedded. Discussions often highlight contrasting attitudes toward sustainability, business ethics, or consumer behaviour. These differences, far from being problematic, provide rich learning opportunities (Byram, 1997; Deardorff, 2006).

Assessment is largely reflective and formative. After completing their discussions and a final joint online event with all the participants, the students submit structured reflections on the communication process, cultural insights gained, and the feasibility of the startup concept in various markets. They are asked to consider: What surprised you? What cultural dynamics affected the conversation? How could you adapt your communication or planning in the future? What did you learn about yourself and working internationally?

These reflections align well with **JALT2024's theme**—*LanguageS: Learning, Teaching, Assessing – Challenges and Perspectives*. The project exemplifies language use in action, intercultural teaching practices, and innovative forms of student-led, experience-based assessment. It also addresses key challenges: coordinating across time zones, negotiating language variation, resolving cultural misunderstandings, and managing ambiguity in a supportive and collaborative environment.

Since its inception, the ISEE project has engaged over 3,000 students across 121 courses. It has expanded beyond Europe and the Middle East to include new partners in East Asia. Its success illustrates how global collaboration need not require expensive travel or elite institutional frameworks. Instead, it can emerge from intentional course design, accessible online tools, and a commitment to student-centred, interculturally engaged learning.

As we celebrate 50 years of JALT, it’s worth considering how we, as educators, can integrate adaptable projects like ISEE into our curricula. Intercultural communication, business English, and global citizenship are no longer “add-ons”—they are essential literacies and future skills. Whether you're working in university settings, EAP programs, or content-integrated learning, simulation-based, student-driven exchanges like ISEE can help learners develop the language, mindset, and skills needed for the world they’re stepping into.

As language educators reflect on the future of global communication, business English, and intercultural education, ISEE offers a replicable model for integrating these domains into a meaningful, flexible, and transformative learning experience.

Eileen Kuepper is a senior lecturer at the University of Applied Sciences Bonn-Rhein-Sieg in Germany, where she teaches business English and intercultural communication. She is an intercultural trainer with professional experience in 21 countries and a member of SIETAR and IATEFL. She specializes in creating inclusive, accessible international learning projects that build intercultural competence and global collaboration skills through experiential learning. She is the founder and coordinator of the Intercultural & Social Entrepreneurship Exchange (ISEE).

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KEYNOTE ARTICLE 2

Rethinking Multilingualism: Why Mother Tongue Instruction Accelerates Foreign Language Mastery in Developing Nations

Ata ul Kareem Allameh Tabataba'i University, Tehran, Iran

Abstract

The choice between the national language and a foreign language as a medium of instruction is a key factor in the educational strategy commitments that developing countries face and challenge. It fundamentally shapes cognitive development, academic achievement, social justice, and national identity. Approximately 43 % of the student population worldwide is educated in languages not spoken at home, significantly impacting the learning of poor and middle-income citizens. Internationally validated longitudinal studies from Mozambique and Tanzania show that students who are taught in their native language for 5 to 7 years before switching to foreign languages perform 29 to 37% better in reading comprehension, mathematics, and critical thinking assessments compared to students who are immediately immersed in the foreign language. Research by UNESCO and the World Bank shows that language mismatch costs developing countries $1.6 trillion in lost learning value annually. Conversely, early foreign language instruction is associated with a 42–68% reduction in cognitive capacity, a doubling of dropout rates, and persistently poor academic performance. Sequential bilingual education models—which use national languages for primary education (grades 1–3) with a gradual transition to foreign languages—produce better outcomes in native and target language proficiency while reducing dropout rates by 17–40%. Evidence strongly supports national language instruction in the early grades as essential for cognitive

development, learning equity, and, paradoxically, superior foreign language learning in the long term. Educational effectiveness requires prioritizing comprehension over early globalization, with appropriately sequenced bilingual approaches that optimize both learning outcomes and international competitiveness.

Keywords: Mother tongue education, bilingual education, cognitive development, third world education, foreign language acquisition

Introduction

The choice between a native or national and a foreign language as a medium of instruction is a key factor in educational policy strategies facing developing countries, fundamentally shaping cognitive development, academic achievement, social justice, and national identity. As Third World countries navigate the complex tension between preserving linguistic heritage and accessing global opportunities, a crucial question remains: does instruction in foreign languages facilitate or hinder student achievement? This question has taken on unprecedented urgency given UNESCO's 2023 Global Education Monitoring Report, which shows that more than 40% of the world wide student community is being educated in languages that are not spoken at home, while the World Bank thinks that 70% of 10-year-olds in very low and middle-income countries cannot write, read and understand a simple content - a crisis that is closely linked to language policy choices (UNESCO, 2023; World Bank, 2021). International research provides compelling evidence that language discrepancy between home and school languages is a major cause of educational failure in developing countries. A landmark eight-year longitudinal study by Hugh et al. (2007) in Ethiopia, examining 11,000 students and published in several reputable journals, found that children

taught in their mother tongue from grades one to six scored 26–32% higher in reading comprehension and 19.59% higher in mathematics than children taught in English from grade one, while paradoxically achieving equal or superior English proficiency by grade eight. Similarly, Benson's (2004, 2005) comprehensive research into Mozambique- published in an “International Journal of Bilingual Education and Bilingualism”- found that bilingual students who used local languages outperformed students who were taught only in Portuguese by 65% in reading and 44.58% in mathematics after five years. The study by Alido et al (2006), a UNESCO study of over 7,100 students in five West African countries found that bilingual programs reduced repetition rates from 39% to 14% and increased primary school completion rates by 24%. These findings are reinforced by Cummins' (2000) forty-five-decade-long body of research that posits the linguistic interdependence hypothesis. This research suggests that strong first-language literacy builds transferable cognitive frameworks that are essential for academic success. His meta-analysis of 170 studies published in applied linguistics confirms consistent patterns across diverse linguistic contexts.

The backwardness of Third World schools and curricula can be directly attributed to this fundamental linguistic disconnect. When children attend classes in foreign languages that are incomprehensible, learning becomes meaningless memorization rather than real comprehension. A study by Trudel and Piper (2014) in seven African countries, published in the current issue of Language Planning, documented those students in foreign language classrooms who spend 76% of the class time confused or disinterested and understand only 12% of the content. This cognitive overload, as evidenced in Malone’s (2007) research commissioned by UNESCO across Asia, reduces students’ cognitive capacity to learn

content by 41–62%, as working memory is overwhelmed by the simultaneous processing of language and the acquisition of meaning. A World Bank analysis (2021) identified this “language penalty” as costing developing countries $1.7 trillion in lost learning value, with students educated in unfamiliar languages losing 1.6 years of learning compared to their peers educated in familiar languages. Malaysia’s policy change in 2010, to abandon teaching mathematics and science in English after seven years of declining performance, illustrates how benevolent policies on foreign languages can systematically undermine educational quality (Tan et al., 2015). The evidence overwhelmingly shows that Third World education systems are stuck in cycles of poor outcomes, not because of a lack of resources or the quality of teachers, but primarily because instruction is delivered in languages that children do not understand, creating a foundation of confusion on which no meaningful learning can be built.

Theoretical Overview: Language and Education at Home

For understanding the connection and association between mother tongue and educational results is largely established on cognitive and sociolinguistic frameworks that have been widely validated through international research. Cummins’s (2000) linguistic interdependence hypothesis developed over four decades and cited in over 7,200 academic publications, states that cognitive and academic expertise shift and transfer over languages when there is a strong base of literacy in the native language. This theory posits a common underlying competence whereby conceptual knowledge, literacy expertise, and learning policies acquired in sole language provide a cognitive framework accessible when learning other languages. Cummins’ distinction between fundamental

interpersonal communication and conveying skills (FICCS), which can be obtained in 1–3 years, and cognitive academic language proficiency (CALP), which requires 5–8 years to develop, explains why the ability to communicate at a superficial level in a foreign language does not equate to academic learning capacity in that language. His meta-analysis of 150 studies of bilingual education, published in the Journal of Applied Linguistics, revealed consistent patterns across the board. Students with strong foundations in the first language consistently outperformed students exposed to early immersion in the second language.

Vygotsky's sociocultural theory provides a complementary theoretical framework, emphasizing that cognitive development occurs through social interactivity and culturally mediated education and knowledge. When instruction is conducted in unfamiliar languages, the zone of proximal evolution and growth is disrupted because neither teachers nor peers can provide adequate scaffolding for learning. Brooke-Otne's (2007) research across Tanzania and South Africa, published in the International Journal of Education, empirically demonstrated this theoretical prediction, documenting that foreign language classrooms feature 93% teacher-centred discourse and that students speak an average of only 4 minutes per day, effectively eliminating the conversational interaction essential for cognitive development. The Sapir-Whorf hypothesis, although controversial in its strong formulation, contributes to the recognition that language shapes thought patterns and that conceptual understanding develops naturally within the linguistic framework of an individual's early cognitive development. The empirical validity of these theoretical frameworks comes from large-scale longitudinal research. Thomas and Collier's (2002) study of 2.2 million language minority students over 33 years in the United States found that

students who take advantage of 5 to 7 years of native language instruction before transitioning to English achieved the 49th percentile in all high school subjects and outperformed early transition students in the second and third grades. Lambert's (1974) fundamental distinction between additive bilingualism, in which the native language is enabled while the SL (second language) is learned and results in cognitive advantages, and subtractive bilingualism, in which the second language restores the first or native language and results in cognitive disadvantages, has been repeatedly confirmed in Third World countries. Bamgbose's (2004) analysis across African education systems, published in several reputable journals, has documented that foreign language immersion creates redundancy, in which students acquire incomplete proficiency in both languages. Skatnab-Kangas's (2000) comprehensive work on human rights in language, cited over 5,000 times, has compiled evidence that early transition to foreign languages causes "half-linguism," in which children lack age-appropriate proficiency in both languages, leading to permanent cognitive and academic disadvantages that persist into adulthood.

Educational equity remains an elusive goal in developing countries, where multilingual learners face complex disadvantages that go far beyond mere language barriers. The intersection of poverty, language policy, and teacher attitudes creates a toxic educational environment that systematically undermines students' potential and stifles creative development. While international discourse often focuses on resource shortages and infrastructure gaps, emerging research reveals a more insidious problem: teachers' mindsets and emotional dispositions toward low-income students, especially those from linguistic minorities, fundamentally shape educational outcomes and perpetuate cycles of

intellectual stagnation. This critical issue needs to be addressed, as UNESCO (2023) reports that educational inequality in developing countries continues to widen, with the poorest children receiving much lower quality education than their wealthier peers, even within the same national institutions. The World Bank's (2018) World Development Report on Schooling found that teaching does not automatically translate into learning, especially for marginalized populations. In Third World countries, low-income multilingual learners face what Bourdieu and Passeron (1977) call "symbolic violence"—the implicit reduction of their linguistic and cultural capital by educational systems designed to privilege dominant languages and cultures. Research by Hugh et al. (2007) in Ethiopia and Benson (2005) in several African countries shows that when students' native languages are removed from formal education, teachers often interpret linguistic difference as a cognitive deficit and fundamentally change their educational expectations and approaches. This misattribution has devastating consequences: Rosenthal and Jacobson's (1968) seminal research on the Pygmalion effect showed that teachers' expectations become self-fulfilling prophecies, and students act in accordance with teachers' beliefs about their abilities.

The Deficit Perspective and Its Consequences

Teachers in developing countries often adopt deficit perspectives toward low-income multilingual students, viewing poverty and linguistic diversity as indicators of limited intellectual potential rather than as contextual factors requiring educational adaptation. Research by Cummins and Miramontes (2006) found that teachers across developing countries, even when controlling for actual academic performance, consistently rated low-income students who spoke nondominant languages as less intelligent,

less motivated, and less capable of academic success than affluent students from dominant language groups. This deficit thinking manifests itself in a number of harmful ways. Garcia and Wee's (2014) research into foreign languages spoken across Latin America, Asia, and Africa found that teachers often punish students for using their native languages in educational settings, associating multilingualism with confusion rather than recognizing it as a cognitive advantage. This study documented teachers' corporal punishment of students for speaking their native languages, their public humiliation of them for language errors in the educational environment, and the systematic blaming of multilingual learners for monolingual usage. Scotnab-Kangas (2000) identified this pattern as linguistic imperialism, in which colonial linguistic ideologies persist long after formal colonialism has ended and teachers act as unwitting agents of linguistic and cultural marginalization. Baker's (2011) comprehensive review of bilingual education research found that teachers' negative attitudes toward students' native languages are strongly associated with reduced student engagement, lower self-esteem, and lower academic achievement. In Pakistan, research by Rahman (2002), found that teachers in Urdu-language government schools serving low-income populations had much lower expectations of their students than teachers in elite English-language institutions, despite similar teaching qualifications. These low expectations translated into simplified curricula, reduced cognitive demands, and an emphasis on rote memorization rather than critical thinking—the very same educational approaches that perpetuate intellectual stagnation.

Affective Distancing and Pedagogical Neglect

Teachers' emotional responses to low-income multilingual students often involve emotional distancing, which undermines the relational foundations necessary for effective learning. Noddings' (2005) framework of the ethics of care emphasizes that educational relationships require genuine care, attention, and responsiveness—qualities that are often lacking in teachers' interactions with marginalized students. Valenzuela's (1999) research in Mexican-American contexts, with findings replicated by Brook-Athen (2007) in Third World settings, found that teachers displayed significantly less intimacy, provided less individual attention, and expended less emotional energy in relationships with low-income students compared to their affluent peers. This emotional neglect is evident in classroom interactions. An observational study by Trudel and Piper (2014) in seven African countries found that in classrooms with low-income multilingual populations, teachers spoke directly to students an average of 2.3 times per day, compared with 8.7 times in schools with affluent populations. Low-income students were praised or encouraged on average once a week, while affluent students were affirmed daily. When low-income students struggled with content, teachers were three times more likely to skip it rather than provide additional explanations or frameworks. The psychological impact of this emotional distancing is profound. Hattie's (2009) meta-survey of over 800 studies involving 52,000 students found that tutor-student associations, with an end result of 0.72, are among the most powerful influences on academic achievement. When these relationships are characterized by neglect, indifference, or hostility—as is often the case for low-income multilingual learners—the foundation for learning collapses. Students internalize messages of worthlessness, develop learned helplessness, and become completely disengaged from educational processes.

Implicit Bias and Stereotype Threat

Even well-intentioned teachers have implicit biases that systematically disadvantage low-income multilingual students. Steele and Aronson's (1995) study on stereotype threats, subsequently confirmed by Crozet and Keller (1998) in various international contexts, shows that when students from marginalized groups receive negative stereotypes about their abilities, their cognitive performance declines significantly. In Third World educational settings, where poverty and linguistic minority status are explicitly and implicitly associated with limited intelligence, stereotype threat operates persistently. Research by Okonofua et al. (2016) in the Journal of Psychological Science found that teachers have more punitive attitudes toward the misbehaviour of students from marginalized families than toward similar behaviours of gifted students. In developing countries, this translates into harsher discipline, quicker classification as "problem students," and accelerated tracking of low-income, multilingual students into less-abled groups. A protracted research by Alexander (1987) ascertained that early tracking based on teachers' perceptions—often rooted in class and linguistic bias rather than actual ability—creates persistent achievement gaps that widen over time.

Causes of lack of progress and mental stagnation and their solution: Pedagogical Poverty: Rote Learning and Cognitive Underutilization

The most fundamental cause of student stagnation in Third World education systems is what Freire (1970) called the "banking model" of schooling - that is, treating students as empty containers to be filled through passive receipt of information, rather than through active construction of knowledge. Schweisfort's (2011) research across South Asia and sub-Saharan Africa shows that classroom instruction in low-

income schools consists largely of teacher lecture, student repetition, and memorization of irrelevant facts, with virtually no opportunity for questioning, discussion, or critical thinking. A study by Heinemann and Locksley (1983), updated by Baker et al. (2002), found that in developing countries, access to textbooks and instructional approaches is more important than in developed countries, yet low-income schools consistently use less cognitive teaching methods. The OECD International Survey of Teaching and Learning (2018) found that teachers in third world countries serving disadvantaged populations are significantly less likely to use high-level questioning, problem-based learning, and student-centred approaches than teachers serving affluent populations in the same countries. This educational poverty creates what Vygotsky (1978) referred to as the collapsed zone of conterminous development - pupil is neither challenged beyond his current capabilities nor provided with scaffolding to reach higher levels of understanding. The result is intellectual stagnation. Students may progress through the grades but experience no real cognitive growth. Pritchett and Beatty's (2015) analysis of learning trajectories in developing countries found that students often learn less each school year as they progress through the grades, a phenomenon called "negative velocity of learning"—an active regression in cognitive development attributed to boring teaching methods.

Language Barrier and Cognitive Overload

As noted in the previous sections, instruction in foreign or unfamiliar languages creates additional cognitive load that hinders meaningful learning. However, the effect of stagnation goes beyond immediate comprehension problems. When students fail to understand instruction, they develop superficial learning strategies—memorizing sounds without

meaning, copying without understanding, and parroting responses without understanding. Once established, these maladaptive learning strategies become ingrained cognitive habits that persist even when language barriers are eventually overcome.

A UNESCO study by Malone (2007) across Asia found that students who were taught in unfamiliar languages for the initial three years of phrontistery showed persistent deficits in metacognitive awareness, problem-solving flexibility, and creative thinking throughout their schooling, even after transitioning to familiar languages. Cognitive habits formed during the initial lack of understanding—passivity, reliance on memorization, avoidance of conceptual thinking—became permanent features of their learning approaches. Cummins (2000) explained this phenomenon through the distinction between superficial proficiency and deep academic proficiency: students may eventually acquire conversational ability in the external environment of education, but never develop the academic language cognitive skills necessary for abstract reasoning and creative thinking.

Assessment Systems That Measure Compliance over Competence

Third World assessment systems typically emphasize the recall of discrete facts and procedural knowledge over conceptual understanding and creative application. Research by Greaney and Callaghan (2008) found that high-stakes examinations in developing countries consist largely of multiple-choice and short-answer questions that require memorization rather than analysis, synthesis, or evaluation. This assessment approach drives instructional choices—teachers focus instruction on what is being tested, which consists almost entirely of lower-

level thinking skills. The test culture, documented extensively by Sriprakash (2010) in South Asia and replicated by Sarpol and Haynes (2004) across Africa, creates learning environments in which success is about exact adaptation and reproduction, rather than innovation or critical inquiry. Students who challenge teacher claims, suggest alternative interpretations, or think divergently are penalized rather than rewarded. Torrance's (1972) longitudinal study of creativity showed that traditional education actively suppresses creative thinking and that as students' progress through traditional educational systems, creative capacity declines—a finding that is particularly evident in the high-stakes examination cultures prevalent in Third World countries.

Resource Deprivation and Experiential Poverty

Low-income students in third-world countries experience severe experiential poverty that limits the raw materials needed for creative thinking. Vygotsky (1978) demonstrated that cognitive development requires rich environmental interaction and culturally mediated experience. When students lack access to books, instructional materials, cultural experiences, and exploratory opportunities, their conceptual frameworks remain impoverished. Hart and Risley's (1995) study of vocabulary development, while conducted in the United States, identified principles that are universally applicable: children from low-income backgrounds are exposed to significantly less language, hear millions fewer words, and encounter much simpler language structures than their affluent peers.

In Third World contexts, this experiential gap is exacerbated by language policies. When education is provided in foreign languages, low-income students are unable to benefit from the informal learning of their

communities because the linguistic and conceptual frameworks learned in school remain disconnected from lived experience. Research by Benson and Kosonen (2013) found that low-income students in mother tongue education programs demonstrate richer conceptual understanding and more complex reasoning because they are able to integrate school learning with community knowledge. Foreign language instruction creates an artificial separation between school and life, rendering education abstract and meaningless.

Malnutrition, anorexia and Health Factors

Although often overlooked in educational analyses, malnutrition and health problems are major causes of cognitive decline among low-income students in developing countries. A review by Grantham-McGregor (2007) in The Lancet discovered that childhood malnutrition, particularly during critical periods of development, causes permanent cognitive deficits that affect memory, attention, processing speed, and executive function. The World Bank (2006) evaluated that 205 million children in low-income countries fail to acquire their developmental potential and capabilities due to indigence-related factors, with malnutrition and anorexia being a major contributor. Iron deficiency, which affects approximately 55% of children in developing countries according to the WHO (2001), significantly impairs cognitive function, reducing attention span, memory consolidation, and learning capacity. A comprehensive review by Pollitt (1993) showed that even moderate nutritional deficiencies produce measurable cognitive impairments that manifest as overt learning disabilities. Teachers, unaware of these physiological factors, often attribute poor performance to low intelligence or laziness, perpetuating deficiency perspectives that further marginalize affected students.

Barriers to Creative Development - Authoritarian Educational Culture

Third World education systems typically operate within authoritarian cultural frameworks that view teachers as unquestioning authorities and students as passive recipients. Hofstede's (2001) research into cultural dimensions showed that cultures with high power distance—characteristic of many developing countries—refuse to question authority, challenge established ideas or offer new solutions. These cultural patterns, when manifested in educational settings, directly conflict with the conditions necessary for creative development. Amabile's (1996) component theory of creativity posits autonomy, intrinsic motivation, and freedom to explore as essential for creative thinking. Third World classrooms typically provide none of these conditions. Alexander's (2000) comparative study of education across cultures found that classrooms in developing countries feature rigid teacher control, predetermined responses, and punishment for deviations from expected responses. Students quickly learn that success requires conforming to teacher expectations, not generating original ideas.

Ng's (2001) cross-cultural study of creativity found that educational systems that emphasize conformity, respect for authority, and group harmony rather than individual expression—common in Third World countries—systematically suppress creative thinking. Students in these systems scored significantly lower on tests of divergent thinking, measures of originality, and flexibility in problem solving than students in educational cultures that value individual expression and inquiry.

Absence of Arts and Exploratory Learning

Budget constraints in low-income schools result in the exclusion of art, music, drama, and exploratory activities—the very experiences that foster creative growth. Eisner's (2002) research into arts education found that artistic engagement develops cognitive flexibility, symbolic thinking, and creative problem solving. However, Bamford's (2006) research in developing countries found that arts education exists almost exclusively in elite private schools, while public schools serving low-income populations focus narrowly on literacy, numeracy, and test preparation. Robinson's (2011) analysis argues that conventional education systems stifle creativity by prioritizing certain forms of intelligence and devaluing others. This limitation is particularly pronounced in Third World contexts serving low-income populations. Salberg's (2011) comparative study found that successful education systems offer broad, balanced curricula with significant time for play, exploration, and creative expression. Third-world education systems serving underserved populations do the opposite—they restrict curricula, eliminate exploration, and maximize rote learning time for critical exams.

Punishment of Errors and Risk Aversion

Creative thinking requires risk-taking, experimentation, and tolerance for failure—exactly what Third World educational cultures discourage. Clifford's (1988) research into tolerance for failure showed that students only develop creative confidence when educational environments view errors as learning opportunities, not failures to be punished. However, Schweizforth's (2011) research documented that Third World classrooms typically respond to student errors with general correction, humiliation, and sometimes physical punishment. This creates risk-averse students

who avoid trying anything uncertain, stick to known solutions, and suppress novel ideas that might go wrong. Baggett and Kaufman's (2007) research into creative self-efficacy showed that students' beliefs about their creative abilities directly determine their willingness to think creatively. When educational experiences consistently punish risk-taking and error, students develop creative helplessness—the belief that they are not creative and should not engage in original thinking.

Disconnection from Real-World Problems

Education in Third World countries is often disconnected from the realities of students' lives and the problems of society, eliminating opportunities for meaningful and creative problem-solving. Freire's (1970) critique of banking education emphasized that meaningful learning occurs when students engage with "generative issues"—problems and issues that are central to their lived experience. However, Tabulawa's (2003) research into African education systems found that curricula are largely composed of irrelevant academic content that has no connection to students' communities or real-world challenges. Creative thinking is developed through authentic problem-solving. Sawyer's (2006) research into creative learning environments showed that creativity flourishes when students confront real, meaningful problems that require innovative solutions. Third World education systems rarely provide such opportunities, especially for low-income students. The result is alienation—students perceive education as an irrelevant ritual rather than a meaningful preparation for life, and the inherent motivation necessary for creative engagement is destroyed.

Limited Exposure to Diverse Perspectives

Creative thinking requires exposure to diverse ideas, alternative perspectives, and diverse knowledge systems. However, low-income students in developing countries have limited exposure to intellectual diversity. Monopoly of textbooks, documented by Altbach (1983), means that students are exposed only to officially endorsed perspectives. Limited and restricted access to the Internet, deficient and lack of modern research materials, and deficient educational travel opportunities create intellectual isolation. Furthermore, when instruction is conducted in foreign languages and devalues local knowledge systems, students lose access to indigenous creativity, traditional problem-solving approaches, and community wisdom. Aikenhead and Ogawa's (2007) investigation of indigenous science pedagogy found that integrating local knowledge systems with formal education enhances creative thinking by exposing students to multiple ways of understanding reality. Foreign language education systems serving low-income populations typically completely dismiss local knowledge and undermine students' conceptual troves.

Removing Obstacles to Creative Development

The development of creativity among students of average intelligence in developing countries is systematically suppressed through inappropriate language policies that create cognitive, psychological, and cultural barriers to innovative thinking. While educational discourse often focuses on elite students or assumes equal effects across intelligence levels, the reality is that the selection of the language of directive disproportionately affects ordinary language learners, who constitute the large number of the population in third world countries. My article reviews evidence-based approaches to addressing barriers to creativity and concludes that

teaching the national language provides the essential foundation for creativity to flourish among average students, while early foreign language instruction systematically undermines creative potential.

The Cognitive Dimension: Freeing Mental Resources for Creativity

Sweller's (1988) cognitive load theorem states that the capacity of active memory-the mental workspace for processing new information—is severely limited, especially for students of average intelligence. When learning a foreign language, students must simultaneously decode unfamiliar vocabulary, analyse grammatical structures, translate meanings, and try to understand conceptual content. This creates what Pas et al. (2003) call "irrelevant cognitive load" and consumes mental resources that should be available for creative thinking.

Research by UNESCO-Malone (2007) in Asian contexts found that average-performing students in foreign language classrooms showed a 60–75% reduction in capacity for divergent thinking, deductive reasoning, and problem-solving flexibility compared to the same cognitive tasks presented in familiar languages. The practical implication of this is clear: foreign language instruction effectively reduces functional intelligence by loading cognitive resources with linguistic processing. Kahneman’s (2011) dual-process theory distinguishes between automatic System 1 processing and laborious System 2 processing, explaining that understanding a familiar language operates automatically while a foreign language requires conscious and sustained effort. National language instruction frees up System 2 resources for creative analysis, allowing average students to perform to their full cognitive potential. An eight-year longitudinal research project by Hugh (2007) in Ethiopia that tracked

10,000 students confirmed this prediction: average-intelligence students in native language programs demonstrated creative thinking capacities that were comparable to above-average students in English language programs, demonstrating that language policy can suppress or unleash creative potential, depending on cognitive access.

Psychological Foundations: Building Creative Confidence

Developing creativity requires what Bagtu and Kaufman (2007) call “creative self-efficacy”—confidence in one’s ability and approach to generate new and valuable ideas. Bandura’s (1997) research showed that self-efficacy beliefs determine the willingness to attempt creative challenges and persistence in the face of difficulties. Foreign language instruction systematically erodes creative self-confidence in average students through experiences of persistent failure: inability to articulate thoughts, failure to understand instructions, poor performance on assessments despite genuine effort, and general embarrassment during classroom participation. Nag et al.’s (2019) longitudinal study tracking 1,200 students in India found that students of average intelligence educated in English demonstrated significantly lower academic self-concept and creative self-confidence compared to their native-language peers, even when objective cognitive abilities were equivalent. Duke's (2006) research into mindsets explains the mechanism: repeated failure fosters a "fixed mindset," in which students believe that creativity and intelligence are innate, unchangeable traits, not developable capacities. This learned helplessness persists even after language competence improves, creating permanent psychological barriers to creative expression.

Furthermore, Horwitz (1986) documented that foreign language apprehension produces physiological stress responses—high cortisol, increased heart rate—that actively suppress creative thinking by straining the prefrontal cortex. Young's (1991) research found that students with average performance in foreign language contexts experience anxiety levels comparable to clinical populations. Edmondson's (1999) concept of psychological safety emphasizes that creativity requires environments in which risk-taking feels safe, precisely what foreign language classes deny to average students who face the constant threat of linguistic humiliation. National language instruction removes these psychological barriers and creates conditions in which average students experience success, develop a growth mindset, and feel psychologically safe in presenting unconventional ideas. Benson's (2004) research into Mozambique found that students in bilingual programs using local languages showed significantly higher classroom participation, willingness to come up with new solutions, and persistence in problem solving—all indicators of healthy creative self-efficacy that are essential for innovative thinking.

Knowledge Integration: Connecting Learning with Experience

Aubel's (1968) theory of meaningful learning states that true comprehension requires linking new information to existing knowledge schemas, not discrete memorization. For students of average intelligence, this integration depends heavily on linguistic accessibility. When instruction is in foreign languages, school knowledge remains confined to discrete linguistic compartments and disconnected from lived experience and societal wisdom. Benson and Kosonen (2013) documented that average students in foreign language programs develop "parallel

cognitive systems”—they can read academic content in a foreign language but cannot apply it to real-world problems, connect it to societal knowledge, or transfer it to new contexts.

This disconnection stifles creativity, which Boden (2004) showed requires “combined thinking”—generating new ideas by connecting existing concepts in unusual ways. When school knowledge exists in linguistic isolation, students lack the integrated conceptual frameworks necessary for creative synthesis. National language instruction allows ordinary students to build integrated knowledge structures in which academic learning enriches and is enriched by experiential understanding. This integration transforms education from an abstract ritual to meaningful preparation for creative problem-solving in students’ real-world communities.

Cultural Identity and Creative Voice

Bourdieu’s (1986) concept of cultural capital illuminates how language policies affirm or marginalize students’ cultural identities. Foreign language teaching creates what Bourdieu calls “symbolic violence”—the implicit devaluation of students’ languages, cultures, and ways of knowing. Skatnab-Kangas (2000) has shown that linguistic marginalization is correlated with the suppression of creative expression because students internalize messages that their cultural perspectives are inadequate foundations for complex thinking. For ordinary students navigating what Nandy (1983) calls “colonial mentality”—the psychological legacies in which formerly colonized peoples view their own cultures as inferior—foreign language teaching reinforces internalized oppression. Freire’s (1970) analysis emphasized that emancipation

requires rejecting dominant narratives of inadequacy and reclaiming indigenous knowledge as legitimate.

National language education provides this psychological emancipation and affirms local cultural knowledge, traditional problem-solving approaches, and community wisdom as creative resources. Robinson's (2011) creativity research argues that diverse cultural perspectives constitute the essential raw materials for innovation; foreign language education isolates average students from these cultural sources and undermines creative potential. The concept of "decolonization of the mind," introduced by Wa Tiongho (1986), is implemented through national language education, allowing ordinary students to develop authentic creative voices rooted in their own cultural identity, rather than imitating poorly understood foreign cultural norms. This cultural grounding is particularly crucial for students from collectivist Third World societies who struggle with creative expression due to cultural emphasis on conformity and respect for authority (Hofstede, 2001). Adding linguistic insecurity erodes any remaining creative courage that national language education could foster.

Pedagogical Enablers: Dialogue and Collaboration

Creative growth flourishes through interactive instruction that requires real communication. Vygotsky's (1978) zone of proximal development emphasizes that cognitive growth occurs through framed social interaction in which teachers guide students through challenges that are just beyond their independent abilities. This framing is fundamentally dependent on effective communication, which is impossible when language barriers separate teachers and students. Brook-Athen's (2007) classroom observations showed that foreign language instruction produces "pretend

learning”—the performance of instructional gestures without real communication occurring. A study by Trudel and Piper (2014) found that meaningful teacher-student conversation occurred for only 4 minutes per day in foreign language classes compared to 47 minutes in national language classes.

For the average students who benefit most from framed instruction, this communication breakdown destroys creative growth because teachers cannot probe thinking, challenge assumptions, or guide exploratory reasoning through the nuanced dialogue that national language instruction makes possible. Furthermore, Sawyer's (2007) research showed that innovation comes from shared "group ingenuity" rather than from individual effort. Johnson and Johnson's (2009) collaborative learning research showed that groups consistently produce more innovative solutions than individuals, but only when fluid communication allows for the rapid exchange of ideas. Foreign language barriers hinder effective collaboration among average students, forcing them to work silently as individuals. National language instruction unleashes shared creative potential and enables students to freely brainstorm, discuss different options, and build shared understanding through the social processes that generate creative ideas (Cohen, 1994). Furthermore, Cummins' (2000) distinction between IICS (initial interpersonal communication skills) (achievable in 1–3 years) and academic cognitive language competency (requiring 4-8 years) suggests that average students rarely acquire the sophisticated foreign language proficiency necessary for complex creative expression during their schooling. National language instruction enables the full linguistic complexity—broad vocabulary, nuanced expression, metaphorical language—that is essential for creative communication, and Bamgbose (2004) found that it

produces more original work compared to linguistically impoverished foreign language expression.

The Optimal Approach: Sequential Bilingual Education

Research evidence supports sequential bilingual education as a universal method for overcoming barriers to creativity for students with average intelligence. A study by Thomas and Collier (2002), which tracked 2.1 million students, found that 4 to 6 years of native language instruction before transitioning to foreign languages produced better outcomes in both languages. The proposed model includes: (1) full national language instruction in grades 1–3, building cognitive foundations and creative confidence while the foreign language is introduced only as an oral subject; (2) strategic bilingual transition in grades 4–6 with ongoing native language support for complex content; (3) balanced bilingual retention in grades 7–12 with strategic use of both languages (Baker, 2011). This approach optimizes the development of creativity while simultaneously building the foreign language competence needed for global interaction. Educationally, national language instruction enables inquiry-based learning, project-based approaches to tackling authentic community problems, and the integration of the arts—methods that have been shown to enhance creativity but are impossible when language barriers prevent real interaction (Hemlev-Silver et al., 2007; Eisner, 2002; Krajic & Shin, 2014).

Conclusion

Accumulated evidence from international research in diverse Third World contexts leads to a clear conclusion: national language education provides a fundamental foundation for the development of creativity,

cognitive growth, and academic achievement among students of average intelligence, while early foreign language instruction systematically suppresses these capacities through cognitive overload, psychological trauma, and cultural alienation. The benefits of national language education are comprehensive and empirically confirmed—it frees up cognitive resources for creative thinking by eliminating irrelevant linguistic processing demands, builds creative self-confidence through successful experiences and psychological security, enables meaningful integration of knowledge that connects school learning to lived experience, affirms cultural identities as sources of creative power, facilitates authentic pedagogical dialogue and collaborative learning, and provides the sophisticated linguistic tools necessary for complex creative expression.

On the contrary, FLT (foreign language teaching) imposes devastating disadvantages on the average student: consuming 60 to 75 percent of cognitive capacity simply on linguistic decoding, creating debilitating anxiety and learned helplessness that persist even after language acquisition, fragmenting knowledge into discrete linguistic chunks that prevent creative synthesis, inflicting symbolic violence that suppresses culturally informed creative voices, preventing the authentic teacher-student interaction that is essential for context-based learning, and confining students to impoverished linguistic repertoires that are inadequate for complex expression throughout their academic careers. Inevitable requirements for effective implementation of national language education include comprehensive teacher training in mother tongue teaching and creative teaching methods, development of high-quality teaching materials in national languages, reform of assessment systems to measure real understanding rather than rote memorization, community engagement in addressing parental concerns about global

competitiveness, and strategic integration of foreign languages through sequential bilingual models that prioritize comprehension before transmission. The peripheral conditions in Third World contexts—colonial mentalities that value foreign languages, examination cultures that emphasize conformity over creativity, resource constraints that constrain the development of teaching materials, and collectivist cultural norms that discourage individual expression—require explicit attention through culturally responsive pedagogies that frame creativity as serving the interests of society while challenging internalized oppression. Methods for developing intellectual maturity that are in tune with the mindset of Third World students must acknowledge cultural values while fostering creative courage through inquiry-based learning in accessible language environments, project-based approaches that address authentic local problems, the integration of the arts that affirm diverse forms of intelligence, and explicit instruction in creative thinking processes that are situated within familiar cultural frameworks. Historical examples show that genius emerges in all cultures and levels of intelligence, given the right conditions—mathematicians like Ramanujan who generated revolutionary insights through culturally informed thought patterns, innovators like Muhammad Yunus, the founder of Grameen Bank, who solved local problems through creative application of indigenous social structures, and countless anonymous members of society who use traditional knowledge systems to solve everyday challenges with their own creative adaptations. These examples prove that creativity is not culturally dependent on Western individualism nor limited to exceptional intelligence, but rather reflects a universal human capacity that only requires the comprehensible education, psychological security, cultural validity, and cognitive access that national language education provides, while foreign language education systematically deprives average students, who constitute

humanity's creative potential, of these possibilities. Ministries of education should conduct all curriculum development based on the priority of national languages and ensure that every curriculum document, every teacher training manual, and every assessment framework reflects the scientific fact that mother tongue education is the irreplaceable foundation for all subsequent learning, including the eventual mastery of foreign languages that globalization demands.

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KEYNOTE ARTICLE 3

When Teaching and Training Meet

Dominique Vouillemin

As a language teacher with a special interest in intercultural management and communication I have worked as a teacher of English as a foreign language, a teacher trainer, an intercultural trainer and a trainer in business management and communication. In doing so I have had the opportunities to train international business students and business executives seeking to improve their business skills in order to work successfully in a globalised world where English is still used as a common language of international business communication.

What is important for learners, be they university students studying business as part of their preparation for their professional careers or international business executives working with clients or colleagues from other parts of the world is to have the opportunity to access resources used by native speakers in making presentations, negotiating, doing deals, attending meetings and making your points successfully, and networking, This is not just about learning a language but training to build practical business skills. to ensure success in establishing positive international business relations.

Teachers, trainers, and lifelong learners in Western Europe and North America value content that resonates with learners' experiences and expectations. We are expected to welcome and elicit critical thinking,

while fellow educators elsewhere in the world may not be trained in or practise this approach. The effective educator needs to pace (meet) the learners where they are and lead them to desired outcomes - believed to be fulfilling, beneficial and aligned with academic and business requirements. Educational cultures differ globally; questioning and debate may not always be encouraged. As we and our students face significant life choices, blending teaching and training methods helps bridge divides. Knowledge is power while wisdom is knowing how to use that power. What do we need to include in our online distant teaching and face-to face training to stimulate our students and give them tools which will help them both in their university lives and in their future careers?

Here are some of the supplementary RESOURCES I use in training that have been successful with my groups at university or business and administrative professionals from overseas.

(Core recommended resources included TED Talks, motivational speakers (Vinh Giang) and academic sources)

- Articles/features about the people my students represent in the workplace (management/behaviour/expectations)/ at play (health and lifestyle/expectations/ambitions.)
- Using the language of social media (Point of View (POV)/In Real Life (IRL)/Shade/Like)
- Regular IRL slots in lectures to relate what we were doing to the wider non-academic context – for example:

- The celebration of public holidays and national festivals.
- International business leaders/CEOs
- Dragons' Den (UK)/ /Shark Tank (US)
- Developments in marketing and advertising ASMR (Autonomous Sensory Meridian Response); Christmas Ads/most popular advertisements
- Issues around AI
- Local drama and entertainment plots and vocal delivery
- National business reports/City of London news and trends
- Anglo-business nationality trade, diplomatic alliances and meetings

- International business and entrepreneurship in the UK and the US
- Musical heroes – stars from the business student's country and from the UK/US. (from students)
- Icons – Personalities whose qualities inspire successful international communication.

1. **Here are some of the supplementary METHODS and APPROACHES that I have used in training.**

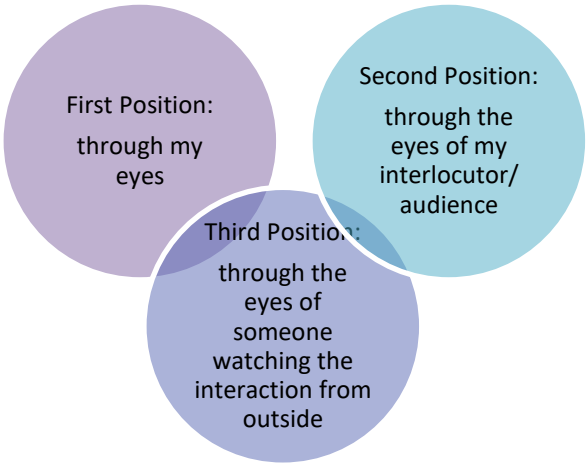
(Core: short training video slots/ leaders in the field eg: Stephen Covey/ Dr Dustin York/breakout rooms/ plenary discussion/evaluation of learning/ Voice in Action Toolbox for reflection and course diary)

1. **Regular quizzes in workshop sessions on lecture content**
   Animate the groups, elicit a competitive element and engage the gamers. I produce my own but they can be created by Chat GPT or Copilot if time is short.
2. **Feedback and contributions from students**
   Incorporate this into the next lecture or workshop, as educational compound interest. Learners were hearing fresh from each other across campuses and specialisms. They were hearing from their peers within their own cultural referents, not only from a far-off baby-boomer.
3. **The chat function**
   Used regularly by me so that students had a means of communicating even if they felt shy/reluctant/self-conscious about unmuting and switching on their cameras.
4. **Student uploads**
   Students could upload into the chat what were clearly the results of Google/ChatGPT searches which did show engagement – and could then elaborate and personalise the examples via chat or unmute.
5. **Acknowledge student contributions.**
   All contributions were acknowledged by me verbally and/or with emojis to respond rapidly.
6. **Repeat instructions regularly.**
   Instructions for room/group work, already on a slide, were repeated in the chat and again in the announcements to rooms. A few early requests in the students' mother tongue (thanks Google translate) asking each other 'What does she want us to do?' ensured clarity thereafter.

7. **Lesson/workshop plans**
   Make sure they have simultaneous ‘loose/tight properties’ so that maximum time could be given to student contributions if offered/shared – but were not relied upon or necessary to a full session.
8. **Allowing silent down time**
   Even if limited due to time restraints – to prepare classroom tasks and responses. – It takes away the pressure to respond on the spot.
9. **Give background/mini summaries to video clips**
   If you are using video clips play twice if necessary to embed and ease listening/viewing. Allow moments of silence post-viewing to absorb and process.

2. **Here are some of the BUSINESS/PSYCHOLOGICAL FRAMEWORKS, borrowed from training and coaching that were incorporated into the sessions to cut through complexity and personalise learning:** (Core: Empathy Map/Feedback Sandwich/STAR + Give Me an Example)

- The KISS principle ‘Keep It Short and Simple’ (or ‘Keep It Simple Stupid’)
    - Always raises a laugh and is a useful mnemonic for keeping documents, emails, proposals, cover letters and Powerpoint slides as clear and brief as possible. Keep it short and Simple – but no simpler.
- **The Napkin Test** –These frameworks be used super-fast – Use a napkin to summarise key information. ie in the campus food court jot down/brainstorm ideas on a napkin to useful effect. Students can transfer it to their notebooks when they gey back to their studies.
- **Perceptual Positions** - looking at interactions from different angles. Make notes using a napkin comparing points of view (POV) – noting/observing/ learning (napkin test!)



- **Presentation Frameworks –**
  Get your students to use this framework to plan their presentation.

  Step 1 Take-off > 'What I'm going to say'

  Step 2 Flight > 'What I'm saying'

  Step 3 Landing > 'What I've said'

- **SWOT: Strengths, Weaknesses, Opportunities, Threats**
  - This well-established framework is obviously essential in preparation for job interviews, in personal audits of skills and abilities and in decision-making.
- **Total Quality Management (TQM)**
  Training frameworks and aphorisms (Plan, Do, Check, Act PDCA; Test, Operate, Test, Exit TOTE; Six Sigma).'The good news about quality management is that you can start today. The bad news is that you can never stop'.
- **Visual, Auditory, Kinesthetic, Digital, Olfactory, Gustatory learning/encoding styles.**
  These are used in many types of communication, for example in ads or to create engaging presentations and are a useful tool for self-assessment.

Conclusion

To build rapport in any teaching or cross-cultural setting, it is essential to understand campus layout(!), learners' specialisms, and regional or historical context. Cultural issues were always of interest, comparing the country of the trainee/s with the country they are working in or doing

business with. I often gave French examples in business culture, to contrast and compare with the UK. By blending academic study and discipline with business psychology and best practice, students were offered knowledge of techniques and tools which if applied with wisdom will give help and options for finding work that they love, for leading fulfilled lives and will enable and encourage them to speak their own truth.

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An Investigation of Turkish EFL Teachers' Attitudes and Self-Efficacy in Using AI-Powered Tools Across K–12 and Tertiary Contexts

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Abstract

This study aims to explore EFL teachers' attitudes and self-efficacy beliefs about the integration of AI-powered tools into their instructional practices. Forty-one EFL teachers took part in the study through purposive sampling method by responding to an open-ended online survey and sharing their opinions based on preliminary experiences with AI tools regarding language education within K-12 and higher education contexts in Türkiye. The results show that teachers hold positive attitudes towards the subject with a pinch of salt presenting their awareness of potential pitfalls, mainly for learners, such as ethical use and lack of adequate infrastructure; or pedagogical concerns such as laziness, reduced creativity or critical thinking skills as well as benefits including differentiating instruction and autonomous learning opportunities, among others. Most of the teachers are enthusiastic about embracing GenAI for their professional practices, yet they feel unprepared in many competency areas in integrating AI-powered tools, and they need training to foster AI literacy. The stated training needs are also remarkably in line with the areas of efficacy beliefs. This qualitative study presents an overall picture of Turkish EFL teachers' approach to the undeniable state of AI in language education, and to what extent

they are equipped to harness AI tools based on AI-TPACK, as well as their future expectation to invest their effort in gaining related competencies. This study also contributes to the investigation of training needs of teachers in the Turkish context through the teachers' own voices.

Keywords: GenAI Aided Language Education, AI Literacy, Intelligent TPACK, EFL teacher self-efficacy

1. Introduction

The unprecedented innovations in language processing and artificial intelligence (AI) technologies have been shifting the sands within the realm of education, including the field of language education for the last few years now, while their transformative potentials remain to be discovered by practitioners (Du et al., 2024; Pack & Maloney, 2024; Wang et al., 2024; Hockly, 2023; Kaplan-Rakowski et al., 2023; Ning et al., 2024; Son et al., 2023). Integrating AI into the practice of language education requires a new understanding of a new set of technological, pedagogical and ethical principles that evolve concurrently with those advancements, adding a new dimension to language teacher competencies (Ma et al., 2023), and their adoption comes with certain demands for teachers (Al-Abdullatif, 2024; Gao, 2024; Walter, 2024). Exploring the extent to which teachers are willing or ready to accept those technologies and their attitudes towards them plays a significant role in defining their intentions and efforts to utilize them in their practice (Kalra, 2024), as highlighted in several models such as the widely acknowledged Technology Acceptance Model (TAM) (Davis, 1989), and the Unified Theory of Acceptance and Use of Technology (UTAUT) (Venkatesh et al., 2003). The attitudes of teachers, the primary actors involved integrating new

technologies in language classes, were found to be predictive in their intentions regarding the use of technology by Bhattacherjee and Sanford (2009). Other related variables, including personal relevance, intrinsic motivation and experience were highlighted as crucial individual factors for enacting the intentions of technology adoption in real teaching environments. (Venkatesh et al. 2003). To this end, it is of importance to investigate teachers' attitudes among other individual factors in any given context of research. Within the framework of UTAUT (Venkatesh et al., 2003), performance expectancy, effort expectancy, system ease of use, social influence, and facilitating conditions, with their sub-constructs, were found to be significant factors in shaping users' acceptance of technology along with their behavioural intentions. In Venkatesh et al. (2012), the UTAUT model was extended through the factors of hedonic motivation, price value, and habit as new constructs having an influence on teachers' behavioural intentions of technology use, which was further tested by multiple research studies in different settings (e.g. Avcı, 2022; Tseng et al., 2022; Azizi et al., 2020). Teachers' self-efficacy beliefs also play a role in their attitudes, intentions, or above-stated UTAUT dimensions regarding the integration of AI technologies (Wang et al., 2024), just as with any other educational technologies. The constituents of AI literacy, then, could be considered a timely update to the TPACK framework (Koehler & Mishra, 2009), which were conceptualised by Çelik (2023) as intelligent TPACK factors, and as AI-TPACK by Ning et al. (2024). Measuring and improving teachers' AI literacy and self-efficacy in its constituents, thus, have gained more importance now (Walter, 2024), as rarely does a day go by without the appearance ofnew AI-powered applications and methods of practice for their integration to fulfil language education purposes. While this is the case, a more subject-specific approach for defining AI literacy seems to be a requirement in measuring

the practitioners' efficiencies in AI-integration as well as gaining them the required skills in harnessing the potentials of AI tools like the foundational work by Ma et al. (2024), which validates a scale for ChatGPT literacy for language teachers. Through a review of research into the AI-integration phenomenon and through its application within the second language education field, it could be further suggested that EFL teachers' AI-integration choices are in relation to a variety of factors as well as context-bound dynamics. Hence, exploring it entails a multi-factor and in-depth analysis of interdependent variables from the perspective of complex dynamic systems theory (CDST) in specific contexts (Larsen-Freeman, 1997; 2017; Hiver et al., 2022). In the Turkish EFL arena, research into teachers' AI-integration is in its infancy like in many other parts of the world. Through multiple research paradigms, conceptualising the influential factors that determine EFL teachers' behavioural intentions of using AI-powered tools in their instructional practices using pedagogically and strategically correct methods is of importance for aligning the language education practices with the new technology at our disposal at present times in specific contexts. In line with these facts, this study aims to present a preliminary exploratory look into the issue through the following inquiries:

1. How do Turkish EFL teachers approach using AI-powered Applications in general and for language education?
    a. To what extent do they use and integrate those Apps into their instructional practices?

2. What are the stated self-efficacy beliefs of Turkish EFL teachers about using AI-powered Apps in their instructional practices?

a. What are the stated professional training needs of EFL teachers regarding integrating AI into their instructional practices?

2. Literature Review

2.1 Teachers' GenAI acceptance, attitudes and perceptions

In-service teachers' acceptance of generative AI (GenAI) and their perceptions about its integration in education have been studied in diverse settings, though sporadically so far. For instance, Kaplan-Rakowski et al. (2023) surveyed 147 teachers of multiple subjects including a substantial number of language teachers mainly from the USA, UK and Canada. The teachers held positive attitudes and performance expectancy regarding AI use, and positive correlation was found between increased experience of AI use and strength of positive attitudes.

In a more recent study by Al-Abdullatif (2024), which sampled 237 university instructors, analyses were run according to the given relational model. AI literacy and perceived ease of use factors were stated to be significantly influential in AI acceptance based on the TAM framework, mediated by intelligent TPACK and perceived trust factors.

A systematic review (Zulkarnain & Yunus, 2023) investigated primary level language teachers' perceptions of AI use in language education regarding benefits of student learning outcomes and found that teachers held positive perceptions despite acknowledging the challenges such as limited AI literacy and diverse student backgrounds.

A comprehensive exploratory study, published as a British Council report (Edmett et al., 2023), reviewed AI research in English language teaching

contexts consisting of 1,348 English language teachers all around the world. It was reported that a significant portion of teachers expressed mixed feelings about AI, with 36% agreed on its benefits. 34% of the teachers were on the less positive side, indicating uncertainty about its overall impact on teaching, teachers' job security, and ethical concerns such as over-reliance on technology by students among other pitfalls and affordances. The study represents a significant bias regarding AI in the ELT world.

Kalra (2024) studied the perceptions of 208 university language instructors regarding the benefits and challenges for the integration of AI tools into an English classroom at an international university in Thailand. The experience-informed perceptions of the participants were highly on the positive side (over 86%), yet ethical issues, accessibility and a possible shift in teacher roles were among the stated concerns.

Christina and Panagiotidis (2024) investigated 116 foreign language teachers' attitudes towards AI use in flipped learning environments in Greece with specific focus on differentiated learning outcomes. Overall, 71.8% of teachers reported positive attitudes regarding their experiences with AI tools in the given context. The need for teacher training on GenAI tools was a highlight of this study as well, similar to the majority of the studies reviewed.

A case study in Turkish higher education context by Hınız (2024) interviewed 14 AI-novice and AI-experienced EFL instructors as well as students based on their perceptions of ChatGPT use for language education purposes. The findings suggest that despite positive attitudes towards AI due to potential benefits, such as catering to individual differences and versatility, the actual integration of these tools in teaching

practice remains limited. Instructors primarily use AI for enhancing writing skills and developing materials, while other language skills like reading and speaking are being taught conventionally. Potential threats were also stated, such as students' over-dependence and inappropriate use of the tool, also highlighting the importance of a balanced approach for ensuring a human touch and stable learning.

2.2 AI Literacy & Self-efficacy beliefs

AI literacy and self-efficacy beliefs of teachers are in a reciprocal relationship. Higher AI literacy predicts higher acceptance of GenAI technologies, stronger behavioral intentions and increased confidence in using these tools, which in turn results in higher levels of self-efficacy (Al-Abdullatif, 2024). Higher self-efficacy is an antecedent to further increase in AI literacy (Du et al., 2024) as well as efforts to integrate them into classes (Xue, 2024). Wang et al. (2024) similarly suggest that higher self-efficacy predicts positive attitudes towards technology use, reduces anxiety, and enhances engagement with technology. AI literacy encompasses competencies that enable teachers to critically assess and utilize AI technologies, which can enhance their confidence in integrating these tools into their teaching practices (Ma et al., 2023).

Based on the previous definition, Ma et al. (2023) conceptualised ChatGPT Literacy through a six-construct framework that consists of benefits, limitations, prompts, evaluation (of ChatGPT responses), assessment (assisted by ChatGPT), and ethics. Likewise, building upon digital literacy skills, Çelik (2023) proposed the Intelligent-TPACK framework and scale for teachers, stating that a teacher's role as an "orchestrator" requires not only technical expertise but also "pedagogical and ethical knowledge and skills" (p. 9). In a later work, Ning et al. (2024)

designed the AI-TPACK framework accompanying a relational model. Their framework consists of Pedagogical Knowledge (PK), Content Knowledge (CK), AI-Technological Knowledge (AI-TK), Pedagogical Content Knowledge (PCK), AI-Technological Pedagogical Knowledge (AI-TCK), AI-Technological Content Knowledge (AI-TPK), and AI-TPACK, which overall contributes to measuring subject-specific teacher self-efficacy in AI-supported instruction moving beyond self-reported beliefs. While there are hypothetical associations and theoretical frameworks for the possible relationships between AI-literacy and self-efficacy beliefs, there is a niche of empirical research into this relationship (Oran, 2023).

Given the field of language education, in Edmett et al.'s (2023) comprehensive report the majority of language teachers were found to feel unprepared for increased AI use, which was attributed to the fact that existing teacher training lacks digital literacy development.

In connection to the effect of self-efficacy beliefs on the use of AI, Rakowski et al.'s (2024) study revealed that most of the teachers who took part in the study (76; 52%) were at the understanding (50; 34%) and familiarity (26; 18%) stages of GenAI integration, which correlated with their frequency of AI use in their contexts. The novelty of AI-integration into the language education field and the sparsity of empirical studies on teachers' self-efficacy in multiple contexts creates a valid ground for the present study.

3. Methodology

3.1. Research Model/Design

In line with the exploratory purpose of research, this study utilizes a qualitative survey design to acquire in-depth primary data. A qualitative survey offers a convenient field of receiving extended responses for a

phenomenon under investigation with its underrated potential to provide a practical means of data collection for qualitative inquiries (Braun et al., 2021).

3.2. Participants/Sampling

The 41 participants were reached through purposive sampling paired with snowball sampling method based on the criteria that they have basic familiarity with AI tools and had experienced some of them for instructional purposes. Practicing EFL teachers in Turkish K12 (n=18) schools, and tertiary contexts (n= 21) including preparatory program instructors and compulsory English course instructors, and a private language course teacher (n=1) as well as an online tutor (n=1) participated in the study upon their consent and understanding of the research purposes. The sample size was deemed adequate based on the amount of data acquired with an a priori consideration of the data saturation aspect and the level of heterogeneity of the participants (Hennick & Kaiser, 2022), in a way to ensure the validity and credibility of findings in qualitative research (Sharma et al., 2024). 56.1% of the participants had over 10 years of teaching experience while 43.1% had between 2 and 10 years of experience with the majority teaching for more than 5 years. The proficiency levels taught range from A1 to B2+ and above, for which there is a balanced distribution among the participants (See Appendix 1 for demographics).

3.3. Instruments/Materials

An online open-ended survey was designed for research purposes. The questions were designed around the intended inquiries of attitudes, perceptions of utility and perceived self-efficacy of AI-powered tools in language instruction. While no question items of the open-ended survey were adopted from the previous studies, they were constructed through a

review of research into technology acceptance models: TAM (Davis, 1989) and UTAUT (Venkatesh et al., 2003; 2012), the foundational frameworks of ChatGPT Literacy (Ayanwale et al., 2024; Ma et al., 2024), TPACK (Koehler & Mishra, 2009) and intelligent TPACK (Çelik, 2023).

The survey questions directly address the research questions, which primarily shape the themes from the response data (See Appendix 2 for Survey Questions). At the end of the survey, the participants were asked to indicate their consent for a further Q&A session based on their responses to facilitate member-checking or clarification where necessary.

3.4. Procedure

The online survey was sent to K12 and Tertiary instructors through personal e-mails and WhatsApp connections. The participants were requested to forward the survey to their colleagues in order to access more participants from similar contexts. The participants were required to give their consent to take part in the study upon receiving the information regarding the research purposes. They were also motivated to provide in-depth responses with specific examples where appropriate. As a follow-up to the survey, to ensure clarification and more in-depth insight into their previous responses, 6 participants were found to give certain responses that need clarification and 5 returned with written responses or audio recordings to provide further details and clarification based on their responses to specific questions in the survey.

3.5. Data Collection and Analysis

All the written responses to the online survey were combined with the transcripts of the further clarification responses sent as audio recordings as well as text responses. All documents were analysed on MAXQDA 24 based on thematic analysis procedures ensuring the stepwise and

methodical approach handling the data through iterative revisions (Nowell et al., 2017). Following meticulous reviews, 6 separate bodies of responses to separate questions were found to have an impersonal tone of statement, which could be due to participants' immediate online search into the topic to get support for their responses; and thus, excluded from the analysis. The themes were constructed mainly based on the research questions and no significant data were found for an extra theme.

4. Results and Discussion

Addressing the first main research question, teachers' overall approach to AI-powered tools varied and some of the participants provided clear positions for their appraisals of AI mainly on the positive side. Four responses stated the opposite, which could be informative when interpreted from the UTAUT perspective (Venkatesh et al., 2003) as an influential affective factor for teachers' accepting and utilizing those tools. While the frequencies of those affective statements are not high, they could still be informative and represent some polarity of teachers' approach to the use of AI for personal or language education purposes. Several teachers showed their appreciation of AI in those strong statements given verbatim below - first lines indicating full embracement:

"*I love AI."*

"I can easily say I am a big fan of them."

"I think using AI in all sorts of life is an irresistible process.'

"Actually, I can't think of any cons of these tools."

The two statements below represent the perceived usefulness (TAM) or performance expectancy factors (UTAUT) as GenAI acceptance motives

of teachers. It is suggested that performance expectancy relates to perceived benefits of technology for job performance (Wang et al., 2024).

“I strongly believe that language teachers should use AI-powered Applications in language education for different purposes such as developing materials, exercises, exam questions
etc.”
“I highly support using them in language education as they supply multiple different ways to work on the target language.”

In one utterance, a teacher clearly states, *“Even though it sometimes fails to function, I'm still in need of these tools”*, which could be interpreted as AI is perceived as an inevitable instrument from a pragmatic point of view for some teachers.

The negatively interpreted remarks gather around teachers’ perceiving AI tools as unnecessary due to already available course materials, Web2.0 tools, tests or rubrics for assessment within their instructional settings, contravening the perceived usefulness construct. Another negative stance originates from a reported lack of professional competencies, which might be interpreted as some teachers are not even at the stages of understanding of and familiarity with GenAI acceptance (Rakowski et al., 2024): *“Um, because I think I have the lack of practice or I need that wide vision, uh, in my condition, or I didn't need those apps to support my students.”*

As for engagement or motivational aspects, a teacher puts forward a certain attitude towards AI-powered tools contrary to what research suggests regarding features such as gamification, instant feedback or novelty effects (Pokrivčáková, 2019; Zainuddin, 2024) through these

words: *“I don't think we need them to enhance our students’ engagement and motivation in class.”*

Table 1 Teachers’ attitudes towards AI

Theme	***Sub-themes***	***Codes***	***Results f (Teachers’ response)***
Love AI or not	Positive stance	Very into AI in Language Education	***5***
		I need AI tools.	***1***
		AI is irresistible.	***1***
		Nothing bad about AI tools.	***2***
		Aware of the AI potential.	***5***
	Negative stance	No need for AI.	***4***

As a response to the first sub-question, to what extent teachers use AI-powered tools and to what extent they integrate them into their teaching, Table 2 provides a trajectory into the extent and purposes of use by the teachers. Of the 41 participants, 7 clearly stated frequent use of AI-powered tools for personal purposes representing high performance expectancy (Venkatesh et al., 2003). The habit factors (Venkatesh et al., 2012) ranged from exploring and brainstorming ideas, language learning,

translation and academic writing. The following statements exemplify those purposes:

“I use ChatGPT and Duolingo every day, and they have become integral to my routine.”

“When I wanna learn more vocabulary or develop my listening skill I use them. Or sometimes I need to remember about some grammatical rules.”

“Yes, just for research or practical cues for anything.”

“…sometimes I use ChatGPT for my personal aims when I need assistance.”

“I use AI tools to brainstorm on anything.”

On the other hand, some participants stated very limited or no personal use of AI tools:

“No, I do not need to use them for my personal life generally.”

“I do not usually use AI apps for everyday use because I spend time with family or reading or doing house chores.”

As for more professional aims, creating materials and lesson plans take the lead followed by assessment purposes. For instance, a teacher states, *“It makes planning a lesson plan so much easier and also I can get some inspirations”,* while another suggests, “*…I use apps like ChatGPT to create lesson ideas, prepare activities, or check grammar. They save me time when planning lessons and help me find new ways to teach topics.*”

Another teacher adds the fun aspect to create materials saying, *"I often use AI for planning a lesson or creating a fun activity."*

Regarding assessment, some teachers state:

"Yes, I am in the testing office and I use ChatGPT religiously to help me with the questions."

"…I use tools for written text evaluation and grammar analysis to provide detailed feedback."

"Sometimes I use it to prepare sample answers for my writing exams or assignments."

"Possibly for creating rubrics."

"Just for in proficiency exams in the beginning of the term and after finishing a module."

Those comments all represent the degree of perceived usefulness and performance expectancy the teachers attribute to GenAI.

An overly-stated yet under-practised utility of AI-powered tools within instructional settings is differentiating instruction, which was reported as a purpose by the teachers for using AI-tools as well as tailoring materials to the needs of specific groups of students along with their positive perceptions of AI in meeting diverse student needs similar to Mabuan's (2024) findings. On the other hand, guiding learners for autonomous use of AI tools for language learning out of school time, and teaching learners to use AI for enhancing writing skills were also stated as purposes among

others by multiple teachers. Differentiated instruction and well-tailored and authentic material creation purposes were stated as follows:

“With the aim of lesson planning or providing differentiated materials I use AI very frequently. Sometimes, in my writing classes I use some AI tools for instant feedback to students’ paragraphs, which enhances the individualized learning process.”

“Mostly in materials development, I believe that it facilitates teaching in language classes since it gives me the chance to create something according to the needs of my classes.”

“For example, I adapted an authentic magazine article to A2 and B1 level proficiency level via these apps.”

“You can create endless activities for every skill and level.”

“With the help of those tools, we can present rich and authentic materials and activities for students.”

Another interesting statement could be interpreted as a teacher’s motivation in integrating technology and instruction: *“Yes. For the purpose*

of integrating developing technology into teaching", which was a point of criticism for some others in another section of the survey.

Some teachers, on the other hand, clearly stated that they had very limited experience and low self-efficacy beliefs about using AI tools for professional purposes:

"I use some stuff as an icebreaker. That's it"

"But I must use it in my everyday life first. And then I will use it for my lessons."

Table 2 Teachers' use of AI:

Theme	*Sub-themes*	*Codes*	*Results f*
Purposes of AI Use	Personal	Frequent personal use of AI	**7**
		Very limited or no personal use of AI	**6**
		Personal use for language learning	**6**
		Personal use for translation	**6**
		Personal use for academic writing	**2**
		Brainstorm ideas	**9**
	Professional	Assessment procedures	**16**
		For technology integration in classes	**1**
		To create well-tailored materials	**5**
		To differentiate instruction	**6**
		To enrich course content	**1**
		For materials and lesson plans	**26**
		To prepare fun activities	**2**
		To find solutions to problems	**1**
		To help students gain confidence	**1**

		Guide learners in how to enhance their writing using AI.	**4**
		Limited use of AI for professional purposes	**4**
		Guide learners to use AI outside classes.	**2**

Addressing the first inquiry of this study, which focuses on teachers' attitudes towards integrating AI-powered tools into instructional practices, perceived benefits and pitfalls highlighted by the teachers provide insights into both teachers' and students' experiences or predicted outcomes for both parties. As given in Table 3, AI is commonly seen as a guide and assistant for teachers in their professional life, and for students in their learning process both in-class and out-of-class settings. However, the time-saving aspect of AI-powered tools was stated to be the most crucial among other aspects of perceived usefulness (TAM) with specific reference to the acceleration of material design and assessment as well as reducing workload as highlighted in the following responses:

"It sometimes makes my life easier, especially when I have limited time for some tasks."

"ChatGPT, in particular, simplifies my daily tasks and significantly accelerates my productivity, especially within my demanding workload."

"To lessen the time spent while preparing plans or searching for the activities"

"It saves so much time and cognitive load for teachers."

"They save time and help me find quick solutions."

“As language teachers we usually spend a lot of time searching for the appropriate materials for our students both in terms of their level and their needs. I think one of the most important benefits of AI-powered Apps is saving time in designing materials that we need for our specific contexts and needs.”

One teacher, in a notably positive ending, states the perceived affordances of AI as:

“Facilitates the teaching job, provides multi-modal materials, adding some spices to the language process, a kind of digital tutor being reached out 24/7, time-saving and life-saving in some urgent situations.”

It is obvious that the teachers highly appreciate the feedback provider role of AI tools both for themselves and the students. Teachers have strong performance expectations and knowledge about the following aspects:

“Yes, I use AI-powered tools for assessment purposes, as they make the process more efficient and insightful. For instance, I use ChatGPT to evaluate students' writing by checking grammar, structure, and originality, providing detailed feedback that students can act on.”

“…provide quick feedback.”

“… give more focused feedback to students.”

“Although I have not used it before, I know that apps like giving instant feedback- either spoken or written may provide a great benefit to language instruction processes.”

“The first benefit is feedback, I guess. When I prepare a question or materials, I just ask (AI-powered tools) to review it according to a certain proficiency level and give feedback. That is a real advantage.”

Regarding the emphasis on differentiated instruction some of the teachers show higher awareness and share positive experiences rather than mere opinions as follows, which represents different stages of GenAI acceptance (Rakowski et al., 2024):

“AI-powered apps in language instruction offer personalized learning and instant feedback. Benefits are real-time practice and flexible learning.”

“Also, some differentiated materials for diverse learner needs are created by using Twee or Diffit.

“AI provides irreplaceable tools that are adapted to your teaching purpose very quickly. You can create podcasts and dialogues by using NotebookLM and customize chatbots suitable for your students with Mizou.”

“For instantly creating texts or materials for a particular level with particular target language or vocabulary.”

Enhancing teachers’ productivity was another frequently stated benefit of AI tools alongside motivation and time-saving opportunities. Some of the remarks were:

“…, making my work more efficient and polished.”

“It can help create a more adaptable, and efficient classroom environment.”

“These tools not only keep me highly motivated but also greatly enhance my efficiency.”

In line with the findings of research (Kalra, 2024; Mabuan, 2024; Tafazoli, 2024; Zainuddin, 2024), several teachers also place significant emphasis on the facilities of AI for creating more engaging classes for their students

in association with personalised or well-adjusted material use, gamified features or instant feedback opportunities as well as other affective affordances such as increased motivation and self-confidence, which can be exemplified as follows:

“I use interactive games and quizzes, making learning engaging …”

“They can make lessons more interesting.”

“…making our lessons more exciting.”

“This integration enhances both skills development and student engagement.”

“Yes, I believe AI-powered tools can boost my students' engagement and motivation as it allows me to offer personalized materials. “

Recently, for an A2 group, I asked ChatGPT to revise a B1 reading text and adapt it according to their academic level as well as changing the theme from films to online games- which appeals to the group more. And it definitely grasped their attention.”

“Apps with games, challenges, or instant feedback make learning enjoyable and keep them interested.”

“We can create more eye-catching homework and exercises. It would motivate and encourage students to learn and practice language.”

“Yes, because it provides instant feedback and they can learn on their own by asking because they are curious about something which shows their motivation I believe.”

“Especially when they feel under the dark clouds, I want them to see how they can achieve easily when they use AI powered tools.”

“AI powered apps for language learning help students track their progress. They can receive feedback on their work. These apps motivate students to practice regularly.”

“Well, I believe so because they really liked the reading material I handed over. They shared positive comments and wanted more materials like that.”

Autonomous learning and extra practice opportunities were emphasized as well as generation-friendly aspects of AI-powered tools. For instance, a private school teacher stated:

“…because they can work by themselves in the evenings. In addition, since English is not like other branches, how will we work?... For example, he or she needs to practice reading. … I can't do it alone or the parents say "We don't have English and we can't support". That's what we're all about... We connect it to digital platforms such as AI so that they can sit down and do such beautiful individual work.”

The following statements also extend views on the positive performance expectancy regarding autonomous learning:

“I often guide learners to use AI-powered apps outside class to support their independent learning. For example, I recommend apps like Duolingo or Memrise to help them build vocabulary through interactive exercises. To improve pronunciation and speaking skills, I suggest tools like ELSA, which offer instant feedback…”

“I recommend tools for vocabulary practice, grammar exercises, and listening activities, encouraging students to explore language learning apps that offer personalized feedback.”

“Autonomous learning opportunities make them feel motivated since they are not afraid of making mistakes while practicing.”

Teachers display positive appraisals the for suitability of AI technology integration in L2 learning stating its generation-friendly features:

“…That's why these AI applications are really effective, especially since they are a generation that is fond of technology.”

“They affect students positively because students like learning using AI-powered tools.”

“Nowadays pupils are mostly interested in AI.”

“Teenagers are into digital tools. They are also interested in using apps. Because if they have a digital tool and even the internet, they do not miss this opportunity.”

One response moves a step further, predicting AI’s position as a substitute for teachers for a new generation of students:

“Mostly in the next five years students will be much more into AI so that will be helpful for them rather than teachers.”

Table 3 ***Teachers’ positive perceptions of AI integration:***

Theme	***Sub-themes***	***Codes***	***Results f***
Perceived Affordances	For teachers	Assists and guides teachers	***11***
		AI provides irreplaceable tools.	***2***
		Easy access to information	***3***
		Helps create authentic content	**1**
		Enhances efficiency and productivity	**10**
		Helps organising work and life	**3**
		Helps with reducing workload	**4**
		Enhances teacher motivation	**2**
		Versatile tool	**2**
		More engaging classes	**9**
		Helps differentiate instruction	**9**

		Helps create customized materials	**5**
		Saves time	**26**
		Objective assessment	**1**
		Feedback provider	**18**
		Helps track learners' progress	**1**
		Saves time for assessment	**7**
		AI as an inevitable domain of knowledge for teachers	**1**
		Assists learning outside school	**10**
		Gamified learning opportunities	**2**
		Helps autonomous learning.	**5**
		Extra practice opportunities for learners	**9**
	For students	Generation friendly	**7**
		Assists learners to develop and support their ideas	**1**

		Resource to respond to enquiries into tricky language issues	**2**
		Enhances learner motivation	**10**
		Enhances learner confidence	**3**
		Could facilitate learning	**1**
		Helps engage learners	**11**
		Interactive learning opportunities	**2**
		Provides authentic interactions	**1**
		AI for all skills	**4**

While teachers appreciate the affordances, they also share their negative perceptions or reservations about AI-tools, which mainly point to technical inadequacies, ethical or pedagogical concerns. Technical problems around lack of internet connections or classroom hardware were highlighted as barriers for teachers to utilize AI-tools as well as for the students. Another perception was AI-use causes laziness both on teachers' and students' part especially when over-reliance occurs (Kalra, 2024).

“From my experiences, it makes me think and work less, since I find it easier to get help from ChatGPT instead of trying to find out some alternative solutions. I can say it somehow makes me lazier.”

“…perhaps one of the most important aspects of AI is that it is very mechanical, that is, it mechanizes the student. Because children are moving away from writing. I don't think it's writing, it's not writing. Yes, now you write and upload it in the programs, it makes corrections accordingly, but that child has to write it again. While this makes his job easier, it also makes him or her lazy while supporting them in production.”

“I don't need to think about it, and the issue of directly looking up things from AI really makes the student lazy, that's clear.”

“As is experienced in many computer-based areas, AI may cause laziness for brain skills. Students may get their assignments done without any individual and special effort.”

That AI lacks human qualities such as emotions or interactional nuances that create authenticity was also emphasized by the teachers. Concerns around AI’s potential in decreasing creativity and imagination of both students and teachers were also voiced frequently, while some teachers mentioned that AI could blunt critical thinking skills and impede learning as well, similar to Mohamed (2024) yet contrary to what another qualitative study in Iranian context suggests (Tafazoli, 2024).

“As a learner students should be creative, they should investigate and should use their effort but with AI…Everything is gonna be easier so not permanent learning.”

“From a student's perspective, it deteriorates their L2 development and critical thinking skills.”

There were also dissenting voices around which language skills are better enhanced through AI such as:

“I think it is more useful especially for developing speaking skills.”

“It can certainly enhance reading skills but speaking skills are not that applicable in an AI setting since human emotion is a big factor in human interaction.”

Concerns related to AI ethics predominate other student-related reservations as teachers suggest in these words:

“I think there is no disadvantage. But students should not use it to produce language.”

“Yes, there must be some limitations because sometimes students can copy the same information for their homework.”

“I have some concerns about its use widely without adhering to any ethical guidelines and academic integrity in this sense. Students may tend to use it without any concerns about ethical issues. At the end of the process, students may not acquire the related knowledge or skill adequately if he/she heavily relies on the usage of AI-powered apps in language learning as well as academic integrity concerns.”

The following response also highlighted the code ‘nothing miraculous about AI’ along with ethical concerns:

“Plagiarism is the first problem. The second one is sugarcoating AI apps as they have the potential to teach anything 'immediately'.”

Teacher involvement and enhanced AI literacy could help learners use the tools more effectively and ethically as proposed by Ma et al. (2024).

In close link with ethics, other teachers emphasized the concerns around blunting critical thinking skills, saying,

“Not being able to think out of box on your own. Not being able to write on your own. Plagiarism. These are some cons I can think of.”

“Cheating, copying or killing the creativity and critical thinking skills especially. when overused.”

“They might discourage students to create something new, it can kill creativity.”

On the other hand, this perception could result from a lack of AI literacy and prompt engineering skills, which could work efficiently in enhancing critical thinking skills as noted by Walter (2024).

‘Lack of human touch’ is another concern that is related to students’ learning outcomes or motivational factors voiced by the teachers for which they state:

“AI still cannot fully give an understanding of the human touch, in my opinion.”

“… I don’t use them as a motivation tool, because it is very artificial and soulless.”

“Yes. It is not really authentic. The input it gives is artificial sometimes. Also, getting so much blue screen exposure is not healthy for young learners. Besides, real communication activities can be more constructive than AI Apps.”

“I do not depend on AI much in this regard. I'd rather have them read paper books or have real interaction.”

“They include reduced face-to-face interaction.”

Teachers also bear concerns related to themselves for using AI in their instructional practices, one of which is also about the human touch required for their professional practices as expressed below:

“I still believe human judgment is important, and I try not to rely too much on AI.”

“They are good for quick assessments, but of course I still review students' work myself.”

“…so I always have to double check the outputs and discuss with my colleagues.”

“I did not accept what the app gave me. Instead, I reviewed the text given and changed some parts. For example, I do not accept some words which are not familiar to my students.”

“… I am not sure but for the reading material I prepared, I wanted AI to formulate some comprehension questions. *They were moderately fine but needed a thorough review and revision.”*

“The biggest limitation of such tools is that all ask for extra money to get the best efficiency or healthy usage. And also, the hallucinations, disinformation, and misconceptions are highly common in AI tools. You may not fully trust in them. They necessitate double checking all the time.”

“…I still do have to revise and check; but it is much easier than starting from scratch.”

The last response above could be a good representation of the varying degrees of content related to the quality of output provided by AI tools as well as teachers’ efficacy in prompt writing or navigating the tools to get the best materials using AI tools.

Another highlight of the responses was the intentional and methodical use of those tools by teachers, which requires a revisited TPACK that must be adapted to the new developments at teachers' disposal, as also suggested by Li et al. (2024). Teachers' awareness of the appropriate use of AI was clear in their responses:

"My goal is to use AI in ways that enhance, not replace, traditional teaching methods."

"I think AI-powered apps are very useful if used the right way."

"…but it should be integrated thoughtfully and strategically."

"I try to choose the ones that are not gimmicky. In other words, I use the ones that save me time and have a good result instead of using them just for the sake of using them."

"I set clear goals for each tool, focusing on addressing specific learning needs rather than using them randomly."

"…to use any AI-powered app, we need a purpose for it. Using AI-powered apps should be a tool in language instruction. If the teacher doesn't use it with a purpose or uses it just for fun, it will not be an instruction, it will be a technology introduction class."

"As long as they are used well, I do not see any issue. I guess we can say this for all kinds of technology."

Assessment-wise, teachers provide several reservations:

"No, I do not prefer. I only use classical rubrics to assess my students' learning processes. I do not think it is useful for it. Since the attainment targets are clear enough to evaluate."

“I do not use them to grade anything. But I use them to proofread and give feedback.”

“No. It would be inadequate since it wouldn't have an idea about a particular student's potential. Assessment is not only grading.”

On the less positive side, a teacher stated, *“..as I have been a teacher for a very long time, I wouldn't say that AI helps that much for professional support”,* and another supported the same view saying, *“For example, I wouldn't ask an AI how to teach a certain thing, but I would ask it to find any grammatical mistakes in a certain piece of writing that a student wrote.”*

Apart from lack of trust in AI in certain aspects, a striking opinion among the responses was, *“I don't think it is not time for the integration of AI into teaching yet”,* which could be related to some other statements: *“No, because it is still new for the teachers” or “I don't use them as a teacher because they are not aimed to be used in language teaching in classes.”* Avoiding AI tools could also be attributed to natural resistance as stated by a teacher, based on their organic observations of their colleagues on this AI phenomenon:*“…It is a kind of resistance system of the human for any innovation before fully understanding and accepting to use it, which is very normal.”*

Table 4 ***Reservations about using AI in language education:***

Theme	***Sub-themes***	***Codes***	***Results f***
Reservations	AI per se & Technicalities	Nothing miraculous about AI	**2**
		Causes laziness.	**7**
		AI lacks the human touch.	**3**
		Not authentic	**4**
		Lacks human emotions and interaction	**3**
		Misleading information is a threat.	**3**
		Kills creativity and critical thinking skills	**5**
		More useful for speaking skills	**2**
		Not very useful for speaking skills.	**2**
		Blunts critical thinking skills of students.	**2**
		Blunts imagination of learners.	**2**
		School facilities not enough for AI	**4**
		Lack of Internet access for some learners	**3**
		Not free access	**2**
		Worried about long-term impact	**1**

		Worried about its ethical use	**5**
		Learning at school comes first.	**1**
	Student-related	Books in print and real human interaction better for learners.	**3**
		Prefer students to do their studies without AI.	**1**
		Better for formative assessment	**2**
		Not only for fun but also learning	**3**
		No positive correlation between motivation and AI use	**2**
		Learners too demotivated to use AI	**2**
		Students don't know their limits in AI use.	**3**
		Too much blue screen exposure for learners	**2**
		Impedes L2 learning.	**3**
		Unethical use possible	**6**
		Teacher-led activities are better.	**2**
		Navigating AI tools is time consuming.	**1**
		Resistance is normal.	**1**

		Human judgement is crucial.	**12**
	Teacher-related	Methodical integration required	**2**
		No time to use AI	**3**
		Not sure about them	**2**
		Human interaction and creativity still crucial. (+)	**3**
		Intentional use of AI	**15**
		Moderate amount of use	**2**
		AI tools not designed to be used in classes	**1**
		New for teachers	**2**
		Lack of trust in AI Apps for professional support	**1**
		Don’t prefer AI for assessment	**5**
		Needs careful planning	**2**
		How to teach is my job.	**2**

Addressing the second research question, the responses to the survey questions regarding teachers’ self-efficacy beliefs gathered around two themes: stated efficiencies and inefficiencies (see Table 5). From those responses, the overall interpretation could be that teachers only moderately feel efficient in using AI for professional practices; however,

they do not totally disregard them but urge and guide their students to benefit from those tools especially for individual learning. Very few teachers clearly state that they are not literate enough to suggest them to their students. Most of the teachers acknowledge that they are at a phase of trial and error in practising AI integration, and they are exerting some effort in professional development. Also, they need more training and effort in using them during lessons, especially. Regarding intelligent-TPACK (Celik, 2023), teachers mostly state a lack of self-efficacy even though they show awareness of potentials and accept GenAI as a field of professional development.

Table 5 ***Teachers' self-efficacy beliefs in AI use***

Theme	***Codes***	***Results f***
Stated Efficiencies	Trying to integrate AI	**3**
	Fundamental part of teaching	**2**
	Self-efficient in using AI for professional assistance	**7**
	Provide guidance for students.	**26**
	Exerting personal effort for AI literacy	**9**
	Must follow the standard assessment policy of school	**1**
	Lack of assessment literacy using AI tools	**4**
Stated Inefficiencies	Not for professional aims	**2**
	Trial and error phase	**5**
	Not very self-efficient for professional use	**14**
	Not during the classes	**3**
	Not literate enough to guide learners	**3**

The above-stated trajectory of use of AI by Turkish EFL teachers that took part in this study concomitantly call for future training in a variety of areas. Mainly they were stated as AI literacy for assessment, which is a crucial area of development for language teachers (Mohammadi, 2024), for

differentiating instruction or enhancing students' engagement through AI-powered tools, in-class integration methods or ideas, as well as other pedagogical use of those tools for language learning and teaching. An enhanced methodology is obviously a need for teachers, as well as AI literacy in using GenAI tools, which were also suggested by Al-Abdullatif (2024) as significant predictors in teachers' acceptance of those tools.

"I need some professional help in order to apply them in my classes."

"…professional usage and deeper understanding of the educational mechanisms of AI programs and platforms."

"I don't have enough knowledge about, uh, assessment processes. Uh, by using AI tools, I don't have any experience. Um, firstly, I should gain a deep insight in that."

"I'm interested in using AI for assessment and tracking student progress more efficiently."

"I haven't thought about it so far, but of course I'm open to exploring more ways, especially in areas like personalized learning and student assessments."

"I would like to learn about the tools about especially productive skills and tools about assessment."

"…well, I am not sure. Perhaps I might need to learn how to give feedback to students' spoken or written production by using such apps."

"I plan to learn new ways to enhance my students' engagement."

"I would love to learn how to create real-life activities with AI, particularly special for the aim/s of a class session."

“Creating more speaking-based classroom sections and organizing game-based lesson plans may be what I would like to learn.”

“New apps and how to benefit from them”

“…how can we do things through AI for students with different types of learning, especially in a classroom setting. In other words, how such an AI program can be effective and adapted to different learning styles at the same time is very important. So if it's a kinaesthetic learner, how can we apply AI? These are the things I'm curious about.”

As Yang and Kyun (2022) emphasized in their systematic review, to facilitate collaboration among learners needs to be a focus of AI integration in language learning environments as students prefer to work with peers while engaging with AI tools.

“I’d love to explore advanced AI tools that enhance collaborative learning and critical thinking. Understanding how to better assess students’ progress using AI and how to integrate AI ethically into my teaching is also a priority. Furthermore, I’m interested in learning how to balance AI with traditional teaching methods to maintain a human-centred approach.”

Some of the teachers found themselves not ready to express any training needs as follows:

“I do not know what I need at the moment because I usually research when I want to do something with AI.”

“I cannot say something specific, but it would be great to know more about it.”

Table 6 ***Training needs stated by teachers***

Theme	***Codes***	***Results f***
Training Needs	How to enhance critical thinking skills	**1**
	Need to know more about the educational use of AI	**6**
	Need to increase AI literacy for assessment	**8**
	Need to learn how to integrate them during classes	**4**
	Need to learn more apps	**2**
	To create videos in line with course content.	**1**
	Want to learn more for writing skills.	**1**
	How to differentiate instruction	**6**
	Need to learn apps to track students' progress	**2**
	How to enhance collaborative learning via AI apps to learn how to integrate them ethically	**1**
	How to support productive skills	**4**
	How to provide feedback	**2**
	How to create more engaging classes	**3**
	Need to find best tools for different language skills	**2**
	How to make learners AI literate	**2**
	Need to know all-in-one apps	**1**

	Don't know what I need to learn	**2**

Referring back to the first research question, regarding their expectancy of future use of AI-powered tools, most teachers' attitudes were positive, which intertwined with their recognition of the potential benefits offered by AI tools, though there were also stated facilitating conditions (UTAUT) to be met before they feel ready to embrace them further. Teachers' behavioral intentions to learn about AI could stem from their immediate AI literacy as suggested in Du et al. (2024). Studies show effort expectancy significantly impacts teachers' intentions to adopt technology (Wang et al., 2024).

"Yes, I see myself integrating more AI into my teaching in the future."

"I think there are countless ways to use AI-powered Apps in language education. I mean, language teachers can benefit from AI-powered Apps in thousands of different ways. Therefore, I actually think I can use AI-powered Apps more efficiently."

"Yes, because I see the potential of AI to make learning more efficient and personalized. As AI tools continue to improve, I'd like to explore more ways to enhance my teaching, such as creating adaptive learning experiences and supporting students with different needs."

"I think I am going to use AI applications more frequently in the future because I can design/develop materials in a very short time thanks to AI applications."

"I do not think my effort is efficient enough for me at that time. I plan to learn new ways to enhance my students engagement."

“Not efficiently. But I am planning to integrate MORE. Very recently I got some workshops on some useful AI powered websites.”

“Absolutely. I am planning to integrate AI and self-regulated learning, which improves assessment practices because I believe it will boost the assessment process. I already know how to create and design interactive materials to integrate into my classes. But I do not think that I will be fully saturated in terms AI tools.”

“Yes, because technology is getting better day by day and it makes easier teaching and having fun in class.”

“Sure. I will continue using all kinds of technology at my disposal to teach.”

“Yes, I believe AI will play an even bigger role in education, and I’m eager to embrace it. As AI continues to evolve, it will offer more sophisticated tools to create personalized, engaging, and effective learning environments. I aim to keep exploring new AI innovations while ensuring they complement my teaching style and meet my students' needs.”

“Definitely yes. My initial experiences are positive, as I mentioned, my students enjoyed the material, so I will move on using it and learning more by doing so.”

“Yes sure, otherwise it may be difficult to teach the new generation.”

“Definitely, especially that there are new tools every day. I think at some point we will have an AI-infused curriculum, so we have to deal with it anyway. Also so many institutions have their own AI tutors to help students. So it will be a fact of our educational contexts.”

“Definitely I will. They are making everything easier. I don’t have to plan the whole task. So, I will be saving time and increasing my motivation, which will be leading to more time and energy allocated to students.”

On the less positive side, the teachers state either less willingness or certain professional or infrastructural needs to be met before they start using them:

“I am not really into CALL and if I see that it is necessary in the future I try to adapt myself but without any internal requirement I think I won’t do it for now.”

“Yes, but when I have time and opportunity”

“Why not, if I need and can use it in the right way?”

“I should, uh, use and try to use and gain a certain experience by myself, and then I can have a chance to implement that on a, um, on an authentic base, let's say, uh, with a deep experience with them.”

“Yes, I think so. All the teachers in the near future will be using them. They should receive professional help beforehand.”

“I will if the circumstances in schools I will be working in are sufficient enough.”

“As long as the schools I work at have the necessary resources, I will definitely continue to use AI in my teaching.”

Table 7 ***Expected future use of AI stated by teachers***

Theme	*Codes*	*Results f*
Future Effort Expectancy	Not sure about further PD effort	**1**
	Negative expectancy	**1**
	Positive expectancy	**29**
	Maybe if ...	**11**

5. Conclusion

This exploratory qualitative research study in Turkish EFL context with practicing teachers from a variety of educational levels shows that in the given context, teachers mostly posit positive attitudes towards AI-supported language education stating their performance expectancy of GenAI both for themselves as professionals and for learners. For instance, time-saving features as well as adding variety to their instruction due to the versatility of those tools; autonomous learning, differentiated learning, enhanced motivation and engagement are frequently stated benefits. Performance expectancy regarding different language skills vary while productive skills outweigh receptive skills in the comments. Along with affordances, several reservations related to learners were also stated including reduced critical thinking skills, human interaction, and over-reliance on AI tools associated with reduced cognitive effort and ethical issues such as plagiarism. Teacher-related concerns, on the other hand, mainly include strategic and intentional use of AI tools, with an educated and critical approach to its outputs. Additionally, teachers suggest that they lack AI-TPACK, which could be a reason for those with negative

future effort expectancy as well as their negative perceived usefulness and trust in GenAI, while they are mostly at the initial stages of GenAI awareness- knowledge and familiarity. In line with the stated self-efficacy beliefs, the training needs include all constructs of AI-TPACK or intelligent TPACK yet with specific reference to pedagogical implementations for language education as their professional subject-area. Facilitating conditions such as ensuring equal access to technology must be enhanced both for learners and also for professionals in terms of necessary training opportunities. It is a voice in unison raised from the limited research that in-service and pre-service teachers need to be trained in or provided with professional development opportunities to cultivate their AI literacy through comprehensive programs that help them gain the essential competencies to harness the benefits of AI-powered tools for their instructional practices (Ma et al.,2024; Edmett et al., 2023; Pokrivcakova, 2019). In the final analysis, only time and further empirical research into the phenomenon will tell whether the realm of language education will witness collaboration and unity bridging the gaps for robust pedagogical practices regarding GenAI integration, or dissonance and disparity among the partakers led by the teachers as the main operators of instructional practices.

6. Limitations and Suggestions for Further Research

This study is only exploratory in nature, so it does not provide explanation for the factors that predict or mediate the variables explored. The relationship between AI-Literacy and language teacher self-efficacy beliefs seems to be an under-researched area (Oran, 2023). From the review of the relevant literature, it could be stated that research into teacher competencies of AI-integration as well as self-efficacy may be better investigated either as a micro-scale study interpreting the

contextual dynamics and in-depth analysis of the individual backgrounds of teachers, or a larger-scale relational SEM study to analyse the potential direct or indirect relationship among relevant variables. From a CDST perspective, a more magnified, contextualised and longitudinal look into the variables of AI-literacy, Intelligent TPACK and self-efficacy as well as attitudes could yield more solid data for future research, as AI-supported language education is about to gain unprecedented volume. While 41 is a good number for participants of a qualitative study, more in-depth conversations with teachers could yield stronger interpretations for certain aspects of teachers' perceptions. Further research could aim at stratifying participants based on their experience with AI integration as well as overall teaching experience and age, among other possible variables. This could bring about different views, affordances or pitfalls. Also, research into students' perceptions as well as learning outcomes will provide a more comprehensive picture of AI-supported learning environments soon, when some more way will have been gone towards experiencing language education in this "brave new world" (Gao, 2024).

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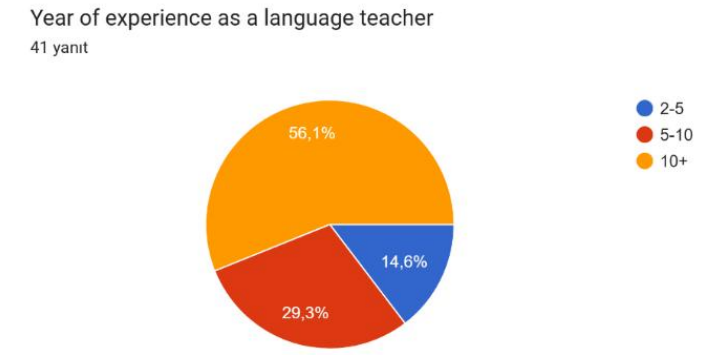
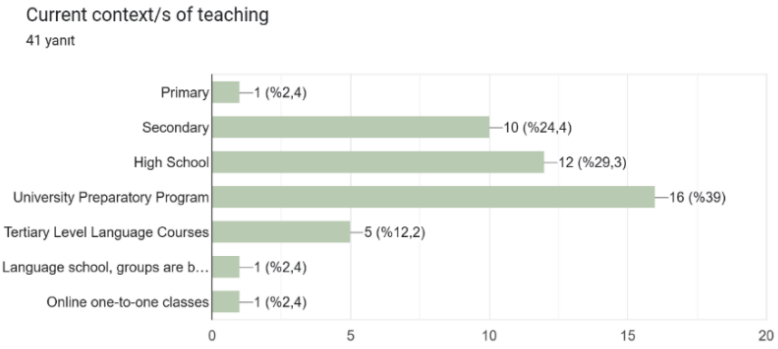
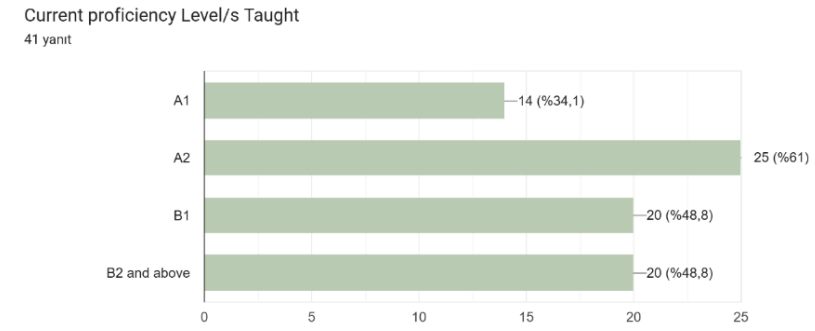
Appendices

Appendix 1: Demographics







Appendix 2: Written Survey Questions

Demographic Data

Year of experience as a language teacher: _____

Current proficiency Level/s Taught : A1/ A2 / B1/ B2 and Above

Current context of teaching: Primary / Secondary / High School/ University Preparatory Program/ Tertiary Level Language Courses

1. Do you use any AI-powered applications in your everyday life for personal aims? Why/ Why not?
2. What's your overall personal approach to using AI-powered Applications in language education?
3. Do you think you use AI-powered Apps efficiently to get professional support as a language teacher? If yes, how? Please provide some details.
4. Do you think you use AI-powered Apps efficiently to enhance your students' certain **language skills**? Please provide some details.
5. Do you use AI-powered tools for **assessment** purposes? Please explain.
6. Do you ever guide learners to use AI-powered apps in their learning **outside class time**? Please provide some details.
7. Do you think you use AI-powered tools efficiently to enhance your students' **motivation**? Please provide some details.
8. Can you think of any **benefits and advantages** of using AI-powered Apps in language instruction?
9. Can you think of any **limitations and disadvantages** of using AI-powered Apps in language instruction?
10. Have you received any professional training for integrating AI into your teaching? Please identify.
11. What would you like to learn more regarding the integration of AI into your teaching?
12. Do you think you will be engaged in integrating more AI into your teaching in the future? Please explain.

WEBINARS OVERVIEW 2025

The following webinars were delivered by leading language and intercultural experts in 2025.To follow the recordings, visit www.icc-languages.eu/ Webinars. The presenters and titles of the webinars are listed below.

November 16 2025 Geoff Tranter, 'Book or no Book?'

September 25 2025 Professor Thomas H Bak, 'Why our Brains and our World Need Languages to Cross Borders'

June 26 2025 Nik Peachey, 'Prompting for AI-Mediated Autonomous Teacher Development'

March 26 2025 Russell Stannard, 'Key AI Technologies that are impacting Language Education'

March 7 2025 Rob Williams, 'Decolonising the Curriculum – What Does this Mean for Language Teaching?'

January 23 2025 Alan Maley, 'Using Wisdom Stories and Related Inputs for Continuing Professional Development'

TEACHING TIPS

by Nick Micheliodakis

Teaching Tip 1‘I’LL DO THE RIGHT THING TOMORROW’ [Psychology for Educators]

You think there is only one of you, but actually there are more. Imagine you come back from work, feeling exhausted. You have to order something to eat. Quickly – what is it going to be: a pizza or a salad?

OK – now consider the following study: researchers divided some students into two groups. Students in the first group had to choose one movie each day, which they would have to watch later in the evening. Students in the second group however, had to choose all three movies on the first day (and they would still have to watch one of them over the following three evenings). All the movies came from the same list. Some of the films were ‘serious’ movies (e.g. ‘Schindler’s List’) while others were just entertainment (e.g. ‘Batman Returns’). What kind of films do you think the students chose?

Well, students in the second group chose low-brow films for that evening, but they chose more quality stuff for the future. The students of the first

group however, chose silly stuff every single time… 😊 [‘Think Small’ – pp. 67-68].

What does this show do? It shows that inside each one of us there is a ‘Present Me’ and a ‘Future Me’; ‘Present Me’ wants to have junk food and watch TV; ‘Future Me’ is more virtuous: they want to eat healthy stuff and go to the gym – so long as this takes place in the future.

So, this is the take-away for us, educators: if you want your students to do what they too want to do (study, develop good learning habits, revise, etc.) you need to get them to commit in advance. The same goes for lessons: if students have to schedule the lesson at the last minute, they will keep putting it off – get them to commit a few days ahead.

Odysseus knew what he was doing; he knew that when in the presence of the sirens, he would never be able to resist their song (‘Present Me’). So, his other self (‘Future Me’) made sure that the other guy was tied to the mast when the time came. 😊

[Read: Service & Gallagher: ‘Think Small’ – pp. 67-68]

Teaching Tip 2 TESTING – TESTING…
[Psychology for Educators]

Here is a question for you: imagine you run a charity which raises money to help children with cleft palates. You are planning a poster to encourage people to help by donating money. You know that pictures always attract people's attention. You want to include an image which gives people an idea of what the charity is about. Which image would you choose? i) The picture of a child with a cleft palate? ii) The smiling face of the child after the operation? iii) A 'before and after' image?

Intuitively, one would go with the third option – that was the received wisdom. The 'before and after' picture shows exactly what the aim of the campaign is and it should be the most effective. Only it was not. Before producing the final poster, the charity tested all three options, and it turned out that option (i), the one with the single 'before' image was 17% more effective. Why? It seemed that the face of the child haunted people and they felt they had to contribute.

And this was not the only picture that the campaign designers played with. They also tested 49 different versions of donation envelopes. Each of them featured the face of a child, but some were black, some were Asian, some were Caucasian; their facial expressions also differed. Which one would be the most effective? The answer turned out to be a sad

Caucasian child. It seems that because the target donors in the pool were mostly white, they found it easier to empathise with that particular child.

So, is there anything that we as educators can learn from this? Yes. Sometimes we feel in our bones that something (say a particular activity, or a game) ought to work and yet it does not. More often perhaps, we have a feeling that something is going to be a total flop, so we do not even try it out. Yet we can only know for sure if we test things. Testing trumps intuition any day.

[Read: Gneezy & List ‘The Why Axis’ – pp. 202-203]

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