Current Research in Discipline-Based Education

Editors

Meral CEYLAN
Ahmet Zeki GÜVEN

GENERAL DISTRIBUTION

Akademisyen Kitabevi AŞ

Halk Sokak 5 / A Yenişehir / Ankara
Tel: 0312 431 16 33
siparis@akademisyen.com

w w w . a k a d e m i s y e n . c o m

PREFACE

Based in Ankara in Turkey, the independent academic publisher, Akademisyen Publishing House, has been publishing books for almost 30 years. As the directors of Akademisyen Publishing House, we are proud to publish more than 3800 books across disciplines so far, especially in Health Sciences. We also publish books in Social Sciences, Educational Sciences, Physical Sciences, and also books on cultural and artistic topics.

Akademisyen Publishing House has recently commenced the process of publishing books in the international arena with the "Scientific Research Book" series in Turkish and English. The publication process of the books, which is expected to take place in March and September every year, will continue with thematic subtitles across disciplines

The books, which are considered as permanent documents of scientific and intellectual studies, are the witnesses of hundreds of years as an information recording platform. As Akademisyen Publishing House, we are strongly committed to working with a professional team. We understand the expectations of the authors, and we tailor our publishing services to meet their needs. We promise each author for the widest distribution of the books that we publish.

We thank all of the authors with whom we collaborated to publish their books across disciplines.

Akademisyen Publishing House Inc.

CONTENTS

AUTHORS

Assoc. Prof. Dr. Behiye ARABACIOĞLU
Anadolu University, Faculty of Education,
Department of German Language Education

Assoc. Prof. Dr. Meral CEYLAN
Anadolu University, Faculty of Education, ELT
Department

Doç. Dr. Müyesser CEYLAN
Anadolu University, Faculty of Education,
Department of Educational Sciences,
Educational Administration Division

Assoc. Prof. Dr. İsmail DEMİR
Çanakkale Onsekiz Mart University,
Department of Religious Education

Lecturer Dr. Aysun GÜNEŞ
Anadolu University, School of Foreign
Languages, Department of Foreign Languages

Assoc. Prof. Dr. Ahmet Zeki GÜVEN
Akdeniz University, Faculty of Education,
Turkish Language Education

Mehmet KAHRAMAN
English Teacher

Assoc. Prof. Dr. Burcu KALKANOĞLU
Trabzon University, State Conservatory,
Department of Music Theory

Phd Student Juma Yusuf MNZILE
Anadolu University

Dr. Uğur ÖZBİLEN
Turkish Education, İndependence Researcher

Res. Asst. Ata Can SEZGİN
Anadolu University, Faculty of Education, ELT
Department

Assoc. Prof. Dr. Gonca SUBAŞI
Anadolu University, Faculty of Education, ELT
Department

Teacher İlkgül ATEŞ UZMAN
Ministry of Education

Dr. Okyanus Işık Seda YILMAZ
Ph.D.

Chapter 1

RESILIENT LEADERSHIP IN AI-INTEGRATED SCHOOLS: CAPACITY BUILDING, ADAPTATION, AND FUTURE READINESS

Okyanus Işık Seda YILMAZ[1]

INTRODUCTION

Artificial intelligence (AI) is rapidly reshaping the operational, instructional, and strategic dimensions of K–12 schooling, creating unprecedented demands on school leaders to navigate technological, ethical, and organizational complexity. Over the past five years, research has documented an accelerated integration of AI tools into administrative decision-making, early warning systems, instructional personalization, resource allocation, and data-based school improvement processes (Zawacki-Richter et al., 2023; Holmes et al., 2022; Luckin, 2021). As AI-driven systems increasingly influence pedagogical and managerial practices, educational leaders face a dual imperative: sustaining human-centered professional judgment while simultaneously adapting to data-intensive, algorithmically mediated environments.

The growing reliance on intelligent systems has introduced new forms of uncertainty, volatility, and ethical ambiguity into school leadership. Studies in educational leadership emphasize that technology-enhanced school systems operate as complex adaptive systems, in which interdependent elements—teachers, data flows, student needs, AI tools, organizational routines—co-evolve dynamically (Kapos Jr. & Çelik, 2024; Harris & Jones, 2020). In such environments, traditional leadership models, which rely on linear planning and stability, are increasingly insufficient. Instead, leaders require resilience, defined as the capacity to sustain core educational values, maintain functional continuity, and adaptively respond to rapid technological and systemic disruptions (Day & Gu, 2021; Allen et al., 2020).

[1] Dr., Ph.D., okyanusisiksedayilmaz@gmail.com, ORCID iD: 0000-0001-5772-0058

education will not be determined solely by AI, but by the leaders who shape how AI is understood, governed, and integrated into the moral fabric of schooling.

REFERENCES

Ainscow, M. (2020). Promoting inclusion and equity in education: Lessons from international experiences. *Nordic Journal of Studies in Educational Policy, 6*(1), 7–16. https://doi.org/10.1080/20020317.2020.1729587

Allen, J., Rowan, L., & Singh, P. (2020).Teaching and teacher education in the time of COVID-19: Where we have been, where we are now, and where we are going. *Educational Philosophy and Theory, 52*(9), 109–114. https://doi.org/10.1080/00131857.2020.1794720

Chen, X., Xie, H., Zou, D., & Hwang, G.-J. (2024). Artificial intelligence–empowered school leadership: A systematic review of challenges and opportunities. *Computers & Education, 205,* 104904. https://doi.org/10.1016/j.compedu.2023.104904

Day, C., & Gu, Q. (2021). *Resilient teachers, resilient schools: Building and sustaining quality in testing times* (2nd ed.). Routledge.

Fredrickson, B. L. (2009). *Positivity*. Crown.

Gu, Q., & Day, C. (2013). Challenges to teacher resilience: Conditions count. *British Educational Research Journal, 39*(1), 22–44. https://doi.org/10.1080/01411926.2011.623152

Harris, A., & DeFlaminis, J. (2021). Distributed leadership in practice: Evidence, misconceptions and possibilities. *Management in Education, 35*(1), 3–9. https://doi.org/10.1177/0892020620927412

Harris, A., & Jones, M. (2020). COVID-19—school leadership in disruptive times. *School Leadership & Management, 40*(4), 243–247. https://doi.org/10.1080/13632434.2020.1811479

Heifetz, R. A., Grashow, A., & Linsky, M. (2009). *The practice of adaptive leadership: Tools and tactics for changing your organization and the world.* Harvard Business Press.

Holmes, W., Bialik, M., & Fadel, C. (2022). *Artificial Intelligence in Education: Promises and implications for teaching and learning* (Updated Edition). Center for Curriculum Redesign.

Kapos Jr., S., & Çelik, Z. (2024). AI and data analytics in school management: Implications for leadership practice. *Educational Management Administration & Leadership, 52*(3), 531–550. https://doi.org/10.1177/17411432221150760

Luckin, R. (2021). Towards artificial intelligence–enabled personalised learning. *NPJ Science of Learning*, 6, 12. https://doi.org/10.1038/s41539-021-00094-6

Mansfield, C. F., Beltman, S., Broadley, T., & Weatherby-Fell, N. (2020). Building resilience in teacher education: An evidence-informed framework. *Teaching and Teacher Education, 87,* 102935. https://doi.org/10.1016/j.tate.2019.102935

Netolicky, D. (2020). School leadership during a pandemic: Navigating tensions. *Journal of Professional Capital and Community, 5*(3/4), 391–395. https://doi.org/10.1108/JPCC-05-2020-0017

Nguyen, T. D., Pham, H. L., & Huynh, T. N. (2023). Artificial intelligence in K–12 education: Implications for teacher capacity and school leadership. *Computers & Education: Artificial Intelligence, 5,* 100182. https://doi.org/10.1016/j.caeai.2023.100182

OECD. (2022). *AI in education: Learners, teachers and tools.* OECD Publishing. https://doi.org/10.1787/4f4db7b3-en

Poalses, J., & Bezuidenhout, G. (2022). Educator experiences of digital transformation during COVID-19: Implications for professional identity, workload, and well-being. *Teaching and Teacher Education, 118,* 103815. https://doi.org/10.1016/j.tate.2022.103815

Shneiderman, B. (2022). *Human-centered AI.* Oxford University Press.

Sosa, T., & Berger, A. (2022). Teachers' perceptions and experiences with AI-driven instruction: Implications for professional learning. *Teaching and Teacher Education, 113*, 103670. https://doi.org/10.1016/j.tate.2022.103670

UNESCO. (2021). *Recommendation on the Ethics of Artificial Intelligence.* UNESCO Publishing.

Uhl-Bien, M., & Arena, M. (2018). Leadership for organizational adaptability: A theoretical synthesis and integrative framework. *Leadership Quarterly, 29*(1), 89–104. https://doi.org/10.1016/j.leaqua.2017.12.008

Uhl-Bien, M., & Marion, R. (2020). Complexity leadership in the digital age. *Journal of Leadership & Organizational Studies, 27*(1), 20–34. https://doi.org/10.1177/1548051819842794

Williamson, B., & Piattoeva, N. (2022). Algorithmic governance and educational data: *Ethics and politics. Learning, Media and Technology, 47*(2), 149–161. https://doi.org/10.1080/17439884.2022.2031376

Zawacki-Richter, O., Marín, V. I., Bond, M., & Gouverneur, F. (2023). Systematic review of research on artificial intelligence applications in higher education. *International Journal of Educational Technology in Higher Education, 20,* 2. https://doi.org/10.1186/s41239-022-00343-7

Chapter 2

AN ANALYSIS OF THE IMPACT OF CHOIR FESTIVALS ON PARTICIPANTS

Burcu KALKANOĞLU[1]

INTRODUCTION

Festivals are generally an important part of artistic and cultural life, as well as events that strengthen communication between communities and increase motivation. Thanks to their capacity to bring different communities together, festivals contribute to promoting the country and indirectly showcasing cultural values (Penpece, 2014). These events are characterised by visual performances and product presentations and are organised at national or international level. Within these national and international platforms, one of the categories that stands out in the field of music is choir festivals.

Choir festivals, in particular, enable the enrichment of the music repertoire, the improvement of the performance level of choir songs, the establishment and development of new choirs, and increased professional exchange and contact between conductors. Such organisations provide a ground for establishing new and enriching social relationships, positively influencing the social development of both individuals and choristers. According to Coşkuner (2019), choral music requires a process consisting of stages such as note work, learning the lyrics, applying nuances, and interpreting according to the performance. Choir festivals, which are a demonstration and culmination of this comprehensive process, offer a multidimensional experience for participants.

When the basic functions of festivals are examined, it is seen that they have motivational power beyond being merely a performance venue. These events directly contribute to the enrichment of the music repertoire and the elevation of the artistic level of choir songs. Furthermore, it is emphasised that festivals positively influence the social development of individuals and the entire choir

1   Assoc. Prof. Dr., Trabzon University, State Conservatory, Department of Music Theory, burcukalkanoglu@trabzon.edu.tr, ORCID iD: 0000-0003-3696-5907

REFERENCES

Büyüköztürk, Ş., Akgün, Ö. E., Demirel, F., Karadeniz, Ş., & Çakmak, E. K. (2015). *Bilimsel araştırma yöntemleri*. Pegem Akademi.

Creswell, J. W., & Sözbilir, M. (2019). *Karma yöntem araştırmalarına giriş*. Pegem Akademi.

Coşkuner, S. (2019). Koro Eğitimi ve Performansında Soundpainting Yaklaşımı. *Art-e Sanat Dergisi*, *12*(23), 157-166.

Çevik, S. (2019). *Koro Eğitimi ve Yönetimi*. Müzik Eğitimi Yayınları. (Veya *Koro Eğitimi Yönetimi ve Teknikleri* başlıklı eski baskıları, 1997/1999).

Gökçe, M. (2007, 10-15 Eylül). Koro müziğinin toplumsal işlevleri açısından Türkiye Korolar Şenliğinin kazandırışları üzerine genel bir değerlendirme. *38. Uluslararası Asya ve Kuzey Afrika Çalışmaları Kongresi (ICANAS 38) Bildirisi*, Ankara [Erişim adresi: https://www.muzikegitimcileri.net/bilimsel/bildiri/M-Gokce.pdf]

Döş, B., Gürbüz, Ç., & Teres, M. (2019). Ortaöğretim öğrencilerinin koro dersine yönelik motivasyonlarının ve görüşlerinin incelenmesi. *Disiplinlerarası Eğitim Araştırmaları Dergisi*, 3(6), 127-138.

Penpece, D. (2014). Festivallerin pazarlanması: Türkiye'deki uluslararası festivaller üzerine bir araştırma. *Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 23(1), 193-210.

Özaydın, N. (2022). Müzik öğretmen adaylarının 'koro' kavramına yönelik bilişsel yapıları. *Milli Eğitim Dergisi*, *51*(235), 2197-2224.

Zahradnikova, Z. (2020). The choir festival as an opportunity to develop the music skills of secondary school students. *Roczniki Humanistyczne*, 68(12), 181-198.

Chapter 3

ENGLISH INSTRUCTORS' PERSPECTIVES ON INTERCULTURAL COMMUNICATIVE COMPETENCE (ICC) IN TURKISH UNIVERSITIES

Mehmet KAHRAMAN[1]
Gonca SUBAŞI[2]

INTRODUCTION

Culture has been widely studied and defined across disciplines (Hinkel, 1999). Rosaldo (1984) argues that culture is constructed by its people, who also live within it, making it difficult for outsiders to fully comprehend. As individuals shape culture, culture also influences their thinking and behavior. Thus, culture forms the backdrop for individual subjectivity and communication within or across cultures (Arroitia, 2025; Fantini, 2020).

Language and culture are closely linked. Kramsch (1998) notes that language reflects speakers' beliefs and experiences, shared within a culture. Language both expresses and creates cultural reality, and rejecting a language is seen as refusing its culture. Thus, language symbolizes cultural reality, and culture is essential for effective communication (Moraya, 2013).

Globalization and internationalization now require intercultural competence (IC) (Kalsbeek, 2008; Byram & Wagner, 2018). Because language and culture are closely related, understanding and empathizing with other cultures is increasingly valued. Education—especially language teaching—focuses more on cultural diversity and tolerance (Cushner & Mahon, 2002). Major language teaching organizations pinpoint integrating culture into instruction (Akpinar & Mete, 2013).

The communicative approach long dominated language teaching, making classes more dynamic and emphasizing language as a communication tool over

---

[1]   English Teacher, mkahraman144@hotmail.com, ORCiD iD: 0000-0002-9789-5642

[2]   Assoc. Prof. Doctor, Anadolu University, Faculty of Education, ELT Department, goncas@anadolu.edu.tr, ORCiD iD: 0000-0001-7049-5940

had higher ICC, Byram et al. (1997) argue that teachers can promote intercultural competence even without overseas experience. The core of ICC is considering social identities in communication, not just knowing cultural facts.

CONCLUSION AND IMPLICATIONS

The conclusions highlight key steps for language education. Targeted professional development for ICC is necessary, alongside practical classroom strategies. Institutions should support teachers' learning, and curriculum designers should integrate intercultural objectives with linguistic goals, using diverse and authentic materials.

Leaders should promote a campus-wide approach to interculturality and encourage collaboration and exchange programs. Assessments should include intercultural attitudes as well as language skills, and feedback should improve ICC integration. Policymakers should use evidence to guide training and curriculum, and pilot practical ICC models to address constraints.

Limitations and suggestions for further studies

This study offers valuable insights into English instructors' views on ICC in Turkish higher education but has limitations. The small sample size and convenience sampling limit generalizability and may not reflect all types of institutions. Reliance on self-reported data and lack of classroom observation are further constraints.

Future research should use larger, more diverse samples and longitudinal designs to track changes over time. Including observations, student feedback, and curriculum analyses would give a fuller picture of ICC practices. International comparisons could reveal effective methods in different contexts.

REFERENCES

Akpinar, K. D., & Mete, F. (2013). Domain of culture in foreign language teachers' competency: A Comparison of Turkey and China. *Journal of Educational Sciences Research*, *3*(2), 106.

Alptekin, C. (2002). Intercultural communicative competence in ELT. *Oxford ELT Journal*, *56*(1), 57–64. Doi: 0.1016/j.sbspro.2012.06.082

Arroitia, B. C. (2025). Students' Perceptions on Intercultural Virtual Exchange (VE) in an English as a Lingua Franca (ELF) Partnership between Spanish and Japanese University Students. *Research in Education and Learning Innovation Archives,* 35, 48–73. Doi: 10.7203/realia.35.30510

Atay, D., Kurt, G., Camlibel, Z., Ersin, P., & Kaslioglu, O. (2009). The role of intercultural competence in foreign language teaching. *Inonu University Journal of the Faculty of Education*, *10*(3), 123–135. Doi: 10.11648/j.ijll.s.2014020601.12

Ayalew, A. T. (2012). *An integrative approach to intercultural communication in context: Empirical evidence from higher education*. Justus Liebig University Giessen.

Bayles, P. (2009). *Assessing the intercultural sensitivity of elementary teachers in bilingual schools in a Texas school district*. University of Minnesota. Retrieved from http://conservancy.umn.edu/bitstream/49152/1/Bayles_umn_0130E_10245.pdf

Bennett, J. M., & Bennett, M. J. (2004). Developing Intercultural Sensitivity: An Integrative Approach to Global and Domestic Diversity. In D. R. Landis (Eds.), *Handbook of Intercultural Training* (p. 515-525). Thousand Oaks: SAGE.

Bilici, F. I., Gezegin B. B. (2022). EFL Teachers' and Learners' Perceptions on ICC. *Ondokuz Mayıs Üniversitesi Eğitim Fakültesi Dergisi,* 41(2), 605-616. Doi:10.7822/omuefd.1164726

Breka, O., & Petravić, A. (2015). Foreign language teachers and the intercultural dimension in primary education. *Croatian Journal of Education*, *17*(0), 27–41. Doi:10.15516/cje.v17i0.1529

Büyüköztürk, Ş. (2014). *Sosyal Bilimler İçin Veri Analizi El Kitabı* (19th ed.). Ankara: Pegem Akademi.

Byram, M. (1997). *Teaching and Assessing Intercultural Competence. Multilingual Matters*. Multilingual Matters.

Byram, M., Gribkova, B., Starkey, H., & Sheils, J. (1997). Developing the intercultural dimension in language teaching a practical introduction for teachers. *A Practical Introduction for Teachers*, 35.

Byram, M., & Wagner, M. (2018). Making a difference: Language education for intercultural and international dialogue. Foreign Language Annals, 51(1), 140–151. Doi: 10.111/flan.12319

Çelik, H., & Topkaya, E. Z. (2023). Preservice English Teachers' Preparedness to Teach: Stakeholders' Perceptions in Teaching Practicum. *Journal of Teacher Education*. Doi: 10.1177/00224871231185369

Cresswell, J. (2002). *Educational research: planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Upper Saddle River: Pearson.

Cushner, K. (2007). The role of experience in the making of internationally-minded teachers. *Teacher Education Quarterly*, *14*(6), 1133–1139.

Cushner, K., & Mahon, J. (2002). Overseas student teaching: affecting personal, professional, and global competencies in an age of globalization. *Journal of Studies in International Education*, *6*(1), 44–58. Doi:10.1177/10283153020060010

Çırpan, M., & Sabuncuoğlu, O. (2020). Attitudes of EFL teachers towards intercultural communicative competence: A Turkish foundation university case. *İstanbul Aydın Üniversitesi Eğitim Fakültesi Dergisi,* 6(1), 107–132.

DeJaeghere, J. G., & Cao, Y. (2009). Developing U.S. teachers' intercultural competence: Does professional development matter? *International Journal of Intercultural Relations*, *33*(5), 437–447. Doi:10.1016/j.ijintrel.2009.06.004

Demirbaş, M. N. (2013). English as a foreign language (EFL) teachers' preferences for intercultural elements in teaching materials. *Kastamonu Eğitim Dergisi*, *21*(3), 1011–1024.

Dogancay-Aktuna, S. (2005). Intercultural communication in English language teacher education. *ELT Journal*, *59*(2), 99–107. Doi:10.1093/eltj/cci023

Draghicescu, L. A.-P. J., Issaiass, D., & Šabec, N. (2003). The views of teachers of English and French on intercultural communicative competence in language teaching. In I. Lázár (Ed.), *Incorporating intercultural communicative competence in language teacher education* (pp. 7–38). Kapfenberg: Council of Europe Publishing.

Ellis, G. (1996). How culturally appropriate is the communicative approach? *Elt J*, *50*(3), 213–218. Doi:10.1093/elt/50.3.213

Er, H. K., & Çiftci Aksoy, B. N. (2023). Exploring the Intercultural Awareness of EFL Instructors in Turkish Higher Education. *Van Yüzüncü Yıl Üniversitesi Eğitim Fakültesi Dergisi,* 20(3), 1111-1132. Doi:10.33711/yyuefd.133099

Fantini, A. E. (2020). Reconceptualizing intercultural communicative competence: A multinational perspective. *Research in Comparative and International Education*, 15(1), 52-61. Doi:10.1177/1745499920901948

Ghaith, G., & Yaghi, H. (1997). Effective strategies for cooperative learning. *Teaching and Teacher Education*, *13*(4), 451–458. Doi:dx.doi.org/10.1016/S0742-051X(96)00045-5

Goldstein, S. B., & Kim, R. I. (2006). Predictors of U.S college students' participation in study abroad programs: A longitudinal study. *International Journal of Relation Intercultural Relations*, *30*(4).

Güven, S. (2015). *EFL learners' attitudes towards learning intercultural communicative competence*. (Master's thesis, Bilkent University (Türkiye)).

Han, X., & Song, L. (2011). Teacher cognition of intercultural communicative competence in the Chinese ELT context. *Intercultural Communication Studies*, *20*(1), 175–192.

Hinkel, E. (1999). *Culture in Second Language Teaching and Teaching* (10th ed.). New York: Cambridge University Press.

Ho, M.-C. (1998). Culture studies and motivation in foreign and second language learning in Taiwan. *Language, Culture and Curriculum*, *11*(2), 165–182. Doi:10.1080/07908319808666548

Iswandari, Y. & Ardi, P. (2022). Intercultural Communicative Competence in EFL Setting: A Systematic Review. *rEFLections,* 29(1): 361-380.Doi:10.61508/refl.v29i2.260249

Ivenz, P. (2021). Role of intercultural competence in teachıng English as a foreign language. Conference, Juvenilia Paedagogica 2021, retrieved from https://www.researchgate.net/publication/355848457

Kalsbeek, A. Van. (2008). *Intercultural competences for foreign language teachers*. Retrieved from http://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CCcQFjAA&url=http://intt.uva.nl/binaries/content/assets/subsites/institute-for-dutch-as-a-second-language/map-1/interculturele-competenties-in-het-nt2-onderwijs-aute

Kramsch, C. (1995). The cultural component of language teaching. *Language, Culture and Curriculum*, *8*(2), 83–92. https://doi.org/10.1080/07908319509525192

Kramsch, C. (1998). *Language and Culture*. (H. Widdowson, Ed.). Oxford: Oxford University Press.

Lai, C. J. (2006). Sociocultural adaptation and intercultural sensitivity among international instructors of teaching English as a foreign language (TEFL) in universities and colleges in Taiwan (China). *Journal of Science and Technology*, *19*(3), 241–255.

Mahon, J. (2006). Under the invisibility cloak? Teachers understanding cultural differences. *Intercultural Education*, *17*(4), 391–405. Doi:10.1080/14675980600971426

Moraya, A. A. (2013). *The influence of culture and cultural background knowledge on Saudi students' English language learning. Graduate School Southern Illinois University Carbondale*. Graduate School Southern Illinois University.

Mutlu, A. K. (2017). Intercultural communicative competence through the eyes of Turkish university students. *International Journal of Intercultural Relations*, 57, 1–14.

Nadeem, M. U. (2022). An Extension of the Integrated Model of Intercultural Communication Competence (IMICC) with Religiosity: An International Students' Perspective. *SAGE Open*. Doi:10.1177/21582440221082139

Nichols, K. P. (2011). *Fostering intercultural competence through study abroad: A gender-based analysis of individual and program factors influencing development*. University of Minnesota.

Ocak, G., & Akar, T. (2016). Anadolu lisesi öğretmenlerinin İngilizce programında çok kültürlülük kavramına ilişkin görüşleri. *Türkiye Sosyal Araştırmalar Dergisi*, *20*(1), 109–132.

Onursoy, B., & Zaimoğlu, S. (2024). EFL instructors' approaches and practices of intercultural communicative competence. *Erciyes Akademi,* 38(1), 310-329. Doi:10.48070/erciyesakademi.1432134

Popa, N. L., Butnaru, S., Cozma, T., & Cozma, T. (2008). Teachers' intercultural competence: Effects of intercultural training and experience. In *7th WSeas International Conference* (pp. 59–64). Retrieved from http://www.wseas.us/e-library/conferences/2008/venice/edu/edu10.pdf

Rosaldo, M. Z. (1984). Toward and anthropology of self and feeling. In R. A. L. Richard A. Shweder (Ed.), *Culture theory: Essays on mind, self, and emotion.* (pp. 137–157). Cambridge: Cambridge University Press.

Salisbury, M. H. (2011). *The effect of study abroad on intercultural competence among undergraduate college students*. The University of Iowa. Doi: 10.1515/jsarp-2013-0001

Scheu, D. (1996). Integrating cultural activities into the foreign language classroom. *Cuadernos de Filología Inglesa*, *511*, 35–50.

Sercu, L. (2006). The foreign language and intercultural competence teacher: the acquisition of a new professional identity. *Intercultural Education*, *17*(1), 55–72. Doi: 10.1080/14675980500502321

Sercu, L., Bandura, E., Castro, P., Davcheva, L., Laskaridou, C., Lundgren, U., … Ryan., P. (2005). *Foreign Language Teachers and Intercultural Competence*. (M. Byram & A. Phipps, Eds.) (10th ed.). Multilingual Matters LTD.

Siow, A. (1998). Tenure and other unusual personnel practices in academia. *Journal of Law, Economics, & Organization*, *14*(1), 152–173. Retrieved from http://www.jstor.org/stable/765143

Swan, M. (1985). A critical look at the communicative approach-1. *ELT Journal*, *39*(1), 30–44.

Taras, V., Steel, P., & Kirkman, B. L. (2016). Does country equate with culture? Beyond geography in the search for cultural boundaries. *Management International Review*, *56*(4), 455–487. Doi:10.1007/s11575-016-0283-x

Tompkins, A., Cook, T., Miller, E., & LePeau, L. A. (2017). Gender influences on students' study abroad participation and intercultural competence. *Journal of Student Affairs Research and Practice*, *0*(0), 1–13. Doi:10.1080/19496591.2017.1284671

Zhou, R., Samad, A. & Perinpasingam, T. (2024). A systematic review of cross-cultural communicative competence in EFL teaching: insights from China Rong Zhou. *Humanities and Social Sciences Communities.* Doi: 10.1057/s41599-024-04071-5

Chapter 4

BETWEEN ACADEMIA AND INDUSTRY: THE POLITICS OF MICRO-CREDENTIALS AND THE RECONFIGURATION OF HIGHER EDUCATION'S INSTITUTIONAL IDENTITY

Aysun GÜNEŞ[1]

INTRODUCTION

In recent years, micro-credentials have become one of the most popular instruments through which higher education systems attempt to modernise themselves. They are frequently introduced as adaptable, learner-focused, and responsive alternatives to the perceived inflexibility of traditional degree programmes. Policymakers, private-sector actors, and EdTech companies often underline these credentials as new routes for lifelong learning and skills recognition (Oliver, 2019; Selvaratnam & Sankey, 2021). Governments across the OECD and the European Union have invested considerably in national micro-credential frameworks in the hope of reducing the "skills gap" and building more responsive learning ecosystems (OECD, 2019; European Commission, 2022). For universities, this policy momentum brings a growing expectation that their programs must demonstrate direct economic relevance and align with emerging discourses of employability, innovation, and productivity.

Yet the rise of micro-credentials has implications that extend far beyond the rhetoric of flexibility and access. Integrating these credentials into institutional structures does not only diversify modes of participation; it also reshapes how universities understand their own purpose. The university historically associated with scholarly independence, critical thought, and service to the public good is increasingly reframed as an intermediary in a market-oriented skills economy (Brown et al., 2020; Barnett, 2010). This shift carries symbolic consequences, influencing how institutional missions are collected, how academic labour is

1   Lecturer Dr., Anadolu University, School of Foreign Languages, Department of Foreign Languages, aysung@anadolu.edu.tr, ORCID iD:0000-0002-4152-6768

empowerment and democratic participation rather than simply to labour market optimisation.

Final Reflections

Debates about micro-credentials are, ultimately, debates about what kind of university is needed in the twenty-first century. Will higher education be reduced to a distributed certification service, or can it continue to function as a space for critical thought, imagination and justice? The answer depends on how institutions, policymakers and academic communities choose to design, govern and contest credentialing systems.

Micro-credentials make visible the politics that have always underpinned education: every form of recognition privileges some knowledges and purposes over others. A critical response does not require rejecting micro-credentials outright, but insisting that they be aligned with the broader civic, ethical and epistemic responsibilities of higher education. Reclaiming the university in a credentialised age means ensuring that, even as formats and technologies change, learning remains more than labour, and credentials serve not only markets but also the wider public good.

REFERENCES

Bacchi, C. (2009). *Analysing policy: What's the problem represented to be?* Pearson Education.

Ball, S. J. (2012). *Global education inc.: New policy networks and the neo-liberal imaginary.* Routledge.

Ball, S. J. (2016). *Foucault, power, and education.* Routledge.

Barnett, R. (2010). *Being a university.* Routledge.

Becher, T., & Trowler, P. (2001). *Academic tribes and territories: Intellectual enquiry and the culture of disciplines*(2nd ed.). McGraw-Hill/Open University Press.

Bourdieu, P. (1996). *The state nobility: Elite schools in the field of power.* Stanford University Press.

Brown, P., Lauder, H., & Ashton, D. (2010). The global auction: The broken promises of education, jobs, and incomes. Oxford University Press.

Brown, P., Lauder, H., & Cheung, S. Y. (2020). *The death of human capital? Its failed promise and how to renew it in an age of disruption.* Oxford University Press.

Clark, B. R. (1998). *Creating entrepreneurial universities: Organizational pathways of transformation.* Pergamon.

Collini, S. (2012). *What are universities for?* Penguin.

Deem, R., Hillyard, S., & Reed, M. (2007). *Knowledge, higher education, and the new managerialism: The changing management of UK universities.* Oxford University Press.

Department of Education, Skills and Employment. (2021). *National micro-credentials framework.* Australian Government. https://www.education.gov.au

de Sousa Santos, B. (2018). *The end of the cognitive empire: The coming of age of epistemologies of the South*. Duke University Press.

European Commission. (2022). *Council recommendation on a European approach to micro-credentials for lifelong learning and employability.* Publications Office of the European Union. https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32022H0627(02)

Fejes, A., & Nicoll, K. (Eds.). (2008). *Foucault and lifelong learning: Governing the subject.* Routledge.

Foucault, M. (2010). *The birth of biopolitics: Lectures at the Collège de France, 1978–1979* (G. Burchell, Trans.). Palgrave Macmillan.

Freire, P. (1993). *Pedagogy of the Oppressed.* The Continuum International Publishing Group Ltd.

Giroux, H. A. (2014). *Neoliberalism's war on higher education.* Haymarket Books.

Harvey, D. (2007). *A brief history of neoliberalism.* Oxford University Press.

Marginson, S. (2016). *Higher education and the common good.* Melbourne University Press.

Mezirow, J. (2000). *Learning as transformation: Critical perspectives on a theory in progress.* Jossey-Bass.

OECD. (2019). *OECD Employment Outlook 2019: The Future of Work, OECD Publishing, Paris, И* https://doi.org/10.1787/9ee00155-en.

Oliver, B. (2019). *Making micro-credentials work for learners, employers and providers.* Deakin University.

Ontario Ministry of Colleges and Universities. (2021). *Ontario micro-credentials strategy: Building skills for the future.* Government of Ontario. https://www.ontario.ca

Pillow, W. (2003). Confession, catharsis, or cure? Rethinking the uses of reflexivity as methodological power in qualitative research. *International Journal of Qualitative Studies in Education, 16*(2), 175–196. https://doi.org/10.1080/0951839032000060635

Rizvi, F., & Lingard, B. (2009). *Globalizing education policy.* Routledge.

Selvaratnam, R., & Sankey, M. (2021). The state of micro-credentials implementation and practice in Australasian higher education. *Open Praxis, 13*(2), 228–238. https://doi.org/10.5944/openpraxis.13.2.130

Shore, C., & Davidson, M. (2014). *Universities as political institutions: The politics of knowledge, Shore, C. (2010). Beyond the multiversity: Neoliberalism and the rise of the schizophrenic university. Social Anthropology/Anthropologie Sociale, 18(1), 15-29.*

Shore, C., & Wright, S. (2015). *Governing by numbers: Audit culture, rankings and the new world order. Social Anthropology, 23*(1), 22–28. https://doi.org/10.1111/1469-8676.12098

Srnicek, N. (2017). *Platform Capitalism.* Polity Press, Cambridge Malden, MA.

SURF. (2021). *Edubadges: National infrastructure for digital badges in the Netherlands.* SURF Netherlands. https://www.surf.nl/en/edubadges

Tight, M. (2019). Systematic reviews and meta-analyses of higher education research. *European Journal of Higher Education, 9*(2), 133–152. https://doi.org/10.1080/21568235.2018.1541752

Wheelahan, L., & Moodie, G. (2021). Analysing micro-credentials in higher education: a Bernsteinian analysis. *Journal of Curriculum Studies, 53*(2), 212-228.

Williamson, B. (2017). Learning in the 'platform society': Disassembling an educational data assemblage. *Research in Education, 98*(1), 59-82. https://doi.org/10.1177/0034523717723389 (Original work published 2017)

York University. (2022). *Micro-credentials for sustainability initiative.* York University Centre for Teaching Innovation. https://yorku.ca

Chapter 5

AN ANALYSIS OF THE COMPREHENSION OUTCOMES IN THE 2024 SECONDARY SCHOOL TURKISH COURSE CURRICULUM FROM THE PERSPECTIVE OF 21ST CENTURY SKILLS

Ahmet Zeki GÜVEN[1]
İlkgül ATEŞ UZMAN[2]

1. INTRODUCTION

Since the late 20th century, with the acceleration of globalization alongside digitalization and the exponential growth of information, the Information Age has taken shape, leading to a fundamental transformation in the competencies expected of individuals. In this context, the set of competencies that go beyond traditional academic knowledge and enable individuals to produce solutions to complex global problems and adapt to change has been defined as 21st century skills (Dede, 2009). Alongside technological developments, the mission of education to prepare individuals for the future is undergoing a significant transformation and continuous redefinition. Technology-driven approaches and solution-oriented paradigms, which constitute some of the most fundamental premises of the information age, continue to reshape the trajectory of human life across all domains, pushing beyond long-established norms and conventional standards. In this context, when one examines even a single decade of global change—whether from one's immediate surroundings or from any part of the world—it is difficult not to experience a sense of astonishment and admiration in the face of the rapid and far-reaching advancements taking place (Yazar, 2019). With advances in technological life, the mission of education to prepare individuals for the future has also changed and been reshaped. Education systems have now made it a global priority to equip students with core competencies such as critical and analytical

[1] Assoc. Prof. Dr., Akdeniz University, Faculty of Education, Turkish Language Education, ahmetzekiguven@hotmail.com, ORCID iD: 0000-0002-4922-7535

[2] Teacher, Ministry of Education, ilkgulates.u@gmail.com, ORCID iD: 0000-0003-4921-2568

the curriculum's goals, targeting critical thinking and media literacy, in their classroom practices.

REFERENCES

Afacan Süğümlü, A. & Bahşi, N. (2025). Türkiye Yüzyılı Maarif Modeli ortaokul Türkçe dersi öğretim programı'nın Bloom Taksonomisi'ne göre incelenmesi. *SDU International Journal of Educational Studies*, *12*(1), 27-49. https://doi.org/10.33710/sduijes.1629076

Aykaç, B. (2023). 2019 Türkçe dersi öğretim programı ortaokul kazanımlarının anahtar yetkinlikler açısından incelenmesi. *USBAD Uluslararası Sosyal Bilimler Akademi Dergisi*, *5*(11), 69-87. https://doi.org/10.47994/usbad.1238319

Banaz, E. (2024). 2024 Türkiye yüzyılı maarif modeli ortaokul Türkçe dersi öğretim programı'nın dijital okuryazarlık açısından incelenmesi. *Kuram ve Uygulamada Sosyal Bilimler Dergisi*, *8*(1), 279-290. https://doi.org/10.48066/kusob.1483671

Çoban, A. & Açık, F. (2025). 2019 Türkçe dersi öğretim programındaki kazanımların yansıtıcı düşünme becerisi bağlamında incelenmesi. *International Journal of Languages' Education and Teaching*, *13*(3), 258-277. https://doi.org/10.29228/ijlet.1577142

Dilekçi, A. & Karatay, H. (2021). Türkçe dersi öğretim programlarında 21. yüzyıl becerileri. *Uluslararası Türkçe Edebiyat Kültür Eğitim Dergisi*, *10*(4), 1430-1444. https://doi.org/10.7884/teke.1049549

Eroğlu, A. (2025). 21. yüzyıl becerileri bağlamında 2024 Ortaokul Türkçe Dersi Öğretim Programı. *Uluslararası Türkçe Edebiyat Kültür Eğitim Dergisi*, *14*(2), 587-600.

Güngör Yereyıkılmaz, F. (2025). 2024 İlkokul Türkçe Dersi Öğretim Programı Anlama Kazanımlarının 21. Yüzyıl Becerileri Açısından Analizi. *Yönetim ve Eğitim Bilimleri Dergisi, 4*(3), 195-210.

Kaya, M. & Aydın, E. (2024). 2019 Türkçe dersi öğretim programı ile 2024 Türkçe dersi öğretim programı'nın karşılaştırılması. *Harran Maarif Dergisi*, *9*(1), 108-146. https://doi.org/10.22596/hej.1482003

Köçer, N. (2025). Türkiye Yüzyılı Maarif Modeli Türkçe dersi öğretim programı ve 5. sınıf Türkçe ders kitabının kültür okuryazarlığı bağlamında incelenmesi. *Uluslararası Türkçe Edebiyat Kültür Eğitim Dergisi*, *14*(1), 161-171.

Kurudayıoğlu, M. & Soysal, T. (2019). 2018 Türkçe dersi öğretim programı kazanımlarının 21. yüzyıl becerileri açısından incelenmesi. *Ahi Evran Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, *5*(2), 483-496. https://doi.org/10.31592/aeusbed.621132

Millî Eğitim Bakanlığı (MEB). (2024). *Türkiye Yüzyılı Maarif Modeli: Ortaokul Türkçe Dersi Öğretim Programı (5, 6, 7 ve 8. Sınıflar)*. Talim ve Terbiye Kurulu Başkanlığı.

Partnership for 21st Century Learning (P21). (n.d.). *Framework for 21st Century Learning*. Battelle for Kids.

Trilling, B., & Fadel, C. (2009). *21st century skills: Learning for life in our times*. John Wiley & Sons.

Yazar, İlyas (2019). Türkçe öğretiminde ve temel dil becerilerinin kazanımında dijital teknoloji uygulamalarının yeri ve önemi. *Uluslararası Sosyal Araştırmalar Dergisi*, 12(64), 612-623. Doi: 10.17719/jisr.2019.3384

Yereyıkılmaz, F. G. (2025). 2024 İlkokul Türkçe Dersi Öğretim Programı Anlama Kazanımlarının 21. Yüzyıl Becerileri Açısından Analizi, *Journal of Management and Educational Sciences,* 3, 195-210.

Yıldırım, A., & Şimşek, H. (2021). *Sosyal bilimlerde nitel araştırma yöntemleri*. Seçkin Yayıncılık.

Yıldırım, Y. (2025). Türkiye Yüzyılı Maarif Modeli'nin 21. yüzyıl insan profili açısından değerlendirilmesi. *ResearchGate*, 1-15 https://doi.org/10.13140/RG.2.2.12345.67890

Chapter 6

THE TRANSFORMATION OF EDUCATION: LEARNING AND TEACHING IN THE AGE OF ARTIFICIAL INTELLIGENCE

Uğur ÖZBİLEN[1]

INTRODUCTION

The Artificial Intelligence (AI) revolution possesses a profound capacity to fundamentally transform education systems. The affordances of this technology compel a fundamental rethinking and restructuring of traditional educational models. Existing pedagogical approaches have proven insufficient in addressing cognitive and technological advancements, thereby failing to embody an innovative stance. A growing body of research demonstrates that AI and learning analytics applications can significantly enhance educational quality and exert positive influences on students' learning processes (Ifenthaler & Yau, 2020; Talan & Demirbilek, 2022). Furthermore, the integration of AI into education opens new avenues for the development of personalized learning experiences (Gulson & Webb, 2017; Hardaker & Glenn, 2025), while simultaneously overcoming the inherent limitations of conventional teaching methods (Ray & Ray, 2024).

The Necessity of Transforming Traditional Educational Models

The need for transformation in education extends beyond mere technology integration, encompassing learning strategies and pedagogical approaches as well. Fine-tuning and adaptive learning systems tailor educational materials to students' individual needs, thereby increasing success rates in education (Ansor et al., 2023). However, teachers' lack of knowledge regarding technology use and the inadequacy of educational infrastructure remain among the greatest obstacles in this process (Ansor et al., 2023; Mary & Joyce, 2024). This situation highlights the necessity of supporting teachers' professional development and providing training related to AI (Mary & Joyce, 2024).

[1]   Dr., Turkish Education, İndependence Researcher, ozbilenugur@gmail.com, ORCiD iD: 0000-0003-4921-2568

In light of the research findings, the following recommendations are considered essential to support and sustain AI integration in education:

- Developing teachers' AI literacy.
- Strengthening accessible and equitable digital infrastructure.
- Establishing ethics- and security-oriented frameworks.
- Restructuring curricula and assessment approaches.
- Enhancing stakeholder collaboration and policy support.

In conclusion, AI can serve as a lever for building an inclusive and sustainable learning culture, beyond being merely a technological innovation. With the right strategies, resource allocation, and ethical sensitivity, the transformative power of AI in education can contribute to preparing future generations for a more equipped, creative, and equitable world.

REFERENCES

Akgün, S. & Greenhow, C. (2021). Artificial intelligence in education: addressing ethical challenges in k-12 settings. *AI and Ethics, 2*(3), 431-440. https://doi.org/10.1007/s43681-021-00096-7.

AlAli, R. & Wardat, Y. (2024). Opportunities and challenges of integrating generative artificial intelligence in education. *International Journal of Religion, 5*(7), 784-793. https://doi.org/10.61707/8y29gv34.

Almuqhim, S., & Berri, J. (2025). AI-Driven Personalized Microlearning Framework for Enhanced E-Learning. *Computer Applications in Engineering Education*, *33*(3), e70040. https://doi.org/10.1002/cae.70040.

Amriza, R. N. S., Chou, T. & Ratnasari, W. (2025). Beyond the classroom: understanding the evolution of educational data mining with key route main path analysis. *Computer Applications in Engineering Education, 33*(2). https://doi.org/10.1002/cae.70010.

Aparicio-Gómez, O. Y., Aparicio-Gómez, C. A., & Von Feigenblatt, O. F. (2024). Tejiendo conexiones: la simbiosis transformadora entre aprendizaje e Inteligencia Artificial. *Hachetetepé. Revista científica de Educación y Comunicación*, (28), 1103-1103. https://doi.org/10.25267/hachetetepe.2024.i28.1103.

Baidya, M., & Das, P. (2024). Impact of Cobra Effect in Education. *International Journal for Multidisciplinary Research*, *6*(3), 1 - 5. https://doi.org/10.36948/ijfmr.2024.v06i03.19802.

Bulathwela, S., Pérez-Ortiz, M., Holloway, C., Cukurova, M., & Shawe-Taylor, J. (2024). Artificial intelligence alone will not democratise education: on educational inequality, techno-solutionism and inclusive tools. *Sustainability, 16*(2), 781. https://doi.org/10.3390/su16020781.

Bull, S. (2016). Negotiated learner modelling to maintain today's learner models. *Research and Practice in Technology Enhanced Learning, 11*(1). https://doi.org/10.1186/s41039-016-0035-3.

Chen, Y. & So, W. M. W. (2022). Stem integration in primary school. *Research in Integrated STEM Education, 1*(1), 60-88. https://doi.org/10.1163/27726673-bja00006.

Chou, C., Tseng, S., Wang, C., Chao, P., Chen, Z., Lai, K., … & Yu, L. (2018). Learning analytics on graduates' academic records to reflect on a competency-based curriculum. *Computer Applications in Engineering Education, 26*(6), 2168-2182. https://doi.org/10.1002/cae.22019.

Demartini, C., Sciascia, L., Bosso, A., & Manuri, F. (2024). Artificial intelligence bringing improvements to adaptive learning in education: a case study. *Sustainability, 16*(3), 1347. https://doi.org/10.3390/su16031347.

Fowler, F. J. (2013). *Survey research methods*. Sage publications.

Gligorea, I., Cioca, M., Oancea, R., Gorski, A., Gorski, H., & Tudorache, P. (2023). Adaptive learning using artificial intelligence in e-learning: a literature review. *Education Sciences, 13*(12), 1216. https://doi.org/10.3390/educsci13121216.

Goodwin, A. L., Smith, L., Souto-Manning, M., Cheruvu, R., Tan, M. Y., Reed, R., … & Taveras, L. (2014). What should teacher educators know and be able to do? perspectives from practicing teacher educators. *Journal of Teacher Education, 65*(4), 284-302. https://doi.org/10.1177/0022487114535266.

Gulson, K. N., & Webb, P. T. (2017). Mapping an emergent field of 'computational education policy': Policy rationalities, prediction and data in the age of Artificial Intelligence. *Research in Education*, *98*(1), 14-26. https://doi.org/10.1177/0034523717723385.

Guo, L., Wang, D., Gu, F., Li, Y., Wang, Y., & Zhou, R. (2021). Evolution and trends in intelligent tutoring systems research: a multidisciplinary and scientometric view. *Asia Pacific Education Review, 22*(3), 441-461. https://doi.org/10.1007/s12564-021-09697-7.

Hakami, E., & Hernández-Leo, D. (2021). Investigating the well-being impacts of educational technologies supported by learning analytics: An application of the initial phase of IEEE P7010 recommended practice to a set of cases. *Proceedings of the 11th International Learning Analytics and Knowledge Conference (LAK '21)*, 269–279. https://doi.org/10.1145/3448139.3448165.

Hardaker, G. & Glenn, L. (2025). Artificial intelligence for personalized learning: a systematic literature review. *International Journal of Information and Learning Technology, 42*(1), 1-14. https://doi.org/10.1108/ijilt-07-2024-0160.

Holmes, W., Iniesto, F., Anastopoulou, S., & Boticario, J. G. (2023). Stakeholder perspectives on the ethics of ai in distance-based higher education. *The International Review of Research in Open and Distributed Learning, 24*(2), 96-117. https://doi.org/10.19173/irrodl.v24i2.6089.

Hsieh, S. J., & Li, Q. (2018, June). Lessons Learned from an Intelligent Tutoring System for Computer Numerical Control Programming (CNC Tutor). In *2018 ASEE Annual Conference & Exposition*. https://doi.org/10.18260/1-2--30762.

Ifenthaler, D. & Yau, J. (2020). Utilising learning analytics to support study success in higher education: a systematic review. *Educational Technology Research and Development, 68*(4), 1961-1990. https://doi.org/10.1007/s11423-020-09788-z.

Ioannou-Sougleridi, E., Kopsidas, S., Vavougios, G. D., Simos, C., Avramopoulos, A., & Kanapitsas, A. (2024). Revolutionizing learning management systems: architecture of an ai-based lms with instructor-driven personalized content generation. *International Journal of Advanced Multidisciplinary Research and Studies, 4*(4), 1222-1226. https://doi.org/10.62225/2583049x.2024.4.4.3169.

Karki, D., Karki, N., Dahal, R. K., & Bhattarai, G. (2023). Future of education in the era of artificial intelligence. *GMMC Journal of Interdisciplinary Studies*, *12*(1), 54-63. https://gmmcjournal.edu.np/index.php/journal/article/view/75/42

Kim, Y. & Jeong, H. (2022). Learning fair prediction models with an imputed sensitive variable: empirical studies. *Communications for Statistical Applications and Methods, 29*(2), 251-261. https://doi.org/10.29220/csam.2022.29.2.251.

Komolafe, O., Mustofa, J., Daley, M., Walton, D. & Tawiah, A. (2025). Current applications and outcomes of ai-driven adaptive learning systems in physical rehabilitation science education: a scoping review protocol. Plos One, 20(6), e0325649. https://doi.org/10.1371/journal.pone.0325649.

Köbis, L. & Mehner, C. (2021). Ethical questions raised by ai-supported mentoring in higher education. *Frontiers in Artificial Intelligence, 4,* 1 - 9. https://doi.org/10.3389/frai.2021.624050.

Krügel, S., Ostermaier, A., & Uhl, M. (2022). Zombies in the loop? humans trust untrustworthy ai-advisors for ethical decisions. *Philosophy & Technology, 35*(1). https://doi.org/10.1007/s13347-022-00511-9.

Li, W. (2024). The influence of artificial intelligence on the education system. *Lecture Notes in Education Psychology and Public Media, 65*(1), 137-142. https://doi.org/10.54254/2753-7048/65/20240158.

Liu, Y., He, S., Chen, H., Qing, W., Su, H., & Deng, G. (2023). Investigation on response strategies for the impact of chatgpt technology application on college chinese language education. *International Journal of Educational Innovation and Science, 4*(1). https://doi.org/10.38007/ijeis.2023.040114.

Mary, D. M., & Joyce, M. M. (2024). AI and education: Impact of AI on learning outcomes in higher education. *International Journal of Scientific Research in Engineering and Management*, *08*(08), 1-16. https://doi.org/10.55041/ijsrem37145.

Paglialunga, A. & Melogno, S. (2025). The effectiveness of artificial intelligence-based interventions for students with learning disabilities: a systematic review. *Brain Sciences, 15*(8), 806. https://doi.org/10.3390/brainsci15080806.

Paolucci, C., Vancini, S., Bex, R., Cavanaugh, T., Salama, C., & Araujo, Z. (2024). A review of learning analytics opportunities and challenges for k-12 education. *Heliyon, 10*(4), e25767. https://doi.org/10.1016/j.heliyon.2024.e25767.

Prinsloo, P., & Slade, S. (2016). Here be dragons: Mapping student responsibility in learning analytics. C. Beaumont, L. Moscrop, S. Martin, & S. Shaikh (Eds.), In *Developing effective educational experiences through learning analytics* (pp. 170-188). IGI Global Scientific Publishing.

Ray, S. & Ray, D. (2024). Artificial intelligence in education: navigating the nexus of innovation and ethics for future learning landscapes. *International Journal of Research - Granthaalayah, 11*(12). https://doi.org/10.29121/granthaalayah.v11.i12.2023.5464.

Ren, S. (2024). Optimization of english classroom interaction models incorporating machine learning. *Journal of Electrical Systems, 20*(6), 1669-1681. https://doi.org/10.52783/jes.3086.

Roganović, J., Radenković, M., & Miličić, B. (2023). Responsible use of artificial intelligence in dentistry: survey on dentists' and final-year undergraduates' perspectives. *Healthcare, 11*(10), 1480. https://doi.org/10.3390/healthcare11101480.

Romero, C. & Krichesky, G. J. (2017). Interactive leadership in turbulent school climates. an exploratory study of high school principals from the city of buenos aires. *Educational Management Administration & Leadership, 46*(2), 339-354. https://doi.org/10.1177/1741143217720456.

Ryan, M. & Stahl, B. C. (2020). Artificial intelligence ethics guidelines for developers and users: clarifying their content and normative implications. *Journal of Information, Communication and Ethics in Society, 19*(1), 61-86. https://doi.org/10.1108/jices-12-2019-0138.

Slavov, V., García-Vidal, R., Yotovska, K., & Asenova, A. (2023). Attitudes Of Pre-Service Biology Teachers Towards The Application Of Chatgpt In The University Learning Process. In *ICERI2023 Proceedings* (pp. 1612-1621). IATED. https://doi.org/10.21125/iceri.2023.0490.

Stair, K. S., Warner, W. J., Culbertson, A. L., & Blanchard, L. (2016). A qualitative analysis of teachers' perceptions of common core state standards in agricultural education. *Journal of Agricultural Education, 57*(2), 93-105. https://doi.org/10.5032/jae.2016.02093.

Talan, T., & Demirbilek, M. (2023). Bibliometric analysis of research on learning analytics based on web of science database. *Informatics in Education*, *22*(1), 161-181. https://doi.org/10.15388/infedu.2023.02.

Verma, A., Dhupam, S. R., Bansod, S., & Rahul, R. (2024). Application of AI in Education. A Bibliometric Analysis. *International Journal of Religion, 5*(8), 198 – 207. https://doi.org/10.61707/g51v1a23.

Waly, M. I. (2024). Artificial intelligence and scientific research. *Sustainability Education Globe, 2*(1), 1-14. https://doi.org/10.21608/seg.2024.269596.1001.

Wei, L., Li, Y., Wang, W., & Zhu, Y. (2024). Enhancing knowledge-concept recommendations with heterogeneous graph-contrastive learning. *Mathematics, 12*(15), 2324. https://doi.org/10.3390/math12152324.

Wu, J., Tlili, A., Salha, S., Mizza, D., Saqr, M., López-Pernas, S., & Huang, R. (2025). Unlocking the potential of artificial intelligence in improving learning achievement in blended learning: a meta-analysis. *Frontiers in Psychology*, *16*, 1691414. https://doi.org/10.3389/fpsyg.2025.1691414.

Yan, Y., Liu, H., & Chau, T. (2025). A systematic review of ai ethics in education. *Journal of Global Information Management, 33*(1), 1-50. https://doi.org/10.4018/jgim.386381.

Zhai, X., Chu, X., Chai, C. S., Jong, M. S. Y., Istenic, A., Spector, M., ... & Li, Y. (2021). A Review of Artificial Intelligence (AI) in Education from 2010 to 2020. *Complexity*, *2021*(1), 8812542. https://doi.org/10.1155/2021/8812542.

Zhang, S., Wang, X., Ma, Y., & Wang, D. (2023). An adaptive learning method based on knowledge graph. *Frontiers in Educational Research*, *6*(6), 112 - 115. https://doi.org/10.25236/fer.2023.060624

Zhao, J., Juithong, S., & Nilnopkoon, P. (2024). Effecting an adaptive learning system on academic achievement as regulations for measuring pharmacist qualifications to licensure of pharmaceutical management students. *IJSASR, 4*(3), 573-582. https://doi.org/10.60027/ijsasr.2024.4357.

Chapter 7

THE POWER OF LITERATURE IN FOREIGN LANGUAGE TEACHING: A GENRE-BASED APPROACH IN GERMAN LESSONS

Behiye ARABACIOĞLU[1]

INTRODUCTION

The main goal of foreign language teaching is to educate conscious individuals who are supported within the framework of learner-centered approaches, who prioritize communicative competence, and who promote the development of intercultural understanding. Foreign language acquisition enables individuals to develop a critical meta-perspective on their own language and culture, while at the same time allowing them to build a unifying bridge between different cultures and societies by preserving their own cultural and linguistic identities (Ersan, 2018). In this context, the extent to which the materials used in foreign language teaching are related to the cultural structure is a critical factor that directly affects the success of conveying the complex link between language and culture to students (Zeyrek, 2020).

When language acquisition and teaching processes are addressed within the authentic cultural context of the target language, they encourage mutual intercultural transmission. Detached from this context, focusing solely on structural grammar rules in language teaching and learning may lead to the neglect of related cultural elements and, consequently, to significant deficiencies in the processes of meaning-making and interpretation. As İşcan (2018) emphasizes, mastering a language is not limited to possessing the necessary "grammatical competence"; it also requires having "communicative competence," which encompasses knowing which structures and words to use in which social and situational contexts. Therefore, the ultimate aim of foreign language teaching is to develop learners' intercultural communication and communicative competence (Jašová, 2009). The

[1] Assoc. Prof. Dr., Anadolu University, Faculty of Education, Department of German Language Education, bceliker@anadolu.edu.tr, ORCiD iD: 0000-0002-5868-5319

enhancing both linguistic competence and intercultural communication skills. It is recommended that teachers make more frequent use of literary texts as course materials that integrate language skills, text analysis, creativity, and intercultural communication.

REFERENCES

Arak, N. (2014). *Yabancı dil olarak İngilizce öğretiminde kısa öykülerin kullanımı* [Yayımlanmamış yüksek lisans tezi]. Gazi Üniversitesi.

Arıoğlu, S. (2001). *The Teaching of reading through short stories in advanced classes* [Yayımlanmamış yüksek lisans tezi]. Hacettepe Üniversitesi.

Arkan, Y. (2019). Vorschlag zu einem Unterrichtsmodell aufgrund der Relevanz von Lese-, Verstehen- und Recherchekompetenz bei literarischen Texten. *Diyalog Interkulturelle Zeitschrift Für Germanistik*, *7*(1), 140-157. https://dergipark.org.tr/tr/pub/diyalog/issue/46386/563200

Aşcı, Y. (2019). *Yabancı dil olarak Türkçe öğretiminde öykü: B2 düzeyinde okuma ve yazma becerisi geliştirme* [Yayımlanmamış doktora tezi]. Hacettepe Üniversitesi.

Aşcı, Y., & Tecelli, N. T. (2020). Yabancı dil olarak Türkçe öğretiminde okuma ve yazma becerisi geliştirmeye yönelik öykü kullanımı. *Hacettepe Üniversitesi Türkiyat Araştırmaları (HÜTAD)*, *(32)*, 203-220. https://doi.org/10.20427/turkiyat.642418

Başaran, B. (2023). Die Lesbarkeit; noch ein weiterer Indikator für DaF-Lehrwerke? *Diyalog Interkulturelle Zeitschrift Für Germanistik*, 590-609. https://doi.org/10.37583/diyalog.1407754

Bulut, T. (2017). Yabancı dilin öğretilmesinde edebiyatın önemi. *Aydın Türklük Bilgisi*, *3*(1), 1-9. https://dergipark.org.tr/tr/pub/atb/issue/40092/476956

Bülbül, M. (2017). Şiir türünün yabancı dil derslerinde kullanımı. *Dil Dergisi*, *168*(2), 5-18. https://dergipark.org.tr/tr/pub/dilder/issue/47673/602247

Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. Multilingual Matters.

Collie, J. & Slater, S. (1987). *Literature in the language classroom: A resource book of ideas and activities*. Cambridge University Press.

Çeltik, H. (2022). Yabancı dil öğretiminde dört temel dil becerisi üzerine bir inceleme çalışması. *21. Yüzyılda Eğitim ve Toplum*, *11*(31), 107-131. https://dergipark.org.tr/tr/pub/egitimvetoplum/issue/71141/1118239

Darancık, Y. (2012). 'Yabancı dili geliştirme yöntemi' ile yabancı dil derslerinde okuma becerisinin geliştirilmesi. *Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, *21*(2), 255-268. https://dergipark.org.tr/tr/pub/cusosbil/issue/4390/60366

Ersan, Y. (2018). Yabancı dil öğretiminde kısa metinlerin kullanımı ve önemi. *Karabük Üniversitesi Sosyal Bilimler Enstitüsü Dergisi,* *8*(2), 288-296. https://dergipark.org.tr/tr/pub/joiss/issue/47398/598134

Genç, A. (2001). Die Entwicklung der Lesekompetenz im DaF Unterricht. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, *20*(20), 80-91. https://dergipark.org.tr/tr/pub/hunefd/issue/7816/102662

Glibušić, A. (2024). *Die Entwicklung der Schreibkompetenz im DaF-Unterricht in der Sekundarstufe II* (Doctoral dissertation, University of Zagreb. Faculty of Humanities and Social Sciences. Department of German Language and Literature).

Güngör, Z. Y. (2014). Yabancı dil öğretiminde şarkıların kullanımı: Fransız dili eğitimi bölümü öğrencileriyle bir uygulama. *HUMANITAS-Uluslararası Sosyal Bilimler Dergisi*, *2*(4), 141-151. https://doi.org/10.20304/husbd.01073

İnal, K. (2020). Yabancı dil öğretiminde konuşma becerilerinin değerlendirilmesi ve öğretmenin rolü. *Dil Eğitimi ve Araştırmaları Dergisi,* *6*(1), 193-195. https://dergipark.org.tr/tr/pub/aydintdd/issue/60730/851465

İşcan, A. (2018). Yabancı dil öğretimi ve yabancı dil olarak Türkçe öğretiminin tarihçesi. A. Şahin (Ed.), Yabancı dil olarak Türkçe öğretimi: Kuramlar, yaklaşımlar, etkinlikler içinde (ss. 3–28). Pegem Akademi.

Jašová, M. (2009). *Arbeit mit literarischen Texten im DaF Unterricht am Beispiel eines Textes von Christine Nöstlinger* [Unpublished doctoral dissertation]. Masarykova Univerzita, Pedagogická Fakulta.

Karaman, F. (2021). Karşılaştırmalı edebiyatın yabancı dil öğretimine etkisi. *RumeliDE Dil ve Edebiyat Araştırmaları Dergisi*, (25), 1020-1029. https://doi.org/10.29000/rumelide.1032567

Karaz, D., & Bülbül, M. (2024). Yabancı Dil Olarak Almanca Öğretiminde Mini Metinlerin Kullanılması. *Alman Dili ve Kültürü Araştırmaları Dergisi*, 6(1), 13-25. https://doi.org/10.55143/alkad.1411959

Kast, B. (1980). Legetische Aufgaben und Möglichkeiten des fremdsprachlichen Deutschunterrichts. In: Wierlacher, A. (Hrsg., 1980): Fremdsprache Deutsch. Band II. Wilhelm Fink. (pp. 536-561).

Krashen, S. (1982). *Principles and practice in second language acquisition*. Pergamon.

Lazar, G. (1990). Using novels in the language-learning classroom. *ELT journal*, *44*(3), pp. 204-214. https://doi.org/10.1093/elt/44.3.204

Lazar, G. (1993). *Literature and language teaching: A guide for teachers and trainers*. Cambridge University Press. https://doi.org/10.1017/CBO9780511733048

Laveau, I. (1985). *Sach- und Fachtexte im Unterricht Deutsch als Fremdsprache. Methodisch-didaktische Vorschläge für den Unterricht*. Goethe-Institut.

Mayer, R. E. (2020). *Multimedia learning* (3rd ed.). Cambridge University Press.

McKay, S. (2001). *Literature as content for ESL/EFL*. In M. Celce-Murcia (Ed.), Teaching English as a Second or Foreign Language (3rd ed., pp. 319–332). Heinle & Heinle.

Özcan, M. (2011). Yabancı dil öğretiminde öykü kullanımı. *Education Sciences*, *6*(3), 2133-2147. https://dergipark.org.tr/tr/pub/nwsaedu/issue/19819/212052

Saka, F. Ö. (2014). Şiirle çocuklara yabancı dil öğretimi. *Dil Dergisi*, *(164)*, 26-38. https://doi.org/10.1501/Dilder_0000000209

Sander, M. C., & Asutay, H. (2023). Didaktisierungsvorschläge für den Einsatz des Films Im Juli (2000) von Fatih Akın im DaF-Unterricht. *Diyalog Interkulturelle Zeitschrift Für Germanistik*. 610-628. https://doi.org/10.37583/diyalog.1407758

Sarkiler, Y.A. (2025). *Evaluating DaF textbooks: Structure, teaching practice and CEFR*. In S. Demir Başaran (Ed.), Theoretical and applied approaches in educational sciences (pp. 24-36). Duvar Yayınları.

Soyer, S. (2016). Yabancı dil öğretiminde edebiyatın yeri ve dil becerilerinin gelişimine katkısı. *Ekev Akademi Dergisi, (67)*, 303-314. https://dergipark.org.tr/tr/pub/sosekev/issue/71351/1147220

Sönmez Genç, N. (2021). Die Arbeit mit Literatur im Fach Deutsch als Fremdsprache - Neue Ansätze mit Unterrichtsentwürfen. *Diyalog Interkulturelle Zeitschrift Für Germanistik*, *9*(1), 382-385. https://dergipark.org.tr/tr/pub/diyalog/issue/63097/958537

Şen Bartan, Ö. (2021). İngilizce öğretiminde kullanılan özgün kısa öykülerin uygunluğunun değerlendirilmesi. *Kırıkkale University Journal of Social Sciences*, *11*(2), 467-493. https://dergipark.org.tr/tr/pub/kusbd/issue/64339/838523

Ünal, D. Ç. (2010). Kompetenzförderung durch literarisches Lernen im DaF-Unterricht. *Fırat Üniversitesi Sosyal Bilimler Dergisi*, *20*(2), 105-120. https://dergipark.org.tr/tr/pub/firatsbed/issue/45188/565851

Wicke, R. E. (2014). *Werkzeuge zur Arbeit mit literarischen Texten*. Hueber Verlag.

Wilms, H. (1984). Deutsch als Zweitsprache - Grenzen des Sprachunterrichts. *Deutsch lernen 9*(4), 10-25.

Westhoff, G. (1997). *Fertigkeit Lesen*. Langenscheidt.

Wright, A. (2000). Stories and their importance in language teaching. Cambridge University Press.

Zeyrek, S. (2020). Dil-kültür ilişkisi doğrultusunda yabancı dil öğretimi. *Uluslararası Yabancı Dil Olarak Türkçe Öğretimi Dergisi, 3*(2), 165-186. https://dergipark.org.tr/tr/pub/ijotfl/issue/56185/812014

Chapter 8

INSTRUCTIONAL LEADERSHIP LINKED TO THE CLASSROOM

Müyesser CEYLAN[1]
Juma Yusuf MNZILE[2]

INTRODUCTION

To grasp how the organization functions, IbreaL (2021) asserted that "leadership" has been a focal point for many years, yet its nature remains open for discussion. Leadership is defined as establishing direction, motivating individuals, formulating plans, and achieving the organization's goals. Within a company, the role of leadership is crucial because leaders not only have a clear vision but also motivate and inspire others to achieve their objectives (Wajdi, 2017). Moreover, leaders have key abilities such as dedication, the capacity to communicate effectively, creativity, self-confidence, strong self-worth, and a commitment to continuous improvement within the organization (Dike, 2015). Effective principals are instrumental in creating a culture of excellence in teaching and learning, aligning with the school's mission, objectives, and environment, which are key factors in academic success (Azar & Adnan, 2020).

Conversely, past studies have emphasized the critical contribution of leadership in achieving educational goals and objectives. School leaders, including principals and administrators, bear the responsibility and power to influence students' educational journey and elevate the standard of teaching. In this context, Culduz (2024) recommended that the caliber of educational leadership positively affects teaching and learning activities for learners. The study highlights that school principals have the duty and power to manage both learners and educators and enhance the educational environment toward personal growth and educational accomplishment. It argues that skilled school leaders create supportive

---

[1] Doç, Dr., Anadolu University, Faculty of Education, Department of Educational Sciences, Educational Administration Division mceylan@anadolu.edu.tr, ORCID iD: 0000-0001-7830-2584,

[2] Phd Student, Anadolu University, jumayusufmnzile@anadolu.edu.tr, ORCID iD: 0009-0007-6736-4203

Implication of the Study

The research underscores that teacher development is an ongoing and continuous practice that needs constant support from school heads. These conclusions have foremost implications for policy-makers and educational managers in encouraging the effective development of proficient instructors. School heads must prioritize instructional management practices that flourish the teaching and learning process and enhance cooperative learning opportunities. School heads must also offer continuing professional development opportunities and develop optimistic teacher-manager relationships to encourage teachers in their professional progress. By doing so, they can stimulate development and a culture of endless learning in their institutions, eventually leading to upgraded learners' learning results.

In the same vein, an ideal learning setting provides students with the opportunities and tools to prosper, while also catering to the unique expectations and objectives of each individual. Instructional management then has to emphasize the cultivation of confidence and trust within the school setting. Instructional leaders may aim to accomplish this purpose through the development of new instructional tactics and the institution of teaching proficiencies in which their outcomes and progress are assessed and evaluated based on how they encourage constructive and positive relationships with both staff and learners.

In conclusion, the findings show that instructional leadership does not solely fall on teachers but rather on all stakeholders in the institutional community. Hence, instructional management has to form resilient interactions with stakeholders in the learning context. It highlights the value of teamwork, trust, respect, and mutual understanding among learners, families, educators, leaders, and community members in developing a thriving teaching and learning atmosphere. By identifying and addressing the expectations and potentials of stakeholders, educational organizations can foster meaningful partnerships that contribute to the holistic development and triumph of all involved parties.

REFERENCES

Jibola, A. N. (2020). Ethical leadership and staff innovative behaviour in Nigeria. *Journal of Social Sciences and Humanities*, *59*(1), 1–19. https://doi.org/10.46568/jssh.v59i1.322

Abonyi, U. K., Boateng, F. K., Adjei-Boateng, E., & Ansaah, E. (2024). Promoting gender equity in school leadership appointments: A comparison of male and female headteachers' instructional leadership practices in Ghana. *Educational Management Administration & Leadership*, *52*(3), 610–628. https://doi.org/10.1177/17411432221090746

Antoniou, P., & Lu, M. (2018). Evaluating the measuring properties of the principal instructional management rating scale in the Chinese educational system: Implications for measuring school leadership. *Educational Management Administration & Leadership*, *46*(4), 624–641. https://doi.org/10.1177/1741143217700282

Azar, A. S., & Adnan, E. J. (2020). The impact of effective educational leadership on school students' performance in Malaysia. *Education Quarterly Reviews, 3*(2), 146–155. https://doi.org/10.31014/aior.1993.03.02.127

Bada, H. A., Tengku Ariffin, T. F., & Nordin, H. B. (2020). The effectiveness of teachers in Nigerian secondary schools: The role of instructional leadership of principals. *International Journal of Leadership in Education*. Advance online publication. https://doi.org/10.1080/13603124.2020.1811899

Bellibaş, M. Ş., Gümüş, S., & Liu, Y. (2020). Does school leadership matter for teachers' classroom practice? The influence of instructional leadership and distributed leadership on instructional quality. *School Effectiveness and School Improvement, 32*(3), 387–412. https://doi.org/10.1080/09243453.2020.1858119

Brolund, L. (2016). Student success through instructional leadership. *BU Journal of Graduate Studies in Education, 8*(2), 42–45.

Chen, A. (2017). Addressing diversity on college campuses: Changing expectations and practices in instructional leadership. *Higher Education Studies*, *7*(2), 17–22. https://doi.org/10.5539/hes.v7n2p17

Clarke, S., & O'Donoghue, T. (2017). Educational leadership and context: A rendering of an inseparable relationship. *British Journal of Educational Studies, 65*(2), 167–182. https://doi.org/10.1080/00071005.2016.1199772

Cleaver, S., Detrich, R., & States, J. (2018). *Overview of teacher evaluation*. The Wing Institute. https://www.winginstitute.org/policy-initiatives-teacher-evaluation

Culduz, M. (2024). The impact of educational leadership in improving the learning experience. In A. S. Munna, U. Nwagbara & Y. Alhassan (Eds.), *Promoting crisis management and creative problem-solving skills in educational leadership* (pp. 168–189). IGI Global.

Dabesa, F., & Cheramlak, S. F. (2021). School leadership effectiveness and students' academic achievement in secondary schools of Guraghe Zone SNNPR. *Middle Eastern Journal of Research in Education and Social Sciences, 2*(2), 1–26. https://doi.org/10.47631/mejress.v2i2.161

Daing. (2020). *School administrators' instructional leadership skills and teachers' performance and efficacy in senior high schools in the National Capital Region, Philippines* (Master's thesis). Our Lady of Fatima University.

Demie, F. (2021). The impact of leadership and targeted interventions to close the achievement gap of disadvantaged pupils: A case study. *European Journal of Educational Management, 4*(2), 97–108. https://doi.org/10.12973/eujem.4.2.97

Geleta, M. (2015). The role of school principal as instructional leader: The case of Shambu Primary School. *Open Access Library Journal, 2*, 1–14. https://doi.org/10.4236/oalib.1101709

Girgis, A. M. (2023). *Instructional leadership characteristics for principals* (Doctoral dissertation). Indiana Wesleyan University.

Hallinger, P., & Murphy, J. (1985). Assessing the instructional management behavior of principals. *The Elementary School Journal, 86*(2), 217–247. http://www.jstor.org/stable/1001205

Hallinger, P., Wang, W. C., Chen, C. W., & Liare, D. (2015). *Assessing instructional leadership with the principal instructional management rating scale*. Springer.

Hallinger, P., Piyaman, P., & Viseshsiri, P. (2017). Assessing the effects of learning-centered leadership on teacher professional learning in Thailand. *Teaching and Teacher Education, 67*, 464–476. https://doi.org/10.1016/j.tate.2017.07.008

He, P., Guo, F., & Abazie, G. A. (2024). School principals' instructional leadership as a predictor of teachers' professional development. *Asian Journal of Secondary and Foreign Language Education, 9*, 63. https://doi.org/10.1186/s40862-024-00290-0

Hou, Y., Cui, Y., & Zhang, D. (2019). Impact of instructional leadership on high school student academic achievement in China. *Asia Pacific Education Review, 20*, 543–558. https://doi.org/10.1007/s12564-019-09574-4

Ismail, S. N., Don, Y., Husin, F., & Khalid, R. (2018). Instructional leadership and teachers' functional competency across the 21st century learning. *International Journal of Instruction, 11*(3), 135–152. https://doi.org/10.12973/iji.2018.11310a

Johnson, D. D., & Constant, L. (2021). Practitioner-scholars as social justice advocates for discipline reform. In J. Griffen (Ed.), *RACE mentoring and P–12 educators: Practitioners contributing to scholarship* (pp. 69–80). Information Age.

Kilinc, A. C., Bellibas, M. S., & Polatcan, M. (2020). Learning-centered leadership and change in teacher practice in Turkey: Exploring the mediating effects of collaboration. *Educational Studies*. Advance online publication. https://doi.org/10.1080/03055698.2020.1828833

Kilag, O. K., & Sasan, J. M. (2023). Unpacking the role of instructional leadership in teacher professional development. *Advanced Qualitative Research, 1*. https://doi.org/10.31098/aqr.v1i1.1380

Kilag, O. K., Uy, F., Calledo, M. F., Diano, F., Morales, N., & Abendan, C. F. (2024). Assessing the impact of principal's instructional leadership, school level, and effectiveness in educational institutions. *IMJRISE: International Multidisciplinary Journal of Research for Innovation, Sustainability, and Excellence, 1*(1), 73–82.

Le Fevre, D. M., & Robinson, V. M. J. (2015). The interpersonal challenges of instructional leadership: Principals' effectiveness in conversations about performance issues. *Educational Administration Quarterly*, *51*(1), 58–95. https://doi.org/10.1177/0013161X14540518

Littlejohn, H. L. (2021). *A quantitative study of the impact of leadership on school culture in a small rural school district as measured by stakeholder satisfaction* (Doctoral dissertation). Gardner-Webb University. https://digitalcommons.gardner-webb.edu/educationdissertations/75

Manangan, M. G. S. (2022). School leadership practices towards enhanced classroom management, school environment, and academic performance of students. *American Journal of Humanities and Social Sciences Research, 6*(3), 91–104.

Maponya, T. J. (2020). The instructional leadership role of the school principal on learners' academic achievement. *African Educational Research Journal*, *8*(2), 183–193. https://doi.org/10.30918/AERJ.82.20.042

Muñiz, J. (2019). *Culturally responsive teaching: A 50-state survey of teaching standards*. New America.

Nguyễn, H. T., Hallinger, P., & Chen, C. W. (2018). Assessing and strengthening instructional leadership among primary school principals in Vietnam. *International Journal of Educational Management*, *32*(3), 396–415. https://doi.org/10.1108/IJEM-02-2017-0046

Qiuyan, H. (2022). The crucial impact of leadership style towards academic achievement in China. *Journal of Digitainability, Realism & Mastery, 1*(4), 69–79. https://doi.org/10.56982/dream.v1i04.39

Rodrigues, H. P. C., & Ávila de Lima, J. (2024). Instructional leadership and student achievement: School leaders' perspectives. *International Journal of Leadership in Education*, *27*(2), 360–384. https://doi.org/10.1080/13603124.2020.1869312

Shaked, H. (2023). Instructional leadership in school middle leaders. *International Journal of Educational Management, 37*(6–7), 1288–1302. https://doi.org/10.1108/IJEM-03-2023-0089

Shaked, H. (2023). How instructional leaders promote social justice. *Educational Management Administration & Leadership*. Advance online publication. https://doi.org/10.1177/17411432231168227

Shaked, H. (2024). How principals' instructional leadership impacts schools' middle leadership. *Educational Management Administration & Leadership*. Advance online publication. https://doi.org/10.1177/17411432241238888

Sibomana, I. (2022). Perceptions of teachers on the instructional leadership behaviors of secondary school principals in Rwanda. *Educational Management Administration & Leadership, 50*(1), 64–80. https://doi.org/10.1177/1741143220938365

Quirap, E. A. (2023). School Heads' Instructional Leadership And Teachers' Performance. *International Journal of Research Publications*, *125*(1). https://doi.org/10.47119/ijrp1001251520234916

Tahira, M., Yousuf, M. I., & Saboor, A. (2021). Role of Head teachers as an Instructional Leader. Global Educational Studies Review, VI (II), 114–123. https://doi.org/10.31703/GESR.2021(VI-II).11

Tedla, B. A., & Kilango, N. C. (2022). The role of school leadership toward improving students' achievement: A case study of secondary schools in Changchun, China. *Journal of Positive School Psychology*, 6744–6755.

Turnadi, T., Sasongko, R., Kristiawan, M. O., Sheren, O., & Susanto, E. (2021). *The role of school leadership in improving teachers and employee work disciplines* [Preprint]. OSF. https://doi.org/10.31235/osf.io/4naq5

Yesoo, M. A. E., & Alias, B. S. (2023). The relationship between school principal instructional leadership and teachers' job satisfaction. *International Journal of Academic Research in Business and Social Sciences*, *13*(12), 3095–3103. https://doi.org/10.6007/IJARBSS/v13-i12/20161

Chapter 9

ARTIFICIAL INTELLIGENCE LITERACY A NEW AREA OF ESSENTIAL SKILLS IN 21ST CENTURY EDUCATION

İsmail DEMİR[1]

INTRODUCTION

One of the most fundamental characteristics of the 21st century is the profound transformation wrought by technological advances in every aspect of human life. This transformation has not only been limited to areas such as production, healthcare, and communication; it has also confronted education with new paradigms. In this context, artificial intelligence (AI) is not only an innovation in education systems but also a harbinger of radical change at the pedagogical, epistemological, and ethical levels. In learning environments, not only access to information but also complex processes such as how this information is generated, the algorithms used to process it, how students are guided, and how decisions are made have become central to education. In this context, it has become necessary to reassess the risks and opportunities of artificial intelligence from an educational perspective. The rise of artificial intelligence in education has necessitated the emergence of a new form of competence: competence in the use of artificial intelligence (AI competence) (Apple, 2006).

AI literacy encompasses not only the individual's ability to use AI technologies but also the ability to understand their operation, intervene in decision-making processes, and make ethical assessments. This new form of literacy requires the individual to be an active agent who not only accesses information but also critically questions, interprets, and, if necessary, transforms it. However, today's education systems often present AI literacy solely as a technical competence, neglecting its sociocultural, moral, and pedagogical dimensions (Jayadiputra & Karim, 2020).

[1] Assoc. Prof. Dr., Çanakkale Onsekiz Mart University, Department of Religious Education, ismail.demir@comu.edu.tr, ORCID iD: 0000 0001 9756 1901

emotional dimensions. Therefore, teacher training policies should ensure that AI tools do not replace teachers, but rather enhance their guidance.

In light of all these findings, some fundamental discussions and recommendations need to be made. First, the purely instrumental use of AI technologies in education systems leads to ethical gaps, social alienation, and the mechanization of learning. In this context, AI competence should be redefined as a process of ethical and cultural construction, in addition to technical aspects. Especially in Muslim countries, this definition should be linked to Quranic epistemology, moral responsibility, and social justice. In curriculum development processes, AI competence should not be limited to computer science courses but should be integrated into a wide range of courses, from science and social sciences to religious education and ethics. Teachers should take an active role in content development, and teaching materials should be adapted to cultural contexts. The principles of transparency, accountability, and respect for individual rights should form the basis of data-driven decision-making processes in AI systems. Algorithms used in education should be open-source, verifiable by diverse social groups, and free from bias.

Students' data privacy, digital dignity, and identity rights must be protected at all costs. Teacher training programs should address AI technologies not only from a technical perspective, but also from ethical, pedagogical, and cultural perspectives. Teachers should be instructed on how to use technology, when not to use it, and in what situations to prioritize human intuition. Finally, the integration of AI technologies into education in the Islamic world should be viewed not only as a development strategy but also as a values project. In this project, AI should be designed to align with human responsibility as caliph, respect justice, prioritize compassion, and aim for social benefit. This vision requires policy redesign not only at the individual but also at the institutional, cultural, and international levels.

REFERENCES

Aktaş, C. (2007). Enformasyon toplumu bağlamında Türkiye. *Selçuk Üniversitesi İletişim Fakültesi Dergisi, 4*(4), 181–193.

Ananiadou, K., & Claro, M. (2009). *21st century skills and competences for new millennium learners in OECD countries* (OECD Education Working Papers No. 41). OECD Publishing. https://doi.org/10.1787/218525261154

Apple, M. W. (2006). *Eğitim ve iktidar* (E. Bulut, Çev.). Kalkedon Yayınları.

Ardıç, E., & Altun, A. (2017). Dijital çağın öğreneni. *Uluslararası Sosyal Bilgilerde Yeni Yaklaşımlar Dergisi, 1*, 12–30.

Bakır, K. (2007). Jean Jacques Rousseau'nun natüralist eğitim anlayışı. *Atatürk Üniversitesi Kazım Karabekir Eğitim Fakültesi Dergisi, 15*, 103–122.

Balcı, A. (2001). *Sosyal bilimlerde araştırma*. PegemA Yayıncılık.

Buhari. (t.y.). *Sahih Buhari* (Cilt 27).

Carneiro, R., & Draxler, A. (2008). Education for the 21st century: Lessons and challenges. *European Journal of Education, 43*(2), 149-160. https://doi.org/10.1111/j.1465-3435.2008.00348.x.

Cevizci, A. (2011). *Eğitim felsefesi*. Say Yayıncılık.

Çalık, T., & Sezgin, F. (2005). Küreselleşme, bilgi toplumu ve eğitim. *Gazi Üniversitesi Kastamonu Eğitim Dergisi, 13*(1), 55-66.

Çam, T. (2006). *Küreselleşme ve eğitim (1980 sonrası neoliberal eğitim politikalarının Türk eğitim sistemine etkisi)* (Yayımlanmamış yüksek lisans tezi). Ege Üniversitesi.

Çetin, O. U. (2015). Küreselleşmenin eğitimin farklı boyutları üzerindeki etkileri. *Çağdaş Yönetim Bilimleri Dergisi, 1*, 75-93.

Geisinger, K. F. (2016). 21st century skills: What are they and how do we assess them? *Applied Measurement in Education, 29*(4), 245–249. https://doi.org/10.1080/08957347.2016.1209207.

Grenlaw, J. (2015). Deconstructing the metanarrative of the 21st century skills movement. *Educational Philosophy and Theory, 47*(9), 894-903.https://doi.org/10.1080/00131857.2015.1035156.

Gutek, G. L. (2014). *Eğitime felsefi ve ideolojik yaklaşımlar* (N. Kale, Çev.). Ütopya Yayınları.

Jayadiputra, E., & Karim, A. A. (2020). 21st century competences in civic education curriculum of Indonesia. *Proceedings of the 2nd Annual Civic Education Conference (ACEC 2019)*, 99–102.

Kalemkuş, J. (2021). Fen bilimleri dersi öğretim programı kazanımlarının 21. yüzyıl becerileri açısından incelenmesi. *Anadolu Journal of Educational Sciences International, 11*(1), 63–87.

Karataş, İ. H. (2024). Türkiye Yüzyılı Maarif Modeli hakkında. *Alanyazın, 5*(1), 6–11.

Krishnaraj, N., Kumar, P., & Bhagavan, S. (2018). Conceptual semantic model for web document clustering using term frequency. *EAI Endorsed Transactions on Energy Web, 5*(20), 1–7.

Kurudayıoğlu, M., & Soysal, T. (2018). Beşinci sınıf Türkçe ders kitabının temel becerilere uygunluğu. *Yeni Türkiye Türk Dili Özel Sayısı II, 24*(100), 458–469.

Kurudayıoğlu, M., & Soysal, T. (2019). 2018 Türkçe dersi öğretim programı kazanımlarının 21. yüzyıl becerileri açısından incelenmesi. *Ahi Evran Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 5*(2), 483–496.

Lavin, M. J. (2019). Analyzing documents with TF-IDF. *Programming Historian, 8* https://doi.org/10.46430/phen0082.

Melanlıoğlu, D., & Aran Can, Ö. (2023). K–12 düzeyinde Türkçe öğrenen yabancılar için 21. yüzyıl becerileri çerçevesi. *Millî Eğitim, 52*(Özel Sayı), 323–366. https://doi.org/10.37669/milliegitim.1309184.

Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. Jossey-Bass.

Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. SAGE.

Öztemiz, F., & Karcı, A. (2020). Akademik yazarların yayın ilişkilerinin sosyal ağ benzerlik yöntemleriyle tespiti. *Uludağ Üniversitesi Mühendislik Fakültesi Dergisi, 25*(1), 591–608. https://doi.org/10.17482/uumfd.533476.

Saavedra, A. R., & Opfer, D. (2012). Learning 21st-century skills requires 21st-century teaching. *Phi Delta Kappan, 94*(2), 8–13.

Schleicher, A. (2018). *Strong performers and successful reformers: Lessons from PISA for Turkey*. OECD.

Stray, J. (2019). Making artificial intelligence work for investigative journalism. *Digital Journalism, 7*(8), 1076–1097. https://doi.org/10.1080/21670811.2019.1630289.

Sun, M., Hu, W., & Wu, Y. (2024). Public perceptions and attitudes towards AI in journalism. *Journalism Practice, 18*(3), 548–570.

Talim ve Terbiye Kurulu Başkanlığı. (2017). *Müfredatta yenileme ve değişiklik çalışmalarımız üzerine*. Millî Eğitim Bakanlığı.

Viner, K., & Bateson, A. (2023). The Guardian's approach to generative AI. *The Guardian*.

Voogt, J., & Roblin, N. P. (2012). A comparative analysis of international frameworks for 21st century competences. *Journal of Curriculum Studies, 44*(3), 299–321.

Wagner, T. (2008). *The global achievement gap*. Basic Books.

Yıldız, E. (2021). İletişim alanındaki yapay zekâ konulu tezlerin incelenmesi. *İstanbul Aydın Üniversitesi Sosyal Bilimler Dergisi, 13*(3), 605–618.

Yıldızgörür, M. R. (2023). Yapay zekâ teknolojilerinin kullanımına yönelik sorunlar ve riskler. *Türkiye Medya Akademisi Dergisi, 3*(6), 564–587. https://doi.org/10.5281/zenodo.837889.

Chapter 10

INVESTIGATING THE ADAPTATION PROCESS OF PRE-SERVICE ENGLISH TEACHERS TO DIFFERENT PRACTICUM CONTEXTS

Ata Can SEZGİN[1]
Meral CEYLAN[2]

INTRODUCTION

The practicum is a central component of teacher education programs, designed to provide pre-service teachers (PSTs) with opportunities to practice teaching in authentic classroom contexts (Funk et al., 1982; Tuli & File, 2009). During this stage, PSTs are socialized into the professional characteristics of teaching through exposure to diverse learning environments (Starkey & Rawlins, 2012). The transition from learning about teaching to teaching itself represents a critical milestone in PST development (Crookes, 2003; White & Forsgaz, 2016). Through the practicum, PSTs learn to apply theoretical knowledge (Flushman et al., 2019) while also developing an understanding of real-life professional practice. This experience offers insight into multiple aspects of teaching under the supervision of experienced associate teachers (Payant & Murphy, 2012). Mentors from both schools and universities provide essential guidance and feedback, supporting PSTs in addressing classroom realities (Clarke et al., 2014). Sustained university–school partnerships further enhance practicum effectiveness (Allen, 2012), ultimately preparing student teachers for the complexities of real classrooms.

SIGNIFICANCE OF THE RESEARCH

Although there is a need for further endeavors in practicum research (Méndez López, 2020; Tuli & File, 2014; Ulum, 2020), there appears to be a research gap

[1] Res. Asst., Anadolu University, Faculty of Education, ELT Department, acsezgin@anadolu.edu.tr, ORCID iD: 0009-0007-0293-1035

[2] Assoc. Prof. Dr., Anadolu University, Faculty of Education, ELT Department, meralceylan@anadolu.edu.tr, ORCID iD: 0000-0003-2884-1971

their practicum. Furthermore, they advocate for developing a revised practicum work plan that incorporates opportunities to engage with diverse school settings or work under multiple mentor teachers' guidance throughout the practicum period. Ulum (2020) states that ELT pre-service teachers demand improvement of teacher training programs encompassing coping strategies and opportunities for constructive feedback practices. The study's findings can contribute to this need. Moreover, mentorship and engagement with experienced educators across various schools could also be enhanced by having better-formulated practicum programs. Providing such training in which pre-service teachers could be trained in how to manage crises, develop emotional strength, and acquire effective teaching strategies could equip the pre-service teachers with the knowledge they would need when handling real-life situations.

SUGGESTIONS FOR FUTURE RESEARCH

Regarding the findings of this study, future research endeavors could explore the following avenues. As the study endorses multiple practicum contexts, more research in this domain can benefit the findings. Moreover, since the research population is limited to six people in this study, studying more participants may add new challenges and perspectives on the subject. Conducting studies longitudinally could provide insights into changes over time and offer deeper insights into how multiple practicum experiences influence PSTs and their teaching effectiveness. Implementing this research design in different contexts, such as other countries or different types of schools, could enrich our understanding of the phenomenon. In an effort to create more effective practicum experiences and shape the development of pre-service teachers for better educational outcomes, addressing these areas for the future constitutes great importance. Through continued research and collaboration, educators can strive to create more responsive and empowering learning plans for pre-service teachers, enriching this pivotal experience of teaching.

REFERENCES

Allen, J. M. (2011). Stakeholders' perspectives of the nature and role of assessment during practicum. *Teaching and teacher education*, *27*(4), 742-750. https://doi.org/10.1016/j.tate.2010.12.00

Allen, J. M., & Wright, S. E. (2014). Integrating theory and practice in the pre-service teacher education practicum. *Teachers and Teaching*, *20*(2), 136-151. https://doi.org/10.1080/13540602.2013.848568

Alemdağ, E., & Şimşek, P. Ö. (2017). Pre-Service Teachers' Evaluation of Their Mentor Teachers, School Experiences, and Theory-Practice Relationship. *International Journal of Progres-*

sive Education, *13*(2), 165-179. https://ijpe.inased.org/files/2/manuscript/manuscript_244/ijpe-244-manuscript-140700.pdf

Arnold, E. (2006). Assessing the quality of mentoring: Sinking or learning to swim?. *ELT journal*, 60(2), 117-124. https://doi.org/10.1093/elt/cci098

Aydın, F., & Akgün, Ö. E. (2014). Eğitim fakültesi BÖTE son sınıf öğrencilerinin okul deneyimi ve öğretmenlik uygulaması derslerinde karşılaştıkları sorunlar. *Sakarya Üniversitesi Eğitim Fakültesi Dergisi*, *(28)*, 1-14.

Beauchamp, C. (2015). Reflection in teacher education: issues emerging from a review of current literature. *Reflective practice*, *16*(1), 123-141. https://doi.org/10.1080/14623943.2014.982525

Brown, A., & Ruiz, H. (2017). Equity and enrichment in the TESOL practicum. *ELT Journal*, 71(3), 284-294. https://doi.org/10.1093/elt/ccw092

Cabaroğlu, N., & Öz, G. (2025). Practicum in ELT: a systematic review of 2010–2020 research on ELT practicum. European Journal of Teacher Education, 48(2), 313–332. https://doi.org/10.1080/02619768.2023.2242577

Can, D. T. (2019). Pre-service EFL teachers' reflections: the contribution of teaching practicum on academic success and self-improvement. *PEOPLE: International Journal of Social Sciences*, 4(3), 963-984. https://dx.doi.org/10.20319/pijss.2019.43.963984

Clarke, A., Triggs, V., & Nielsen, W. (2014). Cooperating teacher participation in teacher education: A review of the literature. *Review of educational research*, *84*(2), 163-202. https://doi.org/10.3102/0034654313499618

Coşkun, A. (2013). Stress in English language teaching practicum: the views of all stakeholders. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 28(28-3), 97-110.

Crabtree, B. F., & Miller, W. L. (2023). *Doing qualitative research. 3rd Edition*. Sage Publications.

Creswell, J.W. (2009). *Research Design: Qualitative, Quantitative, and Mixed-Methods Approaches*. Sage Publications.

Creswell, J.W. (2013). Designing a qualitative study. In *Qualitative Inquiry and Research Design: Choosing among Five Approaches*. Sage Publications: California, 42-67.

Crookes, G. (2003). *The practicum in TESOL: Professional development through teaching practice*. Cambridge University Press: New York.

Çimen, Ş. S., & Daloğlu, A. (2019). Dealing with in-class challenges: Pre-service teacher cognitions and influences. *Journal of Language and Linguistic Studies*, 15(3), 754-772. https://doi.org/10.17263/jlls.631499

Çomoğlu, I., & Dikilitaş K. (2020). Learning to become an English language teacher: Navigating the self through peer practicum. *Australian Journal of Teacher Education (Online)*, 45(8), 23-40. https://doi.org/10.14221/ajte.2020v45n8.2

Dang, T. K. A. (2017). Exploring contextual factors shaping teacher collaborative learning in a paired-placement. *Teaching and teacher education*, 67, 316-329. https://doi.org/10.1016/j.tate.2017.06.008

Farrell, T. S. (2008). Here's the book, go teach the class, ELT practicum support. *RELC Journal*, 39(2), 226-241.

Flushman, T., Guise, M., & Hegg, S. (2019). Improving Supervisor Written Feedback: Exploring the" What" and" Why" of Feedback Provided to Pre-Service Teachers. *Issues in Teacher Education*, 28(2), 46-66. https://www.itejournal.org/wp-content/pdfs-issues/fall-2019/07flushman&guise&hegg.pdf

Funk, F. F., Long, B., Keithley, A. M., & Hoffman, J. L. (1982). The cooperating teacher as most significant other: A competent humanist. *Action in Teacher Education*, 4(2), 57-64.

Gan, Z. (2013). Learning to teach English language in the practicum: What challenges do non-native ESL student teachers face?. *Australian Journal of Teacher Education (Online)*, 38(3), 92-108.

He, P., & Lin, A. M. (2013). Tensions in school-university partnership and EFL pre-service teacher identity formation: A case in mainland China. *The Language Learning Journal*, 41(2), 205-218.

Husserl, E. (1970). *The crisis of European sciences and transcendental phenomenology: An introduction to phenomenological philosophy*. Northwestern University Press.

İlin, G. (2020). Reflection or description: A document analysis on ELT student teachers' reflective journals. *Journal of Language and Linguistic Studies*, 16(2), 1019-1031. https://doi.org/10.17263/jlls.759359

Johnson, K. E., & Golombek, P. R. (2011). A sociocultural theoretical perspective on teacher professional development. In K. E. Johnson & P. R. Golombek (Eds.), *Research on second language teacher education* (1st ed., pp. 1–12). Routledge.

Johnson, L. R. (2017). *Community-based qualitative research: Approaches for education and the social sciences*. Sage Publications.

Kabilan, M. K. (2013). A phenomenological study of an international teaching practicum: Pre-service teachers' experiences of professional development. *Teaching and Teacher Education*, 36, 198-209.

Kumar, R. (2018). *Research methodology: A step-by-step guide for beginners*. Sage Publications.

Li, M., Kuang, F., & Dan, W. (2023). Exploring the characteristics of pre-service EFL teachers' practicum experiences: a complexity theory-based case study in China. *Asian-Pacific Journal of Second and Foreign Language Education*, 8(1), 13. https://doi.org/10.1186/s40862-023-00187-4

Moustakas, C. (1994). *Phenomenological research methods*. Sage Publications.

Mutlu, G. (2014). Challenges in practicum: Pre-service and cooperating teachers' voices. *Journal of Education and Practice*, 5(36), 1-7.

Myles, J., Cheng, L., & Wang, H. (2006). Teaching in elementary school: Perceptions of foreign-trained teacher candidates on their teaching practicum. *Teaching and Teacher Education*, 22(2), 233-245.

Payant, C., & Murphy, J. (2012). Cooperating teachers' roles and responsibilities in a MATESOL practicum. *TESL Canada Journal*, 1-1.

Pence, H. M., & Macgillivray, I. K. (2008). The impact of an international field experience on preservice teachers. *Teaching and teacher education*, 24(1), 14-25.

Qin, L., & Villarreal, E. (2018). Chinese pre-service teachers' perceptions of teaching practicum under contrasting contexts: Implications for rural teacher preparation. *Australian and International Journal of Rural Education*, 28(2), 7-1. https://doi.org/10.47381/aijre.v28i2.191

Sarıçoban, A. (2010). Problems Encountered by Student-Teachers During Their Practicum Studies. *Procedia-Social & Behavioral Sciences*, 2(2), 707–711.

Starkey, L., & Rawlins, P. (2012). Student teacher learning during practicum experience. *Teacher Education Advancement Network Journal*, 4(1).

Sumru, A., & Sibel, T. (2010). An investigation of the nature of feedback given to preservice English teachers during their practice teaching experience. *Teacher Development*, 14(2), 153–172.

Taylor, S. J., Bogdan, R., & DeVault, M. L. (2015). *Introduction to qualitative research methods: A guidebook and resource*. John Wiley & Sons.

Teng, F. (2017). Emotional development and construction of teacher identity: Narrative interactions about the pre-service teachers' practicum experiences. *Australian Journal of Teacher Education (Online)*, 42(11), 117-134. https://doi.org/10.14221/ajte.2017v42n11.8

Tillema, H. H., Smith, K., & Leshem, S. (2011). Dual roles–conflicting purposes: A comparative study on perceptions on assessment in mentoring relations during practicum. *European Journal of Teacher Education*, *34*(2), 139-159.

Tuli, F., & File, G. (2009). Practicum experience in teacher education. *Ethiopian Journal of Education and Sciences,* 5(1).

Ulla, M. B. (2016). Pre-service teacher training programs in the Philippines: The student-teachers practicum teaching experience. *EFL Journal*, 1(3), 235-250.

Ulum, Ö. G. (2020). Pre-service English teachers' practicum expectations and attainments. *Turkish Studies*, *15*(2), 1287-1297. https://doi.org/10.29228/TurkishStudies.41629

White, S. (2007). Investigating effective feedback practices for preservice teacher education students on practicum. *Teaching Education*, *18*(4), 299–311.

White, S. (2009). Articulation and re-articulation: development of a model for providing quality feedback to pre-service teachers on practicum. *Journal of Education for Teaching*, *35*(2), 123-132.

White, S., & Forgasz, R. (2016). The Practicum: The Place of Experience? In: Loughran J., Hamilton M. (eds) *International Handbook of Teacher Education*, 231-266. Springer.

Yaylı, D. (2017). Coping strategies of pre-service teachers of Turkish with tensions in achieving agency. *Eurasian Journal of Educational Research*, 17(68), 187-202. http://dx.doi.org/10.14689/ejer.2017.68.10

Yangın Ekşi, G., & Yakışık, B. Y. (2016). To be anxious or not: Student teachers in the practicum. *Universal Journal of Educational Research, 4*(6), 1332-1339. https://doi.org/10.13189/ujer.2016.040610.

Yazan, B. (2015). "You Learn Best When You're in There": ESOL Teacher Learning in the Practicum. *CATESOL Journal*, *27*(2), 171-199. https://doi.org/10.5070/B5.36066

Zhu, G., Chen, B., Li, C., & Li, D. (2020). Examining preservice teachers' professional learning experience during the international teaching practicums: Insights from complexity theory and boundary-crossing construct. *Journal of Education for Teaching, 46*(5), 701–704. https://doi.org/10.1080/02607476.2020.1770580