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Generative AI as a Learning Partner or Pedagogical Challenge? Insights from Pre-service Teachers

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Abstract

Research Article

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This study investigates how pre-service teachers experience generative artificial intelligence tools in their learning processes and how they plan to integrate these technologies into their future teaching practices. The study employed a qualitative phenomenological design and was conducted with 28 pre-service teachers enrolled in the English language teaching program of a public university in Türkiye. Semi-structured online interviews were carried out, and the data were analyzed through content analysis. Coding was conducted independently by two coders, achieving a high level of inter-rater agreement. The findings reveal that pre-service teachers perceive generative artificial intelligence as a supportive learning partner in areas such as time management, idea development, linguistic accuracy, and self-regulation. However, they also highlighted risks such as over-reliance, diminished creativity, ethical concerns, and the generation of inaccurate information. The participants emphasized that while generative artificial intelligence may serve as a complementary tool in learning processes, classroom integration requires transparency, critical verification, and active teacher guidance as essential conditions. The originality of the study lies in its holistic exploration of pre-service teachers' experiences with generative artificial intelligence across pedagogical, ethical, and professional identity dimensions. These findings provide qualitative evidence for the relatively underexplored perspectives of pre-service teachers, thereby offering a new lens for ongoing debates on the role of generative artificial intelligence in teacher education.

Üretken Yapay Zekâ Öğrenme Ortağı mı yoksa Pedagojik Bir Zorluk mu? Öğretmen Adaylarının Bakış Açıları

Özet

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Üretken yapay zekâ,
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Bu çalışma, öğretmen adaylarının üretken yapay zekâ araçlarını öğrenme süreçlerinde nasıl deneyimlediklerini ve bu teknolojileri gelecekteki öğretim uygulamalarına nasıl entegre etmeyi planladıklarını incelemektedir. Araştırma, fenomenolojik nitel desenle yürütülmüştür. Araştırma kapsamında Türkiye'de bir devlet üniversitesinin İngilizce öğretmenliği programına kayıtlı 28 öğretmen adayıyla çevrim içi yarı yapılandırılmış görüşmeler yapılmıştır. Veriler içerik analizi tekniğiyle çözümlenmiş, kodlama iki kodlayıcı tarafından bağımsız olarak gerçekleştirilmiş ve yüksek düzeyde görüş birliği elde edilmiştir. Bulgular, öğretmen adaylarının üretken yapay zekâyı zaman yönetimi, fikir geliştirme, dil doğruluğu ve öz-düzenleme açısından destekleyici bir öğrenme ortağı olarak gördüklerini göstermektedir. Bununla birlikte, aşırı bağımlılık, yaratıcılığın azalması, etik sorunlar ve yanlış bilgi üretimi gibi risklere de dikkat çekilmiştir. Katılımcılar, üretken yapay zekânın öğrenme süreçlerinde tamamlayıcı işlevi olabileceğini, ancak sınıf içi uygulamalarda şeffaflık, eleştirel doğrulama ve öğretmen rehberliğinin temel koşullar olduğunu vurgulamıştır. Çalışmanın özgün katkısı, öğretmen adaylarının üretken yapay zekâ ile olan deneyimlerini pedagojik, etik ve mesleki kimlik boyutlarını bir arada ele alarak bütüncül bir çerçevede sunmasıdır. Bu bulgular, literatürde sınırlı olarak ele alınan öğretmen adayı perspektifine nitel kanıt sağlayarak, üretken yapay zekânın öğretmen eğitimi bağlamındaki tartışmalarına yeni bir bakış açısı kazandırmaktadır.

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1. Introduction

The rapid rise of Generative Artificial Intelligence (GenAI) has initiated profound changes in multiple domains of society, with education emerging as one of the most affected domains. Large Language Models (LLMs) such as ChatGPT, Gemini, and Claude are now widely integrated into students' and teachers' daily practices, offering new affordances for knowledge construction, language use, and pedagogical design. Unlike previous educational technologies that primarily supported content delivery, GenAI tools generate novel, context-sensitive texts and interactive feedback, thereby changing how knowledge is constructed and how teaching is designed (Yao, 2025). The increasing accessibility and sophistication of these tools position them as both opportunities for enhancing learning and as challenges that disrupt established pedagogical and ethical norms (Ifenthaler et al., 2024).

In language education, GenAI has gained prominence due to its ability to support key areas such as idea generation, drafting, revision, and feedback provision. Previous studies highlight that learners use tools like ChatGPT to overcome writing anxiety, improve fluency, and access immediate language support, thereby accelerating their academic writing processes (Kim et al., 2026; Lee et al., 2026). For teachers, GenAI promises efficiency in material development, assessment, and classroom management, functions that traditionally require significant time and cognitive effort (Wang et al., 2025). Pre-service teachers, who are simultaneously students and teacher candidates, find themselves at the intersection of these developments. Their own learning processes are increasingly mediated by GenAI, while their professional identities and future pedagogical practices are being reshaped by how they perceive and appropriate these tools (Zhang et al., 2025). Despite these promising developments, concerns about academic integrity, ethics, and over-reliance persist. Previous studies report that LLMs frequently generate fabricated references and inaccurate information, often presented with high rhetorical confidence, which undermines their reliability as learning resources (Hadan et al., 2024; Yao, 2025). In higher education, these issues intersect with existing anxieties about plagiarism and originality, as students may be tempted to use GenAI outputs without sufficient critical engagement or attribution (Hwang et al., 2025; Zhang et al., 2025). UNESCO's *Guidance for Generative AI in Education and Research* (2023) underscores this dilemma, stressing that while GenAI can provide personalized learning opportunities, its integration must be accompanied by robust frameworks for transparency, accountability, and ethical use. Similarly, the OECD working paper on AI emphasizes that the pedagogical value of these tools is contingent on cultivating students' and teachers' capacities for critical evaluation and responsible engagement (Varsik & Vosberg, 2024).

Beyond issues of transparency and accountability, previous literature also highlights concerns regarding the potential impact of GenAI on learners' creativity, critical thinking, and self-regulation (Lee et al., 2026; Panday-Shukla, 2025). Although pre-service teachers often acknowledge that GenAI lowers the initial barrier of academic tasks, they simultaneously express anxieties that habitual reliance may reduce imaginative engagement and reflective practices (Zhang et al., 2025). Similar tensions are noted in second language writing research, where students report efficiency gains from using GenAI but also highlight the danger of superficial learning and reduced cognitive effort when outputs are adopted uncritically (Hwang et al., 2025). Teacher-focused studies further emphasize that, beyond linguistic support, sustained dependence on GenAI requires explicit guidance to avoid undermining learners' metacognitive growth (Yao, 2025). Equity and inclusiveness also emerge as pressing concerns. The pedagogical benefits of these tools presuppose access to stable connectivity, up-to-date devices, and adequate digital skills. Without such conditions, disadvantaged learners remain excluded from meaningful engagement, thereby widening existing educational inequalities (Wang et al., 2025). Collectively, these findings indicate that while GenAI can democratize opportunities for language learning, it also risks amplifying disparities and constraining learners' creativity if not embedded within critical and equitable pedagogical frameworks. GenAI therefore presents both opportunities and risks. On the one hand, GenAI offers unprecedented opportunities for personalization, efficiency, and engagement in second language education, potentially fostering student-centered and inclusive pedagogies. On the other hand, unresolved concerns about ethics, authenticity, over-reliance, and access highlight the need for critical frameworks that can guide its responsible and sustainable integration. For pre-service English language teachers, these tensions are particularly consequential, as their learner-level experiences with GenAI contribute to the formation of their pedagogical orientations and ethical understandings. Examining this intersection is therefore crucial for understanding how teacher education programs can prepare the next generation of educators to navigate GenAI as both a pedagogical resource and an ethical challenge.

1.1. Literature Review

Research on GenAI in education has expanded rapidly, particularly following the public release of ChatGPT. Much of the initial research has focused on student experiences, often portraying GenAI as a supportive yet controversial learning partner. Empirical studies demonstrate that students in second language contexts rely on GenAI tools for brainstorming, drafting, and linguistic refinement, frequently reporting reduced anxiety, increased fluency, and greater efficiency in academic writing (Nelson et al., 2025; Yao, 2025). Yet these affordances are accompanied by persistent

concerns. Learners frequently note the risk of superficial engagement, the fabrication of references, and the potential erosion of critical thinking skills when outputs are used uncritically (Farhi et al., 2023; Wang et al., 2025). These findings highlight a paradox that GenAI can enhance learning processes when embedded in reflective practice, but it may simultaneously weaken deeper forms of knowledge construction if adopted uncritically.

Moving from students to teachers, previous literature identifies a growing need for what has been conceptualized as GenAI literacy. In their large-scale study with over 603 EFL teachers, Wang et al. (2025) validated a five-dimensional framework comprising knowledge, use, evaluation, design, and ethics, underscoring that effective engagement with GenAI requires far more than technical proficiency. Other research aligns with this perspective, emphasizing that teachers' digital competence must now include the ability to critically appraise AI outputs, design AI-supported tasks, and integrate ethical considerations into classroom practice (Long & Magerko, 2020; Ng et al., 2021). UNESCO (2023) similarly stresses that teacher preparation must extend beyond tool adoption toward cultivating critical awareness of algorithmic processes, bias, and data privacy. Without such competencies, GenAI's integration risks being reduced to superficial or even harmful applications.

A growing body of research is beginning to examine pre-service teachers, whose dual role as learners and future educators makes their engagement with generative AI especially important. For example, Bae et al. (2024) analyzed discussion posts from online ChatGPT-supported courses and found that while awareness and confidence improved, many pre-service teachers were still cautious about fully using generative AI in their teaching practice. Gamlem et al. (2025) reported that pre-service teachers valued generative AI for lesson planning and creating materials but also expressed concerns about becoming too dependent on it and losing professional autonomy. Similarly, Kohnke et al. (2025) showed in a qualitative case study that although teacher candidates were enthusiastic about using generative AI in microlearning activities, they also found it difficult to balance this with their developing professional identity and ethical responsibilities. Another recent study, Liu et al. (2025), indicated that pre-service teachers' willingness to adopt such tools depends more on perceived usefulness, readiness, and institutional support than on technical skills alone. Taken together, these studies highlight that pre-service teachers recognize the educational benefits of GenAI but at the same time struggle with issues of identity, autonomy, and ethics.

Despite these advances, several gaps remain. First, much of the current research has focused on general student populations or in-service teachers, leaving limited qualitative evidence about the lived experiences of pre-service teachers. Second, many studies examine either the practical benefits or the ethical risks of GenAI in isolation, without looking at how it shapes learning processes, self-regulation, and future teaching practices together. Third, while policy documents such as the OECD working paper (Varsik & Vosberg, 2024) and the UNESCO Guideline (2023) call for stronger AI literacy, there is still little empirical research on how these recommendations are applied in teacher education. These gaps show the need for studies that explore pre-service teachers' experiences in depth, to capture not only how they use GenAI but also how they understand its role in their professional development.

1.2. Research Aim and Research Questions

Building on the gaps identified above, this study aims to explore how pre-service English language teachers in Türkiye experience GenAI tools in their own learning and how they plan to integrate these technologies into their future classrooms. The study seeks to go beyond surface-level accounts of technology use by examining the ways in which GenAI shapes pre-service teachers' ethical awareness, self-regulation, and pedagogical visions. In doing so, it provides a phenomenological perspective that captures both the opportunities and tensions inherent in adopting GenAI in teacher education. The contribution of this research is twofold. Theoretically, it extends current debates on GenAI in education by situating pre-service teachers' experiences at the intersection of learning, ethics, and professional preparation, a dimension that remains underexplored in existing studies (Yao, 2025; Wang et al., 2025; Zhang et al., 2025). Practically, the findings may assist teacher educators and policymakers in considering how to design curricula, professional development, and institutional policies that promote critical and responsible engagement with GenAI. Accordingly, the study is guided by the following research questions:

Research Question 1 (RQ1): At which stages of their learning processes, and for what purposes, do pre-service English teachers make use of GenAI tools?

Research Question 2 (RQ2): How does engagement with GenAI influence pre-service English teachers' ethical awareness, self-regulation, and practices of critical verification?

Research Question 3 (RQ3): In what ways do GenAI-supported learning experiences shape pre-service English teachers' plans for integrating GenAI into their future lesson design, classroom practices, and assessment?

By addressing these questions, the study provides timely insights into how the next generation of English language teachers navigates GenAI as both a learning partner and a pedagogical tool.

2. Method

2.1. Research Design

The study employed a qualitative phenomenological design to explore in depth how pre-service English language teachers experience GenAI tools in their own learning processes and how they plan to integrate this technology into their future teaching practices. A phenomenological approach is particularly appropriate for capturing the meanings that participants assign to their interactions with GenAI and for understanding the pedagogical implications of these experiences in a holistic way (Creswell & Poth, 2018; Moustakas, 1994). The study aimed to reveal how rapidly developing GenAI technologies are perceived in the context of teacher education, how they are integrated into learning and teaching practices, and how they are evaluated within an ethical framework. Although the study is phenomenological in orientation, the analysis followed a descriptive qualitative content analysis procedure, which is compatible with the aim of describing the shared meanings participants attributed to their GenAI experiences rather than developing a theoretical model.

2.2. Participants

The study was conducted with 28 pre-service teachers enrolled in the undergraduate English Language Teaching program of a public university in Türkiye who had completed the Open and Distance Learning course delivered with GenAI support. All participants were pre-service teachers but, alongside their studies, most of them regularly provided private English lessons to young children, giving them early classroom experience with young learners. Of the participants, 20 were female and eight were male, ranging in age from 20 to 24. Purposeful sampling was used to recruit individuals who had actively used GenAI tools (e.g., ChatGPT, Gemini, Claude) for at least one academic term in their coursework, private tutoring, or personal academic projects. This criterion ensured the collection of rich, in-depth data directly relevant to the research questions. All participants were fully informed about the aims, scope, and ethical principles of the study, and written informed consent was obtained from each.

2.3. Data Collection

Data were gathered in the second half of 2025 through in-depth, semi-structured interviews designed to capture the participants' real experiences with GenAI. Building on insights from the literature and feedback from pilot interviews, the researcher crafted an interview protocol around two focal areas: (1) participants' ongoing learning experiences with GenAI (for example, "*How has using GenAI influenced the way you prepare assignments or manage coursework?*") and (2) their intentions for integrating such tools into future lesson design, classroom practice, and assessment (for example, "*In what specific ways might you employ GenAI to support your future students?*"). As part of the context, the participants had previously completed an Open and Distance Learning course delivered through the Canvas learning management system. In this course, generative AI tools (e.g., ChatGPT, Gemini, Claude) were systematically integrated into lesson design and weekly activities. Theoretical concepts introduced in the course were reinforced with AI-generated activities, instructional materials, and content, enabling participants to practice applying abstract knowledge in more concrete and interactive ways. This shared learning experience provided a common foundation for the interviews and allowed participants to reflect on both their own learning processes and their pedagogical plans. As the participants preferred remote meetings to accommodate their academic schedules, all interviews were conducted via Zoom. Each conversation lasted approximately 12-21 minutes, allowing the participants to elaborate on concrete classroom examples and personal reflections. All interviews were conducted in Turkish, the participants' first language. Extracts selected for reporting were translated into English by the author, with the original transcripts consulted throughout to preserve participants' own phrasing. With informed consent, every session was audio-recorded and later transcribed verbatim. All transcripts were carefully anonymized, and each participant was assigned a unique identifier (P1–P28) to ensure confidentiality, which helped participants speak openly without concerns about privacy or professional repercussions.

2.4. Data Analysis

The interview data were analyzed using a qualitative content analysis approach following the procedures of Miles and Huberman (1994). In the first phase, the transcripts were read repeatedly to gain familiarity with the data. Meaningful units of text were then open coded, and similar codes were grouped to construct subthemes and overarching themes. An inductive strategy was followed, without reliance on predefined categories, so that the categories were derived from the participants' own accounts rather than imposed on them. Coding and theme development were carried out independently by the author and a second coder experienced in educational technology and qualitative analysis, with regular meetings to reach consensus. Inter-coder agreement was calculated using Cohen's kappa and yielded a value of .88 (McHugh, 2012). Consistent with the descriptive orientation of the study, this coefficient is reported as an indicator of the transparency and traceability of the coding process rather than as a claim about the singular

correctness of the interpretation. All remaining discrepancies were resolved through discussion and by returning to the transcripts.

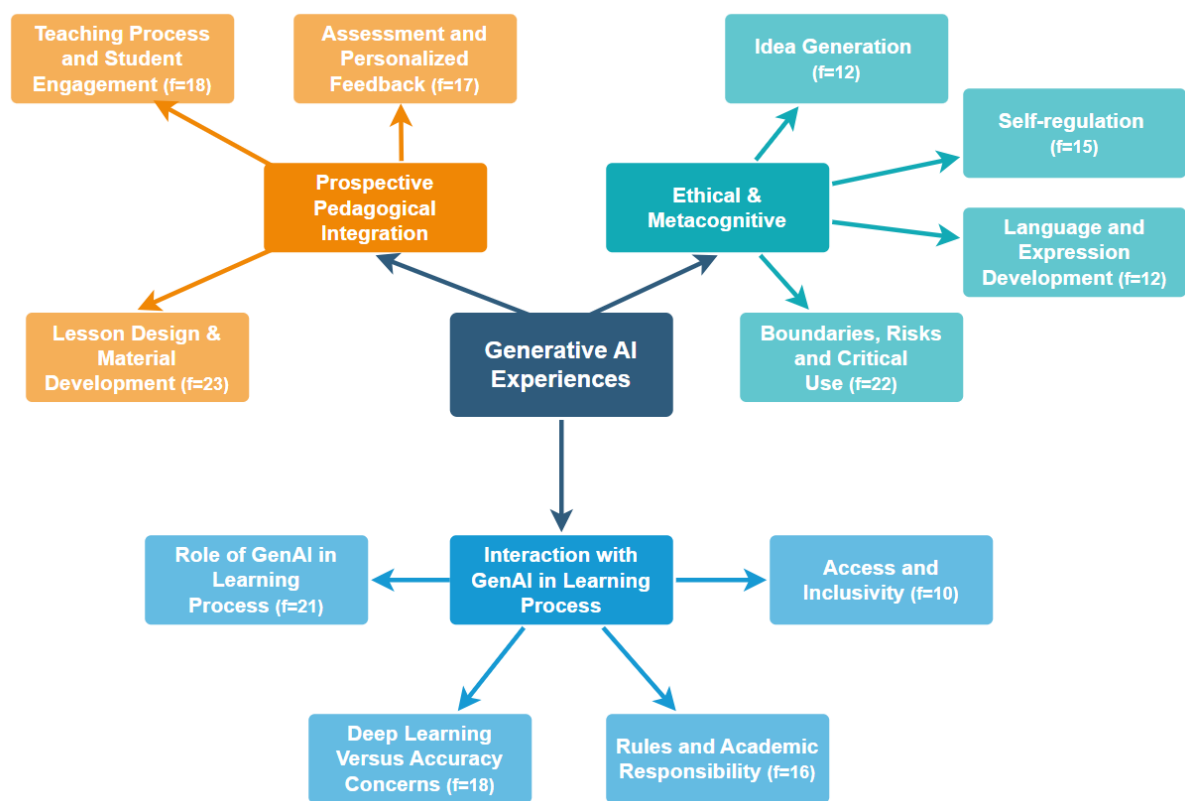
2.5. Reliability, Validity, and Ethics

To ensure credibility, transferability, dependability, and confirmability, the multi-layered strategies recommended by Lincoln and Guba (1985) were applied. Member checking was conducted by sending interview summaries to each participant to verify accuracy and interpretation. Thick description was provided in the findings section through detailed contextual information and extensive verbatim quotations, allowing readers to assess the applicability of the findings to other contexts. Coding was performed by two independent researchers with expertise in qualitative methods to reduce subjectivity. In addition, all raw data, coding records, and analytic notes were carefully documented to create a clear audit trail, ensuring the transparency and traceability of the research process. These strategies strengthened the study’s rigor and enhanced the transferability of its findings beyond the immediate context. The researcher served as the instructor for the Open and Distance Learning course in which the participants were enrolled, thereby sharing the same academic context. This position facilitated rapport and trust with the students but also carried a potential risk of bias. To address this, the researcher maintained a neutral, facilitative stance during interviews, avoided leading questions, and encouraged participants to articulate their experiences in their own words. The participants were explicitly informed that their responses would not be linked to course grades, academic evaluation, or any form of assessment, and that participation or non-participation would have no impact on their course performance. During analysis, reflective notes were kept, and all key coding and thematic decisions were reviewed collaboratively with a second coder to minimize the impact of personal assumptions on data interpretation. Ethical approval for this study was obtained from the T.C. Trabzon University Social and Human Sciences Scientific Research and Publication Ethics Committee (Decision No. 2025-8/2.8). All participants were thoroughly informed about the study’s aims and procedures and voluntarily agreed to participate.

3. Results

The qualitative data collected for the study were analyzed with reference to the research questions, and the resulting findings are presented under subheadings corresponding to the emergent subthemes. As the themes were constructed inductively, some subthemes speak to more than one research question. The themes and subthemes that emerged from the qualitative analysis, together with their frequencies, are displayed in Figure 1.

Figure 1. Themes and Subthemes emerged from Qualitative Data Analysis



3.1. Interaction with GenAI in Learning Process

This theme, addressing the RQ1, illustrates how pre-service English teachers integrate GenAI into their learning and academic work. Considered together, the four subthemes show that participants view GenAI as a multifaceted learning partner—a tool that streamlines time management and accelerates idea generation and language refinement yet requires critical verification to sustain deep learning and self-regulation. While technology offers efficiency and inclusivity, the findings highlight that its benefits do not lead to lasting learning without active engagement and ethical responsibility.

3.1.1. Role of GenAI in Learning Process

The participants described GenAI as a support mechanism that simplifies time management and academic writing, lowering the “starting barrier” for tasks such as assignment preparation, idea development, and linguistic editing. One student explained that *“ChatGPT gives me the courage to take the first step. After we outline the headings together, completing the text is much easier”* (P7). The participants also reported that these tools reduced the effort required for linguistic editing, a point elaborated in Section 3.2.3. At the same time, several participants cautioned that this speed and convenience could weaken self-regulation: *“Relying on it to do everything might be risky. Sometimes I think, what if I had to write it all myself?”* (P2). Others feared a decline in creativity, remarking that *“if I expect it to draft every new assignment, my own creativity might decline over time”* (P14) and that *“it’s very helpful at first, but if it becomes a constant habit, I worry my imagination will fade”* (P21). These views show that while GenAI offers tangible efficiency gains, diminished active involvement may hinder deep learning and the development of self-regulatory skills.

3.1.2. Deep Learning Versus Accuracy Concerns

The participants expressed mixed perceptions of the technology’s effect on learning depth. Some found that using it for drafting and idea generation enhanced conceptual understanding, as one student shared: *“When I create an outline and add my own examples, I really go deeper. It increases my mastery of the topic”* (P11). Others worried about superficiality, cautioning that *“if I rely too much on ready-made texts, I become mentally lazy, and that prevents deep learning in the long run”* (P3). Many also underscored accuracy issues, noting that *“sometimes it fabricates sources so convincingly that I can’t trust it without checking at least two other places. It feels like it tries to please me with invented details”* (P23). These reflections underscore the need for critical engagement, rewriting outputs, cross-checking references, and enriching content with personal examples—for genuine knowledge construction.

3.1.3. Rules and Academic Responsibility

Most of the participants consistently highlighted the importance of clear ethical guidelines for classroom use. They emphasized that the supportive role of AI must be carefully defined, explaining that *“taking a full text without citation violates academic integrity. Process-based assessment is essential”* (P4) and *“indicating that I used AI and sharing the draft history increases trust”* (P18). Others found value in documenting their process for their own growth: *“Sharing drafts makes me more careful. I can see exactly which parts I wrote and which stages were AI edits”* (P12). These views reveal a shared commitment to transparency and traceability, framing academic honesty as both adherence to formal rules and protection of personal intellectual effort.

3.1.4. Access and Inclusivity

The participants frequently noted the equalizing potential of GenAI for learners with different language abilities and learning paces. As one student observed, *“it’s a big advantage for classmates with weaker English. They participate more comfortably and are less shy”* (P19). Another added, *“it lets me work at my own pace, so I can review without waiting for anyone”* (P9). Yet concerns about digital inequality were evident, with a participant warning that *“friends without stable internet or powerful devices can’t benefit from this, the gap in opportunities grows”* (P6). These accounts suggest that the pedagogical value of GenAI is shaped not only by instructional design but also by technological access and infrastructure, highlighting the need for institutional support to ensure inclusive use.

3.2. Ethical and Metacognitive Dimensions of GenAI Use

This overarching theme, aligned with the RQ2, explores how engagement with GenAI shaped participants’ ethical awareness, self-regulation, and critical verification practices. Considered together, the four subthemes portray GenAI as a multi-layered, conditional learning partner. According to the participants, the tools accelerated the generation of initial ideas, supported linguistic and metacognitive development, and encouraged critical verification. However, without active involvement and responsible checking, the information produced did not translate into durable learning. Thus, the participants consistently positioned GenAI not as a passive information provider but as a partner that strengthens their ability to manage and deepen their own cognitive processes.

3.2.1. Idea Generation

Many participants described GenAI as a “creative jump-starter,” particularly useful for early stages such as brainstorming, narrowing a topic, and shaping an outline. They emphasized benefits like *“reducing the fear of a blank page,” “producing alternative perspectives,”* and *“framing the overall structure of the text.”* One participant explained, *“Before starting an assignment I ask it for the main points, then I expand with my own readings. It’s a good way to break through a block”* (P5). Another added, *“When narrowing a presentation topic, it gives me different angles, so I’m not tied to a single source”* (P17), while a third noted, *“Sometimes even a simple title suggestion opens my mind and makes me approach the topic from perspectives I hadn’t considered”* (P8). Most of the participants reported that this support shortened the time needed to develop ideas, allowing them to devote more effort to literature review and personal interpretation. These findings illustrate that GenAI can be a powerful initiator in the writing process, but that active engagement and rewriting remain essential for lasting learning.

3.2.2. Self-Regulation and Metacognitive Support

The participants highlighted GenAI’s value beyond text production, describing it as both a learning planner and a self-assessment guide. They used it to organize study schedules, manage deadlines, and monitor progress. As one student explained, *“I give it my draft and prompt, ‘add more convincing evidence,’ then I choose the sources myself-this shows me where I’m weak”* (P11). Another shared, *“I request a weekly study plan. When it reminds me of deadlines, I procrastinate less and feel more responsible”* (P2). A third reflected, *“I check my writing section by section. This helps me notice my mistakes faster”* (P16). They agreed that such practices increased their self-awareness, enabled a more realistic appraisal of their own work, and reduced procrastination. In this way, GenAI functioned not merely as an external assistant but as a mirror that made their own cognitive processes visible.

3.2.3. Language and Expression Development

Given their enrollment in an English Language Teaching program, the participants frequently underscored GenAI’s role in strengthening linguistic accuracy, lexical variety, and academic style. They viewed it as a “language mentor” that goes beyond simple grammar correction. For instance, one participant noted, *“It really helps me organize English sentences for presentations; it makes a big difference in fluency and accuracy”* (P15). Another said, *“I translate my own text into English, then take its suggestions. This process improved both my vocabulary and my sense of the language”* (P9). A third observed, *“Offering synonyms that make my sentences look more academic has truly broadened my vocabulary”* (P4). Still, some warned that its phrasing could be overly mechanical, as reflected in comments such as, *“The sentences sometimes sound robotic, so I rework them to keep my own style”* (P20) and *“I use its suggestions only as a basic framework so that my own voice and style aren’t lost”* (P13). These reflections show that GenAI supports language growth, but gains are maximized only when students engage selectively and critically.

3.2.4. Boundaries, Risks, and Critical Use

Whereas Sections 3.1.2 and 3.1.3 described accuracy and integrity as features of participants’ everyday practice, this subtheme presents them as objects of deliberate reflection. Alongside its benefits, the participants expressed serious concerns about accuracy, over-reliance, and academic integrity. They cited issues such as hallucinated references, data privacy, and ethical breaches. One explained, *“It gives me references, but I don’t use them without checking whether they’re real”* (P23). Another cautioned, *“Getting used to it preparing everything is dangerous. I might lose my own reflex to think”* (P2). Data privacy worries were also clear: *“I always anonymize personal information when entering it. I’m still not sure about confidentiality”* (P19). Others stressed transparency: *“I wouldn’t use text without citing sources. It’s important that our instructors monitor the process”* (P12). The participants repeatedly emphasized that multi-source verification, sharing draft histories, and declaring AI use are essential to maintain academic value. These views indicate that GenAI contributes to deep learning only when embedded in controlled and ethically responsible practice.

3.3. Prospective Pedagogical Integration

This theme, aligned with the RQ3, examines how pre-service English teachers envision integrating GenAI into their future instructional practice. The participants consistently positioned GenAI as a complementary pedagogical partner - a tool that works alongside, rather than replaces, the teacher. Across the three subthemes, they described using AI to enrich lesson design, stimulate in-class interaction, and provide individualized assessment and feedback. While recognizing the speed and flexibility the technology offers, they also stressed the indispensable roles of teacher guidance, critical oversight, and ethical responsibility.

3.3.1. Lesson Design and Material Development

Many participants highlighted the value of GenAI for preparing level-appropriate and interest-based teaching materials, emphasizing its efficiency in creating authentic resources for English language classrooms. As one teacher

candidate explained, *"I can produce a simplified news text for A1 learners and a more academic version for B2 level on the same topic within seconds. This saves me a great deal of time"* (P12). Another added, *"I can quickly generate alternative reading passages tailored to students' interests-sports news for football fans, or exhibition reviews for those who love art"* (P5). Others pointed to the tool's ability to enrich visual and interactive resources: *"Getting posters, visual stories, or short dialogues in seconds really enriches a lesson plan. I can even create short drama sketches for role plays"* (P19). Several participants extended this idea to listening and speaking practice, noting that, *"With simple prompts I can generate short podcast scripts or role-play scenarios to diversify listening and speaking activities"* (P7), and *"By integrating it with text-to-speech apps, I can have dialogues read aloud for pronunciation exercises"* (P14). Despite these advantages, the participants repeatedly emphasized that final pedagogical responsibility must remain with the teacher, who must adapt AI-generated content to cultural context, target proficiency levels, and curriculum goals.

3.3.2. Teaching Process and Student Engagement

The participants envisioned GenAI as a dynamic in-class resource for enhancing interaction and sustaining motivation. They highlighted its capacity to create real-time content responsive to learners' contributions. For example, a participant explained, *"During class, I want to generate extra examples or discussion questions based on students' answers. It adds liveliness and immediate adaptability"* (P9). Another shared, *"Producing visuals or short texts instantly to match individual interests is highly motivating-for instance, if a student loves animals, I can create a short story on the spot"* (P16). In speaking lessons, GenAI was seen as a catalyst for spontaneous practice: *"I could prompt it with key words provided by students and have it write mini dialogues for instant role-play"* (P22). Several participants noted its potential to support differentiated instruction: *"Some students grasp a concept quickly while others fall behind. With GenAI I can provide additional explanations or examples at different levels simultaneously basic grammar for some, academic explanations for others"* (P4). Another added, *"It can create student-specific feedback sentences for error analysis, which makes classroom management much easier"* (P10). Collectively, these findings portray GenAI as a student-centered, interactive resource capable of strengthening engagement and tailoring support across diverse proficiency levels.

3.3.3. Assessment and Personalized Feedback

The participants further anticipated significant benefits of GenAI for formative assessment and immediate, individualized feedback. They described scenarios where AI could rapidly analyze student performance and generate tailored guidance. As one participant envisioned, *"After short quizzes, AI can provide instant feedback, so students see their mistakes while the material is still fresh-especially useful for catching grammar errors"* (P20). Another imagined, *"I would love a system that offers small, personalized hints, like suggesting synonyms to students with limited vocabulary in their writing assignments"* (P3). Others noted its potential in oral assessment: *"After a speaking exam, preparing pronunciation advice and individual feedback reports takes a lot of time. AI can generate these reports within seconds"* (P11). Similarly, *"Measuring reading speed and comprehension and then recommending personalized follow-up texts would greatly boost motivation"* (P18). At the same time, the participants consistently underscored that final grading and evaluative decisions must remain the teacher's responsibility, reinforcing their view of GenAI as an analytic assistant that supports-but never replaces-the teacher's professional judgment.

4. Discussion and Conclusion

4.1. Discussion

The findings of the study highlight the nuanced perceptions of pre-service English language teachers toward GenAI as both a facilitative learning partner and a multifaceted pedagogical challenge. Using a phenomenological lens, the study shows how these teacher candidates navigate the affordances and tensions of GenAI in their dual roles as learners and future practitioners. In alignment with the research questions, the emergent themes underscore potential of GenAI to enhance efficiency, linguistic proficiency, and self-regulatory practices in English language teaching, while also raising concerns about ethical integrity, cognitive dependency, and equitable access. These findings both support and extend previous research by centering the lived experiences of pre-service teachers in a non-Western context, thereby contributing to the debate on GenAI integration in teacher education (Yao, 2025; Zhang et al., 2025).

Regarding RQ1, the participants' integration of GenAI into learning processes reveals a pragmatic focus on its usefulness in streamlining academic work, particularly in time management, idea generation, and linguistic refinement. This finding is consistent with previous research describing GenAI as a catalyst for reducing cognitive load and alleviating writing anxiety among language learners (Derakhshan, 2025; Kim et al., 2026; Lee et al., 2026). For instance, the reported ease in overcoming the blank page syndrome mirrors the findings of Yao (2025) of large language models helping learners get started in second language writing tasks. In contrast, concerns about reduced creativity and self-regulation are similar to the tensions reported by Hwang et al. (2025), where uncritical adoption risks superficial

engagement and diminished metacognitive growth. Recent studies further support these patterns. Gamlem et al. (2025) found similar mixed attitudes among Norwegian pre-service teachers, who valued efficiency of GenAI in starting tasks but feared long-term dependency on tools like ChatGPT. Similarly, Nyaaba et al. (2024) noted that pre-service teachers viewed GenAI as a learning buddy that supports idea development yet warned of its potential to undermine independent thinking in teacher training contexts. Unlike studies focused on in-service educators (Wang et al., 2025), the present findings highlight pre-service teachers' forward-looking reflection—their early consideration of the long-term effects on professional autonomy—which points to a developmental path specific to this group (Bae et al., 2024). Theoretically, these dynamics can be understood through Vygotsky's Zone of Proximal Development, where GenAI serves as a more knowledgeable other scaffolding early learning stages, but requires gradual withdrawal to foster independent mastery (Vygotsky, 1978). This scaffolding metaphor extends socio-constructivist theories, suggesting that effectiveness of GenAI depends on dialogic interactions that promote co-construction of knowledge rather than passive consumption (Meegan & Young, 2025). Together, these patterns indicate that role of GenAI as a learning scaffold is most effective when aligned with learners' developing agency—a relationship that deserves further study in scaffolded instructional designs.

Regarding RQ2, the ethical and metacognitive dimensions of GenAI engagement emerged as key determinants of its pedagogical value. The participants consistently emphasized the importance of systematic verification practices to counter fabricated outputs and limit over-reliance, treating ethical awareness as central to responsible use. This orientation aligns with UNESCO's (2023) principles of transparency and accountability in AI-mediated education and with Zhang et al.'s (2025) argument that novice teachers must cultivate critical appraisal skills when adopting generative tools. The participants' dual portrayal of GenAI—as a creative jump-starter that stimulates reflection yet risks fostering intellectual passivity—extends the cautious optimism reported among pre-service teachers (Bae et al., 2024). Their descriptions of prompt iteration, self-editing, and version tracking illustrate how metacognitive practices can transform AI use from a mechanical aid into a reflective authorship process. At the same time, the findings confirm that metacognitive benefits emerge only when learners keep control of their own strategies rather than deferring to automated suggestions. Notably, heightened privacy concerns and frequent calls for process-based assessment differed from more techno-optimistic accounts in literature. This emphasis on transparency and traceability may reflect the strong institutional emphasis on ethical accountability in the participants' context. Overall, these findings point to the need for systematic ethical training and scaffolded reflection within teacher education curricula (Bayraktar Balkir & Zehir Topkaya, 2025; Panday-Shukla, 2025). Theoretically, these dynamics can be partly explained through the Technology Acceptance Model (Davis, 1989), which posits that perceived usefulness and ease of use shape individuals' behavioral intentions toward technology adoption (Liu et al., 2025). The participants' pragmatic engagement with GenAI—valuing efficiency, linguistic support, and convenience—corresponds to these two constructs. Yet, the present findings move beyond TAM's instrumental focus by revealing that ethical vigilance and metacognitive regulation are equally decisive in shaping sustained and responsible use. In other words, acceptance of GenAI was not determined solely by its functionality but by the degree to which participants could engage critically, monitor their cognitive processes, and align usage with their professional and ethical values.

Turning to RQ3, the prospective integration of GenAI into future teaching practices points to a teacher-centred approach in which AI supports, rather than replaces, human facilitation in lesson design, classroom interaction, and formative assessment. This stance aligns with recent evidence from Gamlem et al. (2025), who found that pre-service teachers use GenAI for adaptive material design, and extends prior insights by highlighting its potential for real-time differentiation and responsive feedback—an area underexplored in Kohnke et al. (2025). Participants' emphasis on sustained teacher oversight, particularly for cultural localization and evaluative judgment, echoes the OECD's call for human-AI symbiosis to mitigate algorithmic bias and preserve pedagogical authenticity (Varsik & Vosberg, 2024).

By presenting GenAI as a means of providing personalized feedback, these findings connect learners' experiences with their teaching intentions, as noted in Liu et al. (2025), and suggest a reciprocal model in which pre-service teachers' current use shapes their developing pedagogy. This forward-looking stance both eases fears of deskilling (Long & Magerko, 2020) and presents GenAI as a democratizing force, provided that equitable infrastructure prevents the widening of digital divides (Wang et al., 2025). Additional evidence is provided by Meegan and Young (2025), who demonstrated through scenario-based interventions that pre-service teachers can effectively integrate GenAI into classroom practices when guided by ethical frameworks, further validating the participants' emphasis on active teacher guidance. Theoretically, this aligns with Activity Theory (Engeström, 1999), viewing GenAI as a mediating artifact in the activity system of teacher education, where tensions between tools, subjects, and rules drive expansive learning and identity transformation (Guo et al., 2024).

4.2. Conclusion and Implications

The study contributes to the growing body of research examining how pre-service English language teachers perceive and utilize GenAI in their academic and professional development. The findings suggest that GenAI is viewed neither as a complete solution nor as an inherent threat, but rather as a conditional learning partner whose value depends on the user's level of reflection, verification, and ethical awareness. The participants recognized the benefits of GenAI for generating ideas, improving linguistic accuracy, and managing time more effectively. At the same time, they acknowledged several limitations, including the risk of superficial learning, reduced creativity, and potential overreliance when critical engagement is lacking. These insights indicate that pedagogical impact of GenAI cannot be defined solely by efficiency or novelty but by how learners and educators integrate it within reflective and responsible learning practices.

From a teacher education perspective, the findings highlight both opportunities and challenges. On one hand, GenAI can support English language teaching through differentiated materials, adaptive feedback, and context-sensitive learning activities. On the other hand, it requires careful pedagogical mediation—simplifying, localizing, and verifying outputs to ensure accuracy, appropriateness, and ethical use. Teacher education programs should therefore focus not only on developing technical proficiency but also on fostering GenAI literacy as a pedagogical and ethical competence. Activities such as prompt analysis, process documentation, and comparative evaluation of GenAI-generated and human-produced texts can help teacher candidates critically examine their decision-making and maintain authorship and responsibility in their teaching practices. At the institutional level, sustainable GenAI integration requires equitable access, clear ethical guidelines, and continuous professional development for teacher educators. The study emphasizes that the future of GenAI in teacher education will depend on educators' ability to balance innovation with caution and efficiency with integrity. When approached critically and transparently, GenAI has the potential to enhance teaching and learning while reinforcing the reflective and ethical foundations of the teaching profession.

4.3. Limitations and Future Research

The following limitations should be considered when interpreting the findings. First, the study involved a relatively small group of pre-service English language teachers from a single institution in Türkiye. While the sample enabled an in-depth exploration of lived experiences, the findings cannot be generalized to all teacher education contexts. Future studies should employ multi-institutional or cross-cultural designs to capture diverse perspectives and contextual variations in GenAI use. Second, the study relied exclusively on self-reported interview data, which captures participants' perceptions rather than their actual classroom practices. While the phenomenological approach provided rich insights into meaning-making, additional data sources, such as classroom observations, reflective journals, or digital trace analysis, are needed to offer a more comprehensive understanding of GenAI implementation in practice. Third, the study focused primarily on participants' experiences and intentions rather than learning outcomes or pedagogical effectiveness. Future research could use mixed-methods or longitudinal designs to examine how sustained engagement with GenAI influences teacher cognition, self-regulation, and professional identity development over time. Finally, as the technological landscape continues to evolve, subsequent studies should investigate the ethical and policy dimensions of GenAI integration, particularly issues related to bias, authorship, and accountability. Addressing these questions will be essential for developing evidence-based frameworks to guide the responsible and equitable use of GenAI in teacher education.

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Giriş

Yapay zekâ teknolojilerinin özellikle üretken yapay zekâ (ÜYZ) araçlarının hızlı gelişimi, eğitim dâhil olmak üzere birçok alanda köklü dönüşümlere yol açmıştır. ChatGPT, Gemini, DeepSeek ve Grok gibi büyük dil modelleri artık öğretmenlerin ve öğrencilerin günlük akademik pratiklerinin ayrılmaz bir parçası haline gelmiştir. Önceki nesil eğitim teknolojilerinden farklı olarak ÜYZ, yalnızca içerik sunumunu değil, bağlama duyarlı metin üretimi ve anlık geri bildirim mekanizmaları sayesinde bilgi üretim süreçlerini de dönüştürmektedir. Bu durum, öğrenme ve öğretme süreçlerinin epistemolojik, etik ve pedagojik temellerini yeniden tartışmaya açmıştır. Dil eğitimi özelinde ÜYZ'nin öğrencilerde yazma kaygısını azaltma, fikir üretimini kolaylaştırma ve dil doğruluğunu artırma gibi olumlu etkileri ilgili literatürde rapor edilmiştir (Kim vd., 2026; Lee vd., 2026). Öğretmenler açısından ise materyal geliştirme, değerlendirme ve sınıf yönetimi süreçlerinde zamandan tasarruf sağlaması en önemli katkılar arasında görülmektedir (Wang vd., 2025). Ancak bu potansiyelin yanında etik kaygılar, aşırı bağımlılık riski, yanlış bilgi üretimi (hallucination) ve akademik dürüstlük konuları öne çıkan tartışmalı hususlardır. UNESCO (2023) ve OECD çalışma raporları, ÜYZ'nin eğitimdeki değerinin yalnızca teknik fayda değil, şeffaflık, hesap verebilirlik ve etik farkındalıkla birlikte ele alınması gerektiğini vurgulamaktadır. Öğretmen adayları hem öğrenen hem de geleceğin öğretmenleri olarak ilgili teknolojik dönüşümün merkezinde yer almaktadır. Öğretmen eğitimi sürecinde kendi öğrenme süreçleri ÜYZ tarafından şekillenirken, gelecekteki öğretmen kimlikleri de bu araçlara yönelik algı, tutum ve deneyimleri doğrultusunda biçimlenmektedir. Bu nedenle, öğretmen adaylarının ÜYZ ile olan etkileşimlerini yalnızca teknik yeterlik açısından değil, etik, öz-düzenleme ve mesleki özerklik boyutlarıyla birlikte incelemek kritik bir gerekliliktir.

Bu çalışmanın amacı, Türkiye'de bir devlet üniversitesinin İngilizce öğretmenliği programına kayıtlı öğretmen adaylarının üretken yapay zekâ araçlarını nasıl deneyimlediklerini, bu araçların öğrenme süreçlerindeki rolünü nasıl değerlendirdiklerini ve gelecekteki öğretim uygulamalarına nasıl entegre etmeyi planladıklarını ortaya koymaktır. Araştırma, ÜYZ'yi hem bir öğrenme ortağı hem de pedagojik bir zorluk olarak ele alan bütüncül bir bakış açısı sunmayı hedeflemiştir. Bu çalışma, aşağıdaki sorulara yanıt aramaya çalışmaktadır: (1) Öğretmen adayları öğrenme süreçlerinin hangi aşamalarında ve hangi amaçlarla ÜYZ araçlarını kullanmaktadır? (2) ÜYZ ile etkileşim öğretmen adaylarının etik farkındalıklarını, öz-düzenleme becerilerini ve doğrulama pratiklerini nasıl etkilemektedir? (3) ÜYZ destekli öğrenme deneyimleri öğretmen adaylarının gelecekteki ders tasarımı, sınıf içi uygulama ve değerlendirme planlarını nasıl şekillendirmektedir?

Yöntem

Araştırma, öğretmen adaylarının ÜYZ ile yaşadıkları deneyimleri derinlemesine incelemek amacıyla nitel fenomenolojik desen ile yürütülmüştür. Fenomenoloji, katılımcıların belirli bir olguyla ilgili öznel anlamlarını ortaya çıkarmaya yönelik bir yaklaşımdır (Creswell & Poth, 2018; Moustakas, 1994). Çalışma, Türkiye'deki bir devlet üniversitesinin İngilizce Öğretmenliği lisans programında öğrenim gören 28 öğretmen adayı ile gerçekleştirilmiştir. Katılımcılar, *Amaçlı örnekleme (purposeful sampling)* yöntemiyle belirlenmiştir. Seçim kriteri olarak, en az bir dönem boyunca ChatGPT, Gemini, Claude gibi üretken yapay zekâ araçlarını ders, ödev veya bireysel çalışmalarında aktif olarak kullanmış olmaları dikkate alınmıştır. Katılımcıların 20'si kadın, sekizi erkek olup yaş aralığı 20–24'tür. Tüm katılımcılardan yazılı onam alınmış, gizlilik esasları titizlikle korunmuştur. Veriler, 2025 yılının ikinci yarısında çevrim içi ortamda yapılan yarı yapılandırılmış derinlemesine görüşmeler yoluyla toplanmıştır. Görüşme formu iki ana eksen üzerine inşa edilmiştir: (1) Katılımcıların ÜYZ araçlarıyla öğrenme süreçlerindeki deneyimleri (örneğin, "ÜYZ kullanımı ödev hazırlama veya zaman yönetimi biçiminizi nasıl etkiledi?"), (2) ÜYZ'nin gelecekteki öğretim uygulamalarına nasıl entegre edilebileceğine ilişkin öngörüler (örneğin, "Gelecekte öğrencilerinizin öğrenme süreçlerinde ÜYZ'yi nasıl kullanmayı düşünüyorsunuz?"). Yarı yapılandırılmış görüşmeler Zoom üzerinden yürütülmüş, her biri yaklaşık 12-21 dakika sürmüştür. Tüm görüşmeler ses kaydına alınarak kelimesi kelimesine çözümlenmiş, kimlikler anonimleştirilmiştir. Elde edilen veriler Miles ve Huberman'ın (1994) nitel içerik analizi ilkeleri doğrultusunda çözümlenmiştir. Kodlama süreci iki araştırmacı tarafından bağımsız olarak yürütülmüş ve yüksek düzeyde güvenilirlik elde edilmiştir. Temalar tümevarımcı yaklaşımla oluşturulmuş, benzer anlamlar taşıyan kodlar birleştirilerek alt temalar ve üst temalar belirlenmiştir. Araştırmada Lincoln ve Guba'nın (1985) nitel araştırma güvenilirliği ilkeleri (inandırıcılık, aktarılabilirlik, tutarlılık, doğrulanabilirlik) izlenmiştir. Katılımcılara görüşme özetleri gönderilerek *member checking* yapılmış, bulguların doğruluğu teyit edilmiştir. Veri analiz sürecine ikinci bir araştırmacı dâhil edilmiştir. Etik onay, ilgili üniversitenin Sosyal ve Beşerî Bilimler Etik Kurulu'ndan alınmıştır (Karar No: 2025-8/2.8).

Bulgular

Analiz sonucunda üç ana tema ve bunlara bağlı alt temalar ortaya çıkmıştır: (1) Öğrenme Süreçlerinde ÜYZ ile Etkileşim, (2) Etik ve Üstbilişsel Boyutlar, (3) ÜYZ'nin Gelecekteki Öğretim Uygulamalarına Entegrasyonu. Katılımcıların görüşlerine göre ÜYZ "çok işlevli bir öğrenme ortağı" olarak tanımlandığı görülmektedir. ÜYZ'nin en sık dile getirilen katkıları

arasında zaman yönetimi, fikir geliştirme, dil doğruluğu, metin taslağı oluşturma ve öz-düzenleme yer almaktadır. Bununla birlikte yaratıcılığın azalması ve eleştirel düşünmenin zayıflaması gibi risklere dikkat çekmişlerdir. Katılımcılar, ÜYZ'nin yararlarının ancak aktif katılım ve yeniden yazma süreçleriyle kalıcı öğrenmeye dönüştüğünü vurgulamıştır. Katılımcılar ÜYZ'yi yalnızca metin üreten bir araç değil, aynı zamanda öğrenme planlayıcısı ve öz-değerlendirme aracı olarak görmüştür. Bu durum, ÜYZ'nin öz-farkındalığı artıran metabilşsel bir yansıtma aracı olarak da işlev görebildiğini göstermektedir. Ayrıca dil doğruluğu, sözcük çeşitliliği ve akademik ifade gelişimi açısından da ÜYZ'nin önemli bir destek sunduğu görülmüştür. Ancak bazı katılımcılar, robotik bir üslup oluştuğunu belirterek kendi seslerini koruma ihtiyacını vurgulamıştır. Etik farkındalık bağlamında, şeffaflık, kaynak doğrulama ve süreç temelli değerlendirme öne çıkan değerlerdir. Aynı zamanda sahte kaynak üretimi, veri gizliliği ve aşırı bağımlılık gibi endişeler de güçlü biçimde dile getirilmiştir. Katılımcıların önemli bir kısmı, ÜYZ'yi gelecekteki öğretmenlik uygulamalarında tamamlayıcı bir pedagojik ortak olarak görmektedir. ÜYZ'nin ders tasarımı, öğrenci etkileşimi ve değerlendirme alanlarında kullanılabileceğini belirtmişlerdir. Katılımcıların çoğunluğu, ÜYZ'nin öğretmeni ikame etmeyeceğini, aksine öğretmen rehberliğiyle birlikte daha etkili olacağını vurgulamıştır. Nihai sorumluluğun öğretmende kalması gerektiği görüşü ağırlıklı olarak dile getirilmiştir.

Sonuç, Tartışma ve Öneriler

Araştırmanın bulguları, öğretmen adaylarının ÜYZ'ye yönelik ikili bir algıya sahip olduklarını göstermektedir. Bulgulara göre ÜYZ, verimlilik, dil yeterliği, fikir üretimi ve öz-düzenleme açısından güçlü bir öğrenme ortağı olarak nitelendirilebilir. Aynı zamanda etik kaygılar, bilişsel tembellik ve yaratıcılıkta azalma gibi riskleri de beraberinde getirmektedir. Çalışmanın bulguları, önceki araştırmalarla (Bae vd., 2024; Gamlem vd., 2025; Hwang vd., 2025) paralellik göstermektedir. Katılımcıların “temkinli iyimserlik” olarak tanımlanabilecek tutumu, UNESCO (2023) ve OECD çalışma raporlarında belirtilen sorumlu yapay zekâ kullanımı yaklaşımıyla örtüşmektedir. Kuramsal açıdan çalışmanın bulguları, Vygotsky'nin Yakınsal Gelişim Alanı ve Etkinlik Kuramı (Activity Theory) çerçevesinde değerlendirilebilir. ÜYZ, öğrenenin bilişsel sürecini destekleyen bir “dijital aracı” olarak işlev görmektedir, öğrenen ve araç arasındaki etkileşim, öz-düzenleme ve yansıtma becerilerini tetiklemektedir. Ancak bu etkileşim, yalnızca eleştirel farkındalık ve etik çerçeveye yönetildiğinde kalıcı öğrenmeye dönüşmektedir. Çalışma ayrıca, öğretmen adaylarının gelecekte ÜYZ'yi kullanırken pedagojik rehberlik, kültürel uyarılma ve doğruluk denetimi konularına büyük önem verdiğini ortaya koymuştur. Bu durum, öğretmen merkezli yapay zekâ entegrasyonu anlayışının güçlendiğini göstermektedir.

Bu çalışmanın sonuçları, İngilizce Öğretmenliği özelinde de olmak üzere öğretmen eğitimi programlarının ÜYZ'nin pedagojik, etik ve teknik boyutlarını içerecek biçimde yeniden yapılandırılması gerektiğini işaret etmektedir. Bu kapsamda “*Üretken Yapay Zekâ Okuryazarlığı*” modüllerinin öğretmen yetiştirme programlarına zorunlu bileşen olarak dâhil edilmesi önerilmektedir. Bu modüller, öğretmen adaylarına etkili prompt yazma, kaynak doğrulama ve süreç belgeleme becerileri kazandırarak ÜYZ'nin bilinçli ve etik biçimde kullanılmasını desteklemelidir. Üniversitelerde ÜYZ kullanımına ilişkin açık etik yönergeler oluşturulmalı, öğrencilerin ÜYZ araçlarından yararlandıkları durumlarda bunu beyan etmeleri ve üretim süreçlerini şeffaf biçimde belgelemeleri teşvik edilmelidir. Dijital altyapının güçlendirilmesi, özellikle dezavantajlı öğrencilerin ÜYZ'den eşit düzeyde yararlanabilmesi açısından kritik önemdedir. Ayrıca Eğitim Fakültesi'nde görev yapan öğretim elemanlarına yönelik ÜYZ farkındalık eğitimleri ve örnek uygulama atölyeleri düzenlenerek sürekli mesleki gelişim desteklenmelidir. İleriki araştırmalarda; farklı disiplinlerde ÜYZ kullanımını karşılaştıran çok kurumlu çalışmalar yürütülmesi, nicel ve karma yöntemli yaklaşımlarla ÜYZ'nin uzun vadeli öğrenme çıktıları, mesleki kimlik gelişimi ve davranışsal etkilerinin incelenmesi önerilmektedir. Bu süreçte dijital iz verilerinin (örneğin ÜYZ kullanım logları) analizi, öğrenen davranışlarını anlamada yeni yaklaşımlar sunabilir. Genel olarak bu çalışma, öğretmen adaylarının ÜYZ ile ilişkisini pedagojik, etik ve öz-düzenleyici boyutlarda ele alan kapsamlı bir nitel analiz sunmaktadır. Bulgular, ÜYZ'nin öğretmen eğitimi bağlamında ne tamamen bir tehdit ne de mutlak bir kurtarıcı olduğunu, ancak eleştirel farkındalık ve etik çerçeveye yönlendirildiğinde güçlü bir öğrenme ortağı işlevi görebileceğini göstermektedir. Sonuç olarak bu çalışma, ÜYZ'nin eğitsel dönüşümün merkezinde yer aldığını ve öğretmenlerin rolünün giderek bilgi aktarandan ziyade ÜYZ'yi etik kullanan bilişsel bir rehberle evrildiğini işaret etmektedir. Bu değişim yalnızca teknolojik bir yenilik değil, aynı zamanda öğretimsel ve pedagojik bir yeniden konumlanmayı zorunlu kılmaktadır.

Declaration of Publication Ethics

Ethical approval for the study was obtained from the T.C. Trabzon University Social and Human Sciences Scientific Research and Publication Ethics Committee, with decision number 2025-8/2.8. Throughout all stages of the research process including the planning, implementation, data collection, and data analysis phases, full compliance was ensured with the principles and regulations set forth in the "*Higher Education Institutions Scientific Research and Publication Ethics Directive*". None of the actions defined under the section entitled "*Actions Contrary to Scientific Research and Publication Ethics*" were conducted. During the preparation of the manuscript, scientific, ethical, and citation standards were strictly followed. The manuscript has not been submitted to any other academic journal or publication venue for consideration.

Declaration of Contribution of Researchers

The study was conducted by a single author. Therefore, a detailed author contribution statement is not applicable. A second coder contributed to the qualitative coding process only and is acknowledged separately.

Data Availability

Dataset analyzed during the study are available from the author upon request.

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Conflict of Interest Statement

The author declares that there are no conflicts of interest associated with the study.