

Researcher

Zeynep Arslan Ozkaynak
The Ohio State University, USA

Title of Project

Preservice English Language Teachers' Negotiation of
Professional Judgment and Accountability
During Generative AI-Mediated Pedagogical Tasks

Research Supervisor

Prof. Peter Sayer
The Ohio State University, USA

TIRF Research Topics Investigated

Artificial Intelligence
Language Teacher Education

Supported by

Duolingo & TIRF

Bio

Zeynep Arslan is a doctoral candidate in Multilingual Language Education at The Ohio State University. Her research interests include language teacher education, language ideologies, and generative AI in education. Her dissertation examines how preservice English language teachers negotiate pedagogical tensions, accountability, and transformative agency while engaging with GenAI during instructional tasks.



Project Summary

This study examines how preservice English language teachers use generative artificial intelligence (GenAI) tools during pedagogical tasks such as lesson planning, responding to student writing, and developing instructional materials. As GenAI tools become increasingly integrated into language teacher education, preservice English teachers are encountering AI-generated instructional suggestions that may shape how they make pedagogical decisions. While prior research has largely focused on teachers' attitudes, perceptions, and readiness to use GenAI, less is known about how teachers-in-training evaluate, revise, accept, or resist AI-generated language while engaged in actual pedagogical work.

Informed by Cultural-Historical Activity Theory (CHAT), this exploratory case study investigates GenAI as a mediational tool within preservice English language teacher education (ELTE). The study focuses on tensions that emerge when GenAI-generated suggestions conflict with pedagogical goals, institutional expectations, learner needs, or teacher candidates' developing professional judgment. Data will be collected through task-based GenAI interaction sessions, screen recordings, GenAI interaction logs, stimulated recall interviews, teacher educator interviews, and course-related artifacts within a United States ELTE program.



The International Research Foundation
for English Language Education

The study aims to contribute conceptual, empirical, and methodological insights to emerging research on responsible GenAI use in ELTE. Findings may help language teacher educators better understand how future language teachers negotiate accountability, authority, and professional judgment in increasingly AI-mediated instructional environments. The project may also support the development of more principled and context-sensitive approaches to GenAI use in ELTE programs.