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**BLENDED TRANSLANGUAGING AND ARTIFICIAL INTELLIGENCE IN
ENGLISH LANGUAGE TEACHING: A SELF-STUDY OF PEDAGOGICAL
INNOVATION IN A BILINGUAL CONTEXT**

R.H. Khalilov^{1*}

^{1*}*Azerbaijan University of Languages, Baku, Azerbaijan*

**Corresponding author: khalilovrashad@mail.ru*

Abstract

Traditional approaches to foreign language instruction sometimes fall short of facilitating authentic, fluid intercultural engagement and promoting learners' communicative growth in multilingual higher education settings. To fill these gaps, the presented study integrates two reading only and reading while listening modes of blended translanguaging methodology in complementary of inquiry conducted in Azerbaijani universities: (1) a self-study of intercultural exchange initiative between Azerbaijani as a Foreign Language and English as a Foreign Language students, and (2) a four-week translanguaging-based instructional intervention with 56 Information Technology students, including sophomores at Baku Business University and foundation-level students at Odlar Yurdu University during first, second semesters and summer courses of 2024-2025. These studies present a "blended translanguaging" methodology that combines pedagogical translanguaging practices with generative artificial intelligence (AI) to foster dynamic intercultural communication, multilingual competence, and the development of global citizenry.

Keywords: blended translanguaging, artificial intelligence, reading only, reading while listening, self-study, bilingual education, critical incidents

**АҒЫЛШЫН ТІЛІН ОҚЫТУДАҒЫ АРАЛАС ТРАНСЛАНГВИДЖИНГ ЖӘНЕ
ЖАСАНДЫ ИНТЕЛЛЕКТ: ЕКІТІЛДІ КОНТЕКСТТЕГІ ПЕДАГОГИКАЛЫҚ
ИННОВАЦИЯНЫҢ ӨЗІН-ӨЗІ ЗЕРТТЕУІ**

Халилов Р.Х.^{1*}

^{1*}*Әзірбайжан Тілдер Университеті, Баку, Әзірбайжан*

**Хат-хабар үшін автор: khalilovrashad@mail.ru*

Аңдатпа

Шетел тілін оқытудың дәстүрлі тәсілдері кейде көптілді жоғары білім беру жағдайында шынайы, икемді мәдениетаралық өзара әрекеттестікті қамтамасыз етуге және білім алушылардың коммуникативтік дамуын ілгерілетуге жеткіліксіз болып жағады. Осы олқылықтардың орнын толтыру мақсатында ұсынылып отырған зерттеуде аралас транслангвиджинг әдіснамасының екі режимі - тек оқу және оқу барысында тыңдау - Әзербайжан университеттерінде жүргізілген екі өзара толықтыратын зерттеу аясында біріктірілді: (1) Әзербайжан тілін шетел тілі ретінде және ағылшын тілін шетел тілі ретінде оқытын студенттер арасындағы мәдениетаралық алмасу бастамасының өзін-өзі зерттеуі; (2) 56 Ақпараттық технологиялар студентінің қатысуымен жүргізілген транслангвиджингке негізделген төрт апталық оқу интервенциясы, оның ішінде Баку Бизнес Университетінің екінші курс студенттері және Одлар Юрду

Университетінің дайындық деңгейіндегі студенттері, 2024-2025 оқу жылының бірінші және екінші семестрлері мен жазғы курстары барысында.

Бұл зерттеулер «аралас транслангвиджинг» деп аталатын әдіснаманы ұсынады. Ол педагогикалық транслангвиджинг тәжірибелерін генеративті жасанды интеллектпен (AI) біріктіре отырып, динамикалық мәдениетаралық коммуникацияны, көптілді құзыреттілікті және жаһандық азаматтықты дамытуға бағытталған.

Кілт сөздер: аралас транслангвиджинг, жасанды интеллект, тек оқу, және оқу барысында тыңдауөзін, өзі зерттеу, екітілді білім беру, сыни инциденттер.

СМЕШАННЫЙ ТРАНСЛАНГВИЗМ И ИСКУССТВЕННЫЙ ИНТЕЛЛЕКТ В ПРЕПОДАВАНИИ АНГЛИЙСКОГО ЯЗЫКА: САМОИССЛЕДОВАНИЕ ПЕДАГОГИЧЕСКИХ ИННОВАЦИЙ В ДВУЯЗЫЧНОМ КОНТЕКСТЕ

Халилов Р.Г.^{1*}

^{1*} *Азербайджанский Университет Языков, Баку, Азербайджан*

^{*} *Автор для корреспонденции: khalilovrashad@mail.ru*

Аннотация

Традиционные подходы к обучению иностранному языку иногда оказываются недостаточно эффективными для обеспечения подлинного, гибкого межкультурного взаимодействия и стимулирования коммуникативного развития обучающихся в условиях многоязычного высшего образования. Для решения этих проблем в представленном исследовании интегрируются два режима методологии смешанного транслангвизма - только чтение и чтение с одновременным прослушиванием в рамках двух взаимодополняющих исследований, проведённых в университетах Азербайджана: (1) самоисследование инициативы межкультурного обмена между студентами, изучающими азербайджанский как иностранный язык и английский как иностранный язык и (2) четырёхнедельное учебное вмешательство на основе транслангвирования с участием 56 студентов специальности «Информационные технологии», включая студентов второго курса Бакинского бизнес-университета и студентов подготовительного уровня Университета Одлар Юрду в течение первого и второго семестров, а также летних курсов 2024–2025 учебного года.

Данные исследования представляют методологию «смешанного транслангвирования», которая объединяет педагогические практики транслангвирования с генеративным искусственным интеллектом с целью развития динамичной межкультурной коммуникации, многоязычной компетенции и формирования глобального гражданства.

Ключевые слова: смешанный транслангвизм, искусственный интеллект, только чтение, чтение с одновременным прослушиванием, самоисследование, билингвальное образование, критические инциденты.

Introduction

In multilingual higher education environments, traditional methods of teaching foreign languages (FL) occasionally fail to support learners' communicative development and enable genuine, fluid intercultural engagement. In order to close these gaps, the study that is being presented combines two reading only (RO) and reading while listening (RWL) modes of blended translanguaging methodology in complementary research conducted in Azerbaijani universities: (1) a self-study of an intercultural exchange initiative between Azerbaijani as a Foreign Language (AFL) and English as a Foreign Language (EFL) students; and (2) a four-week translanguaging-based instructional intervention with 56 IT students, including sophomores at Baku Business University and foundation-level students at Odclar Yurdu University during the first, second, and summer courses of 2024–2025. In order to promote

dynamic intercultural communication, multilingual proficiency, and the growth of global citizens, this research offer a “blended translanguaging” approach that blends pedagogical translanguaging techniques with generative artificial intelligence (AI) [2,13,15,16,17].

In research, self-study means more than simply thinking about what went well or poorly in a lesson. It is a careful, systematic examination of one’s own teaching practice. Rather than informal reflection, it involves deliberately analyzing instructional choices, documenting classroom processes through journals, lesson plans, student work, or recordings, and closely examining tensions or critical incidents that arise. The goal is not only to describe what happened but to understand why it happened and to connect those experiences to broader theoretical ideas. Often aligned with Self-Study of Teacher Education Practices (S-STEP), this approach positions the teacher as both practitioner and researcher. In other words, you are not only implementing a pedagogical intervention but also rigorously studying and theorizing your own practice. This dual role clearly signals your methodological stance and highlights your commitment to reflexive, research-informed teaching.

LaBoskey, V. K. (2004) defines self-study as a comprehensive critical assessment of one’s own teaching approach [11]. Language, according to Britton and Kraemer (2024) is an important tool for conceptualizing, reasoning, problem solving, and expressing cognition, making it crucial to cognitive development. In assisting diverse learners, the strategy takes into account bilingualism and multilingualism, home language versus school language, and classroom discourse dynamics [1].

Pedagogical innovation refers to introducing something meaningfully new into the classroom. This may involve designing a new instructional model, reshaping an existing curriculum, integrating emerging technologies such as AI, or drawing on new theoretical perspectives. It can also mean challenging dominant paradigms - for example, shifting from a monolingual framework to a translanguaging pedagogy that values students’ full linguistic repertoires. In this case, innovation likely includes the development of a blended translanguaging model, the integration of AI tools, the incorporation of AI literacy tasks, and the promotion of critical intercultural engagement. The term suggests that this approach is not routine practice but a thoughtful re-imagining of how teaching and learning can occur [14].

Adopting an exploratory self-study approach (Namjoo et al., 2023), the study examines the following research questions:

- How can self-study methodology be implemented to enhance teaching and learning in EFL and AFL contexts?
- How can blended translanguaging and AI tools using RO and RWL modes be strategically integrated to foster global citizenry?
- How can the systematic analysis of critical incidents support the development of AI literacy among instructors and students?

Theoretical framework:

A bilingual context refers to a learning environment in which two or more languages are actively present and meaningfully shape classroom interaction. Students do not operate within a single linguistic system; instead, they draw on their full repertoires to construct meaning, express identity, and engage academically. Language use is closely connected to cultural experience and worldview. In this research setting, this likely involves Azerbaijani and English functioning dynamically together, with AI-generated responses entering and influencing bilingual meaning-making processes. This context situates this study within a socially and linguistically complex environment rather than a simplified monolingual classroom.

Within this framework, the blended translanguaging was conceptualized as a strategic and legitimized use of learners' full linguistic repertoires, while AI tools were employed to generate culturally diverse scenarios, prompts, and dialogic simulations to enrich intercultural engagement [9,10]. Data sources included pre- and post-intervention student surveys, collaboratively students' reading only (RO) texts, reading while listening (RWL) texts, speaking performance tasks, curricular materials, a teacher journal, and reflective notes. Simultaneously, AI-generated content expanded exposure to culturally diverse representations, fostering intercultural awareness and elements of global citizenry. However, results also reveal limitations in AI's capacity to support critical cultural interpretation without guided pedagogical mediation [12,15,16,17].

Materials and Methods

Taken together, the phrase "A Self-Study of Pedagogical Innovation in a Bilingual Context" describes a rigorous and reflective investigation into own implementation of a novel teaching approach within a classroom shaped by two interacting languages. More academically expressed, it represents a reflexive and methodologically grounded inquiry into the development and enactment of an innovative instructional framework in a linguistically plural educational setting. This research work communicates methodological clarity, theoretical contribution, sociolinguistics awareness, critical reflexivity, and practical impact -all in a concise and conceptually coherent way.

Translanguaging-based instructions using AI tools, RO and RWL modes in the classroom involve a dynamic approach where students use their entire linguistic repertoire to communicate and learn. This method encourages fluid language use, enhancing comprehension and cognitive flexibility. Here are some strategies and examples of translanguaging-based instructions:

Multilingual Concept Mapping: Students use digital tools to create concept maps in multiple languages, exploring relationships between concepts and terms in different linguistic contexts.

– **Classroom Objects and Displays:** Incorporating labels in multiple languages on classroom objects and displays helps students understand and communicate concepts in their home language.

– **Collaborative Work:** Allowing students to collaborate using their preferred languages fosters engagement and deeper understanding.

– **Incorporating Books and Videos:** Using books, videos, and digital tools in different languages supports translanguaging and enhances learning experiences.

– These strategies not only support multilingual learners but also prepare them for a multilingual world, ensuring they are equipped with the skills and knowledge necessary for success in diverse environments.

Blended translanguaging in EFL refers to the integration of learners' first and second languages, AI tools, RO and RWL modes in language learning and teaching.

It emphasizes the use of learners' full linguistic repertoires to construct meaning, promoting a fluid and creative communication process.

– **Translanguaging can enhance second language (L2) writing development and engagement in collaborative writing, making it a valuable pedagogical approach in EFL classrooms.**

– **The concept encourages teachers to incorporate learners' first language into teaching, offering intentional translanguaging pedagogies to improve language acquisition.**

– This approach recognizes the importance of multilingualism in language learning and aims to create inclusive and effective learning environments.

Data sources include student work surveys using RO and RWL (both pre and post), cooperatively developed student work samples, curriculum materials, teacher notes, and instructor comments. The findings illustrate AI's skills in developing scenarios with diverse cultural origins, as well as its shortcomings in important cultural interpretations. The study's findings indicate how language teachers should improve their AI literacy.

Data analysis:

We used “critical incidents” as an analytical unit to guide our selection and interpretation of data pertaining to students’ engagement with RO and RWL modes in blended translanguaging and AI-supported curriculum in order to encourage further reflection and development of blended translanguaging and AI literacy.

This approach emphasized RO and RWL modes’ cases that revealed conflicts or disrupted regular expectations, leading to a more thorough investigation of how students use AI technologies and blended translanguaging in cooperative learning settings.

“Critical incidents” are brief but significant situations that the educator experiences that encourage self-reflection and additional practice. Because they often reveal implicit assumptions, values, or power dynamics, these situations are critical sites for educational transformation. They are memorable because they often represent “some degree of conflict” that the instructor is going through. Halquist and Musanti (2010) claim that minor incidents become “critical” when they are investigated further by analysts who look at the power relationships and larger social environment that gave rise to them [8]. This analytical viewpoint allows teachers to look beyond superficial interpretation and explore the socio-educational effects of new classroom practices, especially when integrating new technologies.

Findings and analysis

When translating RO and RWL modes’ texts or editing reflective pieces using AI tools, co-authored stories, and forum comments, students were encouraged to utilize their entire linguistic repertoires, including Azerbaijani and English. Because students frequently combined Azerbaijani and English within a single task, the inclusion of generative AI tools such as ChatGPT and Gemini facilitated translanguaging practices. Additionally, these tools demonstrated a notable level of flexibility in processing multilingual texts. By enabling students to experiment freely with code-mixing and receive contextually relevant feedback, the AI tools demonstrated functional comprehension of multilingual input, strengthening both linguistic agency and cross-language meaning-making.

Overall, the study emphasizes the importance of a blended teaching approach that validates students’ multilingual repertoires while critically incorporating AI technologies. This was particularly evident through classroom critical incidents that exposed tensions between AI-generated outputs and students’ culturally situated knowledge.

To further illustrate how translanguaging and generative AI technologies can work together, the next section presents one curricular activity in detail.

Cross-Cultural Views of Social Norms

This section describes a curricular activity titled “Cross-Cultural Views of Social Norms,” which aimed to foster both global citizenship and intercultural communicative competence. Through critical engagement with AI-generated outputs rather than passive consumption, the activity supported the development of these competencies while promoting translanguaging practices.

Research Focused on Translanguaging

Students were first asked to select a culturally relevant social practice (e.g., classroom interaction patterns, or hospitality conventions). They worked in small groups to discuss the topic using any combination of Azerbaijani and English, creating brief reflection notes in code-mixed form. The activity was implemented in a blended format, and the two groups participated in summer AFL and EFL programs [3,4,5,6].

Critical incident 1:

AFL and EFL students using AI tools, RO and RWL modes text to discuss Hasanova, G. C. (2025) work's extract to enhance intercultural competence in bilingual students [9].

“Azərbaycan mədəniyyətində insanlar öz evlərində həyatları boyunca “görünməz” bir yoldaşla yaşayırlar. Bu “görünməz yoldaş”, qonaqdır. Ev sahibləri, evlərinin tikintisində əlavə otaq planlayarkən, mebel dəsti və qab-qacaq alarkən, yorğan-döşək düzəldərkən, gəlin köçən qıza cehiz verərkən, ocaqda gündəlik yemək bişirərkən hər zaman “görünməz qonaqlarını” düşünürlər. Bu ənənə, evin tərtibatından tutmuş gündəlik həyatın bütün sahələrinə qədər qonaqpərvərliyin özəl və önəmli rolunu vurğulayır. Qonaqpərvərlik ənənəsi qonaqların qarşılınması, yerləşdirilməsi, süfrə açılması, çay təqdimatı, qonaqlara qayğı və diqqət göstərilməsi, yola salınması kimi mərasimləri özündə birləşdirərək geniş bir mədəniyyət nümayiş etdirir. Bu ənənənin icrasında yalnız ailə deyil, eyni zamanda geniş sosial çevrə – qohum və qonşuların kollektiv iştirakı müşahidə olunur ki, bu da icma əsaslı sosial dinamikaların göstəricisidir” (Hasanova, G. C. 2025). (an instructor-assigned text integrating RO and RWL modes with AI support for AFL and EFL students/15.08.2025)

Translated into the English language of the specified fragment of Critical incident 1:

“In Azerbaijani culture, people live throughout their lives in their homes with an ‘invisible’ companion. This ‘invisible companion’ is the guest. When planning the construction of their homes, arranging an extra room, purchasing furniture and tableware, preparing bedding, giving a dowry to a bride, and even cooking daily meals, hosts always consider their ‘invisible guests’. This tradition emphasizes the special and significant role of hospitality in all aspects of life, from home design to everyday practices. The tradition of hospitality represents a broad cultural phenomenon, encompassing rituals such as welcoming guests, accommodating them, setting the table, serving tea, showing care and attention, and bidding them farewell. In the practice of this tradition, not only the family but also the wider social circle-relatives and neighbors-actively participate, reflecting community-based social dynamics”. (an instructor-assigned text integrating RO and RWL modes with AI support for AFL and EFL students/15.08.2025)

Critical incident 2:

AFL and EFL students using AI tools, RO and RWL modes text to discuss Guliyev H. (2010) work's extract to enhance intercultural competence in bilingual students [7].

“Etnoqraf Həsən Quliyev qeyd edir ki, “Etnoqrafik reallıqda azərbaycanlılar əziz və yüksək rütbəli qonaqları qarşılamaq üçün qonaqpərvərlik ənənələri formalaşdırmışdılar. Qonaqların qarşılınması üçün insanlar müəyyən bir məkanda toplanırdılar. Onlar iki qrupa bölünürdülər. Birinci qrupun başında ağsaqqallar dayanırdı. İkinci qrupa isə dövlət adamları, xalq müğənniləri və musiqiçilər daxil idi və onlar milli geyimlərdə olurdular. Qonaqları məhmlərlə salamlayıp, onları şərbət, çörək və duz ilə qarşılayırdılar. Qonaq evə daxil olduqda, onun ayaqları altına gözəl Quba, Qarabağ və Şirvan xalçaları sərilir, üzrlərinə isə bəzəkli

parçalar yayılırdı” (Guliyev, 2010). (an instructor-assigned text integrating RO and RWL modes with AI support for AFL and EFL students/18.08.2025)

Translated into the English language of the specified fragment of Critical incident 2:

“Ethnographer Hasan Guliyev notes that “in ethnographic reality, Azerbaijanis had developed traditions of hospitality to welcome dear and high-ranking guests. People would gather in a designated place to receive the guests. They were divided into two groups. The first group was led by elders. The second group included state officials, folk singers, and musicians, who were dressed in national attire. They greeted the guests with songs and welcomed them with sherbet, bread, and salt. When the guest entered the house, beautiful Quba, Karabakh, and Shirvan carpets were spread under their feet, and decorative fabrics were laid over them” (Guliyev, 2010). (an instructor-assigned text integrating RO and RWL modes with AI support for AFL and EFL students/18.08.2025)

Critical incident 3:

EFL and AFL students using AI tools, RO and RWL modes text to discuss Isaxanli, H. (2023) work’s extract to enhance intercultural competence in bilingual students [10].

“Coffee and cocoa are also drunk in Azerbaijan, but they cannot compete with tea both in terms of the amount of drinking and as a cultural phenomenon, although coffee is gradually taking its place in household and social life. Tea is the top drink in Azerbaijan. Meetings begin with drinking tea and also end with tea. A tea party or a tea table is not plain-like but has taken the form of a special ceremony or etiquette. Tea is specially made, and the specific taste of samovar tea is talked about. The tea is widely seen and glorified in literature, song genres, film, and television. Although the Azerbaijani tea tradition is based on black (red) tea, green and yellow teas, as well as herbal (herbal) teas, such as thymus (kəkotu, kəklikotu), mint, ginger, and berry teas are also drunk” (Isaxanli, H. 2023). (an instructor-assigned text integrating RO and RWL modes with AI support for AFL and EFL students/20.08.2025)

Translated into the Azerbaijani language of the specified fragment of Critical incident 3:

“Qəhvə və kakao da Azərbaycanda içilir, lakin həm içilmə miqyasına, həm də mədəni fenomen kimi çayla rəqabət apara bilmirlər, baxmayaraq ki, qəhvə tədricən məişət və ictimai həyatda öz yerini tutur. Çay Azərbaycanda ən əsas içkidir. Görüşlər çay içməklə başlayır və çayla da başa çatır. Çay süfrəsi və ya çay məclisi sadə deyil, xüsusi bir mərasim və ya etik qayda formasını almışdır. Çay xüsusi üsulla hazırlanır və samovar çayının özünəməxsus dadından tez-tez bəhs olunur. Çay ədəbiyyatda, məhni janrlarında, filmlərdə və televiziya da geniş şəkildə təsvir və təənnüm edilir. Azərbaycan çay ənənəsi əsasən qara (qırmızı) çaya əsaslınsa da, yaşıl və sarı çaylar, həmçinin kəkotu (kəklikotu), nanə, zəncəfil və giləmeyvə çayları kimi bitki çayları da içilir” (Isaxanli, H. 2023). (an instructor-assigned text integrating RO and RWL modes with AI support for AFL and EFL students/20.08.2025)

Example of AI Prompt used in these activities:

Prompt:

“Read the following paragraph about hospitality in Azerbaijani culture. Briefly explain the main idea and describe the cultural values reflected in this tradition. If helpful, you may respond using both Azerbaijani and English. Then compare this tradition with hospitality practices in another culture you are familiar with and discuss any similarities or differences.

Finally, suggest two questions that could help students reflect on how social norms influence everyday interactions and cultural expectations". (The instructor assigned students the tasks of interacting with generative AI using the above mentioned prompts/15.08.2025/18.08.2025/20.08.2025)

Example of AI Response:

"Paragraphs 1 and 2 explore the vital role of hospitality in Azerbaijani culture, showing that guests are deeply valued and always kept in mind, even when they are not physically present. The idea of an "invisible guest" reflects how families shape their homes and everyday routines around the possibility of receiving visitors. For instance, when designing houses, preparing meals, or organizing household spaces, people often think about how they might welcome and care for guests. Paragraph 3 addresses the cultural importance of tea, coffee, and cocoa in Azerbaijan, looking at how these drinks are woven into social life. It highlights that these beverages are not simply consumed for refreshment; they also represent key elements of hospitality, friendship, and a strong sense of community.

This tradition reflects several key cultural values, including generosity, respect for visitors, and strong social relationships. Hospitality is not only a private family practice but also a community activity. Relatives and neighbors often participate in welcoming and hosting guests, which highlights the importance of collective social bonds and mutual support in Azerbaijani society.

In comparison, hospitality practices in some other cultures may be more individual and less structured. For instance, in many Western contexts, visits are usually planned in advance, and guests are not typically expected to arrive unexpectedly. In contrast, Azerbaijani hospitality emphasizes openness and a constant readiness to welcome others at any time, reflecting a cultural norm that values warmth, generosity, and social connection. This openness is also expressed through the tradition of serving tea, coffee, and cocoa, which play an important role in bringing people together and creating a welcoming, sociable atmosphere". (AI generated response)

The findings of this study show that when students worked on translating RO and RWL texts, editing reflections, and contributing to shared writing tasks or forum discussions, they naturally used both Azerbaijani and English. Rather than separating the two languages, they moved between them freely within the same task. Generative AI tools such as ChatGPT and Gemini supported this process by responding well to multilingual input and offering relevant feedback. This helped students feel more confident using both languages and strengthened their ability to make meaning across them.

The findings reveal that the blended translanguaging model, which involves the strategic use of the first language (L1), reduces speaking anxiety, fosters meaning-making, and facilitates more effective oral output in both English and Azerbaijani. As a result, it enhances students' speaking fluency, communicative confidence, and classroom participation. This shows that allowing students to use all their linguistic resources can actually support, rather than hinder, language learning.

At the same time, the study also revealed some challenges. In several classroom moments, AI-generated responses did not fully match students' cultural understanding or included subtle biases. These situations became valuable learning opportunities, showing that AI should not be accepted uncritically. Instead, teacher guidance and classroom discussion were essential in helping students question, interpret, and reflect on AI outputs.

Results and Discussions

The instructor's reflection:

Guided by an exploratory self-study approach (Namjoo et al., 2023), this study addressed three research questions: how self-study methodology can enhance teaching and learning in EFL and AFL contexts; how blended translanguaging and AI tools using RO and RWL modes can be strategically integrated to foster global citizenry; and how the systematic analysis of critical incidents can support the development of AI literacy among instructors and students [14,16]. The findings show that AI tools could handle code-mixed inputs across multiple languages, even though they weren't perfect. While the AI understood queries in different languages, it mostly responded in English. This often happened when students mixed English with other languages, which sometimes made English feel dominant and made fully applying the translanguaging approach a bit tricky. Still, the AI offered helpful paraphrases, explanations, and cultural insights that matched the multilingual prompts. The environment also gave students the freedom to experiment with different language combinations without worrying about making mistakes. As a result, they felt more confident and gained a deeper understanding of how language works in cross-cultural contexts.

In the “Cross-Cultural Views of Social Norms” section of the curriculum, we describe one illustrative critical incident that happened during an exchange activity involving both Azerbaijani (AFL) and English (EFL) students. Students collaborated on assignments and interactional task where they switched between Azerbaijani and English. In a reflective RO and RWL assignment centered on the concepts of “cultural identity” and “social norms” students were free to read only and then to read while listening in whatever combination of languages that they thought best conveyed their thoughts.

When considered collectively, these significant event shows that transferable AI-literacy pedagogy involves more than just knowledge of generative tools or successful prompting techniques. For students to critically engage with how AI mediates interacting across cultures, structured chances to examine algorithmic bias, cultural representation, and discursive authority are crucial. Such flexible classroom activities offer useful entry points across a variety of educational contexts for educators looking to integrate critical AI literacy into language and intercultural curriculum.

The wider pedagogical implication is that educating AI literacy needs to go beyond technical proficiency and involve ongoing reflection on how lived experiences are simplified or abstracted, whose cultural perspectives are regarded as normative, and how AI language choices actively influence intercultural understanding.

Teachers can assist students in gaining the ability to challenge algorithmic authority, assert their own cultural knowledge, and interact morally with AI-mediated intercultural communication by emphasizing these issues.

Finally, incorporating critical AI literacy into language instruction necessitates pedagogical designs that depict AI as a culturally situated system whose representations need to be scrutinized, negotiated, and, when needed, contested rather than as an impartial informant.

The significant occurrence mentioned above demonstrated the necessity for a more thorough examination of algorithmic authority and representation, even while these tasks promoted the use of AI in a practical and reflective manner. As a result, the instructor has realized that critical AI literacy needs to go beyond tool competency and involve ongoing contemplation about which cultures are prioritized, which are simplified, and how AI facilitates cross-cultural communication in learning environments. While this study focused on IT

students, the methodology could easily be adapted for students in other areas, like engineering, business, or the social sciences.

Conclusion

AI technologies are becoming an essential part of education in the digital age, as both teachers and language learners increasingly use them for tasks like creating content, translating, outlining, and brainstorming. This study adds to the growing research on how language instructors develop AI literacy, particularly when AI is used alongside translanguaging practices (Namjoo et al., 2023). The findings show that while AI can support and respond well to translingual texts, it can also introduce subtle biases and misrepresentations. This means that its use needs to be carefully guided, with ongoing adjustments to both teaching approaches and the curriculum.

This study is especially relevant for language instructors who have not yet fully introduced AI into their classrooms. It encourages a balanced approach that is cautious, critical, and open to the possibilities AI offers. It also shows that teachers often discuss AI-based tasks with their students afterward, helping them reflect and build their AI literacy. While AI can be a useful support tool, it cannot replace the teacher's role as a bridge between languages and cultures. Guided discussion and reflection are still necessary to help students recognize cultural assumptions, question biases, and better understand AI-generated content.

Overall, the study highlights that AI is becoming a regular part of language education. However, its effectiveness depends on how it is used. AI can support learning and translanguaging practices, but it cannot replace the teacher. Teachers remain essential in helping students connect language, culture, and meaning, and in encouraging them to think critically about AI.

Looking ahead, more research is needed to understand how critical AI literacy develops over time in different learning contexts. It would be particularly useful to compare how AFL and EFL students use and respond to AI tools. Future studies could also focus on practical ways to combine AI with translanguaging in different classroom contexts. In addition, more attention should be given to how teachers are prepared to use AI and how students learn to critically evaluate AI-generated content.

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Information about the author

R.H. Khalilov – corresponding author, PhD student in pedagogical sciences, teacher of English and Azerbaijani as foreign languages at Odlar Yurdu University, Baku, Republic of Azerbaijan; e-mail: khalilovrashad@mail.ru.