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Faculty of Education
Department of Japanese Language Teaching

Japanese-Turkish-Japanese Proofreading Guidance & Guidance for the Ethical Use of Artificial Intelligence in Japanese Language Learning

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Introduction:

This set of guidance serves the following purposes:

- To address the correction requests of students in the Department of Japanese Language Teaching (JLT) at Çanakkale Onsekiz Mart University. It also aims to guide instructors in carrying out correction actions within the defined ethical and pedagogical framework.
- To provide guidance on the use of artificial intelligence (AI) in the processes of learning and academic production (assignments, reports, presentations, etc.) within the principles of academic integrity.

This text is the first version and will undergo continuous improvements. All statements in this document are advisory in nature. Where necessary, the relevant laws, regulations and directives are legally binding within the framework of the hierarchy of norms.

The term "proofread" in this document is defined as "Checking of written work to correct grammatical errors and improve readability" (Tauginiene et al., 2018). The Coventry University Group Proofreading Guidance 2.0 (11.11.2020) and the University of York Guidance on Proofreading and Editing were utilized in the preparation of this guidance.

In the preparation of the *Guidance for the Ethical Use of Artificial Intelligence in Japanese Language Learning*, this work utilized the recommendations outlined in "ENAI Recommendations on the ethical use of Artificial Intelligence in Education" (Foltýnek et al., 2023), authored by a group members of the Technology and Academic Integrity Working Group within The European Network for Academic Integrity (ENAI).



CC Lisans: *Japonca-Türkçe-Japonca Metin Düzeltme Kılavuzu & Yapay Zekanın Akademik Etik Çerçevesinde Kullanımına İlişkin Tavsiye Metni* © 2023 by Dr. Tolga Özşen is licensed under CC BY-NC 4.0

Proofreading Guide

(文章校正手引き)

In academic life, students, especially those who use a foreign language, often engage proofreading services, particularly when completing assignments. This is a common and understandable practice. However, it is essential to uphold certain legal and ethical norms and boundaries in this process. The primary objective of proofreading is to ensure the preservation of the originality of the text and not to compromise the content created by the student. Therefore, the main responsibility of the proofreader is to identify errors and omissions by providing feedback accordingly. It is then the duty of the student to carry out the necessary correction and editing processes based on the proofreader's feedback.

Types of texts that instructors can proofread:

- a) Activities related to JLT courses within the curriculum (assignments, exams, reports, presentation, *sakubun*, etc.).
- b) Pre-determined extracurricular activities (speech competition manuscripts, composition competition texts, etc.).
- c) Texts related to events to be carried out on behalf of the JLT Department (opening speeches, presentations, department PR activities, introduction texts, JLT webpage texts, etc.).
- d) Texts other than the above (Japan Scholarship application letter, CV, etc.) will only be accepted for proofreading upon the request of students and ultimately with the approval of the JLT Department (relevant instructor).

Definitions:

2.1. *Proofreader* and *Evaluator*: While a proofreader contributes to making the text more readable in general, an evaluator reveals the qualitative and quantitative status of the text in terms of academic criteria.

2.2. *Proofreading* and *Editing*: The proofreader should be aware that their task is only to indicate errors, not rewrite them. "Proofreading" and "editing" are separate concepts. Proofreading is the responsibility of the person indicating the mistakes/errors, while editing should be the responsibility of the student.

Acceptable Ethical Limits in Proofreading:

- a) Errors in kana/kanji usage can be indicated.
- b) Corrections can be made in Kanji usage, mistyping, punctuation, abbreviations, quotations, numbering, referencing, tables, images, footnotes, and attachments.
- c) Grammatical errors, shifts in meaning, and existing flaws in the overall flow can be pointed out. The proofreader does not directly make corrections but can provide guidance on appropriate grammar usage.
- d) Inconsistencies, deficiencies, and errors in academic writing principles and techniques (in-text citation, etc.) can be indicated. Sources showing the rules can be provided to the student.
- e) Errors in tables, charts, visuals, etc., used in academic writing can be indicated. Digital and printed resources on correct usage can be provided to the student.

Situations That May Lead to Ethical Boundary Violation in Proofreading:

The proofreader should:

- a) Not rewrite sentences, paragraphs, or sections of the text.
- b) Not provide concrete solutions to correct existing flaws in the overall flow of the text.
- c) Not add new words, expressions or *Kanjis* to the text without consulting the student.
- ç) Not add a new argument, document, source, or data to the text.

- d) Not make corrections to data sets or definitions mentioned in the text.
- e) Not add their own comments (as a part of the text)
- f) Not make additions, deletions, interpretations, or changes in expression (paraphrasing) that would change the main idea and flow.

Other Considerations in Proofreading:

- a) In the case of outsourcing proofreading services, the student must clearly define the proofreader's information at the end of their work (assignment, report, etc.). If the support is professional (for a specific fee), detailed institutional information should also be provided, and documents for verification (to be shown to the instructor upon request) should be kept ready.
- b) The student should ensure that the individuals they request proofreading from adhere to the limits stated in this guide. If it is determined that the framework emphasized in this document has been violated, there is a possibility that the process may be considered as "contract cheating." In situations where the student is unsure, consulting with the evaluator (instructor) to discuss ways to avoid misconduct is the most prudent method.
- c) The proofreading process is a preliminary process carried out to make the text reader-friendly and improve its quality. It is not directly related to achieving a high grade.

2.5. Issues to Consider in the Assignment Submission Process:

If any proofreading process has been carried out on the work (reports, assignments, etc.), the following steps should be followed during the final submission of the text.

First step: The student prepares a text (raw version).

Second step: The file is subjected to the proofreading process, and the student obtains the version where proofreading processes have taken place (proofread version).

Third step: The student works on the points indicated during proofreading and prepares the final version of the text (revised version).

Fourth step: The student submits the revised version of the text.

Therefore, the file to be submitted to the instructor should include 1) the **raw version** of the assignment, 2) the **proofread version**, 3) the **revised version** of the assignment submitted for evaluation by the student after the final correction and editing. In this way, the evaluator (instructor) can transparently see the correction process in the work (raw version-proofread version- revised version) and carry out the evaluation based on this foundation.

Guidance for the Ethical Use of Artificial Intelligence in Japanese Language Learning

学問的誠実性に基づく人工知能（AI）使用ガイドライン

Applications based on artificial intelligence (AI) are considered acceptable in educational activities and academic production processes when the source, usage processes, intentions, methods, and approvals can be clearly presented. In this context, it is crucial for students to use AI responsibly in their academic activities based on the following principles. The use of undeclared, unannounced or unauthorized AI tools in teaching and learning and academic production (assignments, reports, essays, presentations, etc.) can be defined as Academic misconduct or Questionable practice. Students are advised to be very careful in the use of AI in their activities such as assignments and to be in constant communication with their instructors (evaluators).

In academic/educational production, students should benefit from AI tools in line with the guidance of responsible instructors.

In academic and educational production processes such as assignments, reports, presentations, essays, etc.:

- a) Consultation with the sensei should be the first step.
- b) Care should be taken to only use sources/tools that provide formal support (e.g., correction tools, spelling checkers, thesaurus, etc.) after consultation with the sensei.

It should be remembered that AI tools contribute to the content created by the student within the limits set by themselves. Therefore, they do not represent a shared authorship, and consequently, all responsibility rests with the student in case of violations. The COPE Guidelines for Authorship and AI should be reviewed for authorship considerations.

Information, sources, and outputs provided by AI may not always be accurate. All legal and ethical responsibility for the delivered work (assignment, report, essay, presentation, etc.) lies with the student.

In the case of proofreading by AI tools:

- a) The original version of the text given to AI (raw version)
- b) Prompts given to AI (prompts)
- c) The file created by AI based on the prompts (proofread version), along with the revised/final version should be submitted as an additional file. The proof of steps B and C should also be presented (as a screenshot or screen recording) in the submitted file to the sensei.

AI tools are not entirely reliable sources of information. As a source of information, students should use reliable and scientific sources recommended and directed by *senseis*.

AI tools are primarily language models. Although they seem to be effective in creating texts, they are not yet fully competent in the Japanese language. Students should use AI tools in academic writing with these realities in mind. AI tools can potentially commit violations such as fabrication, falsification, and plagiarism (FFP) in text production. Students are advised to be cautious of these violations in their assignment writing processes.

In summary, students are allowed and encouraged to use AI tools as supporting tools and within ethical boundaries to avoid facing allegations of academic misconduct.