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Information Communication Technology in Teaching English as a Foreign Language

*An Analysis of Teaching Methods in Class
from the Perspective of Journals*

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ICT IN TEACHING

- Definition: Modern didactic audio-visual, computer and online supported digital media technologies, data etc... (Dictionary of pedagogy, 2003)
- ICT as most innovative and engaging didactic components (SITES, 2006) and sociocultural phenomena (Lund, 2004)
- Blacker and Mackie (2008): ICT as multiple identities (economic, political, cultural, educational etc.) and dual natured components
- Bates (2015): ICT for learning by networking; Voogt and Knezek (2008): Innovative digital didactic media that transform teaching-learning systems into ubiquitous learning processes

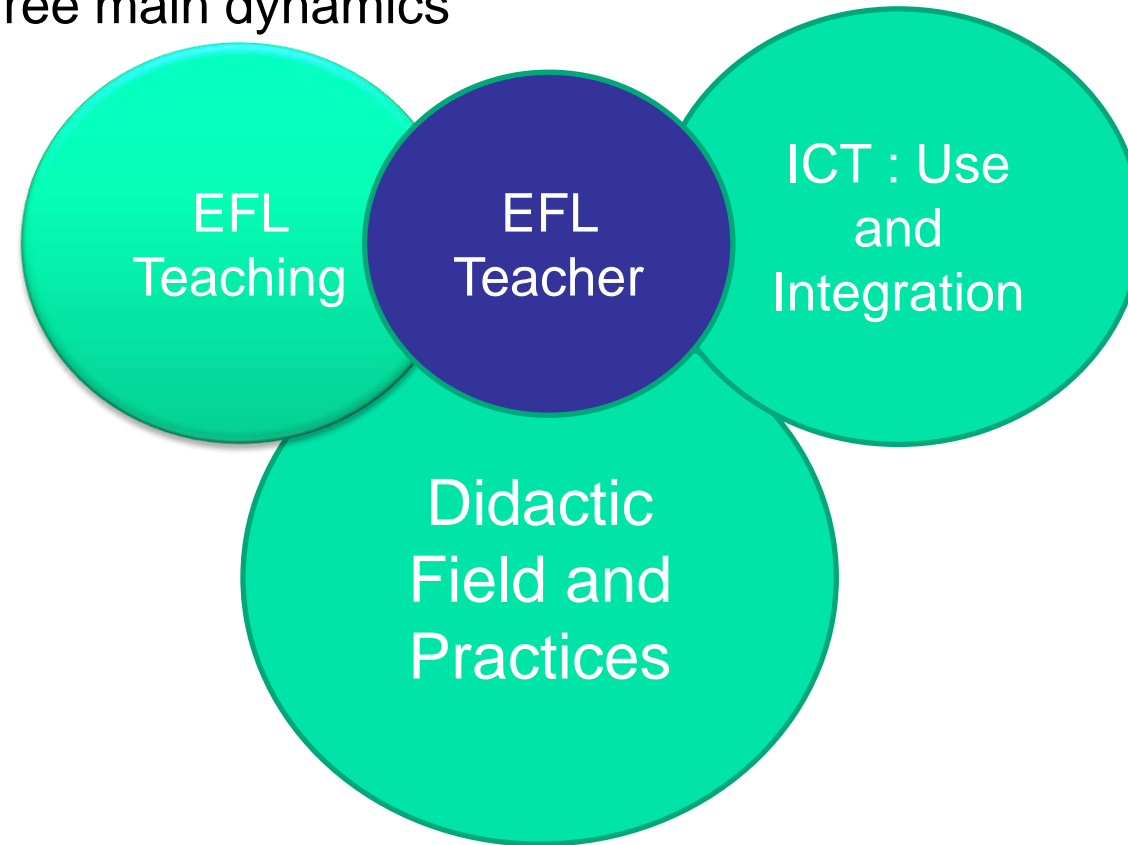


TEACHING EFL

- Teaching EFL designs as a global pedagogy for multilingual global citizens of outer and expanded circles (Murray, 2012)
- Learning goals: (Inter) cultural communicative competence for global citizenship (Byram et al., 2002; Sharifian, 2016; Roth, 2009)
- Learning approaches: communicative, sociocultural /socio-constructive and connective learning theories and approaches to foreign language (Hymes, 1971; Sherifian, 2016; Roth, 2009)
- Teaching methods: Interactive, communicative, ICT supported collaborative, active, experiential learning etc. (García-Pérez et al, 2016; Chitnis, 2017; Kumaravadivelu, 1994).

EFL TEACHER (AS A PRACTITIONER) ON THE INTERFACE

Figure: Lund's interactive framework illustrating EFL teacher as the main subject or practitioner on the interface of three main dynamics



Teacher Knowledge as an Interactive and Integrative Concept

- Both ICT and EFL focused knowledge bases make it evident that technological, pedagogical, content knowledge (TPACK) (Misra & Koehler, 2006) as the main components represent teacher knowledge as an interactive and integrative framework in teaching EFL (Diana, 2015).
- Types of EFL instructions, classroom methods and activities and use of technologies (ICT) to be analyzed as the main components representing teaching methods constituting on different learning approaches in order to capture TPACK in action (Diana, 2015)
- Conceptual framework: the more communicative teaching-learning processes, higher the teachers' TPACK status in action, better the teaching-learning outcomes

Objective and Research Questions

Objective

- To explore and describe how e-versions of the scientific journals represent teaching methods as the indicators of teachers' TPACK in EFL developing with modern ICT.

Research Questions

- Which types of teaching methods and approaches are developing with the use of modern ICT as represented in the e-versions of journals on EFL?
- Can the identified methods and approaches in teaching EFL be understood as positive representation of TPACK in action?



Research Method and Data Sources

- Inductive content analysis method (Elo & Kynga, 2007)

Sources

- e-versions of scientific journals on EFL and ICT: Important information channels of academic significance

Criteria of selection

- The paper could be: review, empirical research or a discussion paper

Selection Criteria and Data Analysis

On content level, the paper had to be:

- Focused on teaching EFL with the use of ICT in school

Preliminary reading for paper selection

- Topic, abstract, key words, and conclusion of each paper published in the selected journals between 2010 and 2016 were read

Data analysis method

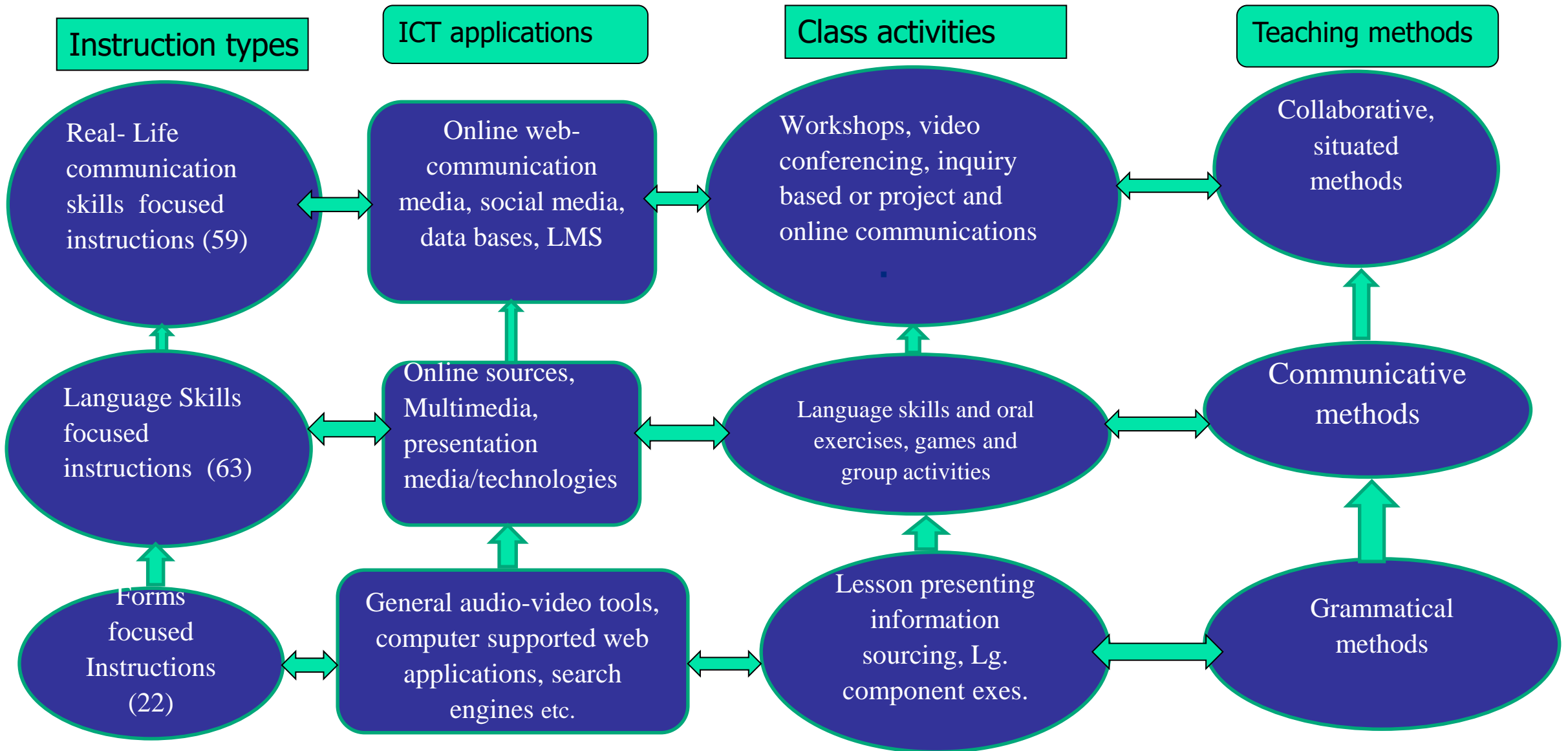
- Directed qualitative analysis: pre-designed analytical codes (Hsieh & Shannon, 2005; Tsai & Wen, 2005 in Chai, Koh, & Tsai, 2013)

Sources (Journals)

SN	Source / Journal	Selected Papers
1	English Language Teaching (Journal)	5
2	The Southeast Asian Journal of English Language Studies (Journal)	2
3	Computer Assisted Language Learning (Journal)	50
4	English Teaching (Forum)	43
5	Language Learning & Technology (Journal)	44
	Total	144



USE OF ICT IN TEACHING EFL: CURRENT RESEARCH FINDINGS (144 EFL research papers)



Discussion on Results

RQ 1: Which types of teaching methods and approaches are developing with the use of modern ICT as represented in the e-versions of journals on EFL?

Most represented Teaching Methods in EFL with ICT:

- CALL, MALL, online or web-based and blended instructions
- Language skills and real life-communication skills focused learning
- Communicative, collaborative, active, experiential learning, situated learning etc. methods

Conclusion: A significant shift in teaching methods (teacher centric to student centric, active and socio-constructive learning teaching methods).



Approaches Innovated in EFL with ICT

And as the instructions as stated above constitute on:

- Communicative (Baker, 2009) sociocultural/socio-constructive approaches to language (Banegas, Lopez-Barrios, Porto, & Soto, 2014)

It is revealed that:

- Use of ICT is associated with communicative, sociocultural (Sharifian 2016) and socio-constructive approaches in teaching EFL (Godwin-Jones, 2015; Kozer, 2010)

Research Conclusion

RQ 2: Can the identified methods and approaches in teaching EFL be understood as positive representation of TPACK in action?

- As communicative, cultural, and socio-constructive approaches result from comprehensively developed teacher skills which the current research approves,
- Albeit with some exceptional cases, it is concluded that TPACK is considerably active with the use of modern ICT in teaching EFL (Baser, Kopcha, & Ozden, 2015)



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Thank you for your attention

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