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ICT APPLICATIONS IN ENGLISH TEACHING: A LITERATURE REVIEW

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ABSTRACT: Language teaching and learning are becoming more sophisticated day by day thanks to application of technological innovations in classroom practice. In recent past, the number of applications of ICT in English teaching and learning have been increased. The researches over English teaching with information and communication technology (ICT) suggest some evidence as to positive effects of the use of information and communication technology (ICT) on students' learning (Mumtaz, 2000). English language teachers have a tendency to use ICT as a tool to practice structural purposes, teaching unknown words, speaking and pronunciation, reading comprehension, writing, listening. The aim of the review is to provide an insight on which ICT applications are used in English teaching in practice and categorize ICT applications in relation to language skills and knowledge such as speaking, writing, listening, pronunciation and vocabulary and to examine effects of ICT applications on student achievement by investigating the literature involving ICT applications in other countries. It was determined that 12 doctoral dissertations and 25 papers, 7 master theses related to ICT applications and English skills and impact on students' achievements in ICT applications of English were included. In this research, the researchers assessed theses and papers including ICT applications in English teaching, impact of ICT on achievement in English lesson and technologies which applied in ICT. To investigate doctoral dissertations, master theses and papers from 2004 to 2016, document review was used. The findings suggested that ICT applications for vocabulary teaching was the most widespread English teachers and researchers used "Mobile Learning" based applications mostly; as to impact of ICT on students' achievement in English teaching, it was found that engagement and facilitate English learning statements were frequently stated between 2004 and 2016.

Key words: English teaching, ICT applications, language skills, educational technology

INTRODUCTION

Educational technology dates back to early sixties. Until the present, new technological innovations have triggered and assisted teaching and learning. The development of educational technologies recently has tended to be mobilized, portable, and personalized. These trends have led to learning forms changing from traditional classroom learning to electronic learning (e-learning), mobile learning (m-learning) or ubiquitous learning (U-learning) (Chen & Chung, 2008, s. 6259). ICT in English teaching decrease teacher-centered instruction, conversely increases student centered instruction. The main purpose of the education is to enable students take part in meaningful learning. To achieve the aim, the students should construct the knowledge by the help of the teachers or the technology.

The technology has a critical role as a partner to enhance students' learning process. That's the teachers get help from information and computer technology to support students by forming meaningful learning environment. In language teaching (ET) with the integration of ICT, language games, text reconstruction, cloze texts, puzzles and reading and writing practice were included in the computer programs (Chen, 2006, p. 20).

To improve four language skills, the integration of ICT in English teaching has been concern for years. With integration of the computer technologies, the way of English teaching has been differentiated recently. English teacher has been using ICT applications to improve English level of students and facilitate English learning by

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providing opportunities with retention and removing time and place problem because students practice everywhere and whenever. For successful English teaching, English teacher (EFL) should be eclectic and not strict. To overcome learning problems thanks to ICT which enables students study at their own pace via different activities. Karaca (2007, s. 8) reported Ahmad and others' opinions about English teaching as like this: "Language teaching tends in practice to be eclectic: there are languages not only exceptionally many paths and educational means for arriving at a given educational goal, but there are also very many types of educational materials which can be used to achieve that goal". To be eclectic and richen learning environment, and draw attention of the students, the numerousness ICT applications have been utilized by the EFL teachers to richen students' English skills reading, writing, speaking and listening.

These applications affected English instruction. To illustrate; Dinçer (2014) used social media site "Facebook" to investigate its effect on vocabulary learning. The result of the study suggested the social media had a favorable impact on vocabulary acquisition. The result of the study suggested the social media had a favorable impact on vocabulary acquisition. Dalton (2016) conducted a study for investigating three dimension virtual environment which based on practice for meaningful and authentic language use. Chen and Chang (2011) utilized augmented reality (AR) technology to apply an AR-learning system for English vocabulary learning. The researchers stated that AR-learning system was a potential learning tool for learners. The 3D virtual object had a critical role to draw attraction of the students and for enhancing learning effectiveness. On reviewing literature, M-learning, computer-based technologies, Web, AR (Augmented Reality), Video based technologies and Social media like facebook, twitter and e-mail have been used mostly for ICT applications in English teaching.

In literature review, it is notable that ICT in English teaching improves collaborative learning and student-centered learning and increases students' self-regulation and help teachers make students' learning easier. In literature review, it is notable that ICT in English teaching improve collaborative learning and student-centered learning and increase students' self-regulation and help teachers make students' learning easier.

The study aims at reviewing the literature on ICT applications and form a framework into applications used for English language skills, applied technologies and their common findings, in other words, keywords researchers offered in the end of their studies about the impact of ICT on English teaching. The research questions to guide the study were developed from an initial review of the literature. The review of related literature focuses on three major topics:

1. What is the distribution of types of technologies used in the teaching of specific language skills and areas?
2. What is the distribution of English language skills (writing, speaking, listening...etc.) used in ICT applications?
3. Which keywords are stated commonly in studies impact of applications of ICT on students' achievement?

METHODS

To investigate theses and papers from 2004 to 2016, document review was implemented. Papers and theses were researched from 'ProQuest' and "Some journals on language and technology" by using key words "ICT", "ICT and English teaching", "EFL and Technology", "ICT and English teachers".

Table 1. The Distribution of Sources

	f	%
Doctoral dissertation	12	% 27
Master Theses	7	% 16
Papers	25	% 57

All the sources searched and reached were filtered then some of them were eliminated, in conclusion, 25 papers and 12 doctoral dissertations and 7 master theses published between 2004 and 2016 were determined for the review.

Data Analysis

To analyze the data, SPSS 18 was used for frequency and mean of the items revealed in questions of the study. For the data analysis, descriptive statistical analysis was applied for frequency and mean of collected sources.

RESULTS and FINDINGS

The results include "Language Skills", "Kind of ICT" and "Common effects of ICT applications on students' achievement and attitudes in English teaching. For distribution of types of technologies used in the teaching of specific language skills and areas, When the frequency was viewed, it was seen that m-learning % 31,25 (f=8), wap site %6,25 (f=1), AR 18,75 (f=5), Web % 12,5 (f=3), Cmc Technologies % 12,5 (f=2) and Call %6,25 (f= 1),

video based %6,25 ($f=1$) and VR %6,25 ($f=1$). For the last decade, Mobile learning and AR was utilized in design of ICT applications mostly, conversely; Wap, Video based and VR was used at least. For the distribution of English language skills (writing, speaking, listening...etc.) used in ICT applications, Listening % 20, Speaking % 15, Writing % 15, Reading % 5 and Pronunciation % 5 is the distribution of ICT applications for over 10 years. Of the most widespread is vocabulary “Word teaching process” with % 40. Pronunciation and Reading skills were performed just once ($f=1$) in the literature reviewed by researchers. The frequency of writing and speaking is 3 ($f=3$). Listening ($f=4$) and vocabulary ($f=8$). As to keywords stated commonly in studies impact of applications of ICT on students’ achievement, the findings indicate that the most influential outcome is make English learning easier with % 26. The frequency of “Facilitate learning” is 8. “Interaction” is %10 ($f=3$); “Motivation %20 ($f=5$), “Thinking skills” %13 ($f=4$), “Engagement” %20, ($f=6$), “Attention” % 10 ($f=3$).

CONCLUSION

In the study, the aim was to review ICT applications used in English teaching by examining theses and papers from 2005 to 2016. A number of sources were reviewed and technologies applied in English teaching were categorized and distribution of technologies was shown with percentage. The other aim was to investigate distribution of English skills in ICT applications. It was understood that vocabulary teaching in ICT applications was the most widespread. Karaca (2007, p. 35) stated vocabulary knowledge is an indispensable part of language learning, vocabulary can be a useful supplementary aid for language learning. For the first question, the findings show that m-learning is the most significant technological applications performed by EFL teachers for the last decade. When the literature was viewed for getting information on impact of ICT on students’ achievement in English teaching, it was found that engagement and facilitate English learning statements were frequently stated. It is clear that the use of ICT by EFL teachers in English teaching is increasing year by year.

RECOMMENDATIONS

The number of the studies can be expanded by including more theses and papers to review the literature. The studies can be categorized according to different variables such as level of students’ level and their grades.

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