RESEARCH PROPOSAL

**INNOVATIVE USES OF TECHNOLOGY IN EDUCATION**

**Bilal Can TULUN**

13.04.2015

IDE 1022 Research Writing in ELT

Submitted to

Yrd. Doç. Dr. Elif Demirel

**Abstract**

The children of today grow up having information and technologies as essential and natural parts of their daily life. As they grow, they are expected to become active and self-directed members in their own environment. Technology creates versatile possibilities for the acquisition and creation of information, and for communication and interaction with other people. Because of that, English teachers should look for simple, enthusiastic and learner friendly ways to simplify teaching while drawing the attention of their learners who are expecting specific target achievements. Computer and technology assisted language learning and application of technology can assist both teachers and learners to provide attractive and stimulating atmosphere to learn skill and techniques. The aim of this paper is to study on the adoption of technology in English classes for English language learners.

**Introduction**

The main purpose of the study was to address the large question of "Why don’t we use technology-assisted education, when we are given technologic devices?" Specifically, I am interested in understanding the conditions under which technology innovation can take place in classrooms. Today's world, technology-based education has become the key issue in schools today and has a significant influence on current education. ''The findings reveal that although EFL instructors utilize the Internet densely and with a positive perception in their teaching, the quality of that utilization varies and needs to be improved via professional development programs for Internet-assisted language instruction.'' (Celik, 2013, p.468) ''One of the main benefits of including literature and technology in the EFL/ESL class is their cultural input, since literature and technology are a mirror of culture and can thus acquaint students with the aesthetic, moral, and spiritual values of their culture and the global culture.'' (Soliman, 2012, p.27) '' In contrast to much of the existing research, the participants felt generally confident about their level of skill in applying these resources, and they found digital tools to be motivating and to improve student's attitudes toward language learning, as well as increasing their proficiency.'' (Celik and Aytın, 2014, p.1) ''Significant critiques related to how computer technology, television and the Internet have invaded individuals' lives seem to be growing.'' (Baurlein, 2009, p.55)

**Literature Review**

Celik set out to determine Turkish university level EFL instructors' perceptions and perspectives on the use of the Internet for pedagogical purposes. Celik investigates these three question: What resources do instructors use for IALT? What do instructors see as the advantages and disadvantages of IALT? How do they rate their own knowledge of IALT for language learning? In his method, he investigates the problems that implementing technology into language learning.

It is useful, as it contains perceptions and perspectives of instructors about the use of Internet for pedagogical purposes.

Celik and Aytın declares 6 elementary and high school teachers in contrast to much of the existing research, they felt generally confident about their level of skill in applying these resources, as well as they found digital tools to be motivating and to improve students' attitudes toward language learning, as well as increasing their proficiency. Celik and Aytın investigates these questions: How do Turkish ELF teachers perceive the use of technology in second language instruction? How does the ELT curriculum provide for the use of technology? How do English language teachers view the availability of digital resources? What are their perceptions concerning their own level of digital literacy? In their method, the large-scale project involved an research of the participants' experiences with respect to the use of technology in the classroom. Their results revealed that the participants felt confident about their level of skill.

It is useful, as it contains the participants' opinions toward digital tools from different point of views.

Deerajviset and Harbon says that e-learning has become the key issue in universities today and has a significant influence on current education. Deerajviset and Harbon investigate the following questions: What is the response of lecturers to the adoption of e-learning in ELF? What are reported barriers for the uptake of e-learning in ELF? In their study, questionnaires and interviews were used for data collection, so as to explain the multiple facets of the cases. Their findings show that lecturers had positive attitudes.

It is useful, as it contains the place of technology in learning in universities.

Guerrero states that results from this study shed some light on the importance of offering access to technology to students before they advance to higher education that support video-gaming practices in the classroom. Guerrero investigates the following questions: What are students' perceptions of using GTA SA in English class? How can GTA SA be adapted to serve the purpose of learning English? According to Burns (1999), this study qualifies as an action research study in that it was locally conducted and was small-scale. Guerrero observed that students spent a significant amount of time familiarizing themselves with the game controls, the game context, and most important, developing the activities assigned by teacher.

It is useful, as it contains the importance of offering access to technology, advance to higher education that support video-gaming practices in the classroom.

Soliman says that one of the main benefits of including literature and technology in the EFL/ESL class is their cultural input, since literature and technology are a mirror of culture and can thus acquaint students with the aesthetic, moral, and spiritual values of their culture and the global culture.

It is useful, as it contains the benefits of literature and technology together in EFL/ESL class.

**Methods**

Celik's study explores how tertiary level EFL instructors perceive and make use of Internet technologies to enhance learning in their English class and investigates the issues and problems that they face while implementing technology into the language curriculum

Celik and Aytın's study carried out under the aegis of a larger-scale grant project conducted by the first researcher concerning use of digital technology in ELT instruction. The large-scale project involved an investigation of the participants' experiences and intentions with respect to the use of digital teaching tools in the classroom.

In Deerajviset and Harbon's study, questionnaires and interviews were used for data collection, in order to explain the multiple facets of the cases. The database is part of a larger study which fully examined the government e-learning policies, as well as the responses of students and lecturers concerning e-learning in Thai EFL higher education. Ethics approval was obtained before conducting the study.

In Guerrero's study, he says that according to Burns (1999), this study qualifies as an action research study in that it was locally conducted and was small-scale. Further this study originated from the local needs of engaging students in learning English despite the challenging conditions they must face when attending classes.

**Research Questions**

Celik asks the following questions:

The first research question of this study aimed to clarify the sort of Internet technologies utilized by the instructors to improve their teaching. Another notable outcome which came out as a result of the second research question was that in terms of utilizing the Internet for teaching basic language skills, receptive language skills were checked more than productive skills. The last research question aimed to identify how respondents evaluate their use of Internet technologies from a pedagogic view.

What resources do instructors use for Internet-assisted language teaching, and which language competences are they targeting?

What do instructors see as the advantages and disadvantages of IALT in their own contexts?

How do they rate their own knowledge of affordances of IALT for language learning?

Celik and Aytın ask the following questions:

How do Turkish EFL Teachers perceive the use of digital technologies in foreign language instruction?

In their eyes, how does the English language teaching curriculum provide for the use of technological tools?

How do English language teachers view the availability of digital instructional resources?

What are their perceptions concerning their own level of digital literacy; i.e., do they feel that they have the level of confidence and competence needed to effectively apply digital learning tools in their teaching and to instruct learners in their use?

Deerajviset and Harbon ask the following questions:

What is the response of lecturers to the adoption of e-learning in Thai EFL higher education?

What are the reported barriers for the uptake of e-learning in Thai EFL higher education?

Guerrero asks the following questions in his article:

What are students' perceptions of using GTA San Andreas in English class as a tool for instruction?

How can GTA San Andreas be adapted to serve the purpose of learning English?

**Results**

Celik revealed that background information from the first section of the questionnaire showed that more than half of respondents (52%) used the Internet several times per week, while a further 24.7% went online once a week, with only 7.4% of teachers using the Internet once a year or never.

Celik and Aytın revealed that the results of the interviews are presented here according to the categories outlined above. In order to preserve the anonymity of the teachers, they are referenced as Participant 1, Participant 2, and so on.

Guerrero revealed that during the first sessions of class, it was observed that students spent a significant amount of time familiarizing themselves with the game controls, the game context, and most important, developing the activities assigned by the teacher. At various instances, the teacher suggested using two screens while playing, one screen for reference and the other for game use. The main idea of this work organization patterns was to motivate students to instantly clarify and doubts or questions they had as explored GTA SA.

**References**

Celik, S. (2013). Internet-assisted technologies for English language teaching in Turkish universities. *26*(5), 468-483.

Celik, S., & Aytın, K. (2014). Teachers’ Views on Digital Educational Tools in English Language Learning: Benefits and Challenges in the Turkish Context. *TESL-‐EJ,* *18*(2), 1-18.

Deerajviset, P., & Harbon, L. (2014). E-learning in EFL education in Thailand’s higher education: The role for lecturers making it work. *9*, 37-63.

Guerrero, H. (2011). Using Video Game-Based Instruction in an EFL Program: Understanding thePower of Video Games in Education. *Colombian Applied Linguistics Journal,* *13*(1), 54-70.

Soliman, N. (2012). Integrating Literature and Technology in EFL/ESL Contexts. *TESOL Arabia Perspectives,* *19*(2), 27-30.