A TECHNOLOGY-ORIENTED META-ANALYSIS OF LANGUAGE CONFERENCE PROCEEDINGS

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Abstract

This study aims to see the emergence and existence of technology related issues and topics in the recent conference programs of three different English language-teaching associations. This descriptive study utilizes qualitative meta-analysis of convention programs of IATEFL, TESOL and INGED. Not only the use of Information and Communication (ICT) tools but also their role in the Continuous Professional Development (CPD) of teachers is analyzed. As for the CPD, main themes emerged can be listed as: attitude towards technology, motivation, self-confidence, teacher identity and resistance. The change in years can be traced in terms of frequency and role of ICT tools in language education. The findings coincide with the consequences of booming trend in technology integration to the pedagogy.

Keywords*: ICT, language conferences, CPD*

Dil Eğitimine İlişkin Konferans Bildirilerinin Teknoloji Odaklı Meta Analizi

Öz

Bu çalışma dil eğitiminde teknolojinin kullanımıyla ilgili üç farklı organizasyonun (IATEFL, TESOL ve INGED) düzenlediği konferansların bildirilerinin incelenmesini amaçlamaktadır. Bilgi ve iletişim teknolojilerinin (BİT) kullanımının sürekli mesleki gelişime (SMG) olumlu katkıları olduğu görülmüştür.

Anahtar Kelimeler: *BİT, dil eğitimi konferansları, SM.*

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Introduction

The growing awareness of the potential of information and communication technology (ICT) in the area of language education programs entailed an expansion of research into its use and effectiveness. As with the use of technology in language classrooms, foreign and second language (L2) classrooms have been modified into the technology-enhanced L2 classrooms. As a result, notions such as the application of technological tools as well as learners and teachers' ICT related attitudes, beliefs, and self-efficacy gained dramatic importance. Without any doubt, the quality of a course is to a high degree determined by the teacher qualifications. In other words, the teacher changes the traditional language classroom into the one that is technologically enhanced. However, technically enhanced language classrooms require teacher roles different from the traditional one, so pedagogical training in the form of continuous professional development (CPD) needs emphasis (Hampel & Stickler, 2005; Stickler & Hampel, 2007; Kessler, 2007).

Background of the Study

The aim of this study is to explore how technology related issues are addressed in the English language teaching conference programs. A content analysis of convention programs of IATEFL (International Association of Teachers of English as a Foreign Language) for the European and global perspective, TESOL (Teachers of English to Speakers of Other Languages) for the American and global perspective and INGED (English Language Teachers' Association in Turkey) for the Turkish and International perspective was conducted. It should be kept in mind that the data here reflect the written form of the sessions independent from what happened in the actual sessions.

The distribution of topics for the last decade and comparison of conference sessions with a focus on technology related issues outline the prevalent themes in language teaching. Thereby, the study justifies an apparent dramatic and multi-directional increase in technology related topics and specifically suggests future, potential researchers and presenters some paths. The underlying rationale of this study is similar to that of Hew, Kale and Kim (2007: 270) that aimed "to help make sense of the IT field by examining and classifying IT research" by analyzing the journals. Notwithstanding, this study is limited to three language conferences, their ICT related sessions linked to CPD and the teachers. In a similar fashion, Hubbard and Siskin (2004) examined four CALL (Computer Assisted Language Learning) conferences in 2002 according to uses of tutor and tool. Echoing Hong (2010), a great deal of significance was attached to teachers and their professional development perceived as the key agents in the CALL integration success.

The connection between the use of technology and continuous professional development (CPD) was intensively addressed in studies with complementary and parallel results (Cachia, Ferrari, Ala-Mutka &Punie , 2010; Kemp, 2002; Lawless & Pellegrino, 2007; Skoretz, 2011;Windschitl & Sahl, 2002). Initially, Skoretz (2011) emphasized the significance of professional development programs related to technology integration;

correspondingly, Cachia et al. (2010) reported the positive impact of ICT teacher training on teachers' use of new technologies. The study by Lawless and Pellegrino (2007: 594) stated "the movement of the field away from quick-in-and-out workshops for technology integration would support the notion that the best professional development activities are spread out over time with opportunities for follow-up learning and feedback". In the same vein, Kemp (2002) noted the significance of ongoing training and assistance for teachers while they are using contemporary methods entailing extensive use of technologies. Additionally, Windschitl and Sahl (2002) examined teachers' beliefs on the use of technology and the authors came to the conclusion that professional development opportunities enriched by subject-specific conversations and consistent work time with colleagues may have a significant role in the increasing technology use of teachers.

On the other hand, an inclusive framework is missing in a single research as the studies purely focused on one aspect of the issue such as affective factors (Pinner, 2012; Hong, 2010; Kessler, 2007; Albirini, 2006), web 2.0 tools (Hashemi & Najafi, 2011; Georgescu, 2010) and so forth. In the light of this claim, the present paper aimed to focus on the above-mentioned connection by examining three ELT conference proceedings. To that end, the following research questions were formulated:

1. What is the distribution of technology-oriented topics in the three ELT conferences (IATEFL, INGED & TESOL)?
2. What are the similarities and differences among these three conferences with respect to the distribution of:
   a. Technology-oriented CPU topics?
   b. Topics related to teachers' ICT use?

Method

This research has followed the guidelines of qualitative meta-analysis approach (Paterson, Thorne, Canam & Jillings, 2001) to review and analyze the three ELT conference proceedings. In line with the Classic or Glassian Meta-Analysis as discussed by Shachar (2008) basically steps followed were: question definition, study collection, coding and analyzing the data. It was as well, applied in the study by Stall-Meadows (1998) to analyze qualitative case study dissertations and by Chen and Turner (n.d.) to examine web-based distance learning in higher education. In this study, data were selected according to the its accessibility; thus, the proceedings covering the years of 2002- 2011 for IATEFL and 2004-2011 for TESOL and 2006-2011 for INGED were collected through email correspondence with the organizing committee of the conventions.

Following the grounded theory (Glaser, 2002) and principles of the content analysis (Cohen, Manion & Morrison, 2007), the initial data were organized, coded and categorized by the researchers first individually and then in cooperation followed by the inter-coder reliability procedure. Like Lombard, Snyder-Duch and Bracken (2002: 589) stated

intercoder reliability is an essential component of the content analysis procedure helping to evenly distribute the coding work among researchers as well. The manifest content (ibid.) here displays .92 percent agreement. For coding, the steps followed were: open, axial and selective coding. Initially, the raw data that is the conference programs found either in a single pdf file as in the case of TESOL convention programs or several Microsoft word documents prepared separately for each day. The files were first unified and a single document for each conference was formed. Afterwards, during the axial coding process, new files were created as the basis of study by choosing the technology related sessions and copying them. In the selective coding, the abridged programs centering on technology were presented in tables by categorizing the themes.

Categorization of some overlapping topics has led the researchers to consult a third researcher for accuracy and reliability purposes. For instance, e-learning and e-teaching have been merged as *e-education* upon the third researcher's suggestion. The second analysis of the data was an ongoing process yet to continue after the tables were formed coinciding with basis of grounded theory enunciated by Strauss and Corbin (1994:273) as "continuous interplay between analysis and data collection". The paper is organized in two parts: In the first part, the focus is solely be on the language teachers' educational use of ICT, and the second part analyzes language teachers' CPD with regards to ICT tools.

Findings

The most pervasive ELT topics in the conferences vary to a great extent. To sequence the most recurrently presented ones for TESOL, CALL is the leading one followed by writing skills and teacher education. Pronunciation and reading respectively come after writing skills based on the frequency of occurrence. As an additional note, professional leadership stands as a popular topic in TESOL unlike other conferences. Moreover, assessment precedes IEP (Intensive English Program) and ESP (English for Specific Purposes), and adult education. IATEFL topic count reveals that writing, grammar, vocabulary and reading have the most attention while phonology the least. Lastly, INGED places reading, vocabulary, writing and speaking as the first four topics in the frequency list. What's more, young learners and learner autonomy follow sessions on teacher education. As a final point, grammar was found to be the least presented topic after motivation, assessment and culture.

Table 1: *Chronological Distribution of INGED Conference Topics (2006-2010)*

Keywords	2006	2007	2008	2009	2010	Total
CALL	-	-	2	2	1	5
Internet	-	2	1	-	1	4
Computers	-	-	1	1	1	3
Web 2.0	-	-	-	1	1	2
Websites	-	-	1	-	1	2
Online	-	1	-	-	1	2
Multi-Media (eg. DVD)	2	-	-	-	-	2
C-based peer feedback	-	-	-	1	-	1
Websource	-	-	1	-	-	1
Assessment (E-portfolio)	-	-	1	-	-	1
Moodle	-	-	1	-	-	1
E-mail	-	-	1	-	-	1
Powerpoint Slides	-	1	-	-	-	1
E-worksheets	-	1	-	-	-	1
Podcasts	1	-	-	-	-	1
Total	3	5	9	5	6	28

Since 2008, *CALL* (n=5) has become the umbrella term to cover ICT sessions. The general view of the list shows a similar tendency; after 2008 the distribution of ICT topics have boosted. Nevertheless, there is not a single topic that consistently appeared in all years examined (2006-2010). Most of the topics (*multimedia, websource, powerpoint slides, e-worksheets*) seem to be associated with using computers and the Internet as a resource for language education.

With respect to the advancements in technology, the terminology of INGED conference organization and content reflect the situation; such as naming CALL workshops as *e-workshops* lasting 60 minutes and moving them to the computer labs in 2010. In the subsequent year the scope broadened to *e-sessions* including theoretical, practical and hands-on sessions as well as e-workshops.

Table 2: *Chronological Distribution of TESOL Convention Topics (2004-2011)*

Keywords	2004	2005	2006	2007	2008	2009	2010	2011	Total
Online	33	37	52	36	36	13	65	27	263
Computer	24	22	48	20	18	9	12	5	158
Website	17	15	18	10	11	8	8	2	89
Blog	-	3	8	9	7	14	16	6	63
Web 2.0	-	-	-	-	-	17	13	8	38
Wiki	-	-	1	1	6	11	7	7	33
Blended learning	3	-	3	2	3	5	4	3	23
E-learning	-	2	1	2	1	-	11	2	19
Email	1	3	2	3	3	1	1	3	15
Chat	2	-	2	1	-	2	-	-	7
WebQuests	2	1	-	2	1	-	-	1	7
Mobile learning	-	1	1	1	-	1	-	-	4
ICT	-	-	-	-	-	-	3	-	3
Twitter	-	-	-	-	-	-	3	-	3
E-assessment	2	-	-	-	-	-	-	-	2
E-feedback	1	-	-	-	-	-	-	1	2
Total	85	84	136	87	86	81	143	65	729

As seen above (Table 2), *online* is placed at the top in the list, mostly used in combination with words such as online research/conferencing/teacher education/teaching materials/classroom (TESOL 2004) and online teacher training/testing/ courses/tools (TESOL 2011). The frequency of *Computer* and *website* use is followed by *blogs*, *Web 2.0* and *wiki* that are hyponymic. Next, new forms of learning (*e- and blended*) can be seen. *Email, chat* and *WebQuests* (a Web 2.0 tool) have been used since 2004 with varying degrees. Close to the end of the list, *mobile learning* appears as a different and new form of learning.

Web 2.0 tools, namely blogs, wiki and WebQuests are recurrently seen after 2006; while the term *Web 2.0* first appeared in 2009. It is interesting to note that *online, computer, website* and *e-mail* have been in all conference programs (2004-2011). Besides, only in 2010 *Twitter* was a topic of three sessions. The importance attached to technology is obvious in that TESOL 2011 titled *Examining the "E" in TESOL* with numerous sessions on ICT. Furthermore, 2010 peaked (n=143) ICT sessions according to the selected topics list above.

Table 3: *Chronological Distribution of IATEFL Conference Topics (2002-2011)*

Keywords	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	Total
Online	4	9	13	12	17	18	14	14	41	39	181
Internet	4	8	5	7	3	8	5	6	7	12	65
Computer	4	7	9	3	8	2	8	3	6	5	53
Digital	-	3	-	4	5	4	3	9	4	15	47
Video	3	1	3	-	3	5	1	8	3	11	38
ICT	1	3	3	4	4	5	4	5	3	3	35
IWB	-	-	1	1	7	2	9	2	4	5	31
CD-ROM	3	1	6	5	3	5	5	2	-	-	30
E-learning	-	3	1	6	-	1	2	1	7	5	26
Blog	-	-	-	-	-	2	4	2	1	10	19
E-mail	1	1	7	2	1	1	1	1	-	3	18
Distance learning	2	3	1	2	3	1	4	-	1	-	17
Website	2	1	6	-	1	5	1	-	1	-	17
VLE	-	-	1	2	1	2	2	4	4	-	16
Virtual world	1	1	2	-	-	2	-	1	4	1	12
Moodle	-	-	-	-	1	3	1	1	1	4	11
Web 2.0	-	-	-	-	-	-	1	1	4	5	11
Mobile learning	-	1	-	-	-	1	-	-	-	9	11
Podcast	-	-	-	-	-	2	3	1	4	-	10
Twitter	-	-	-	-	-	-	-	-	4	2	6
Wiki	-	-	-	-	2	-	-	-	-	3	5
E-materials	-	-	1	-	-	2	-	-	1	-	4
E-assignment	-	-	-	-	-	-	2	-	-	-	2
Total	25	42	59	48	59	69	70	61	100	132	665

Table 4: *Occurrences of CPD Presentations in Three ELT Conferences*

Categories	Sessions
Attitude towards technology	IATEFL (2002, 2005, 2006, 2010), TESOL (2004, 2005, 2006, 2009, 2010)
	IATEFL (2002, 2003, 2011), TESOL (2005, 2006, 2009, 2010)
Motivation	IATEFL (2005), TESOL (2004, 2006, 2008, 2009, 2010)
Self-confidence	IATEFL (2007, 2010, 2011), TESOL (2005, 2009, 2010)
Teacher identity	IATEFL (2004), TESOL (2006)
Teacher resistance	IATEFL (2007, 2008, 2009, 2010, 2011), INGED (2006, 2008, 2009,
Web 2.0 tools use	2010, 2011) TESOL (2008, 2010, 2011)
	IATEFL (2002-2011), INGED (2006, 2007, 2008, 2009, 2011),
Language skills	TESOL (2004-2011)
E- learning& teaching	IATEFL (2002, 2003, 2004, 2006, 2007, 2008, 2009, 2010, 2011), INGED (2006, 2007, 2008, 2009, 2010, 2011), TESOL (2004, 2005, 2007, 2008, 2010, 2011)
Assessment	IATEFL (2003, 2008, 2009, 2010, 2011), INGED (2008, 2009), TESOL (2004-2011)

The keywords *online, Internet* and *ICT* have appeared in all conferences since 2002. The peak for *online* (n=41) and *Internet* (n=12) are 2010 and 2011 respectively. Additionally, *mobile learning* increased sharply in 2011 with nine appearances.

Principally, the use of Web 2.0 tools are substantially scrutinized in INGED conferences, using podcasts in an ELT environment (INGED 2006), classroom practices enriched with Moodle (INGED 2008), making use of blogs in literature classes (INGED 2009), preparing projects via Skype (INGED 2010) and Second Life in language learning (INGED 2011 and 2009) are among the ICT topics.

With regard to language skills, writing can be seen as the topmost skill (INGED 2007, 2008, 2009); while, listening (INGED 2008) and four skills (INGED 2008) were reported. Notably, there is no specific session for speaking and grammar referring to ICT. As for the writing, issues such as academic writing (INGED 2008, 2009), peer feedback (INGED 2009), and guided writing (INGED 2007) are among the topics. Besides, using internet resources and ICT are the sessions related to listening (INGED 2008). Some are online professional development (INGED 2007), internet as a resource for listening (INGED 2008), internet treasure hunt activities (INGED 2010), e-learning tool to teach vocabulary (INGED 2011). As may be seen in the table above, INGED conferences have not concentrated on assessment; so to say, single sessions on e-portfolio (INGED 2008) and testing (INGED 2009) have been reported.

In IATEFL conferences, affective factors concerning technology have been examined as a first step. To name a few, how to help teachers to overcome their fears of technology (IATEFL 2002), students' attitudes towards learning British culture via the internet

(IATEFL 2005), teachers' attitudes towards CALL (IATEFL 2006), and teacher attitudes towards technology-enriched learning (IATEFL 2010). With respect to motivation, use of digital videos to motivate students (IATEFL 2002), teacher motivation regarding use of technology (IATEFL 2003) and students' motivation in online distance course (IATEFL 2011) are reported. Self-confidence was examined in a study about developing teacher confidence for technology-enhanced language learning (IATEFL 2005). In addition, teacher and student identity took place in many IATEFL papers: Developing teacher identity through reflectivity (IATEFL 2007), the effect of ICT on students' identity (IATEFL 2010), and the impact of CALL on teachers' academic identity (IATEFL 2011).

Use of web 2.0 tools were intensely examined in IATEFL conferences, so use of web 2.0 tools can be grouped as web 2.0 tools for learners, for teacher professional development and for developing projects. Regarding the use of web 2.0 tools for learners, studies such as making podcasts with EFL students (IATEFL 2007), setting up blog to use in class (IATFEL 2009), twitter for learners (IATEFL 2010) and using a class wiki (IATEFL 2011) can be noted. As for the teacher professional development, training to teach in Second Life (IATEFL 2009), Twitter for professional development (IATEFL 2010), blogging for English teachers (IATEFL 2011) are some of the sessions. The last group is concerned with using web 2.0 tools for projects, some of the examples are as follows: Blog-based project for writing (IATEFL 2008), elementary podcast project (IATEFL 2009), podcasts and wikis for collaborative student project (IATEFL 2010) and Twitter project (IATEFL 2011).

When the skills are examined in detail, it can be seen that writing is the most concerned skill regarding technology (IATEFL 2002-2011). By contrast, reading (IATEFL 2006, 2009, 2010, 2011) and grammar (IATEFL 2002, 2003, 2007, 2010) are the least concerned skills in all the conferences. Interestingly, sessions examining speaking are considerably increased in years 2010 and 2011; and as noted later in this paper, speaking is the second common skill after writing only in IATEFL 2011.

In regard to writing skills, sessions such as web 2.0 tools for writing (web-based projects for writing-IATEFL 2002, blog-based projects- IATEFL 2008; blogs for peer revision-IATEFL 2011; wikis for writing-IATEFL 2009-2011; Facebook as a writing medium-IATEFL 2010), computer-based writing (writing activities using students' computer skills-IATEFL 2004; using CALL for writing-IATEFL 2008; computer-based writing-IATEFL 2009) assessment (using e-rater for writing assessment-IATEFL 2003; online writing assessment tool-IATEFL 2005; online portfolio-IATEFL 2010-2011), online mediums for writing (developing writing in a hybrid language learning environment-IATEFL 2006; online dictionaries for writing-IATEFL 2008; online peer review for writing-IATEFL 2010; online writing in blended English courses-IATEFL 2011) can be noted.

Speaking and listening skills are the second frequently observed skills in total subsequent to writing. Some sessions concerning speaking skills with technology can

be grouped as online tools for speaking (Skype for speaking practice-IATEFL 2007; using podcasts to develop speaking and listening-IATEFL 2009; audacity for practicing speaking-IATEFL 2011) offline tools for speaking (spoken performance on computers-IATEFL 2003; using CMC to enhance speaking (IATEFL 2008), for speaking instruction (IATEFL 2011) and its effectiveness to develop oral competence (IATEFL 2005); using DVD materials to develop speaking-IATEFL 2010).

As long as listening is concerned, tools such as podcasts (IATEFL 2007-2008), Moodle (IATEFL 2009), Audacity (IATEFL 2011), You Tube online videos (IATEFL 2011) are noticed. In addition, reading is mostly examined in combination with writing; so to say, computer games to increase reading and writing (IATEFL 2009); online book reviewing to develop reading and writing (IATEFL 2006). As for the vocabulary development, using computers (IATEFL 2002), using WORDREADY (IATEFL 2006-2009), wikis (IATEFL 2006), and computer games (IATEFL 2010) are noted. Last of all, using internet chat room to teach grammar and writing (IATEFL 2002), online grammar course (IATEFL 2003) and CD-ROMs for grammar and pronunciation (IATEFL 2007) are notified.

The last two items of the table are e-learning, e-teaching and assessment. In regard to e-learning and e-teaching, training teachers for online tutoring (IATEFL 2002), how to select, use and design materials for e-learning (IATEFL 2003-2004), online distance learning for Business English (IATEFL 2004), e-learning for teacher training, different forms of distance learning, and the future of e-learning (IATEFL 2006) are examined. Last of all, assessment is examined from different perspectives such as using computer-based tests for different purposes: for language skills (IATEFL 2003-2010), for Business language (IATEFL 2008), for placement test (IATEFL 2011). In addition, blending computer- and teacher-based assessment (IATEFL 2008), distance English testing (IATEFL 2009), online testing (IATEFL 2009-2010), assessment models for ICT skills (IATEFL 2010) are some of sessions concerning assessment. Specifically speaking, use of web 2.0 tools for assessment is observed in IATEL 2011 sessions; for instance, Web 2.0 tools for IELTS speaking and writing, using Moodle for testing.

To start with the affective factors observed in TESOL conferences, attitude towards technology can be grouped according to the teachers' and students' attitude towards CALL in general and some Web 2.0 tools in specific; for instance, assessing ESL teachers' attitude to integrating technology in teaching (TESOL 2010), attitude and practices of teachers using Moodle (TESOL 2009) or students' attitude on peer response and blogs (TESOL 2004), and to e-learning and computer anxiety (TESOL 2010). Secondly, to exemplify motivation of students we can list video editing programs and motivation (TESOL 2005), and motivation about Second Life (TESOL 2009). As for self-confidence, improved confidence and skills of students (TESOL 2006), English language learners' confidence and skills in computers (TESOL 2008), and increasing teacher confidence in using new media tools (TESOL 2010) are some of the related sessions. Moreover, identity and resistance were the topic of several sessions: Teacher and student identity altering in

cyberspace (TESOL 2006), deconstructing online identity (TESOL 2010) and resistance teachers encounter in using blogs (TESOL 2006).

A look at the skills will demonstrate that writing has always been (2004-2011) the most popular followed by listening (TESOL 2004, 2005, 2007, 2008 and 2010) and reading skills (TESOL 2006 and 2009). Only in 2011 speaking skills came second after writing. Another point that can be generalized is that grammar has been the least presented skill with respect to technology. To name a few sessions on skills, writing has been mentioned mostly in keeping blogs (such as blogs in ESL -TESOL 2005; blogs to promote writing- TESOL 2006; blogging on Blackboard- TESOL 2009), providing feedback (online peer feedback- TESOL 2004; computer mediated peer revision- TESOL 2006), assess (online essay exams- TESOL 2004; online writing evaluation- TESOL 2005; computerized essay scoring- TESOL 2008) and to practice writing skills through courses (computer mediated writing courses- TESOL 2004; online web-based writing and listening courses) or online practice (revision in writing through technology- TESOL 2009).

Listening skills have been presented mainly by associating the practice through videos (Digital video use- TESOL 2004 and 2009) and podcasts (listening via podcasting- TESOL 2004 and 2010), resources (online resources for listening- TESOL 2005) and courses (online and blended listening and speaking courses- TESOL 2010). In a similar fashion, online reading texts (web-based authentic texts for EFL reading classes- TESOL 2006) and opportunities to practice (online reading and writing tasks-TESOL 2005; computer-based reading- TESOL 2008) as well as to develop online strategies (computer-based decoding strategies for ESOL readers- TESOL 2009; reading and vocabulary strategies using video and real world content- TESOL 2009) have been the topic of sessions on technology enhanced reading skills.

Finally, as one of the least represented language skills, speaking have by and large been presented in association with assessment (digital oral production assessment- TESOL 2008; speaking evaluations through podcasting-TESOL 2009) and as such, some tools to practice (voicemail- TESOL 2004; digital video- TESOL 2006; interaction around the world: teaching speaking online- TESOL 2009; radio resources from the internet for listening and speaking- TESOL 2010).

Subsequently, in the table above (see Table 4) is the emergence of e-learning and e-teaching topics. Though the keywords seem to be expansive and comprehensive; the topics have been limited to teacher and professional development. To name a few sessions: CD-based tool for professional development, distance education teacher training and teachers leading web-based technology (TESOL 2004), video projects in teacher education, teacher-made digital audio-visual materials, teachers' conceptions of CALL (TESOL 2005), change in teachers' role, not enough time for professional development (TESOL 2006), and more recently, teachers' willingness and concerns on using ICT in education, enthusiasm, obsession and burnout: striking a balance with Web 2.0 apps and training teachers in a blended model (TESOL 2010).

Lastly, assessment was integrated to the sessions predominantly through portfolios (video portfolio- TESOL 2004; e-portfolio for reflective foreign language teachers- TESOL 2005; easy e-portfolio- TESOL 2006), computer-based testing (TESOL 2004, 2005, later named *e-tests* in TESOL 2009, 2011). As a final note, TOEFL was the most commonly referred test not only in the assessment area but also in language skills practice area.

Discussion and Results

Chapelle (2005) in her chapter named Computer-Assisted Language Learning, referred to the 1983 meeting during the TESOL convention when the acronym *CALL* emerged. Ever since, CALL has been researched and studied with numerous terminology and the era of CALL was categorized as behaviorist, communicative and integrative parallel with the pedagogical paradigms (Warshauer, 1996). The conference proceedings examined here display a similar trend of progress along with the years starting from one-way CD-based materials to interactive Web 2.0 and more *e-concept* hype.

To analyze further, the topics along with the years illustrates the historical change in the field of CALL. To start with, the materialization of *Web 2.0* by O'Reilly (2005) was not without the identification key competences such as seeing the end users as active and "co-developers". Web 2.0 tools mostly presented in the sessions listed as blogs (Ebner, Lienhart, Rohs & Meyer, 2009; Kerawalla, Minocha, Kirkup & Conole, 2008), wiki (Matthew, Felvegi & Callaway, 2009) and Twitter (Huberman, Romero & Wu, 2008) have been extensively studied mostly with positive and influential outcomes.

Besides, Downes (2005) reflected on the term *e-learning* within the context of connected learners with a changing paradigm. The world of e-learning has yet covered but not limited to a community of practice referring to the people with shared features and interest, blogging, portfolio, educational gaming, mobile learning and so forth. To put it concisely, learners are integrated in learning regardless of where they are and what they are doing; they constantly receive educational input where available conforming with the A3 (anytime, anywhere, anybody) (Ebner et al., 2009).

In 2005, Hinkelman highlighted several issues related to the blended learning focusing on students, teachers on one-hand and materials designers on the other. Apart from the future considerations of implications, the study sought ways to create blended learning tasks. In the same year, Neumeier (2005) investigated proper ways of creating a blended learning environment design. Though not frequently presented in the timeline of conferences, Adams (2007) elaborated the informed use of PowerPoint quoting and stressing the statements of Vallance and Towndrow (cited in Adams, 2007: 229) about the simplicity of ICT tools that "guide teachers and add value to the teaching and learning". Coinciding with the publication date of Adams' study, INGED hosted a presentation on PowerPoint in 2007 (see Table 1) on the "Design of PowerPoint Slides". One that can also be retrieved from the study (ibid: 230) is the need voiced to see the "pedagogical and normative challenges and side effects" of ICT tools.

As for the CPD and technology use, initially Waters (2006) mentioned the starting point of teacher development as 1990s; he further argued that the importance of teacher development was realized after the beginning of 1990s. First things first, affective factors influencing over learning and teaching practice of teachers form the very essential part of technology integration process. With absolute certainty, recent literature reports on numerous studies focusing on issues such as teacher attitude (Albirini, 2006; Egorov, Jantassova & Churchill, 2007; Jung, 2005; Hong, 2010; Kessler, 2007; Pinner, 2012), teacher motivation (Kao, Wu & Tsai, 2011; Pinner, 2012; Sorebo, Halvari, Gulli & Kristiansen, 2009) and teacher confidence (Egorov et al., 2007; Hong, 2010; Kessler & Plakans, 2008) with respect to using technology in education. On a similar line, Kessler (2007: 173) investigated the teacher attitude toward technology with respect to formal and informal CALL. He noted "informal CALL preparation is closely linked to teachers' attitude toward technology while formal CALL teaching preparation is not". Another study by Albirini (2006: 373) focused on teacher attitude toward information and communication technologies (ICT) in the Syrian context. The findings suggested a positive attitude towards technology; moreover, the researcher pointed out some factors that might influence the teachers' attitudes such as "teachers' vision of technology, their experience, and the cultural conditions…". Above all, Hong (2010) argued that CALL teacher education had some noticeable benefits like assisting teachers to gain confidence and having a positive attitude toward technology. Lastly, a study by Jung (2005) clearly proved the paradigm shift in the area of CALL research. That is, the author found out that the center of attention for CALL research was attitude after 2000.

Notably, a survey was conducted by Pinner (2012) to examine teachers' attitude and motivation with regard to using CALL in language classroom. Findings indicated that a huge number of teachers were intrinsically motivated to use CALL because it is pedagogically valuable for them. Kao et al. (2011: 406) investigated elementary school teachers' motivation toward web-based professional development. They concluded "the teachers with higher internet self-efficacy and stronger beliefs about the positive consequences of web-based learning tended to express higher motivation toward web-based professional development". Finally yet importantly, Sorebo et al. (2009) focused on teacher motivation from the perspective of e-learning technology. They emphasized the importance of intrinsic motivation to continue to use e-learning technology.

The conferences further discussed the 'lack of teacher confidence' and 'teacher reflection on technology use'. A study by Kessler and Plakans (2008: 269) examined the relationship between teacher confidence and CALL. He grouped the teachers as *highly confident*, *contextually confident* and *less confident*. Interestingly, the results suggested "highly confident teachers used technology less often with less integration than the contextually confident teachers". Hence, he proposed that CALL teacher preparation should focus on a sensible degree of confidence on specific areas related to language teaching technology rather than trying to train teachers who have a high level of technology knowledge. Egorov et al. (2007) focused on the teacher competence for

integration of technology. They required the pre-service teachers to attend a compulsory course related to use of technology in teaching a foreign language. They correlated the increase in learners' self-confidence to the compulsory course.

With respect to 'teacher identity', it can be purely realized that it has gained importance after 2007. Particularly, Comas-Quinn (2011: 229) discussed the importance of teacher identity in her study related to teachers' experience in a blended course. She explains the significance of identity as if any training approach underestimates the value of teacher self and teacher identity in the process of learning, it is not highly possible for that approach to be effective.

'Teacher resistance' emerged as a hot topic in 2004. As may be anticipated, it has been one of the fundamental issues in the area of ICT for numerous reasons. Hinkelman (2005:22) identified the major problems of teacher in technology integration as "resistance to facilitative roles, fear of sacrificing spoken communication, and inflexible teaching environments". Resistance could well be linked to *readiness* as pointed out by Hubbard (2008) and Kumar, Rose and D'Silva (2008) approximately with a *moderate level of readiness*. Furthermore, Hu, Clark and Ma (2003: 227) examined technology acceptance by teachers in Hong Kong claiming that "perceived usefulness and perceived ease of use" as the main factors. As an additional factor, colleague opinions or suggestions might affect the teachers' use of technology. Last but not the least, computer self-efficacy was argued to be an influential factor.

Second part of the paper will cover ICT for teachers with a focus on to what extent and how teachers utilize ICT in their classrooms. Web 2.0 tools for language teaching, language skills, e-resources along with e-education and e-assessment will be examined comparing and contrasting the three ELT conferences. Initially to mention, on a similar line with technological developments, the use of Web 2.0 tools played a significant role as a part of CPD. That is to say, blogs, podcasts; Twitter conferred in the conferences. What should not go unnoticed is the fact that the topic of blogs has lately occurred in the literature mainly in relation to writing skills. Specifically speaking, Hashemi and Najafi (2011) investigated the use of blogs in writing classes claiming that blogs are both motivating and refreshing for the language students; in addition, they generate original ways of teaching skills for teachers. Additionally, Second Life (SL) as a virtual learning environment was placed as a part of teacher training programs.

As regards to the language skills, it is striking to see writing skills as the sole focus in teacher trainings. In the study by Ghasemi and Hashemi (2010) researched e-mail as a tool to improve writing skill. The authors reached a conclusion that favored the use of e-mail as a tool to improve writing skill. As mentioned previously, there is a mere relation between blogs and writing. In this regard, Georgescu (2010) studied the use of blogs in foreign language teaching in a Romanian context. She pointed out that most of the students (42.33%) did not know what a blog is; therefore, she cited some difficulties with respect to using blogs such as access to computers and internet, computer literacy and so forth.

Firstly, it should be noticed that e-learning and e-teaching were defined in different ways like online teaching, online learning, and online training. As its name suggests, the nature of e-learning is solely different from face-to-face teaching. Specifically speaking, Gunga and Rickets (2008: 296) mentioned e-learning as requiring "new approaches to curriculum development, online course administration, subject methods, delivery, assessment and feedback". Moreover, Hampel and Stickler (2005) were of the opinion that the training of online teacher is different from the ones who trained to teach face-to-face. The authors further claimed that if the teachers are informed on the difference between face-to-face and online teaching, they will easily demand training for it. Given the above considerations, it may be more fruitful to speak of the need for pedagogical training in the area of online teaching. In support of this view, Stickler and Hampel (2007) emphasized the mere necessity for pedagogical training. They believed that training teachers simply in the technical use of online tool was not sufficient. Over and above, Gunga and Ricketts (2008) assumed that introducing technology in education cannot change education in itself; however, if the teachers use this technology, the potential to change education can occur.

By and large, a small body of research looks into e-portfolio from many different perspectives (Alexiou & Paraskeva, 2010; Baris & Tosun, 2011; Genc & Tinmaz, 2010; Lin, 2008; Yusof & Hashim, 2011). Baris and Tosun (2011) clarified the importance of e-portfolio by linking it to the issue of life-long learning. More than that, Lin (2008) surveyed the experiences of pre-service teachers in constructing online e-portfolio. The findings indicated that prospective teachers developed positive views on the e-portfolios after using them. Arguably, they showed frustrations and challenges while creating their first portfolio. All its best, the relation between self-regulated learning skills and e-portfolio investigated by Alexiou and Paraskeva, 2010; moreover, Genc and Tinmaz (2010) conducted a study that focused on the issue of prospective teachers' reflection on e-portfolio as an assessment tool. Lastly, Yusof and Hashim (2011) emphasized e-portfolio construction in the writing classroom. Evidently, technological tools can be used for feedback practices; as a result, a study by Ebyary and Windeatt (2010) examined the impact of computer-based feedback on students' written work. The authors finalized that not only the students developed positive attitudes toward feedback but also the quality of their second draft was positively affected.

Conclusion

A look at the ICT issues as presented in the language education conferences demonstrates not only the actual use of ICT tools but also the affective factors influencing users' changing views and concerns. Though these results are informative in nature, it is necessary to begin to better understand the role and impact of ICT in the CPD of language teachers. Based on this study, the focus of future research could well outline a multi-perspective progress with a more broad selection of data sources. To conclude, of

particular note to this study is, as Cummins (2000: 539) expresses "language educators should examine the potential of IT not only to increase the linguistic power of the individual student but also to harness that power in critical and constructive ways to strengthen the social fabric of our local and global communities."

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