Educational Research Issue in English Language Teaching and Learning: A Meta-Analysis

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Abstract—The **English language is considered the most leading language globally. The previous studies affirmed that English language teaching and learning (ELTL) is the most challenging area. A huge number of researches and publications are being published in this area concerning various aspects. Therefore, this study aims to present a meta-analysis of previously done studies seeking to investigate the various aspects of teaching and learning of English language. The study is based on a qualitative research approach as entire data have been collected from existing journals and research databases. Several articles have been gathered which have been published from 2012 to 2017 that were relevant in titles and abstracts. The findings of this meta-analysis provide value to researchers and academic practitioners. As it shows that the general effects of the current study are almost twice as big as other latest meta-analyses led in the field of ELTL.**

I. Introduction

The English language is considered one of the scientific and academic disciplines. In particular, English language teaching and learning (ELTL) has stood out for the dynamism and continuous revolution and progress in this field. The rapidly growing researches, publications, institutions, and conferences proved that this field is invariable and static (Mario et al., 2010).

ELTL, henceforth, "conceals the field's difficulty that associates learning and teaching English as an additional, second, or foreign language or like an international lingua franca; for purposes which are academic, precise, or more common: At diverse levels and in diverse nations and settings" (Hall, 2016). ELT sees itself as a forte of specific academic interest with research grants, journals, conferences, professorships, etc. (Littlejohn, 2013). Eventually, it gets necessary for ELT professionals and teachers to be familiar with the language's contemporary status as well as of the concerns for learners, policy-makers, and institutions to modify the professional practice in accordance with the students' circumstances and according to the settings in which the language will be used by the students (Seargeant, 2016).

EPPI-Centre is the biggest organization that takes out a meta-analysis and systematic evaluations with numerous English language learning and teaching fields. Comparable independent analyses are available in other journals that have tried to get the needed consistency of systematic appraisals in the works. For instance, a systematic analysis of CALL in English as a second language with emphasis on secondary as well as primary education was piloted by Macaro et al. (2012). On the other hand, language intervention based on narrative has been systematically studied by Petersen (2011), with kids having an impairment of language.

Hundreds of research papers have been produced by the study on teaching the English language, these papers talked about language skills; nevertheless, very few studies are obtainable seeing issues in ELT, chiefly in a type of meta-analysis. A meta-analysis is a type of statistical process, which involves mixing and inferring the results of numerous diverse surveys that are about a specific issue. A meta-analysis lets the researchers have a good look at the aims and find out probable links, which may be present (Toyama, 2010).

Hence, this study aims to present the meta-analysis of researches done in ELTL from the period of 2012–2017. This

meta-analysis covers studies specifically focus on ELT use, issues, and other aspects in their researches. The objective is to focus on the contribution of the studies in the ELT field and their experimental approach that can be useful for future researchers in this domain (Mohammed and Thabit, 2015).

II. Relevant Studies

The studies included in this section highlight the ELT issues identified by the previous researchers:

A meta-analysis on a body of 30 research projects was conducted by Nematollahi et al. (2017), this was done to find out the practicality of vocabulary learning's diverse strategies. It was shown by the outcomes that the approaches that are made use of by the students are as given below, in order – determination, cognitive, memory, and meta-cognitive, as well as social strategies. Moreover, the relation amid methodology, treatment, and context through a strategy of vocabulary learning was analyzed. It was known that students of diverse settings would want diverse strategies, and teachers made use of particular strategies, following their syllabus.

Attention to issues of corrective feedback was given by Li (2014). Corrective feedback is the responses of peers and teachers to the flawed second language production of the learner. According to Lyster (2004), students must be motivated to use prompts for self-correction, alters are not that efficient as students may perceive them as linking to the communicated message in a linguistic form's challenging nature. Moreover, feedback makes classes much more interactive and dynamic. It comparatively inspires and encourages self-correction. However, if a learner lacks the basic knowledge regarding the linguistic form, then self-correction is not possible. He/she might want teachers to correct. Therefore, self-correction is the first solution, the second is followed by correction from the teacher (Ellis, 2010).

Hiew (2012) discussed the learners' insight of ESL concerning the time of learning the English language in universities, schools, and colleges. The research practice took dialogue journal by making use of Facebook. Numerous issues of learning were discussed by 46 participants, both from private/public universities and colleges comprising obstacles that came across in their English lessons in college, university, and secondary school. Learners' comments and visions on the subjects relating to local English language learning and teaching and recommendations to enhance the English. Varying views were discovered by the dialogs, such as issues that the students faced while learning the four language skills, that is, listening, speaking, reading, and writing. In addition, self-consciousness hindered language improvement.

The effect of computer-aided learning of language on students was explored by Macaro et al. (2012). A detailed analysis of 47 post-2000 studies was followed that examined the technology's ability in L2 English learning. It aimed to analyze the use of technology and students' perception to know how technology facilitates or helps them in learning the English language. Overall, the reviewed research did not have the quality which would assure policy-makers and practitioners that the investment in technology is necessary.

Mike Metz (2017) talked about the worries of the English teachers of thinking about opening the classrooms to numerous English variations. From the findings, it was founded that the teachers enquired, as to why they must use their classrooms for manifold English; how they should study differences in English; what should they teach differently; how should they balance standardized English as well as other English; and how this work for speakers of standardized English and/or English learners.

III. Methodology

A review protocol including the search strategy was founded, when the overall goals of the analysis, as well as review questions, were finalized. This included – the detailed process of review, the process of search, the criteria of exclusion/ inclusion, data coding, and the outcomes.

A. Search of Literature

Exhaustive manual and online bibliographical searches were carried out to discover as well as choose the essential data for the process of meta-analysis. The educational records comprising Dissertation and Thesis, Research Information Sharing Service, and Educational Resources Information Centre were made use of as online search tools. Below given keywords were used in the search terms – English learning, challenges in English learning teaching, ELT, ELTL, and challenges in ELT. Besides, other linguistics journals were manually searched – such as, Applied Linguistics, Language Learning, ELT System, and Journal.

B. Criteria of Inclusion

The standards of inclusion were made in terms of meta-analysis and ELT. For getting involved in the meta-analysis, the studies needed to exemplify the challenges as well as issues in ELT. In a meta-analysis, studies needed to fulfill the below standards:

1. English language teaching or learning must be used in the title.
2. The main purpose must include research in any aspect of ELT.
3. Studies must be published from 2012 to 2017.
4. Studies must be publicly available online.
5. Studies must be done in English.

Using the above-mentioned criteria, eight studies were selected to perform the meta-analysis.

C. Study Coding

The details of each study were coded as shown in Table 1. First, studies were identified in terms of author, title, year, and type of publication. Then, they were coded with respect to research title, purpose, method, journal, and published a year.

TABLE 1: META-ANALYSIS IN ELT (2012–2017)

Title	Authors	Published year	Journal	Methodology
An Alternative Method of Literature Review: Systematic Review in English Language Teaching Research	Nasrin Sayfouri	2014	ELSEVIER – Social and Behavioral Sciences	Systematic Research Synthesis
Technology on Language Teaching and Learning: A Research on Indonesian Pesantre	Ismail Suardi Wekke and Sanusi Hami	2013	ELSEVIER – Social and Behavioral Sciences	Qualitative Research Approach
The Impact of Using Technology in Teaching English as a Second Language	Bassma Basheer Nomass	2013	English Language and Literature Studies	Case study
A Systematic Review of Research on Teaching English Language Skills for Saudi EFL Students	Hamad H. Alsowat	2017	Advances in Language and Literary Studies	Systematic review
The effectiveness of ER on reading proficiency: A meta-analysis	Eun-Young Jeon	2016	Reading in a Foreign Language	Meta-analysis
A Meta-Analysis of Vocabulary Learning Strategies of EFL Learners	Batoul Nematollahi, Fatemeh Behjat, and Ali Asghar Kargar	2017	English Language Teaching	Meta-analysis
The type and linguistic foci of oral corrective feedback in the L2 classroom: A meta-analysis	Dan Brown	2016	Language Teaching Research	Meta-analysis
Addressing English teachers' concerns about decentering Standard English	Mike Metz	2017	English Teaching: Practice and Critique	Survey

D. Calculating the Effect Size

The famous formula for assessing effect size while integrating studies that contrast a comparatively novel treatment with what may be known as a control or traditional treatment is the difference amid the mean of the novel treatment group as well as the traditional treatment group on the outcome measure, divided by the standard deviation of the traditional treatment group (Glass et al., 1981). Theoretically, the preferred formula was maintained; but, in the present study, in the literal sense of traditional and new, the new treatment, as well as the traditional treatment, is not compared, as these terms, which are taken from actual experimental research design, cannot be correctly put in education research.

IV. META-ANALYSIS

There are various approaches involve in the meta-analysis, some of them are relatively easy but results may overlap and affect the data assumptions. Most of the studies use the effect size approach, which is based on a single outcome measure produced by the primary study. For instance, if samples, measures, and study design are the same for all studies, it is much easier to calculate their effect size. Studies in ELT are not so common but have similar patterns of effects, for example, multiple variables relation and measures within the same designed model. In this scenario, the pattern of effect within each study depends on the sample and must be analyzed similar way (Gleser and Olkin, 2009).

However, this meta-analysis includes the studies that involve ELT as the primary concern of the study. The data collected in this method are taken into account for analysis. Although, it was difficult to compare various studies in terms of their group size. Therefore, in this study due to lack of time, a simple meta-analysis approach has been chosen which

highlights the major purpose, contribution, and methodology approach adopted by researchers.

Meta-analysis involves the following steps as adopted by Glass, 1976:
- Problem formulation
- Issues to be respondent
- Searching relevant data
- Assessing data
- Ensuring data accuracy
- Eliminating data not meeting criteria
- Analyzing data in either generally (providing details; data, purpose, and method used) or calculating effect size
- Presenting results

In ELT, it is too difficult to identify if certain interventions are useful in ELTL which is simply based on the study's statistical significance sine results normally vary as per each research contexts (Norris and Ortega, 2006). A meta-analysis is a systematic review which objective is to decide and chose the effective intervention and concludes the research by synthesizing data (Wampold et al., 2000).

V. RESULTS

As shown in Table 1, a total number of eight articles have been analyzed. As per the decided criteria above, all studies have been taken between the year 2012 and 2017. All studies specifically have been done in the ELTL domain and cover a particular topic. For instance, the studies that present systematic reviews, the studies that present meta-analysis considering specific topics such as gaming use in English language learning, and the studies focusing on extensive reading or vocabulary learning strategies in the ELTL domain. However, only a few studies with experimental and

quantitative studies have been found. Only the studies that targeting the English language have been included to stick with the criteria. Hence, all studies are conducted with ELTL.

Moreover, chosen studies were published during 2013 and 2017. Two studies were from 2013, only one study from 2014, while two studies were from 2016, and three were published in 2017. In terms of the research journal, two studies were from ELSEVIER journal, and however, the rest were from English language and literature studies, advances in language and literacy studies, reading in a foreign language, English language teaching, English teaching research, and English teaching practices and critiques.

In regard to methodology, systematic reviews have been used two of the studies, while most of them (3) were meta-analyses. Although, only one case study and one survey (quantitative approaches), and one qualitative (depth interviews and observation based) approach have been found.

Sayfouri (2014) embarked on the advantages and elements of systematic review in ELT. She aimed to propose a more well-structured way to conduct a systematic review in the ELT field. Alsowat (2017) also conducted a systematic review to examine English language teaching skills in Saudi Arabia. He added 221 studies as 221 for inclusion in the systematic keyword map and 95 for in-depth review. Wekke and Hamid (2013), on the other hand, focused on transforming an Islamic boarding school from a religious perspective to an educational system by investigating the impact of technology on ELTL in Indonesia. Mohammed and Raewf (2018) also analyzed the impact of technology use in ELT in Baghdad, Iraq. He aimed to explore different approaches that can assist students to improve their English language learning using technology.

Nematollahi et al. (2017) presented a meta-analysis to fulfill their research aim to analyzed vocabulary learning strategies used in ELT. They added approx. 30 research projects in their investigation. Brown (2014) emphasized corrective feedback in ELT classes in form of a meta-analysis. Another meta-analysis has been done by Jeon and Day (2016), whose purpose was to investigate the extensive reading impact on the reading proficiency of students in the United States. In this regard, they include 71 unique studies consisting of approx. 5919 participants. Thabit and Mohammed (2017) addressed the concern of teachers involve in English language teaching about opening their classes to multiple varieties of English.

VI. Discussion

The outcomes of this meta-analysis present a modest effect of ELTL as a result. In addition, the current meta-analysis results showed no noteworthy variances in the relative types of quality of teaching, study, as well as technology features. It can be said that the consequences could be generalized through an extensive range of conditions, which have been examined and across study features, school, and student.

The reliability of the research for the technology programs' application and enhancement is one of the most vital

issues linked to learning and teaching, which is required to be seen. First, in the past 5 years, there were very few published quantitative studies, which consisted of pertinent data to authorize a calculation and meta-analysis of effect sizes. Scientific journals using independent peer review in determining the research merits publication are usually taken into account to be the main research standard, hitherto most of the work in the arena of learning and teaching with technology does not fulfill the required standard. The lack of quality is a serious research problem in the area. Second, only a few studies made use of a randomized, experimental design.

Moreover, it is surprising to a certain extent that still there are numerous recent articles in technology journals, which are only vivid, and, merely report narratives from "selected" students or teachers who like making use of the technology. Other studies clearly say that the work is "experimental" which may clarify why they do not report findings, which are precise.

VII. Conclusion

The meta-analysis outcomes are encouraging in general. A meta-analysis has two categorized either qualitative or quantitative. However, this study was stick to the qualitative approach due to the short period of time. As noticed in previous researches, each author has analyzed data from different perspectives, for instance, some calculated the effect size of selected studies, while some focused on study interventions and outcome, some emphasized research quality, audience participation, research, and data collection approach, and their contribution. However, based on criteria, this study has been analyzed based on the study title, published year, research purpose, and methodology.

The present study's outcome shows that the general effects are almost twice as big as other latest meta-analyses led in the field of ELT. This result proposes that the general technological effects on students might be bigger than what was formerly supposed. One more feature of the current study, which is inspiring and which might motivate future researches, is in the complete list of variables comprised in the meta-analysis. This conceptualization proposes that technology, as well as teaching courses, might either reliably affect the results of students or might interrelate with aspects of technology and ultimately affect results. It is also considered that the coding events efficiently took the vital aspects of the original study that we made.

The findings of the research point out that better and more research is required in this field. Even though acknowledgment of the exclusivity of every classroom and school condition will at all times be required to be kept in mind, the build-up of research proof with time and in studies might offer reliable findings, which improve the understandings of the part of learning and teaching with technology.

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