



ANATOLIAN JOURNAL OF SOCIAL SCIENCES AND EDUCATION

KİTLE İLETİŞİM ARAÇLARI ARACILIĞIYLA İNGİLİZCE ÖĞRETİMİ VE GELİŞİMİNDE ÖĞRETMENLERİN ROLÜNE İLİŞKİN MAKALELERİN LİTERATÜR İNCELEMESİ

A LITERATURE REVIEW OF ARTICLES ON THE ROLE OF TEACHERS IN TEACHING AND DEVELOPMENT ENGLISH THROUGH MASS MEDIA

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ÖZET

Bu çalışmanın amacı, kitle iletişim araçlarının İngilizce dil öğretimindeki rolünü ve öğretmenlerin gelişimi üzerindeki etkisini belirlemektir. Bu bağlamda, İngilizce literatüründeki 100 makale meta-analize tabi tutulmuştur. Google Akademik veri tabanından erişilen yayınların incelendiği bu araştırma sonucunda, kitle iletişim araçlarının ve yeni medya platformlarının İngilizce dil eğitiminde etkili olduğu ve öğretmenlerin etkinin yönünü belirlediği belirlenmiştir. Çalışmanın amacına yönelik araştırmalar yeterli düzeyde olmadığından, "kitle iletişim araçları" ve "öğretmen gelişimi" anahtar kelimelerini içeren çalışmalara ulaşmak için tekrar bir literatür taraması yapılmıştır. Bu taramada 18 makale bulunmuştur. Makalelerdeki öğretmen gelişimi ile ilgili sonuçlar son bölümde paylaşılmıştır. Kitle iletişim araçları aracılığıyla ikinci dil olarak İngilizce öğreten öğretmenlerin gelişimi üzerine çok az çalışma olması nedeniyle bu çalışma benzersiz bir değere sahiptir. Bu nedenle, literatüre katkıda bulunması beklenmektedir.

Anahtar kelimeler: Kitle İletişim Araçları, İnternet, İngilizce, Eğitim, Öğrenme, Öğretmen, Öğretmen Gelişimi

ABSTRACT

The aim of this study is to determine the role of mass media in English language teaching and its impact on teachers' development. In this context, 100 articles in the English literature are subjected to meta-analysis. As a result of this research, in which the publications accessed from the Google Scholar database were analyzed, it was determined that the mass media and new media platforms were effective in English language education, and the teachers were determining the direction of the impact. Since the research on the purpose of the study was not at a sufficient level, a literature review was conducted again to reach the studies containing the keywords "mass media" and "teacher development". In this review, 18 articles were found. The results regarding teacher development in the articles are shared in the last section. This study has a unique value since there are very few studies on the development of teachers who teach English as a second language through mass media. Therefore, it is expected to contribute to the literature.

Keywords: Mass Media, Internet, English, Education, Learning, Teacher, Teacher Developments

INTRODUCTION

With the development of mass media and technology, English teaching, which is much more effective, fast, and easy, enables students to express themselves easily and thus to develop self-confidence (Pyne & Koester, 2005). Recently, it has been observed that mass media such as the internet and radio and television from past to present help language development through visual and auditory materials. However, some researchers state that these tools are authentic materials, not

produced for language teaching purposes (Macdonald, Badger, & White, 2000) and do not have a pedagogical quality (Bacon & Finnemann, 1990). However, it is obvious that authentic materials that enter daily life with mass media are more useful than textbooks in teaching spoken language. As a matter of fact, even students with low levels benefit from these advantages (Miller, 2005).

Urgent solutions are needed for non-formal learning of English, which reflects the student's situation in terms of speaking proficiency and can create barriers to verbal communication. These mass media have the potential to attract students as they contain interaction, entertainment, and flexibility. This situation suggests that mass media can be effective in problem solving. Digital or printed mass media such as radio, television, movies and TV series, magazines, and newspapers, which provide familiarity with English on quite different subjects, can penetrate deeply into all areas of life. Digital platforms, which have become dominant and whose usage rate has increased considerably, do not wear out unlike textbooks, provide common and interactive use, and create the opportunity to socialize and talk freely (Butler Pascoe & Wiburg, 2003).

In addition, the use of mass media in English education by teachers increases student-student and teacher-student interaction, provides entertainment, and creates an incentive for rapid learning and recall. Realistic experiences are offered in the mass media, which makes any subject very interesting and understandable, that can attract the attention of the student and help to understand the mechanics of English (Yanar, 2013).

More than individual or group publications are needed to scientifically prove the reported situation and claims. The aim of this study is to determine the role of mass media in English language teaching and its impact on teachers' development. In this context, answers to the following questions are sought.

- What is the frequency of publication of studies examining the effect of mass media on teacher development?
- What is the annual distribution of the studies examining the effect of mass media on teacher development?
- What are the research methods of the studies examining the effect of mass media on teacher development?
- What is the number of authors of the studies examining the effect of mass media on teacher development?
- Who are the sample study groups of the studies examining the effect of mass media on teacher development and what is their size?
- What are the results of the studies examining the effect of mass media on teacher development?

METHOD

Various results are reached in the research in which students whose English teaching and development are evaluated by using mass media. In addition to these results that do not reflect consensus, the role of teachers is not addressed with a holistic approach. For this reason, to reach true and accurate cumulative results, it was decided to meta-analyse 100 articles published so far.

When the articles were analyzed, it was understood that the findings on teacher development were not predominant. For this reason, a search was conducted with the keywords "mass media" and "teacher development (by included tools etc.)". In the Google Scholar database, 18 articles on the subject were identified. To reach accurate and cumulative results and to fill the gap in the field, a meta-analysis of 18 articles was also conducted.

Meta-analysis is a method of combining the results of multiple independent studies on a specific subject and statistical analysis of the research findings. Meta-analysis provides clinical and medical researchers with quantitative methods that summarize the results of various studies and enables them to reach consensus by combining the results (Akgöz, Ercan, & Kan, 2004).

Sample and Scanning Criteria

The articles in the English literature were determined as samples. The databases used are Google Scholar. Accessed texts are included in the study if they are complete. It is assumed that the characteristics, scope, data collection scales and methods of the experimental studies included in the research are reliable for meta-analysis. Within the scope of the stated assumptions and limitations, a total of 118 different articles were analyzed regardless of the publication date and research method. It is assumed that the sample represents the population. It is also accepted that the studies are presented impartially and reported in accordance with scientific ethics.

Data Analysis

After coding was completed, statistical analysis was performed using arithmetic means, standard deviations, and sample sizes from primary studies found through a systematic selection process for the meta-study. Other operations such as the creation of histograms, calculation of averages, frequencies and percentages were performed using SPSS and Excel tools. In the study, the level of significance was accepted as 0.05 for statistical calculations.

FINDINGS AND COMMENTS

Articles on Role of Teachers in Teaching and Development English Through Mass Media published in the 1969-2022 period were identified and then subjected to SPSS analysis. The findings are shared in this section.

Table 1 includes the descriptive statistics of research on Role of Teachers in Teaching and Development English Through Mass Media.

Table 1. Statistics.

	Author	Date	Res.Met	Country	Sample	Wteacher	Wstudent
N	Valid	100	100	100	100	100	100
	Missing	0	0	0	0	0	0
Mean	2,2300	11,8700	1,5200	15,6100	3,0700	27,5200	51,2300
Median	2,0000	13,0000	1,0000	14,5000	3,0000	16,5000	43,0000
Mode	1,00	14,00	1,00	10,00	5,00	12,00	39,00 ^a
Std. Deviation	1,36962	3,68084	,55922	7,86874	1,84913	29,41980	40,42048
Variance	1,876	13,549	,313	61,917	3,419	865,525	1633,815
Minimum	1,00	1,00	1,00	1,00	1,00	,00	1,00
Maximum	8,00	16,00	3,00	31,00	5,00	129,00	208,00

a. Multiple modes exist. The smallest value is shown

It is understood that the 100 articles examined in Table 1 were published by at most 8 authors and at least one author, the most articles were shared in 2022, the studies were mostly conducted with a sample group consisting of students, and the word student was used 208 times and teacher 129 times in a study. 100 articles consist of studies conducted in 31 different countries.

Table 2 shows the distribution of the studies according to the number of authors.

Table 2. Distribution by Number of Authors

	Frequency	Percent
Valid		
1,00	36	36,0
2,00	33	33,0
3,00	16	16,0
4,00	6	6,0
5,00	7	7,0
6,00	1	1,0
8,00	1	1,0
Total	100	100,0

It is observed that the studies have different numbers of authors. The studies were prepared by one author with a rate of 36%, 2 authors with a rate of 33%, and 3 authors with a rate of 16%.

Table 3 shows the distribution of studies according to the date of publication.

Table 3. Distribution by Publication Date

	Frequency	Percent
Valid		
1969	1	1,0
2005	1	1,0
2006	1	1,0
2009	3	3,0
2011	2	2,0
2012	2	2,0
2013	6	6,0
2014	4	4,0
2015	3	3,0
2016	6	6,0
2017	5	5,0
2018	10	10,0
2019	12	12,0
2020	18	18,0

2021	13	13,0
2022	13	13,0
Total	100	100,0

As seen in Table 3, the publication date of the research varies. Although a linear increase isn't observed, the year in which the most research was published is 2020. In 2021 and 2022, 13 articles were shared each. It was found that the first research on Role of Teachers in Teaching and Development English Through Mass Media was conducted in 1969.

Table 4 shows the distribution of studies according to research method.

As seen in Table 4, 51% of the studies were quantitative, 46% were qualitative. Only 3 studies utilized both quantitative and qualitative research methods. Therefore, it is possible to say that 3 studies were conducted according to the mixed method.

Table 4. Distribution by Research Method

		Frequency	Percent
Valid	Quantitative	51	51,0
	Qualitative	46	46,0
	Mixed	3	3,0
	Total	100	100,0

Table 5 shows the distribution according to the countries where the research was conducted.

Table 5. Distribution by Countries

		Frequency	Percent			Frequency	Percent
Valid	ABD	4	4,0	Valid	Mexico	1	1,0
	Germany	1	1,0		Nepal	1	1,0
	Australia	1	1,0		Nigeria	8	8,0
	Bangladesh	2	2,0		Northern		
	Belarus	1	1,0		Iraq	1	1,0
	China	3	3,0		Pakistan	4	4,0
	Czech Rep.	1	1,0		Poland	1	1,0
	England	2	2,0		Romania	3	3,0
	Ethiopia	1	1,0		Saudi		
	India	17	17,0		Arabia	8	8,0
	Indonesia	10	10,0		S. Africa	1	1,0
	Iran	4	4,0		Turkey	8	8,0
	Iraq	2	2,0		UAE	1	1,0
	Italy	1	1,0		Ukraine	2	2,0
	Lebanon	1	1,0		Uzbekistan	1	1,0
	Malaysia	6	6,0		Venezuela	2	2,0
					Vietnam	1	1,0
	Total	100	100,0				

The country with the highest number of studies on Role of Teachers in Teaching and Development English Through Mass Media is India with a rate of %17%, followed by Indonesia with a rate of 10%.

Table 6 shows the distribution according to the sample in which the research was conducted.

Table 6. Distribution by Sample

		Frequency	Percent
Valid	Student	38	38,0
	Teacher	8	8,0
	student & teacher	7	7,0
	participant	3	3,0
	None	44	44,0
Total		100	100,0

Of the 100 studies conducted by different authors, 44% were prepared as literature reviews. Therefore, there is no sample group participating in the research. Regardless of the research method, 38% of the studies involved students, 8% involved teachers, 3% involved independent participants, and 7% involved both students and teachers.

Table 7 provides sample details.

Table 7. Distribution by Sample

No	participant	teacher	student	No	participant	teacher	student	No	participant	teacher	student
1				34	1			67			35
2				35				68		10	
3			144	36			unspecified	69		80	120
4				37			84	70			
5		7		38			283	71			
6		2	5	39		75		72		1	22
7	126			40				73		3	1
8				41				74			60
9			10	42				75		69	
10	30			43				76			
11			100	44			274	77			
12				45	34			78			50
13				46				79			
14				47			64	80			
15			109	48			122	81			104
16			unspecified	49			200	82			
17			60	50				83			
18			180	51			20	84			
19				52			185	85			
20				53			99	86			80
21				54				87			
22			166	55		40		88			90
23				56			unspecified	89			
24			345	57		2		90			
25			219	58				91			
26				59		35	134	92			60
27			15	60				93			
28				61		10	251	94		40	
29				62			30	95			48
30			350	63			40	96			100

31	unspecified	64	97	104
32	32	65	98	149
33		66	38	99
100				

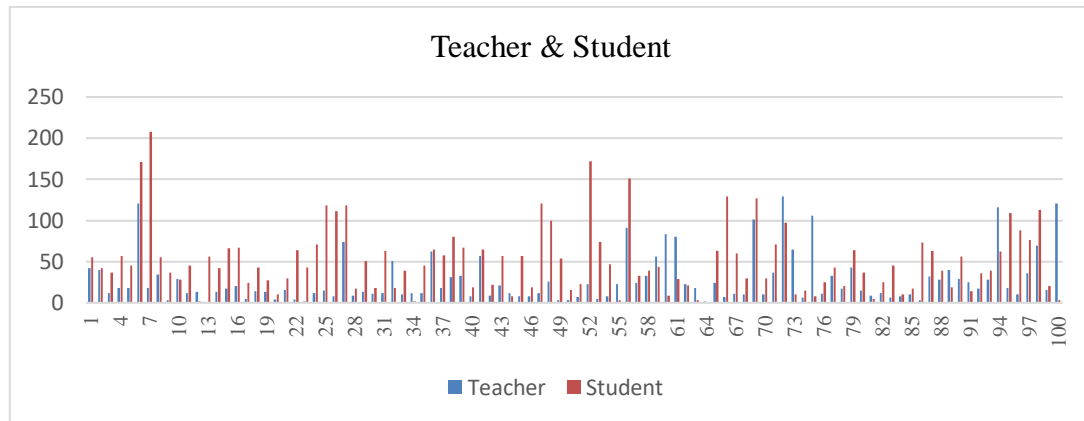
As can be seen in Table 7, although quantitative, 4 studies did not specify the level of the sample group. only details about being a student, survey answers and percentages were included.

Table 8 shows the amount of teacher and student words used in each of the 100 studies.

Table 8. Distribution by the word “teacher” and “student”

N o	Teacher	Student	N o	Teacher	Student	No	Teacher	Student
1	42	55	34	12	2	67	11	60
2	40	42	35	12	45	68	10	30
3	12	37	36	62	65	69	101	127
4	18	57	37	18	58	70	10	30
5	18	45	38	31	80	71	37	71
6	121	171	39	33	67	72	129	97
7	18	208	40	8	19	73	65	10
8	34	55	41	57	65	74	6	15
9	3	37	42	9	22	75	106	8
10	29	28	43	21	57	76	11	25
11	12	45	44	12	8	77	33	43
12	13	2	45	8	57	78	17	20
13	0	56	46	8	19	79	43	64
14	13	42	47	12	121	80	15	37
15	17	66	48	26	100	81	9	5
16	20	67	49	3	54	82	12	25
17	5	24	50	3	16	83	6	45
18	14	43	51	7	23	84	8	10
19	13	27	52	23	172	85	10	17
20	4	10	53	5	74	86	3	73
21	16	30	54	8	47	87	32	63
22	4	64	55	23	3	88	28	39
23	2	43	56	91	151	89	40	19
24	12	71	57	24	33	90	29	56
25	15	118	58	33	39	91	25	14
26	8	111	59	56	44	92	17	36
27	74	118	60	83	9	93	28	39
28	9	17	61	80	29	94	116	62
29	13	51	62	23	21	95	18	109
30	11	18	63	18	3	96	10	88
31	12	63	64	2	1	97	36	76
32	51	18	65	24	63	98	69	113
33	10	39	66	7	129	99	16	20
						100	121	3

As seen in Table 7, the word "teacher" was used 2752 times in total, while the word "student" was used 5123 times.



Graphic 1. Teacher & Student

The keywords of 91 studies were identified and shared in Figure 1. 13, 29, 30, 41, 45, 45, 56, 84, 98, 100. no keywords were used in the studies.



Figure 1. WordArt

Table 9 shows the keywords that were used 3 or more times.

Table 9. Keywords

	n	Percent		n	Percent
Learning	26	6,95	Social	4	1,06
Language	25	6,68	Teacher	4	1,06
English	20	5,34	Apps	3	0,80
Media	13	3,47	Classroom	3	0,80
Teaching	9	2,40	Content	3	0,80
Technology	8	2,13	Development	3	0,80
Education	7	1,87	Educational	3	0,80
Learner	6	1,60	ICT	3	0,80
Foreign	5	1,33	Information	3	0,80
Skill	5	1,33	ELT	3	0,80
Student	5	1,33	Mobile	3	0,80
Tools	5	1,33	Resources	3	0,80
Application	4	1,06	Saudi	3	0,80
EFL	4	1,06	Second	3	0,80

91 The total number of keywords used in the study (excluding the, and, as and a) is 374.

Percentage is calculated according to the total number of keywords.

A detailed presentation of the data is given in Table 10.

Table 10. Detailed Presentation of The Data

No	Author	Research	Date	Res.Met	Detail	Tool/s	Country	page
1	1	A discourse on revitalizing the role of e-learning: teaching-learning process of English language in higher education of India	2019	Qualitative		newspaper, internet, TV, radio etc. through the media	India	19
2	3	An effective role of e-learning technology for English language teaching by using meta communication actors	2011	Qualitative		Authentic mass media such as television, radio, film, video, song	Turkey	11
3	3	Assessing the effectiveness of technological tools in teaching and learning English as a second language	2019	Quantitative	anonymous questionnaire	Computer-assisted language learning (CALL): animation and video	China	4
4	4	Authentic mass media in the English language laboratory	2020	Qualitative	namely articles of the English press	literature review	Venezuela	7
5	2	Basic English Language Tools for Beginners: Using Animations and Audio	2013	Quantitative		computerbased classroom, Whatsapp, Wiki etc. but literature review	Malaysia	6
6	2	Conceptions and responses to e-learning: The case of EFL teachers and students in a Saudi Arabian university	2012	Qualitative	Semi-structured interviews and classroom observations	Internet, E-newspapers and Magazines, Television, Radio, English language learning Apps, f Electronics Media etc. But literature review	Saudi Arabia	12
7	2	Diverse mass media as teaching resources in culturally diverse English classrooms (CDEC)	2018	Mixed		Facebook messenger	Australia	15
8	1	Efektivní nástroje pro formát výuky převrácená třída v hodinách angličtiny effective tools for flipping English language classes	2018	Qualitative		Digital Songs, Films, Games, Subjects, News	Czech Republic	5
9	2	Effects of mass media tools on speaking skills in teaching maritime English	2013	Quantitative		YouTube, WhatsApp, Facebook, Instagram, and Twitter	Turkey	7
10	5	Effects of new media on English language learning motivation at tertiary level	2020	Qualitative	Focus Group Discussion	YouTube, WhatsApp, Facebook, Instagram, Twitter, WeChat, Telegram, Tik Tok,	Bangladesh	8

Snapchat, Line								
11	2	Efficacy Of Mass Media in English Language Teaching	2020	Mixed	music & questionnaire	YouTube	India	4
12	1	English And the Mass Media	1969	Qualitative	book	social media but literature review	England	8
13	3	English podcast as media for English language learning: a case of higher education in the pandemic situation	2022	Qualitative	podcast	social media	Indonesia	9
14	2	Enriching English Language Fluency through Mass media	2009	Qualitative		TV news	India	7
15	3	Examining Chinese university students' digital nativity and its effect on their intentions to use technology in English learning	2022	Quantitative	questionnaire	Radio Broadcast but literature review	China	8
16	1	Examining impact of multimedia in acquiring English language skills in a globalised environment	2022	Qualitative	post-listening exercise	Authentic Reading Materials	India	8
17	1	Future opportunities for learning English through new media and e-tools	2013	Quantitative	questionnaire	digital audio files	Romania	6
18	4	Growing trends of using mobile in English language learning	2018	Quantitative	questionnaire	ESP seminar new media tools	Pakistan	5
19	2	Impact of digital media in English language impact of digital media in English language	2020	Qualitative		Social networking sites (Facebook, Pinterest, LinkedIn, Twitter)	India	5
20	3	Impact of electronic media on English language learning	2022	Qualitative		Multimedia combine (picture, animation, sound, and text)	India	3
21	2	Impact of social media on English language learning	2020	Qualitative		print media	India	5
22	1	Impact of social media on learning English language during the covid-19 pandemic	2021	Quantitative		Advertisement, Cartoons, Illustrations, Pictionary, Posters Songs, Videos, Conversations Fables, Stories, Fairy Tales, Lists Tables, Menus, Rhymes, Podcasts Signs, Charts, Poems, Maps, Notices, messages, Blogs, Postcards, Questionnaire, Picture Strip Stories Websites, Magazines Brochures, Diaries, Jokes, Journal Entries, Biographical	Saudi Arabia	16

						texts, Emails News, Letters, Reports, Recipes social media		
23	1	Impacts of social media on language learning: a review of literature	2021	Qualitative			ABD/Pennsylvania	7
24	5	Impacts of social media on student's academic achievement: a case of higher educational institutions of southern Punjab of Pakistan	2020	Quantitative	questionnaire	Facebook	Pakistan	12
25	1	Instagram as an education platform for efl learners	2019	Quantitative		Instagram	Turkey	16
26	5	Integrating social media Into English Language Learning: How and To What Benefits According To Recent Studies	2021	Qualitative	George's Diagram of the Library Research Process	film clips, songs, movies, news, music, radio and podcasts, newspaper articles, visual scaffolding, imaging, graphic organizers etc.	Indonesia	21
27	3	Integrating social networking tools into ESL writing classroom: strengths and weaknesses	2012	Qualitative	online discussion board	different tools (i.e. Teacher Diary, Peer Observation, Students' Feedback and Audio Recording)	Malaysia	7
28	2	Interpersonal communication in English classroom	2019	Qualitative		Social Networking Sites (SNSs)	Ukraine	2
29	1	Language as the Lever for Elementary Level English Language Learners	2013	Qualitative		articles of the English press at the lesson of the English language	ABD/Rhode Island	8
30	1	Learners' perceptions on using social networking sites to reinforce their linguistic performance	2020	Quantitative	15 closed-ended items following	ICT Technologies (videos, audios, electronic games etc.)	UAE	15
31	1	Learning English as a second language through social media: Saudi Arabian tertiary context	2016	Quantitative	questionnaire	via computer, smart devices, display, audio-visual materials, and electronic approaches	Saudi Arabia	16
32	1	Like, Follow, Share or Tweet? English Instructors' Use of Social Networking Sites For Professional Development	2019	Quantitative	open-ended questions	Social media	Turkey	10
33	4	Literature review of the influence of integrating social media as e-learning tools into teaching and learning the English language	2020	Qualitative		Facebook, blogs, wikis, Google docs and YouTube	Saudi Arabia	6
34	1	Mass media as a remedy for poverty of the stimulus in the foreign language	2016	Qualitative	journal entries	ICT but literature review	Iran	5

context								
35	2	Media education techniques in teaching English	2022	Qualitative	vocabulary recently	Educational videos EdPuzzle, FlipGrid, Kahoot, Socrative a Nearpod, Padlet	Belarus	14
36	3	Media-support teaching and learning of English language as a second language: eliminating stereotypes	2021	Quantitative	questionnaire	television, radio, and social media	Nigeria	11
37	5	Mobile assisted language learning in learning English through social networking tools: an account of Instagram feed-based tasks on learning grammar and attitude among English as a foreign language learner	2022	Quantitative	questionnaire	Social media	Vietnam	13
38	2	Perceived effectiveness of social media as an English language learning tool	2017	Quantitative		virtual learning environments, emoticon	Saudi Arabia	15
39	2	Perceptions of Using Social Media as an ELT Tool among EFL Teachers within the Saudi Context	2016	Quantitative	Social Media-Learning Performance model	Livemocha, Busuu, Facebook, Twitter, social media in CALL, Blogs	Saudi Arabia	9
40	3	Poor literacy in English language: beyond the teacher and his classroom, inside the mass media	2014	Qualitative		ICT, Multimedia, Videodiscs, Email but literature review	Nigeria	22
41	1	Role of modern technology in teaching and learning the English language in Indian educational institutions	2022	Quantitative		YouTube, Web-Blogging, Facebook, Twitter, Wiki-Books, Hashtag	India	12
42	1	Role of print and electronic media in developing communication skills	2018	Qualitative	1990-2018 years of publication	WhatsApp, Facebook, Twitter, Instagram, YouTube, Messenger, and IMO	India	8
43	1	Role of social media in English language learning to the adult learners	2020	Qualitative		Social Media	Saudi Arabia	9
44	5	Social media and learning of English language: a study on the undergraduate students of assam	2022	Quantitative	questionnaire	Social Media	India	10
45	6	Social media applications as an international tool for the development of English -language communicative	2022	Quantitative	communication competencies & professional qualification	WhatsApp	Ukraine	15

competencies								
46	2	Social media as a boon in English language learning	2018	Qualitative		social media but literature review	India	3
47	2	Social media impact on language learning for specific purposes: a study in English for business administration	2019	Quantitative	questionnaire	TikTok	Saudi Arabia	16
48	1	Social media in English language teaching and learning	2017	Quantitative	using social media	smartphone and internet	China	6
49	4	Social media in enhancing English language competence among undergraduates	2019	Quantitative		YouTube, Blogs, Forums and Wikis	India	21
50	1	Social media in second language learning	2020	Quantitative		use of digital media such as social media, video games, video, and audio	ABD	5
51	3	Social media usage among English language learners in primary school	2019	Quantitative	questionnaires and open-ended questions	Social Media and internet	Malaysia	
52	8	Social Media Usage for Enhancing English Language Skill	2020	Quantitative		Computer	Indonesia	17
53	5	Social media usage in improving English language proficiency from the viewpoint of medical students	2021	Quantitative	questionnaire	Skype	Ethiopia	10
54	1	Social media used in language learning: benefits and challenges	2022	Qualitative	Google Scholar: 203, Scopus, 26	YouTube, Facebook, video stream, cooperative conversation and Google Apps	Indonesia	10
55	1	Tablet pcs as instructional tools in English as a foreign language education	2014	Quantitative	questionnaire	Social Media	Turkey	6
56	1	Teaching English through mass media	2009	Quantitative	questionnaire	smartphone, social networking and micro blogging, Twitter, Facebook	Germany	16
57	3	Technological tools in teaching English as a foreign language in primary schools	2022	Qualitative	in-depth interview	Social Media	Venezuela	13
58	3	Technology and English language teaching and learning: a content analysis	2020	Quantitative	2000-2018 (50 articles.)	WhatsApp, Facebook, and Telegram groups	Nigeria	8
59	3	Technology trends in English language teaching at tertiary level in Pakistan	2022	Quantitative	questionnaire	Scopus, Google Scholar but literature review	Pakistan	9

60	2	The barriers to the use of ICT in English language teaching: a systematic literature review	2021	Quantitative	33 articles	Innovative Technologies: Second Life, Smart Phones, social media, Chat/Messages but meta analyse	Malaysia	12
61	1	The effectiveness of reflective teaching tools in English language teaching	2009	Quantitative	questionnaire	Mobile learning	Iran	17
62	1	The effectiveness of social media network telegram in teaching English language pronunciation to Iranian EFL learners	2017	Quantitative		Print media, Television, Radio Broadcasting, Digital media and Internet	Iran	15
63	2	The effects of social media on social presence in teaching a foreign language	2018	Quantitative	questionnaire	Annenberg Institute for School Reform, 6-13	Turkey	12
64	2	The English language and the mass media as tools for sustainable development in multilingual nations	2013	Qualitative		print journalists in Nigeria	Nigeria	7
65	1	The influence of New Media Tools in ESP Teaching: Case Study On Business English	2019	Qualitative		mass media, print media, electronic media, online media but literature review	Romania	6
66	2	The impact of mass media tools on EFL students' speaking skills case	2016	Quantitative	questionnaire	Scopus, Web of Science databases literature review	Poland	24
67	1	The impact of smartphone and internet usage on English language learning	2017	Quantitative	questionnaire	Television, Portable Podcast Console, Desktop Podcasting Microphone Kit, Studio Headphone, dan Portable Computer	Indonesia	8
68	3	The impact of social media in English language learning	2020	Qualitative	SWOT	smart phone as audio media, visual printed media such as book, magazine and newspaper, visual display media such as picture, flash card, poster, realia/model/mockup, puzzle and blackboard	Northern Iraq	10
69	2	The impact of social media on EFL learners' speaking skill: a survey study involving efl teachers and students	2019	Quantitative	questionnaire	Video clips	Iran	17
70	2	The impact of the use of social media on second language acquisition	2021	Quantitative	2010-2010 artic.	SurveyMonkey, Social Networking, Edmodo, Google Docs, Google Sites, Social Bookmarking, SpiderScribe, Feedly, Voki, VoiceThread,	Romania	8

						Kathy Shrock's Guide to Everything but literature review		
71	1	The implementation of "WhatsApp" as a media of English language teaching	2018	Qualitative	Online conversation and create confidence	SurveyMonkey	Indonesia	14
72	1	The implementation of media in English language teaching	2014	Quantitative	questionnaire	Facebook, Whatsapp, BBC, CNN but literature review	Indonesia	17
73	3	The innovative use of social media for teaching English as a second language	2020	Qualitative	case-study	WhatsApp, Facebook, YouTube	South Africa	7
74	2	The Role Of Audio-visual Mass Media News In Language Learning	2011	Quantitative		Facebook, Twitter, YouTube, Blog but literature review	Malaysia	7
75	2	The role of English language supervisors as perceived by English language teachers	2013	Quantitative	questionnaire	Tablet PC	Iraq	12
76	2	The role of mass media in teaching foreign languages	2021	Qualitative		Internet, YouTube, Skype, Twitter, Blogs, Smart Mobile Phones, Podcasting etc.	Uzbekistan	4
77	1	The role of media in English language development	2015	Qualitative		classwiki, googledocs and e-news	Nigeria	6
78	2	The role of media in enhancing communicative competence of the learners at tertiary level – an analytical study	2018	Quantitative	questionnaire	Facebook	India	5
79	1	The role of media technology in teaching and learning English language in this era of insecurity and covid 19 pandemic: challenges and prospects	2021	Qualitative		oral exam comparison and interview	Nigeria	11
80	1	The role of print and electronic media in teaching English language classroom	2014	Qualitative		Fulbright Program	India	6
81	3	The role of social media in development of English language vocabulary at university level	2016	Quantitative	questionnaire	Television programs, movies, serials, DVDs, songs, books, novels, news	Pakistan	15
82	2	The role of the media in the teaching and development of English language in Nigeria	2015	Qualitative		Instagram	Nigeria	13
83	1	The use of authentic materials in the teaching of reading	2006	Qualitative		Multimedia combine (picture, animation, sound, and text)	Italia	11

84	3	The use of digital media as a strategy for lowering anxiety in learning English as a foreign language	2020	Qualitative		mobile phones, videogames, Closed Captioned TV, Karaoke etc.	Indonesia	5
85	1	The use of material and teaching technologies in English teaching curriculum of the primary and secondary schools	2018	Qualitative	2017-2018	Facebook, Instagram, Snapchat, Twitter, LinkedIn, Quora, Pinterest, Tumblr, My Space, Google + but literature review	Turkey	9
86	2	The Use of social media in Designing The Writing Assessment for EFL Students	2019	Mixed		Facebook, Skype, YouTube, Tiktok, online talk rooms but literature review	Indonesia	9
87	2	The use of technology in English language teaching: a literature review	2021	Qualitative		mass media, newspaper, book, television, radio, magazine	Iraq	7
88	2	The use of the mass media in teaching English language in secondary schools in Obenga local government area of abiu state	2021	Quantitative	questionnaire	message and telephone	Nigeria	6
89	1	Triadic scaffolds: tools for teaching English language learners with computers	2005	Qualitative		Diverse Mass Media	ABD/New York	
90	4	Understanding the impact of web 2	2022	Qualitative		Tech, Multi, Graphics, Rewards	Bangladesh	9
91	2	Use Of Ict Advancements and Multimedia Applicational Tools In Teaching English Language Skills	2015	Qualitative		telegram	India	9
92	5	Use of ICT for learning the English language	2018	Quantitative	questionnaire	Social Media	Mexico	7
93	2	Use of ICT in English language teaching and learning	2016	Qualitative		mass media tools, audio-visual materials	India	5
94	1	Use of ICT tools in teaching English	2021	Quantitative	questionnaire	ICT tools; non web based learning (radio and television, films, language lab, overhead projectors), web based learning (YouTube, e-mail, blogs, skype, mobile phone, iPod)	Nepal	33
95	2	Use of plural in spoken English in an EFL context	2017	Quantitative	questionnaire	social networking services	Turkey	15
96	2	Using cloud-based tools for English as a second language reading activities among Malaysian polytechnic students	2021	Quantitative	Technology Acceptance Model	virtual platform	Malaysia	15

97	1	Using social media in the English teaching and learning process	2019	Quantitative		Social Media	Indonesia	13
98	4	Using social media to enhance second language learning	2020	Quantitative	semi-structured interviews	Social Media	Lebanon	18
99	2	Using web 2	2020	Qualitative		Web sites	India	13
100	1	Videoconferencing tools as mediating artefacts in English language teacher development in challenging contexts	2020	Quantitative		Videoconferencing tools	England	16

The articles accessed are studies on teacher development through mass media published in the period 2022-2023. The analyses and findings are given in the rest of the content.

Of the 18 articles, 15 (83,33%) were published in 2022 and 3 (16,66%) in 2023. 1 (5,55%) of the articles was prepared by one author, 3 (16,66%) by two authors, 6 (33,33%) by three authors, and 8 (44,4%) by four authors.

Table 11 shows the distribution of studies according to research method.

Table 11. Distribution by Research Method

		Frequency	Percent
Valid	Quantitative	9	49,99
	Qualitative	6	33,33
	Mixed	3	16,66
	Total	18	100,0

As seen in Table 11, 49,99% of the studies were quantitative, 33,33% were qualitative. Only 3 studies utilized both quantitative and qualitative (mixed) research methods.

Table 12 shows the distribution according to the countries where the research was conducted.

Table 12. Distribution by Countries

		Frequency	Percent			Frequency	%
Valid	Australia	1	5,55	Valid	Netherlands	2	11,11
	China	2	11,11		Qatar	1	5,55
	Ethiopia	1	5,55		Sweden + Denmark	1	5,55
	Germany	1	5,55		Thailand	2	11,11
	Hong Kong	2	11,11		United States	2	11,11
	Indonesia	1	5,55		Vietnam	1	5,55
	Iran	1	5,55				
	Total	18	100,0				

Table 13 shows the distribution according to the sample in which the research was conducted.

Table 13. Distribution by Sample

		Frequency	Percent
Valid	Teacher	11	61,11
	student teacher	3	16,66
	student & teacher	1	5,55
	school observation	1	5,55
	School o. & teacher	1	5,55
	Student t. & teacher	1	5,55
	Total	18	100,0

Regardless of the research method, 61,11% of the studies involved teachers, 16,66% involved student teachers, 5,55% involved school observation, and 5,55% involved both students and teachers; school observations and teachers; student teachers and teachers.

Table 14 provides sample details and research method.

Table 14. Distribution by Sample and Method

No	student	teacher	teacher	student	school	Method	No	student	teacher	teacher	student	school	Method
1		208				Quantitative	10		73				Mixed
2		28				Quantitative	11	351+288	415				Quantitative
3		2				Qualitative	12		309				Quantitative
4		12				Qualitative	13		42				Quantitative
5		186				Quantitative	14	10					Qualitative
		8				Qualitative	15		161				Quantitative
6	201					Quantitative	16		41	599			Quantitative
7					94	Qualitative	17		54			5	Mixed
8		585				Quantitative	18		10				Qualitative
9		330				Quantitative							

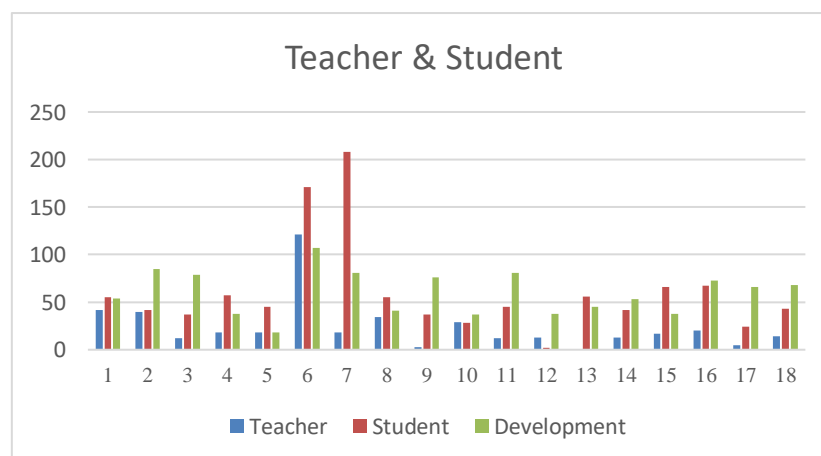
As can be seen in Table 14, accordingly, the research was conducted with a total of 850 student teachers, 2454 teachers, 599 students and observations were made in 99 different schools.

Table 15 shows the amount of teacher, student and development words used in each of the 18 studies.

Table 15. Distribution by the word “teacher”, “student” and “development”

No	Teacher	Student	Development	No	Teacher	Student	Development
1	230	36	54	10	236	38	37
2	232	48	85	11	288	81	81
3	389	61	79	12	228	146	38
4	463	163	38	13	477	148	45
5	253	47	18	14	262	45	53
6	293	1	107	15	309	99	38
7	264	14	81	16	143	10	73
8	238	66	41	17	259	17	66
9	353	259	76	18	202	18	68

As seen in Table 7, the word "teacher" was used 5119 times in total, the word " student " was used 1297 times in total, while the word "development" was used 1078 times.



Graphic 2. Teacher, Student & Development

The keywords of 18 studies were identified and shared in Figure 2.



Figure 2. WordArt

Table 16 shows the keywords that were used 2 or more times.

Table 16. Keywords

	n	%		n	%		n	%
Achievement	2	0,94	Primary	2	0,94	Secondary	3	1,41
Cultural	2	0,94	Program	2	0,94	Theory	3	1,41
EFL	2	0,94	Self	2	0,94	Student	5	2,35
English	2	0,94	Assessment	3	1,41	Education	6	2,83
Expert	2	0,94	Feedback	3	1,41	Learning	8	3,77
Formative	2	0,94	Identity	3	1,41	Professional	12	5,66
Historical	2	0,94	Practice	3	1,41	Development	17	8,01
Language	2	0,94	School	3	1,41	Teacher	25	11,79

18 The total number of keywords used in the study (excluding the, and, as and a) is 212. Percentage is calculated according to the total number of keywords.

A detailed presentation of the data is given in Table 17.

Table 17. Detailed Presentation of The Data

Research		Tool/s	Date	Res.Met	Country	page
Professional development through social media: A comparative study on male and female teachers' use of Facebook Groups	11 weeks of online training about the English Language Arts-Common Core State Standards (ELA-CCSS) and 47 school observations for within the scope of Concerned Educators Looking at Standards (CELS) projects	Internet, Computer	2022	Quantitative	United States	11
Collective imagination as a source of professional practice change: A cultural-historical study of early childhood teacher professional development in the motivated conditions of a Conceptual PlayWorld	Online Entrepreneurship Education	Internet, Computer	2021	Quantitative	Australia	23

A dialogic approach to promoting professional development: Understanding change in Hong Kong language teachers' beliefs and practices regarding vocabulary teaching and learning	Workshop utilizing computer and audiovisual media tools to improve hearing, vision, comprehension and listening performances. a need-based teacher professional development program (TPDP) was designed and implemented which was supported by peer coaching (as a follow-up strategy).	Internet, Computer	2022	Qualitative	China	12
Novice teachers' appraisal of expert feedback in a teacher professional development programme in Chinese vocational education	Two teachers interviewed in the 6th month of teaching were seen again in the 12th and 18th months after using various techniques, methods and computer support to improve learning. In addition, 492 teachers were surveyed about identity development.	Internet, Computer	2022	Qualitative	China	12
English language teachers' engagement in and preference for experiential learning for professional development	Based on the principle that the teaching environment and the learning program influence the experience, the feedback received after the computer-assisted role play was compared with the feedback received in the natural classroom environment. EFL teachers reported verbal and written errors in the feedback.	Internet, Computer	2022	mixed	Ethiopia	14
The development of student teachers' teacher self-efficacy before and during the COVID-19 pandemic	STEM, Conceptual PlayWorld; 10-week professional development program	Internet, Computer	2022	Qualitative	Germany	14
Scaling up a teacher development programme for sustainable computational thinking education: TPACK surveys, concept tests and primary school visits	Collecting views on gender discrimination in terms of career development, keeping up with technology, preferences for leaving the profession, and activities to restrict and support the use of technology.	Internet, Computer	2023	Qualitative	Hong Kong	10
Are teachers literate in formative assessment? The development and validation of the Teacher Formative Assessment Literacy Scale	formative assessment and computer literacy	Internet, Computer	2022	Quantitative	Hong Kong	11
Teachers' preferences for online professional development: Evidence from a discrete choice experiment	self-efficacy in online education and computer assisted instruction	Internet, Computer	2022	Quantitative	Indonesia	12

Implementing and evaluating a peer coached EFL teacher professional development program	Facebook Group	Internet, Facebook	2022	mixed	Iran	14
The development of the relationship between professional identity tensions and teacher identity: A quantitative longitudinal study among Dutch primary student teachers	8-week online professional development training	Internet, Computer	2022	Quantitative	Netherlands	16
Adopting Entrepreneurship Education—Teachers Professional Development	Participating in a dynamic approach-based, computer-assisted program to develop formative assessment skills, reviewing educational journals and newsletters	Internet, Computer	2022	Quantitative	Netherlands	10
Exploring teachers' perspectives on career development: Q methodology research	Online professional development program and 18-week internship for professional teacher identity	Internet, Computer	2023	Quantitative	Qatar	10
"When you get out there, you don't have a toolbox". A comparative study of student teacher's identity development in Swedish and Danish teacher education	Computational thinking (CT) education in K-12; Scratch and App Inventor programming	Internet, Computer	2022	Qualitative	Sweden & Denmark	17
A personalized learning system-supported professional training model for teachers' TPACK development	discussions in a video club & suggestions and comments on teaching videos	Internet, Video Club	2022	Quantitative	Thailand	9
The impact on student achievement of an assessment for learning teacher professional development program	Program for the development of teaching and learning through digital technologies	Internet, Computer, Digital	2022	Quantitative	Thailand	10
Common ground is not enough: The situated and dynamic process of collaboration in a multiagency teacher professional development project	Reflections on online professional development programs	Internet, Computer	2022	mixed	United States	13
Effects of a professional development program on teachers' oral corrective feedback practices	ESL professional development course - online	Internet, Computer	2022	Qualitative	Vietnam	8

RESULTS AND DISCUSSION

Role of Teachers in Teaching and Development English Through Mass Media found 100 articles published in the period 1969-2022. The studies were examined under the headings of Author, Date, Publication, Research Method, country, and sample. In this section, the results are presented.

Of the 100 studies, 36 had one authors, 33 had two authors, and 16 had three authors.

The first research on this subject was conducted in 1969. This date refers to the first years when the internet became widespread and started to be used in the field of education as in many other fields.

Then, it was determined that 1 research was conducted in 2005. Although the number of studies is not linear, it can be said that there has been an increase. The most research was published in 2020 (18 articles). The number of publications in 2021 and 2022 is 13.

For 100 article publications, 51 times quantitative, 46 times qualitative and 3 times mixed research methods were utilized.

It was found that 100 different studies were conducted in 31 different countries by 223 different researchers and a sample group of 5147 people. The sample group consists of 191 independent participants, 406 teachers and 4550 students.

In addition, all the studies consist of 1034 pages. In this case, it can be said that each study consists of 10,55 pages on average. The minimum number of pages is 2 and the maximum number of pages is 33.

Most of the studies focus on the development of students. The development of students is evaluated with a sample group consisting mainly of students. However, the role of teachers is mentioned in every study. Evaluations of the role of teachers are listed in the rest of the content.

It has been found that speaking and listening are particularly useful for students to acquire English proficiency through mass media. Teachers have important roles in speaking and listening. Autonomous learning rather than the teacher's role was found at high learning levels (Nora, 2013).

Teachers need to pay attention to the characteristics of the mass media as sound and animations are important (Gilmudnova ve diğerleri, 2020).

Some students need special requirements to learn English. teachers should identify these requirements (Albayrak & Yanar, 2013).

That mass media usage in English class and English proficiency were significantly associated with students' perceptions of using diverse mass media in Culturally Diverse English Classrooms (CDEC). Therefore, teachers should personalize lesson plans to benefit participation and motivation. It is important to develop the basic skills of students from different cultures through different mass media. Therefore, teachers should familiarize students with different mass media (Hasan ve diğerleri, 2020; Xie ve diğerleri, 2022).

Since mass media have been found to help correct and fluent speaking in a foreign language, teachers should make use of different mass media during the lesson (Alsheehri ve diğerleri, 2020).

Teachers should transform passive and dependent learners into active and autonomous learners and make them eager to learn. It was found that language content that can be interpreted culturally incorrectly or inappropriately can reduce motivation. For this reason, it is important for teachers to explain the points that require attention. Teachers should take negative feedback, evaluate it and make an effort to make it positive (Fatemipour1, 2009).

Mass media has been found to help teachers improve and assess their students' skills in debating, public speaking, and other speaking areas. Therefore, teachers should be aware of new trends, technologies, and student interests (Zhou, 2021).

Results confirmed that the utilization of social media has been significantly perceived to have positively impacted learning English language in terms of writing style, reading skills, listening and lexical variation, communication skills and grammar usage. Therefore, it is the responsibility of teachers to ensure that students continue to learn English with confidence and interest (Fatemipour1, 2009).

The main reason for investigating 18 articles is the lack of details on teacher development in the relevant studies. therefore, the findings and results of the 18 articles on teacher development are summarized in the rest of the content.

Buchanan, Scott, Pease-Alvarez, Clark (2022) conducted a study with 177 secondary school mathematics teachers working in more than 100 schools and found that educationally disadvantaged Indonesian teachers have limited access to educational resources and professional development

resources. Especially women's access is more limited. Over a 3-year period, professional development activity data from Facebook showed that opportunities were created to enrich the development experience. These included focusing on different goals, stepping out of comfort zones, gaining different perspectives, adaptability, accountability, inter-institutional cooperation, creating opportunities for innovation, and being a negotiator. Teachers working in border regions developed mediation tools, gained extensive learning opportunities, questioned their practices, planned effectively for their own classrooms, and supported institutional change.

Oksanen, Oikkonen, Pihkala (2022), conducted a 10-week professional development program called Conceptual Play World with 28 early childhood teachers. In addition to several developmental elements, it was found that the most important outcome was an increase in imagination, which provided resources for teacher development under motivational conditions. Teachers receiving entrepreneurship education (EE) integrate different elements of development at different stages of learning. Their assimilation skills, research needs, and dedication increase. However, limited motivation and lack of support in the face of change have an adverse effect on professional development.

Afshar and Doosti (2022) conducted a case study examining the contribution of vocabulary teaching methods to the professional development of EFL teachers. Through 2 teachers, data from lesson observations, interviews, professional dialogues, and reflective writings, it was found that belief changes were potentially effective. Student feedback, institutional policies and time constraints were attributed as important, as well as oral participation in dialogues, sociocultural contexts and reflexivity.

Hanna, Oostdam, Severiens, Zijlstra (2022) interviewed 12 novice teachers following a professional development program. The study revealed concerns and expectations and found that interaction between teachers increased achievement. Therefore, it was concluded that policies should not only meet the current needs of teachers but also encourage collaboration and interaction. Professional development practices were found to be beneficial because of traditional and personalized approaches. Self-study and one-off workshops provide sustainable professional development. Thus, teachers' quality of education improves, and their sense of responsibility increases. Teachers who provide professional development are more committed to the goals of the organization and their profession. Committed teachers value students' learning experience and adopt effective teaching methods to fill the gaps between theory and practice. It was understood that they started to integrate the course subjects into daily life.

The aims of the mass media are listed below (Ha, 2022; Symes ve diğerleri, 2023; Rinne ve diğerleri, 2023; Kong ve diğerleri, 2023; Chaaban ve diğerleri, 2023).

- To improve cooperation between the community, school, teachers, and students by using information technology tools,
- Supporting learning environments with educational software, electronic references, application software and educational games to improve the quality of education,
- Integrate information technology tools into learning environments at all levels,
- To provide every student with access to all kinds of advanced information technology tools (information resources) throughout his/her educational life,
- To provide all students with the ability to use information technology tools at the right time and in the right place,
- To provide all students with the skills of accessing information, problem solving, processing, and presenting information with information technology tools and to teach them how to use information technology tools in daily life,
- To free students from passive learning environments and enable them to gain the ability to learn actively on their own,
- To enable students to use the Internet as a tool such as drawing programs, word processors,

spreadsheet, and presentation software,

- To enable teachers to use computers for preparing lesson plans, implementing their lessons, developing assessment and evaluation tools, grading, preparing educational materials and for self-development,
- To ensure that school methods are facilitated and made more efficient by using information technologies such as databases, word processing, presentation software, etc.,
- Establish a management information system for the executive with the support of information technology.

Teachers the most frequently used mass media in education are the internet, cell phones, television and computers, that mass media raise consciousness through the method of association with experiences, especially the regular use of the internet and computer assisted instruction programs, that education-related modules are useful, but that they accustom students to being prepared in terms of preparing assignments and conducting research. Teachers state that they use online - distance school system, letter, telephone, television programs for distance education, computers, computer aided learning programs, etc. and that they find them useful in teaching, assessment, and evaluation (Fleer ve diğerleri, 2022; Patahuddin ve diğerleri, 2020; Chaipidech ve diğerleri, 2022; Helate ve diğerleri, 2022; Chung & Fisher, 2022).

Teachers report that the Internet and other mass media are needed in the educational process, that school facilities are not sufficient, and that they should be used for personal and professional development at external times. Teachers think that mass media, which provide self-control and consciousness, should be used without violating time and creating addiction. Teachers report that mass media are useful for visual and auditory learning, add fun to the subjects and provide ideas to make the program more efficient when the necessary motivation is provided. Teachers report that the attitude of the school administration, student behavior and incentive programs are important in the use of mass media, and they also report an impact on the relationship with the school administration and parents. However, some teachers reported that the use of mass media improved their personal communication skills, while others reported problems with expression (Ansyari ve diğerleri, 2022; Jin ve diğerleri, 2022; de Vires ve diğerleri, 2022; Yan & Pastore, 2022).

Teachers were supported with powerpoint presentations on fluent speaking, minimizing speaking and writing errors, 3 experiential reflective activities for 8 weeks and 4.5 hours of audiovisual mass media workshops. As a result of the program, the level of development and fluency increased according to pedagogical competence (Helate ve diğerleri, 2022) Adopting new pedagogical models, supporting students' ability to act on ideas and opportunities, achieving goals, gaining discipline, dealing with uncertainty and complexity, developing practices that enable students to solve problems in real and authentic life, acquiring new methods to promote learning (Buchanan ve diğerleri, 2022; Oksanen ve diğerleri, 2022).

Preventing unquestioning implementation of curricula, explaining the subject in a learnable way in case students do not learn, applying effective learning techniques and owning his/her role, developing cooperation with colleagues, evaluating his/her performance, putting his/her plans into action, organizing his/her own life and the school life of his/her students, gain new insights, learn to break personal and professional isolation, take on the role of mentor, be developmental and supportive rather than evaluative and intrusive, use online materials, conduct workshops, practice learning for pleasure and continuous learning techniques, self-regulate and test their own language proficiency (Afshar & Doosti, 2022). The results for teachers' identity and classroom management developments are listed below (Hanna ve diğerleri, 2022).

- Balancing between being strict with their students and being liked by students.
- Balancing between role as student teacher and role as teacher.
- Balancing between having fun with students and maintaining authority role.
- Balancing between being concerned about students' well-being and maintaining professional distance to students.
- Balancing between demands regarding teaching between teacher education program and

practice school.

- Balancing between one's own teaching style and that of a mentor-teacher.
- Balancing time between private life and professionally.
- Balancing between treating the class as a homogenous group versus treat the class as a heterogeneous group.
- Balancing between becoming a teacher and pursuing other professions.

In addition to 100 articles, it can be said that the literature on mass media and teacher development is extremely weak, even though re-research was conducted by limiting the subject and 18 different articles were examined. In the added studies, except for the articles on teacher identity, it is seen that the effect of teacher development on students is mostly evaluated. In addition, it is understood that the mass media utilized do not show much diversity.

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