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TPACK AND INTEGRATING IT IN EFL CURRICULUM

Annotation

In education, there are two main players in teaching and learning process, namely teachers and learners. This process will not work without the presence of both players and it can be considered successful if the students can give expected consequence.

Keywords:

Development, learning process, importance, difficulties, teaching and learning.

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Внедрение TPACK в учебный процесс EFL

В последние годы широко стали распространятся различные методики преподавания языка. В данной статье рассматриваются современные способы обучения английскому языку на примере использования модели TPACK (Technological, Pedagogical, and Content Knowledge), универсальность основы которой позволяет широко внедрять современные технологии в учебный процесс. В ходе анализа занятия по модели TPACK, доказывается эффективность ее применения на занятиях английского языка, на примере показа зависимости между содержанием знаний и педагогикой в разрезе с технологической составляющей процесса обучения.

Implementation of TPACK in the EFL educational process.

In recent years, various methods of language teaching have become widespread. This article discusses modern methods of teaching English on the example of using the TPACK (Technological, Pedagogical, and Content Knowledge) model, the universality of the basis of which allows modern technologies to be widely introduced into the educational process. During the analysis of the lesson according to the TPACK model, the effectiveness of its application in English classes is proved, by the example of showing the relationship between the content of knowledge and pedagogy in the context of the technological component of the learning process.

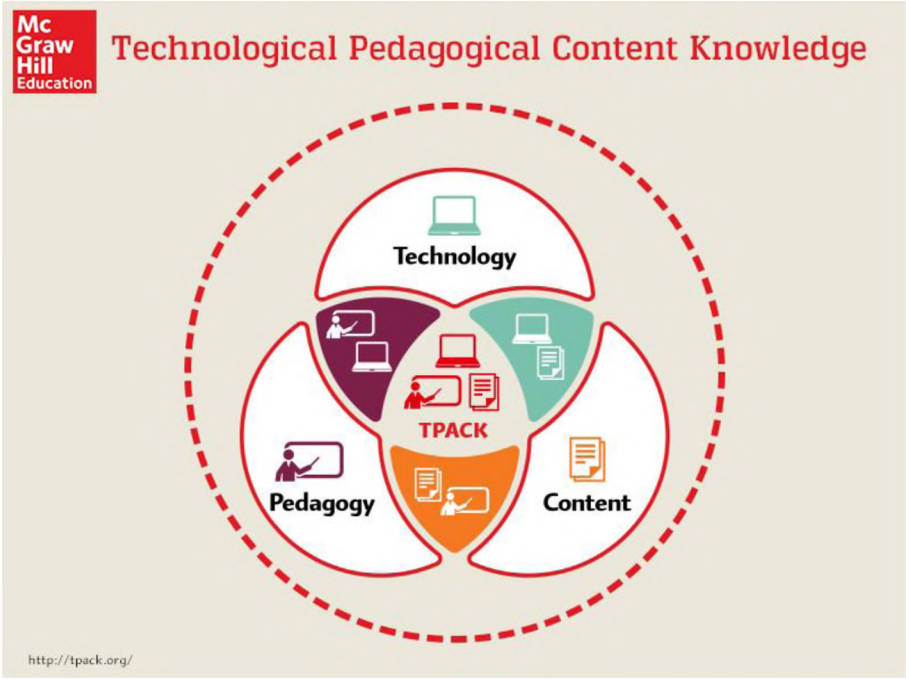
In education, there are two main players in teaching and learning process, namely teachers and learners. This process will not work without the presence of both players and it can be considered successful if the students can give expected consequence. Still, this consequence cannot be achieved if the teachers do not give their effectiveness in it. Teachers' efforts can be shown from their willingness to meet learners' requirements.

As the world stepping forward to advanced technology era, education cannot keep away from it. It needs to go hand in hand with the technology development while maintaining the value knowledge and humanity. Teachers, as the main actors in education, need to find a way to teach their students in order to

deliver the knowledge successfully.

In the past, acquiring the content and pedagogical competence was enough for someone to be considered a good teacher. Teacher could teach students with these two competences. However, recently, teachers should also add new mastery into their competence strategy. By having such competences, teachers are expected to be able to integrate the competences for their teaching needs. To be able to do so, teachers need to master three kinds of knowledge, namely technological knowledge, pedagogical knowledge and content knowledge (TPACK).

Let's go into more details. This concept has been being developed after the productive piece on the TPACK model was written in 2006 by Punya Mishra and Matthew J. Koehler in "Technological Pedagogical Content Knowledge: A Framework for Teacher Knowledge." They explain that their theory comes after five years of studying teachers at all different grade levels with design experiments to see how their teaching processed. They based their initial idea on Lee S. Shulman's 1986 work "Those Who Understand: Knowledge Growth in Teaching." First, Shulman discusses the usual idea of knowledge in teaching which is that teachers have a set of content knowledge – specific knowledge about the subject they are teaching – and a set of pedagogical knowledge – knowledge about how to teach including specific teaching methods. Shulman resists this and says that effective teachers combine these two knowledge sets, making a set of knowledge about how to effectively teach their subject matter. He calls this pedagogical content knowledge or PCK. Twenty years later, Mishra and Koehler saw that the biggest change happening in education is the use of technology in the classroom. They noticed that technological knowledge was treated as a set of knowledge outside of and unconnected to PCK. After five years of research, Mishra and Koehler created a new framework, TPACK, which adds technology to pedagogical content knowledge and emphasizes the connections, interactions, and constraints that teachers work with in all three of these knowledge areas. Arranging Technology, Pedagogy, and Content Knowledge categories into a Venn diagram helps us to see the four areas that are created in Mishra and Koehler's framework.



The center of the diagram, otherwise known as TPACK, represents a full understanding of how to teach with technology. Keep in mind that this is not the same as having knowledge of each of the three primary concepts individually. Instead, the point of TPACK is to understand how to use technology to teach concepts

in a way that enhances student learning experiences. Let's say, for example, that you deliver content to your students via your learning management system (LMS). Even if you have sufficient knowledge of the content you're teaching (CK) and of your LMS (TK), you might still subject your students to an entire online course of text-based PDFs. While this is an adequate display of both content and technical knowledge, you could argue that it is not enhancing the learning experience. However, if you recognized how your content could be presented in a more interactive way—e.g., video, class discussion, game, etc.—and you knew how to make that happen via your LMS, then you just leveled up to Technical Content Knowledge (TCK). Most instructors and administrators recognize the benefits technology can have in the classroom—whether that be preparing students for a technology-driven world or helping to simplify course, school, and district management. But too many view technology as a silver bullet to the challenges they face. It's sometimes assumed, consciously or not, that digital tools alone can improve education. This is exactly why the TPACK framework is important. It's easy to think that adding a great LMS to your class strategy is going to enhance learning. But TPACK shows us that there's a relationship between technology, content, and pedagogy, and the purposeful blending of them is key. Given its potential impact on teachers, teacher training, professional development, and student outcomes, claiming that TPACK is an important concept in education may be an understatement. Also, integrating of TPACK in the English curriculum will help provide a positive learning environment and enhance students' motivation because of the features that technological aids provide such as animation, graphics, video, audio and so on. Now that you know what the TPACK framework is and why it's important, let's look at how it can be applied in the English class. The population of class consists of upper level students. This English lesson aims improving students' language skills. The topic is "Model verbs." Your objectives are to enhance students' performance in structuring and reasoning skills, comprehension and grammar knowledge. The students of the class who constituted the sample of observing are allocated randomly into two intact groups. The students in the first group, are applied traditional strategies or activities suggested by the Teachers' book by walking through the modals and the basic functions of each verb, referencing the diagram in the grammarbook. The class is broken into small groups and tasked with labeling their own diagram of modal verbs and researching a single process to present to the class later on. An instructor may want to choose the process for them to avoid duplicate presentations and have each group present the modal verb they researched to the class. So how the TPACK framework might be used to enhance this lesson by another group? After walking through the all the kinds of modal verbs, intructor breaks the students into small groups and has them collaborate on completing a Check for Understanding quiz via his LMS, then includes an interactive question that provides a diagram of a verb with blank labels and requires students to drag and drop the proper labels in place from an answer key (in Schoology Learning it's called a "Label Image" question), and.gives each group a device with recording capabilities. Then he has each member of the group choose a verb to represent and has them record each other explaining who they are (or which verb they are) and why they are important for the structure. Finally, teacher has the students upload their videos to a media album so his students can watch each other's videos on their own time and leave comments. Instead of researching a modal (e.g., form, function, etc.) in one type of structure, teacher has his students compare the process between modals and other verbs and make conclusions regarding the differences they find and requires each group to prepare a presentation of their research by creating a one-page brief, a flowchart comparison, or a video explanation. This can be turned in via an assignment in his LMS for credit and armed with their knowledge of modals, function, and forms, he can have the students analyze the connections between different modals and verbs in their functions. Finally, teacher has each group infer what might happen when one modal or verb is placed in a form other than it's own one and both group should compile evidence to make their case (articles, videos, etc.) using Padlet, Evernote, or other similar tool. We don't have to go all in with TPACK to gain something from it. Whether we apply it to every lesson or revisit it from time

to time, this framework can help us think more strategically about how we're using technology in the classroom. Let's try it and we may be surprised at what our lessons and strategies can become through the carefully thoughtful lens of the TPACK framework which can be effective in guiding teachers to incorporate technology into teaching and learning in meaningful ways and appropriate approach in English learning. TPACK views tech integration as the intersection of knowledge areas – pedagogy, content, and technology. Consider using this framework as you continue to develop your own personal philosophy around technology in your classroom.

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ЛИНГВОКУЛЬТУРОЛОГИЧЕСКИЕ ИССЛЕДОВАНИЯ ФРАЗЕОЛОГИЗМОВ В РОССИИ

Аннотация

В настоящей статье рассматривается история лингвокультурологических исследований фразеологии в рамках русской фразеологической традиции, а также выделяются некоторые ключевые особенности их современного развития. Речь идет о наиболее важных фактах, характеризующих специфику, в рамках которой развивалась русская мысль с XVIII по XXI век в понимании фразеологизмов как культурозависимых образований.

Ключевые слова:

лингвокультурологический, культура и язык, фразеология, устойчивые единицы.

Стремительно растущий интерес к изучению взаимосвязи культуры и языка привел к возникновению особого научного направления, изучающего фразеологизмы как особые средства, способные накапливать и передавать культурные знания через века и поколения. В настоящее время культурные и межкультурные аспекты различных типов многословных выражений являются центральными темами фразеологических исследований.