TPCK and Turkish Language Lecture

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**Introduction**

I have been teaching Turkish as a Second Language for adult-learners at Carnegie Mellon University for 3 years. I always come up with the new ideas and research to lead and encourage my students to improve their speaking, listening, writing, and reading skills. Vocabulary is the fundamental part of four skills to make second language learners to be fluent speaker, active listener, advance writer, and self assured reader in Turkish Language. In particular, Listening skills I am particularly focusing on, reading skills is the second part my students are implicitly learning, and the last but not least is speaking skills which is the most significant for them to gain proficiency level to use in the real life.

There are three core components to teach effectively and efficiently. Content, Pedagogy, and technology individually, but all of their collaboration makes teachers achieve.

The first component of Technological Pedagogical Content Knowledge (TPCK) is pedagogical knowledge. Language learning is focusing on patterns of interaction, body language, mimics, and socialization in conversational exchanges with the adult leaners in beginner level Turkish language classroom. Interactive is the most important pedagogical perspective of teaching second language. However, there are structural and functional views for them to learn such as grammar in structural view, accomplish and express several functions in real life.

 The second component of TPCK is content knowledge. Teachers have the knowledge of target language in grammar, vocabulary, and phonetics to make him confident. Content knowledge makes teacher authority and teaching as a professional. Teaching daily life expressions, common idioms, proverbs; greetings, traveling sentences, asking questions about various topics, and talking with your friends on the phone.

 The last component of TPCK is technological knowledge. Lack of technological knowledge is not beneficial for teachers to have content and pedagogical knowledge to be achieved. There are several different approaches to implement technological knowledge in a classroom. For example, apps, videos, websites, blogs, video games, presentations and computer-mediated communications in a classroom are most commons.

**Research Strategy**

 Using technology in the classroom to increase teaching Second Language, there are researches stand out to look at. Second language learning with cultural contents and TPCK are the main point to integrate technology in the classroom with pedagogy knowledge and content knowledge.

(Graham et al 2009) explored that teachers weren’t taught technology-enhanced skills previously years with content and pedagogy knowledge; however, they recognized that students weren’t learning without technology so that the strategy could change to train teachers to integrate and utilize technology in the classroom settings. (Van Olphen 2009) Provided the example of teaching and implementing second language learning with TPCK for teachers to integrate technology to make learning process quicker and make students advance learners. This study goes back to compare how teaching suddenly changed previous decades to nowadays with technology, communication, and pedagogical approach. Changing time on teaching yield new challenges and opportunities for teachers to apply modern teaching skills with TPCK. (Harris, Mishra and Koehler 2009) Suggested for educators to implement and utilize user-friendly technological tools to design the framework for students to teach effectively and efficiently.

 **Research Questions**

1. How digital immigrant teachers integrate technological materials in their classroom settings while teaching effectively and efficiently?
2. How students get experience of learning with technology enhanced classroom settings while interacting with peers and teacher?
3. How digital immigrant teachers can be encouraged to learn TPCK to utilize in the classroom settings?

4. How to train digital immigrant teachers to be confident and knowledgeable to learn by their digital native co-worker teachers?

**Methodology**

There are some obstacles for those questions to approach methodology. Teachers are approaching personal barriers and institutional barriers to analyze the research questions with quantitative and qualitative research that needed to find the conclusions. Qualitative study is needed to interview with teachers to find out how comfortable they are to apply technology, their attitude towards technology, and their interest of learning or not learning. First barriers and second barriers also are significant for them to come up with the idea to solve those obstacles. Quantitative study to collect data might need for a comparison of technology skills between digital immigrants and native immigrants as an experimental group teachers and control group teachers to find out effectiveness and efficiency of learning.

**References**

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