Van Yuzuncu Yil University Institute of Education Sciences

Department of Education Sciences

Curriculum and Instruction

APPLYING TPACK TO FOSTER DYNAMIC LANGUAGE ACQUISITION IN AN ESL/EFL CLASSROOM: A SYSTEMATIC REVIEW

Emad Jamal Sh. ALAMLEH

Master Thesis

Van, 2019

APPLYING TPACK TO FOSTER DYNAMIC LANGUAGE ACQUISITION IN AN
ESL/EFL CLASSROOM: A SYSTEMATIC REVIEW

Emad Jamal Sh. ALAMLEH

Supervisor

Asst. Prof. Halil İbrahim ÖZOK

Van Yuzuncu Yil University Institute of Education Sciences

Department of Education Sciences

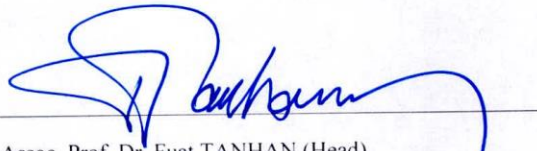Curriculum and Instruction

Master Thesis

Van, 2019

ACCEPTANCE AND APPROVAL

Approval of the thesis:

Applying Tpack to Foster Dynamic Language Acquisition in an Esl/Efl Classroom: A Systematic Review
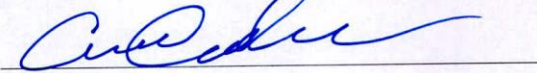
submitted by **Emad Jamal Sh. Alamleh** in partial fulfillment of the requirements for the degree of **Master of Science in Education Sciences Department, Van Yuzuncu Yil University** by,

Assoc. Prof. Dr. Fuat TANHAN (Head)

Asst. Prof. Dr. Halil İbrahim ÖZOK (Supervisor)

Assoc. Prof. Dr. Çetin GÜLER

Date: 09/08/2019

The above signatures belong to the faculty members

Confirmed by,

Assoc. Prof. Dr. Fuat TANHAN

Director of the Institution

NOTIFICATION

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work. I consent to the fact that the paper and electronic copies of my thesis are stored in the archives of the Institute of Educational Sciences at Van Yuzuncu Yil University under the following conditions:

☑ My entire thesis can be accessed from anywhere.

☐ My thesis can only be accessed from Van Yuzuncu Yil University campus.

☐ I don't want my thesis to be available for ... months.

1.9.8 2019

Emad Jamal Sh. ALAMLEH

ACKNOWLEDGEMENTS

GENİŞ ÖZET

ALAMEH, Emad. *ESL/EFL(Yabancı/İkinci Dil olarak İngilizce) Sınıfında Dinamik bir Dil Edinimi açısından TPACK Uygulaması: Sistematik bir Derleme*, Yüksek Lisans Tezi, Van, 2019.

Problem Durumu ve Amaçlar

Teknoloji gelişiminin hızla tüm alanları etkilediği 21. yüzyılda bireylerin yaşam tarzını geliştirmek için yeni kavram ve uygulamaların oluşturulması sınırsız hale gelmektedir, bunun üzerine eğitimciler ve akademisyenlerin insanlar arasında iletişimi ve işbirliğini kolaylaştırmak için web tabanlı araçları teşvik eden ortamlar geliştirmektedirler. Bu nedenle, öğretme ve öğrenme stratejilerinin, öğrenmedeki inovasyonun gelişmesine bağlı olarak değişmesi gerektiği düşünülmektedir. Mevcut gelişmelere ayak uydurabilmesinde, uygulanabilir öğretim içeriğiyle dinamik ve yaratıcı olmak öğretmenlerin temel talepleri ve gereksinimleri durumundadır.

Geleneksel öğretim yöntemleri öğrencilerin ilgisini çekmede başarısız bir hal almaktadır. Bu nedenle, eğitimciler değişiklikleri kabul etmeye hazır bireyler olarak kendilerini yetiştirmeli ve aynı zamanda öğretme ve öğrenmenin daha aktif ve tamamen sürükleyici hale geldiği değişiklikleri etkili bir şekilde yönetmeye hazır olmalıdır (Jouneau – Sion and Sanchez, 2013). Bu sebepten ve teknolojiyi sınıf ortamlarına etkili bir şekilde entegre etmek için, yabancı dil öğretimini güncelleme zorunluluğu doğmuştur. Bu bağlamda, bir çerçeve olarak TPACK (teknoloji, pedagoji ve içerik bilgisi) Mishra & Koehler (2006) tarafından ortaya konmuş ve özellikle ikinci/yabancı bir dilin eğitimi verilmiş ve teknolojiyi sınıfta bütünleştirilerek kapsamlı olarak değerlendirilmiştir. Literatürde geniş yer kaplayan ve bir çok eğitimci tarafından uygulanan bu dinamik öğrenme tekniği üzerine çalışmaların bir araya getirilerek genel bir değerlendirme yapılması ve etkisinin ortaya konması amacıyla bu araştırma yapılması planlanmıştır. Bu noktada, Türkiye'de yapılan çalışmalar göz önüne alındığında ise TPACK hala yabancı bir dilinin öğretiminde gerekli odak ve araştırmadan yoksundur. Bu derleme, bu konuyu ele almak için aşağıdaki soruları sırayla incelemeyi amaçlamıştır:

- Bir sınıfta etkili bir EFL (Yabancı bir Dil olarak İngilizce) / ESL (İkinci Dil olarak İngilizce) öğretimini teşvik etmek için, "Uygulanan ilkeler, yöntemler ve faaliyetler nelerdir"?
- TPACK çerçeve programı nedir?
- Dinamik bir Yabancı/İkinci dil öğretimini desteklemek için EFL / ESL sınıfını yapılandırmak için TPACK çerçevesi nasıl kullanılabilir?
- 2011-2019 yılları arasında TPACK uygulamasının yer aldığı aday öğretmenler üzerinde yapılan çalışmaların sonuçları nelerdir?

21. yüzyılın eğitim eğilimi, genel olarak teknolojiye eğitimin dahil edilmesine ve özellikle yabancı/ikinci dil olarak İngilizce öğretmeye ve özellikle İngilizce konuşulmayan bölgelerde yoğunlaşmaya odaklandığından, bu çalışma, literatürde daha önce yapılan çalışmaların bir arada toplanmasına odaklanmıştır. Teknolojiyi eğitime entegre etme kavramının başlangıcından bu yana, bu yoğun çalışmalardan elde edilen olumlu sonuçların toplanması amaçlanmaktadır. Bu alandaki normatifleri belirlemek için ve araştırmacıları çalışmalarını ilerletmeye yönlendirmek amacıyla bu konunun detaylı ele alınması ve sistematik bir derleme çalışması ortaya koymak amaçlanmaktadır. Program geliştiricileri ve eğitimcileri teknoloji ağırlıklı derslere devam etmeleri için izlenmesi gereken aydınlatıcı yol ve teknikler ile öğrencileri üretkenliğe yönlendirme amacıyla doğru politika ve yaklaşımları belirlemek bir başka hedef olarak belirlenmiştir.

Kuramsal Çerçeve

Dil, çeşitli bileşenlerden oluşur ve belirli ilkelerin bütünü olarak kabul edilir ve bu ilkelerin sınıfta dinamik dil öğrenimini teşvik etmek için kullanılması önemlidir. Brown (2002) yabancı dil öğretiminde uygulanmasına yönelik genel araştırma ilkelerini; bilişsel, duyuşsal ve dilsel ilkeler olarak önermektedir.

Yabancı dil olarak İngilizce: günlük iletişim için yaygın olarak kullanılmayan ve öğretim dili olarak kullanılmayan bölgelerde ele alınır (Carter ve Numan, 2001). Bu bölgelerde İngilizce, okul sisteminde eğitim planının ve anlayışlarının temel bir yönü olarak kullanılmaz ve öğretilme şekli, dilbilgisi yoğunluklu ve sınıf dışındaki dili kullanmak için potansiyel sonuçları kısıtlanan durumlarda yabancı dil olarak ele alınır. İngilizcenin konuşulmadığı Türkiye, Orta-Doğu, Avrupa, Rusya, vb. yerlerde

eğitimcilerin, "dili günlük hayatta kullanma fırsatını ya da kullanma konusunda kendine güven duyma imkânı bulamadıkları" durumlar için geçerlidir (Carter ve Numan, 2001).

İkinci dil olarak İngilizce: anadili İngilizce olan ya da ikinci bir dil olarak kullanıldığı ülkelerde, kültürlerde İngilizcenin öğretilip öğrenilmesi anlamına gelmektedir (Carter ve Numan, 2001). Bu, İngilizcenin baskın dil olduğu ülkelere seyahat eden insanların; ABD, İngiltere, Avustralya, Kanada vb. İngilizceyi ikinci dil olarak öğrenip ve kullanması anlamına gelir. En önemlisi, çevresel düzenlemelerin ve yapılanmaların, öğretilmesi yerine edinilmesi gereken bir dil olarak İngilizcenin ele alınmasıdır.

TPACK: Teknolojik Pedagojik İçerik Bilgisi:

İnovasyonun son zamanlarda hızla itibaren gelişmesi, inovasyona uygun alt yapının sınıflara katılmasını sağladı. Teknolojik ürünleri kullanan eğitmenler, bu ürünlerin daha aktif ve etkili kullanılması amacıyla yeni yaklaşımlar aramaktadır. Mishra ve Koehler (2006), Shulmans Pedagojik İçerik Bilgi çerçevesine bağlı bir inovasyon kombinasyon modeli önermiştir. Bu yeni yapıyı inşa etmenin amacı, "yeni teknolojilerin sınıfın niteliğini değiştirdiği ya da bunu yapma potansiyeline sahip olduğu" şeklinde açıklanmaktadır. Mishra ve Koehler'in bakış açısına göre yenilik, konuyu öğrencinin kullanımına daha da açık hale getirecek açıklamalara, portrelere, analojilere ve gösterilere erişim sağlayabilmesini ve yine de bu yeniliğin nesneden ziyade onun tasvir ettiği ve kolaylaştırdığı şekilde öğrencileri dile maruz bırakmayı işaret etmektedir. Mishra ve Koehler'in içerik bilgisi (CK), eğitim bilgisi (PK) ve öğretici içerik bilgisi (PCK) tanımlamaları Shulmans'a benzemektedir: İçerik bilgisi, "öğretilmesi gereken asıl konu hakkında bilgi" olarak görülmüştür. Bu tanım, öğretmenlerin, konu içeriğini derinlemesine kavramasını ve alanlar arasında öğrenme fikrini içerir; öğretici bilgiler (PK) "öğretme ve öğrenme süreçleri ve uygulamaları ya da yöntemleri hakkında derin bilgi" olarak tanımlanmıştır. Önceki tanım, son derece temel olmasına rağmen, neyin öğretilmesi gerektiği ve nasıl eğitilmesi gerektiği konusundaki bilgilere atıfta bulunur. Ayrıca kuramcılar, öğrencilerin özniteliklerine ilişkin bilgilerin öğrencilerin geçmiş bilgilerini, öğrenme stillerini, yanlış yorumlamaları ve yanlış uygulamalarını içerdiğini ortaya koymuşlardır.

Yöntem

Bu çalışmada, EFL / ESL sınıfındaki TPACK uygulaması ile ilgili kaynakları araştırmak ve toplanan sonuçlara bakmak için sistematik bir derleme yöntemine gidilmiştir. Sistematik bir derleme, analiz sonuçlarını en kabul edilebilir yöntemle araştırmak amacıyla uzmanlar tarafından benzer yaklaşımla yürütülen birçok çalışmanın kapsamlı bir sentezi olarak bir araya getirilmesi olarak açıklanabilir (Kaya ve ark., 2013). Öte yandan, bilimsel bir derleme bir konunun çözümünü bulmak ve konuyla ilgili kriterlere uygun olarak sonuçları tespit etmek ve bulguları sentezlemek için tüm ilgili çalışmaları araştırmak ve bulguları sentezlemektir (Burns ve Grove, 2007; Higgins ve deneyimsiz, 2011). Sistematik gözden geçirmelerin sınıflandırılması hakkındaki en önemli düşünce, gözden geçirilecek araştırmaların belirlenmesi ve seçilmesidir. Sistematik toplama yöntemi ve bu nedenle sentez aşaması normal ve geleneksel yöntemleri içermektedir. Buna rağmen, sistematik olarak gözden geçirmelerin eleştirel olarak ele alınan yönleri de vardır. Örneğin, küçük bir ölçekte ele alınan bir çalışma ile ve daha geniş bir ölçekte bilimsel bir derlemenin toplanması, tamamen farklı sonuçlara sahip olacaktır. Veya sürekli olarak farklı kaynakları tek tek gözden geçiren iki araştırmacı sürekli aynı soruya cevap aradığında bile iki inceleme sonucunda farklı bulgular elde edebilecektir (Ata ve Urman, 2008).

Kullanılan yöntem ile 2011-2018 yılları arasında yapılan çalışmalar için farklı veritabanlarına başvurulmuştur, bu çalışmada ele alınan veritabanları şunlardır: Google-Scholar, Web of Knowledge, ERIC, ERIC (Department of Education).

Kullanılan anahtar kelimeler ise: "Technological Pedagogical Content Knowledge", TPACK, TPCK; EFL; ESL; Pre-service teachers, Language Teaching", technique*, approach*

Kelimeler arasında Boolean komutları olarak OR ve AND kullanılmıştır.

Bulgular

Çalışmanın bu bölümünde, araştırma amacına uygun olarak öncelikle detaylı şekilde TPACK uygulamasının tanımı, kriterleri ve ilkeleri ele alınmıştır. Daha

sonrasında bu konu üzerinde yapılan çalışmaların bir araya getirilmesi sonucunda sistematik bir derlemeye gidilmiş ve aşağıdaki bulgular elde edilmiştir.

İngilizcenin yabancı dil ve ikinci dil öğretimine yönelik yapılan çalışmalar arasında TPACK odaklı araştırmalar (2011-2018) çeşitli yönlerden ayırt edilerek belirli anahtar kelimeler ile tespit edilmiş ve gözden geçirilmiştir. Bu çalışmada, makaleleri toplamak için bir literatür taraması ve TPACK çerçevesini öğretmen eğitimi programları ile karakterize eden birkaç bildiriye ulaşılmıştır. Bu hedefe ulaşmak için, ilk olarak Google Akademik'te listelenen elli dokuz makale yer almaktaydı. Arama, çevrimiçi JSTORE, Pro-Quest, New Platform ve Taylor & Francis gibi elektronik veritabanlarında devam etti. Pro-quest'te yapılan aramada 18 makale, Taylor & Francis'dem çevrimiçi elde edilen 22 makale, JSTOR'da yer alan 12 makale aramalar sonucunda elde edildi. Toplam 111 makale alındı. Arama kriterlerinin tamamını içermesi açısında bu makaleler tek tek incelendiğinde, 51 makalenin TPACK açısından ele alındığı, Teknoloji entegrasyonunu içeren 23 makale, Öğretmen adayı anahtar kelimesini içeren 37 makale olduğu görülmüştür. Çalışma ile ilişkili detaylı taramalarda 48 makale ve bildirinin arama kriterlerinin tamamına uygunluk göstermediği, öğretmen adayları arasında yapılmayan çalışmalar çıkarıldığında ise tezde detaylı şekilde yer alan yirmi çalışmanın olduğu görülmüştür.

Tartışma ve Sonuç

İngilizcenin yabancı dil / ikinci dil olarak öğretimine teknolojinin entegre edilmesinin Teknolojik pedagojik ve içerik bilgisi TPACK çerçevesinin Mishra & Koehler (2006) tarafından tanıtıldığı gibi, 21. yüzyılda teşvik edilmesinde önemli bir rol oynamıştır. Eğitimin pedagojik gelişimi, halen araştırmacılar ve eğitimciler için yeni bir alan olarak görülüyor. Eğitimcilerin, bir sınıf ortamında BİT kullanımına ilişkin bilgi ve yetkinlikleri, öğrenme hedeflerine ulaşmada büyük önem arz etmektedir. Sonuç olarak, 2011-2019 yılları arasında yayınlanan 100'den fazla makalenin Yabancı dil öğretim sınıfındaki TPACK başvurusunu içeren sistematik bir literatür taraması yapılmış ve makaleler incelenmiştir. Makalelerin ilgili sonuçları tezde verilmiş ve hangi yöntemleri kullandıkları ele alınmıştır. Yapılan çalışmaların gene anlamda sonuçları ele alındığında TPACK uygulamasının dil edinimde dinamik ve olumlu neticeler veren bir yere sahip olduğu görülmüştür. Öte yandan yaygınlaşması açısından bir çok eksikliğin olduğu

kanısına varılmıştır. Bir yandan, İngilizce öğretimi ilkeleri, yöntemleri ve faaliyetleri TPACK ile ilgili olarak özellikle incelenmiş ve tartışılmıştır, diğer yandan öğretmen adayları arasında teknoloji entegrasyonunu ve TPACK çerçevesini incelemeye odaklanmıştır. Gözden geçirmelere dayanarak, TPACK çerçevesinin derinlemesine araştırılması gerektiği ve dinamik Yabancı Dil / İkinci Dil öğretme ve öğrenmesini teşvik eden ve aynı zamanda iyileştirme için entegre önerilere yol açan teknoloji entegrasyonunu sağlamak için TPACK'i uygulayan ek ampirik çalışmaların yapılması gerektiği sonucuna varılmıştır. öğretmen eğitimi programlarında öğretmen adaylarına yönelik TPACK çerçevesinin daha detaylı şekilde aktarılması gerektiği düşünülmektedir.

Anahtar Kelimeler

Teknolojik Pedagojik İçerik Bilgisi, TPACK, TPCK, EFL, ESL, Teknoloji Entegrasyonu, Öğretmen Adayları, Sistematik İnceleme.

ABSTRACT

ALAMEH, Emad. *Applying Tpack to Foster Dynamic Language Acquisition in an Esl/Efl Classroom: A Systematic Review*, Master Thesis, Van, 2019.

Integrating technology in the teaching of English as foreign/second language infusing TPCK – Technological pedagogical and content knowledge framework as introduced by Mishra & Koehler (2006) plays an important role in the 21st century on how to foster pedagogical improvement of education, as well still considered a new field for researchers and educators. Educators' knowledge and competence of ICT usage within a classroom setting, is highly required in achieving the learning objectives. As of result, a systematic literature review probes TPCK application in EFL/ESL classroom of over than 60 journal articles, published between, 2011-2019 and books were studied and reviewed. On the one hand, English teaching principles, methods, and activities were particularly reviewed and discussed with relation to TPCK foundation, on the other hand, the review focused on investigating technology integration among pre-service teachers, and TPCK-framework among EFL/ESL in teacher education programs. Based on the reviews, it was deduced that TPCK-framework ought to be profoundly explored and additional empirical studies to be conducted applying TPCK to achieve technology integration whereby fostering dynamic EFL/ESL teaching and learning, as well, led to integral recommendations for the improvement of TPCK framework for pre-service teachers in teacher education programs.

Keywords

Technological Pedagogical Content Knowledge, TPACK, TPCK, EFL, ESL, Technology Integration, Pre-Service Teachers, Systematic Review.

CONTENTS

LIST OF TABLES

LIST OF FIGURES

I. CHAPTER

INTRODUCTION

Technology development is swift and the creation of new concepts and applications to enhance the 21st century's generation life style is infinite, whereupon enabled educators and scholars to develop settings fostering web-based tools to collaborate and facilitate communication among people. Hence, the idea is that instructing and learning strategies ought to be changed as per the improvement of innovation in the learning. Being dynamic and imaginative with applicable instructing content in keeping abreast with current advancements are essential demands of teachers. Conventional teaching methods deemed unsuccessful to attract students. Hence, educators should be ready to accept the changes as well manage the changes efficiently whereby teaching and learning become more active and fully immersive. Jouneau – Sion and Sanchez (2013). For this reason and to effectively integrate technology in classroom settings, it is imperative to update foreign language(s) teaching for such end. As a result, a framework-TPACK (technology, pedagogy and content knowledge) has been introduced by Mishra & Koehler (2006) and deemed comprehensive, as well the trend in education, in particular the instructing of a second/foreign language and is applied to integrate technology in the classroom.
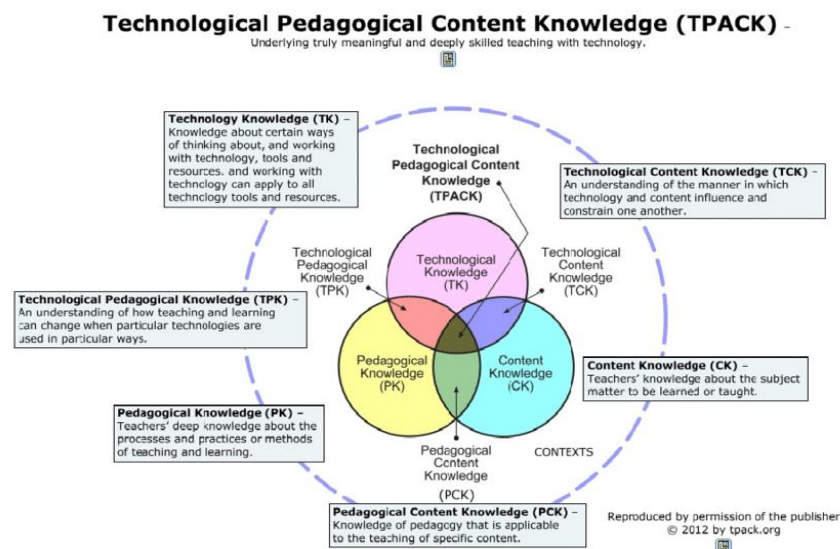
Figure l. TPACK Framework (google.com.tr/search=tpack+model&tbm)

Technology is addressed as a device that upgrades the learning procedures by the proposed framework; mastery of a taught language demands interaction where has not been omitted in this framework, nor was the devised technology its final goal. İt emphasize the major three components of this framework are (CK, PK, TK) and the teachers' knowledge of them. The most vital among these 3 information types are equally important as well incorporate (PCK, TCK, TPK, TPCK) (Koehler & Mishra, 2005,2008, 2009; Mishra & Kohler, 2006).

1.1. TPACK Categories Definition

TPACK classifications are characterized as pursues:

- Content knowledge (CK) it alludes to the "knowledge about actual subject matter that is to be learned or taught" (Koehler & Mishra, 2008).

- Pedagogical knowledge (PK) is a "deep knowledge about the processes and practices or methods of teaching and learning and encompasses (among other things) overall educational purposes, values, and aims" (Koehler & Mishra, 2008).

- Pedagogical content knowledge (PCK) in the teaching of a specific subject matter, there are substance information to be included and applied into the teaching process to give it the anticipated significance, and this what PCK alludes to. It is dissimilar for various content areas as it incorporates content and pedagogy in specific content areas targeting the development of teaching practices (Schmidt et al., 2009).

- Technological knowledge (TK) it incorporates the information of computerized innovations such as the digital technologies, as well in a state of progress persistently (Koehler & Mishra, 2008; Schmidt et al., 2009).

- Technological content knowledge (TCK) it deals with and aims at new portrayals of substance areas highlighting how innovation plays an essential role in the process (Koehler & Mishra, 2008). It demonstrates how ICT and Content influencing each other.

- Technological pedagogical knowledge (TPK) Transporting specific innovations in a classroom may lead to the instructors to change their instructional approach, and this how TPK refers to the realization of how various advances can be used in educating and understanding of such (Koehler & Mishra, 2008; Schmidt et al., 2009).

- Technological pedagogical content knowledge (TPACK) coordinates learning of technology, pedagogy and substance in the meantime. It "is different from knowledge of all three concepts individually" and "is the basis of effective teaching with technology" (Koehler Mishra, 2008). Educators must have the learning of how they can coordinate innovation in the topic and "an intuitive understanding of the complex interplay between the three basic components of knowledge (CK, PK, TK) by teaching content using appropriate pedagogical methods and technologies" (Schmidt et al., 2009).

1.2. Statement of the Research Problem

As conveyed by (Jang & Chen, 2010) that TPACK represent another course in understanding the unpredictable communications between pedagogy, substance and innovation that can lead into fruitful coordination of innovation in the study hall. This review's motive is to examine TPACK system on how to integrate technology in a second/foreign language classroom in combination with language activities and teaching methods. Furthermore, this review will be focused more upon how educators could integrate technology applying TPACK in an EFL/ESL classroom aimed at secondary-high school grades as well higher education. This appraisal is essential as it explores and indicates the necessary skills to EFL/ESL educators on how to expand learning opportunities through technology; EFL educators are deemed out-dated if they do not possess the abilities to incorporate innovation in their educating rehearses. Meanwhile, TPACK is still lacking the needed focus and research in the teaching of F/S language. This review aimed to explore the following questions in-order-to address this issue:

- To foster an effective EFL/ESL teaching in a classroom, "What are the deployed principles, methods and activities"?
- What is TPACK framework?
- To support a dynamic S/F language teaching, "How could TPACK framework be utilized to structure an EFL/ESL classroom"?
- What are the results of the studies conducted on prospective teachers in which TPACK application took place between 2011-2019?

1.3. Research Significance and Purpose

Achieving successful outcomes in schooling is possible by supplying fine-getting to know at the right time. This result is deemed inevitable, mainly with the presence of caring instructors in schools, the presence of relevant students all through the path and the introduction of an appropriate environment. As the 21st century's educational trend is highly focused on integrating technology in education in general and teaching English as a foreign/second in particular and especially in the non-speaking English spheres, this study focused on consulting the previously conducted studies as set in the literature since the inception of the concept of integrating technology into education till current aiming at deducing the positive outcomes and conclusions derived from such intense work to set the normative into this field where guides researchers on furthering their studies, as well directing curriculum developers, educators into an illuminated path to be taken to further pursue their course and set the right policies and approaches where enables them to provide what deemed productive to the learners.

II. CHAPTER

LITERATURE REVIEW

2.1. Analysis and Discussion of TPACK

2.1.1. Language Teaching

This sections' aim is to import information about the teaching standards, methods and exercises of a second language (SL). Furthermore, the imparted information is based on theoretical foundation and current studies. Also, will introduce and discuss description of EFL-English as a foreign language and ESL-English as a second language. Finally, common used procedures and exercises will be analyzed and discussed to produce language teaching strong premise.

2.1.1.1. The 12 Principles

Language is composed of several components and considered as principles and their inclusion is essential to foster dynamic language learning in classroom. Brown (2002) Suggested "general research-based principles on which (second language) classroom practice is granted". Classified them; cognitive, affective and linguistic principles.

2.1.1.2. Conceptual standards

Automaticity: The limit of obtaining familiarity with the objective language. It necessitates learners' ability to learn, apply and after that control consequently certain language designs so as to perform informative act.

Significant learning: Language has to be viewed as a tool that pupils utilize to communicate their values, thoughts and ideas, not as a set of repeated patterns. Furthermore and fort he learners to finally achieve meaningful learning, it is the teachers' target to provide an ideal environment where enables the learners to utilize and link the language based on their backplane information.

Anticipations of rewards: It is linked to humans' longing of getting something consequently when they carry on in certain manner. In language training these prizes identified with positive or negative criticism or in the form of summative or developmental appraisal.

Characteristic inspiration: Considered as private interests in training a tongue, and might be activated by a few motives such as; the target language's culture, heritage, and/or politics.

Strategic investment: It is the time learners invest in learning a language and must be blended with individual methodologies that may allow the learner to appreciate and after that produce the objective language.

2.1.1.3. Emotional standards

Language ego: Upon training a second tongue, one's develop "new model of thinking, feeling and acting-a second identity" where it might create a feeling of delicacy and protectiveness in the acquirer.

Self-assurance: Key factors are considered to be student's confidence and educators' capacity to originate appropriate learning condition where empowers learners to accomplish tasks towards the target language.

Risk taken: It is the capacity of language learners to face challenges about the sought language and those who go for broke as far as translating and utilizing the targeted language are considered successful.

Language-culture connection: It occurs when teachers feel and act upon such in their lesson by including the analysis of cultural customs, values, thought and feelings, demonstrating to the learners that language is the culture's real expression.

2.1.1.4. Linguistic principles

Native language effect: It occurs when learners of a second language tend to literally interpret from their local language to the sought tongue in the early stages and get affected by such.

Inter-language: It is a language framework type students create during the time spent learning a second language. It starts in the learners' native language and experiences a procedure of experimentation and fault till students accomplish a local speaker level in the target language. Correction& feedback are essential through-out this process to maintain a strategic distance from stop of language improvement or fossilization.

Informative skill

It is the language teaching prime aim to foster authentic tongue use with authentic materials in real context. Lessons ought-to be as authentic as possible to develop the necessary skills in learners to become competent communicators.

2.1.1.5. English as a Foreign Language (EFL), and English as a Second Language (ESL)

In the previous section, the general principles of teaching a language were introduced and discussed. In this section will introduce the definitions of EFL/ESL, analyzed and discussed accordingly.

EFL Definition:

English as an unknown dialect is "used in contexts where English is widely used for communication, nor used as the medium of instruction" (Carter &Numan, 2001). The way that English is used and instructed in the schooling system as a major aspect of the educational plan and understudies have restricted potential outcomes to utilize the language outside the study hall is the principle normal for this unique circumstance. And this occurs in the non-speaking English countries such as; Turkey, Middle -East, Europe, Russia, etc., where educators are not English local speakers who "may (also) lack opportunities to use the language or lack confidence in using it" (Carter &Numan, 2001), where this considered as the other characteristic of the context.

ESL Definition:

English as an unknown dialect is "used to refer to situation English is being taught and learned in countries, contexts and cultures in which English is the predominant tongue of communication" (Carter & Numan, 2001). This signifies that people who travels to countries in which English is the predominant language such as; USA, Britain, Australia, Canada, etc. They learn and use English as a second language; as well English educators are native speakers. Most importantly is that the environmental settings and constructs are English, in which plays an essential role fort the language to be acquired rather than taught.

2.2. Common Methods Used in FL/SL Teaching

By and large terms, a technique is characterized as "a set of procedures, i.e., a system that spells out rather precisely how to teach a second or foreign language" (Celce-Murcia, 2001). In second language procurement, Anthony characterized a technique as "an overall plan for the orderly presentation of language material, no part of which contradicts and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural" (1963, cited in Richards & Rogers, 2001, p.19). Along these lines, a strategy in second language might be comprehended as the strategies, steps or qualities that instructors should pursue or included when planning, creating and conveying an exercise or unit. Considering this definition, the accompanying techniques for language encouraging will be examined: sentence structure interpretation, sound lingual, task-based, content-based and open language instructing.

2.2.1. Syntax Translation Method

This strategy depended on the conventional and traditional technique for showing Greek and Latin. As Richards (2001) contended, in the eighteenth and nineteenth hundreds of years, and grown-up was viewed as readied to confront the world and its difficulties just if the individual had learned old style writing of the Greeks and Romans and mathematics. The point of the Grammar Translation strategy was to empower students to peruse and decipher artistic magnum opuses and works of art and not to talk an unknown dialect. This strategy was mainstream until the 1960s, yet the advancing training system found numerous shortcomings in this technique and along these lines it was substituted by the Audio-lingual and Direct strategies.

A trial study performed by Kim (2011) created to utilize a sentence structure interpretation technique in an informative composition class in Korea. The author reasoned that punctuation interpretation technique allowed understudies to comprehend that precision was imperative to accomplish correspondence effectively. This as a result may likewise be found in Shih Chuan (2011). The author discovered that the test class gained huge ground in language structure learning after the treatment time and the punctuation interpretation technique expanded inspiration and certainty. Finally, the author concluded that the punctuation interpretation technique allowed to improve

students' language abilities in light of the fact that the "Grammar Translation Method is concerned with accuracy, fluency and accuracy are target for English learning" (Chang, 2011, p.21).

2.2.2. Direct Method

This strategy emerged as a response to the Grammar Translation Method. As Richards (2001) kept up, Gouin had been one of the principal nineteenth century reformers to endeavor to assemble a system around perception of a kid's language learning. Different reformers close to the century's end in like manner directed their concentration toward naturalistic standards of language learning and fortification his reason they are now and again alluded to as backers of a "natural" method. The supporters of the Natural Method contended that an unknown dialect could be instructed without interpretation or the utilization of the students' local tongue if significance was passed on legitimately through exhibition and action. However, the Direct Method had its own disadvantages. It required educators who were local speakers or who had local like familiarity with the unknown dialect. It was to a great extent reliant on the instructor's aptitude; as opposed to on a reading material and not every one of the educators were capable enough in the unknown dialect to cling to the standards of the strategy. In spite of the fact that the Direct Method delighted in ubiquity in Europe, not every person had grasped it energetically; in fact, by the 1920s, the utilization of the Direct Method declined.

Chen (2011) directed a four-month quantitative research concentrate attempting to survey the connection between three distinctive learning times of 85 undergrads' learning capability in vocabulary, listening, speaking and united normal. Chen inferred that immediate technique might be connected in social circumstances. Furthermore, the scientist proposed that immediate technique was "suited to test which require problem-solving or free-form response." (p.77). Additionally, it was presumed that immediate technique "help (ed) college students process new information's by taking advantage of existing knowledge and aptitudes " (p.78). At last, Chen proposed that educators needed a scope of systems to help themselves in language instructing.

2.2.3. Audio - Lingual Method

The audio - lingual strategy is otherwise called "the army method" in view of the effect of the military. This strategy is the consequences of three recorded conditions and the third factor of its rise was the inception of World War II. American troopers were dispatched to war everywhere throughout the world and there was a need to furnish them with essential verbal correspondence skills in an assortment of unknown dialects (Richards, 2001). As Richards kept up, since this was not the objective of customary unknown dialect courses in the United States, new methodologies were vital. Bores and example practice, choral redundancy, remembrance, mimicry and acceptance sentence structure procedure are particular highlights of the Audio-lingual Method. Exchanges additionally give the methods for contextualizing key structures and represent circumstances in which structures may be utilized just as some social part of the objective language. Dialogues are utilized for redundancy and remembrance. Audiolingualism achieved its prime during the 1960s; in any case, at that point came analysis on two fronts. From one perspective, the hypothetical establishments of Audiolingualism were assaulted as being unsound both as far as language hypothesis and learning hypothesis. Then again, specialists found that the commonsense outcomes missed the mark concerning desires. Understudies were regularly incapable to move abilities obtained through this strategy to genuine correspondence outside the homeroom and many found the experience of contemplating through this technique exhausting and unacceptable.

2.2.4. Informative (Communicative) Language Teaching

The roots of Communicative Language Teaching (CLT) can be found in the adjustments in the British language training convention dating from late 1960s. CLT is best considered an approach as opposed to a strategy. It spoke to the individuals who looked for an increasingly humanistic way to deal with instructing one in which the intelligent procedures of correspondence received priority (Richards, 2001). As Richards affirmed, among the objectives of CLT is the instructing of open capability. As indicated by him, informative capability contains the accompanying parts of language knowledge: "knowing how to use language for a range of different purposes and functions knowing how to vary our use of language according to the setting the

participants and knowing how to maintain communication despite having limitations in one's language knowledge " (pp.70-71). CLT underlines association as both the methods and the last objective of learning a language. The wide acknowledgment of the open methodology and the moderately changed manner by which it is deciphered a connected can be ascribed to the way that professionals from various instructive customs can relate to it and translate it in different ways. One of the particular highlights of CLT is its student focused and experience-based perspective on language instructing. CLT has been under basic examination for a long time. (Kumaravadivelu, 2006; Sun and Cheng, 2002; Li, 1998), and a few researchers and instructors keep on searching for arrangements.

An interpretive examination conducted by Fyrok (2008) dependent on a bigger investigation of the functional hypotheses of six EFL educators in Armenia. The author inferred that the educator's practices "reflect(ed) many of her cognitions although they show more sign of tension between different elements" (p.235). For example, the instructor communicated that to urge them to take part and help them to build significance was a decent educator's training; however this sort of collaboration might be comprehended as "limiting students' free expression of ideas and independent use of language" (p.235). Be that as it may, the educator depicted connection regarding free articulation and anticipated that her understudies should progress toward becoming autonomy client of the language as CTB asserted.

2.2.5. (TBLT) - Task-based Language Teaching

Assignment based language instructing (TBLT) is an informative way to deal with language teaching, using the effective finish of open "tasks" as its essential arranging standard. Educating is sorted out such that understudies will improve their language capacity by focusing on completing something while at the same time utilizing the language, as opposed to on expressly practicing language shapes, as in increasingly conventional techniques for instructing (Richard and Rodgers, 2001). As indicated by Beale (2002), TBLT is nearer to informative standards than CLT itself.

2.2.5.1. Task - Based learning

An audit of the writing on errand based learning (TBL) uncovers a few distinct meanings of the term 'task'. Survey undertakings from a study hall interaction, Willis (1996) characterizes an errand as "a goal –oriented activity in which learners use language to achieve a real outcome" (p.53). Cultivate and Skehan (1996) see assignments as exercises that are significance centered and result assessed and have some certifiable relationship. Long and Crookes (1993), note that just as being significance situated, study hall errands must have a reasonable association with certifiable settings of language use and language need.

2.2.5.2. Educational undertakings

Long (1989) recognizes target and educational undertakings in which assignments are seen as "what the learner will eventually do in English while "pedagogic tasks" are considered as "activities worked on in the classroom to approximate the target tasks" (p.6). Willis and Willis (2007, p. 12-14), feature a few qualities of a 'task': it ought to connect with students' advantage; essential center ought to be on importance; there ought to be an unmistakable outcome; the assignment ought to identify with certifiable exercises and it ought to energize.

2.2.5.3. Classroom execution of assignment based language instructing

Task-based language teaching (TBLT) recommends that "the essential unit for structuring a language program and for arranging singular exercises ought to be a 'task' since assignment advances L2 learning. A significant stage in the TBL structure is the errand cycle. (Willis, 2009). Willis portrays three segments of the errand cycle-undertaking, arranging and report-and features that the educator has an essential job in every part she additionally comments that the assignment cycle can be adjusted to various instructing circumstances. Nunan (2004) raises a few standards to be considered in an assignment based educational plan. Through platform, students ought to be given a supporting structure to encourage learning. Undertaking dependency alludes to one assignment becoming out of and building up in the past one. The idea of reusing empowers students to augment open doors for learning. In TBL, dynamic learning is normal with the goal that students obtain the language by effectively utilizing it. Nunan

additionally takes note of that reconciliation of structure and capacity is expected to make the connection between syntactic structure and informative capacity clear. Undertaking based guidance is viewed as possibly reasonable for students all things considered. It is consented to be especially viable when the students are occupied with moderately comparable genuine undertakings. In that capacity, task-based language guidance has been utilized by numerous analysts and it has demonstrated to be exceptionally powerful in upgrading the learning of a second or unknown dialect.

The study conducted by Albino in 2017 assesses how English as a foreign language (EFL) students improve their speaking fluency using TBLT approach. The research investigated 40 ninth-grade students at PUNIV-Cazenga, a secondary school in Luanda. Sound recorded picture portrayals and sound recorded meetings were used as research instruments in the investigation. "The findings revealed that learners improved in terms of their speaking fluency by maximizing their speed of speech production, increasing grammatical accuracy, elaborating on their utterances, and developing interactional language" (Albino, 2017, p. 8). Another finding indicated that subsequent to being educated with the TBLT approach, the students felt urged to talk, put stock in their possibilities to utilize the objective language, and extended their vocabulary. Carrero Pérez (2016) conducted a research that planned to discover the impact of open undertakings on understudies' verbally expressed collaboration in English and on the inspiration towards talking the foreign language in the classroom. The researcher involved thirty-five immature tenth-grades understudies from a state funded school in Bogota, Colombia, to take an interest in the examination. Three subjective strategies were connected: Test, Observation, and Interview to accumulate data. The findings reported a positive impact of undertakings in participants' English oral cooperation improvement just as on their inspiration towards communicating in English in the classroom. Loumpourdi (2005), reports making a change from a prescriptive 'Introduction Practice-Production' (PPP) approach, regularly utilized by educators in Greece through TBL in showing sentence structure for middle of the road level understudies. In the wake of understanding that the language structure course, recently dependent on PPP approach, concentrating on the introduction and routine with regards to linguistic highlights, confounded and exhausted understudies as well as neglected to achieve the wanted outcomes, she chose to transform it continuously by presenting

sentence structure errands that were significant to students. Loumpourdi (2005), reports that TBL offered a few advantages to showing language: errands kept understudies intrigued and gave increasingly common learning openings, and the understudies had the option to get a handle on the significance and practical utilization of the sentence structure better other than securing exactness of structures. In another examination, Stark (2005), embraced TBLT into a business English schedule for cutting edge understudies in Switzerland by consolidating Project type assignment arrangements to advance viable correspondence. Utilizing sites, e.g., Henry Ford's initial large scale manufacturing of autos and supporting materials, e.g., business press covers on current issues identified with the organization as real information, she set up comparative instructive errands and reenactments, for example, giving a systematic gathering, collaboration and introductions on a genuine surely understood organization, e.g., Nike to reproduce certifiable exercises. Stark found that setting up similar assignments to accomplish task reiteration brought the capacities of language and correspondence to the cutting edge and added to accomplishing greater precision and multifaceted nature in understudies' errand execution. Kiernan (2005) built up a Project in which he utilized conventional story undertakings to low-level grown-up students at a Japanese college to develop students' general conversational account aptitudes and to set them up for conversational circumstances outside the study hall. Kiernan exhibits how these low-level Japanese understudies, who toward the start did not comprehend English, despite quite a while of English at school, "moved from stunned silence to a babble of chatter" (p.59), and had the option to interest each other with individual tales told in English. In another examination in Japan. Muller (2005), introduced TBL to low level Japanese understudies by adjusting a vocabulary-centered exercise from the PPP-based reading material to TBL. He announced that actualizing TBL demonstrated a test with learners, as the understudies, who at first, had almost no expressed capacity in English, had the option to build up their communicated in English.

2.3. Language Skills

2.3.1. Listening Skill

It is underestimated that listening is a language expertise that is created while understudies are presented to the language, yet "the term listening is used in language

teaching to refer to complex process that allows us to understand spoken language" (Rost, 2001). Hegde (200), Rost (2001) and Morley (2001) guaranteed that subsequent students experience two procedures while tuning in: base up and top-down. In base up procedure, students utilize their insight about language and their capacity to process various sounds to translate the acoustic flag and afterward to fathom and comprehend what they are tuning in to. Then again, top-down procedure depends on the students' capacity to utilize logical hints to deduce the importance and making joins with their past learning to comprehend the content. Consequently, listening is mind boggling in a subsequent language, since understudies manage syntactic examples, articulation and different emphasizes. Understudies need to break down this factories when they get input. This makes input the key factors in tuning in. (Kashen, 1982), asserted that understudies must be presented to a "comprehensible input" that somewhat above - understudy's level. That is, input that gives new vocabulary, syntactic and phonological things to allow the understudies to move starting with one level then onto the next. Educators need to remember a few standards when they do listening exercises in the classroom, for example, to build the measure of listening exercises in the study hall making listening the essential wellspring of information and making information intriguing and intelligible utilizing bolstered materials to utilize tuning in before different exercises in starting or middle of the road levels, to incorporate worldwide (theme, fundamental, thought, setting) or chose tuning in (subtleties), to utilize understudies foundation learning (top-down procedure) or selected exercises, to progress in the direction of automaticity in processing (base up) and to create cognizant listening methodologies (Peterson, 200 l). Listening exercises can be found regarding results. This implies understudy could tune in to any oral texts, but the key factor is their main thing so as to show understanding. Morley (2001), proposed six classes of result that individuals as a rule may perform when tuning in. As indicated by Krashen's cases, input is the key factor for achievement in listening exercises. An investigation completed by Makki (2011), attempted to recognize whether the sort of information ("live" or "canned") had some impact on EFL understudies' listening appreciation. With this, the researcher inferred that there was the sort of information isn't critical for understudy's presentation. The scientists played out a subsequent meeting with understudies to gather information about their listening procedures and propensities

outside the study hall. The vast majority of them said they didn't work on tuning in at home. Finally, the specialist reasoned that the test outcomes were on the grounds that understudies' absence of introduction to the objective language.

2.3.2. Speaking Skill

Talking is profitable aptitude that includes the utilization of the language so as to express as well as conveys thoughts, musings, accepts or potentially needs orally. One of the one of a kind attributes about talking is that language clients and students need to build up a talk experiencing a couple of procedures in only a couple of moments. To help this accept, Levelt (1989), asserted that talking or discourse creation in L2 includes "four noteworthy procedures: *"conceptualization, formulation, articulation, and self-monitoring"* (p.16). In conceptualization, language clients consider their experience learning, information about the theme, the discourse circumstance and patters of the discourse talk so as to design the message content. In plan, students locate the correct words and expressions "to express the meaning, sequencing them and putting in appropriate grammar markers" (p.16). Verbalization includes utilizing the articulatory organs and facial muscles so as to accomplish an unmistakable and justifiable elocution, inflection and musicality. At long last, self-observing is identified with language client's capacity of recognize and self-right errors in syntax or elocution.

One of the objectives of talking is that language clients accomplish familiarity and exactness. This may achieve in using arranging and reiteration methodologies before performing and interacting. For model, understudies may evaluate a discussion in their psyches (Helgesen 2003, referred to in Hammer 2007), utilizing distinctive vocabulary and settings Another strategy might be that understudies record themselves giving a discourse, at that point transcript what they have said, identify their very own slip-ups and then right their own discourse or ask criticism from the educator (Mennin 2003, referred to in Hammer 2007).

In strategies, for example, open language instructing or direct technique, talking is identified with the capacity to convey adequately. This implies understudies have developed skills to communicate in genuine settings (for example shopping in the U.S.). Hence, to create informative capability in understudies in urgent for their prosperity. In

this specific circumstance ,Canale and Swain (1980, referred to in Lazaraton, 2001), proposed for measurements for Hymes' hypothesis of open skill: syntactic fitness or the students' capacity of shaping words, expressions and sentences, applying phonology principles and orthography and utilizing vocabulary; sociolinguistic capability or the understudies' awareness of social settings and social decides that oversee the connections; talk fitness or understudies' capacity to develop a cognizance and firm talk and key ability or understudies' repertory to confront and take care of correspondence issues that may emerge during cooperation. When planning talking exercises, educators should consider the procedure that understudies experience when they perform talking. This procedure is moderate in fundamental or pre-intermediate levels. Notwithstanding that, instructors may plan or utilize talking exercises that advance familiarity and exactness and the improvement of open ability formerly organizes. For this reason, instructors may utilize mimicked or guided exercises or unguided exercises. Recreated or guided talking exercises are ones where understudies wear not utilize the language openly. These exercises are exchanges or pretend that contain explicit vocabulary, or language structure things that understudies may rehearse or learn. Then again, unguided talking exercises are ones where understudies can utilize their language uninhibitedly, for example talks, formal discussions or coming to consensus.

Aliakbari and Jamalvandi (2010) did a two-month test explore that attempted to separate the impact of pretends and undertaking based language educating in 60 English students who were haphazardly chosen. In the wake of running at-test, the researcher inferred that there was a beneficial outcome on students utilizing Task-Based Language Teaching focused pretend strategy. This implies pretend movement was exceedingly powerful so as to improve language execution in understudies.

2.3.3. Reading Skill

Perusing is comprehended as an interactive, complex and socio-cognitive procedure that includes a text, a per-user and a social setting (Bernhart, 1991, referred to in Ediger, 2001). In this procedure, the per-users translate the composed images utilizing their language learning in blend with their experience information, past encounters and social system (Hudelson 1994, referred to in Ediger, 2001). This implies the per-users attempt to comprehend the data that was given by the essayist. Because of

this interactions, perusing is viewed as a "dialogue between the reader and text or even between the reader and the author" (Widdwson, 1979). In this procedure, per users need to apply as well as use abilities and learning so as to connect with text. Grabe (1991) communicated that six parts aptitudes and information territories identified with perusing had been recognized:

- Automatic acknowledgment: oblivious capacity to perceive words inside content.

- Vocabulary and basic information :the comprehension of language structure and vocabulary

- Formal talk structure learning: the acknowledgment and comprehension of a few kinds' messages and how the data is composed inside every one.

- Content/world foundation learning: earlier information about the data contained in content and its social importance.

- Synthesis and evaluation aptitudes/techniques: the capacity of perusing different sources and after that what data is helpful for one's motivation.

Meta-cognitively information and aptitudes checking: the limit of distinguishing and utilizing perusing methodologies while reading. Teachers not just should know about what procedures are engaged with perusing yet in addition they should realize how to give the earth to create perusing guidance. For this reason, it is essential to create perusing guidance dependent on pre-during-and post perusing exercises (Grabe and Stoller, 2001). Pre-perusing exercises give a setting to the content. This way to utilize understudies' experience learning about the point, to set up understudies' desire to display new vocabulary and give explicit data about the content. During-perusing exercises include the collaboration between the understudy and the content. In this interaction, students experience the content attempting to make relationship between the vocabulary introduced in the past stage and the content, understanding troublesome ideas and speculating creators' motivation. In post-perusing exercises, understudies feature the significant thoughts from the writings and use them to perform different assignments. An investigation did by Agaie and Zhang (2012), investigated the effect of

encouraging intellectual and metacognitive perusing systems to middle of the road Iranian EFL school students. For this reason, the specialists arbitrarily doled out 80 understudies into two gatherings. The experimental and differentiation gathering took the equivalent pre and posttest base on New Interchange perusing cognizance test part. In the pre-test, the treatment gathering had a mean of 44.56 and the complexity gathering had a mean of 44.56. As a treatment fortification the treatment group, the specialists utilized the Cognitive Academic Language Learning Approach (CALLA) model for introducing and working with perusing procedures (Charnot 2005).

This model is separated into 6 stages: readiness, introduction, practice, self-emulation, development and evaluation. This model was created in class for four months. The understudies worked in little gatherings playing out some perusing procedures, for example, to consider the subject before reading, to surmise new vocabulary thing utilizing the unique situation, to search for legitimate relationship between passages, to check prediction, etc. The contrast gathering worked perusing exercises concurring New Interchange 3 proposals. The outcomes demonstrated that the trial gathering performed superior to anything the difference bunch students' apparent utilization of perusing systems (a mean 4.16 in metacognitive techniques and a mean of 4.02 in subjective procedures) and perusing execution (m=56.25), while the complexity gathering accomplished 83.83% on methodology move. The scientists inferred that express perusing technique guidance improves understudy's perusing execution. With this end, they recommended that this sort of guidance should consider for instructional design in EFL settings. Composing can be centered around the last result of the composition procedure itself (Hammer, 2007). The vast majority of the instructors (ESL/EFL educators additionally) base the instructing of the composition on the procedure. This implies that student experience a procedure of arranging, drafting, altering until they get a last item. Educators participate effectively in this procedure, giving criticism constantly.

On account of ESL or EFL settings, this model does not change. Koll (2001) proposed that unexpired journalists in L2 battled when they needed to begin another bit of composing. Hence, the writer proposed that in the arranging or pre-composing stage, understudies and instructors may utilize conceptualizing, posting, bunching and free

composition as procedures to begin building up a composition Project. Since composing is a generation expertise (understudies make something to demonstrate their insight), the vast majority of the exercises are task-based. For this situation, instructors need to give explicit headings to lead the understudies to accomplish their objectives. Today, innovation has extended the kind of exercises that understudies can do. At long last educators need to give the unique situation, and the informative motivation behind the composition task.

2.3.4. Writing Skill

A standout amongst the most hall kind of based-perusing composing is talk blend, an errand that "involves the integration of information from different sources" and understudies' basic reasoning capacities (Zhang, 2013). Consequently, the author investigates how classroom guidance and practice may improve composing abilities in middle of the road ESL understudies from an intensive English program at an American college. In particular, if a particular guidance in this sort of paper had an impact in understudies' composition execution toward the finish of one semester. The specialist appointed 44 understudies to two gatherings with a similar English level as indicated by understudies' position test. After this, he additionally arbitrarily relegated the Control Group (CG) and the Experimental Group (EG). Because of understudies' dismissal to take part, the last number was 15 understudies in the CG and 14 in EG. The pre and post-test were incorporated into the prospectus, yet just expositions composed by taking an interest understudies were incorporated into the last examination. The pretest was taken 2 weeks after classes began. With respect to gotten by understudies, the two gatherings were educated about exposition structure, paper brief examination, outline composing, reference and rewording, library research, and sorts of papers, however the EG got union composition guidance depended on 2 perusing identified with the unit subject that understudies read at home and talk about in class. At that point, they investigated the writings attempting to discover integral thoughts (educational) and arrangement proposed in the writings (issue arrangement amalgamation). In the wake of showing their first drafts, understudies built up a friend checked on investigation, got educator's criticism, and they sent their last draft. The post-test was administrated at week 15. The understudies dealt with a theme they didn't chip away at for the pre-test.

The papers were scored by two raters than the analysts utilizing all-encompassing rubric. In the pre-test the two gatherings acquired comparable outcomes. For the EG the mean was 2.29 and for the CG was 2.57, however in the post-test the EG scored 3.89 and the CG 3.17. Despite the fact that the two gatherings expanded their exhibition measurably toward the finish of the semester, combination errands allowed the EG to build its presentation. The scientist reasoned that stronghold his kind of exposition, platform guidance was significant on the grounds that the sort of errand was troublesome and students required help and criticism during the process and to separate the in various advances allowed the understudies to accomplish the undertaking's objectives, particularly in beginning times.

III. CHAPTER

METHOD

3.1. Methodology

In this study, a scientific review methodology was accustomed to investigate the sources associated with the TPACK application in EFL/ESL classroom and to look at the collected results. Systematic review may be a comprehensive synthesis study of many studies conducted by experts by similar approach so as to search out the analysis proof within the most acceptable method (Kaya et al., 2013). On the contrary, a scientific review is to research all the relevant studies so as to search out solution to a matter and to spot the reviews in accordance with bound criteria and to synthesize the findings ((Burns & Grove, 2007; Higgins & inexperienced, 2011).

The most vital think about the classification of systematic reviews is that the determination and choice of the researches to be enclosed within the review. The method of systematic collection and therefore the synthesis stage are normally and customary type. In spite of that, there also are critically evaluated aspects of systematic reviews. For instance, the collection of a scientific review on a tiny low scale and shortly a broader scale will have completely different results. Or consistently reviewing different sources individually and looking for answers to constant question might produce variations as a result of two reviews (Ata &Urman, 2008).

The method used is to consult resources databases, the databases used were: Google-Scholar, Web of Knowledge, ERIC, ERIC (Department of Education), Boolean operators OR and AND were utilized in mix with the terms: "Technological Pedagogical Content Knowledge", TPACK, TPCK; EFL; ESL; Pre-service teachers, Language Teaching", technique*, approach*.

The search was narrowed in the first step utilizing the accompanying traits :

- Discourses reviewed by peers.
- Written articles between (2011 and 2018).

Journals such as Language Learning, Language Learning and Technology, TESOL Quarterly were targeted by this research. After the initial search, if the topics and

abstract contained any of the keywords, books and articles related to the topics were selected. Nearly 40 sources for this review were used of articles and books, where they were based on quantitative and qualitative studies for their quality evaluation.

IV. CHAPTER

RESULTS

4.1. Pedagogical Content Knowledge

Shulman (1986) defined educational substance learning as a system "Those Who Understand: Knowledge Growth in Teaching" He communicated that examination of instructors was supported showing rather than educators' subject knowledge. These choices were created and progressed by policy makers who safe guarded these methodologies dependent on analysis that considered substance as a variable instead of a unique circumstance. Shulman asserted through his work that substance and instructive teaching ought to be told and assessed likewise among new teaching in view of the method that while not the foremost ideal preparation within the substance region and therefore the understanding of training and learning shapes, coaching within the substance would be insufficient. He and partner referred to this issue "the missing paradigm". In soliciting to propose a response for the missing perspective, they drove a biennial analysis ponder wherever they wanted new educators of English, math, social examinations, and science from CA had completed a multi-year faculty coaching within the substance district or earned an exemption by examination. Of that conducted survey, 3 substance-knowledge arrangements were known subject (generally referred to as substance learning), info or informative learning and scholastic substance learning (Shulman, 1986). Substance learning delineated by author as "the amount and organization of the knowledge per se in the mind of the teacher" this signifies that the method wherever a specialist deals with substance from a particular field is made. During this grouping of learning, the teacher should perceive what a particular little bit of data suggests, its foundations, and why it will or cannot be associated in clear-cut conditions. Lastly, the topics may while not be abundant of a stretch distinction should be fathomed by the teacher with others per the topic are often addressed, exemplified, and schooled in plain zones or conditions (Shulman, 1986). Besides, teaching should be approached by providence of appropriate materials and activities and ought to be recognized and well addressed to teachers, identically as the instructive arrangement in their practices and update the training foundation. As delineated by Shulman's scholarly substance learning "as subject matter knowledge for teaching". This clarity joins the

habitually schooled in depth highlighting in a very part of data expansive to a comprehensive network. Besides, PCK enclosed "an understanding of what makes the learning of specific topics easy or difficult". Lastly, it has been urged by the author that PCK might be thought-about for creating examinations for educators, understanding that a mix of learning of a particular substance zone and academic frameworks are the key for teachers' productive; educators' designing activities ought to be supported on a research-based approach to manage to permit and allow educators a chance to induce PCK aptitudes; and another investigation set-up ought be prescribed together with researchers, instructors, and educators to boost logical examinations' investigation model.

4.2. TPACK: Technological Pedagogical Content Knowledge

Innovations' improvement as of late he brought about the joining of innovation in classrooms. Educators from all the substance regions have searched for better approaches to disclose and speak to substance to understudies. Mishra and Koehler (2006) proposed an innovation combination model dependent on Shulmans PCK structure. The purpose behind building up this new structure incorporated the way that "new technologies have changed the nature of the classroom or have the potential to do so". From Mishra's and Koehler's perspective, innovation can give access to clarifications, portrayals, analogies, and showings that make the topic increasingly available to the student, and yet, they communicated that innovation contrasted from the substance and its portrayal. They recognized and characterized every one of the parts, and after that broke down substance, instructional method and innovation two by two to comprehend the verbalization among them. Mishra and Koehler's meanings of substance information (CK), educational information (PK), and instructive substance information (PCK) are like Shulmans': CK was viewed as "knowledge about the actual subject matter that is to be learned to teach". This definition incorporates instructors' profound comprehension of subject substance and the idea of learning among the fields; instructive information (PK) considered as "deep knowledge about the processes and practices or methods of teaching and learning". This information includes understudies' learning, study hall the executives, exercise plan advancement and usage, and understudy assessment; PCK characterized as "knowledge of pedagogy that is

applicable to the teaching of specific content". The past definition, despite the fact that it is extremely fundamental, alludes to the information of what ought to be instructed, why it ought to be educated, and how it ought to be educated. Also, creators brought up that information of students' attributes incorporated students' past information, learning styles, misinterpretations, and misapplications.

Mishra and Koehler addressed in the frame-work the meanings of innovation learning (TK), mechanical academic substance information (TCK), mechanical instructive information (TPK), and mechanical educational substance information (TPACK).These writers characterized innovation information as 'learning about the standard advances, for example, books, chalk, and chalkboard, and progressively advances, for example, the Internet and computerized video'.

Identified with electronic innovation, innovation information included how to utilize devices, for example, word processors, internet browsers, email customers, and standard arrangement of programming. Mechanical substance learning was seen by the creators as 'information about the way in which innovation and substance are proportionally related'. Since innovation changes quickly, educators need to build up the abilities to dissect and ponder this, and after that to adjust portrayals of the topic as indicated by the innovation utilized. Moreover, mechanical instructive information (TPK) was connected to learning of the accessible innovation and how it functions, and how instructing is influenced by utilizing it in instructive settings (p. 1028). This alludes to the use and comprehension of the scope of vital devices to complete specific undertakings in mix with instructive procedures. The blend of innovation, substance and instructional method results in TPACK. The creators envision TPACK along these lines: Educating with innovation and needs a comprehension of the portrayal of ideas utilizing advancements such as; tutorial manners that utilization advances in valuable approaches to indicate content; information of what makes ideas difficult or straightforward to find out and the way innovation will facilitate some of the problems to be modified where understudies face; learning of understudies' earlier information and hypothesis of epistemology; and knowledge of how advances may be utilized to expand on existing learning and to grow new epistemologies or reinforce recent ones is

considered to be an excellent educating, and the proposition for such end is TPACK (Mishra and Koehler, 2006).

From this elaborate meaning, certain focuses can be featured: First, innovation is viewed as an apparatus that aide in the learning procedure. This implies portrayals of the topic possibility to be upgraded through utilizing innovation. Second, TPACK is a constructivist approach in light of the fact that the creators proposed that innovation can be utilized to platform learning. This is proposed in light of the fact that innovation might be an approach to enable understudies to comprehend troublesome idea relying upon how it is coordinated and utilized in the homeroom. At long last, the normal request of innovation combination into the homeroom manages that after objectives have been recognized, a portrayal of the idea is picked, and after that a bit of innovation is coordinated to the idea or movement type. Despite the fact that the creators concurred with this case, they likewise communicated that innovation ought to some of the time drive this choice on the grounds that there were new advances being presented each day upsetting business as usual, driving instructors to repeat their very own ideas about instructional method, substance and innovation.

4.3. Action Types

Harris, Mishra, and Koehler (2009) asserted that analysts and educators had two distinct perspectives about innovation coordination. On one hand, the creators contended that innovation might be utilized to help and advance cooperation and request, and change showing rehearses (Harris; Mishra, and Koehler, 2009). Then again, similar creators guaranteed that instructors would in general use innovation, for example, introduction programming, word preparing, blurring PC, and so forth to upgrade existing practices (p. 393). This methodology (to distinguish the innovation first, and after that recognize instructional objectives and exercises) is called ethnocentric. The creators contended that one of the best shortcomings of this methodology was that" ignore(ed) the variation inherent in different forms of disciplinary knowledge and inquiry as well as the varied pedagogical strategies that are most appropriate for teaching this content"(p. 395). This implies this methodology does not consider the one of a kind procedure and the exercises included when structuring, arranging, and conveying content and instructional materials. Despite the fact that each

substance zone has its one of a kind approach to configuration, convey, and survey the substance, as per Harris and Hofer (2009) there are five fundamental instructional choices:

- Choosing learning objectives.

- Making pragmatic instructive choices about the idea of the learning experience.

- Selective and formative fitting action types to make the learning experience.

- Selecting developmental and summative evaluation.

- Selecting devices and assets that will assist understudies with understanding the substance.

In the TPACK system, choosing and sequencing proper learning action types is exceptionally significant in light of the fact that it is inclusive in this progression where innovation is picked. Learning movement types are "the individual parts of a lesson, each of which has a particular focus, format setting participants, materials, duration, pacing cognitive level, goals, and level of student involvement" (Harris, Mishra & Koehler, 2009, p. 404) and they work "as conceptual planning tools for teachers" (Harris & Hofer, 2009). Creating TPACK utilizing movement genres would enable innovation mix to advance from a techno centric model to another one where objectives and instructional exercises remain their accentuation and innovation is coordinated and utilized as a device to improve the taking in procedure from the understudy's point of view. To build up this new attitude among educators, as it has been proposed by Harris, Mishra and Koehler (2009) to make consciousness of the action varieties in explicit substance zones, and to coordinate them to computerized and non-digital innovations to help each kind of learning action.

As to dialects, van Olphen, Hofer and Harris (2011) gave a rundown of learning movement types and the potential innovations connected to them. This rundown was solely structured and being utilized by world language educators (for example ESL/EFL educators, Spanish instructors, and so forth.). The creators communicated that this rundown gives "a systematic, pedagogical meaningful scaffold that guides teachers' instructional thinking, decision- making, and technology integration while promoting

the development of students' communicative competence". This rundown of action types depended on ACTFL (American Council on the Teaching of Foreign Languages) measures and tended to five capacities tuning in, talking, perusing, composing and survey.

4.4. TPACK and English Language Pre-Service Teachers – Empirical Experiences

Reviews (2011-2018) pertaining to pre-service English language teachers and focused on TPACK among TEFL/TESL pre-service teachers have been detected and reviewed, as well distinguished into various aspects; TPACK – integration & implementation, and assessments associated to TPACK among EFL/ESL pre-service teachers. The researcher was able to administer a literature search to collect the journal articles, and a few conference papers that characterized the TPACK framework with teacher education schemes. In achieving this goal, the initial list enclosed some fifty nine articles listed in Google Scholar.

The search continued through the electronic databases such as JSTORE, Pro-Quest, New Platform, and Taylor & Francis online. A combined search from Pro-quest generated 18 articles, 22 articles retrieved from Taylor & Francis online, JSTOR yielded 12 papers. A sum of 111 papers was retrieved. The search terms enclosed TPACK that retrieved 51 articles; 23 articles yielded by technology integration. A pre-service teacher was the third keyword deployed and yielded 37 papers. The fourth keyword deployed EFL/TESL pre-service teachers retrieved 13 articles. When screening some clone references from numerous information. The researcher focused on the primary of one hundred two articles.

When the abstract screening that associated with the study, 48 articles were omitted after full screening. Throughout the method of grouping the acceptable articles, several articles were discovered by the researcher incorporated with TPACK and did not describe it for ESL pre-service teachers or TESL. From 51 articles that represented TPACK integration among pre-service teachers, lastly twenty articles represented the involvement of TPACK among EFL pre-service teachers or TESL as demonstrated below:

Table 1: *Summary of Reviewed Research Studies (TPACK: TESL/EFL pre-service teacher).*

	References	Research Instruments	Research Design
1	Handley and Bostancıoğlu (2018)	Development and Validation Questionnaire	Quantitative
2	Turgut (2017)	Survey Open Ended	Mixed
3	(Ciptaningrum, 2017)	Instrument Development	Mixed
4	Yet and Noordin	Questionnaire	Quantitative
5	Mei, Brown and Teo (2017)	Structual Equation Model/ Survey	Qualitative
6	Limbong (2016)	Semi-structure Inteview Document e-portfolio	Qualitative
7	Kwangsawad (2016)	Lesson Plan Observation Survey	Mixed
8	(Gökçe Kurt, Akyel, Koçoğlu, & Mishra, 2014)	Observation Survey	Mixed
9	(Muniandy&Veloo, 2011)	Survey	Quantitative
10	(Liu, Liu, Yu, Li & Wen, 2014)	Concept Paper	Concept Paper
11	(Yuen Fook, Sidhu, Kamar& Abdul Aziz, 2011)	Survey	Quantitative
12	Kartchava and Chung (2015)	Interview Questionnaire	Mixed
13	(Öz, 2015)	Questionnaire	Mixed
14	(Tai, 2013)	Survey	Mixed
15	Analysis Observation interview(Easter, 2012)	Document	Qualitative
16	Divaharan, (Koh& 2011)	ICT Model Instructional	Qualitative
17	(Sahin, 2011)	Development and Validation -Survey Instrument	Quantitative
18	(Gokçe Kurt, Mishra &Kocoglu,2013)	Survey	Quantitative
19	(Charbonneau- Gowdy, 2015)	Case Study	Qualitative
20	(Ersanli, 2016) Journal Entries	Survey	Mixed

Based on the examined papers in the studies focused on TEFL/TESL pre-service teachers upon TPACK, multiple research methods were detected and implemented by the researches.

The use of Facebook as a medium of the implementation of Flipped Classroom among eight English pre-service teachers in a study by Limborg (2016) has shown that the approach received a positive feedback. Results revealed that the use of Facebook as a mediator in Flipped Classroom helped pre-service teachers to understand the content learnt, before they had their face to face interaction and discussion in the class. A significant result encourages students to have a constructive feedback on the use of technology in language.

A research conducted by Kwangsawad (2016) in Thailand involving 33 pre-service teachers has obtained the high scores in all seven TPACK domains through the survey, lesson plan and observation. Thus, it showed that teachers' education programs succeeded in training the EFL teachers with TPACK knowledge that can be used during their teaching practical and foster their knowledge in integrating technology with lesson planning.

A total of survey studies has been conducted on ESL/EFL pre-administration educators mainly on the advancement and implementation of TPACK. Yuen Fook et al.(2011) investigated the ICT integration. The study involved 70 TESL pre-service teachers who have performed their teaching practicum. The result concluded that these pre-administration educators were positive in incorporating ICT in the teaching strategies. The study suggested instructors ought to be wise to ICT use in the classroom. Furthermore, Tai (2013) investigated on the impact of CALL workshop by using teaching strategies in an English language class. In addition, a study by Kurt et al. (2013) reported a survey on the subdomains of TPACK for the student teachers in Turkey that had a significant data between the details.

Currently, Ersanli (2016) has also explored in improving the TPACK among teacher with 59 TESL trainees. A significant improvement in language learning and teaching materials were illustrated from the study findings Oz (2015) also inspected the model of TPACK for EFL pre-administration educators' degree of TPACK advancement, explored the combination of content, technology, teaching practices for quality classroom lessons. Then again, a survey on self-evaluation was developed by Baser et al. (2015). The survey reviewed on the assessment tool that addresses specifically Technologies with subjects learnt. Then, yet and Noordin (2017) has

directed an examination on the utilization of ICT among TESL pre-administration educators. The examination with purposively 46 pre-administration educators showed that pre-administration educators were confidence and skillful to incorporate the innovation in their instructing.

As for Muniandy and Veloo (2011), a study by using a questionnaire was conducted based on using online video clips. The result recommended that pre-administration educators were pleased and confidence to utilize online platform in their educating. Whereby TPACK as a theoretical framework assists in technology integration among the pre-service teachers. Turgut (2017) conducted a study with 176 English pre-service teachers through a TPACK Survey and the study provided different pattern of TPACK development in a multi-year long educator training program.

Based on the result, recommendations involved policy makers, teacher educators were made. Mei et al. (2017), has led an examination in regards to the use of computer in language learning purposes in China involving 295 EFL pre-service teachers. It revealed that the aspects of facilitating conditions would be able to improve on the acceptance of technology integration through (CALL) in china. As for Kartchava and Chung (2015), the study in investigated on the beliefs of using technology digitally during class lesson among English pre-administration educator. The outcomes demonstrated that's the participants were complacent towards technology usage.

There are three case studies conducted for ESL/EFL pre-administration educators. The primary case investigation has been directed by Kurt et. al (2014) of the three main aspects in TPACK the during planning and lesson implementation. The result found out that the teaching practice that they have gone through helped those trainees to comprehend their TPACK development. Another case study by Easter (2012) reviewed how a teacher education program uses the TPACK framework when technology has been guided top re-service teachers. The result of this study has revealed that TPACK framework act as a guide with recommendations on promoting technology literacy in pre-service teachers. On the other hand, Charbonneau-Gowdy (2015) has examined the best practice in teacher education program in using technology model and promoting best practice in their classroom. The findings suggested pre-service teachers

need the support and 802 involvement of larger teacher education program community as for them to integrate successful innovation reconciliation in the classroom.

There is one study which employs model development method by Koh and Divaahran (2011). The model further explained an instructional procedure for preparing pre-service teachers (TPACK). It explored three stages for building up educators' TPACK through ICT guidance. It involved the stages of the teachers' acknowledgment and specialized capability, modeling and applying the knowledge of pedagogy. The findings suggested that more emphasis should be given on modeling the pedagogical approach, reviewing the product and sharing among the peers.

There are three papers reviewed on instrument development and validation. Sahin (2011) has carried out a research on the development of (TPACK) survey. The survey involves each related category in building the TPACK model: The results reported the TPACK survey has reliable dimension. Ciptaningrum (2017) designed a survey instrument to examine the ICT learning experience and the TPACK knowledge among English pre-service teachers. The instruments have successfully considered acceptable to be used in examining the ICT Usage among pre-service educators learning experiencing and the development of TPACK. Bostancıoğlu and Handley (2018) introduced a self-report questionnaire to access TPACK for English Language Teaching with 543 EFL Teachers. The results showed an encouraging approach to integrate English Language learning with technologies.

Hence, TPCK are often recommended to be called a theoretical, which might be experienced by pre-service educators to conjoin innovation in their instructing. Instructor's information relating to technology ought to be varied and therefore the combination of innovation, pedagogics, and substance within the study hall ought to be totally optimized between one and another. Several of the researchers up above have reviewed and counseled integrating TPCK across the instructor coaching organizations, and support pre-service educators with the chance to expertise ICT that may bolster educating within pronounced substance zones. (Voogt, Fisser, Pareja, Roblin, Tondeur and Van Braak, 2013).

4.5. TPACK and Language Learning

In this phase, association between TPCK and language educating is examined. Since TPCK system is moderately new, there are only a few examination cases archiving the ramifications of the structure in language educating. Rather, it seems that scientists are more and keener on discovering what educators place confidence in TPCK and what innovation they'll apply in understudy's accomplishment once utilizing TPCK.

4.6. Contextual İnvestigations and Surveys

A discourse investigating that incontestable clear execution of TPCK was done by Kulavuz (2011) to make up a video as a final venture in an intensive English program at the University of South FL. The author reasoned that this venture "an opportunity to apply grammar structures in an authentic way by developing all four skills (…) and also can be implemented with learners at varying proficiency levels" (p.22).

Muniand and Yeloo (2011) performed a review tried to quantify not simply TPCK data of pre-administration educator from Asian nation (Malaysia), nonetheless additionally their frame of mind towards the innovation and also the degree of commitment of YouTube recordings might advance among understudies.

The participants were thirty three TESOL pre-administration instructors from a state funded school from Asian nation (Malaysia). They were approached to interrupt down fifty English recordings taken from numerous assets. Each video unbroken going somewhere within the vary of 1 and 5 minutes. Every pre-administration educator examined the recordings considering the incidental classes: frame of mind and preparation, specialized characteristics, tutorial technique, substance, and understudy commitment. Specialists found that pre-administration professional accepted that recordings met the academic program wants, were loaded in substance, exhibited alluringly and adequately, role player in students, and also the educational parameters in study hall.

4.6.1. Results of the Studies

Table 2. *The results of the studies conducted between 2011-2019 containing TPACK.*

Case Study conducted by.	Conclusion.
Limborg (2016)	Results revealed that the use of Facebook as a mediator in Flipped Classroom helped pre-service teachers to understand the content learnt, before they had their face to face interaction and discussion in the class. A significant result encourages students to have a constructive feedback on the use of technology in language.
Kwangsawad (2016)	Teacher education program has succeeded in training the EFL teachers with TPACK knowledge that can be used during their teaching practical and foster their knowledge in integrating technology with lesson planning.
Yuen Fook et al.(2011)	The pre-administration educators were positive in incorporating ICT in the teaching strategies.
Ersanli (2016)	Significant improvement in language learning and teaching materials.
Yet and Noordin (2017)	Pre-administration educators were confidence and skillful to incorporate the innovation in their instructing.
Veloo (2011)	The result recommended that pre-administration educators were pleased and confidence to utilize online platform in their educating. Whereby TPACK as a theoretical framework assists in technology integration among the pre-service teachers.
Turgut(2017)	Study provided different pattern of TPACK development in a multi-yearlong educator training program.
Mei et al. (2017)	aspects of facilitating conditions would be able to improve on the acceptance of technology integration through (CALL)
Kartchava and Chung (2015).	The outcomes demonstrated thats the participants were complacent towards technology usage.
Easter (2012)	TPACK framework act as a guide with recommendations on promoting technology literacy in pre-service teachers.

Charbonneau-Gowdy (2015).	The findings suggested pre-service teachers need the support and involvement of larger teacher education program community as for them to integrate successful innovation reconciliation in the classroom.
Koh and Divaahran (2011).	The findings suggested that more emphasis should be given on modeling the pedagogical approach, reviewing the product and sharing among the peers.
Bostancıoğlu and Handley (2018).	The results showed an encouraging approach to integrate English Language learning with technologies.

V. CHAPTER

DISCUSSION

5.1. Fostering Dynamic Language Teaching

Classrooms' dynamic language instructing closure is to accomplish it. Inside the learners of English whether as a second or foreign, an informative ability ought to be created. It does not only include the utilization of the language skills aptitudes set alone, rather; the cultural comprehension and linguistic principles that are enclosed during this suspicion. For instance; learners' ability of addressing the language to play out associate open demonstration, or language culture association that options the association between culture and language, meanwhile encompasses automaticity. In another words, it is a vital hint given to in classroom instructors to pre-set their course objectives and approaches while choosing the method of the teaching upon the final outcome to be achieved where it would be measurable at the end of the course teaching.

Similarly, Brown alluded that open ability may be a definitive objective in teaching of a language. Informative capability was similarly found in communicative pedagogy (CLT), and task-based language instructing (TBLT). In CLT, exercises might mirror real circumstances and settings wherever axioms and social-segments may be the center point. In task-based mostly language instructing (TBLT), language importance is emphasized language shape. During this strategy, language is specialized device that students use thus on gets together with their surroundings. Again, open capability, or the flexibility to utilize the language adequately, is that the principle reason. Because it is already documented, communicative competency has its institution within the learners' ability of utilizing the language aptitudes with success. Task-based mostly language instructing (TBLT) and open language encouraging exercises may be increasingly gifted located. To place the learners' in circumstances wherever the language may be applied to convey anything, productive talents such as Speaking & Writing endeavors to such end. To allow a learner to urge contribution to execute their language, receptive skills such as Reading & Writing out to be deployed in the practice, and for the language exercise to vital to them, must be high-social, and real organized. In summation of above cited results, it gives the underlying for Language teacher to not only focus on

one method and ignore others as each and every method has its own contribution to the learning of the language, as well results in productive learning.

5.2. TPACK and Language Teaching

(TPCK) - Technological Pedagogical and Content Knowledge could be a structure that distinguishes the vital educators' learning therefore on coordinate innovation adequately within the classroom. This method suggests that instructors' data is divided into three classes: educational learning, content learning and innovative learning. Attributable to the mix of each half, it's likewise conceivable to acknowledge education content data, Technological Content data, and Technological education content data. One in all the ends that may be suggested from this audit is that the non-attendance of TPCK in language educating. Despite the actual fact that there are some right down to earth applications, this isn't decent in correlation with alternative branches of information. It seems that educators moreover as analysts from second language getting territory do not seem to be keen on work this new system. Another excuse it would be the absence of attentiveness from instructors and analysts. Consequently, it is vital to allow definition that matches in language instructing zone, to allow instructors and specialists a starting stage therefore on accomplish innovation incorporation in ESL/EFL settings. Where upon the above said, it is highly likely that language instructors in specific, and researchers in this field in general to invest in the available applicable technologies in their practice and document results according to outcomes to finally be able to draw solid lines in determining which technologies are of use and which are not.

- Content knowledge (CK) it alludes to the "knowledge about actual subject matter that is to be learned or taught" (Koehler & Mishra, 2008).
- Pedagogical knowledge (PK) is a "deep knowledge about the processes and practices or methods of teaching and learning and encompasses (among other things) overall educational purposes, values, and aims" (Koehler & Mishra, 2008).
- Pedagogical content knowledge (PCK) in the teaching of a specific subject matter, there are substance information to be included and applied into the teaching process to give it the anticipated significance, and this what PCK alludes to. It is dissimilar

for various content areas as it incorporates content and pedagogy in specific content areas targeting the development of teaching practices (Schmidt et al., 2009).

- Technological knowledge (TK) it incorporates the information of computerized innovations such as the digital technologies, as well in a state of progress persistently (Koehler & Mishra, 2008; Schmidt et al., 2009).

- Technological content knowledge (TCK) it deals with and aims at new portrayals of substance areas highlighting how innovation plays an essential role in the process (Koehler & Mishra, 2008). It demonstrates how ICT and Content influencing each other.

- Technological pedagogical knowledge (TPK) Transporting specific innovations in a classroom may lead to the instructors to change their instructional approach, and this how TPK refers to the realization of how various advances can be used in educating and understanding of such (Koehler & Mishra, 2008; Schmidt et al., 2009).

- Technological pedagogical content knowledge (TPACK) coordinates learning of technology, pedagogy and substance in the meantime. It "is different from knowledge of all three concepts individually" and "is the basis of effective teaching with technology" (Koehler Mishra, 2008). Educators must have the learning of how they can coordinate innovation in the topic and "an intuitive understanding of the complex interplay between the three basic components of knowledge (CK, PK, TK) by teaching content using appropriate pedagogical methods and technologies" (Schmidt et al., 2009).

Lecturers becomes in as facilitators in the classroom, at the time the framework of TPACK is applied during a language session. Groups that contain learners with different language levels considered as the biggest challenge facing English lecturers whether as a foreign or second language. And according to this it is obvious that language instructors ought to be fully aware of and the hands-on the current available technology's apps available to be accessed in the classroom meeting the need of the various levels of learners at the same time. TPACK framework application is the remedy for lecturers that enables them to meet the special wants and offer materials per the coed level.

5.3. Applying TPACK to Integrate Technology in ESL/EFL Classroom

Promoting communicative competency among language (s) learners is achieved upon sorts of activity use in the classroom and this is the method to be considered to effectively integrate TPACK in an EFL/ESL classroom session. Activities need to be set up and selected where allows the learners apply the language skills in real context as for language potentialities might be explored by the learners. And to make a productive use of integrating technology to reach that it not forgetting what this technology enables us to access and utilize, an extra-curricular activities must be deployed and highly focused upon in order to meet the sought results. For teachers to start with and apply TPACK in the classroom, Van Olphen, Hoffer, and Harris (2011) proposed activity kind taxonomy is the proper resort. This blending going to be jointly potential as a result of foreign or second language instructors to go through the five basic educational choices represented by Harris and Hofer (2009) regardless of the applied methodology within the session settings in the classroom. For instance, the author's case study - activity kind taxonomy – it illustrates how technology enables students to follow, reform, and use the language within a communicative purpose. Where based on the aforementioned the more we engage language learners in using the language in the guided activities the greater the production.

İncorporating specific technologies are deemed essential and ought to be improved whereby be accustomed reforming to the educational activities applied to enhance communicative ability, and need to promote collaborative interaction among the lecturers. As well, it must produce a real atmosphere that enables learners perform adequately. As the above clearly indicates to the essential need and focus of researchers in this field and based upon documented results and feedback from educators to conduct empirical studies based upon those results to enable them set directives to technology innovators to come up with more comprehensive educationally-designed programs to keep improving such technologies to be efficiently integrated.

5.4. Recommendations for Future Research

As deduced from the studied literature review is the lack of *Empirical Research* with regard to TPACK & language teaching and learning regardless of its given definition. It is deemed extremely important to understand the practical application in the given – language classroom settings by researchers & teachers conducting studies targeting TPCK- and its importance in the - to be taught language environment, whereby; leads to a comprehensive understanding of TPCK framework. Furthermore; and in order to establish a starting point for enacting educators based on this framework, information concerning EFL/ESL teachers' understanding of TPCK – framework is pivotal and ought to be collected. Finally; and for curriculum developers, it is imperative to devise a solidly – based, technologically infused curriculum designed to skillfully develop & equip EFL/ESL pre-service teachers applying TPCK-framework where enables the teaching process to effectively integrate technology. And for pre-service teachers, it is very essential that they have the hands-on pedagogical techniques & readiness in teaching the language using the methods to cover its content deploying the fit and appropriate technologies available where suits the applied method.

REFERENCES

Aghaie, r. & Zhang, J. L. (2012).Effects of explicit instruction in cognitive and etacognitive reading strategies on Iranian EFL students' reading performance and strategy transfer. *Springer,* 40, 1063-1081.

Albino, G. (2017).Improving speaking fluency in a task-based language teaching approach: The case of EFL learners at PUNIV-Cazenga. *SAGE Open, 7*(2), 1-11.

Aliakbari, M. &Jamalvandi. B. (2010). The impact of 'role play' on fostering EFL learners' speaking ability: A task-based approach. *Pan-Pacific Association of Applied Linguistics,* 14(1), 15-29.

Brown, D. H. (2002). English language teaching in the "post-method" era: Toward better diagnosis, treatment, and assessment. In J.C. Richards, &W.A. Renandya. *Language teaching: An anthology of current practice*. New York: Cambridge

Bygate, M. (2001): Speaking. In R. Carter & D. Nunan. *The Cambridge guide to teaching English to speakers of other languages.* New York: Cambridge University Press.

Carrero Pérez, N. P. (2016). Effects of tasks on spoken interaction and motivation in English language learners. *GIST Education and Learning Research Journal13* (1), 34 - 55.

Carter, R. &Nunan, D. (2001).Introduction. In R. Carter & D. Nunan. *The Cambridge guide to teaching English to speakers of other languages.* New York: Cambridge University Press.

Celce-Murcia, M. (2001). Language teaching approaches: An overview. In Celce-Murcia, M. *Teaching English as a second or foreign language* (Third ed.). Boston: Heinkle Cengage Leming.

Charbonneau-Gowdy, P. (2015). It Takes a Community to Develop a Teacher: Testing a New Teacher Education Model for Promoting ICT in Classroom Teaching Practices in Chile. *Electronic Journal of e-Learning, 13*(4), 237-249.

Chen, H.-K. (2011). Analysis of *E*nglish cognitive direct method from the perspective of knowledge management. *The Journal of Human Resource and Adult Learning, 7(2)*, 71-78.

Ciptaningrum.D.S. (2017).The Development of the Survey of Technology Use, Teaching, and Technology-Related Learning Experiences among Pre-Service English Language Teachers in Indonesia. *Journal of Foreign Language Teaching and Learning, 2*(2), 11-26.

Easter, T.N. (2012). *Preparing pre-service teachers and technology literacy*. Washington State University.

Ediger, A. (2001). Teaching children literacy skills in a second language. In M. Celce-Murcia, *teaching English as a second or foreign language* (Third Ed.). Boston: Heinle Cengage Leming.

Ersanli, C. Y. (2016). Improving Technological Pedagogical Content Knowledge (TPACK) of Pre-Service English Language Teachers. *International Education Studies, 9*(5), 18.

Feryok, A. (2008). An Armenian English language teacher's practical theory of communicative language teaching. *System*, 36, 227-240.

Foster, P. &Skehan, P. (1996). The influence of planning and task type on second language performance.*SSLA*, 18, 229-323.

Grabe, W. &Stoller, F. L. (2001). Reading for academic purposes: Guidelines for the ESL/EFL teacher. In M. Celce-Murcia, *teaching English as a second or foreign language* (Third Ed.). Boston: Heinle Cengage Leming.

Hammer, J. (2007). *The practice of English language teaching*. (Fourth Ed.). Pearson Longman.

Hammer, J. (2007). *The practice of English language teaching*. (Fourth ed.). Pearson Longman.

Harris, J. & Hofer, M. (2009). Instructional planning activity types as vehicles for curriculum-based TPACK development. *Research highlights in technology and teacher education,* 99-108. Retrieved from College of William and Mary,

school of education, Learning Activity Types Wiki: http: //activity types. Wmwiki s.net/fi le/view/HarrisHofer-TPACK Activity Types. Pdf

Hegde, t. (2000).*Teaching and learning in the language classroom*. Oxford: Oxford University Press.

http: //activitytypes.wmwikis.net/file/view/WorldLanguagesLearningATsFeb2011.Pdf

http://punya. Educ. msu. Edu/wpcontent/uploads/2013/03/Kurt-Mishra SITE2013-paper. Pdf.

http://punya. Educ. msu. Edu/wpcontent/uploads/2013/03/Kurt-Mishra-SITE2013-paper. Pdf.

Jouneau-Sion, C., & Sanchez, E. (2013).Preparing schools to accommodate the challenge of Web 2.0 technologies. *Education and Information Technologies*, 18(2), 265-270.

Kartchava, E., & Chung, S. (2015). Pre-Service and In-Service English as a Second Language Teachers' Beliefs about the Use of Digital Technology in the Classroom. *Studies in English Language Teaching, 3*(4), 355.

Kierman, P. (2005). Storytelling with low-level learners. Developing narrative tasks. In B. L. Leaver,& J. Willis (Eds.), *Teachers exploring tasks in English language teaching* (pp.58-68). Hampshire: Palgrave Macmillan.

Kim.E.-Y. (2011). Using translation exercises in the communicative EFL classroom. *ELT Journal*, 65(2), 154-160.

Koehler, M. J., & Mishra, P. (2008).Introducing technological pedagogical knowledge. In AACTE (Eds.), *the handbook of technological content knowledge for educators (pp. 3-29).* New York, NY: Routledge.

Koh, J. H., & Divaharan, H. (2011). Developing pre-service teachers' technology integration expertise through the TPACK-developing instructional model. *Journal of Educational Computing Research, 44*(1), 35-58.

Kroll, B. (2001). Considerations for teaching an ESL/EFL writing course. In M. Celce-Murcia, *teaching English as a second or foreign language* (Third ed.). Boston: Heinle Cengage Leming.

Kurt, G., Mishra, P., & Koçoğlu, Z. (2013).*Technological pedagogical content knowledge development of Turkish pre-service teachers of English.* Paper presented at the meeting of the Society for Information Technology and Teacher Education, New Orleans, LA. Retrieved from

Kurt, G., Mishra, P., & Koçoğlu, Z. (2013).*Technological pedagogical content knowledge development of Turkish pre-service teachers of English.* Paper presented at the meeting of the Society for Information Technology and Teacher Education, New Orleans, LA. Retrieved from

Kwangsawad, T. (2016).Examining EFL Pre-service Teachers' TPACK trough Self-report, Lesson Plans and Actual Practice. *Journal of Education and Learning (Edu Learn), 10*(2), 103-108.

Lazaraton, A. (2011). *Teaching oral skills*. In M. Celce-Murcia, *teaching English as a second or foreign language* (Third Ed.). Boston: Heinle Cengage Leming.

Limbong, E. (2016). The Voices of Pre-service EFL Teachers on the Implementation of Teacher Educators '.*IJEE (Indonesian Journal of English Education), 3*(2), 171-191.

Liu, S., Liu, H., Yu, Y., Li, Y., & Wen, T. (2014). TPACK: A new dimension to EFL teachers' PCK. *Journal of Education and Human Development, 3*(2), 681-693.

Long, M. H. (1989). Task, group and task-group interactions. *University of Hawaii's Working Papers in* ESL, 8(2), 1-26.

Loumpourdi, L. (2005). Developing from PPP to TBL: A focused grammar task. In B. L. Leaver, & J. Willis (Eds.), *Teachers exploring tasks in English language teaching* (pp.33-39). Hampshire: Palgrave Macmillan.

Makki, M. (2011). Does the vehicle of presentation affect the listening comprehension of EFL Learners? A case of Iranian learners. *Modern Journal of Language Teaching Methods,* 1(2), 4-17.

Mei, B., Brown, G. T., &Teo, T. (2017). Toward an Understanding of Pre-service English as a Foreign Language Teachers' Acceptance of Computer-Assisted Language Learning 2.0 in the People's Republic of China. *Journal of Educational Computing Research*, 0735633117700144.

Mishra, P. & Koehler, M. J. (2006). Technological Pedagogical content knowledge: A frame work for teacher Knowledge. *Teachers College Record*, 108(6), 1017-1054.

Morley, J. (2001). Aural Comprehension instruction: Principles and practices. In M. Celce Murcia, *Teaching English as a second of foreign language* (Third ed.). Boston: Heinle, Cengage Learning.

Muller, T. (2005).Adding tasks to textbooks for beginner learners. In B. L Leaver, &J. Willis (Eds.), *Teachers exploring tasks in English language teaching* (pp. 69-77). Hampshire: Palgrave Macmillan

Muniandy, B., & Veloo, S. (2011). *Managing and utilizing online video clips for teaching English language: Views of TESOL pre service teachers.* Paper presented at the 2nd International Conference on Education and Management Technology IPCSIT.

Nunan, D. (2004). *Task-based language teaching*. Cambridge: Cambridge University Press.

Öz, H. (2015). Assessing Pre-service English as a Foreign Language Teachers' Technological Pedagogical Content Knowledge. *International Education Studies*, 8(5), 119.

Richards, J.C. & Rodgers, T.S. (2001).*Approaches and Methods in Language Teaching*. (Second ed.). New York: Cambridge University Press.

Rost, M. (2001).Listening. In R. Carter, & D. Nunan*, The Cambridge guide to teaching English to speakers of other languages*. Cambridge: Cambridge University Press.51 Peterson, P.W. (2001). Skills and strategies for proficient listening. In M. Celce-Murcia, *Teaching English as a second or foreign language* (Third ed.). Boston: Heinkle Cengage Learning.

Sahin, I. (2011). Development of survey of technological pedagogical and content knowledge (TPACK). TOJET: *The Turkey Online Journal of Educational Technology,* 10(1).

Schmidt, D. A. E., Thomson, A. D., Koehler, M. J. Mishra. P. & Shin, T. (2009). Technological pedagogical content knowledge (TPACK): The development and validation of an assessment instrument for pre-service teachers. *Journal of Research on Technology in Education,* 42(2), 123-149.

Shulman, L. S. (1986). Those who understand: knowledge growth in teaching. *Educational Researcher*, 15(2), 4-14, doi: 10.3 102/0013 189x015002004.

Schulman, L. S. (1987). Knowledge and teaching: Foundations for a new reform. *Harvard Educational Review, 57*(1), 1-22.

Stark, P.P. (2005). Integrating task-based learning into a business English program. In B.L. Leaver, &J. Willis (Eds.), *Teachers exploring tasks in English language teaching* (pp. 40-49). Hampshire: Palgrave Macmillan

Tai, S.-J.D. (2013). From TPACK-in-action workshops to English Classrooms: CALL competencies developed and adopted into classroom teaching.

Turgut, Y. (2017). Tracing pre-service English language teachers' perceived TPACK in sophomore, junior, and senior levels. *Cogent Education*, 4(1), 1368612.

Van Olphen, M., Hofer, M. & Harris, J. (2011). *World languages learning activity types.* Retrieved from College of William and Mary, School of Education, Learning Activity Types Wiki:

Voogt, J., Fisser, P., Pareja Roblin, N., Tondeur, J., & van Braak, (2013). Technological pedagogical content knowledge – a review of the literature. Journal of Computer Assisted Learning, 29(2), 109-121.

Willis, D. & Willis, J. (2007).*Doing task-based teaching.* Oxford: Oxford University Press.

Willis, J. (1997). *A framework for task-based learning*. London: Longman.

Willis, J. (2009). The TBL framework: the task cycle. In K. Van den Braden, M. Bygate, & J. M.Norris (Eds.), *Task-based language teaching: A reader* (pp. 227-242). John Benjamins.

Yet, T. S., & Noordin, N. B. (2017). The Use of ICT among Pre-Service English Language Teachers. *International Journal of English Language Education, 5*(1), 100-112.

Yuen Fook, C., Sidhu, G. K., Kamar, N., & Abdul Aziz, N. (2011).Pre-Service Teachers' Training in Information Communication and Technology for the ESL Classrooms in Malaysia .*Turkish Online Journal of Distance Education, 11*(3), 97-108.

Zhang, C. (2013). Effect of instruction on ESL students' synthesis writing. *Journal of Second Language Writing,* 22, 51-67.

YÜZÜNCÜ YIL ÜNİVERSİTESİ
Eğitim Bilimler Enstitüsü

LİSANSÜSTÜ TEZ ORİJİNALLİK RAPORU

.19./.08./20.19

Tez Başlığı / Konusu

...Applying TPACK to foster Dynamic Language Acquisition...
...in an ESL/EFL Classroom : A Systematic Review...

Yukarıda başlığı/konusu belirlenen tez çalışmamın Kapak sayfası, Giriş, Ana bölümler ve Sonuç bölümlerinden oluşan toplam ...42... sayfalık kısmına ilişkin, 18./08./2019. tarihinde şahsım/tez danışmanım tarafından Turaitin......intihal tespit programından aşağıda belirtilen filtreleme uygulanarak alınmış olan orijinallik raporuna göre, tezimin benzerlik oranı % ...18........... (...Onsekiz.......) dır.

Uygulanan Filtreler Aşağıda Verilmiştir:
- Kabul ve onay sayfası hariç,
- Teşekkür hariç,
- İçindekiler hariç,
- Simge ve kısaltmalar hariç,
- Gereç ve yöntemler hariç,
- Kaynakça hariç,
- Alıntılar hariç,
- Tezden çıkan yayınlar hariç,
- 7 kelimeden daha az örtüşme içeren metin kısımları hariç (Limit match size to 7 words)

Yüzüncü Yıl Üniversitesi Lisansüstü Tez Orijinallik Raporu Alınması ve Kullanılmasına İlişkin Yönergeyi İnceledim ve bu yönergede belirtilen azami benzerlik oranlarına göre tez çalışmamın herhangi bir intihal İçemediğini; aksinin tespit edileceği muhtemel durumda doğabilecek her türlü hukuki sorumluluğu kabul ettiğimi ve yukarıda vermiş olduğum bilgilerin doğru olduğunu beyan ederim.

Gereğini bilgilerinize arz ederim.

19./08./20.19
Emad alamleh
Adı, Soyadı, İmza

Adı Soyadı	:	Emad alamleh
Öğrenci No	:	14940l014
Anabilim Dalı	:	Eğitim Bilimleri
Programı	:	E.P.O
Statüsü	: Y. Lisans ✓	Doktora ☐

DANIŞMAN
Halil İbrahim ÖZOK
.18./.06./2019..

ENSTİTÜ ONAYI
UYGUNDUR
19./08./2019
Servet CAN
Enstitü Sekreteri