

# TEACHER TRAINING FOR TPACK-WRITING AND GRAMMAR

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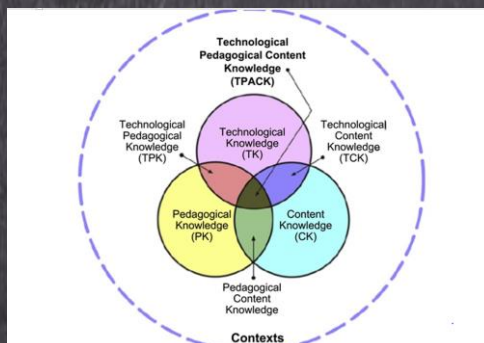
## Abstract

English Language teaching requires the values, skills and knowledges necessary for 21st century learning. The methodologies English teachers adopt will not be satisfactory unless they update themselves. English teachers' technological knowledge needs to match the pedagogical knowledge to enable the expected 21st century learning occur in ELT classes.

With this purpose in mind, an in-service training for English Language teachers teaching young learners (aged 8-12) was designed on TPACK for writing and grammar skills. The main aim was to improve their pedagogical and technological knowledge on these two problematic skills. In Turkish context, grammar is taught explicitly without using any digital tools and writing as a skill is ignored. Learners are not asked to write apart from the mechanical exercises. The researchers diagnosed the pedagogical and technological knowledge with pre-test and did the training with digital tools. The post test showed improvement on the stated knowledges.

## Conclusion

This study displayed that EFL teachers have learned more ICT tools and the way how to use and evaluate them after this training program. This Project also revealed that EFL teachers need to update themselves from time to time about ICT tools to make their classrooms more motivating and engaging. On the other hand, they might experience some problems during the implementation of these ICT Tools into their classrooms that can be prevented by taking some precautions earlier or planning the courses that way. To summarize, this study provided several insights about the use of ICT Tools while teaching grammar and writing in addition to highlighting a training model for this aim.



## Methodology

- 5 Days on-site training with 24 In-service EFL Teachers On how to use TPACK while teaching writing and grammar
- Mixed method research design
- Pre-Post Test TPACK Scale & Immediate and Delayed Teacher Training Workshop Forms
- Thematic Analysis and SPSS Analysis

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## Findings

RQ1: In what ways did teachers improve themselves in using ICT tools to foster their students' writing and grammar skills?

- 1.They learned more ICT tools
- 2.They learned how to use these ICT tools
- 3.They learned how to create more entertaining classroom atmospheres using ICT tools
- 4.They updated themselves about ICT tools and their use
- 5.They improved themselves as they learned how to motivate their students using ICT tools

RQ2: Did teachers improve themselves in TPACK efficacy while teaching grammar and writing?

TPACK efficacy was enhanced in a statistically significant degree. Technological knowledge (TK), and Technological Content Knowledge (TCK) improved in a statistically significant way. Pedagogical knowledge (PK), Pedagogical Content Knowledge (PCK), Technological Pedagogical Knowledge (TPK) and Content Knowledge (CK) did not improve in a statistically significant way.

RQ3: What problems did teachers face implementing ICT tools in their classrooms?

- Internet connection
- Lack of hardware
- No problem at all
- Paid apps
- Students' readiness
- E-mail addresses
- Parental objection
- No access to some websites
- Not common usage of that tool
- Software