

## عنوان مقاله:

PEDAGOGICAL CONTENT KNOWLEDGE AND ENGLISH TEACHING

## محل انتشار:

سومین همایش ملی دانش آموزش محتوا در آموزش زبان انگلیسی (سال: 1399)

تعداد صفحات اصل مقاله: 9

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## خلاصه مقاله:

This research discovered how two well English teachers in Lahijan displayed Pedagogical Content Knowledge (PCK) in teaching English and how they developed their teaching knowledge base guiding their decisions and actions in classrooms. The analysis focus was subject knowledge, teaching strategies, and knowledge of learners' conceptions. The participants were two English teachers (Setareh, Ebrahim), each from a different English institute. They teach second grade ESL students. The instruments used for data collection were observation sheets and interview guides. The research results show that the teachers each had their strengths and weaknesses in teaching English. Two participating teachers taught different topics and they showed dissimilarity in displaying PCK. Setareh had more subject matter knowledge compared to Ebrahim For teaching strategy. Ebrahim used a lecture method to teach his students to understand spoken English. In the last trait analyzed, these two teachers had limited knowledge of identifying the conceptions of learners even though they had had many years' experience as English teachers and had often observed other colleagues. The differences in teaching knowledge amongst the sample teachers could be caused by many factors such as different methodologies, different teaching experiences, different marital statuses, and different language backgrounds of the students. This study proves that these teachers still needed to improve their PCK.

## کلمات کلیدی:

Pedagogical Content Knowledge, English Teaching

## لینک ثابت مقاله در پایگاه سیویلیکا:

<https://civilica.com/doc/1119979>

