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Exploring The Implementation of Teachers' Pedagogical Content Knowledge within EFL

Classes

Case Study: Teachers of English at Chadli Bendjedid University

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STATEMENT OF ORIGINAL AUTHORSHIP

I hereby declare that this thesis entitled “exploring the implementation of teachers’ pedagogical content knowledge within EFL classes”, under the supervision of Mrs. Sana Bouras, has been submitted for the requirement of Master Degree at Chadli Ben Djedid University and has not been submitted to any other institution for a degree, diploma or other qualifications. I certify that, to the best of my knowledge, my research work does not infringe upon Anyone’s copyright nor violate any proprietary right and that any material and information used was properly cited in the reference list in order to avoid any act of plagiarism.

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List of Abbreviations and Acronyms

CK :Content **K**nowledge.

EFL: English as a **F**oreign **L**anguage.

PCK : **P**edagogical **C**ontent **K**nowledge.

PK : **P**edagogical **K**nowledge.

Abstract

The present study attempts to explore the teachers' implementation of pedagogical content knowledge (PCK) within EFL classes starting by providing an overview to identify the concept of PCK as whole then moving on to its principles within its components which are the core foundation of PCK. In order to reach the target of exploring the degree of implementation of PCK within EFL classes, we relied on the descriptive method to shed light on the different procedure that teachers go through in implementing their teaching pedagogies. Hence, teachers' questionnaire was used as a tool for gathering the desired data. This particular instrument was administered to the teachers of English at Chadli Ben Djedid El Tarf University and it was designed to get hold of the needed information concerning the different approaches and methodologies to ensure the accurate implementation of the teaching pedagogies. The obtained results have actually approved our hypothesis which set out "If teachers thoroughly implement the principles of the concept of Pedagogical Content Knowledge within EFL classes, they will certainly become specialized and expert teachers in the sense of having the capability of giving everything they have". As a matter of fact, the teachers' questionnaires actually lay stress on the proper implementation of pedagogical content knowledge within EFL classes acknowledges teachers as experts within their fields of teaching.

Key words: Pedagogical Content Knowledge, EFL classes, descriptive method, teaching.

ملخص

تهدف الدراسة الحالية تهدف الدراسة الحالية إلى استكشاف التطبيق للمعرفة البيداغوجية للمحتوى لدى الأساتذة في تدريس أقسام اللغة الإنجليزية، و ذلك من خلال تعريف محتوى المعرفة البيداغوجية للمحتوى ثم الانتقال إلى أهم الأساسيات التي تعتبر الركيزة لتركيب هذا المفهوم كمنهج. لبلوغ هذا الهدف ارتأينا توجيه استبيان إلى أساتذة اللغة الإنجليزية لجامعة الشاذلي بن جديد الطارف من أجل الحظي على المعلومات المطلوبة التي تخص مختلف الطرق المنهجية التي يقتضي على الأساتذة تطبيقها تطبيقا سوي. وعليه فإن النتائج المتحصل عليها أكدت فرضيتنا التي تقتضي بأنه، إن تم تطبيق مبادئ المعرفة البيداغوجية للمحتوى تطبيقا دقيقا من طرف الأساتذة فهذا يمكنهم في الحصول على القدرة من ناحية تقديم كلما لديهم من معرفة

الكلمات المفتاحية: المعرفة البيداغوجية للمحتوى، أقسام اللغة الأجنبية، المنهج الوصفي، التدريس

Chapter One

Introductory Chapter to the Research Problem

Chapter One

Introductory Chapter to the Research Problem

Introduction

This research is conducted to explore the implementation of teachers' pedagogical content knowledge within English as a foreign language (EFL) classes. It is an introductory chapter to the study as it presents the statement of the problem along with the aims of the study. It also covers the hypothesis, the research questions and the method used which consists of the research design, the participants and the data collecting instruments and procedures.

Statement of the Problem

Within EFL classes, there are professional teachers who know exactly how to implement their pedagogical and content knowledge base into a teaching strategy in order to make sure that their students actually understand the presented content and use an eclectic teaching strategy. However, each teacher is unique in his or her own ways of teaching and has different teaching strategies that symbolize his or her pedagogical content knowledge within the classroom. Hence, it is sometimes difficult to identify it, due to the certain ways of implementing and establishing the pedagogical content knowledge within the EFL classes. The different preparation methods for the future presented lessons, and knowing what is needed to be taught and why i.e. the structure and the purpose of the presented content that only the teacher himself knows.

Aims of the Study

The focal point of this conducted study is to explore the implementation of pedagogical content knowledge within EFL classes. By doing so, we are going to shed light on the difference

between the pedagogical content knowledge of each teacher and how teachers plan their teaching process that consists of knowing what to teach(the content) , how to teach (pedagogical strategies), and why to teach (the purpose) specific content within EFL classes. Also we are identifying the different methods and sources that teachers rely on while preparing their content in terms of the use of different educational materials and sources that are relevant to the subject matter.

Research Questions

In order to explore the implementation of teachers' PCK within EFL classes , it is necessary to ask the following research questions:

- What are the different procedures that the teachers go through in order to establish and implement their pedagogical content knowledge?
- To what extent PCK as a concept has been implemented within EFL classes?

Hypothesis

On the light of the above questions, we hypothesize that:

If teachers thoroughly implement the principles of the concept of Pedagogical Content Knowledge within EFL classes, they will certainly become specialized and expert teachers in the sense of having the capability of giving everything they have.

Research Methodology

Research Design

This study is qualitative in nature as we are using the descriptive method to explore the implementation of the Pedagogical Content Knowledge within EFL classes.

Participants

To explore the implementation of Pedagogical Content Knowledge within EFL classes, the current enquiry was conducted with teachers at the Department of English, Chadli Ben Djedid University, El-Tarf during the academic year (2019-2020).

Data Gathering Tools

For the data gathering tools, we are conducting questionnaires. The purpose of using questionnaires is to ask the teachers about their implementation of the concept of Pedagogical Content Knowledge and how they are going to deal with the different challenges during the teaching and learning process.

Structure of the Dissertation

This study is composed of five chapters and each chapter has its own significance. The first chapter is an introduction to the theme being studied consisting of the statement of the problem, aims of the study, research questions, hypothesis, participants and the methodology.

The second chapter is concerned with the review of related literature about the concept of Pedagogical Content Knowledge, its definition, principles and components.

For the third chapter, it introduces the research design and methodology including the participants and data gathering instruments.

Additionally, the fourth and the fifth chapters present the practical part of the study; the fourth section is about the analysis of gathered data by means of teacher's questionnaire in which the acquired data are scrutinized to prove or disprove our suggested hypothesis. And for the fifth and final section, it is devoted to provide a deep discussion of the final results.

Conclusion

All in all, this chapter established our research study which is “exploring the implementation of teachers’ pedagogical content knowledge within EFL classes” starting by introducing the problem or the gap of the study and the different components which entail. This chapter has crucial importance since it gives the general description of the issue being examined.

Chapter Two

Literature Review about Pedagogical Content Knowledge

Chapter Two

Literature Review about Pedagogical Content Knowledge (PCK)

Introduction

This chapter is designed to provide a general overview about the concept of pedagogical content knowledge and its components. It supplies definitions of PCK concept and its elements. Also, it elucidates its components in a precise and concise manner without missing out any important detail or information. And within certain component, there are sub-categories that are stated clearly and concisely.

Pedagogical Content Knowledge

Lee Shulman (1987), an American educational psychologist, introduced the concept of Pedagogical Content Knowledge (PCK) where he gave a view of teaching by stating that “a teacher knows something not understood by others, presumably the student, the teacher can transform understanding, performance skills, or desired attitudes or values into pedagogical representations and actions”(p.7). Accordingly, Freeman (1989) argued that the view of teaching is understanding two main levels: a view of what language teaching is and a view of how to educate individuals in such teaching. The author defined it as “the processes of effective language teaching”(Freeman,1989, p.29).In this line of research,

According to Shulman (1987), the concept of Pedagogical Content Knowledge has been outlined as a type of knowledge that “identifies the distinctive bodies of knowledge for teaching.”(p.8). In addition, he stated that “it represents the blending of content and pedagogy into an understanding of how particular topics, problems, or issues are organized, represented, and adapted to the diverse interests and abilities of learners, and presented for instructions”(p.8).

In other words, the idea about the teachers' subject matter and their knowledge of how to teach (pedagogy) was not given that much of importance, so he came up with the term pedagogical content knowledge to establish the mutual importance of the latter idea.

Content Knowledge and Pedagogical Knowledge

Shulman (1987) established within the concept of PCK a combination between two main domains which are subject matter or known as content knowledge (CK) and pedagogical knowledge (PK). These two domains are interrelated. Moreover, he identified content knowledge as the knowledge of the specific topics that need to be tackled by the teacher within the classroom.

Content knowledge is mandatory within the concept of PCK. Bertram and Iben Maj (2012) identified the importance of CK as it "embraces both the propositional knowledge (knowing what) and the procedural knowledge (knowing how) of the discipline." (p.5). They argued that teachers are required to know not only the actuality of their discipline but also both knowledge of deep fundamental structures and principles of that particular discipline and knowing the accurate procedures to use in order to sow the seed of the knowledge in the teaching field (p.5).

Another domain presented by Shulman is pedagogical knowledge. Shulman (2004) identifies this domain as the integration of teaching strategies, procedures, and principles that are used within the management and organization of the classroom (as cited in Kultsum, 2017, p.55). That is to say, It requires teachers' knowledge of assessment, students' capabilities, and learning styles. Thus, the concept as a whole indicates the teacher's knowledge involving every aspect that govern the art of teaching. Last but not least, Tsui (2003) sorted the term PK into two categories which are management of resources and management of learning (as cited in Azma & Talebinejed, 2012, p.23-24). The term 'management of learning' covers not only the classroom management but also out-of-classroom management. Azma and Talebinejed (2012)

further explained that the classroom management refers to classroom organization such as using pair or group work and maintaining discipline; however, the term out-of-classroom management deals with what teachers do before and after the course to facilitate students' comprehension and learning.

Forms of Knowledge

Shulman (1986) suggested three forms of teacher knowledge which are the following: **propositional knowledge, case knowledge, and strategic knowledge.**

Propositional Knowledge

According to Shulman (1986), the propositional knowledge is what has been taught to the teachers. Furthermore, he exemplified “the research-based principles of active teaching, reading for comprehension, and effective schools as lists of propositional knowledge (p.10). Propositional knowledge indicates facts, truths, and wisdom of practice that teachers get hold of during their learning and teaching process. Thus, propositional knowledge authorizes teachers to move from one aspect to another in not only in linear but nonlinear manner.

Stephenson (2006) claimed that within the propositional knowledge, teachers draw on constructivist learning theories in which apt to concentrate on providing experiences that allow less formal interaction between student-student relationship and teacher-student relationship as it enhance students to practice their mental processes properly. Hence, Shulman (1986) developed three types of propositions: principles , maxims , and norms.

Principles

Shulman (1986) defined 'principles' as "typically derives from empirical research" (p.11). Principles are the ways teachers determine their teaching procedures through experience and theoretical perspectives (Shulman,1986). Also, principles allow teachers to develop their insights and be actively associated with the different teaching experiences that they went through during their teaching career.

According to Anderson, Evertson, & Brophy (1979) , principles are "associated with higher achievement gains"(as cited in Shulman,1986,p.11). In Shulman's (1986) words, principles can be found within "the teaching and school effectiveness literatures" (p.11). That is to say, teachers derive the concept of principles from the different perspectives they obtain while practicing the art of teaching.

Furthermore, within this particular concept of principles, teachers play the role of a cooperator in the sense that they consider themselves as continual learners and reflective practitioners and being involved in the planning of the teaching experience.

Maxims

The second type of proposition "makes not a theoretical claim, but a practical one" (Shulman, 1986, p.11). The author put that maxims "represent the accumulated wisdom of practice, and in many cases are as important a source of guidance for practice as the theory or empirical principles" (p.11).

We can understand that the concept of maxims relates to practicing the art of teaching through appropriate use as it bring forth the wisdom of practice of the teacher. Therefore, both principles and maxims are interchangeable within its depth purpose.

Norms

Norms are the desired characteristics that the teachers should be equipped with during the teaching and learning process as it reflects the values and ethical aspects that govern the

teaching process (Shulman,1986).He provided that “ the admonitions to provide each student with equal opportunity for turn taking , or not to embarrass a child in front of peers as examples of normative knowledge. They occupy the very heart of what we mean by teacher knowledge.” (Shulman,1986, p. 11). So, this kind of proposition values more the moral and ethical part of teaching and allow teachers to recognize the unethical, illegal, and inappropriate actions during the teaching and learning process (Bookhart,2011).

Case Knowledge

Case knowledge was defined by Shulman (1986, p.11) as “a necessary complement to knowledge of propositions and knowledge of specific, well-documented, and richly described events. Whereas cases themselves are reports of events or sequences of events, the knowledge they represent is what makes them cases”. Similarly to the previous form of knowledge, Shulman (1986) argued that there are three types of cases: “prototypes exemplify theoretical principles, precedents capture and communicate principles of practice or maxims, and parables convey norms or values” (p.11).

Prototypes, Precedent, and Parables

Prototypes are cases within case knowledge that “exemplify, illustrate, and bring alive theoretical propositions that are potentially the most powerful tools teachers can have” (Shulman, 1986. P 12).Whereas, precedents are the “knowledge of how a particular teacher taught a particular lesson , or the way a teacher brought a classroom of misbehaving youngsters under control” (Shulman, 1986. p .11). Additionally, parable was defined as “a case whose value lies in the communication of values and norms.” (p.12). Parallel to principle , maxims , and norms within the propositional knowledge ,prototypes are mainly concerned with theoretical part of the case knowledge , precedents are mainly engaged with the practical part, and parables are associated with morals and values.

Strategic Knowledge

Strategic knowledge is formed and developed through “the principled skills and the well-studied cases.” (Shulman, 1986, p12). Within the concept of strategic knowledge, teachers “hold knowledge, not only of how-the capacity for skilled performance- but of what and why”(p.13). The importance of strategic knowledge is that “it comes in to play as the teacher confronts particular situations or problems, whether theoretical, practical , or moral where principles collide and no simple solution is possible” (Shulman,1986,pp.12-13).

We can understand that within strategic knowledge, teachers’ knowledge of practice is developed by seeing into teaching and learning with new eyes and articulating such insights for oneself and others. Instead of saying that what activity should be done, teachers should focus why that particular activity or procedure and how does it fit with that particular content. Hence, strategic knowledge “must be generated to extend understanding beyond principle to the wisdom of practice”(Shulman,1986 , p.13).

Moreover, within the strategic knowledge teachers should know how to get hold the students’ attention during the learning and teaching process because in order to fully grasp the presented material, students needs to be attentive to the topic being discussed and/or the actions being used or performed (Mate, Brizio & Tirassa, 2011). Lahaderne (1968) declared that the term attention in itself revolves around what is happening in the classroom during the course, the learning activity being used and applied (as cited in Freeman, 1989).

According to Sronge, Ward and Grant (2011), the personal qualities are also considered as an essential criteria within the strategic knowledge. They proclaimed that the affective skills of teachers make a critical different in the sense that teachers who exhibit that they care have higher level of students’ achievement as well as it encourages students to take responsibility for themselves.

Furthermore, Gardner and Lambert (1972) and Krashen (1981) firmly agreed on that not only the attitude of the teachers towards their students will lead to learning improvement but also the teachers' attitude towards themselves will influence their behavior in the classroom. In other words, the more positive expectations teachers have toward their students the more educational development will occur (as cited in Freeman, 1989).

The Components of PCK

Throughout the past 20 years, researchers used the term pedagogical content Knowledge to make reference to the wide range of the included components and aspects within the concept of PCK in relation to the subject areas and practice of teaching. Each subject fields focus on certain components depending on the needs to teach and learn that particular discipline (Loewenberg Ball, Hoover Thames, & Phelps, 2006).

However, Shulman (1986) and his followers established the main components of pedagogical content knowledge that indicates the main principles of pedagogical content knowledge. These components are: curricular knowledge, knowledge of areas of students' difficulty, knowledge of methods of assessment, knowledge of pedagogical reasoning, and knowledge of subject matter.

Curricular Knowledge

First of all, the term curriculum was identified by Liakoupolou (2011) as a tool that determines the didactic choices of the teacher during the teaching and learning process. According to Shulman (1986), the curriculum knowledge "underlies the teacher's ability to relate the content of a given course or lesson to topics or issues being discussed simultaneously in other classes" (p.10). The knowledge of a curriculum was included within the components

of PCK because “it represents knowledge that distinguishes the content specialist from the pedagogue_ a hallmark of pedagogical content knowledge” (Magnusson, Krajcik ,Borko,1999 ,p.103).

When Shulman (1986) was asked about the accurate way of defining the term curriculum within the boundaries of PCK, he said:

The curriculum is represented by the full range of programs designed for the teaching of particular subjects and topics at a given level, the variety of instructional materials available in relation to those programs, and the set of characteristics that serve as both the indications and contradictions for the use of particular curriculum or program materials in particular circumstances.
(p.10)

The potential of the term curriculum was introduced by Benperetz in 1975 where he stated that the focal point of the curriculum knowledge is that it is the source of the different teaching mechanism that is far more richer in ideas and principles that we know of (as cited in Gudmundsdottir & Shulman (1987)). Within the curricular knowledge, teachers should be in a position where they have knowledge about every subject in the curriculum as it allows them to carefully select the approach to teach such materials (Liakopoulou,2011).

Knowledge of Areas of Students' Difficulty

Throughout her teaching career, Stephenson (2006) advised teachers to take the role of ‘special educator’ in the sense that they should believe that not all students can successfully learn from the most common used teaching strategies. They should take into consideration in introducing effective practices to students with learning difficulties. Moreover, she stated that she uses group discussion exercises as a way to identify the reasons some students fail to learn or not be able to grasp certain aspects of the presented material.

Furthermore, this component is related to the concepts, subjects, and disciplines that students find difficult to understand and learn. In relations to the students' difficulty, Stevens & Collins (1980) argued that "it is important for teachers to be knowledgeable about the kinds of errors that students commonly make, and the types of 'real-world experiential knowledge' that they need to comprehend novel problems"(as cited in Magnusson et al.,1999,p.105).

To put it differently, teachers should test their students about their prior knowledge about certain subjects in order to dictate their areas of difficulties and misconceptions. Also, they ought to be equipped with various skills and mastery the coming up with alternative teaching methodologies and strategies.

As a matter of fact, Veatch (2010) said that in order to know about her students' learning difficulties, she engages them in ongoing assessment of their comprehension, motivation and behavior within the classroom. Once she determined their areas of difficulties, she will be able to design instructional strategies that cover all of her students' needs.

Thus, in Freeman (1989)'s words, teachers should be aware how productive their skills are in knowing how they respond to their students and how certain type of correction is working. Moreover, teachers should be aware about their students' prior knowledge concerning the content of the presented material.

Knowledge of Assessment Methods

The component of methods of assessment "refers to teachers' knowledge of the ways that might be employed to assess the specific aspects of student learning that are important to a particular unit of study."(Magnusson et al., 1999 ,p. 109). Thus, teachers are required to apply different assessment approaches that work for showing students' actual level. In addition, teachers are supposed to obtain the skill of providing accurate insights throughout the learning and teaching process in order to know the "why" and "how" aspects of a discipline.

In Magnusson, et al. 's (1999) words, “there are a number of methods of assessment, some of which are more appropriate for assessing some aspects of student learning than others”(p.109). Furthermore, they exemplified that teachers assess their students’ understanding of the concepts through written tests.(p.109). Thus, it is more accurate and can mirror the actual understanding of certain concepts within the procedure of teaching and learning.

This indicates that teachers should be knowledgeable about the specific instruments, strategies, and tools used in order to assess the different areas of learning of the students. Furthermore, teachers are fully aware what methods need to be used in every step within the process of the assessment.

Brookhart (2011) drew attention to the importance of involving the students within the process of assessment as it enlarges the teacher assessment knowledge and skills in the sense that the involvement of students allow teachers to enhance the value of classroom assessment and ,eventually, students achievement.

Knowledge of Pedagogical Reasoning

Pedagogical reasoning “...involves a cycle through the activities of comprehension, transformation, instruction, evaluation, and reflection.” (Shulman, 1987, p.14).The concept of pedagogical reasoning is mainly derived from the perspective of the teacher, who is challenged to deliver his or her understanding of the prepared lessons and make it equipped for effective instruction (Shulman,1987).

Namely, within this component, teachers should be to rationalize the appropriate attitude towards delivering the presented subject matter in a precise and accurate manner that ensure potent instructional feedback.

Comprehension

The act of comprehension is “the starting point and terminus” (Shulman,1987,p.14) of the pedagogical reasoning process. The most crucial rule within the act of comprehension is that “to teach is first to understand” (Shulman,1987, p. 14). Teachers are asked to comprehend the presented content and be able to answer any misconceptions or misunderstandings throughout the teaching and learning process (Shulman, 1987). So, he strictly focused on teachers to understand the prepared material in different way in order to be able to meet the different learning styles of their students.

Accordingly, teachers should be able to meet the learning diversity of their students without facing certain obstacles that will hinder the teaching and learning process. Also, “they should understand how a given idea relates to other ideas within the same subject areas and to ideas in other subjects as well” (Shulman,1987,p.14).

The act of comprehension includes as well the comprehension of purposes. Shulman (1987) that teachers teach:

To achieve personal educational purposes, to accomplish ends having to do with student literacy, student freedom to use and enjoy, student responsibility to care and care for, to believe and respect, to inquire and discover, to develop understanding, skills, and values needed to function in a free and just society.(p.14)

Transformation

The act of transformation comes right after the act of comprehension where ideas and concepts have got to be transformed into significant approach in order to ensure that students fully grasp both the content and context (Shulman,1987,p.16).

Gudmundsdottir and Shulman(1987) described the process of transformation as a mirror of the teachers’ different sources of knowledge that distinctively distinguish the veteran teacher from the novice one (p.60).

Thus, the process of transformation is built upon the principle of the rationality of transforming the subject matter accordingly with the point of view of the teachers (Shulman,1987,).The act of transformation demands an amalgam of the following process which are provided by Shulman himself “employs a kind of repertoire” (Shulman,1987,p.16): preparation, representation, instructional selection, and adaptation and tailoring.

First of all, Benperetz (1975) stated that the process of preparation designate teachers to critically examine and interpret the used educational material during the process of preparation of the lessons bearing in mind their own comprehension as well as their students’.(as cited in Shulman,1987,p.16).Shulman (1987) indicated that the act of preparation includes “ detecting and correcting errors of omission and commission in the text and the crucial processes of structuring and segmenting the into forms better adapted to the teacher’s understanding and, in prospect, more suitable for teaching.” (p.16).Teachers are required to choose and prepare educational materials that are easily comprehended and decoded by the students and the teachers themselves. As a matter of fact, Aimah, Ifadah and Bharati (2017) declared that during the process of preparation, teachers should identify the goals of learning as it focuses on the exploration of the effectiveness of the manner of preparing and choosing the appropriate teaching mechanism as well as designing a students’ need analysis because it identifies the common obstacles that hinder the process of comprehension.

Moving on to the representation process. It involves the critical thinking about the key points of the lesson and providing alternative mechanism of representing them to the students (Shulman,1987). Within the concept of representation, teachers should be able to scrutinize the main points of the presented materials in order “to build a bridge between the teacher’s comprehension and that desired for students (Shulman,1987,p.16).Teachers can use illustrations, demonstrations, allegories, and so forth to facilitate the teaching and learning process.

Also, Shulman (1987) denoted that the process of instructional selections “ occur when the teacher must move from the reformulation of content through representation to the embodiment of representations in instructional forms or methods.”(p.16).Here, teacher can use his or her teaching strategies, instructions or approaches that are suitable for the students and the type of presented content. Shulman (1987) provided an exemplification of certain instruction such as: cooperative learning, discovery learning, and demonstration.

Into the bargain, Shulman (1987) defined adaptation as the process of situating the represented material to the different learning styles of students and their needs. Within the concept of adaptation, Shulman (1987) paid attention to the aspects that lead to students’ misconceptions, conceptions, difficulties, motives, and expectations during the learning process. Also, what “... strategies might influence the ways in which they approach, interpret, understand, or misunderstand the material?”(p.17). Tailoring ,which is related to adaptation,“ refers to the fitting of the material to the specific students in one’s classrooms rather than to students in general.”(Shulman,1987,p.17).When the teachers present or deliver the represented materials, they should come up with the perfect activities and strategies that fit with the students’ learning styles and taking into consideration about the students’ gender, age, aptitude, and motivations.

Instruction

The process of instruction consists of various teaching acts and it “involves the observable performance of the variety of teaching acts.” (1987, p.17).In addition, it “includes many of the most crucial aspects of pedagogy.” (Shulman,1987,p.17).These aspects are: organizing and managing classroom; presenting clear explanations and vivid descriptions; assigning and checking work; and interacting effectively with students through questions and probes, answers and reactions, praise and criticism. During this process, teachers are flexible and interactive with their teaching strategies and their relationship with their students. Thus, it

will lead to positive outcome and feedback as students will be able to grasp the transformed materials.

Evaluation

For teachers to evaluate their students' understanding and misunderstanding, they first should be able to fully grasp and comprehend the transformed and prepared materials to be taught and the process of learning. Evaluation can be done while teaching interactively (informal testing) together with providing feedback and grading (formal testing)(Shulman, 1987). Evaluation depends on the teacher's way of teaching and what lessons and materials had been employed, as such it leads directly to reflection (Shulman, 1987).

Reflection

The process of reflection is "what a teacher does when he or she looks back at the teaching and learning that has occurred, and reconstructs, reenacts, and/or recaptures the events, the emotions, and the accomplishments."(Shulman,1987,p.19). It is a process where teachers can learn from their experiences and try new things that were not done before with the flexibility of the teaching and learning process. Hence, teacher reflect on their teaching process through self-assessment where he or she dig into their teaching pedagogies, whether it was effective or not and how he or she dealt with the different challenges that hindered the teaching and learning process.

Throughout her teaching career, Veatch (2010) stated that she reflects her knowledge of students and curriculum and carefully plan for future instructional strategies that will allow her to overcome the previous stumbling block during the teaching and learning process.

Subject Matter Knowledge

The knowledge of subject matter refers “to the amount and organization of knowledge per se in the mind of the teacher.”(Shulman,1986, p.9). That means that, teachers must be able to go beyond the surface structure of the subject matter.

He also proclaimed that:

Teachers must not only be capable of defining for students the accepted truths in a domain. They must also be able to explain why a particular proposition is deemed warranted, why it is worth knowing, and how it relates to other propositions, both within the discipline and without, both in theory and in practice (p.9)

In the same vein, teachers are asked to adapt the content within the subject from different perspectives and develop alternative teaching strategies that indicate the effectiveness of the teaching and learning process which leads to identifying knowledge of subject matter as an integration with teachers’ professional competence.(Kultsum,2017).

Thus, applying the principles within the concept knowledge of subject matter signifies the characteristics of an expert teacher.

Furthermore, Sternberg and Horvath (1995) attempted to characterize expert teachers by stating that they require “the need for a deep and well-organized knowledge base that can be easily drawn upon during the act of teaching”(as cited in Gess-Newsome,1999 ,p.84). Also, Treagust and Harrison (1999) argued that “the expert explainers use imaginative and expressive devices to make sense of abstract”(as cited in Brant,n.d.,p.12).

The Nature and Assessment of Pedagogical Content Knowledge

The background principle behind the conceptualization of PCK is that it is “...the knowledge that teacher needs in order to make the transition from his/her own content

knowledge to the knowledge and learning of pupils” (Rohaani, Jochems, Taconis, 2009, p. 332). Also, it “has been used as a basis for designing pre-service teacher education programs and continuous professional development programs.” (Hashweh, 2013, p. 117). According to Cohen (1998), the nature of PCK mainly revolved around the strategy training of the teachers where the teachers witness changing of roles from being the managers, controllers, and instructors to being partners in the learning process (as cited in Lawes & Santos, 2007, p. 222). Assessing pedagogical content knowledge as a whole is not an easy task to do. However, Baxter and Lederman (2002) characterized the assessments of PCK as “...qualitative in nature, relying on cognitive techniques, such as interviews that generate lengthy transcripts to be analyzed, and concept mapping that requires the interpretation of involved coding systems” (p. 148).

Conclusion

The pedagogical content knowledge or PCK has an essential role in indicating the degree of teaching effectiveness and flexibility and how teachers can draw feedback and new comprehension of the diverse disciplines within the educational systems. Also, it represents the deep structure of the teaching process and as a concept has a variety of interpretations and this is controlled by the different fields’ studies as well as the different interests of teachers and policy makers.

Chapter Three

Method

Chapter Three

Method

Introduction

This research section is the method chapter; it is designed to provide the approach that we have settled on in this research in addition to the sample population we have chosen to be our case of study. It also includes the data gathering instruments and procedure which were used to collect the needed information to prove or disprove the suggested hypothesis.

The Research Design

In order to investigate the implementation of teachers' pedagogical content knowledge within EFL classes, the descriptive approach was used in this research. Since it a descriptive approach, a survey method was applied. It involves a questionnaire for teachers of English at Chadli Ben Djedid University .The conducted approach was used as a tool to obtain the implementation of PCK within EFL classes by the teachers and to check its presence or absence . Accordingly, the study yields a qualitative data.

Participants

The participants were teachers of English at Chadli Ben Djedid University for the purpose of gathering the desired data about the implementation of pedagogical content knowledge within EFL classes. We have administered the questionnaire to the teachers at the Department of English. Some of the participants are permanents and some are associate but all teach different levels within the department which provides the reliability of results.

Data Gathering Instruments and Procedures

Gathering the necessary data in order to validate our hypothesis was the paper's ultimate focus. So, to build up the credibility of the research paper, we have chosen the proper instruments that fit perfectly with our work. The questionnaire was distributed to the teachers of English at Chadli Ben Djedid University. It was conducted to provide us with needed information in order to emphasize our hypotheses. It was really helpful and easy to scrutinize.

Actually, the questionnaire was composed of four sections; eighteen (18) questions about the teachers' implementation of PCK.

In personal information section, we asked teachers' teaching career; instructional planning and preparation; professional knowledge and pedagogy; and instructional strategies and assessment. The number of questions differs from one section to another. For the personal information section, it contains two questions in order to know about the length of their teaching career.

Within the instructional planning and preparation section, there are seven questions. The purpose of this section is to get hold of the different perspectives of teachers about the procedures that they go through while establishing content and materials concerning a certain discipline.

Moreover, for the section of professional knowledge and pedagogy, it contains five questions. Each question indicates the teachers' knowledge and the different strategies of transforming materials into an effective pedagogy.

Last but not least is the fourth section which is instructional strategies and assessment. It consists of four questions in order to acquire the various techniques used within the concept of assessment.

The questions in all the sections are mix of open-ended and partially open-ended questions. However, there are only two partially open-ended questions because the work mainly depends on qualitative data. The purpose behind using open-ended questions is to obtain qualitative data and to get different perspective and allow the researcher to gather the desired data.

As far as the procedure of gathering data, the questionnaire was sent to the teachers via e-mails. As most of the teachers did not send the answers even after resending the questionnaire, the researcher sought for the help of the supervisor. So, Mrs. Bouras has sent the questionnaire to the teachers who had kindly answer resend back the questionnaire.

Conclusion

The research methodology section was required in order to validate, qualify, and credible our research paper. It includes the research design and the appropriate method for the study, as it talks about the participants and the appropriate gathering data instruments in order to be analyzed and interpreted within the discussion and results sections.

Chapter Four

Results

Chapter Four

Results

Introduction

This section is dedicated to present the field of work which explores the presence of the implementation of PCK and whether teachers actually implemented the concept of PCK from top to bottom and if it allows them to be described as “field experts”. So, this enlightens on the attained results gathered through teachers’ questionnaire.

Teachers’ Questionnaire Results

The questionnaire is designed to riddle out to what extent the concept of PCK is being implemented within EFL classes. As a matter of fact, it was submitted the teachers of English at the department of English at Chadli Bendjedid University, so to grasp how they implement their pedagogical content knowledge within EFL classes.

Q1 : How long have you been teaching English at the University?

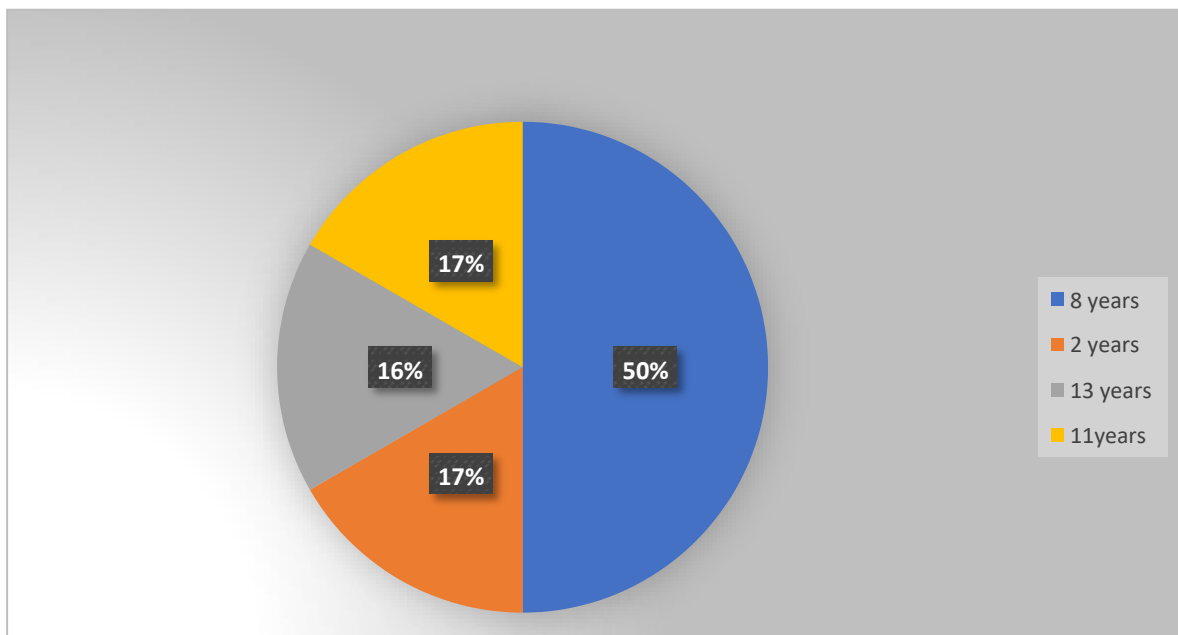
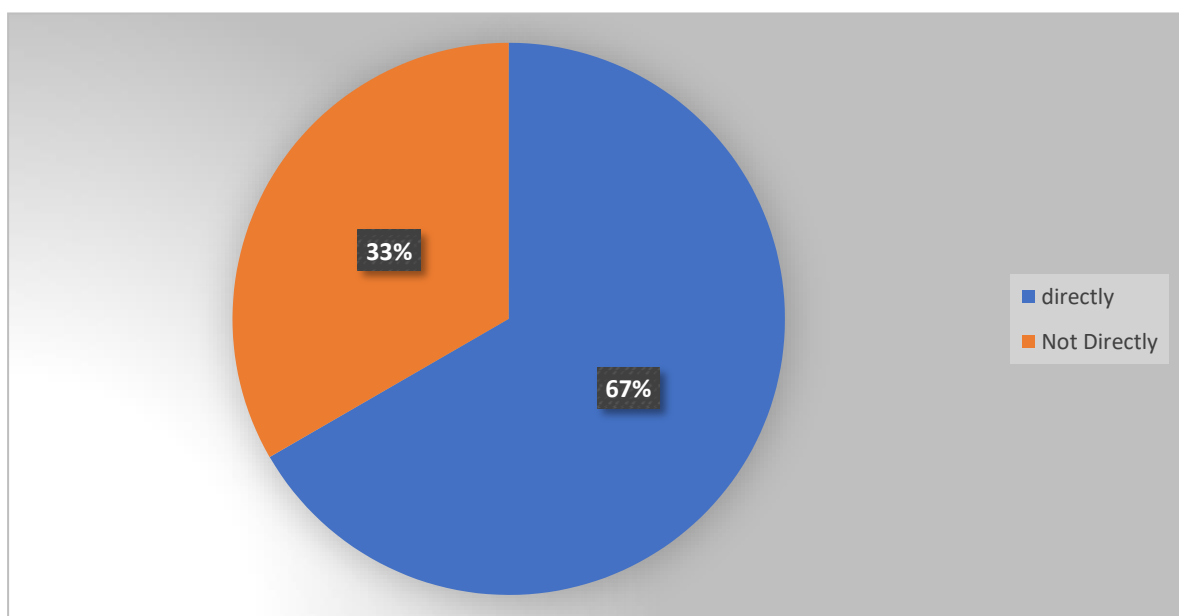


Figure 4.1 The duration of Teaching English at the University

As shown in the above figure, the results are divided into four categories which are: **50%** said that they have been teaching English at the University for eight years; **17 %** simultaneously represents both teachers that have been teaching English for two and eleven years. Last, **16%** said that they have been teaching English for thirteen years.

Q2: Have you directly started teaching at the university or have you taught at other educational stages?

**Figure 4.2: Description about Previous Teaching Experiences Other than the University**

Major portion of teachers over **60%** answered that they started directly teaching at the university. However, the rest of them **33%** taught at middle school and high school.

Q3: How do you know what to teach your students?

All teachers affirmed a unanimous procedure which is to focus on the students' needs and level. They chiefly design their courses by taking into consideration the level of their

students in order to make sure that the prepared content will be adequate to the students. Also, they argued that the designed content must fulfill students' needs to witness progression in their learning process.

Q4: Have you incorporated cross-curricular standards into planning and teaching?

Each and every teacher incorporated cross-curricular standards due to its crucial benefits and importance while teaching a certain module. The use of cross-curricular allows them to connect different subject areas to the target lesson/course. Also, they clearly stated cross-curricular is pivotal in terms of making students see the bigger picture and not be puzzled while learning new aspect of a certain concept and grasp knowledge from various perspectives.

Moreover, the application of cross-curricular standards is considered as a golden key than can open any term in the sense of making students rigorously perceive the presented content of the subject matter.

Q5: What are the things that you have done that demonstrates initiative and creativity within the teaching process?

All teachers agreed on one main point which is increasing students' involvement and decreasing teachers' centeredness through presentations, debates, activities that truly evolve the students in a positive way. The participation of the students is the key within the procedure of demonstrating creativity within the teaching process. Furthermore, they focused on making sure that students act autonomously when needed and be cooperative on-demand.

Q6: What would you do to determine whether or not your lesson plans were effective?

Each teacher has a way of determining the effectiveness of his lesson plans. However, teachers' answers are not totally different. Some teachers apply cyclical method before each lesson; they ask the students questions to have an idea whether they grasped what had been presented during the previous course/lesson and clarify some points that they puzzled the students.

In addition to that, they design pop-up quizzes and short tests that provide students' feedback in order to know what needs to be done in future lessons to make sure that everything is concise and precise.

The teachers also ask students reflect through self-examination, analysis and revisions of their lesson/courses. By doing so, students will be able to know their misconceptions and misunderstandings of certain elements of the course or lesson and are more likely to grasp the given knowledge in cohesive and coherent manner.

Q7: What information do you feel is important to know about your students, and why?

In fact, the answers of the teachers showed a big interest towards knowing their students' level and personalities which lead to knowing their learning styles and how students differ from each others in terms of personalities, learning styles indicates the manner the teacher is going to design the material of the course and make it applicable to all students. It allows the teachers to know how their students are going to perceive the presented lesson.

Also, taking into consideration the timing of the students in the sense of knowing at certain point of presenting the lesson, students are no longer able to grasp the knowledge appropriately.

Q8: How do you choose to present the sequencing of your subject matter and why?

For the sequencing of the subject matter, teachers followed a logical cognitive method that is starting from the simplest point and moving to the complex one. Through this procedure, teachers use brainstorming as a tool to activate students' schemata, then proceeds to present the prepared material of the course/lesson in an eclectic manner to ensure the comprehension of their students and ending with the recapitulation of the whole content.

By doing so, students will not encounter any difficulties during the learning and teaching process. This procedure will facilitate the understanding of the students and will not have any misconceptions or misunderstanding. During this procedure, teachers are welcoming any questions from the students in order to clarify any difficult point within the lesson.

Q9: Do you read and plan from educational material and if yes, how do you read it?

All the teachers were of the same mind concerning the use of educative material while designing their lesson's content. They choose the appropriate source that will be fundamentally useful and have a significant importance for the preparation of their lesson. They use all kinds of educational materials such as: published articles, books, educational sites and so forth.

They chose it in a selective manner depending on their goals and teaching outcomes. They solely settle on what is needed to conduct effective lesson plans and sequencing that will play a fundamental role in students fully grasping the presented knowledge.

Q10: Have you adapted your instruction to meet the needs of diverse learners?

All teachers stated that they use a variety of teaching methods that will surely meet the various needs of diverse learners. As mentioned previously in question seven, knowing the personalities of the students will help teachers know what teaching method works best for each one of them. Thus, applying different teaching approaches will make sure all students are attentive and active during the learning and teaching process.

The learning styles of students differ on so many levels. There are auditory learners, kinesthetic learners, and visual learners. Thus, teachers apply different teaching methods in order to meet the needs of each type of learners and make sure to not exclude or eliminate anyone.

Q11: Please describe how you have stimulated students' interest in learning?

Teachers mainly agreed on one point which is creating an enjoyable atmosphere that will intrigue their interest and curiosity. In order to bring into being such atmosphere, teachers use means that will establish such healthy environment such as having friendly conversation without any lines, saying jokes and showing fun videos to enlighten their moods and boost their energy for more learning.

Also, they encouraged their students to be more active by making short conversations and presenting tasks in a motivating way; providing motivational feedback to encourage positive retrospective self-evaluation and assessment.

Other teachers gave rewards such as extra marks for the ones that are participating and being active within the classroom. By doing so, they create a sense of competition between the students which leads them to be more captivated and intrigued during the learning process.

Q12: Please describe professional development you have attended recently, why you chose it, and how you use it to benefit your students?

The professional developments are mainly conferences and seminars that are related to the teachers' field of teaching. Through those professional developments, teachers are able to be updated with new information and views concerning their field.

Teachers put into practice what they grasped from those educational developments in their classrooms and make sure to elaborate it in a meaningful and accurate manner. They apply the crucial key elements tackled and witnessed during the attendance of those professional developments during their teaching and learning process to create the most enjoyable atmosphere and ensure the flexibility of delivering the prepared and presented materials.

Q13: Is your personal knowledge about the subject matter sufficient enough to enable you to teach specific topics. If not, what else do you depend on?

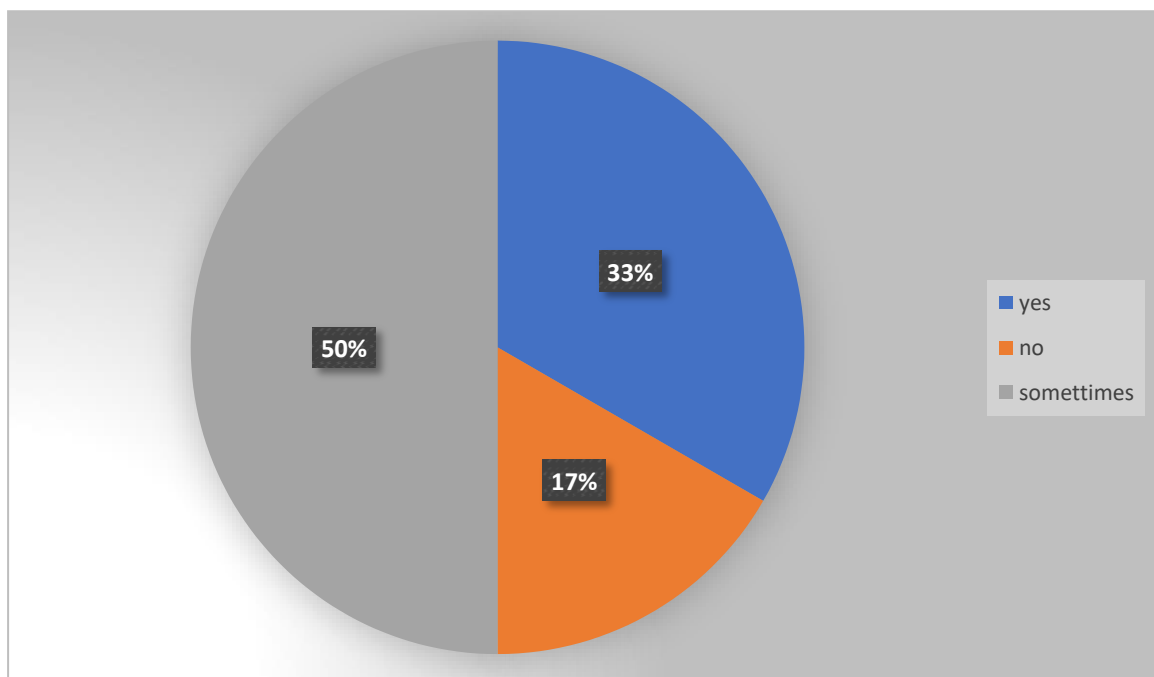


Figure 4.3 The description whether personal knowledge is sufficient or not about the subject matter

As shown above, major portion of teachers **50%** stated that their personal knowledge is sometimes sufficient to present the material without having any difficulties. However, **33%** affirmed that their personal knowledge is indeed sufficient while **17 %** said that it is sufficient enough.

Those who answered with no, they rely on different kinds of educational sources such: scientific publications, scholarly works, books, and articles to reinforce their knowledge about the subject matter.

The other **50 %** said it depends on what needs to be tackled within the class and what types of material that need to explore in order to obtain the needed information.

Q14: According to you, what is the teaching pedagogy that you found effective during the teaching and learning process?

The involvement of students is the main teaching pedagogy that teachers focus on. Teachers argued that students learn effectively through communication and involvement. Thus, the constructivism approach is one of those pedagogical means that ensure the effectiveness of the teaching and learning process.

Through the use of constructivism approach, students are able to actively involve in their learning by constructing their own knowledge as opposed to being passively receiving information. However, this does not mean it is the only approach being applied within EFL classes. Teachers also give the importance of being eclectic while choosing the teaching

pedagogy in order to meet the various students' need and achieve positive teaching and learning outcomes and goals.

Q15: How do you ensure that your lessons are relevant to your students?

Assessment is the main objective while making sure that lessons are relevant to the students and of course in addition to other strategies. For the assessment, teachers assess their students through designing tests that relate the presented content during that particular day and see whether students are able to provide positive feedback or not. Also, teachers gave assignments as homework or in classrooms to diagnose the degree the students' understanding.

Q16: How do you meet the needs of students with learning differences?

Though it is challenging to meet the needs of all students, teachers do one's utmost to make sure that students' needs are being fulfilled. Teachers affirmed that they use a variety of techniques and strategies in order to achieve this particular goal. From time to time, they interview students individually in order to know the missing puzzle and what needs to be done to meet their needs. So, in the future lessons it will be gradually provided through different perspectives.

In addition, the variation of teaching strategies will make sure that, if not all, the majority of the students will be able to perceive the provided knowledge from different perspectives and point of views.

Q17: What system do you have in place to help students monitor their progress and set individual learning goals?

Teachers use different systems that enable the students to monitor their progress. They ask students to prepare the lesson beforehand and asses their understanding of the material when

discussed later on. As well as, assign students with individual projects that allow them to witness any development concerning the level of understanding and comprehension.

Besides, teachers seek to provide individual feedback of the given assignments as a way of boosting their students to achieve their learning goal which differ from one student to another and be able to self-assess their learning process.

Additionally, teachers help students set their learning goals through appreciating their efforts and not frustrate them or disappoint them. By doing so, students are able to pinpoint their learning goals and intentions.

Q18: What strategies have you used with a student who performed poorly on assignments or assessments and how do you know these worked?

The strategies being used vary from a teacher to another. There are teachers who devote more time to help their students; for example, standing near the students and try to explain the assignment in different way till he or she gets the point and providing him or her with the necessary advice and recommendations.

Other teachers use the strategy of trial and error where teachers point out the students' mistakes and weak points with remarks that ensure the improvement. Teachers argue that their strategies worked because they scored better the next time.

Conclusion

On the whole, this chapter has allocated the analysis of teachers' questionnaire. As a matter of fact the questionnaire was analyzed in a thoroughly and critical manner that will ensure the whole cover of the teachers' perspectives concerning their implementation of PCK .

The latter was designed to gather the desired data in order to ratify or revoke the proposed hypothesis and to attempt answering the posed questions.

Chapter Five

Discussion

Chapter Five

Discussion

Introduction

This final chapter is devoted to discuss the gathered data from teachers' questionnaire in a scrupulous way. The instrument of gathering data was deeply interpreted and analyzed in order to approve or disapprove the proposed hypothesis. This chapter also incorporates the limitations of the study as well as some proposed suggestions for further research.

Implications of the Research Findings

This research work is conducted to explore the implementation of teachers' pedagogical content knowledge within EFL classes. The data analysis disclosed that teachers are indeed applying the principles of the concept of pedagogical content knowledge. Through this application, teachers are able to know exactly what needs to be done in particular situations; from preparing and sequencing the lessons to the assessment of their students' progress through reflection and reevaluation.

Through this inquiry, teachers showed a great respect to the way of presenting the material of subject matter and making sure to take into consideration their students' differences. Actually, the questionnaire gave a great assistance in exploring the different strategies and methodologies that teachers go through in order to ensure that the content of their subject matter in being fully delivered in cohesive and coherent way.

The teachers' implementation of their teaching strategies and approaches within EFL classes seek to make the students their priority in the sense of going through all the procedures from developing instructional and educational strategies to assessing and monitoring the progress during the teaching and learning process. This procedure stipulates the ethical mindset of teachers during their teaching process. By doing so, they certainly applied the norms within propositional knowledge and parables within case knowledge in which are parts of the elements and forms of pedagogical content knowledge.

Conclusively, according to the answers of the teachers, we can certainly extrapolate that teachers provided a view of the big picture concerning the implementation of PCK by showing their willingness to set the seal on "how to teach (pedagogical strategies), what to teach (the subject matter/content), and why to teach which is related to the purpose of teaching.

Discussion of the Hypothesis and Research Questions

The suggested hypothesis was tremendously devoted to specify the characteristics of expert teaching through the norms of PCK, whereas the research questions were designed to describe and explore the degree of the implementation of PCK within EFL classes and the procedures that teachers go through in order to accomplish the certified principles of PCK and to deduce the various strategies of implementing PCK as a concept.

The acquired results from the questionnaire which was designed for teachers of English at Chadli Benjedid University have shown that teachers actually apply and implement the concept of PCK and seek to establish the components of PCK in a strategic manner without neglecting any aspect within the concept. By doing so, they are definitely considered as certified and expert teachers. In other words, they gave everything they have in order to meet the

effective teaching strategies, approaches, and methodologies in order to implement their and pedagogical knowledge and content knowledge.

All in all, the posed research questions and the stated hypothesis were successfully answered and absolutely approved which gave an explicit value to this work. Through such results, we have definitely reached to a clear answer to our research questions and confirmed our suggested hypothesis that “if teachers thoroughly implement the principles the concept of pedagogical content knowledge within EFL classes, they will certainly become specialized and expert teachers in the sense of having the capability of giving everything they have”.

The Limitations of the Study

This study has potential limitations in terms of gathering the desired data in terms of not being able to do classroom observation within EFL classes due to the pandemic COVID-19. The aim of doing observation is to reinforce our research credibility but unfortunately due to the pandemic, we were not able to do it.

Another obstacle that we faced is that during the procedure of gathering data we sent the questionnaire to the teachers via e-mail. Some of them did answer and some did not answer. Only six teachers answered the questionnaire which we are really grateful for their cooperation. So, we sought the help from my supervisor Mrs. Bouras. We sent her the questionnaire in order to send it to the teachers by e-mail. We even tried to resend it twice. The same result, no answer was provided.

Suggestions for Further Research

This work was conducted and shaped to explore the teachers' implementation of pedagogical content knowledge within EFL classes. On this particular research work, we mainly dealt with exploring the teachers' strategies and methodologies of implementing their pedagogical and content knowledge. This study can open the door for other researchers to deal with PCK differently.

Accordingly this work can be researched the other way around which is exploring the implementation of students' PCK as future teachers. Students are able to know what works for them in order to comprehend the provided material. They are also aware of the certain difficulties that might encounter them though their learning process and how to overcome it and prevent it from happening again.

Moreover, through their interaction and group work, students are capable of detecting their classmates' differences and learn how to accommodate with it. In order to be skillful future teachers, students shall be able to have critical eye during their learning process in order to use what had been learned appropriately in the future.

Conclusion

Overall, it may be said that this chapter has thoroughly interpreted the gathered results from the teachers' questionnaire in which resulted in confirming our suggested hypothesis and answering our research questions. Moreover, it also covers the limitations that defied this work

and suggested recommendations to be explored for future research. In point of fact, the whole chapter revolves around the expounding of the findings.

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Appendices

Teachers' Questionnaire

Dear teachers,

We are respectfully asking you to answer these questions for the data assemblage about the implementation of teachers' Pedagogical Content Knowledge within EFL classes. We sincerely appreciate your help and cooperation. Please answer the following questions.

I) Personal Information

- 1) How long have you been teaching English at the University?

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- 2) Have you directly started teaching at the university or have you taught at other educational stages?

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II) Instructional Planning & Preparation

- 1) How do you know what to teach your students?

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- 2) How have you incorporated cross-curricular standards into planning and teaching? If yes, please state how ?

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3) What are the things you have done that demonstrate initiative and creativity within the teaching process?

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4) What would you do to determine whether or not your lesson plans were effective?

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5) What information do you feel is important to know about your students? And Why ?

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6) How you choose to present the sequencing of your subject matter? And Why?

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7) Do you read and plan from educative material? If yes, how do you read it?

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III) Professional Knowledge and Pedagogy

1) How have you adapted your instruction to meet the needs of diverse learners?

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2) Please describe how you have stimulated students' interest in learning.

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3) Please describe professional development you have attended recently, why you chose it, and how you will use it to benefit your students.

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4) Is your personal knowledge about the subject matter sufficient enough to enable you to teach specific topics? If not ,what else do you depend on?

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5) According to you, what is the teaching pedagogy that you found effective during the teaching and learning process?

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IV) Instructional Strategies and Assessment

1) How do you ensure that your lessons are relevant to your students?

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2) How do you meet the needs of students with learning differences?

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3) What system do you have in place to help students monitor their progress and set individual learning goals ?

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4) What strategies have you used with a student who performed poorly on assignments or assessments? How do you know these worked?

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Thank You so Much for Your Collaboration