



TECHNOLOGICAL PEDAGOGICAL CONTENT KNOWLEDGE (TPACK) OF ENGLISH LANGUAGE INSTRUCTORS

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Abstract

The aim of the study is to investigate the perceptions of English language instructors' Technological Pedagogical Content Knowledge (TPACK) within the context of teaching EFL. The participants of the study consist of 127 language instructors teaching English at different levels at different state universities in Turkey. Data were collected by means of TPACK-EFL Survey (Baser, Kopcha & Ozden, 2015) with some demographic questions and other questions included by the researcher to gather in-depth information about technology use in teaching. According to the results of the study, English language instructors feel themselves the most competent in their subject matter, English language. However, they do not think that they are highly competent in integrating technology into their content teaching with sound pedagogy.

Keywords: language teaching, self-assessment, technology integration, TPACK.