

1– Integrating the PDP Framework with the Pedagogy Wheel for Teaching Listening by Pre–service EFL Teachers

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There is. growing interest in using internet applications in order to facilitate the teaching and learning processes of English language skills in general and the listening skill in particular. Such practice is intended to foster. digital learner who is ready to meet the twenty first century demands. The aim of the present study was to promote pre–service teachers’ technological pedagogical content knowledge through addressing the twinning between internet applications and the PDP framework for teaching listening in twenty first century classrooms. The present research offers teachers pedagogical alternatives that involve implementing technology–based activities with in the three stages of the PDP framework for teaching the listening skill. The researchers carried out such an endeavor through proposing. model lesson plan based on the integration of the PDP framework with the pedagogy wheel for teaching the listening skill to Lebanese EFL learners. The importance of the proposed lesson plan lies in addressing the needs of both, the twenty first century pre–service teachers as well as learners.

Introduction

The pedagogical shift from. teacher–centered classroom to. learner–centered classroom has necessitated making vast changes in the teaching as well as learning competencies to ensure that learners can cope with the demands of the digital era. In fact, it becomes inevitable for educators and practitioners not to meet the needs of such learners to acquire up–to–date knowledge and to master learning and technological skills. This can only be achieved through the real empowerment of pre–service teachers with the teaching skills, strategies, and framework (Voogt. Roblin, 2012). Such an endeavor aims to transform modern education for preparing pre–service

teachers to adapt with the unpredictable and constantly changing modern world. Indeed, modern education should offer pre-service teachers the necessary training that equips them not only with content, pedagogical, and technological knowledge constructs but also with the competency of establishing meaningful and successful integration among the aforementioned constructs. It is only through mastering such competency that effective teaching and learning in the 21st century classrooms can take place.

Content, Pedagogy, and Technology Constructs: Moving from Independence to Co-dependence

Pre-service educational programs in the university offer pre-service teachers separate courses that prepare them with the proper Content Knowledge (CK) which is the subject matter to be learned, Pedagogical Knowledge (PK) that is the purpose, values and methods used to teach and evaluate learning as well as Technological Knowledge (TK) that is the foundational and new technologies.

However, the integration among these three knowledge constructs is still not addressed, thus teachers can't see the alignment and the effect of one knowledge construct on the other in their teaching practices. This throws the burden of establishing such integration on the shoulders of the novice pre-service teachers.

That being said, in some cases, pre-service teachers might be instructed to reach limited integration. They are sometimes urged to look in to the way Content Knowledge can be integrated with pedagogy Knowledge to reach Content Pedagogy Knowledge (PCK) which fosters the integration of content objectives and skills on one hand with teaching strategies and methods on the other hand. But when it comes to technology integration, TK courses are usually offered by IT specialists whose aims are to illustrate on the function of various apps and tools and seldom touch on how it affects CK and PK. Thus, the following problematic situation arises every time pre-service teachers attempt to integrate technology into their classrooms. Indeed, teachers take their students' increased motivation when using any sort of technology as sign of success. This encourages them to repeat this course of action assuming that it will always lead to the same successful result. However, students start to lose their motivation as the element of novelty in using technology fades away gradually, so teachers face the fact that their ill-considered use of technology hasn't truly served meaningful teaching and learning.

Such problematic situation can be illustrated by the following example that

shows how pre-service teachers attempt to integrate Technology in their lesson plans:

CK: Objective: Identify story elements in. fiction text about animals on. farm.

PK: Task: Filling in story-element-chart

PCK: CK. PK (Filling in. story-element-chart based on the fiction text about animals on. farm)

TK: Using Google Docs to fill in. chart

PK: Task: Filling in story-element-chart

TPK: TK. PK (Using Google Docs to fill in the chart about the story)

TK: Using. multimedia app.

CK: Objective: Identify story elements in. fiction text about animals on. farm

TCK: TK. CK (Using. multimedia app to show students. video on. story about animals on. farm to identify story elements)

But still this is not the effective framework for the integration of technology into teaching and learning processes. The Technological Pedagogical and Content Knowledge (TPACK) framework provides. theoretical and coherent conceptual framework to prepare pre-service teachers to integrate technology with content and pedagogy. According to Angeli. Valanides (2005), TPACK enables teachers to become more flexible and apt in taking advantage of technological development in the society to serve education. It provides. distinctive framework for teachers to create functional amalgamation of the essential knowledge domains leading to effective teaching and student engagement with technology. This can be attained through offering pre-service teachers with proper training on up-dated and content-relevant models to ensure productive integration of technology in teaching and learning processes. (Mishra. Koehler, 2006).

TPACK Implementation through PDP Teaching Framework and the Pedagogy Wheel

The findings showed that each design team moved from considering technology, pedagogy and content as being independent constructs towards. more transactional and co-dependent construction that indicated. sensitivity to the nuances of technology integration.

The current article offers pre-service teachers the content, pedagogical and technological models and frameworks to facilitate the adoption of TPACK while planning and implementing their lessons. Thus, we suggest. lesson plan based on the integration of following frameworks and models as shown in figure 1.

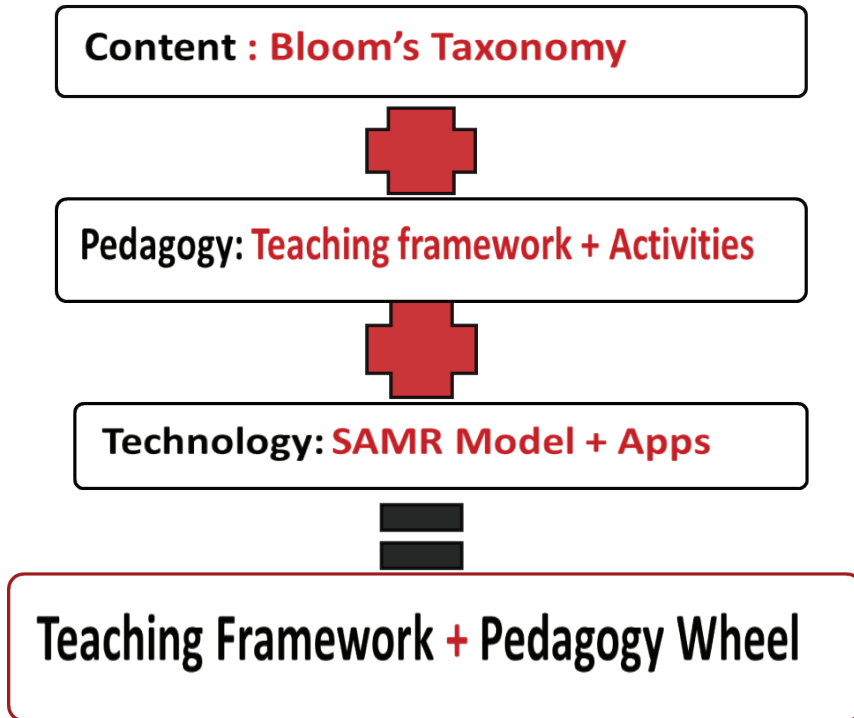


Figure 1. Proposed Integration of Teaching Framework and Model

The first knowledge construct that pre-service teachers attend to when planning their lessons is usually the content knowledge. Their efforts are not limited to the mere familiarity with the subject matter to be taught, but they rather extend to include the revised bloom's taxonomy. Indeed, teachers teach content knowledge to their students by means of. set of instructional objectives. Through their teaching practices, teachers aim to provide their students with. variety of activities that pertain to the six thinking levels in the revised bloom's taxonomy. In doing so, they support their students' efforts to perform at higher order levels of thinking.

Concerning the pedagogy knowledge construct, teachers have to adopt. teaching framework that enables them to align instructional objectives with activities, materials, tools, and assessment to reach an effective and motivating teaching and learning processes in the classroom. The PDP framework enables teachers not only to plan and demonstrate. successful listening lesson, but it also keeps students active, engaged, and motivated throughout the three stages of the listening lesson: the pre, during and post ones (Nehher, 2009). Teachers' choice of the lesson activities complies with the purpose pf every stage of the PDP framework. Thus, in the pre-listening stage,

teachers implement activities that prepare students to listen by activating their prior knowledge and schemata, familiarizing them with the challenging vocabulary words, and/or encouraging them to make predictions about the topic of the listening excerpt. Activities carried out in the during-listening stage aim to build up students' understanding starting from the simple and general to the deep and more detailed understanding of the listening excerpt. The activities of the post-listening stage integrate what students learn from the listening excerpt with other language skills (Neher, 2009).

The final knowledge construct that preservice teachers have to effectively integrate with the two aforementioned constructs is that of technology. To achieve this, the Pedagogy Wheel (Figure 2) is proposed in this article as. visual model devised to draw systematic, coherent, interrelated guidelines pertaining to the proper selection of instructional objectives based on the revised bloom's taxonomy, classroom activities, applications, and SAMR model. What is fundamental about the use of the pedagogy wheel is that the apps are used for pedagogical purposes and not the other way around.

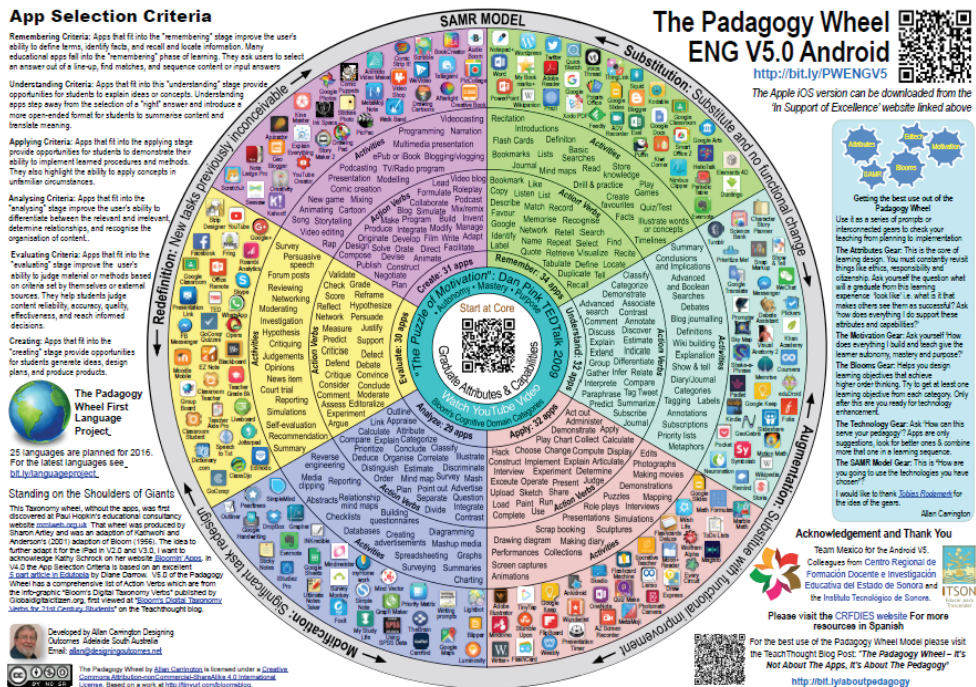


Figure 2. The Pedagogy Wheel ENG V5.0 Android SAMR MODEL is "a framework that allows teachers to assess their use of

technology and to determine the level of the technology integration in their classrooms” (Florin. Willy A. Renandya, p. 42). SAMR model (Figure 3) comprises four steps—Substitution, Augmentation, Modification, and Redefinition. Substitution and Augmentation pertain to “Enhancement”, whereas Modification and Redefinition allow for “Transformation”.

The Substitution phase adheres to the mere replacement of. non–technology tool with. technological one with no change in the task. The Augmentation phase resembles the substitution phase but with. functionality aspect added to it. The Modification phase allows for. redevising of certain parts of the task where students are urged to be involved in more effective usage of technology. In the Redefinition phase, learning becomes. transformative experience for students because they use technology to communicate their ideas and collaborate with others. not just to memorize language. Additionally, the authentic audiences provide. purpose for students to communicate. Often, an audience of anyone besides the teacher, from. classmate next to them to. virtual community, can make. world of difference in how well. student participates and absorbs the learning material.

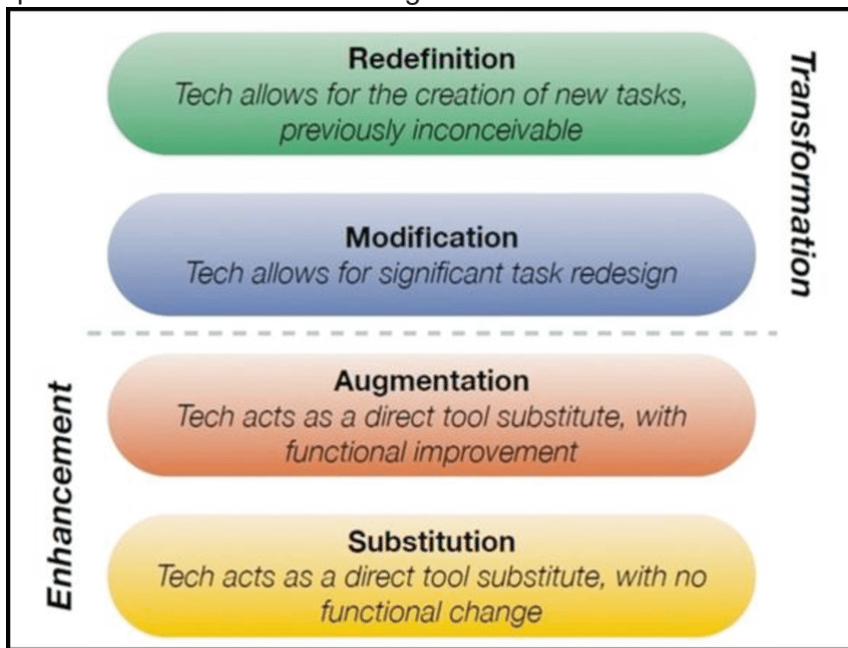


Figure 3. SAMR Model (Puentedura. 2006)

In their lesson plans, teachers should set specific instructional objectives, select suitable applications, and devise corresponding activities to ensure effective integration of technology in their classrooms.

A Sample Lesson Plan

The following sample lesson plan is an attempt to demonstrate effective alignment of technology knowledge construct with the two other constructs.

Lesson Objectives:

Students will be able to:

- Use vocabulary words in appropriate context
- Identify key ideas in. spoken discourse
- Produce. written scenario on. specific topic

Stage	Time	Application used	Inter-action Pattern	Procedure (Activities)	SAMR	Materials
Pre	5 min.	Sonic pics		<ul style="list-style-type: none"> - . asks Ss to predict the topic of the listening excerpt from the pictures projected on the LCD - . elicits responses. 	S	LCD Projector
	10 min.	PowerPoint	T. Ss	<ul style="list-style-type: none"> - . presents the pictures related to the seven vocabulary words, their pronunciation, form, and meaning - . provides sentences on the vocabulary words orally to clarify their usage - . asks volunteers to use the vocabulary words in meaningful sentences of their own 	S	LCD Projector

During	4 min.	PowerPoint	T. Ss	-. asks Ss to listen to the song for the first time and circle the answer corresponding to the question raised about the type of sports in the song and confirm their predictions	S	CD Player
	5 min.	Microsoft OneNote	T. Ss Ss-Ss	-. shares. worksheet with the Ss using Microsoft OneNote -. asks Ss to listen to the song for the second time and fill in the blanks with the proper vocabulary word and share with other Ss to receive feedback	A	Smart-phones
	6 min.	iAnnotate. padlet	T. Ss S-S	-. sends another worksheet to Ss - T. asks Ss to listen for the third time to the song and provide their annotations on the following: What did the song mention about: 1. weather 2. rival 3. defender 4. striker -Ss share their annotations with peers and receive feedback using padlet	A	Smart-phones
Post	1 5 min.	Padlet Pictello	T. Ss S-S	-T shares. set of pictures about. football game with the students via Padlet -T asks Ss to choose from the pictures to write their scenario of. football game using some of the vocab words and record it assuming the role of . sports commentator using Pictello -Ss share their recordings with their friends using Pictello	M. R	Smart-phones

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