

## English language Pedagogical Content Knowledge of English Language Beginner Teachers in Tanzania: A reflection to English language teaching method course in Tanzania Universities

**Joyce Kipanda**

Dar es Salaam University College of Education

*joykipanda@gmail.com*

**Wadrine Maro**

University of Dar es Salaam

*Marowadrine2016@gmail.com*

### **Abstract**

*This study explored English language Pedagogical Content Knowledge of secondary school English language beginner teachers in Tanzania on the aspects of self-perceived knowledge, understanding, and classroom teaching practices regarding English language PCK domains namely; English language teaching orientations, English language curriculum materials, English language learners' learning and English language instructional strategies. A total of 128 secondary school English language beginner teachers were involved from Dar es secondary schools. Simple random sampling and convenient sampling techniques were employed to obtain English language, beginner teachers. Data were collected by using a questionnaire method, semi-structured interview method, documentary review method, and observation method. The analysis of the data revealed that English language beginner teachers' conceptions regarding English language pedagogical content knowledge are partly. This is because despite English language beginner teachers self-perceive as highly knowledgeable and demonstrating good understanding regarding English language PCK, their actual classroom teaching practices are not appropriate. The study concludes that more opportunities should be given through English language teaching method courses during teacher preparation for student teachers to practice teaching activities in the respective PCK domains.*

**Keywords:** *Pedagogical Content Knowledge, teaching method course, beginner teachers, PCK domains.*

## **INTRODUCTION**

English language Pedagogical Content Knowledge is the knowledge base of teaching that blends the content of the English language with pedagogy (Faisal, 2015; Liu, 2013). According to Shulman (1987), Pedagogical Content Knowledge (PCK) is a body of knowledge that represents the blending of the content and pedagogy. It is with such blending, various domains of knowledge of teaching are composed together. Shulman (1987) for example describes PCK includes knowledge of specific content together with knowledge of instructional strategies and learners' learning in specific content. On the other way, Grossman (1990) considers PCK as a body of knowledge that includes knowledge of students' understanding, curricular materials, and instructional strategies. Again, Magnusson and Borko (1999) describe PCK constitutes knowledge of science curricula, knowledge of students' understanding of science, knowledge of instructional strategies, and knowledge of assessment of scientific literacy based on the orientation to teaching science. In general, a variety of but not fixed knowledge of teaching is composed together to form PCK.

English language Pedagogical Content Knowledge (PCK) is essential for teachers to enable effective learner learning. Literature indicates that by having PCK the teacher is in a position of facilitating learners' learning since he/she teaches beyond the subject content and teaches following the nature of learners (Kathirveloo, Puteha & Matematik, 2014; Shing, Mohd & Loke, 2015, Lucas, Villegas & Gonzalez, 2010). PCK is also acknowledged for enabling the teacher to select methods of teaching and learning that reflect the learning objectives, the content to be taught, the instructional objectives to be applied, the teaching and learning resources to be used, and learner characteristics (Lilian & Amollo, 2020). It is argued by Shing, Mohd, and Loke (2015) that by having PCK the teacher is capable of structuring the subject content and presenting it in a form that suits the diverse needs and abilities of students. Also, the teacher can prepare lessons with suitable strategies and elaborations that contribute to students' conceptual understanding.

Teaching method course is among the ways essential for developing teachers with PCK (Buarphan & Roadrangka, 2006; Dhonau, McAlpine, and Shrum, 2010; Kinach, 2002; Ball, 1990) during teacher preparation. The course develops teachers with PCK through the course content to intertwine the subject matter knowledge together with other domains of

knowledge of teaching such as the knowledge of children's learning and knowledge of curriculum (Ball, 1990; Kaya & Bayram, 2012). It is evident in various studies that through the teaching method course teachers develop an understanding of how curriculum materials can be used, develop an awareness of suitable modes of instructional strategies for students' learning as well as their roles in facilitating learning (Faikhamta et al., 2009; Buaraphan & Roadrangka, 2006). In addition, through the method course, teachers develop an understanding of students' conceptions, subject matter knowledge, and students' learning approaches (Ball, 1990).

In Tanzania, a university teacher education program includes an English language teaching method course for orienting secondary school English language prospective teachers with knowledge of how to teach the English language (University of Dar es Salaam, 2016; Open University of Tanzania, 2017). The English language teaching method course outline of the University of Dar es Salaam for example is aiming at to provide an analytic introduction to the entire area of language and language teaching, language syllabi in use in schools in terms of their objectives, content, teaching strategies, and materials as well as assessment modes (UDSM, n.d). Similarly, the English language teaching method course of the University of Dodoma is aiming at to enable the students to understand and reflect upon the role of language teachers and to provide student teachers with the knowledge and skills necessary in the current context of teaching and learning English (The University of Dodoma, n.d). This corresponds to the emphasis highlighted in the Education and Training Policy of 1995 which directs teacher education programs to impart to teacher trainees the principles and skills of pedagogy, creativity, and innovation (URT, 1995).

However, despite the intention of the English language teaching method course of developing prospective teachers with knowledge of how to teach the English language, the performance of the English language to secondary school students in Tanzania has persistently been worse (Makewa, Tuguta & Role, 2013) and teachers are claimed to be one of the reasons for such performance (Mtallo, 2019, Francis 2014, Mwakinyolobi, 2013 & Mosha, 2014). Therefore, following the position that teaching method courses hold of orienting prospective teachers with the knowledge of how to teach the specific subject matter during teacher

preparation, it was thought important to study the English language PCK of English language beginner teachers to explore English language beginner teachers' conceptions regarding the aspects related to English language PCK domains namely; English language teaching orientations, English language learners' learning, English language curriculum materials, and English language instructional strategies.

## **MATERIAL AND METHODS**

A total of 128 English language beginner teachers were randomly sampled from a population of 160 English language beginner teachers by using sample size formulae provided by Cohen and his colleagues. From the sample size formulae by Cohen et al (2011) the researcher used a confidence level of 95% and a margin error of 5% to select English language beginner teachers concerning the population size of each university selected for the study. With that regard, 70 English language beginner teachers were graduates from University A, 29 English language beginner teachers were graduates from University B and 29 English language beginner teachers were graduates from University C. Quota sampling technique was also employed to select 23 English language beginner teachers to participate in classroom observation and interview sessions respectively to three universities were studied. More than one data collection method was used to collect multiple realities for supplementing since the researcher was able to cross-check the strength and consistency of information obtained from the field. The study also, considered informants consent and the willingness of participants to be involved in data collection. Respect for the anonymity and confidentiality of participants was ensured through the use of numbers and letters of the alphabet. After data collection thematic and content analysis techniques were employed.

## **RESULTS**

### **Teachers' conceptions of English language teaching orientations**

The findings through the questionnaire indicated that the majority of English language beginner teachers agreed that they are knowledgeable about English language teaching orientations. This is based on the reason that out of 112 English language beginner teachers, the majority 109 (97.3%) teachers agreed they know English language speaking skills, 108 (96.4%) teachers agreed they can help to solve English language problems learners encounter, and 107 (95.5%) teachers agreed they know

English language reading and writing skills. The findings imply that the majority of English language beginner teachers believed they are knowledgeable about English language teaching orientation-related aspects.

Moreover, the findings through interview sessions revealed that English language beginner teachers have a good understanding of English language teaching orientation. The findings indicated that by asking teachers for understanding regarding some English language teaching orientation aspects namely reading and speaking, English language beginner teachers conceived rightly the said aspects of English language teaching orientations. It was found that out of 23 teachers 11 (47.8%), teachers explained reading as a skill of understanding written messages, 8 (34.8%) teachers explained reading as a process of understanding written materials, and 4 (17.4%) teachers explained reading as the ability to read a text and understand what is written in it. In terms of reading being conceived as a skill of understanding written material teacher T12 graduated from University B explained:

*When we say reading we mean a language skill which is about reading a text such as a book or a magazine just to mention a few to understand what is written there. During the activity of reading the reader is analyzing the content and interprets the meaning to understand the written materials of concern (Teacher T12, School 7, October 2019).*

In addition, teacher T1 graduated from University A explained that:

*Reading is about understanding a reading material. To understand what is written in a text or reading material, a reader has to identify ideas and draw a conclusion. This is because the major focus of reading is to understand (Teacher T1, School 3, October 2019).*

For speaking, out of 23 teachers, 13 (56.5%) explained speaking as conveying a message through spoken language, 6 (26.0%) explained speaking as the process of using verbal and non-verbal symbols to communicate and 4 (17.4%) explained speaking as sharing information through speech. In terms of speaking being conceived as conveying a message teacher T17 graduated from University C explained:

*First of all, speaking is a language skill that learners mostly learn in the early stages. It is a language skill in which a message or information is*

*conveyed through speaking using parts of the mouth such as lips, teeth, tongue, and vocal tract (Teacher T4, School 17, October 2019).*

From the teachers' explanations above the findings indicated that English language beginner teachers understand appropriately the aspects related to English language teaching orientations.

Furthermore, through the interview, English language beginner teachers were asked to identify the language aspects associated with English language teaching orientations in the area of reading and speaking skills. The responses varied from one English language beginner teacher to another and from one language skill to another. Regarding reading skills, out of 23 teachers, 13 (56.5%) teachers identified alphabets, 10 (43.5%) teachers identified phonics, 10 (43.5) teachers identified fluency, and 8 (34.9%) teachers identified comprehension. For instance, in terms of the alphabet in the reading skill teacher T18 graduated from university C explained that:

*In reading skills, there are many language aspects that any reader is required to observe when reading. Reading skill includes the alphabet. An alphabet is a written phoneme. Phonemes are sounds that we hear when we read loudly, when it is in writing it is called Alphabet. The alphabet can be a single letter such as b, m, n, a, o, and others, or can be a combination of letters (Teacher T18, School 18, November 2019).*

Concerning phonics in reading skills teacher T3 graduated from University A explained that:

*In reading skills we find phonics. This is associated with letters in the spelling of words or letters in sounds that are produced by the reader during the reading (Teacher T 3, September 2019).*

On the side of speaking skills, out of 23 teachers, 21 (91.3%) indicated pronunciation, 19 (82.6%) indicated grammar and 16 (69.6%) indicated fluency. As regards pronunciation teacher T 13 graduated from University B explained that:

*Speaking skill goes together with pronunciation which is about producing clearer language when speaking to facilitate communication. It should be understood that pronunciation is an aspect of speaking that helps to make the effective communication. In pronunciation, we find language aspects such as articulation, body language, gestures, phrasing, intonation, and rhythm (Teacher T13, School 10, October 2019).*

The findings above reveal that English language beginner teachers have an understanding concerning language aspects used to be found in particular English language aspects associated with English language teaching orientations.

Moreover, English language beginner teachers were asked to explain the way English language teaching orientation-related aspects namely: - reading and speaking skills are conducted. Regarding reading, out of 23 teachers 21(91.3%) explained that reading is done through scanning, 19 (82.6%) explained that reading is done through skimming and 16 (69.6%) explained that reading is done by reading closely the text. For instance, regarding skimming or scanning teacher T7 graduated from University A said:

*There are various ways in which reading can be done. Reading can be done through scanning or skimming. By employing the skimming technique, for example, a reader has to read a text faster than the way normal reading is done. Specifically, skimming is done when a reader is in hurry or has many materials to read. The intention is just to take important information and main ideas (Teacher T7, School 9, October 2019).*

In addition, teacher T18 graduated from University C informed that:

*A reader can use various ways to read. An individual can read a text through skimming, scanning, or intensively. In the scanning technique, the reader reads a text by quickly looking for important information throughout a passage such as a date. In scanning, the reader does not need to read the whole passage (Teacher T18, School 18, November 2019).*

From the teachers' explanations above the findings implies that English language beginner teachers understand how English language teaching orientation-related aspects are conducted.

### **Teachers' Conceptions of English language curriculum materials**

The findings through the questionnaire indicated that the majority of English language beginner teachers agreed of being knowledgeable with English language curriculum materials. The findings revealed that out of 112 English language beginner teachers, the majority 109 (97.4%) agreed that they know the curriculum materials responsible for teaching English language skills. Similarly, the majority 108 (96.5%) teachers agree that they know the principles to consider in developing English language

curriculum teaching materials and the majority 106 (94.7%) teachers agreed that they know how to write instructional objectives in their teaching curriculum materials. The findings imply that English language beginner teachers self-perceived that they are knowledgeable about the English language-related curriculum materials.

Furthermore, through interview sessions, the study explored English language beginner teachers' understanding of English language curriculum materials. The study collected their understanding of the concept of curriculum materials and their understanding of the types of curriculum materials suitable for teaching and learning English language-specific skills namely: - reading, listening, writing, and speaking. In addition, the study collected their understanding of the factors that teachers have to consider in conducting curriculum-related activities. To start with understanding the concept of curriculum materials, the findings showed that teachers' conceptions of curriculum materials varied. Out of 23 English language beginner teachers, 14 (60.9%) teachers conceived curriculum materials as tools to guide what and how to teach or learn. On the other side, 9 (39.1%) teachers conceived curriculum materials as the total of materials teachers use to facilitate teaching. Being conceived as a tool to guide what and how to teach or learn, teacher T3 graduated from university A explained that: -

*Curriculum materials are the guide that direct teachers on the topics to be taught or things to be considered during teaching. The curriculum materials mostly show the content to be taught and the competencies that the teacher is supposed to develop in English language learners in a specific topic. It is through curriculum materials such as syllabi, teachers obtain the main objectives and specific objectives (Teacher T1, School 3, September 2019).*

In terms of curriculum materials being conceived as a total of materials teachers use, teacher T16 graduated from university C explained that: -

*I can say that curriculum materials are a total of all things that are intended to be used in teaching and learning. It is all about the things that a teacher is supposed to use in his/her teaching. It is from such materials that a teacher is directed on what he or she is supposed to consider in teaching students (Teacher T16, School 18, November 2019).*

Apart from that, English language beginner teachers were asked to identify the types of curriculum materials suitable for teaching and

learning English language-specific skills such as reading, listening, writing, and speaking. For writing skills, out of 23 teachers, 21 (91.3%) identified textbooks and 17 (73.9%) identified writing charts. For listening skills, out of 23 teachers, 20 (87%) identified radio cassettes and 9 (39.1%) teachers identified spoken texts and for speaking skills, 5 (21.7%) teachers identified a phone. In terms of textbooks as a curriculum material for writing and radio for listening skills, teacher T5 graduated from University A said that:

*For teaching writing, the common material to be used is a textbook. For example, some of the books have stories and so when students read, they can learn writing. Sometimes, you can give a learner a textbook to read and summarise her/his words based on the key idea found in a textbook. Also, for listening, the more common material to be used is a radio cassette, I can give a radio to students to listen and identify the key points they have heard (Teacher T5, School 15, October 2019).*

The concept above was also the views of teacher 16 graduated from University C and teacher T10 graduated from University B. Teacher T16 stated that “for English language skills such as reading, a teacher needs to have books such as story books for students to read. For listening, a teacher is supposed to have audio materials such as radio for students to listen” (Teacher T16, School 18, November 2019). Also, teacher T10 graduated from University B explained that “if it is teaching of listening, a teacher is required to prepare spoken texts which will help a learner to listen and explain what was heard (Teacher T10, School 16, October 2019).

The above findings indicate that English language beginner teachers understand English language curriculum materials. They are aware of the concept of curriculum materials and types of curriculum materials for teaching a specific English language skill.

However, the findings from a review of English language beginner teachers' lesson plans indicated that there is some inconsistency between teachers' understanding and their actual classroom teaching practices. The findings indicated that the reviewed lesson plans of English language beginner teachers did not meet the required standards. It was found that out of 15 reviewed lesson plans, 9 (60%) lesson plans stated lesson objectives by not aligning the objectives outlined in the secondary school English language syllabus. In addition, 10 (66.7%) lesson plans stated

assessment activities by not addressing lesson objectives and 12 (80%) lesson plans stated assessment activities by not addressing lesson topics. For example, in terms of lesson objectives not to align the objectives into the syllabus, the lesson plan of teacher T22 from University C prepared for teaching sub-topic by *making telephone calls* to a main topic *asking for services*, the stated specific objective “*by the end of 80 minutes a student should be able to change active voice to passive voice*”, did not align to the objective outlined into secondary school English language syllabus for the said topic which states “*the student to be able to make telephone calls using appropriate language*”. Again, the lesson plan of teacher T3 graduated from University A prepared for teaching a sub-topic *talking about shopping* a main topic *asking for services*, the specific objective did not align with the objective of the said topic in the secondary school English language syllabus which states “the student should be able to use appropriate expressions when shopping”.

The findings above imply that there is an inconsistency between what English language beginner teachers self-perceived to have and understand regarding English language curriculum materials with their actual classroom teaching practices.

### **Teachers’ conceptions of English language learners’ learning**

It was found through a questionnaire that the majority of English language beginner teachers self-perceived as being knowledgeable about English language learners' learning. The findings revealed that out of 112 English language beginner teachers the majority 109 (97.4%) teachers agreed to know how to collect students' prior understanding of English language concepts. Again, the majority of 106 (94.6%) teachers agreed they can adapt their teaching style to learners' learning differences, and 103 (92.0%) teachers agreed they know how to assist students with difficult English language concepts they encounter. The findings imply that English language beginner teachers self-perceived that they are knowledgeable about English language learners' learning.

Apart from that, through interview sessions English language beginner teachers’ understanding was explored regarding English language learners’ learning aspects. The study collected their understandings about principles to consider and teaching activities suitable for facilitating English language learners’ learning. To start with principles to consider in

facilitating English language learners' learning, out of 23 teachers 19 (82.6%) teachers mentioned starting from simple to complex English language concepts, 16 (69.7%) teachers mentioned imitation, 15 (65.2%) teachers identified the use of English language into daily communication and 15 (65.2%) teachers identified to practice English language skills. Concerning with to start from simple to complex concepts, teacher T7 graduated from University A said that: -

*You know, English like other languages depends of course on whether it is your first language or not. But if it is not your first language as your mother tongue, obvious you are supposed to start with small things before going to big things. These small things include issues like grammar, sentences such as how to comprehend sentences, tenses, etc. Although there is that you must learn first, maybe English writing and then speaking because how can you speak without noting down something (Teacher T7, School 9, October 2019)*

About imitation and practices, teacher T16 graduated from University C said that;

*Students need to learn by imitating and by doing practices. There must be activities that a learner has to perform. For example, through debates, a learner will perform speaking on her/himself. There are also drills like writing, he/she will write stories, essays, and other things (Teacher T6, School 18, October 2019).*

In terms of teaching activities suitable for facilitating English language learners' learning. The findings showed that out of 23 interviewed teachers 18 (78.2%) mentioned the provision of English language learning materials to support learning, 17 (73.9%) mentioned the provision of activities for students to perform English language skills, 12 (52.7%) mentioned the use different English language teaching approaches during teaching and 9 (39.1%) teachers mentioned mixing of students with different learning capacities in a group. Teacher T4 graduated from University C said that: -

*A teacher is supposed to have time at the beginning of the lesson before starting to teach to understand students' learning behaviors through activities. If you do it, you will be assisting learners to understand based on his/her capacity (Teacher T4, School 17, October 2019).*

Similarly, the English language beginner teacher; a graduate of University B said that;

*Students are supposed to be given activities to practice the language skills taught. It should be learner-centered teaching and learning and not based much on teacher-centered teaching and learning. Instead of only explaining to students, you should also ask students to perform what you are teaching. This will make you understand if students understood what you are teaching (Teacher T9, School 11, October 2019).*

Though, the findings from classroom observation indicated that English language beginner teachers' actual classroom teaching practices regarding English language learners' learning varied from one aspect to another. The findings reveal that in some area's teachers' self-perceived knowledge and their understanding regarding English language learners' learning highly correspond to their classroom actual teaching practices and in some areas, they are less corresponding. In terms of highly corresponding to actual classroom teaching practices, the findings revealed that out of 69 classroom observation sessions, 67 (97.1%) sessions in English language beginner teachers introduced lesson topics to students and 52 (75.4%) sessions in English language beginner teachers collected students' prior understanding to concepts before they gave explanations. For instance, teacher T4 graduated from University A taught in Form Five a sub-topic "*identifying facts and opinions while listening*" from the main topic "*listening skills*", the teacher started the lesson by writing on the blackboard the main topic of the lesson "*listening skills*" and sub-topic "*Identifying facts and opinions while listening*". Similarly, teacher T9 graduated from University B and taught in form three class started the lesson by writing on a blackboard the topic "*tenses*". Apart from that, in terms of collecting students' prior understanding of concepts before giving explanations teacher T11 graduated from University B taught the topic "*parts of speech*" and asked students what they knew about the concepts related to verbs. The teacher asked students to give the meaning of a verb and to give an example of words indicating position.

In terms of teachers' self-perceived knowledge and their understanding regarding English language learners' learning to correspond less their actual classroom teaching practices, the findings indicated that out of 69 sessions 20 (29.1%) sessions English language beginner teachers gave explanations to concepts that students found difficulty and 6 (8.7%) sessions English language beginner teachers introduced the objectives of the lesson to students. It was evident for example that when teacher T1 graduated from university A and taught the topic "*Word formation*" and

asked students to state the types of suffixation, the chosen students to respond spoke very down indicating not of being sure of the exact answer. Instead of finding the difficulty that students encounter the teacher continued with teaching. This was similarly evident when teacher T11 graduated from University B teaching a topic “*parts of speech*”. The teacher not turned to give clarifications to the student and failed to give the difference between regular and irregular verbs rather than continuing with the lesson to teach about another issue.

The findings indicated that English language beginner teachers are partly conceiving the learning of English language learners. This is based on the reason that in some area’s English language beginner teachers’ actual classroom teaching was contrary to what they perceived to have and revealed to understand.

### **Teachers’ Conceptions of English Language Instructional Strategies**

The findings through the questionnaire indicated that the majority of English language beginner teachers self-perceived as being knowledgeable with English language instructional strategies. The findings revealed that out of 112 English language beginner teachers, 106 (94.6%) agreed they know how to engage students in the inquiry learning, 106 (94.6%) agreed they can use teaching approaches that support learners’ creativity and 104 (92.8%) agreed they know how to make self-reflection when teaching. With these findings, it can be implied that English language beginner teachers self-perceived to be knowledgeable with the knowledge of English language instructional strategies.

The study explored further through interviews with the English language beginner teachers’ understanding of English language instructional strategies. The focus was on their understanding of the concept of instructional strategies and principles to consider in the selection and conducting of instructional strategies for teaching the English language. To start with the concept of instructional strategies, the findings revealed that out of 23 teachers 16 (69.6%) teachers explained instructional strategies as teaching approaches to achieve the intention, 14 (60.9%) teachers explained instructional strategies as teaching techniques to simplify the process of teaching and learning and 9 (39.1%) teachers explained instructional strategies as a total of things teacher perform in a

class. As teaching techniques to simplify teaching teacher T3 graduated from University A explained that:

*Instructional strategies are like methods or techniques which a teacher plans for simplifying the teaching of the English language. They are suitable to ease the teaching of the English language. They are the things included in the teachers' teaching plan. They are the techniques and methods to help the teacher meet what is planned to be met (Teacher T3, School 10, October 2019).*

The conception above was similar to the one held by teacher T13 graduated from University B, who said that;

*Instructional strategies mean the techniques which teachers think will have to employ to deliver knowledge to students. It includes the techniques for using teaching and learning materials and the time showing when you will use lesson notes. It is also in a lesson plan you are supposed to show the methods you will use based on the subject requirements (Teacher T13, School 13, October 2019).*

Being the teaching approach Teacher T1 graduated from University A informed that: -

*An instructional strategy is a teaching approach where we find teaching and learning materials, methods and techniques to be used for teachers to deliver the intended knowledge to students. Even if you are using a projector or audio, you need to think about the approaches to use the material to make students understand what is taught (Teacher T1, School 3, September 2019).*

Moreover, in collecting English language beginner teachers' understanding of the principles for the teacher to consider in the selection and conducting English language instructional strategies, the responses from English language beginner teachers varied. The findings revealed that out of 23 English language beginner teachers, 16 (69.7%) teachers mentioned considering the topic to be taught, 15 (65.2%) teachers mentioned considering the objectives to be met, 12 (52.1%) teachers mentioned considering who you are going to teach and 12 (52.1%) teachers mentioned to consider the context of which teaching is to be held. For instance, teacher T4 graduated from University A said that “*the teacher must consider a topic or language skill to teach*” (Teacher T4, School 17, October 2019). Similarly, teacher T9 graduated from University B had similar views; *that the teacher needs to consider the*

*content that is going to be delivered* (Teacher T9, School 11, October 2019). Also, teacher T18 graduated from University C provided similar views that; *English language teachers have to consider the topic that he/she is going to teach* (Teacher T18, School 18, November 2019).

The findings suggest that English language beginner teachers understand the concept of English language instructional strategies and principles for the teacher to consider in the selection and conducting of instructional strategies.

Nevertheless, through classroom observations, the study revealed that English language beginner teachers' actual classroom teaching practices regarding instructional strategies varied from one aspect to another. The findings informed that in some areas teachers' self-perceived knowledge and understanding regarding English language instructional strategies correspond highly to their actual teaching practices and in some areas, they are less corresponding.

In terms of corresponding highly to the actual classroom teaching the study found that out of 69 classroom observations all 69 (100%) sessions teachers used a variety of English language teaching methods and in 63 (91.3% sessions teachers used a variety of techniques that made students engage in the learning process. Regarding using a variety of English language teaching methods, the teachers were found to use grammar-translation methods, task-based methods, and communicative language teaching methods. For example, teacher T11 graduated from University B teaching the topic "*Parts of speech*" wrote sentences on the blackboard, and demonstrated to students the grammatical rules of using a preposition or verb in a phrase. Similarly, teacher T9, who graduated from University B teaching the topic "*present tense*" employed the grammar-translation method and task-based method. The teacher demonstrated to students the grammatical rules for the sentence to be either simple present tense or simple present continuous tense. Regarding the use of techniques that engage students in the learning process, the majority of teachers were observed probing students' understanding before giving the explanations concerned. For instance, teacher T4, who graduated from university A teaching the topic "*identifying facts and opinions while listening*" probed students' understanding by asking questions and seeking further clarifications from students' answers. Similarly, teacher T17 graduated from University C teaching the topic "*written literature*" and

brainstormed students' understanding by asking students to explain a certain concept before he gave further explanations.

In terms of teachers' self-perceived knowledge and understanding to correspond less the actual classroom teaching the study found that out of 69 observation sessions 12 (8.7%) sessions teachers did self-reflection of the lesson during teaching and 13 (18.8%) teachers facilitated students' learning during group discussions. Regarding self-reflection, the majority of English language beginner teachers ended lessons without asking students' views regarding the lesson. For instance, together with a variety of teaching activities teacher T15 graduated from University C performed such as introducing the lesson topic and objectives to students, probing students' understanding, and providing group activities, the teacher ended the lesson without asking students about the lesson. Similarly, teacher T20 graduated from University B started the lesson by reminding students about the previous lesson which was followed by explaining and discussing various issues relating to the topic. The teacher marked students' activity that was provided to students, summarised, and closed the lesson.

## **DISCUSSION**

The study explored English language beginner teachers' conceptions of English language PCK. The study explored teachers' self-perceived knowledge, understanding, and classroom actual teaching practices regarding English language PCK domains namely: - English language teaching orientations, English language curriculum materials, English language learners' learning, and English language instructional strategies. The findings indicated that teachers' self-perception of English language PCK is high since English language beginner teachers self-perceived to be knowledgeable with English language orientation, curriculum materials, learners' learning, and instructional strategies. This is similar to the study by Dewi et al (2020) who found that English language teachers have a strong perception of pedagogical content knowledge since teachers were found to have a strong perception of the knowledge of the subject matter, the knowledge of young learners' learning characteristics and the use of learning strategies. The study is also aligning Eslami and Fatahi (2008) who studied teachers' English language proficiency in Iran and found that teachers are proficient in the English language because they perceived themselves as proficient in reading and speaking. The study

indicated further that English language beginner teachers had a good understanding of English language PCK. This is based on the reason that teachers explained correctly the concepts related to the English language PCK domains. The findings are contrary to the study conducted by Lyu (2021) which indicated that some teachers did not understand task-based learning despite that they used it in their college. However, the study revealed that there is an inconsistency between English language beginner teachers' self-perception and understanding of their classroom teaching practices regarding English language PCK. The findings seemed to concur with the study of Dewi et al (2020) who found a discrepancy between teachers' perceptions and implementation by teachers' perceptions, not correlating implementation. Moreover, the study concurs with Lyu (2021) who revealed that some teachers

## **CONCLUSION**

By reflecting on the findings revealed from English language beginner teachers' conceptions regarding English language PCK, the current study indicates that English language beginner teachers' conceptions regarding English language PCK are partly. Despite the English language, beginner teachers' highly self-perceived knowledge and demonstrate a good understanding of English language PCK, their actual classroom teaching practices are not appropriate. Basing on the findings and conclusion the current study is thus significant to a teacher education program to make sure that during teacher preparation the English language teaching method course is organized by giving student teachers enough time to exercise actual classroom teaching either in schools or in improvised classes in the university campus to make teachers bridge the gap between the theoretical understanding they have with the actual practices. Furthermore, more and similar studies should be conducted concerning teachers' PCK in other academic subjects.

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