YOGYAKARTA (INDONESIA) EFL TEACHERS'

CONCEPTUALIZATIONS OF PEDAGOGICAL CONTENT KNOWLEDGE (PCK)

AS REPRESENTED IN THEIR INSTRUCTIONAL CURRICULUM DESIGN AND

PRACTICE

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AUTHOR'S DECLARATION

I declare that the work in this dissertation was carried out in accordance with the requirements of the Faculty of Human Sciences, Human Research Ethics Sub-Committee, Macquarie University (Ethics Reference No. 5201300763). I hereby certify that this work is the result of my own research, and that the work has not been submitted for a higher degree to any other university or institution. I also certify that sources of information used, and the extent to which the work of others has been utilized, have been indicated in the thesis, and that any editorial work, paid or unpaid, has been acknowledged.

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ABSTRACT

Curriculum changes in Indonesian schools have assigned a central role to Indonesian EFL teachers to act as effective instructional curriculum practitioners and adapters. The present study examined Indonesian EFL teachers' conceptualizations of pedagogical content knowledge (PCK) (Shulman, 1987) as represented in their instructional (Wette, 2009) curriculum design and practice. Combining Shulman's (1987) PCK with Graves's (2000) framework of course development processes, the first part of the inquiry examined Yogyakarta (Indonesia) EFL teachers' conceptualizations of PCK in terms of forms, strategies, and pedagogical concerns, as reflected in their instructional curriculum design. In the second part of the inquiry, Andrews's (2007) modified model of PCK was applied to the framework of L2 reading instruction (Irvine-Niakaris & Kiely, 2014) to explore EFL teachers' conceptualizations of knowledge about texts (KAT) and knowledge about reading instruction (KARI). Graves's (2008) model of a dynamic system of curriculum development, which elucidates the role of socio-educational context in curriculum development, is adopted to examine the influence of socio-educational context on teachers' conceptualizations of PCK in their instructional curriculum design and practice. A qualitative multiple-case study involving purposive within- and cross-case sampling techniques (Miles, Huberman, & Saldana, 2014; Stake, 2006; Yin, 2014) was employed to select six EFL teachers; three experienced and three inexperienced teachers, of public junior high schools in the Special Province of Yogyakarta, Indonesia. Multiple sources of data, including instructional curriculum design assessments, pre-lesson semi-structured interviews, stimulated-recall interviews, classroom observations, and teaching transcripts, were collected.

The findings highlight the macro and micro patterns of the teachers' conceptualizations of PCK in five processes of instructional curriculum design, and those of the teachers' conceptualizations of KAT and KARI. The macro landscape of the teachers' conceptualizations of PCK in their instructional curriculum design and practice was shaped by the extent to which the teachers engaged with the influence of the National Examination (NE), a high-stakes examination applied nationwide within the Indonesian education system. In the case of the experienced teachers, the macro landscape of their conceptualizations showed the teachers' high commitment to the demands of the NE. In contrast, the inexperienced teachers' macro construction of their conceptualizations reflected a certain degree of detachment from the NE. The teachers' polar different macro conceptualizations of PCK were realized in their micro constructions of conceptualization in their instructional

curriculum design and practice. In terms of instructional curriculum design, the experienced teachers' micro patterns of conceptualization within the five processes of instructional curriculum design were guided in favour of the NE. On the other hand, the inexperienced teachers' micro patterns of conceptualization in designing their instructional curriculum formed more non-NE-based instruction. As related to the conceptualization of PCK in instructional curriculum practice, the teachers' KAT showed their insufficient understanding of how to properly explore texts for meaning making as required by text-based teaching characterizing the applied curriculum, namely the 2006 School-based Curriculum, in the Indonesian EFL context. Meanwhile, the teachers' KARI for organizing reading instruction demonstrated the teachers' insufficient knowledge about organizing instruction within the organizing principles they adopted. Finally, their KARI about reading instruction revealed instructional reading strategies for fostering the students' reading comprehension, by giving clues in the students' native language and applying a testing-oriented strategy, and for raising the students' awareness of reading skills. Implications of the study address the need, with reference to the findings of the study, to accommodate follow-up actions to improve teachers' transformation process for designing and enacting their instructional curriculum in pre- and in-service teacher training programs.

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LIST OF ABBREVIATIONS AND ACRONYMS

ALM	Audio-lingual Method
BC	Basic Competence
CBC	Competency-based Curriculum
CK	Content Knowledge
CLT	Communicative Language Teaching
DIKPORA (*Dinas Pendidikan Pemuda dan Olah Raga*)	The Provincial Department of Education, Youth, and Sport
EEC	Exploration, Elaboration, and Confirmation
EFL	English as a Foreign Language
ELT	English Language Teaching
ESL	English as a Second Language
GBA	Genre-based Approach
GTM	Grammar-Translation Method
KARI	Knowledge about Reading Instruction
KAT	Knowledge about Text
L2	Second Language
MGMP (*Musyawarah Guru Mata Pelajaran)*	The Regency Panel of English Subject Teachers
MNEC	Ministry of National Education and Culture
NE	National Examination
NTCP (*PLPG - Pendidikan dan Latihan Profesi Guru*)	The National Teacher Certification Program
PCK	Pedagogical Content Knowledge
PGRI (*Persatuan Guru Republik Indonesia*)	The Indonesian Teachers Forum
PJHS (*SMP - Sekolah Menengah Pertama*)	Public Junior High Schools
PK	Pedagogical Knowledge
PPG (*Program Profesi Guru*)	The Continuing In- and Pre-Service Teacher Professional Program
PPP	Present, Practice, Produce Procedure
SA	Summative Assessment
SBC	School-based Curriculum
SC	Standard of Competence
TEFL	Teaching English as a Foreign Language
TEFLIN	Teaching English as Foreign Language in Indonesia
TLA	Teacher Language Awareness
UKG - Uji Kompetensi Guru	The National Teacher Competence Test

PART ONE BACKGROUND TO THE STUDY

The first part of this multiple-case study, on teachers' conceptualizations of pedagogical content knowledge (PCK) in designing and enacting their instructional curriculum, is made up of three chapters.

Chapter 1 outlines the introductory parts of the study: the statement of the research problem, the context of the study, the theoretical and conceptual framework, and the purpose and significance of the study. Chapter 2 provides reviews of literature related to the theoretical and conceptual framework of the study. Finally, Chapter 3 presents the selection of the research approach, describes the research procedures, and presents the quality evaluation of the study in which the validity, reliability, and objectivity of the study are discussed.

CHAPTER 1 INTRODUCTION TO THE STUDY

1.0 Introduction

This chapter is organized into seven sections. In the first section, the research problem addressed by the study will be discussed. In the second section, the context of the study, including changes in the English as a Foreign Language (EFL) school curriculum within the Indonesian education system, and the characteristics of each curriculum, will be presented. In the third section, the theoretical and conceptual framework of the study will be discussed, followed by the purpose and significance of the study. The chapter then proceeds with the definition of key terms; before ending with an outline of the thesis chapters.

1.1 Statement of the Research Problem

The history of English language teaching (ELT) in Indonesia has shown that the national EFL curriculum has frequently changed (every eight to ten years, according to Hamied, 2014) by the Ministry of National Education and Culture (MNEC). The present study was primarily initiated to address the national school curriculum changes in the Indonesian EFL context, and especially the changing role of EFL teachers in EFL curriculum development and implementation. These changes have transformed EFL teachers' role from that of serving merely as curriculum transmitters into being curriculum adapters. The following section elaborates on the research problem addressed in the present study.

The research problem addressed by this study resides on two specific research gaps in the relevant literature on ELT in Indonesian schools. These gaps relate to (a) teacher cognition and curriculum development and implementation in the teaching of English as a foreign language (TEFL) in Indonesia, and (b) teacher knowledge as related to second language (L2) pedagogical content knowledge (PCK).

In the TEFL research landscape in Indonesia, there has not yet been sufficient research on teacher development in which teacher cognition and curriculum development are addressed (Mann, 2005). This research gap is partly represented by a handful of studies on Indonesian EFL teacher development examining teacher cognitive dimensions (e.g. knowledge, beliefs, and perceptions) in developing instructional (Wette, 2009) curriculum or curriculum at the classroom (Shawer, 2010) or micro (Van den Akker, 2003) level.

A survey of research on teacher cognitive dimensions and curriculum development in the Indonesian EFL context indicates that research on this area has recently started to be of interest to Indonesian scholars. A small number of recent studies show that such teacher cognitive dimensions as beliefs, perceptions, conceptions, and knowledge in the Indonesian EFL context are explored in light of particular aspects of classroom practices (e.g. Astuti, 2013; Azis, 2015; Marwan, 2009; Luschei & Zubaidah, 2012; Zacharias, 2004). These studies investigated how teachers' and students' perceptions might reveal motivational teaching strategies (Astuti, 2013); elucidated how teachers' understanding and conceptions of assessment relate to their assessment practices (Azis, 2015); examined how perceptions measure the elements supporting English language instruction (Marwan, 2009); explored how teacher knowledge obtained from teacher training supports teachers' needs for dealing with multi-grade teaching (Luschei & Zubaidah, 2012); and surveyed teachers' beliefs about the potential use of students' mother tongue in learning English (Zacharias, 2004). A significant study was conducted by Basalama (2010) that aimed to explore teachers' own conceptualizations of themselves, their responsibilities, and practices as professionals. Basalama's qualitative research set forth an examination of the influencing factors that affected teachers' formation as learners and as professionals, and analyzed how these factors influenced their beliefs and attitudes towards their practices and their responses to curriculum change in their classrooms. This line of previous research reveals, however, that studies of teacher cognition and ELT in the Indonesian EFL context have not yet sufficiently addressed teacher knowledge and teachers' instructional curriculum development.

Research on L2 PCK, as reviewed in Chapter 2, has addressed several themes resulting from the influence of research on PCK in general education. One of the themes addressed is research on teachers' development of PCK in ESL/ EFL classroom practices for teaching particular contents of English (e.g. Howey & Grossman, 1989; Johnston & Goettsch, 2000; Irvine-Niakaries & Kiely, 2014; Richards, Li, & Tang, 1995; Sanchez & Borg, 2014). Such research, however, does not explore teachers' conceptualizations of PCK within dynamic instructional curriculum development. Therefore, teachers' processes of transforming subject matter, and their pedagogical reasoning underlying such processes, are not adequately portrayed within "a complex curricular endeavour" (Deng, 2007, p. 290). To fill this gap, research needs to be directed to gathering empirical evidence on teachers' conceptualizations of PCK as related to curricular and pedagogical tasks, which involves their knowledge of learners and their knowledge of context. The present study, therefore, examines teachers' conceptualizations of PCK as represented in their instructional curriculum design and practice, within the particular socio-educational context of Indonesian EFL teaching.

1.2 Context of the Study

This section provides an overview of the curriculum changes in the Indonesian EFL context that will portray the background for the present study. The overview will discuss the affected elements of the curriculum, specify the challenges EFL teachers encounter, and identify efforts that the Ministry of National Education and Culture (MNEC) have taken to support the changing role of teachers as curriculum adapters.

1.2.1 A Snapshot of EFL School Curriculum Changes in Indonesia

Since Indonesian independence in 1945, the national EFL curriculum has changed more than five times (Dardjowidjojo, 2000; Emilia, 2011; Hamied, 2014; Jazadi, 2000), and has adopted four different approaches that have characterized Indonesian EFL classroom practices. The first of these changes was the adoption of grammar-translation method (GTM) in the 1954 Curriculum, which was called the Old Framework Curriculum (*Kurikulum Gaya Lama*). In 1962, the GTM was changed into oral approach, in which audio-lingual method (ALM) was widely implemented in the three subsequent curriculum reforms, as a result of the increasing popularity of ALM across the world. These curricula included the 1962 Curriculum, which was also known as the New Framework Curriculum (*Kurikulum Gaya Baru*), the 1968 Curriculum, which was called the Revised New Framework Curriculum (*Kurikulum Baru Yang Disempurnakan*), and the 1975 Curriculum. Along with the strong criticisms toward behaviourist theories underlying the emergence of traditional approaches to language teaching, the national EFL curriculum developers eagerly promoted a communicative approach in the 1984 Curriculum and the 1994 Curriculum. Since then, communicative language teaching (CLT) and task-based instruction had predominantly been imposed on Indonesian EFL classrooms, despite the fact that the implementation of CLT had met constraints within the nation's sociopolitical and sociocultural context (Dardjowidjojo, 2000; Hamied, 2014; Jazadi, 2000; Musthafa, 2001).

ELT educators strongly voiced criticisms of problematic aspects of the 1984 and the 1994 curricula. It was pointed out that classroom practices were far from communicative, in spite of the underlying curriculum being labeled as communicative (Dardjowidjojo, 2000; Hamied, 2014). Classroom practices were still very structural, and emphasized the teaching of reading skills. Jazadi (2000) argues that inconsistencies between the principles and practices of CLT were due to the sociopolitical and sociocultural constraints within the Indonesian EFL context. The sociopolitical aspect in particular centered around the top-down curriculum decision-making processes that were blamed for not providing sufficient space for local

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changes and innovations. These national educational policies were accompanied by other national problems such as insufficient teacher competence, large classes, scarcity of textbooks, and learners' low motivation and achievement. The lack of supporting facilities resulted in deficiencies in the implementation of CLT in the Indonesian EFL context. Other sociocultural issues, such as the diversity of cultures and local contexts, were also not well accommodated into the curriculum. Added to these, Jazadi (2000) also stresses that the curriculum document itself contained inconsistency in defining how a communicative approach is characterized in practice.

The communicative-based curriculum, which received so much critical attention from Indonesian scholars, was then refined into the 2001 Competency-based Curriculum (CBC). Shortly after, the 2001 CBC was refined into the 2004 Curriculum, which was still based on competence, yet involved a genre-based approach (GBA). Another modification on the 2004 CBC was then made and realized in the emergence of the 2006 School-based Curriculum (SBC). Integrated into the implementation of the 2006 SBC, the Indonesian education system has deployed a decentralized system of education that has delegated responsibility to schools to develop their own school-based curricula. Since then, an evolving demand for Indonesian EFL teachers to act as curriculum adapters has arisen. The biggest challenge experienced by teachers as curriculum adapters in implementing the 2006 SBC is the involvement of GBA that has been adopted since the implementation of the 2004 CBC. Accordingly, teachers are strongly required to practice text-based teaching as the manifestation of genre-based pedagogy.

When Indonesian EFL teachers were struggling to learn the genre-based approach underlying the 2006 SBC, in 2013 the MNEC launched another new curriculum. This new curriculum is called the 2013 Curriculum, and responds to four main influencing factors:

(1) current global challenges,

(2) required competencies,

(3) current degradation of morals among the younger generation, and

(4) Indonesians' misperceptions concerning education (Hamied, 2014).

Several characteristics are attached to this new 2013 Curriculum. Firstly, the curriculum is strongly regulated by science-based and holistic features (Hamied, 2014). Accordingly, a prescribed organizing principle, called the scientific-based approach, has come into being to organize teachers' instruction. This prescribed scientific-based organizing principle consists of the stages of observing, questioning, associating, experimenting, and networking (Hamied,

2014). Another feature of this new curriculum is that the core competences, which were known as the standard of competences in the 2006 SBC, are character-based instead of text-based. However, texts remain the main content category in teachers' instruction, as texts remain inherent in the list of the basic competences of the 2013 Curriculum. Therefore, the 2013 Curriculum is, on the one hand, a competency-based curriculum (Hamied, 2014), but on the other hand is a character-based one as represented by the target characters to be achieved by students as stated in the core competences. This emphasis on characters was confirmed in the statement that the MNEC released in 2013 ("*Mendikbud*: *Kurikulum Baru*", 2013). In this press release, the Minister of National Education and Culture at that time stressed that the new 2013 Curriculum is primarily character-based rather than competency-based. As stipulated in the 2003 Law No. 20, Article 3 about the National Education System, the character-based curriculum stresses values and moral education to develop capability, character, and the civilization of the nation; which aims to develop learners' potential so as to enable them to become human beings who are faithful to one God, who have good morals, who are healthy, knowledgeable, competent, creative, and independent, and who are democratic and responsible as citizens.

Considering the inequality and inequity of school quality across Indonesia, due to differing conditions of schools in realizing the standards of the national education system as stipulated by the Government Regulation No. 19/2005, the MNEC decided to implement this 2013 Curriculum step-by-step (Wahyuni, 2014). From 2013 to 2017, the implementation of the 2013 Curriculum has been projected in selected or prototype schools as determined by the MNEC. In 2015, the MNEC appointed more schools (25% of the total number of schools in Indonesia) (Qodar, 2015) to implement the 2013 Curriculum. In 2018-2019, the MNEC's target is to implement the 2013 Curriculum in all schools across Indonesia (Harahap, 2015).

Figure 1.1, adapted from Emilia (2011), illustrates the changes in the EFL school curriculum in Indonesia.

- 1945 – 1950
- 1954 – The 1954 Curriculum (GTM-based)
- 1962 – The 1962 Curriculum (ALM-based)
- 1968 – The 1968 Curriculum (ALM-based)
- 1975 – The 1975 Curriculum (ALM-based)
- 1984 – The 1984 Curriculum (Communicative-based Approach)
- 1994 – The 1994 Curriculum (Communicative-based Approach)
- 2001 – The 2001 Curriculum (Competency-based Curriculum/ CBC)
- 2004 – The 2004 Curriculum (CBC involving Genre-based Approach)
- 2006 – The 2006 Curriculum (School-based Curriculum involving Genre-based Approach)
- 2013 – The 2013 Curriculum (Character-based involving Genre-based Approach)

Figure 1.1: The changes of EFL school curriculum in Indonesia

1.2.2 Challenges of EFL Curriculum Changes

The changes of school curriculum have affected the EFL curriculum in terms of development and implementation. Such components of the curriculum network as instructional goals and learning objectives, instructional materials including learning activities, teacher roles, learning resources and media, classroom management and interaction, and assessment, have been regulated under the direction of the particular curriculum approaches and ideologies, which in turn set up different standards for the design and practices of the curriculum at the micro, or classroom, level. New challenges, as a result of the EFL curriculum changes, have impacted Indonesian EFL teachers as the key players of the EFL curriculum development and implementation.

One of the challenges that teachers have encountered is that every curriculum change presents teachers with a different focus of content conceptualization and a different prescribed organizing principle. In the era of the communicative approach-based curriculum, for example, teachers were required to be able to develop students' communicative competence, despite the existing constraints as presented earlier. As Hamied (2014) specifies, within the

communicative-based curriculum, teachers planned their instruction by themes, and focused on the development of the four macro skills of English, particularly the macro reading skill. Another challenge faced by teachers is that, for more than ten years from 2004 to the present, Indonesian EFL teachers have been required to be capable of blending mixed-content categories, within the intersection of communicative approach and genre-based pedagogy underlying the 2006 SBC (Emilia, 2011; Hamied, 2014). Teachers have been required to blend two main content categories, which are the four skills of English and texts, to achieve the determined competencies as stated in the standard of competence (SC) and basic competence (BC) of the curriculum. In addition, within the implementation of the 2006 SBC and the 2013 Curriculum, the MNEC have mandated teachers to integrate characters into their instruction, as stipulated in the 2003 Law No. 20 about the National Education System.

The implementation of these last two curricula is more complex, since each of these is designated according to a different prescribed organizing principle. At the macro (national) level, the MNEC determined that, in enacting the 2006 SBC, teachers across subject matters were required to organize their instruction with the prescribed organizing principle, namely, Exploration, Elaboration, and Confirmation (EEC). However, following the 2013 Curriculum, Indonesian EFL teachers are required to organize their teaching and learning activities with the stages drawn from the prescribed scientific-based organizing principle, as previously elucidated.

Several reviews by Indonesian scholars, either individually, or collectively (as in a review by Teaching English as Foreign Language in Indonesia (TEFLIN), an Indonesian association of profession for English teachers, practitioners, and educators), conclude with a judgment that the teaching of English in Indonesia has not been able to reach its national goal as determined by the national EFL curriculum (Hamied, 2014; Jazadi, 2000; Madya, 2002). In particular focusing on the implementation of the 2006 SBC, which strongly involves genre-based pedagogy, TEFLIN has claimed, based on its general observation, that the enactment of this curriculum in classroom practices has entailed teaching malpractices (TEFLIN Policy Statement, 2011). Furthermore, TEFLIN, as a prominent professional association, has argued that there has been a discrepancy between what is expected by the intended curriculum and what is practiced in the actual process of teaching and learning. They have emphasized that the curriculum changes within the 2006 SBC have not been parallel with sufficient understanding by teachers of both theoretical and practical aspects underlying the implementation of the genre-based curriculum. In response to the pros and cons concerning the feasibility of the implementation of genre-based approach in the Indonesian EFL context,

Emilia (2005) conducted a thorough research in which she critically and systematically investigated the feasibility of implementing genre-based approach for teaching academic English writing in the Indonesian EFL tertiary teaching context. The result of that research confirmed that genre-based approach was feasible to be implemented to improve students' writing skills. The research, therefore, called for a wider and more intensive implementation of this approach in the Indonesian EFL context.

1.2.3 The Current Teacher Development Programs

To minimize the discrepancy between curriculum changes and curriculum implementation, and to sustain the improvement of teacher competence, the MNEC, in collaboration with teacher education programs, has continuously organized teacher development programs, such as various in-service teacher training programs, the national teacher certification program (*Pendidikan dan Latihan Profesi Guru - PLPG*), the national teacher competence tests (*Uji Kompetensi Guru – UKG*), and the continuing in- and pre-service teacher profession program (*Program Profesi Guru - PPG*). Recently, since 2013, the MNEC, in collaboration with core teachers (*guru inti*) and teacher education institutions, have organized a large number of in-service teacher training programs to prepare Indonesian EFL teachers to better implement the 2013 Curriculum (Zubaidah, 2014). To keep monitoring the national average of teachers' competence, the MNEC has also conducted a national test for measuring teacher competence from 2012 up to the present.

In response to the frequent changes in the school curriculum, given the continuous efforts made by the MNEC, it is surprising that few studies, as presented in Section 1.1, have been conducted for exploring the ways Indonesian EFL teachers develop their instructional (Wette, 2009) or classroom-level (Shawer, 2010) curriculum. As stated by the Indonesian Teacher Forum (*Persatuan Guru Republik Indonesia – PGRI*), the implementation of the national curriculum, including any of the Indonesian EFL curricula, at any levels, either at the level of the 'intended' (the macro level/national curriculum), 'implemented' (the meso level/school-specific curriculum and the micro level/classroom practices), or 'attained' (the nano level/individual experiences) curriculum activities (Van den Akker, 2003), has never been well-researched ("*Ditemukan 8 kejanggalan*", 2013). This fact, therefore, has provided a significant research gap and a justification for conducting the present study.

1.3 Theoretical and Conceptual Framework of the Study

This study aims to explore the conceptualizations of PCK of six Yogyakarta (Indonesia) EFL teachers of public junior high school (PJHS) in their instructional curriculum design and practice. The study adopts Shulman's (1987) conception of PCK as the main conceptual construct. As the present study focuses on exploring the teachers' conceptualizations of PCK in two phases of instructional curriculum development, that is, designing (planning) and enacting (teaching), Shulman's (1987) conceptualization of PCK is combined with Graves's (2000) framework for course development processes, to portray the teachers' conceptualizations of PCK in their instructional curriculum design. Moreover, Andrews's (2007) modified model of PCK informs the study, to explore the teachers' conceptualizations of PCK in their instructional curriculum practice. Finally, Graves's (2008) dynamic system of curriculum development, which explicates the role of socio-educational context in the operationalization of the three core curriculum development phases (planning, enacting, and evaluating), is employed to highlight the influence of the socio-educational context on the teachers' conceptualizations of PCK in their instructional curriculum design and practice. Socio-educational context, in this dynamic system, refers to specific, complex, dynamic, and relational cultural, social, educational, and political environment of the classroom.

Drawing on the relevant literature on PCK, as reviewed in Chapter 2, the term 'conceptualization' reflects teachers' pedagogical reasoning, which channels their understanding and transforming processes to their knowledge base of teaching to develop sound pedagogical decisions for effectively designing and enacting instruction. In designing instruction, the knowledge base of teaching adopted includes content knowledge (CK), pedagogical knowledge (PK), knowledge of learners, knowledge of contexts, and knowledge of curriculum (Gudmundsdottir & Shulman, 1987). Meanwhile, the modified model of PCK (Andrews, 2007), which incorporates teacher language awareness (TLA) into a construct within its extended knowledge base of teaching, is employed to explore the teachers' conceptualizations in enacting their subject matter knowledge. Thus, Andrews's (2007) modified model of PCK frames PCK as "the overarching knowledge base" in which teacher language awareness (TLA) is attached as "one subset of the teacher's knowledge bases (a knowledge base subset that is unique to the L2 teacher)" (p. 30). In the present study, the term 'content' refers to the content categories of skills and texts stated in the standard of content for junior high school within the 2006 SBC (see Appendix I), as implemented by the six participating teachers.

Regarding the first line of inquiry concerning the teachers' conceptualizations of PCK in the phase of designing, Graves's (2000) dynamic framework for course development processes is used as the model to guide the exploration of the teachers' conceptualizations of PCK in their instructional curriculum design. Adapted from Graves's (2000) eight course development processes, in which the processes of defining context and articulating teacher cognition become the foundation for the other processes, the adapted model for exploring the teachers' conceptualizations of PCK in their instructional curriculum design in the present study consists of five processes:

(1) analyzing needs,

(2) formulating learning objectives and competence achievement indicators,

(3) conceptualizing content and organizing the instruction,

(4) developing instructional materials, and

(5) assessing student learning.

Within the caveats of Shulman's (1987) PCK, and Graves's (2000) framework of course development processes, the key exploration in the first line of inquiry focuses on the forms and strategies of the teachers' transformation process, and their pedagogical concerns underlying their decisions in utilizing those particular forms and strategies of transformation in planning their instructional curriculum.

In relation to the second line of inquiry, this study focuses on the teachers' conceptualizations of PCK in enacting their instructional practices, particularly in their reading instruction. Reading instruction was selected since all the teacher participants were teaching this skill, as explicated in Chapter 3. To portray the teachers' conceptualizations of PCK in their reading instruction, Andrews's (2007) modified model of PCK, along with Shulman's (1987) conception of PCK, are employed to put into practice the L2 framework of reading instruction proposed by Irvine-Niakaris and Kiely (2014).

The second line of inquiry emphasizes exploring the teachers' conceptualizations of PCK in terms of knowledge about texts (KAT), and knowledge about reading instruction (KARI) (Irvine-Niakaris & Kiely, 2014) in their reading instruction.

Along with the examination of the teachers' conceptualizations of PCK in their instructional curriculum design and practice, the study also sheds light on the influence of the socio-educational context on the teachers' conceptualizations of PCK (Graves, 2008).

Figure 1.2 presents the conceptual framework of the study, illustrating how the teachers' conceptualizations of PCK in their instructional curriculum design and practice will be explored in the study.

Designing

Assessing

Enacting (e.g. KARI & KAT)

Teachers' PCK Conceptualization (Pedagogical Reasoning: Understanding & Transforming)

TLA

Socio-educational context

Knowledge of Context

Knowledge of Curriculum

Knowledge of Learners
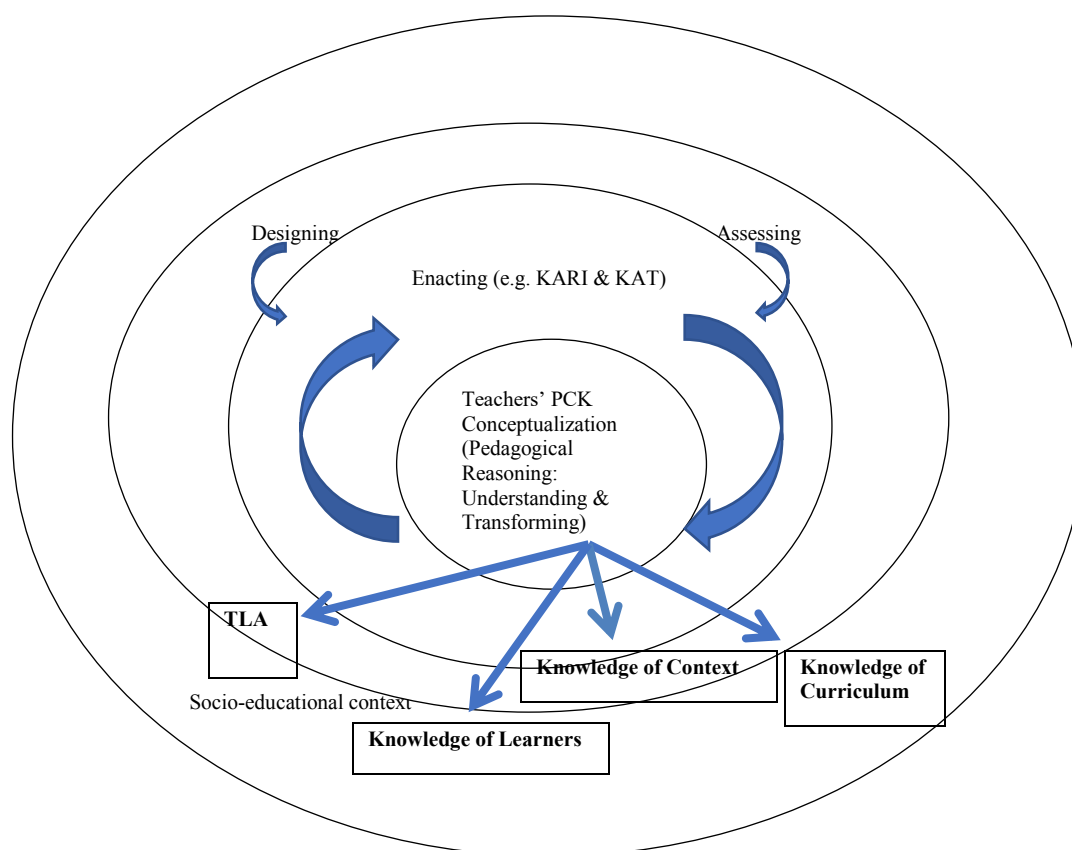
Figure 1.2: Conceptual framework of teachers' conceptualizations of PCK in a dynamic system of instructional curriculum development

1.4 Purpose of the Study

This study primarily aims to explore six EFL teachers' conceptualizations of pedagogical content knowledge (PCK) (Shulman, 1987) when they are involved in designing and enacting their instructional or classroom-level curriculum, within the particular socio-educational context. The study seeks answers to the following two specific research questions.

1.4.1 Research Questions

1) How do teachers transform their understanding of content into effective instructional curriculum design within the particular socio-educational context?

2) How do teachers conceptualize their pedagogical content knowledge (PCK), in terms of knowledge about text (KAT) and knowledge about reading instruction (KARI), in their instructional curriculum practice within the particular socio-educational context?

1.5 Significance of the Study

This study is significant with respect to three challenges that Indonesian EFL teachers have encountered. Firstly, responding to the evolving demand for Indonesian EFL teachers to be curriculum adapters, this study is an effort to better understand how teachers exercise the demanding role as curriculum adapters for their classroom practices. This effort is crucial in order to learn how teachers actually develop their instruction. The findings of the study, therefore, provide vivid elaboration on how teachers transform their understanding of content into effective instructional curriculum design and practice. In so doing, this study is expected to help various stakeholders, such as teacher education and the Ministry of National Education and Culture (MNEC), to understand how teachers develop their instructional curriculum. The outcomes may prove valuable for redesigning the top-down and authoritarian teacher training programs that are continuously organized by the MNEC. For teacher education, understanding of teachers' actual micro patterns of developing instructional curriculum is expected to contribute to better preparing pre-service teachers and informing the improvement of teacher education curricula.

In addition, as previously stated, the changes of school curriculum in the Indonesian education system have not been balanced with sufficient research on curriculum implementation. This also applies to the current changes of school curriculum, in which Indonesian schools have experienced the transition of two curricula, namely the 2006 School-based Curriculum (SBC) and the 2013 Curriculum, from 2013 up to the present. However, up to 2016, the majority of schools are still implementing the 2006 SBC. As of 2016, the MNEC has approximately appointed 25% of schools across different educational levels in Indonesia to implement the 2013 Curriculum (Qodar, 2015; Nugroho, 2016). Therefore, this study provides substantial empirical data on the actual practices of EFL teachers in implementing the 2006 SBC, and portrays the teachers' understanding of texts and their implementation of text-based teaching underlying the 2006 SBC.

Finally, this study is also a useful gateway towards presenting a picture of the impacts of the National Teacher Certification Program (NTCP) on EFL teachers who have been certified. The findings of the study on the patterns of the conceptualization of PCK by the certified teachers, as represented by the experienced teachers, provide a picture of certified

teachers' competence in developing their instructional curriculum in comparison to non-certified teachers, also labeled as inexperienced teachers, in this study.

1.6 Definition of the Key Terms

This study covers several key concepts, which will be operationalized as follows.

1) Teachers' conceptualizations of pedagogical content knowledge

As explicated in Section 1.3, the key term 'teachers' conceptualizations of pedagogical content knowledge' in this study essentially refers to teachers' understanding of content and their transformation of content into sound pedagogical activities and reasoning for effective instruction (Shulman, 1987).

2) Instructional curriculum

The term 'instructional curriculum' in this study is adopted from Wette's (2009) term for what is known as the implemented curriculum or the curriculum activities at the micro level (classroom practices) (Van den Akker, 2003). Shawer (2010) labels this micro level of curriculum activities 'classroom-level curriculum'.

3) Instructional curriculum design

Instructional curriculum design refers to the cycle of planning instruction, constituting a number of processes. The five processes of planning instruction in this study are adapted from Graves's (2000) framework of course development processes, which is used for exploring teachers' conceptualizations of PCK in their instructional curriculum design.

4) Instructional curriculum practice

Instructional curriculum practice is defined as the activity of enacting the instructional curriculum design made in the planning stage. Thus, the teaching and learning processes that happen in the classroom construct the key activity of instructional curriculum enactment (Graves, 2008).

1.7 Organization of the Thesis

This thesis consists of seven chapters, in three parts. In Part 1, Chapter 1 presents an outline of the research problem, the context of the study, the theoretical and conceptual framework, and the purpose and significance of the study. Chapter 2 reviews relevant literature that relates to the theoretical and conceptual framework of the study. Such relevant literature comprises teacher cognition, in which it elaborates a theoretical and empirical review of pedagogical content knowledge (PCK), language curriculum development, and text-based

teaching. Chapter 3 discusses the research approach and procedures, explaining the research method and design, participants and sampling strategy, and the procedures of data collection, data organization and data analysis. Chapter 3 also highlights the quality evaluation of the study. Following Chapter 3, Part 2, comprising Chapters 4, 5, and 6, presents and discusses the findings of the study. Chapters 4 and 5 present and discuss the teachers' conceptualizations of PCK in their instructional curriculum design. Chapter 6 elaborates on these findings, through interpretation of the findings on the teachers' conceptualizations of PCK in terms of knowledge about text (KAT) and knowledge about reading instruction (KARI) in their reading instruction. Finally, in Part 3, Chapter 7 provides the conclusions, implications, limitations, recommendations, and suggestions for future research.

CHAPTER 2 REVIEW OF THE RELATED LITERATURE

2.0 Introduction

The review of the literature, relevant to the present study, presented in this chapter encompasses three main theories underlying the study. The first theory relates to teacher cognition. The relevant literature related to this theory is represented by the sections that review the origin and dimensions of teacher thinking or cognition (Section 2.1), the range and scope of teacher knowledge (Section 2.2), pedagogical content knowledge (PCK) (Section 2.3), and teacher knowledge and expertise (Section 2.4).

The second main theory deals with language curriculum development, in which instructional curriculum development and its essential phases and processes are elaborated. The review within this theory covers one section and three main subsections that present instructional curriculum development (Section 2.5), instructional curriculum design (Subsection 2.5.1), instructional curriculum practice (Subsection 2.5.2), and instructional curriculum assessment (Subsection 2.5.3).

The third theory in the review discusses text-based teaching (Section 2.6), which includes methodology, text authenticity, and scaffolding within the text-based teaching and learning cycle, which specifies the types of activities and assessment. Finally, the review is summarized in Section 2.7.

2.1 The Origin and Dimensions of Teacher Thinking (Cognition)

The well-established body of research on teacher cognition emerged from research on teaching behaviours and classroom processes in the educational research in the late 1960s and early 1970s. The complex relation between teaching behaviors and classroom processes was termed *teacher thinking*, in which the curriculum was interpreted and put into practice (Calderhead, 1987). Early research on teacher thinking emphasized teachers' planning thoughts, their classroom decision-making process, and their implicit theories. Findings from these studies confirmed that teachers' thought processes are complex and influence teachers' decision-making processes. These studies, furthermore, determined that teachers' decision-making processes are influenced by such dimensions of teacher thinking as teachers' beliefs, attitudes, and knowledge (Clark & Peterson, 1986).

Of the above three dimensions of teacher thinking, beliefs are considered to have the major influence (Pajares, 1992). Several researchers have defined teacher cognition as mostly constituting beliefs, a distinct construct from teacher knowledge (Calderhead, 1996; Kagan, 1992; Pajares, 1992). The term *knowledge* is perceived to hold a reasonable degree of epistemic merit (Fenstermacher, 1994). In order to be claimed as knowledge, any formal or practical understanding, belief, wisdom, or any other mental state, should hold some objective support, evidence, or explanation, in which a particular degree of epistemic merit can be drawn to construct robust and sound knowledge (Cochran-Smith & Lytle, 1990; Fenstermacher, 1994).

There has been, however, doubt whether it is necessary to differentiate between teacher knowledge and beliefs as distinct constructs. When Grossman, Wilson, and Shulman (1989) attempted to identify what was perceived as teacher knowledge, they came to the conclusion that the distinction between teachers' knowledge and beliefs is difficult to disentangle. In the teachers' view, such teacher cognition dimensions as "knowledge, beliefs, conceptions, and intuitions" (Verloop, Van Driel, & Meijer, 2001, p. 446) are interlaced. A number of other researchers also do not make a distinction between beliefs and knowledge (Eraut, 1994; Fenstermacher, 1986, 1994; Houston & Clift, 1990; Schön, 1991). These researchers' perspectives, therefore, have highlighted that it is problematic and unnecessary to disentangle these two constructs as related to teacher cognition.

2.2 The Range and Scope of Teacher Knowledge

The development of research on teacher cognition has formed a substantial body of concepts of teacher knowledge. These prominent concepts arise from the perspective that teachers, in their teaching profession, are viewed as individuals who acquire a complex range of knowledge to do the work of their profession (Feldman, 1997). The development in the field particularly highlights the nature of teacher knowledge and teacher knowledge base. The emergence of seminal concepts related to teacher knowledge began when Elbaz (1981, 1983) came up with the concept of *practical knowledge*, which was followed by the similar concept of *personal practical knowledge* proposed by Connelly and Clandinin (1988, 1990). Later, Schön's (1983) concept of *professional knowledge* and Shulman's (1986, 1987) notion of *pedagogical content knowledge* (PCK) enriched Elbaz and Connelly-Clandinin's strand of teacher knowledge.

In Elbaz's (1983) early work, arising from a longitudinal study of a high school teacher's classroom practices, the term *practical knowledge* is defined to "encompass first-

hand experience of students' learning styles, interests, needs, strengths and difficulties, and a repertoire of instructional techniques and classroom management skills" (Elbaz, 1983, p. 5). The term *personal practical knowledge*, on the other hand, is described as craft knowledge that is constructed by teachers' past, present, and future actions and shaped by situations or contexts (Clandinin, 1992). This strand of concepts, therefore, attempts to understand teachers' contextual-bound solutions for tackling and coping with the problems and challenges that teachers encounter in their classroom practice. The primary concern is to figure out what knowledge, despite their existing formal and imposed knowledge, they use as the basis of their actions. The essential nature of these concepts is to seek for a unique and personal kind of knowledge that derives from such personal avenues as teachers' experience and their attendance at teacher training (Feldman, 1997; Verloop, Van Driel, & Meijer, 2001).

Schön's (1983) *professional knowledge* manifests in tacit professional knowledge that is grounded on two reflective attitudes, reflecting-on-action and reflecting-in-action. His concept departs from his thought that the model of Technical Rationality, which views professional knowledge as organized, fixed, scientific, and standardized to solve problems, fails to take into account the epistemology of practice implicit in a complex, unique, and unpredictable setting. Such thought leads him to define what professionals do at work as knowing-in-action, which views knowing and action as inseparable and tacit. Tacit knowledge leads professionals to come to their discovery of knowing without this discovery stemming from their prior intellectual operation. Hence, Schön's epistemology of knowledge views that knowing is in action, by making use of such elements of the epistemology of practice as knowing-in-action, reflecting-in-action, and reflecting-on-action or reflecting-in-practice.

The last strand of teacher knowledge reviewed in this section, *pedagogical content knowledge* (PCK), originated in the seminal work of Shulman (1987) and his colleagues on the notion of the knowledge base for teaching, in which PCK is one of the varieties of teacher knowledge within the broader knowledge base for teaching. This strand focuses on the epistemology of knowledge for teaching, which recalls the need to deploy a blend of teachers' content knowledge (CK) and pedagogical knowledge (PK) as the basis for teachers to enhance their student learning. Two elements that structure PCK are: (1) knowledge of comprehensible representations and teaching strategies, and (2) knowledge about content-specific conceptions and learning difficulties (Van Driel, Verloop, & De Vos, 1998; Van Driel & Berry, 2010) (see Section 2.3 for a further review on theoretical and philosophical perspectives on PCK).

Table 2.1 summarizes the range and scope of teacher knowledge.

Table 2.1: The range and scope of teacher knowledge

Range of Teacher Knowledge	Scope of Teacher Knowledge	
	Aspects Involved	Aim
Practical Knowledge Elbaz (1983)	Engaging in daily experiences in classroom (e.g. understanding students and developing an instructional repertoire) and school	Practically handling problems that occur at work (classroom and school)
Personal Practical Knowledge Connelly and Clandinin (1988, 1990)	Including aspects of practical knowledge and combining these with those aspects of teachers' personal knowledge that account for teachers' experience over time (teachers' past, present, and future actions)	Tackling and coping with classroom problems and challenges by developing a balanced solution from the perspectives of both students' and teachers' personal avenues
Professional Knowledge Schön (1983)	Deriving from such reflective attitudes as reflecting-on-action and reflecting-in-action	Solving problems by actively reflecting on what teachers have done and on what they have been practicing
Pedagogical Content Knowledge Shulman (1987)	Incorporating knowledge of comprehensible knowledge representations and teaching strategies, and knowledge about particular content-specific conceptions and learning difficulties	Enhancing student learning by transforming teachers' understanding of content (subject matter) into understandable and learnable pedagogical activities

2.3 Pedagogical Content Knowledge (PCK)

Grounded in a general education research tradition, pedagogical content knowledge (PCK) was introduced by Shulman (1987) in the midst of a wide recognition of the experiential or practical aspects of teacher knowledge. Shulman (1987) reformulated the basic idea of "How does somebody that really knows something teach it to somebody who doesn't?" (Berry,

Loughran, & Van Driel, 2008, p. 1274). He argued that "the intersection of content and pedagogy" (Shulman, 1987, p. 15), was actually the missing paradigm in teacher knowledge research. He further reasoned that teachers' understanding of their subject matter or content affects the quality of their instruction. Such challenges as transforming the curriculum into classroom practices dealing with curriculum design and development, and the like, can be responded to when teachers have a good control over their subject matter knowledge. Addressing this missing paradigm, Shulman emphasized the importance of teachers' subject matter or content knowledge (CK) in teaching and teacher education, and thus, intended to illuminate the crucial relationship between content and pedagogy.

The blending of content and pedagogy in PCK entails teachers' capability to transform their complex understanding of content or subject matter into "new ways, activities and emotions, metaphors and exercises, examples and demonstrations" (Shulman, 1987, p. 13) that are understandable to students with diverse interests and abilities. This capability becomes a distinctive trait of teachers' PCK. Such a disposition, therefore, distinguishes between what Shulman (1987, p. 8) named "the content specialist" and what Toh, Ho, Chew, and Riley (2003, p. 200) termed "the subject expert", and "a pedagogue" (Shulman, 1987, p. 8), or "the expert teacher in a subject area" (Toh et al., p. 200). With this distinctive trait, PCK is attributed to a specialized knowledge of teaching that signifies the development of teachers' expertise (Loughran, Milroy, Berry, Gunstone, & Mulhall, 2001). In the ELT context, PCK is briefly translated as "the special knowledge" (Richards et al., 1995, p. 2) of teachers' subject matter, or teachers' "specialized knowledge" (Graves, 2009, p. 118), "knowledge of subject-specific instructional techniques" (Johnston & Goettsch, 2000, p. 449), "the effective representation of content knowledge to students" (Tsui, 2011, p. 27), and "knowledge of how to teach the academic domain" (Myhill, Jones, & Watson, 2013, p. 77).

In order to be able to transform the understanding of content into effective instruction, teachers need to activate the pedagogical reasoning attached to the conception of PCK. This pedagogical reasoning of PCK is grounded on the following sources of knowledge within knowledge base of teaching: (1) CK, (2) PK, (3) knowledge of learners, (4) knowledge of curriculum, and (5) knowledge of context (Grossman, 1990; Gudmundsdottir & Shulman, 1987; Shulman, 1986). In the second language (L2) teaching and learning context, such pedagogical reasoning, as Richards (2012) exemplifies, is often activated by experienced teachers for doing the planning aspects of their instruction, such as assessing potential lesson content from particular resources, mapping content categories (e.g. linguistic features and skills) from the selected potential content, selecting materials, and adapting materials.

In the context of L2 teaching, Andrews (2007) modified the pedagogical reasoning of PCK by attaching teacher language awareness (TLA) as one subset within "the overarching knowledge base" of PCK (p. 30). As Andrews argues, the interaction of TLA with the other knowledge categories, within the pedagogical reasoning of PCK, shapes a unique knowledge base applicable to exploring acts of expert L2 teaching. This modified model of PCK pedagogical reasoning is, therefore, used as the framework to investigate L2 teachers' subject matter knowledge in action, such as teachers' subject matter knowledge or CK (Andrews, 2001, 2007), and knowledge about reading instruction (KARI) and knowledge about text (KAT) (Irvine-Niakaris & Kiely, 2014).

2.3.1 Empirical Studies on PCK in English Language Teaching Context

In resonance with research on teacher knowledge in general education, studies on PCK in English language teaching (ELT) began to emerge when L2 teacher education research was developed as a field of inquiry (Tsui, 2011). Following the lead of the research tradition on PCK in general education, studies on PCK in ELT have shown a resemblance in research focus to that of scholars in general education. Several studies on PCK in ELT have appeared to form such themes as: (1) the development of PCK and teaching experience (e.g. Asl, Asl, & Asl, 2014; Atay, Karlioglu, & Kurt, 2010; Komur, 2010); (2) the development of PCK in classroom practices (e.g. Howey & Grossman, 1989; Irvine-Niakaris & Kiely, 2014; Liu, 2013; Richards et al., 1995; Sanchez & Borg, 2014); (3) the role of professional development activities in the development of PCK (e.g. Huang, 2007; Smith & Anagnostopoulos, 2008; Walker, 2012); (4) the place of PCK in teacher knowledge base (e.g. Johnston & Goettsch, 2000); (5) the role of subject matter, or CK, on PCK (e.g. Myhill, Jones, & Watson, 2013); and (6) technological pedagogical content knowledge (TPCK/ TPACK) (e.g. Tai, Pan, & Lee, 2015; Tseng, 2014; Zainal, 2012). This review discusses the first five themes as they relate to the discussions of the findings in the present study.

Studies on the development of PCK and teaching experience conclude that teaching experience contributes to the development of PCK, but it is not the only source of the development of PCK. Atay et al.'s (2010) and Komur's (2010) studies found that pre-service teachers' development of PCK is hampered by their insufficient teaching experience. The pre-service teachers faced difficulties in conceptualizing their understanding of content and in translating such understanding into pedagogical classroom activities. Early studies by Howey and Grossman (1989) and Richards et al. (1995), however, revealed that, despite insufficient teaching experience, the beginning teachers' development of PCK is guided by their teacher

education program. The survey study by Asl et al. (2014) points out the inseparable connection between experience and professional and teacher development activities. The results of their study show that the participating teachers with more years of teaching experience did not benefit from their teaching experience for enhancing their CK and PCK. Further exploration within their study found that teachers' disengagement from professional and teacher development activities contributed to the findings of the survey study. Overall, the studies on the development of PCK and teaching experience confirm that three primary sources, teaching experience, teacher education, and teachers' professional development, shape teachers' development of PCK.

The studies on the development of PCK in classroom practice mostly capture the experienced teachers' development of PCK for teaching various contents of English, such as English literary texts (e.g. Richards et al., 1995), reading skills (e.g. Irvine-Niakaris & Kiely, 2014), grammar explanations (e.g. Sanchez & Borg, 2014), and grammar in the context of teaching writing to students (e.g. Myhill et al., 2013). The findings of the aforementioned studies on the exploration of the experienced teachers' development of PCK show that these teachers demonstrate sufficient development of PCK in teaching their course content. Teachers in such studies were evidenced to be capable of: (1) transforming the literary texts into meaning-making activities while developing students' reading skills (Richards et al., 1995); (2) developing and using a variety of reading activities within the teaching sequence of pre-, while-, and post-reading activities, and analyzing the macro and micro elements of texts (e.g. Irvine-Niakaris & Kiely, 2014); and (3) using varied instructional techniques for explaining grammar and pedagogically reasoning their choice of using particular techniques (e.g. Sanchez & Borg, 2014). Several areas of strength exhibited by experienced teachers' PCK development are further identified in Richards et al.'s (1995) study. Their study revealed that experienced teachers: (1) showed a deeper understanding of subject matter, (2) were better able to present subject matter more appropriately and from learners' perspectives, and (3) were more skillful in integrating language learning with broader instructional goals than were novice teachers.

The studies on the development of PCK and teachers' professional and personal development activities (e.g. Huang, 2007; Smith & Anagnostopoulos, 2008; Walker, 2012) signify the finding that teachers' professional and personal development activities, such as taking part in a study group, serving as a teacher mentor, and being assigned to be prospective assessors of a student-teacher practicum, can be valuable avenues for teachers to continuously develop their PCK.

The studies on the interaction of PCK within the teacher knowledge base show that the development of PCK is interwoven with other teacher knowledge categories within the teacher knowledge base. From this line of research came the findings that: teachers' PCK closely interacted with teachers' CK and knowledge of learners (e.g. Johnston & Goettsch, 2000); teachers' PCK worked with CK, PK, knowledge of learners and knowledge of teaching context (e.g. Liu, 2013); teachers' grammatical PCK (GPCK) was needed to support their grammatical CK (GCK) (e.g. Myhill et al., 2013); and teachers' grammatical-related PCK (GPCK) was bound to their knowledge of micro and macro contexts (e.g. Sanchez & Borg, 2014).

The body of research on PCK in the ELT context opens up opportunities for continuing study in this area. The challenge for the future lines of research on PCK in ELT is to establish a stronger position for PCK as a line of inquiry that may inform how L2 teachers could effectively transform their subject matter into relevant and understandable pedagogical activities, tackle students' misconceptions, and find ways to help them (Tsui, 2011). Therefore, researching PCK in the ELT context should not only deal with the choices of particular approaches, methods, techniques, and activities to transform teachers' understanding of content, but should also demonstrate their pedagogical reasoning for their decision to apply those choices to make content more accessible and understandable to students. Richards (1998) defines subject matter knowledge, or CK, for L2 teachers as "what second language teachers need to know about their subject - the specialized concepts, theories, and disciplinary knowledge that constitute the theoretical basis for the field of second language teaching" (p. 8). Hence, the intricate challenges of researching PCK in the ELT context span a vast array, from the content knowledge for English teachers to multifaceted perspectives of teachers' pedagogical reasoning skills for effectively, accessibly, and understandably presenting their CK to their students. These challenges are considered to form a strong basis for further inquiry into PCK in the ELT context.

In regard to the interconnection between PCK and English instructional curriculum development, a number of studies on PCK have addressed teachers' development of PCK in classroom practices for teaching such content as grammar (e.g. Johnston & Goettsch, 2000; Sanchez & Borg, 2014), reading (e.g. Niakaries & Kiely, 2014), and literature (e.g. Howey & Grossman, 1989; Richards et al., 1995). Despite this, teachers' development of PCK in classroom practices is not yet portrayed within a complex and dynamic instructional curriculum development in which the interconnection between teachers' instructional curriculum development and their knowledge base for teaching is explored. As argued by

Deng (2007), "transforming the subject matter" must be done within "a complex curricular endeavour" (p. 290). From this perspective, the conceptualization of PCK can be used to frame "the intellectual roots" (Deng, 2007, p. 279) or "pedagogical reasoning" (Shulman, 1987, p. 12) of teachers' transformations for their sound and effective instructional curriculum design and practice.

2.4 Teacher Knowledge and Teacher Expertise

Studies on teacher cognition in the ELT context have involved experienced and inexperienced teachers. Experienced teachers, which are also called expert teachers (Freeman, 2002; Tsui, 2003), are defined as those with at least four to five years of teaching experience in the classroom (Gatbonton, 2008). Inexperienced teachers, which are termed as novice teachers (Freeman, 2002; Gatbonton, 2008; Richards et al., 1995) and less experienced teachers (Berliner, 1986), are defined as those with less than three years of classroom teaching experience (Berliner, 1986; Freeman, 2002), or "those who are still undergoing training, who have just completed their training, or who have just commenced teaching and still have very little (e.g. less than two years) experience behind them" (Gatbonton, 2008, p. 162).

Research involving L2 experienced teachers has extensively specified the characteristics of expert teachers (e.g. Borg, 2003, 2006; Farrell, 2013; Tsui, 2003, 2009). In a comprehensive synthesis, Tsui (2003, 2009) specified the characteristics of expert teachers in the planning and teaching stages. In the planning stage, expert teachers are capable of: (1) integrating their knowledge of learners into their lesson planning; (2) demonstrating autonomy despite contextual constraints; (3) exercising flexibility and adaptability to contextual cues such as student responses, distractions, and the availability of resources; (4) being more effective in lesson planning due to their rich schemata constructed from their working routines; and (5) integrating their knowledge base to develop complex and coherent lesson planning. In the teaching stage, expert teachers are more efficient and selective in processing instructional information, more capable of instructionally improvising, and more systematic in representing and analyzing the complexities of classroom practices. Research on L2 teacher cognition (e.g. Wette, 2009, 2010) confirms experienced teachers' expertise in the planning stage, as in Tsui's synthesis. In these studies, the experienced teachers of adult ESOL, in planning their instruction, were able to adjust their lesson plan to accommodate their learners' developmental and affective needs, wishes and responses, to construct coherent instructional curricula from varied components and dimensions of conceptual content, syllabus pre-specifications, and constraints of teaching context.

Within the conception of PCK (Shulman, 1987), expert teachers are required not only to be able to integrate their knowledge base for teaching into their instruction, but also to demonstrate the ability to "transform the content knowledge he or she possesses into forms that are pedagogically powerful and yet adaptive to the variations in ability and background presented by the students" (p. 15).

Considering distinctive qualities of teacher expertise, it is, therefore, argued that the number of years of teaching experience does not necessarily entail teacher expertise (Farrell, 2013; Tsui, 2003). This argument offers a premise that, given the long term of teaching service, experienced teachers can remain non-expert teachers (Tsui, 2003); and that novice teachers, in their early stage of their career, may show similar expertise to that demonstrated by experienced teachers (Gatbonton, 2008; Mullock, 2006). Farrel's (2013) longitudinal study on the expertise of experienced teachers adds the distinctive characteristic of teaching experience, as contributing to teacher expertise. This study confirms that rewarding experience, that strives for the balance of teaching practices, and self-awareness, which involves reflexive self-observation, self-monitoring, and self-control, is a major characteristic that develops teacher expertise. Farrel's study, therefore, has enriched the term 'expertise' within the ELT context.

In relation to the conception of teacher expertise, the teachers' conceptualizations of PCK in developing their instructional curriculum, in the present study, is expected to provide insights into the extent to which the experienced teachers participating in this study entail the characteristics of expert teachers.

2.5 Instructional Curriculum Development

The term 'curriculum' relates to "the sum total of organized learnings stated as educational ends, activities, school subjects and/or topics decided upon and provided within an educational institution for the attainment of the students" (Garcia, 1976, p. 1). Within this definition, curriculum development is concerned about decision-making processes for student learning, within the scope of a school in the form of a syllabus, course of study or teaching guide, and of a given subject in a lesson in the form of a daily lesson plan, a unit plan or a long-range plan (Garcia, 1976).

Early language curriculum development in language teaching was primarily characterized by the selection and sequence of linguistic content to form a course syllabus (Richards, 1990, 2001). Along with its development, the scope of curriculum development in

language teaching has been extended into "an interrelated set of processes that focuses on designing, revising, implementing, and evaluating language programs" (Richards, 2001, p. 2). These interrelated processes are perceived as a coherent cycle anchored in a specified purpose (Hall & Hewings, 2001). This extended view, therefore, considers language curriculum development (LCD) as a series of development processes in which each process entails particular activities.

Particular processes of and approaches to curriculum development have been advanced (e.g. Graves, 2000, 2001, 2008; Nunan & Lamb, 2001; Richards, 1990, 2001, 2013). For the present study, the framework proposed by Graves (2000, 2001, 2008), of course development processes and a dynamic system approach to curriculum development, is used to explore Yogyakarta (Indonesia) EFL teachers' conceptualizations of PCK in their instructional curriculum design and practice. The selection of this framework is based on the consideration that this dynamic system approach not only provides a flexible, interrelated, and multifaceted nature of curriculum development, but also involves the embedded socio-educational context, and integrates teacher cognition.

The implementation of processes of and approaches to curriculum development for classroom practices is termed a curriculum construction in a given subject (Garcia, 1976), an instructional (Wette, 2009) curriculum, or a micro- (Van den Akker, 2003) or classroom-level curriculum (Shawer, 2010). In the present thesis, teachers' curriculum development for classroom practices is, henceforth, named the instructional curriculum. Curriculum development involves three phases (Graves, 2008), namely: (1) the planning phase, (2) the enacting phase, and (3) the evaluating phase. In the present study, these three phases are adopted and consecutively named as: (1) instructional curriculum design (planning phase), (2) instructional curriculum practice (enacting/ teaching phase), and (3) instructional curriculum assessment (assessing phase) for exploring the teachers' instructional curriculum development.

The following sections and subsections present the processes of curriculum development, which are reviewed in conjunction with Graves's (2000, 2001) framework of instructional development processes, and Graves's (2008) dynamic system of language curriculum development, to provide relevant insights for discussing the findings of the present study.

2.5.1 Instructional Curriculum Design (Planning Phase)

Within instructional curriculum development as a process, designing or planning for instructional purposes is paramount to teachers' complex decision making. This decision making concerns the conceptualization of the four cornerstones of instructional curriculum development, consisting of content, pedagogy, learners, and context, and the choices of approaches that teachers use for developing their instructional curriculum (Graves, 2000, 2001; Richards, 2013; Tsui, 2003). Therefore, instructional curriculum design requires teachers' pedagogical reasoning, which is formed and informed by such factors as teachers' prior experiences, teacher education, and teacher cognition (Graves, 2000; Shulman, 1987; Tsui, 2003).

A set of processes of instructional curriculum design in English language teaching (ELT) have been proposed to guide teachers' conceptualization (e.g. Hutchinson & Waters, 1987; Graves, 2000; Nation & Macalister, 2010; Richards, 1990, 2001; Ur, 1991; White, 1988; Yalden, 1987). Although a few of these models offer a dynamic approach to instructional curriculum design (e.g. Graves, 2000; Nation & Macalister, 2010), the majority of them adopt the Tyler-Taba technical rational model of instructional curriculum design (Richards, 1984; White, 1988). This technical rational model follows the mechanism of a rational, systematic, and hierarchical sequence of designing instructional curriculum. Within the Tyler's (1949) model, the process of formulating learning objectives is placed as the starting point followed by the key processes for designing instruction. The Taba's (1962) model puts the process of analyzing needs as the initial process before learning objectives are formulated, followed by its other key processes for designing instruction.

This technical rational model has been adopted in language teaching since the 1980s, as "an ends-means model" (Richards, 2001, p. 40). Therefore, instructional curriculum design in the ELT context, to some extent, still uses such a linear sequence, in which planning instruction starts from the process of formulating objectives. Such a linear sequence fails to see that instructional decisions upon a certain process in curriculum development do not always depend on the preceding processes, and that a different starting point for developing curriculum may result in different pedagogical consequences and practices (Richards, 2013).

As related to the influence of the Tyler-Taba technical rational model of instructional curriculum design on ELT, the present study also intended to investigate whether the teachers' patterns of PCK conceptualization in designing their instructional curriculum follow

the technical rational model, or adopt a cyclical, iterative, and dynamic model. The following sub-sections present the processes covered in instructional curriculum design.

2.5.1.1 Analyzing Needs

Needs analysis began to be regarded as a formal process for exploring students' needs, instead of intuitive or informal conduct, along with the works of the Council of Europe (Richterich, 1983) and Munby's communicative needs analysis model (Munby, 1978). Defined as a formal and systematic process, efforts to elaborate the meaning of the term 'needs' have been made (West, 1994). Under the "umbrella term" (West, 1994, p. 3) of 'needs', subsumed classifications of needs are constructed. Needs are interpreted as "felt needs" and "perceived needs" (Berwick, 1989, p. 55), in which the former needs are viewed from the perspectives of learners, and the latter needs are seen from the perspectives of teachers, schools, and other stakeholders. Berwick (1989) further argued that this classification of felt needs and perceived needs is useful since it locates the source of needs. Felt needs reflect learner-centered inputs, while perceived needs refer to teacher-centered ones. Within a layer of needs popularly known as "necessities", "lacks", and "wants" (Hutchinson and Waters, 1987, pp. 55-57), felt needs are realized into students' wants, whereas perceived needs refer to teachers' perceptions or interpretations on students' necessities and lacks. Hence, learner-centered inputs are similarly described as 'subjective needs', while teacher-centered inputs are also labeled as 'objective needs' (Richterich, 1980, as cited in Berwick, 1989, p. 56, and in West, 1994, p. 4).

With the purpose of identifying the emerging interpretations leading towards the concept of needs, Brindley (1989a) came up with the following concepts of needs: necessities or demands (objective, product-oriented or perceived needs), learners' wants (subjective or felt needs), and the methods for linking the gaps between these two (process-oriented needs). In regard to the classification of the term 'needs', the present study adopted Berwick's (1989, p. 55) terms of "felt needs" and "perceived needs". This classification of needs was used to elaborate on the analysis of the teachers' conceptualizations of PCK in analyzing their student needs in terms of the forms and sources of needs analysis.

Varieties of strategies for conducting needs analysis are offered, ranging from formal ways to informal ones executed by teachers in their classroom, or the combination of these (Richterich, 1983; Berwick, 1989). School teachers can conduct small-scale needs analysis through ongoing classroom activities (Tarone & Yule, 1989; Richards, 2001). Particular selected strategies are applied by considering such variables as the involved parties, time and place. More specific procedures, strategies, or methods are suggested in the literature (see,

e.g. Brown, 1995; Harmer, 2007; Richards, 2001). Recent studies highlight strategies or procedures and the impacts of teachers' analysis on their students' needs in the school context (e.g. Hite & Evans, 2006; Li, 2013; Yoon, 2007). In such studies, teachers act as the catalyst in analyzing their students' needs as English language learners (ELLs) in the English as a second language (ESL) context. Viewing students' needs from their own perspectives, or perceived needs, the school teachers in these studies exemplify efforts to perceive their ELLs' needs to confidently perform in their mainstream classes, to gain content knowledge, and to engage with the advancement of technology, through ongoing classroom activities, such as question and answer activities and classroom observations. These teachers' informal perceived needs analyses result in their adjustment of teaching strategies and the integration of instructional technology to meet the specific needs of ELLs.

Given the strategic position of needs analysis in providing essential curriculum development-related information (Brown, 1995; Richards, 1990, 2001), concerns about its reliability and usefulness have been raised. Needs analysis is considered as a clueless process, since learners are likely to have no ideas as to what and how to learn (Graves, 2001; Nunan & Lamb, 2001). Valuing learners as the only source of input, therefore, raises other complexities in the construct of instructional design. These complexities relate to the possibility that needs-based instructional design can be time-consuming, experience unclear and inadequate instructional objective, and degrade the importance of other valuable inputs for planning such as theories of language teaching and learning, and teacher knowledge and experience (Cunningsworth, 1983; Nunan, 1988; Robinson 1983). In overcoming these issues, teachers as instructional curriculum designers play an essential role in re-analyzing input from learners and deciding which needs are feasibly accommodated (Nunan, 1988; Richards, 2001).

Broader definitions regulate needs analysis not only as a way to gather information about learner needs but also as a system approach that: encompasses "procedures for identifying and validating needs, and establishing priorities among them" (Pratt, 1980, p. 79); orients needs according to language proficiency, psychology/ humanity, and specific purposes for categorizing and grouping learners (Brindley, 1989b); and extends the needs analysis procedures, so as to be called needs assessment, by involving the step of interpreting needs to inform pedagogical decisions (Graves, 2000).

Advocating a broader definition of needs analysis as needs assessment, Graves (2001) views needs assessment as a value-bond process. As such, any decision on what students need depend upon such interrelated factors as the teachers' view of what the course is about, the teacher's and students' perceptions of the actual students' needs, and constraints offered by

contexts. Hence, while acknowledging needs assessment as a clueless process, Graves highlights the feasibility of needs analysis as a systematic process in which teachers' analysis is not solely based on learners' inputs. In so doing, teachers are urged not to view any needs assessment tool or strategy they use as a static means for generating information about their students' needs.

As part of the teachers' conceptualizations of PCK in analyzing their student needs, the present study intended to examine the teachers' forms of transformation in viewing their student needs, and whether their students' needs were viewed from the perspective of their students (felt needs) or from their perspective as teachers (perceived needs). It was also of significant interest to find out whether the teachers in this study conducted needs assessment activities.

2.5.1.2 Formulating Goals and Learning Objectives

The term 'goals' can often be confused with the term 'aims', while the term 'objectives' is often used interchangeably with 'outcomes'. Goals or aims refer to the general purposes of the curriculum that contain the expected changes on the part of learners, and reflect the ideology of the curriculum; while objectives are specific statements of how goals are interpreted or achieved (Graves, 2000; Richards, 1984, 1990, 2001). Furthermore, Richards (2001) specifies that objectives are realized in instructional objectives, which describe attainable learning outcomes. Objectives are varied, in such forms as behavioural, skills-based, content-based, process-related, and proficiency-related objectives (Richards, 1984, 1990, 2001).

Formulating goals and objectives has been one of the essential processes in instructional curriculum design. The position of goals and learning objectives is central to providing a direction to the course development (Anderson, 2015; McCutcheon & Milner, 2002). Within an outcomes-based approach, which follows the rational-linear framework, objectives are often driven to be behavioral. This leads to "a culture of compliance", in which teachers are simply driven to be "technicians who implement the educational ideas and procedures of others" (Littlewood, 2008, p. 8), and urges teachers to plan by objectives (McCutcheon & Milner, 2002).

Some empirical studies in the ELT context have recorded how goals and objectives are positioned within teachers' selection of approaches to lesson planning. Several studies reveal that teachers tend to adopt more cyclical and iterative processes of curriculum

development, and show their independence from a pre-specified outcomes-based curriculum design. Such studies as Burns (1996) and Cumming (1989) reveal that objectives are not used as the starting point for planning instructions. Nunan (1990) and Woods (1996) highlight, that even though teachers construct general aims in planning their instructions, the aims are adjusted or altered as the instructions unfold. Other teachers demonstrate the ways they generate their instructional goals and learning objectives (Campbell, MacPherson, & Sawkins, 2014; Fisher, 1996). In these studies, in order to formulate concrete and teachable learning objectives, ESL teachers created the objectives or outcomes by linking the general expectations in the goals to what students need to learn (Fisher, 1996), and by defining first the real-world activities and contexts of target communities of practice (Campbell et al., 2014). A contemporary study of an ESL school teacher also shows that long-range, pre-active planning, which is termed 'backwards building', was feasibly adopted in lesson planning (McCutcheon & Milner, 2002). This contemporary teacher planning activates the teacher's envisioning by building up a mental image towards where the teacher wants his/her students to achieve, and then make the plans backwards from that point. The teacher in the study by McCutcheon and Milner (2002), thus, plans his/her lesson based on the activities rather than on particular learning objectives.

As related to Graves's (2001) framework of course development processes, teachers may approach the process of formulating goals and objectives from two perspectives. Firstly, they can set up the boundaries of their teaching outcomes by formulating goals and learning objectives. Secondly, they may postpone formulating goals and objectives until they have developed a clear picture on what and how they have to teach (Graves, 2001). The latter perspective is influenced by the considerations that: (1) language learning is an unpredictable process (Graves, 2000; Lightbown & Spada, 2013); and (2) setting up goals and learning objectives is informed by needs analysis (Brown, 1995; Richards, 1990).

In regard to the process of formulating goals and learning objectives, the teachers' patterns of conceptualization, in the present study, were expected to portray the teachers' positioning of learning objectives for directing their instructional curriculum design.

2.5.1.3 Conceptualizing Content and Organizing Instruction

2.5.1.3.1 Conceptualizing Content

Within Graves' (2000) framework of course development processes, the term 'conceptualizing content' is characterized as teachers' articulation of what is called "the

territory" of teachers' teaching (p. 39). To develop this territory, teachers are required to choose, among various options, "the aspects of language and language learning" (Graves, 2001, p. 183) within the particular content "categories" (Graves, 2000, p. 43) they intend to include in conceptualizing their instructional content. Taking Graves's (2000, 2001) term of 'conceptualizing content', in the present study this term refers to the teachers' conceptualization of the content categories of the target skills and texts, as stated in the standard of competence and basic competence of the 2006 School-based Curriculum (SBC) implemented in the Indonesian EFL context.

Teachers' decision-making in conceptualizing content becomes more complex since teachers face varied content categories to include (Feez & Joyce, 1998; Graves, 2000; Richards, 2001). These varied content categories are a result of various changes in applied linguistics (theories in language and language learning), language acquisition, approaches to language teaching, and the context demands (Graves, 2001). The inclusion of mixed-content categories is represented by such instruction as competency-based and text-based instruction (Feez & Joyce, 1998; Richards, 2001). Both of these instructional designs enable teachers to systematically sequence and integrate mixed-content categories such as skills, situations, tasks, functions and notions, and structures. In text-based content conceptualization, the content category of text types is included, and becomes the starting point for designing learning activities (Burns, 2012; Feez & Joyce, 1998).

Currently, curriculum reform has also included other varieties of content categories such as learner autonomy, learners and learning, social context, character and citizenship education, critical thinking and problem solving, and a series of competencies covered in the so called 'twenty-first century competencies' (Graves, 2000; Harmer, 2007; Lee, 2012; Nunan, 1999). The inclusion of these varieties has added to the complexity of teachers' decision making in conceptualizing content.

Dealing with feasible, varied content categories that teachers may need to adopt and conceptualize, Graves (2001), therefore, argues that conceptualizing content is an intricate process. This is because "the boundaries between categories are permeable; they overlap conceptually and are not exclusive of each other" (Graves, 2001, p. 184).

2.5.1.3.2 Organizing and Sequencing Content

Along with the process of conceptualizing content, teachers are required to plan how they will organize and sequence the content and activities for their instruction. Such principles of

sequencing and organizing teaching and learning materials as "building and recycling" (Graves, 2000, pp. 163-164; 2001, p. 189) and of "cyclical and matrix approaches" (Graves, 2001, p. 190) are offered. Richards (2001) suggests several criteria for sequencing content, which are simple to complex, chronological, needs-based, prerequisite learning, whole to part or part to whole, and spiral sequencing. Other popular ways for organizing and sequencing a lesson have been introduced such as the Present, Practice, Produce (PPP) procedure (Harmer, 2007, p. 66; Spratt, Pulverness, & Williams, 2005, pp. 61-62), Engage, Study, Activate (ESA) (Harmer, 2007, p. 67), task-based learning framework (Spratt et al., 2005, pp. 61-62), and the teaching and learning cycle of text-based teaching (Feez & Joyce, 1998, p. 28).

As explicated in Chapter 1 Section 1.2, the school curriculum changes that have occurred in the Indonesian EFL context have resulted in the issuance of particular prescribed organizing principles. In the school curriculum change within the implementation of the 2006 School-based Curriculum (SBC), teachers across subject matters were required to organize their instruction with the prescribed organizing principle that comprised the three stages of Exploration, Elaboration, and Confirmation (EEC). As governed in the Regulation of Ministry of National Education and Culture (MNEC) No. 41/2007 on the National Standard of Process, Exploration is defined as a (field) exploration to learn and gain new insights about new (natural) objects. The suggested activities teachers can do are such as discussing, observing a model, observing a demonstration, solving a case, experimenting, and playing a game related to the concept that is going to be discussed. Elaboration is an instructional process in which students are guided to complete the given activities to reach the determined competence. Confirmation is the process in which teachers, together with students, enact the process of confirming, providing feedback, discussing the feedback, giving suggestions, giving examples, or concluding for all the activities done in the Exploration and Elaboration stages. In the present study, this prescribed organizing principle of EEC was put into practice by particular participating teachers. As each organizing and sequencing principle conveys its own characteristics in regulating how presentation techniques and activities are supposed to be carried out, teachers are consequently required to understand the overall landscape of their instruction. The decision to adopt a particular organizing and sequencing principle or a combination of several principles demands teachers' pedagogical reasoning, which includes their overview on the cornerstones of their instructional curriculum development, including content, pedagogy, learners, and context (Graves, 2000).

In response to such prescribed organizing principles as the stages of EEC, which were imposed on teachers within the framework of the 2006 SBC, and the scientific-based

organizing principle, which is put into practice along with the implementation of the 2013 Curriculum (see Sections 1.2.1 and 1.2.2), English language teachers in the Indonesian EFL context have faced a dilemma as to how to accommodate those predetermined organizing principles within the framework of a genre-based approach (GBA), the approach that characterizes the last two curricula in Indonesia. This dilemma is contributed to by the different paradigms underlying the prescribed organizing principles and GBA (Agustien, 2014). Agustien (2014), furthermore, emphasizes that the imposed organizing principles are aimed at developing new knowledge through science-based learning cycles, while GBA focuses on building skills to communicate by means of the centrality of texts in instruction. Therefore, the tension in accommodating these prescribed organizing principles in the text-based teaching and learning cycle within GBA has resulted in teachers' differing interpretations.

Linking to the present study, the review in this section particularly informs the teachers' conceptualizations of PCK in the processes of conceptualizing content and organizing instruction. In conceptualizing content, it was expected that the teachers' conceptualizations of PCK would portray the teachers' selection of content categories of skills and texts as stated in the 2006 SBC. Likewise, in organizing instruction, the teachers' PCK conceptualizations were expected to identify the organizing principles that the teachers adopted for their instruction and the stages for sequencing their teaching and learning activities.

2.5.1.4 Developing Instructional Materials

The need to develop materials arises from the basis that any published instructional materials are not necessarily capable of catering to a wide range of learners with diverse needs in their own actual contexts (Block, 1991; McDonough & Shaw, 2003; Richards, 2001; Sheldon, 1988; Tomlinson, 2012). Several aspects of the fitness and appropriateness of published instructional materials are addressed, such as: the failure to accommodate cultural relevance and current theories of language and language learning (Sheldon, 1988); the tendency to focus on the provision of language features as input for classroom practices (Richards, 2001; Tomlinson, 2012); the claim that published instructional materials (coursebooks) put a significant emphasis on explicit teaching and practice that may not be relevant to the general population of their target learners (Tomlinson, Dat, Masuhara, & Rubdy, 2001; Masuhara, Haan, Yi, & Tomlinson, 2008); and the view that commercial instructional materials are not always the type of materials that a teacher attempts to find (Block, 1991).

Despite the issues of "labour-intensiveness" (Sheldon, 1988, p. 238) and "a deficiency view" (Allwright, 1981, p. 6) that hinder teachers from developing their own classroom materials, teachers are suggested to make efforts to do so, to bridge the gap to what Tomlinson (2012, p. 158) terms "localization, personalization, and choice", or that Block (1991, pp. 213-214) identifies as "contextualization, timeliness, and the personal touch". In Graves's (2001) perspective, instructional materials development is a matter of a challenge and an opportunity. It is a challenge for teachers to be able to do a redevelopment and a readjustment of materials they have used before for their future instruction. However, it is also an opportunity for teachers to continuously learn their learners' needs.

To avoid "intuitive" (Tomlinson, 2012, p. 151) or "ad hoc, impressionistic" (Tomlinson, 2003, p. 5) materials development, a series of principled processes of materials development are offered, which include materials selection, evaluation, adaptation, and writing (Graves, 2000; McDonough & Shaw, 2003; Tomlinson, 2003, 2012; Tomlinson & Masuhara, 2004). In this section, the review, however, mainly focuses on two processes of instructional materials development only, which are selecting and adapting instructional materials. This is because, in taking their challenge and opportunity to provide more local, contextual, relevant, and personal instructional materials, the teachers in the present study mainly did these two materials development processes of selecting and adapting materials. These two processes are further reviewed below.

2.5.1.4.1 Selecting Instructional Materials

The process of materials selection for instructional purposes is classified as micro evaluation (Ellis, 1997, 1998), in which teachers focus more on the selection of activities and techniques relevant to their daily lessons and context. The challenge teachers encounter in the selection process relates to judging the appropriateness of materials in accordance with learners' needs and interests (Rubdy, 2003).

Since the process of selecting instructional materials is prone to being done impressionistically, Ellis (1997) and Tomlinson (2003) suggest that teachers can make their judgment of the appropriateness of instructional materials more formal and systematic by doing a micro evaluation at the level of tasks, and devising universal criteria such as content-specific criteria, age-specific criteria, local criteria, and media-specific criteria. In so doing, teachers shift from simply selecting materials intuitively to evaluating materials systematically.

Graves (2000) transforms Ellis's (1997, 1998) micro evaluation by devising a list of considerations for developing materials. These considerations are derived from teachers' pedagogical reasons or concerns in selecting and designing instructional materials that include learning activities, tasks, and other varieties of materials such as texts, pictures, videos, and the like (see Graves, 2000, pp. 152-156). Within the present study, Graves's (2000) list of considerations was used to discuss the findings in relation to the teachers' pedagogical concerns for selecting their instructional materials in the forms of texts, and learning activities.

2.5.1.4.2 Adapting Instructional Materials

The process of adapting instructional materials is principally regarded as the process of matching (McDonough & Shaw, 2003, p. 74), or the process of achieving the principle of congruence (Madsen & Bowen, 1978). The former term involves an act of bringing together external and internal criteria, combining and adjusting learners and contexts with what the materials offer. Within the latter term, teachers as materials developers are required to seek for "congruence among several related variables: teaching materials, methodology, students, course objectives, the target language and its context, and the teacher's own personality and style" (Madsen & Bowen, 1978, p. ix).

Another challenge in the process of materials adaptation deals with the process of making changes or adaptations. Such issues as selecting adaptation procedures and techniques (see e.g. Islam & Mares, 2003; McDonough & Shaw, 2003; McGrath, 2002; Tomlinson & Masuhara, 2004), simplifying texts and activities or tasks (Graves, 2000; McDonough & Shaw, 2003), and measuring authenticity (Graves, 2000; Saraceni, 2003), are in need of teachers' careful decision-making. The challenge teachers encounter in selecting adaptation procedures and techniques is that teachers are required to be able to map out "a gap (mismatch or non-congruence)" (Islam & Mares, 2003, p. 90) between what published instructional materials offer and the needs and objectives of the classroom, or between the external and internal criteria (McDonough & Shaw, 2003). In a circumstance when teachers do not have much time to do their materials development, Graves (2000) suggests that they adapt a textbook. Three steps are offered to do so: (1) utilizing a textbook as a tool to learn the ways authors conceptualize content, organize and sequence materials, and construct objectives of the provided units; (2) adapting at the unit level; and (3) adapting at the syllabus level.

Simplification of texts and activities is related to the issue of authenticity, in the sense that authenticity leaves teachers, as instructional materials developers, with the question of to what extent they have to make simplification and provide authentic or non-authentic texts, tasks or activities, language inputs and outputs. In doing so, teachers are suggested to have a balance (Gilmore, 2004). Their decisions to provide either adapted/ contrived/ simplified or authentic texts depend on the aim of instruction. Furthermore, Gilmore exemplifies that, if the aim of classroom instruction is to develop learners' independent language use, teachers are obliged to provide realistic models of spoken discourse in which learners can learn that authentic interactions are not always well-structured. However, teachers may provide adapted/ contrived/ simplified conversations for particular purposes.

Arguments concerning whether learners need to be exposed to authentic materials (Nuttall, 1996; Mishan, 2005; Gilmore, 2007) or not (Ellis, 1999; Day & Bamford, 1998; Widdowson, 2000) have been advanced. However, researchers such as Graves (2000), Richards, (2006), and Tomlinson (2012) view the issue of authenticity in instructional materials development differently. Graves (2000) states that using authentic materials is about making choices along the continuum of authenticity of materials, tasks or activities, and language output that teachers will choose in their materials adaptation. Richards (2006) argues that whether or not materials are authentic is not the central point; what matters is whether they provide a stimulus for follow-up activities. Tomlinson (2012) stands in the position that any materials that learners encounter should be considered authentic, since the developed materials aim to prepare learners for embracing the use of language in real world.

Two matters signify the relation of this section's review to the present study. Firstly, reviewing the processes of matching and achieving congruence in instructional materials adaptation is particularly important for this study to specify what pedagogical concerns the teachers constructed in their efforts to embrace the external and internal criteria. Secondly, framing the challenges in the processes of selecting and adapting instructional materials in this study, the teachers' conceptualizations of PCK in the process of developing instructional materials also encountered such reviewed challenges as the selection of adaptation techniques and strategies, and the issue of text authenticity (see Chapters 4 and 5).

2.5.2 Instructional Curriculum Practice (Enacting/ Teaching Phase)

Implementing instructional curriculum is viewed as a complex practice that involves teachers' multifaceted decision making for their classroom practice (Johnson, 1989). It is complex in the sense that teachers are required to be able to match what is expected at the macro level,

involving policy makers and curriculum planners, with what is implemented in classroom practice (Johnson, 1989). Therefore, it is crucial for teachers to adequately implement particular approaches to develop their instructional curriculum.

Approaches to instructional or classroom-level curriculum are classified into curriculum fidelity, adaptation, enactment, and materials and textbooks (Snyder, Bolin, & Zumwalt, 1992). Of these approaches to instructional curriculum development, the approaches underlying the implementation of instructional curriculum development in the present study belong to the intersection of curriculum fidelity and adaptation. This intersection is the impact of the decentralized system in the Indonesian education system, which, as a matter of fact, is implemented side by side with the centralized system. The decentralized system inevitably has compelled Indonesian EFL teachers to apply a fidelity approach, in which they are required to transmit the top-down curriculum products determined by the MNEC. On the other hand, teachers have also been demanded to be curriculum adapters, who have to transform the standard of competence and the basic competence, as stipulated by the MNEC through the standard of content of the 2006 SBC, into sound and coherent instructional curriculum according to the characteristics of their school and classroom context.

In a dynamic system of curriculum development (Graves, 2008), language curriculum development is operated within a socio-educational context. Such a dynamic system enables the three phases of instructional curriculum development, designing or planning, teaching, and assessing, are closely and mutually related to each other. The relation of instructional curriculum practice and its socio-educational context is, therefore, described as "a microcosm of the host educational environment" (Holliday, 1994, p. 16), which reflects "how language curriculum are planned, enacted, and evaluated and that the relationship makes the subject matter of a language curriculum unique" (Graves, 2008, p. 154).

2.5.2.1 Ecological Approach to English Language Teaching

As previously mentioned, the present study involves the account of socio-educational context in shaping teachers' conceptualizations of PCK in their instructional curriculum design and practice. The involvement of such an ecological account in English language teaching (ELT) is centered around how social contexts or sociocultural factors and ideology affect teachers' instructional decisions and their classroom realities (e.g. Canagarajah, 1999; Holliday, 1994; Pennycook, 1994).

A number of studies concerning the influence of an ecological account on particular contextualized teaching practices confirm that teachers' decision making for their classroom innovations and curriculum development is strongly influenced by situated, local and dynamic contextual factors (e.g. Carless, 2007; Hoare, 2010; Hu, 2005; Sharkey, 2004; Wette, 2009, 2010). In these studies, it is evident that such aspects as economic, social, cultural, and educational contexts shape the adoption of a contextualized method (Carless, 2007), influence the implementation of particular approaches nationwide (Hoare, 2010; Hu, 2005), function as 'critical mediator' in curriculum development (Sharkey, 2004), and affect teachers' decisions for instructional curriculum development (Wette, 2009, 2010). Such aspects may even hamper L2 teachers from conceptualizing practices that reflect their own beliefs (Borg, 2003).

Studies on teachers' decision making in assessing student learning also report the influences of sociocultural, educational, and political contexts on teachers' instructional decisions, classroom realities, and pedagogical orientations (e.g. Chen, May, Klenowsky, & Kettle, 2013; Cheng & Wang, 2007; Davison, 2004; De Segovia & Hardison, 2009; Inbar-Lourie & Donitsa-Schmidt, 2009; Kirkgo, 2008; Lam & Lee, 2010; Lee, 2011; Leung & Lewkowicz, 2006). Sociocultural beliefs and values may bring pressure and tension to instructional practice. For example, the sociocultural construct that defines the power relation of teacher and students in Chinese and Hong Kong EFL contexts limits or even hampers teachers' classroom innovations, by not positioning teachers as the only source of knowledge and information, and in conducting non-summative-oriented assessment (e.g. Chen et al., 2013; Lam & Lee, 2010; Lee, 2011; also see Section 2.5.3). The sociocultural beliefs that view educational practices from an exam-oriented culture have also been shown to exert a great influence on teachers' orientations in grading practices (e.g. Cheng & Wang, 2007). In the study by Cheng and Wang (2007), it was found that teachers from an exam-oriented culture consider very much the validity and reliability of assessment and seriously take into account the technical quality of their assessment. Meanwhile, teachers from a non-exam-oriented culture value the grading technique, in which the purposes of assessment are matched with students' individual needs. In other studies (e.g. Inbar-Lourie & Donitsa-Schmidt, 2009; Leung & Lewkowicz, 2006), the impact of political context on teachers' classroom formative assessment practices contributes to the politically superior status of the exam-oriented practices that undermines teachers' classroom formative assessment. Such studies reveal that, within the political perspective, EFL teachers' formative assessment practices are in conflict with the high-stakes external examinations determined by the ministry, and teachers' classroom formative assessment practices are possibly not in line with the nationwide assessment scheme.

Referring to the account of the ecological influence, as represented by the educational and political context within the Indonesian education system, the present study aimed to reveal how the high-stake national examination affects the Indonesian EFL teachers' transformations of their understanding on the content into effective instructional curriculum design and practice.

2.5.3 Instructional Curriculum Assessment (Assessing Phase)

Despite the fact that the concepts of both formative and summative assessments have been extensively discussed (e.g. Bennet, 2011; Leung, 2004; Taras, 2005, 2009), this section particularly reviews the concept of formative assessment, since in the present study formative assessment is scrutinized as part of the teachers' conceptualizations of PCK in their instructional curriculum design. A number of issues related to formative assessment are reviewed, to inform the findings or patterns of the teachers' conceptualizations of PCK in assessing their student learning as represented in their instructional curriculum design. These issues concern the terminologies of formative assessment, the characteristics of formative assessment, and the supporting factors for implementing formative assessment.

2.5.3.1 The Terminological Issue of Formative Assessment

The issue concerning the terminologies of formative assessment is centered around the varieties of terms attached to formative assessment and the epistemological interpretations attributed to it. Such terms as alternative assessment (e.g. Inbar-Lourie & Donitsa-Schmidt, 2009), classroom-based assessment (e.g. Leung, 2014), and assessment for learning (as discussed in e.g. Bennet, 2011; Leung, 2004, 2014) are used interchangeably to refer to FA (e.g. Bennet, 2011; Cauley & McMillan, 2010; Chen et al., 2013; Leung, 2004; Taras, 2005, 2009).

The classic issue concerning the epistemological interpretation of formative assessment is related to the place of formative assessment in relation to summative assessment, and its distinction from summative assessment. Classically, summative assessment overshadows formative assessment, in the sense that all the acts of judgments making, measuring, and evaluating students' work, achievement, or learning, are particularly associated to formal summative assessment instead of formative assessment (Taras, 2005). In regard to formative assessment, Taras (2005) argues that formative assessment is considered as summative assessment followed by feedback for addressing the gap between the actual

performance and the determined standard. To better elucidate the nature and scope of the term 'formative', Black and William (2009, p. 9) offer the following definition:

> Practice in a classroom is formative to the extent that evidence about student achievement is elicited, interpreted, and used by teachers, learners, or their peers, to make decisions about the next steps in instruction that are likely to be better, or better founded, than the decisions they would have taken in the absence of the evidence that was elicited.

Although this definition has defined to what extent classroom practices can be perceived formative, it does not clearly address a process in terms of students' active learning engagement in formative assessment (Chen et al., 2013).

Another terminological issue arises when the term 'formative' is interpreted as an instrument by the 'Test Industry', which has a diagnostic function for a certain interim instructional unit, as in a diagnostic test, or an interim assessment unit (Bennet, 2011). Based on the same ground as viewing formative assessment as a process, the epistemological meaning of formative assessment as a test is also challenged, because formative assessment should refer to a process that orients much more to student understanding than to a score (Leung, 2004; McNamara, 2001; Teasdale & Leung, 2000; see the following sub-section on 'The Characteristics of Formative Assessment').

In the past 15 years, through intensive work in Australia and in the UK, formative assessment has been widely explored under the term 'assessment for learning', as opposed to the term 'assessment of learning' for summative assessment (Bennet, 2011; Leung, 2014; Chen et al., 2013). A critique for this substitution of terms addresses the idea that the substitution may undermine the complex relationship of summative assessment and formative assessment (Bennet, 2011). It is argued that summative assessment can potentially capture formative assessment if it is carefully and appropriately conducted (Bennet, 2011; Taras, 2005). In the same manner, well-designed formative assessment can effectively inform how the instruction should be adjusted, and impressionistically illuminates the extent of students' knowledge and competence (Bennet, 2011). Thus, the substitution of the terms is not supposed to present summative assessment and formative assessment as discrete functions.

The term 'classroom-based assessment' apparently draws a parallel scope with the term 'assessment for learning'. In such work as Leung (2014), the term 'classroom-based assessment' is used in referring to the discussion of assessment for learning, and is specifically adopted for addressing the key issues of teacher-led classroom-based assessment in second language (L2) teacher education. Therefore, the term 'classroom-based assessment'

here is defined as referring to "all the types of measuring, monitoring, and evaluating student learning and attainment that are carried out by teachers" (Leung, 2014, p. 1511).

Referring to the varieties of terms attributed to formative assessment, in the present study the term formative assessment is labeled as 'classroom-based assessment'. The consideration underlying the adoption of this term for this study is anchored in the characteristic of the teachers' formative assessment design, as revealed in the shared and merged findings of the teachers' conceptualizations of PCK in assessing their student learning (see Chapters 4 and 5). Hence, although such design of formative assessment does not specifically focus on students' learning process, it does, however, mark the teacher-led classroom-based assessment by the teachers in the study.

2.5.3.2 The Characteristics of Formative Assessment

Despite the varied terms for formative assessment, the characteristics of formative assessment described in those terms are shared. Formative assessment, or any other name attached to formative assessment, mainly suggests the characteristic of formative assessment that focuses on the learners' learning process. It is a planned process in which teachers are required to assure that their planning and implementation stages have provided opportunities for learners to take ownership of their learning. A number of works have identified the features that characterize formative assessment as a process (e.g. Bennet, 2011; Black & William, 2009; Cauley & McMillan, 2010; Leung, 2004; Leung & Lewkowicz, 2006; Rea-Dickins, 2001; Taras, 2005).

Understanding the main characteristics of formative assessment requires teachers to carefully design their formative assessment process at the levels of planning and implementation (Leung, 2004, 2014; Leung & Lewkowicz, 2006). Teachers' planning for formative assessment should be designed in the sense that the process of the instruction invokes learners' awareness of why, what and how they are learning. In the implementation level, formative assessment is central to classroom practice, in which a supporting system for facilitating learning is directed to support learners' reflection and empowerment towards their own learning process and progress, and to gather information about learners' learning progress for improving and adjusting instructional plans (the Assessment Reform Group, 2002). Although such a platform for planning and implementing formative assessment has been specified, in practice some variations occur in terms of teacher focus, assessment criteria used, and the types of classroom activities (Leung, 2004).

A number of works have intended to represent the implementation of formative assessment process as a continuum (e.g. Rea-Dickins, 2001; Bachman & Palmer, 2010; Black & William, 2009; Cauley & McMillan, 2010). Such a continuum attempts to specify the extent to which the formative assessment process is carried out. Varied labels are attached to indicate this extent. Such labels have been developed as "formal" and "informal" that define the formative assessment process as having a summative- or formative-oriented purpose (Rea-Dickins, 2001, p. 437), and as the "explicit" and "implicit" modes of assessment that specify the degree of the formative assessment process into two modes consecutively entailing summative and formative orientations (Bachman & Palmer, 2010, p. 29). Such other works as Black and William (2009) and Cauley and McMillan (2010) construct a continuum that defines formative assessment in terms of low and high levels of formative assessment. Low level formative assessment is defined as a rudimentary process which that excludes some of the determined characteristics, or only superficially includes each given characteristic of formative assessment as a process. High level formative assessment, by contrast, fully integrates the characteristics into teacher and student classroom practice.

Despite the works dedicated to characterizing formative assessment as process, a critique is addressed in relation to the validity and reliability of the construct of the formative assessment process. The argument behind the critique is particularly informed by the psychometric paradigm within formative assessment, which requires formative assessment to demonstrate a clear and certain construct of assessment (Leung, 2004). A premise is advanced to question the certainty of the formative assessment process. It states that formative assessment is a risky practice due to uncertainty and variation in its implementation process (Leung, 2004; Leung & Lewkowicz, 2006).

In response to this critique, it is argued that the formative assessment process should not be guided by the psychometrically-oriented assessment (McNamara, 2001; Teasdale & Leung, 2000), since the concept of formative assessment construct focuses on analyzing and measuring "the interactive and contingent nature" of students' classroom performance (Leung, 2004, p. 22). Therefore, an alternative concept for defining the psychometric measurement of formative assessment is offered (Leung, 2004). Leung (2004) argues that the construct-referenced formative assessment is anchored in two values: (1) regulated teacher classroom formative assessment, which is guided by particular sets of principles, values, and knowledge; and (2) the presumption that a professional community sustains the formative assessment process as informed practice and professional improvement relevant to pre- and in-service teacher education and training.

Understanding the characteristics of formative assessment is essential to inform the present study, since the exploration of the teachers' conceptualizations of PCK in assessing their student learning leads to the identification of the characteristics of the teachers' formative assessment, or is named as classroom-based assessment, in this study. Basing on such a reviewed continuum, this study was also designed to discuss the extent to which the teachers' classroom-based assessments were conducted as a process to facilitate student learning.

2.5.3.3 Supporting Factors of Formative Assessment Implementation

The success of the implementation of formative assessment as a process to help students take the ownership of their learning depends on a number of factors. Several empirical studies identify a number of supporting factors for teachers to implement formative assessment (e.g. Davison, 2004; Hall & Harding, 2002; Inbar-Lourie & Donitsa-Schmidt, 2009; Lee, 2011; Leung, 2004). These essential factors include teacher knowledge of assessment, teacher training on formative assessment, school support and teachers' commitment, and teacher or professional community.

As previously reviewed, the implementation of formative assessment as a process to facilitate student learning identifies its uncertainty and variation. Firstly, as Leung and Lewkowicz (2006) argue, the implementation of formative assessment is nuanced by uncertainties. That is why careful and systematic planning for conducting the formative assessment process is required. Secondly, the psychometric measurement of formative assessment leaves an impression that the measurement of student learning based on the formative assessment process does not reflect students' true knowledge and abilities for a given subject matter, and therefore possibly results in teachers' lack of trust towards grades derived from formative assessment instruments (Inbar-Lourie & Donitsa-Schmidt, 2009). As a result, those studies, at the least suggest the need to provide teachers with more teacher training to support them with both theoretical and practical aspects of classroom formative assessment.

School support and teachers' commitment are specifically identified as supporting factors for implementing formative assessment in the EFL context. In such EFL contexts as in China and Hong Kong, teachers' formative assessment practices are shown to experience tension and pressure against an exam-oriented culture (e.g. Lee, 2011; Chen et al., 2013; Lam & Lee, 2010). In these studies, even though teachers' innovations for formative assessment practices are implemented, the practices are still considered to be against the mainstream of

the exam-oriented assessments with summative purpose. They are also considered incompatible with traditional values and beliefs that construct teacher authority and regulate the hierarchical teacher-student relationship, power relationship, and trust (e.g. Chen et al., 2013). Thus, these sociocultural values undermine the enactment of such formative assessment practices as feedback and peer-assessment.

Teacher or professional community plays an important role as a source for teachers to gain support for their decision making in response to particular national assessment policies. Davison's (2004) comparative study on teachers' different interpretations towards assessment criteria, for example, points out that Australian teachers' delicate management in balancing their decision making based on the published criteria and professional judgment was supported by a strong teacher community. Another study by Hall and Harding (2002) also identified that teachers' assessment practices and thinking were very much influenced by their professional community. The common agreement towards their practices formed what was called an 'assessment community', in which teachers and administrators agreed to comply with the national policies related to assessment.

In the present study, identifying the supporting factors for formative assessment as a process to enhance student learning is important for drawing some implications for the implementation of formative assessment in Indonesian EFL classrooms.

2.6 Text-based Teaching

Adapted from a genre-based approach, text-based teaching was initiated in Australia as part of the national Adult Migrant Education Program (AMEP) curriculum framework (Feez, 1999). Transcending the aim of genre-based pedagogy, text-based teaching is, therefore, intended to equip students with "knowledge and skills for understanding and engaging in extended texts used in real social contexts" (Burns, 2012, p. 140). Students in text-based instruction are introduced to varieties of texts from which they learn texts as "stretches of unified, meaningful and purposeful natural language" (Feez, 1999, p. 11). These stretches of language constitute specific linguistic features and structures that operate within certain contexts (Feez & Joyce, 1998; Burns, 2012). Thus, any understanding or interpretation assigned to text is attached to its text semantics and function (Halliday, 1975). The basic unit through which meaning is negotiated is, therefore, not limited to size, length, or form of language, as Feez and Joyce (1998) describe below:

Whether a stretch of language is a text or not has nothing to do with its size or form. It has to do with the meanings of the stretch of language working together as a unified whole. The single word *Stop* on a road sign and Tolstoy's novel *War and Peace* are both texts because they are unified wholes. One page of *War and Peace*, though longer than a stop sign, is not a text because it cannot stand alone as a unified whole (p. 4).

In summary, text refers to the various types of language people use in their daily communication, as Halliday (1975) describes in the following:

… the language people produce and react to, what they say and write, and read and listen to, in the course of daily life. ... The term covers both speech and writing ... it may be language in action, conversation, telephone talk, debate ... public notices ... intimate monologue or anything else (p. 123).

Departing from the concept of text in genre-based pedagogy, in text-based teaching the use of texts as they are found and used in real life is, therefore, the central aspect of the instruction (Burns, 2012). In this sense, texts are used as the starting point to develop syllabus, conceptualize content and design activities, plan assessment activities, and determine the role of teachers (Burns, 2012). The design and implementation of text-based teaching address several details in relation to its methodology, text authenticity, and scaffolding, which includes the nature and types of activities as well as the nature of assessment activities (Feez & Joyce, 1998; Feez, 1999; Burns, 2012). The following paragraphs present such details.

The methodology level of text-based teaching regulates a system for coherently sequencing and presenting the mixed-content categories of the text-based syllabus design within the text-based teaching and learning cycle. This cycle, which was derived and adapted from genre-based pedagogy, is particularly relevant for enacting text-based instruction focusing on literacy teaching (Feez, 1999; as further discussed in e.g. Hyland, 2007; Martin, 2013). However, some instructional practices have used the text-based methodology for teaching spoken exchanges (e.g. Burns, Joyce, & Gollin, 1996; Rivera, 2012; Thai, 2009). The system of the text-based teaching and learning cycle offers a dynamic approach that enables teachers to start teaching from different entry stages of the cycle depending on students' learning needs, to develop the instruction from any content category, and to approach it backwards or forwards in the cycle (Feez & Joyce, 1998, Feez, 1999).

The essential characteristic of text-based teaching, which puts its emphasis on the use of authentic texts, requires teachers to measure the degree of authenticity presented in their

given texts. This raises a challenge for teachers, to have sufficient skills and knowledge to judge the degree of text authenticity. As Mishan (2005) concludes, to be authentic, a text has to reflect a specific communication purpose in its social context. Therefore, the authenticity of text lays in its meaning in its context. For this reason, it is argued that, when authentic texts are used in language learning, their authenticity is difficult to attain (Morrow, 1977, as cited in Mishan, 2005; Widdowson, 1998). This is because language teaching cannot reproduce absolute authenticity in the texts (Morrow, 1977, as cited in Mishan, 2005) or cannot replicate the reality embedded in the texts (Widdowson, 1998). In line with this argument, Burns (2012) also states that analyzing text authenticity is a difficult task for teachers. In presenting texts, teachers may be trapped in the use of "trivial examples of daily survival communication in contrast to more complex, hybrid, or ideologically charged texts …" (Burns, 2012, p. 146), or in text simplification that leads to "a distortion of natural language" (McDonough & Shaw, 2003, p. 82). The challenge resulting from the demand to use authentic texts in text-based teaching is also experienced by ESL/ EFL learners. As revealed in the long-standing debate on text authenticity in materials development (Tomlinson, 2012), giving authentic texts to learners potentially invokes problems for them. One of the arguments in favour of learners states that learners may find authentic texts more unattainable than simplified texts (Day, 2003). In text-based teaching, teachers are, consequently, required to provide scaffolding for their learners.

Literally, scaffolding is described as temporary yet important assistance to help a child construct his/ her own foundation to successfully do a task by himself/ herself (Gibbons, 2015). In classroom setting, 'scaffolding' was used to describe the role of teachers in supporting students by providing "explicit knowledge and guided practice" to assist students to move forward through the zone of proximal development (Feez & Joyce, 1998, p. 27). Thus, as Gibbons (2015, p. 16) states, scaffolding is not a general help; it is a particular temporary help that is intended to assist learners to acquire new skills and knowledge to do a learning task independently. In text-based instruction, teachers' scaffolding, therefore, represents teachers' expert guidance for keeping track of learners' learning progress at various points in their learning development (Burns, 2012).

The teaching cycle in text-based teaching represents a series of scaffolded "developmental steps" (Feez & Joyce, 1998, p. 34) that assist students to gain success in using texts (Feez & Joyce, 1998; Burns, 2012; Hammond & Derewianka, 2001). The overall devised activities for each cycle reflect teachers' step-by-step guidance for students, in order for students to finally take the ownership of producing their own texts in the independent

construction stage (Feez & Joyce, 1998; Feez, 1999; Martin, 1999). Teachers' scaffolding starts from the first stage, i.e. building the context or building knowledge of field or deconstruction, in which teachers take the full lead in guiding students to become familiar with the target text type they are going to learn. In this stage, activities can be directed to assisting students to investigate the sociocultural context underlying the text and to elicit relevant vocabulary and facilitate students to investigate particular topics incorporated in the texts (Derewianka, 2003). The second stage is modeling the text, in which the text exploration is done to instill the text structure and linguistic features to students. In the next stage of joint construction, teachers start to collaborate with students in constructing the target text. Therefore, the nature of activities in this stage is collaborative. Finally, in the last stage of independent construction, it is the time for teachers to restrain their scaffolding and let students personally use and produce their texts based on the previously given and explored models.

The nature of scaffolding within the cycle, therefore, shapes the nature of assessment in text-based teaching. Diagnostic assessment applies in the context-building stage, formative classroom assessment is attached to the modeling, deconstruction, and joint construction stages, and summative-oriented assessment suits being done in the independent construction stage (Feez & Joyce, 1998; Feez, 1999).

In relation to the present study, the review on text-based teaching is particularly important to include, for several reasons. Firstly, the teachers' conceptualizations of PCK in this study operated within the implementation of the 2006 School-based Curriculum (SBC), which involved text-based teaching. Secondly, it was part of this study to examine the teachers' transformation of their understanding of the main content categories of skills and texts into text-based instruction. The teachers' patterns of their transformation process were, therefore, expected to provide the big picture of the implementation of the text-based teaching within the 2006 SBC.

2.7 Summary

This chapter has reviewed literature relevant to the present study. Particular core theories underlying the conceptual framework of this study were presented. Shulman's (1987) conception of pedagogical content knowledge (PCK) was firstly reviewed within the umbrella theory of teacher cognition and teacher knowledge. Then, it proceeded with a review of the theoretical and empirical perspectives of PCK. The second core theory reviewed was relevant literature on instructional curriculum development, in which the review presented three

phases of curriculum development comprising designing (planning), practice (teaching), and assessing. The review of this second core theory, therefore, elucidated Graves's (2000) framework of course development processes and Graves's (2008) dynamic system of curriculum development. The last core theory reviewed was text-based teaching, discussing such related aspects of text-based instruction as methodology, text authenticity, and scaffolding, leading to types of activities and assessment. Each section of the review has also outlined how it informs the present study.

CHAPTER 3 RESEARCH APPROACH AND PROCEDURES

3.0 Introduction

This chapter elaborates on the study's methodological approach and procedures. The chapter includes eight sections. The first section provides the rationale for the research paradigm, which is followed by the sections related to research method and design, participants and sampling strategy, and data collection instruments. The last four sections discuss the procedures of data collection, data organization, data analysis, and the quality evaluation of the study.

3.1 Rationale for the Interpretive Research Paradigm

This study intended to explore the conceptualizations of pedagogical content knowledge (PCK) of six EFL teachers, in public junior high schools (PJHS) in the Special Province of Yogyakarta, Indonesia, in their instructional curriculum design and practice. Falling within a qualitative multiple-case study approach (Miles, Huberman, & Saldana, 2014; Stake, 2006; Yin, 2014), this study adopts several characteristics of an interpretive paradigm (Bassey, 1999; Patton, 2002). Firstly, this study seeks an in-depth exploration of a "bounded system", or a case (or multiple cases) (Stake, 2003, p. 136). Each case studied has its own stories of particularity and complexity within its own diverse, unique, and bounded setting (Stake, 2003, 2006). To do so, the researcher is required to carefully interpret multiple realities constructed in multiple sources of information (e.g. observations, interviews, documents, and audiovisual materials) (Creswell, 2013). Secondly, conceptual research activities embedded in this qualitative multiple-case study, such as seeking patterns in data to develop themes, triangulating key observations to be used as bases for interpretations, selecting alternative interpretations, and developing assertions or generalizations about the case (Stake, 2000, p. 448), also require the researcher's interpretation. Thirdly, this study allows the researcher to have an extensive engagement with the data to see what potential insights the data can offer (Thorne, 2008). This way of interpreting, therefore, generates "new inquiries as well as applications of 'evidence' to practice" (Thorne, 2008, p. 35).

3.2 Research Method and Design

Rooted in a qualitative case study approach, this study employed a multiple-case study method that involved within- and cross-case study design (Miles et al., 2014; Stake, 2006; Yin, 2014). Six teachers were the cases in this multiple-case study. The teachers'

conceptualizations of PCK, which cover the cognitive and pedagogical processes of understanding, transforming, and reasoning over their instructional design and practice, were the focus of the case studies. The six cases were examined within their influencing socio-educational context.

In a multiple-case study, the number of cases cannot be defined statistically (Miles et al., 2014; Yin, 2014). The sufficiency of cases depends on how, conceptually, the cases will provide certainty about the multiple-case results. A multiple-case study with more than 10 to 15 cases becomes unmanageable (Miles et al., 2014). Some qualitative studies on second language (L2) teacher knowledge (e.g. Akbari & Tajik, 2009; Gatbonton, 2008; Gholami & Husu, 2010; Golombek, 1998; Johnston & Goettsch, 2000; Wette, 2010) show that the average number of participants is under nine, with the majority having between two and four participants. Against this backdrop, six teachers were considered sufficient for this study to achieve the expected results with rich, complex, yet manageable data. Moreover, the selected six teachers already represented the distribution of the regencies in which their schools were located, since the cases were instrumentally intended to provide insights concerning PJHS EFL teachers' conceptualizations of PCK in their instructional curriculum design and practice in the Special Province of Yogyakarta.

A replication strategy (Yin, 2014) was adopted for the multiple cases of the study, by carefully selecting each case teacher so that the study was able to yield "similar results (a literal replication)" and or "contrasting results (a theoretical replication)" (Yin, 2014, p. 57). Therefore, it was ensured in this study that the attributive characteristics were attached in each case, so that the case teachers in each category carried similar attributes.

The six case teachers were subject to a within- and cross-case comparative design (Miles et al., 2014). In so doing, each of the six teachers was treated as an individual case or a single unit, belonging to experienced and inexperienced groups of teachers, before the cross-case analysis was applied (Stake, 2000). As explicated by Yin (2014, p. 59), in order to obtain the replication logic, each individual case study is regarded as a "whole" study in which convergent evidence, in relation to the facts and conclusions for the cases, is identified. To illustrate, the within- and cross-case comparative design (the multiple-case design) for this study is as shown in Figure 3.1.
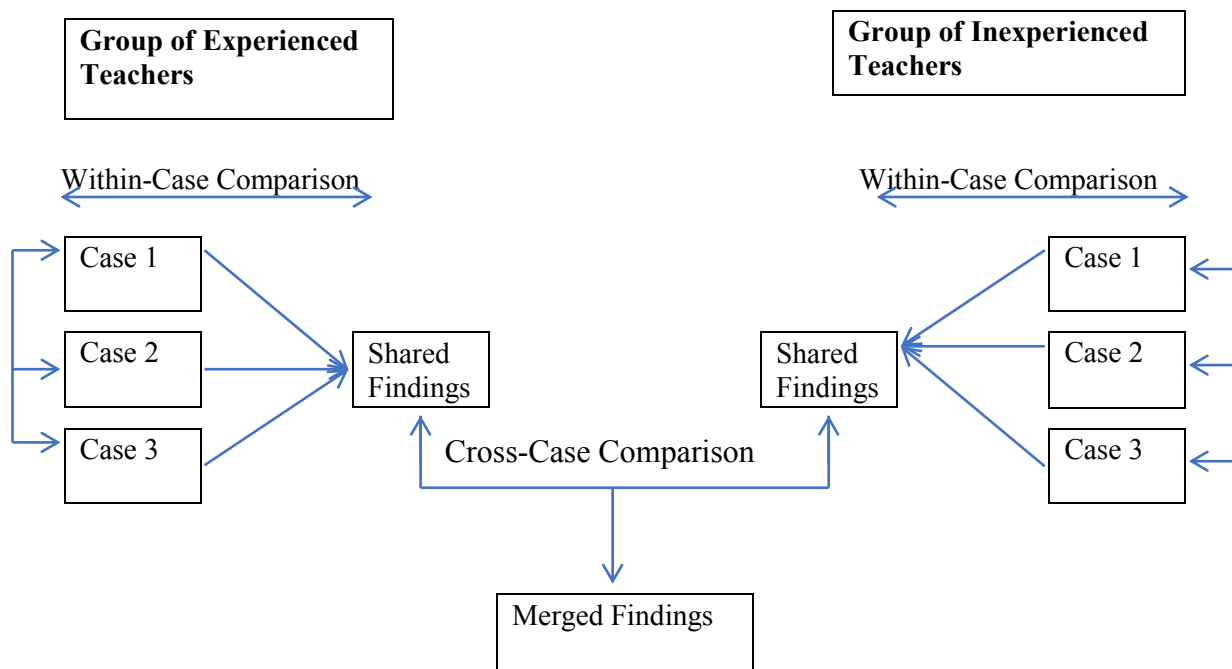
Figure 3.1: The multiple-case design of the study

3.3 Participants and Sampling Strategy

The cases included six teachers in public junior high schools (PJHS) in the Special Province of Yogyakarta. The six teachers were drawn from the target population of English language teachers in four regions within the Special Province of Yogyakarta. These regions comprised three regencies of Kulonprogo, Bantul, Gunungkidul, and one city or municipality of Yogyakarta.

The selection of the cases was based on the characteristics of EFL teachers of PJHS in the Special Province of Yogyakarta. Yogyakarta EFL teachers of PJHS were divided into two major categories: (1) certified teachers who had gained teaching experience for a minimum of five years and more, and had passed the National Teacher Certification Program (NTCP); and (2) uncertified teachers who had less than five years of classroom teaching experience and were not yet entitled to take the NTCP. In addition to these attributive characteristics, the extent to which the teachers had attended teacher development activities to enhance their expertise was also considered. In this study, the specified cases of certified teachers are, hereafter, termed as experienced teachers, and those of uncertified teachers are labeled as inexperienced teachers.

In terms of the school category, PJHS was chosen as the attributive characteristic since the NTCP had given more priority to PJHS teachers than to private school teachers. The NTCP database, managed by Yogyakarta State University (YSU), shows that, out of 376

teachers passing the NTCP from 2008 to 2013, 71 teachers taught at private junior high schools, and the remaining 304 were PJHS teachers. Moreover, the total number of PJHS was three times that of the public senior high school. The following table presents the distribution of the public and private schools in the Special Province of Yogyakarta that were under the supervision and management of the Ministry of National Education and Culture (MNEC).

Purposive within- and multiple-case sampling techniques were employed to select six Yogyakarta EFL teachers of PJHS. Each set of three teachers represented experienced and inexperienced EFL teachers of PJHS in the Special Province of Yogyakarta, Indonesia. The purposive within-case sampling technique "draws a sample of persons and then collects comparable data points from each one" (Miles, Huberman, & Saldana, 2014, p. 33). The multiple-case sampling technique made it possible for the study to obtain more precise, valid, stable, and trustworthy findings by looking at the re-occurrence of single case findings across a range of similar and contrasting cases (Miles et al., 2014).

Table 3.1: The number of secondary schools in the Special Province of Yogyakarta in the academic year of 2011/2012

No.	District/Municipality	Junior High School			Senior High School		
		Public	Private	Total	Public	Private	Total
1.	Kulonprogo	36	29	65	11	5	16
2.	Bantul	47	38	85	19	15	34
3.	Gunung Kidul	59	47	106	11	12	23
4.	Sleman	54	52	106	17	28	45
5.	Yogyakarta	16	42	58	11	36	47
6.	Special Province of Yogyakarta	212	208	**420**	69	96	**165**

Source: www.pendidikan-diy.go.id

To recruit the participants, several procedures were followed. Firstly, the population of certified teachers in the Special Province of Yogyakarta and the database of teachers who passed the NTCP established by YSU were accessed. Secondly, the cases identification process officially involved two gatekeepers from: Jogjakarta English Teachers Association (JETA), as the local English teachers' association; and the Regency Panel of English Subject Teachers for the regency of Sleman, or institutionally named *Musyawarah Guru Mata Pelajaran* (*MGMP*) in the Special Province of Yogyakarta. These two gatekeepers were in charge as the head of the teachers' association, and of the panel. They were professionally recognized as experienced teachers who had a long list of achievements. These two gatekeepers were briefed concerning the aims and expectations of the study, the requirements for the eligible teachers to participate, and the benefits that the participating teachers could get from their decision to participate in the study. They were also provided with flyers containing the above information to be distributed to Yogyakarta PJHS teachers within their reach. In addition to these, the researcher also sent an invitation of interest to Yogyakarta PJHS teachers within the researcher's own professional network.

After one month, 18 teachers had responded to the invitation. An initial identification form was then sent to these interested teachers to be completed through their email addresses. The form contained information that was required for mapping their classification and eligibility to be selected as the teacher participants for the project. Out of the 18 teachers, 15 teachers returned the initial identification form. These 15 potential teacher participants are labeled with pseudonyms, as shown in Appendix IV, Table 4.1. Of these 15 potential teacher participants, 11 teachers were classified as experienced teachers and the other 4 teachers belonged to the inexperienced category. All of them taught in PJHS spreading over three regencies, and one city or municipality within the Special Province of Yogyakarta. Within the

experienced category, 8 teachers had teaching experience of more than 10 years, ranging from 15 to 32 years, and 3 teachers had taught in PJHS for less than 10 years, ranging from 5 to 7 years. All the experienced teachers had passed the NTCP, with 4 of them passing the program through a portfolio mode, while the remaining teachers had to undergo the NTCP teacher training before passing it. In terms of their qualifications, the majority had earned a bachelor degree in an English language education study program. Only 2 of them had gained their master's degree. On the other hand, all the inexperienced teachers had less than 5 years of teaching experience. All of them were not certified, but had completed their bachelor degree in English language education. Only one of them was undertaking a master's program, in Applied Linguistics, at the time of study. Thus, the attributive characteristics attached to the experienced and inexperienced teachers in the present study were anchored on two primary characteristics: (1) the teachers' status as being certified or uncertified teachers; and (2) the length of the teachers' teaching experience, which was more than five years for the experienced teachers and less than five years for the inexperienced teachers.

After a careful examination of the potential teacher participants' attributes, six teachers were finally selected to take part in the study. Table 3.2 provides information about the teacher participants. The names in the table are pseudonyms, and the sequential order represents the approximate chronological order in which the case studies were conducted.

Table 3.2: The profile of the selected teacher participants

No.	Teacher	PJHS (*SMPN*)	Date of Birth (Age counted to December 2013)	Years of Experience (Counted Up to December 2013)	Education Qualification	Certification Status
Experienced Teachers						
1.	Meri	*SMPN X Pajangan, Bantul*	16 Oct 1970 (43 years old)	16 years 10 months (from 1 Feb 1997)	Bachelor in English Language Education	Certified in 2010 (the NTCP Teacher Training)
2.	Susan	*SMPN X Yogyakarta*	19 April 1967 (46 years old)	16 years 11 months (from 1 Jan 1997)	Bachelor in English Language Education	Certified in 2009 (the NTCP Teacher Training)
3.	Sisilia	*SMPN X Semanu, Gunungkidul*	1 Dec 1964 (49 years old)	24 years 9 months (from 1 March 1989)	Bachelor in English Language Education	Certified in 2009 (Portfolio)
Inexperienced Teachers						
4.	Etta	*SMPN X Purwosari, Gunungkidul*	12 Oct 1983 (30 years old)	3 years 11 months (from 1 Jan 2010)	Bachelor in English Language Education	Non-certified
5.	Nuri	*SMPN X Wates, Kulonprogo*	16 Jan 1986 (27 years old)	2 years 11 months (from 1 Jan 2011)	Bachelor in English Language Education	Non-certified
6.	Tria	*SMPN X Jetis, Bantul*	22 July 1986 (27 years old)	1 year 5 months (from 25 July 2012)	Bachelor in English Language Education	Non-certified

All these selected teacher participants met the selection criteria for both the experienced and inexperienced categories. Within the group of the potential experienced teachers, the remaining eight teachers were not selected because:

1) Three teachers were professionally acknowledged as Core Teacher*s* (*Guru Inti*). Such kind of teachers professionally function as resources for other teachers and become the teacher partners of the MNEC. The MNEC always involve *Guru Inti* when implementing particular new educational policies, such as the implementation of a new curriculum. They are usually invited as national instructors and work hand in hand with the MNEC in various workshops and teacher training programs. Since the level of expertise of core teachers is above the average of experienced teachers, it was considered that these teachers did not represent the average expertise of the target population of Yogyakarta EFL teachers of PJHS. Those three teachers had also passed the NTCP through portfolio. This means that their professional portfolio was considered excellent and therefore they did not have to go through the NTCP teacher training.

2) The profile of the other three teachers showed that those teachers had less than ten years of teaching experience. Even though they had already passed the NTCP, the number of years of their teaching experience did not meet the set criteria.

3) Two of the potential teacher participants did not provide enough information in the initial form sent to them. They were also excluded due to a lack of information about their attributes.

Within the group of the potential inexperienced teachers, of four potential teacher participants, one was excluded. This inexperienced teacher had other teaching commitments which prevented her from participating.

3.4 Data Collection Instruments

Four research instruments were designed to collect the required data from the participants, each seeking a different line of inquiry. As presented in Chapter 1 Section 1.3, the main lines of inquiry that the study intended to capture were grounded on the conceptualizations of the teachers' PCK as represented in their instructional curriculum design and practice. Therefore, the lines of inquiry covered two scopes of investigation. Firstly, the scope of investigation of conceptualization of PCK in instructional curriculum design focused on the forms of transformation, the strategies of transformation, and the pedagogical concerns underlying the process of designing (planning) the instructional curriculum. A combination of Shulman's

(1987) PCK and Graves's (2000) framework of course development processes was adopted to explore the teachers' conceptualizations of PCK in their instructional curriculum design. Secondly, the scope of inquiry in instructional curriculum practice was concerned with the teachers' conceptualizations of PCK in terms of knowledge about reading instruction (KARI) and knowledge about text (KAT) in their reading instruction. Andrews's (2007) modified model of PCK was applied to the framework of L2 reading instruction (Irvine-Niakaris and Kiely, 2014). These two inquiries were set forth within the particular socio-educational context (Graves, 2008).

The four data collection instruments used to collect the required data for the present study were (see Appendix V-A to D):

(1) instructional curriculum design assessment sheet,
(2) pre-lesson semi-structured interview guideline,
(3) stimulated-recall interview guideline, and
(4) classroom observation guideline.

Each of the above four instruments is described and explained in the following sub-sections.

3.4.1 Instructional Curriculum Design Assessment Sheet

The instructional curriculum design assessment sheet (see Appendix V-A) was prepared in order to answer the first line of inquiry in this study, which was how the teachers transformed their understanding of content into effective instructional curriculum design. The assessment sheet was, therefore, constructed to examine the teachers' conceptualizations of PCK in their instructional curriculum design.

The instructional curriculum design assessment sheet was adapted from Graves's (2000) framework of course development processes, and contained five processes of instructional curriculum design, which were followed by the scale of teachers' PCK development. Those five processes were: (1) analyzing needs, (2) formulating learning objectives and competence achievement indicators, (3) developing instructional materials, (4) conceptualizing content and organizing the instruction, and (5) assessing student learning. The assessment criteria for each process were constructed within the theoretical framework of course development processes; while the descriptors for the scale of teachers' PCK development were mostly adapted from Danielson's (2013) Framework for Teaching.

3.4.2 Interviews

Interview method was used in this research to collect further data about how the teacher participants conceptualized their PCK in their instructional curriculum design and practice. Pre-lesson semi-structured and stimulated-recall interviews were conducted with each teacher. The pre-lesson interviews with each teacher followed a semi-structured procedure, in which a list of structured questions (Patton, 2002) was made available and the teacher participants were probed to allow for an emic perspective on the part of the participants. Hence, this allowed the teacher participants to freely reveal their true and contextualized narratives, while being guided by particular interview questions. The one-on-one semi-structured interview was employed in order for the researcher to draw on the teachers' concrete and theoretical ideas related to their conceptualizations of PCK. It also helped the researcher to build and maintain good relations and communication with the teachers, so as to enable good rapport and mutual respect. Interview questions were designed in a way that explicitly asked the teachers about their articulated PCK and required them to produce scenarios or stories, explanations, and reasons for their instructional plans and practices.

The second segment of interview used for the data collection was stimulated-recall interview (SRI). Through SRIs, a video recording of the teachers' classroom teaching was played back in the interview sessions to elicit critical and reflective comments from the teachers. Both the interviewed teacher and the researcher could take turns deciding on which part they wanted to stop and play in the recording for further exploration. The ultimate goal of this technique was to help the teacher participants reflect on what they had practiced in their class (Erkmen, 2012). Supporting one-on-one semi-structured interviews with stimulated-recall ones was particularly important to reduce possible research bias that comes inadvertently from teachers' efforts to reconstruct the missing details of their teaching performances.

3.4.2.1 Pre-Lesson Semi-Structured Interview Guideline

Core pre-lesson interview questions were prepared to stimulate the teachers' actual recollections of planning their lessons. The questions were carefully formulated on the basis of Graves's (2000) dynamic and multifaceted framework of course development processes (see Appendix V-B). This framework was adopted as the template for exploring the teachers' conceptualizations of PCK in their instructional curriculum design. The pre-lesson semi-structured interviews mainly sought information about the teachers' choices or selections of forms and strategies of transformation, and pedagogical concerns in the five instructional

curriculum design processes. This line of inquiry was expanded to find out how the socio-educational context influenced the teachers' conceptualizations of PCK in their instructional curriculum design.

Thirteen questions were devised for the pre-lesson interview. The first eleven questions represented Graves's (2000) framework of course development processes and were to inquire as to the teachers' conceptualizations of PCK in their instructional curriculum design. The last two questions were to figure out the influence of the socio-educational context on the teacher's conceptualizations of PCK in their instructional curriculum design.

3.4.2.2 Stimulated-Recall Interview (SRI) Guideline

In addition to the pre-lesson semi-structured interview guideline, a stimulated-recall interview (SRI) guideline was prepared to obtain more interview data concerning the teachers' instructional curriculum practice (see Appendix V-D). The SRIs, which were conducted immediately after each teacher finished their teaching sessions, were intended to elicit critical and reflective elaborations from the teachers on their pedagogical reasoning over their instruction. Therefore, the interview guideline contained a list of probing questions that stimulated the teacher participants to elaborate on their pedagogical actions in their instructional practices. The elicitations and probes were based on the video recordings of the teachers' instructional practices. The reflective questions were explored at the time the teacher participants and the researcher were watching the videos. Thus, the content of the questions was adjusted on the basis of the recorded teaching scenes that needed further discussion.

3.4.3 Classroom Observation Guideline

A classroom observation guideline was created to record the enactment of the teachers' instructional curriculum design in their instructional curriculum practice (see Appendix V-C). The guideline consisted of three parts:

(1) the identity of the lesson,
(2) the lesson structure, and
(3) the overall comments on the teachers' transformation of their content knowledge for their instructional purposes.

The first part of the guideline provided some space for the researcher to record such basic details about the lesson as the name of the teacher, school, teaching session, teaching

duration, text/ theme/ skill focused, grade level, and the date of the teaching session. The second part of the guideline allowed the researcher to carefully take notes about what the teachers did at the three main stages in their instructional practices, constituting the opening, main, and closing activities. Thus, the researcher made effort to take notes or write down the teachers' overall instructional curriculum practice, to ensure that the instructional activities being observed and recorded were not merely the ones that the researcher intended to find.

Following the column for the teaching stages was the one for evidence of PCK development, in which the researcher was able to record the forms and strategies of the teachers' PCK development as demonstrated in their instructional practices. The last part of the guideline made it possible for the researcher to write her analytical thoughts on the overall transformation process the teachers had performed within their instructional curriculum practice. Such analytical thoughts were raised in the stimulated-recall interview sessions and subject to the teachers' clarification and confirmation.

3.5 Data Collection Procedures

Data collection activities started after the researcher obtained a field research approval from the Human Research Ethics Sub-Committee, Faculty of Human Sciences, Macquarie University (see Appendix XIII on Ethics Approval). Soon after the approval from the Ethics Sub-Committee was received, several related authorities were contacted to seek for their assistance for the identification and recruitment of potential teacher participants (see Section 3.3).

3.5.1 Data Collection Preparation

The data collection preparation activities took place over 19 days from 9th to 31st January 2014. The timetable of the activities was as outlined in Appendix VI, Table 6.1. As part of the preparation activities, an orientation session for each of the selected six teacher participants was organized during the researcher's first visit to their schools. The orientation sessions covered the necessary technical and ethical information that the teachers needed to know about the research. Basically, the information that was delivered in the orientation session had already been known and read by the teachers in the project's information flyer and in the information and consent form. On this first encounter, the teachers were once again informed about the aims of the project, the research activities they would take part in, the benefits of participating in the research, and what they and their schools would receive as a token of appreciation of their participation in the research. On behalf of Macquarie University, which

funded the data collection for this study, the researcher provided a package for each of the participating teachers, in the form of an incentive and a piece of 'batik'-patterned fabric, and presented all the schools with two English resource books for the school libraries. It was also emphasized to the teachers that their participation in the research project was totally voluntary and that they could withdraw from further participation in the research at any time without any consequence. Moreover, their involvement in the research had nothing to do with the evaluation of their professional performance and would not have any impact on their professional career. After the delivery of this information, the information and consent form was given to the teachers to be signed by them. The signing of the consent form by the teachers, therefore, marked the beginning of the data collection activities.

3.5.2 Data Collection

The data collection was undertaken from the first week of February 2014, as the new semester began, to late April 2014. As advised by the teacher participants, it was much better for the data collection to be completed by May 2014 since, starting from early May 2014, the teachers would start focusing on the preparation for their students to have the final school examination, and be busily handling the National Examination for grade IX students in their schools. For this reason, the teachers and the researcher agreed to schedule the data collection activities until the end of April 2014, as shown in the data collection timetable in Appendix VI, Table 6.2.

The data collection schedule, however, was changed several times due to emerging situations occurring at various times. Further details about the changes and the influencing factors are explained in Section 3.5.2.5. The data collection was completed in three stages: (1) pre-lesson data collection, (2) during-lesson data collection, and (3) post-lesson data collection. The activities, and the procedures for carrying these out, are further elaborated in the following sections.

3.5.2.1 Pilot Interview

A pilot interview was conducted with two volunteer colleagues in the researcher's home institution, English Language Education Study Program, Faculty of Languages and Arts, Yogyakarta State University (YSU), Yogyakarta, Indonesia. The two volunteer colleagues were junior lecturers who had a record of supervising PJHS teachers in various teacher training programs. As such, they made an effort to digest the designed interview questions

from the perspective of teachers. Therefore, they proposed some modifications to several interview questions, to the researcher, as outlined below in this section.

This pilot interview was essential to figure out whether the interview questions were able to generate rich answers from the teacher participants, and to find out how the questions might be answered by the potential teachers. The questions were trialed and discussed with the volunteer interviewees. The trial and discussion indicated that most of the interview questions were clear and understandable. The answers to the questions were satisfactory in terms of the information produced. The pilot interview, however, suggested the following minor modifications in the pre-lesson interview questions:

-   The 1st question on the pre-lesson interview was reformulated from "How do you usually plan your daily lesson?" to "How did you plan your today's lesson?". This was done to emphasize the particular day's lesson plan that the interviewee was required to share information about.

-   It was suggested that the probing question, "How did you organize the representations of the content of the Indonesian EFL curriculum (e.g. skills, texts, and characters) in your today's lesson plan?", preceded the 3rd question, "To what extent is your planning organized around the representations of the content of the Indonesian EFL curriculum (e.g. skills, texts, and characters)?". This probing question was considered as an opportunity for the teachers to elaborate on their overall organization of the representations of the content of the Indonesian EFL curriculum, before they were required to reflect on the extent to which they had organized the content representations of the curriculum.

-   In line with the minor modification on the 1st question, the 5th question "Can you tell me the stages or the processes you usually go through in developing your teaching and learning materials?" was reformulated into "Can you tell me the stages or the processes you went through in developing your today's teaching and learning materials?", in order to stress the expectation of the teachers to share about their particular day's teaching and learning materials.

3.5.2.2 Pre-Lesson Data Collection

The pre-lesson data collection stage covered the data collection activities for portraying the teachers' conceptualizations of PCK in their instructional curriculum design. The activities consisted of, firstly, assessing the teachers' instructional curriculum design in the form of

their lesson plans and the supporting annexes, and secondly, conducting the pre-lesson semi-structured interviews.

3.5.2.2.1 Instructional Curriculum Design Assessment

Prior to the teaching phase, the teacher participants handed in their instructional curriculum design, in the form of a lesson plan with its annexes; the latter which consisted of teaching materials for the lesson either as loose worksheets or systematically designed units, and the media used such as cards, pictures, and samples of additional texts. The teacher participants were only requested to do what they had usually done in preparing their lessons, and no specific change was necessary to be made in the ways they prepared their lesson plans. The teachers provided their lesson plans in the original format as determined by the MNEC. Serving as written evidence, the lesson planning documents and their annexes, therefore, provided a stable and trustworthy account of what was planned and was going to be taught within the actual context (Hodder, 2003).

Table 3.3 presents the instructional documents provided by the six teacher participants in this present study.

Table 3.3: Instructional curriculum design documents provided in the study

Teachers	Instructional Curriculum Design		Supporting Annexes
	Form	**Skill Focus & Text Focus**	
Experienced Teachers			
Meri	Four lesson plans, for each of the four meetings	Reading skill & short functional text (caution/ notice)	A set of teaching materials comprising a vocabulary building practice, a set of multiple choice reading questions (10 questions), and a set of cards of cautions & notices for a reading practice
		Listening skill & narrative text	A set of teaching materials containing two listening practices
		Reading skill & report text	A set of teaching materials consisting of one pre-reading activity, one reading practice, and a set of vocabulary cards for a question and answer activity
		Writing skill & descriptive text	A worksheet for a pre-writing activity
Susan	A lesson plan for the first three meetings	Listening-Speaking skills & transactional and interpersonal texts	- Menu list (supplementary material for conducting a game) - Things I eat and drink (a supplementary picture for drilling the target expressions)
	A lesson plan for the 4th meeting	Reading-writing skills & short functional text (advertisement)	A set of teaching materials consisting of: (1) a picture of a restaurant, (2) three model texts on restaurant advertisements, (3) two worksheets for reading and writing practices
Sisilia	Four lesson plans, for each	Reading skill & recount text (the theme was 'Holiday')	A unit design of teaching materials for teaching reading and recount text

		Reading skill & recount text (the theme was 'Football')	A set of teaching materials containing three reading practices (one pre-reading activity and two reading practices)
	of the four meetings	Listening skill & narrative text (the model text was entitled 'Cinderella')	A set of teaching materials containing four listening practices (two pre-listening activities and two listening practices)
		Listening skill & narrative text (the model text was entitled 'Snow White')	A set of teaching materials containing three listening practices (one pre-listening activity and two listening practices)
Inexperienced Teachers			
Etta	Four lesson plans, for each of the four meetings, & syllabi	Reading skill & recount text	A set of teaching materials containing three reading practices
		Writing skill & recount text	A set of teaching materials consisting of two pre-writing activities and one writing practice
		Reading skill & recount text	A set of teaching materials containing three reading practices
		Writing skill & recount text	A set of teaching materials containing two pre-writing activities, one writing practice, and one writing homework
Nuri	Four lesson plans, for each of the four meetings, & syllabi	Listening skill & recount text	A worksheet containing one pre-listening activity and one listening practice
		Speaking skill & monologue recount text	A worksheet for a speaking practice
		Speaking skill & monologue recount text	A set of cards of jumbled paragraphs for a pre-speaking activity and a worksheet for a speaking activity

		Speaking skill & monologue recount text	Two sets of pictures for speaking practices
Tria	Four lesson plans, for each of the four meetings, & syllabi	Listening skill & spoken procedure text	A unit design of teaching materials containing five practices intended for teaching listening and spoken procedure text
		Writing skill & procedure text	A unit design of teaching materials containing five practices intended for teaching writing and procedure, two sets of scrambled pictures with the themes of 'Brushing Teeth' and 'Washing Hands', and a set of cards of scrambled procedural steps
		Reading skill & short functional text (birthday invitation)	A unit design of teaching materials containing five practices intended for teaching reading and short functional text in the form of birthday invitation, and samples of birthday invitations
		Writing skill & short functional text (birthday invitation)	A unit design of teaching materials containing five practices intended for teaching writing and short functional text in the form of birthday invitation, and samples of birthday invitations

During the data collection, the researcher attempted to grasp the extent of the effectiveness of the teachers' instructional curriculum design by referring to the rubric of the instructional curriculum design assessment that had been developed. Prior to the data collection, the researcher made efforts to make herself familiar with the rubric, so as to ease the researcher in making a preliminary assessment of the teachers' instructional curriculum design. In the next step, the preliminary instructional curriculum design assessment was used to guide the researcher's further observation of the evidence of the teachers' PCK development in enacting their instruction.

3.5.2.2.2 Pre-Lesson Semi-Structured Interviews

As previously stated, prior to the pre-lesson interviews, the researcher made efforts to understand the teachers' lesson plans. This was done to engage the teachers in exploring their conceptualizations of PCK in their lesson plans during the interviews. Each teacher was observed four times. Each of the teachers, therefore, took part in four pre-lesson interviews. A total number of 24 pre-lesson interviews were conducted as part of the data collection. The interviews took place in the designated rooms determined by the teachers at their schools. Most of the teachers were able to provide a private room that was mostly sterile from any interruption or interference. Two teachers, Meri and Susan, however, allocated a guest room due to the limited availability of the school rooms. In these two cases, occasional distractions came from the teachers' colleagues or the school principals who occasionally made friendly greetings to the two teachers and the researcher.

Each interview lasted for a maximum of 60 minutes and was conducted both in *Bahasa Indonesia* and English. The questions were presented in English. However, the teachers were allowed to provide answers, explanations, or clarifications in *Bahasa Indonesia* when deemed necessary. All the interviews were audiotaped and fully transcribed. The interviews were reasonably similar in length across the six cases. The average pre-lesson interviews were about 3,262 words for the experienced group and 3,658 words for the inexperienced group. Overall, the average of the interviews was 3,460 words. These included short comments and probing questions.

The semi-guided pre-lesson interviews were designed to fully explore the teacher participants' accounts of their transformation process for their instructional curriculum design. However, the interviews were topically guided by the pre-determined questions. Although relevant and probing questions were allowed to establish conversational rapport, there was an attempt to elicit similar amounts of information from all the participants (Cohen,

Manion, & Morrison, 2007). Moreover, despite the order of the questions being occasionally changed in order to adjust the situation for each participant and to maintain conversational rapport, the content of the core questions was kept intact. This was to ensure that the wording of the questions did not substantially yield different responses, which would reduce "the comparability of responses" (Cohen et al., 2007, p. 353). To establish trust from the teacher participants and to build the participants' views (the emic perspective), a neutral stance with a minimum of involvement in the interaction during the interviews was practiced, so that the participants feasibly felt at ease in extending their objective perspectives (Cohen et al., 2007; Marshall & Rossman, 2011; Patton, 2002).

3.5.2.3 During-Lesson Data Collection

The during-lesson data collection stage aimed to capture the teachers' conceptualizations of PCK in their instructional curriculum practice. To achieve this aim, a series of non-participant observation activities of the teachers' instructional curriculum practice were conducted. The teachers' consent for the researcher to make observations and to video record the classroom activities had been obtained. As stated in the ethics approval, the observations and the video recordings of the classroom activities did not specifically involve students. The focus of the observations and the video recordings was the teachers' instructional curriculum practice in their classes. Therefore, during the video recording, a single camera, set up on a tripod, recorded the ways the teachers conducted their instructional curriculum practice. The entire classroom activities were shot from a strategic location. To obtain clear and audible voice, one of the crewmen managed to hold a hanging microphone, that was put in the middle of the class, so that the voice of the students could be clearly recorded. As for the teachers, a small microphone was attached to them. The teachers had also been informed in the orientation sessions that the video recording process would involve a small team of video recording crew. A cameraman and assistant were in charge of the video recording process in all the cases.

In the first meeting on the observation days, before the observation and the video recording activities began, the teachers informed their students about what would happen in their classes in the weeks ahead. The teachers explained to their students that their lessons would be observed and video recorded by a student from Macquarie University, Australia. They emphasized that the observations and the video recording activities had nothing to do with any evaluation. The students were, therefore, told to have nothing to worry about or to be afraid of responding to the lessons as they would usually do.

During the observations, the researcher sat in the back of the classroom and actively took notes on perceived evidence of the teachers' PCK conceptualizations, in terms of the ways they organized their instruction within their adopted teaching stages. In following the teachers' instructional transformations in their teaching stages, the researcher also referred to the teachers' lesson plans that they handed in prior to the pre-lesson interviews. The notes were made on the classroom observation guideline, which was designed to provide space to record evidence of the teachers' conceptualizations of PCK in their instructional practices. During each teaching session, each observation lasted 80 minutes. Consequently, the video recording followed the duration of the teaching session. Hence, the during-lesson data collection stage yielded 24 classroom observation notes and 24 video recordings.

The researcher's role as a non-participant was essential for this research. The characteristic of this multiple-case study required an exploration that portrayed the actual practices of the teachers' transformation process and pedagogical reasoning in their own natural settings. Therefore, it was important for the research to make all the individuals taking part in the research feel as comfortable as possible (Creswell, 2005). The non-participant observation could, thus, lead to the teachers' feeling comfortable in their teaching.

3.5.2.4 Post-Lesson Data Collection

The post-lesson data collection stage covered the data collection activity of the stimulated-recall interviews (SRIs). This activity aimed to engage the teachers with their self-conceptualization, self-reflection, and self-reasoning on what they had done in their instructional curriculum practice.

The SRI was conducted after each teacher enacted their instructional curriculum practice. This was to ensure that the teachers' freshest memory of the instructional activities could be maximally accessed (Dempsey, 2010). The 24 SRIs each took a maximum of 60 minutes for all the cases. Each interview was basically conducted right after the teachers had done their teaching. However, a short break of about 15 minutes was taken, to give some time for the teachers to relax for a while, and to provide an opportunity for the researcher to obtain the copy of the needed video recording from the video recording crew. During the interviews, the researcher strived to engage the teachers with their self-reflection and self-conceptualization of their knowledge of teaching, by referring them to the audiovisual recordings of their own instructional curriculum practice. As in carrying out the pre-lesson interviews, in the SRIs the teachers were also permitted to present their self-reflection and self-conceptualization in *Bahasa Indonesia* when needed. Thus, this interviewing technique

allowed for "interviewing individuals while playing them audio or audiovisual recordings of their own behavior in social situations" (Dempsey, 2010, p. 349). The video recordings were played to the teachers on the researcher's personal computer.

The scenes worth discussing were decided by both the researcher and the teachers. Principally, the researcher and the teachers went through all the scenes in a particular video recording together. The selection of the scenes that were worth discussing were identified together and confirmed by the teachers. The teachers' considerations in choosing their own particular teaching moments to discuss were valuable in revealing significant moments that the researcher might not have envisaged. Meanwhile, the researcher's decision to opt for moments worth exploring was helped by the classroom observation guidelines, which contained the researcher's notes on the forms and strategies of the teachers' classroom transformations within their teaching stages. On several occasions, both the teachers and the researcher decided to revisit the same segments of teaching moments. At other points in time, the researcher sometimes let the video run for some minutes while trying to pinpoint particular significant moments of teaching. The researcher and the teachers also frequently stopped or paused to discuss certain chunks of happenings in the recorded teaching sessions. Some silent moments were sometimes allowed to be present, when the teachers showed some symptoms of fatigue. This was intended to give the teachers some time in order to be able to recall the chunks of their actual practices accurately.

All the interviews were also fully transcribed. The SRIs generated 2,145 words on average for the experienced teachers and 2,400 words for the inexperienced ones, while overall, the SRIs produced 2,272 words on average across the six cases.

3.5.2.5 Challenges Encountered in Data Collection

The initial site visits were made to meet the teachers and the school principals at the six public junior high schools (PJHS/ *SMPN - Sekolah Menengah Pertama Negeri*) in the Special Province of Yogyakarta, before the data collection activities were conducted. A series of the initial meetings were attended by the six teacher participants and the three school principals from *SMPN X Pajangan*, *Bantul* (Meri's school), *SMPN X Yogyakarta* (Susan's school), and *SMPN X Semanu*, *Gunung Kidul* (Sisilia's school). The other three school principals from *SMPN X Purwosari, Gunung Kidul* (Etta's school), *SMPN X Wates*, *Kulonprogo* (Nuri's school), and *SMPN X Jetis*, *Bantul* (Tria's school) were not able to attend the initial meetings due to the other commitments they had as the school principals. It was just a coincidence that all the school principals of the experienced teachers were able to attend the meetings, while

those of the inexperienced teachers were not able to do so. To compensate for the absence of the school principals of the inexperienced teachers, the researcher asked for the inexperienced teachers' assistance to communicate with their school principals about the data collection activities that were going to take place in their schools and about a replacement time for having another meeting. Soon after they communicated with their school principals, the three inexperienced teachers informed the researcher that their school principals welcomed and supported the research activities in their schools. Through these teachers, the school principals finally decided to meet the researcher on the last visits to all the schools, when the researcher planned to deliver some souvenirs for the schools as tokens of appreciation to the schools' support for the project. Despite the challenge in meeting with the school principals, the researcher felt grateful and fortunate that all the teachers were very eager to participate in the research and that all the school principals were very supportive and warm-hearted.

The other challenge faced in the data collection stage was the process of fixing the schedule for conducting the data collection activities. The schedule experienced changes several times due to three external factors: (1) the teachers' compelling responsibilities, (2) the impacts of a volcano eruption, Mount Kelud, in the Districts of Kediri, Malang, and Blitar, in the province of East Java, and (3) the examinations (the National Examination and the school final semester examination). The first factor, the teachers' compelling activities, was the most influencing factor in forcing the researcher to make some adjustments in the data collection schedule. For example, two teachers requested some adjustments of the data collection schedule because of being assigned to take a teacher competence test and holding responsibilities in two different organizations.

An unexpected challenge came from the eruption of Mount Kelud. Mount Kelud, which is administratively laid in the Districts of Kediri, Malang, and Blitar, in the province of East Java, and which is one of the most dangerous volcanoes on Indonesia's most densely populated island, erupted on 13 February 2014 at midnight. The eruption of the volcano spurted ash and sand 17 kilometers into the air and covered some areas within 500 kilometers away (Jakarta Post, 15 February 2014). Yogyakarta was one of the areas that was quite severely impacted by the eruption. The rain of volcanic ash and sand thickly blanketed all the regions around Yogyakarta. This condition seriously affected the data collection activities. The MNEC, along with the Governor of the Special Province of Yogyakarta and the Provincial Department of Education, Youth, and Sport (*DIKPORA*), soon closed all schools in Yogyakarta and suspended all the school activities until the conditions were considered conducive. Meri (Case 1) was supposed to teach on Friday, 14 February 2014, the following

day after the eruption. Consequently, the data collection activities scheduled for her on that day were cancelled. It took six days after the eruption for most of the schools to resume their regular teaching and learning activities.

The National Examination (NE) and the school final semester examination contributed to the complexity of the schedule for the data collection activities. Referring to the academic calendar of PJHS for the academic year of 2013/2014, which was made available on the website of *DIKPORA*, the teaching and learning activities were still running up to the 3rd week of May 2014 before the final semester examination was administered in early June 2014. In reality, in the 1st week of May (5th – 8th May, 2014), the NE for PJHS students was nationally held. Soon after the NE, all the teachers had the same agenda, which was directing their instructional activities for preparing their students of grades VII and VIII to successfully take the school final semester examination. For these reasons, there was no choice but to schedule the data collection activities up to the end of April 2014.

The data collection stage was even more challenging regarding the fact that the distance of one school to another within one regency or across regencies was considerable. To go to two cases was difficult, since those schools were located in a quite hilly area that required the researcher to pass through steep and hilly roads. These two cases were the site visits to the two schools in *Gunung Kidul*, where Sisilia (*SMPN X Semanu*) and Etta (*SMPN X Purwosari*) taught. One school, which was Meri's school (*SMPN X Pajangan, Bantul*), was provided with difficult access since, in some areas approaching the school, the street was rough and stony. Access to the remaining three cases was, however, much easier: Susan's (*SMPN X Yogyakarta*) and Nuri's (*SMPN X Wates, Kulonprogo*) schools were located in the heart of the Yogyakarta municipality and in the center of the *Kulonprogo* District; while Tria's school (*SMPN X Jetis, Bantul*) was on the edge of the main road leading to the school.

3.6 Data Organization

The required data for this study were generated from 24 instructional curriculum design assessments, 48 interviews consisting of pre-lesson and stimulated-recall interviews, notes on 24 classroom observations, and 24 video recordings. The preparation of data for analysis began by compiling a complete set of the research instruments for each teacher into a PCK development repertoire (PCK-dev-Rep). Inspired by the work of Loughran, Milroy, Berry, Gunstone, and Mulhall (2001), with their series of resource folios called CoRe (content representation) and PaP-eRs (pedagogical and professional-experience repertoires), in the present study the data on the teachers' PCK conceptualizations were compiled into a PCK

conceptualization repertoire (PCK-con-Rep), which comprised the data on the teachers' PCK conceptualizations in their instructional curriculum design and practice. Each teacher's PCK-con-Rep, thus, comprised a complete set of the teachers' lesson plans and annexes, the assessments, the transcripts of the interviews, and the classroom observation notes, which were completed by the transcripts of the video recordings of the teachers' teaching performances. The repertoire for each case was filed in loose-leaf folders, and indexed according to the sequence of the cases studied and the meetings of each case study. The audio files of the interview data, the interview transcripts, the video files, and the video transcripts, were stored securely on the researcher's personal computer data, and on an external hard disk, as well as in the NVivo 10 software program.

The audio and audiovisual data, in the forms of interviews and videos, were transcribed verbatim. The interview transcripts were generated from the digital recording device, which had a high quality. The transcripts were checked with the audiotapes, and any errors, such as mistyped words and unclear words because of some external noise interfering with the interviews, were corrected. In addition, the interview segments in *Bahasa Indonesia* were translated by the researcher. The accuracy of the translation for the selected interview data segments was verified by the teacher participants.

3.7 Data Analysis

The data analysis process in this study was initiated by efforts to determine relevant analytic strategies. Four main strategies were applied for the data analysis:

1) employing a computer-assisted qualitative data analysis software, i.e. the NVivo 10 program, for the interview data analysis;

(2) following the research questions, and the theoretical and conceptual framework of the study;

(3) extracting the units of analysis in separate tabulations; and

(4) identifying patterns of conceptualization within- and cross-cases (Yin, 2014).

The data analysis was taken from the multiple data sources encompassing the teachers' instructional curriculum design assessments, the interviews, the classroom observation notes, and the teaching transcripts. The data analysis process for each data source is consecutively presented in the following sections.

3.7.1 The Instructional Curriculum Design Assessments Data Analysis

As previously mentioned in Section 3.5.2.2.1, the instructional curriculum design assessment sheet has two functions:

> 1) as a guideline for the researcher to quickly grasp the effectiveness of the teachers' instructional curriculum design;
>
> 2) as a guideline for drawing and identifying further evidence on the teachers' PCK conceptualizations in their instructional curriculum design.

Therefore, the data contained in the instructional curriculum design assessments were the researcher's initial assessments of the teachers' lesson plans and the supporting materials made prior to the pre-lesson interviews, and the researcher's further assessments of evidence of the teachers' conceptualizations of PCK after the pre-lesson interviews.

The data analysis process was performed by developing matrices to map the teachers' evidence of their PCK conceptualizations in each process of instructional curriculum design. Emerging patterns in the teachers' conceptualizations of PCK in each process of instructional curriculum design were identified. For example, within the second process of formulating goals and competence achievement indicators, it was identified that the group of the experienced teachers shared three similar patterns in conceptualizing their competence achievement indicators. The competence achievement indicators showed that they: (1) were partially clear in the way that they did not clearly specify the micro skills and the texts features the teachers intended to achieve; (2) were irrelevant, in the sense that they did not directly relate to the learning outcomes for developing the target macro skills; and 3) reflected a limited rigour in learning activities (see Chapter 4, Section 4.1.2). Shared and merged findings of the within- and cross-case comparison of the teachers' patterns of PCK conceptualization were, therefore, generated from the matrices (Stake, 2006).

3.7.2 The Interview Data Analysis

The analysis of the interview data was done by employing three processes of data analysis: (1) the provisional data coding process (Miles, Huberman, & Saldana, 2014); (2) the manual content analysis for the data coding (Patton, 2002; Saldana, 2013; Yin, 2014); (3) the summative data analysis in relation to each participant within the same group of teachers (within-case analysis), and then across the two different groups of teachers (cross-case analysis) (Creswell, 2005).

3.7.2.1 The Provisional Interview Data Coding Process

The NVivo 10 program was used in the initial stage of the interview data analysis to organize the data, to portray the overall contents of the interview data, and to serve as the template for generating categories and sub-categories from the interview data segments. This provisional coding process was conducted by segmenting and labeling particular units of meaning of the interview transcripts into pre-conceived categories, derived from the "start list" within the research questions, and the theoretical and conceptual framework of the study (Miles et al., 2014, p. 82). For example, in relation to the line of inquiry concerning how the teachers transform their understanding of content into effective instructional curriculum design, five major themes referring to instructional curriculum design, derived from Graves's (2000) framework of course development processes, were established. These pre-conceived themes were: (1) analyzing needs, (2) formulating learning objectives and competence achievement indicators, (3) conceptualizing content and organizing instruction, (4) developing instructional materials, and (5) assessing student learning. Then, related data segments were attached to each theme, and these data segments were provisionally classified in the NVivo 10 program.

Inter-coding data checking was done to verify the accuracy of the thematic analysis and the data coding of the pre-lesson interviews. This was to see whether another researcher (a colleague) was able to identify the preconceived themes and the related codes for the pre-lesson interview data sets, which were based on the five processes of instructional curriculum design underlying the pre-lesson interview questions. About 20% of samples of the pre-lesson interview extracts, which were randomly chosen from both of the two groups, were categorized into particular themes and coded by the other researcher. The inter-coding checking showed a similarity in which similar codes were attached to the selected data segments of the pre-lesson interviews for each of the five preconceived themes. The example of the comparison of the inter- and intra-coding data reliability for the theme of Analyzing Needs, within the experienced teachers' pre-lesson interview data set, is illustrated in Table 3.4.

Table 3.4: The inter- and intra-coding data reliability of the experienced teachers' pre-lesson interview data

Theme	Inter-Coding (by the Other Researcher)		Intra-Coding (by the Researcher)	
	Code	Category	Code	Category
Analyzing Needs	Current situation	Forms of Student Needs	Socioeconomic background	Forms of Student Needs
	Environment		Background knowledge	
	Responses in the previous meeting		Background knowledge	
	Topic of interest		Topic of interest	

3.7.2.2 The Manual Content Analysis for the Data Coding

The manual content analysis was carried out for the further data coding process in which the selected units of meaning or the interview data segments done with the NVivo 10 program were manually coded (Patton, 2002; Saldana, 2013; Yin, 2014). The selected units of meaning attached to each of the preconceived themes were manually analyzed and coded in the manual matrices, to identify the theme-based assertions from the within- and cross-case patterns of conceptualization of PCK (Stake, 2006).

The In Vivo and process coding techniques were also applied as part of the coding techniques (Miles et al., 2014). The former coding made use of words or short phrases coming out of the teachers' utterances in the data; while the latter one adopted the use of gerunds to indicate "observable and conceptual action" as well as actions that were "intertwined with the dynamic of time, such as things that emerge, change, occur in particular sequences, or become strategically implemented" (Miles et al., 2014, p. 75).

3.7.2.3 Within- and Cross-Case Interview Data Analysis

In this stage of data analysis, the coded data within each preconceived theme were categorized and put into the matrices of the pre-lesson and stimulated-recall interview data sets for the two groups of teachers. Then, summative data analysis was undertaken in relation

to each participant within the same group of teachers (within-case analysis) and then across the two different groups of teachers (cross-case analysis) (Creswell, 2013).

3.7.3 Classroom Observation and Teaching Video Transcripts Data Analysis

The analysis of the classroom observation notes and the teaching video transcripts was to provide evidence of the teachers' conceptualizations of PCK in their instructional curriculum practice. The inquiry focused on the exploration of the teachers' conceptualizations of knowledge about text (KAT) and knowledge about reading instruction (KARI) in their reading instruction (Irvine-Niakaris & Kiely, 2014). The unit analysis of classroom observation notes and the teaching transcripts focused on the conceptualization of KAT in the form of knowledge of genre, and that of KARI in terms of organization of reading instruction and explicit instruction of reading strategies.

3.7.4 Constant Comparison

Constant comparison in this present study was done to gain sufficient plausibility for understanding the cases, data analysis, and interpretation (Marshall & Rosman, 2016; Stake, 2003). The comparative analysis was constantly and iteratively made from the beginning of the study. A particular data collection stage was informed by the analysis of the data that were previously collected; while the data analysis and interpretation were constantly compared to the relevant literature underlying the theoretical and conceptual framework of the study, and the research questions of the study. In so doing, this present study followed the iterative process of theory development (Sturman, 1997).

3.8 Quality Evaluation of the Study

Judging the quality and credibility of qualitative inquiry requires different criteria depending on the theoretical orientations and purposes of inquiry. The quality criteria for the present study were sought within the social construction and constructivist or interpretive criteria. Five criteria, consisting of internal validity (credibility), external validity (transferability), reliability (dependability), and objectivity (confirmability), were considered for evaluating the quality of this study (Guba & Lincoln, 1989; Miles, Huberman, & Saldana, 2014).

3.8.1 Internal Validity (Credibility)

As part of research quality and credibility, internal validity is concerned with the truth value of findings, interpretations or conclusions (Miles et al., 2014). Several strategies, including

systematic data collection procedures, have been listed for qualitative researchers to defend the internal validity of their studies (Bazeley, 2013; Miles et al., 2014). The internal validity of the present study was enhanced mainly through two strategies, outlined below.

3.8.1.1 Data Collection and Analysis Procedures

In the aforementioned sections, the procedures to gather the data of this study from multiple sources have been elaborated. The data analyses for all these data sources have also been described (as presented in Sections 3.7.1 to 3.7.3). The coding process was thoroughly discussed in order to reveal how the codification was derived from the preconceived themes and accordingly categorized. The presentation of the findings is closely linked to the evidence grounded in verbatim quotes and citations, which were particularly used to corroborate the authenticity of the data sources and the credibility of all the interpretations concerning the teachers' conceptualizations of PCK in their instructional curriculum design and practice. This way of presenting the findings was also used as a confirmation procedure for any interpretation, conclusion, and assertion outlined in the study (Miles et al., 2014). Thus, thorough and reflective explanations of the processes of collecting and analyzing the data were expected to establish the transparency of process in this study (Bazeley, 2013). This transparency was, in turn, important to cater for sufficient understanding of how this study was advanced from the initial stages of formulating the research questions and constructing the conceptual framework to the stages of drawing findings and interpretations.

During the researcher's engagement in the data collection process in the field, some efforts were made to avoid "the effects of the researcher on the case" (Miles et al., 2014, p. 296). Emphatic stance, neutral and non-judgmental responses were maintained in the interviewing process to reduce the researcher's personal and preconceived ideas that unconsciously might have been incurred. Some elaborations on the questions were sometimes made in order to make the teachers better understand them. This attempt was, however, not intended to lead the teachers' points of view towards particular preconceived ideas. The researcher also considers that the data collection process was honestly executed, as the interview transcripts truthfully reflect the interview sessions and portray the teachers' real transformation process and pedagogical reasoning over their instruction. All the video recordings on the teachers' teaching practices faithfully captured the teachers' real instructional curriculum enactment. There was no interference or direction from the researcher in the teachers' instructional curriculum practice. In the interview sessions, all the teachers admitted that they did not change the ways in which they prepared and enacted their

instruction. What they did in the project was what they usually carried out in their daily planning and teaching. However, they confessed that constantly assessing and reflecting on what they had done was something that they did not usually do. They commented that, even though they found reflective teaching was very much helpful in improving their teaching awareness, they were not able to guarantee that they would consistently continue in practicing it. Hence, as a researcher is "likely, especially at the outset, to create social behavior in others that would not have occurred ordinarily" (Miles et al., p. 296), it was inevitable that the process of carrying out this study influenced the teachers. However, the influence did not substantially change the teachers' typical conceptualizations of PCK in their instructional curriculum design and practice.

In regard to the question of the extent to which the data and findings have provided an authentic portrayal of what this study attempted to examine, this study was absolutely unable to report the complete data and findings encompassing the teachers' entire teaching sessions in one semester. Even though rich and meaningful elaborations on the data analysis, findings, and interpretations were provided, the study was unable to present the teachers' every single moment and reasoning for conceptualizing their PCK in planning and enacting their entire instructional practices during the related semester. Consequently, all the conclusions and assertions are only made on the basis of the data. The study does not make any assertion or conclusion that a particular practice did not occur because it did not exist in the data. Rather, rival explanations were keenly sought for amending any point of uncertainty.

3.8.1.2 Triangulation of the Data

Triangulation is done as a way to corroborate the truth value of analysis, findings, and interpretations from at least three different sources (Miles et al., 2014), reinforcing the study by means of combined methods (Patton, 2002). Referring to the strategy of triangulation (Patton, 2002), the present study managed to employ triangulation by the data methods or sources (e.g. document assessments, observations, and interviews), so that the validity of the selected data segments to answer the research questions, and to prove the theoretical propositions was obtained through the different data sources.

Within the triangulation of the data sources for the teachers' conceptualizations of PCK in their instructional curriculum design, the teachers' lesson plans and the supporting instructional annexes were used to corroborate what the teachers said they had done in their instructional curriculum practice. The teachers' statements concerning their transformation

process and pedagogical reasoning for making their instructional curriculum design were constantly checked against the actual lesson plans they had made.

As for the teachers' conceptualizations of PCK in their instructional curriculum practice, the classroom observation notes, complemented by the teachers' teaching video transcripts, and the stimulated-recall interviews, served as data sources that complemented each other for corroborating the teachers' transformation process and pedagogical reasoning over their instructional curriculum practice, as captured in the videos of their teaching performances. The identified interview segments, observation notes, and video transcripts, were used as evidence for the teachers' conceptualizations of PCK in their reading instruction.

3.8.2 External Validity (Transferability)

To what extent the findings and conclusions extracted in a case study research are generalizable or transferable to other contexts and other populations has been a critical issue. As an inquiry, the main characteristic of a case study research is to investigate particulars, the findings for which are only applicable to the studied cases and contexts (Stake, 2000, 2003). However, several points have been suggested to increase the resonance of the findings of a case study research to other individuals, sites, and times (Miles et al., 2014; Silverman, 2005).

This study managed to execute two ways to enhance its external validity. Firstly, this study was an instrumental multiple-case study research, which involved six teachers in multiple sites. The sampling was carefully and purposively done to select six teachers whose cases were projected to represent their population. The fact that the six cases were embedded with particular characteristics, and ranged over two different groups of the teacher participants, encompassing the experienced and inexperienced teachers, a variety of grades of public junior high school students taught, and a variety of socio-educational contexts, may make the cases more likely to yield patterns that are particularly similar to other teachers, lessons, and contexts in their population, and that are generally resonant to other similar teaching contexts. Secondly, the rich and thick descriptions of the characteristics of the cases, the settings, and the course processes, as well as the findings, were provided to feasibly assess to what extent the constructs of this study are potentially transferable to other similar teachers and contexts. Hence, commonalities are possibly applicable to other teachers, classes, and contexts when the salient characteristics of the cases are sufficiently described (Miles et al., 2014).

3.8.3 Reliability (Dependability)

A study is claimed to be reliable if it offers to a sufficient extent the capacity for being replicated and conducted with the same results. This can be done by establishing and conducting a consistent and dependable research procedure.

As outlined in the previous sections, efforts to conduct consistent and dependable procedures of data collection and analysis were made in this study. A variety of data, in the forms of document assessments, interviews, and classroom observation notes completed by teaching video transcripts, were gathered by following clear and consistent procedures. The teachers' lesson plans were consistently used for elaborating the pre-lesson interviews, and the further assessments were completed soon after the site visit. To produce congruent interview data, a list of questions and approximately similar probing questions were asked to the teacher participants in the semi-structured interviews. The lengths of the interviews were kept to a similar duration, so that the need to deeply understand the cases was balanced against the requirement to yield comparable data. The researcher's role as the non-participant observer was consistently played during the entire classroom observations, while an emphatic and non-judgmental stance was implemented in the interviews. To warrant the replication of the study, both the data collection and analysis procedures were safely documented.

Inter- and intra-coding data reliability for the pre-lesson interview data sets were done to figure out the similarity of the data coding attached to the preconceived themes. The inter-coder was the researcher's research colleague who attributed particular units of meaning or interview data segments to the themes derived from the five processes of instructional curriculum design. The inter-coding data reliability resulted in the similarity of the codes.

3.8.4 Objectivity (Confirmability)

Qualitative inquiries, including case studies, have been suspected of lacking the display of objectivity in their body of work (Patton, 2002). Objectivity, in contrast to subjectivity, is centered around the extent to which a study is relatively neutral and is reasonably free from "unacknowledged researcher biases" (Miles et al., 2014, p. 311). On the contrary, subjectivity contains "opinion rather than fact, intuition rather than logic, impression rather than confirmation" (Patton, 2002, p. 574).

For the present study, the researcher made an endeavor to self-consciously restrain her personal values and knowledge from coming into play during the data collection and analysis. In the data collection stage, not only was a neutral and non-judgmental stance extended, but

the degree of closeness to the teacher participants was also kept in balance in the interviewing process, in the sense that the interaction was neither too close nor too detached from the participants. Occasionally, when the teachers did not understand the questions, the researcher provided further probing questions, with the main intention to help them better understand the questions, rather than leading them to come to particular points of view. The provision of probing questions was also intended to raise the teacher participants' awareness of their "recurring patterns" in their conceptualizations of PCK in their instructional curriculum design and practice (Marshall & Rossman, 2011, p. 145).

In the data analysis stage, an interactive engagement to ground the analysis on the teachers' voices and stance as the insiders, to view the data from the researcher's angle as the outsider, and to take into account the theoretical literature, was managed. Theoretical literature played a crucial role as a supporting source for comparing and verifying all the findings, interpretations, and discussions on the teachers' PCK transformation process and pedagogical reasoning for their planning and teaching purposes.

3.9. Summary

This chapter presented the research approach and procedures followed in the multiple-case study design in the present research. The relevant interpretive research paradigm was elaborated to support the within- and cross-case study design underlying this multiple-case study.

The section on participants and sampling strategy systematically illustrated how purposive within- and multiple-case sampling techniques, in which the determined attributive criteria were taken into account, were executed to select six EFL teachers of public junior high schools (PJHS) in the Special Province of Yogyakarta. The data collection instruments and procedures showed how the six cases' actual instructional curriculum development was systematically and ethically explored, to answer the two main lines of inquiries concerning the teachers' conceptualizations of PCK as represented in their instructional curriculum design and practice. Descriptions concerning how the data were organized and analyzed aimed to provide transparency on how the data were filed and stored, and objectivity or neutrality on how they were analyzed and interpreted. The overall judgment on the quality of the research activities was finally discussed in terms of the quality evaluation of the study.

Based on the methodological approach as explained in this chapter, the presentation and discussion of the findings of the data analysis are presented in Chapters 4 to 6.

PART TWO INSTRUCTIONAL CURRICULUM DESIGN AND PRACTICE: INDONESIAN EFL TEACHERS' CONCEPTUALIZATIONS OF PEDAGOGICAL CONTENT KNOWLEDGE (PCK)

The results section of the study comprises Chapters 4 to 6, which present the teachers' conceptualizations of pedagogical content knowledge (PCK) in their instructional curriculum design and practice.

Chapter 4 presents the shared findings drawn from the within-case comparisons of the PCK conceptualizations of the experienced and inexperienced teachers in regard to their instructional curriculum design. The within-case comparisons provide evidence on how the teachers transformed their understanding of content into a teachable instructional curriculum design. The evidence of PCK conceptualization includes forms of transformation, strategies of transformation, and pedagogical concerns underlying the teachers' transformation process within the five processes of instructional curriculum design. The five processes comprise: (1) assessing needs, (2) formulating learning objectives and competence achievement indicators, (3) conceptualizing content and organizing the instruction, (4) developing instructional materials, and (5) assessing student learning.

Chapter 5 compares and discusses the within- and cross-case comparisons of conceptualizations of PCK from the two groups of teachers in their instructional curriculum design. The shared and merged findings coming from the comparisons of the teachers' conceptualizations of PCK are specified.

Chapter 6 is the second layer of investigation in this study, which deals with the teachers' conceptualizations of PCK in their instructional curriculum practice. The line of inquiry elaborated in Chapter 6 is central to how the teachers put into practice their PCK for teaching reading and particular text types. Reading instruction was selected since all the teacher participants in the present study were involved in teaching this skill. The investigation of the teachers' conceptualizations of PCK included knowledge about text (KAT) and knowledge about reading instruction (KARI) (Irvine-Niakaris & Kiely, 2014).

CHAPTER 4 CONCEPTUALIZATION OF PEDAGOGICAL CONTENT KNOWLEDGE (PCK) IN INSTRUCTIONAL CURRICULUM DESIGN

4.0 Introduction

This chapter presents the within-case comparisons of both the experienced and inexperienced teachers' conceptualizations of PCK in their instructional curriculum design. The findings are organized within the five processes of instructional curriculum design. The analysis was carried out on the basis of the data sources, comprising the pre-lesson interviews and the instructional curriculum design assessments that were anchored in the teachers' lesson plans and the supporting lesson planning annexes. Some minor editing was made on the interview excerpts presented in this chapter to make them more readable. The minor editing was done by correcting grammar and adding some words in brackets.

To support the analysis presented in this chapter, a snapshot of how the experienced and inexperienced teachers planned their lessons is provided in Appendix VII-A, 1-3 and VII-B, 1-3. The snapshot portrays the teachers' lesson plans before they were analyzed within the five processes of instructional curriculum design. Finally, a summary of the teachers' conceptualizations of PCK as related to their instructional curriculum design is presented.

4.1 Conceptualization of PCK within the Five Processes of Instructional Curriculum Design

The following sub-sections present the findings on the teachers' conceptualizations of PCK over the five processes of instructional curriculum design, namely, analyzing needs, formulating learning objectives and competence achievement indicators, conceptualizing content and organizing the instruction, developing instructional materials, and assessing student learning.

4.1.1 Process 1: Analyzing Needs

The conceptualization of PCK for the process of analyzing needs required teachers to use knowledge of students by gathering information about the students' characteristics (e.g. sociocultural background, their level of language proficiency, their interest, and their preferences for particular types of learning activities) and about their future aspirations (e.g. expectations, communicative skills and tasks, target topics and content of texts) from a variety of sources when planning their lessons.

4.1.1.1 The Case of Experienced Teachers

The student needs and sources of needs analysis for the three experienced teachers, Meri, Susan, and Sisilia, based on the pre-lesson interview data, included the following:

1) Teachers' conceptualizations of student needs to learn text types, and macro and micro English skills, which were obtained from the teachers' inferences drawn from the standard of competence (SC) and the basic competence (BC) in the 2006 School-based Curriculum (SBC);

2) Teachers' perceived student needs to be exposed to relevant learning activities and topics of interest, and to have their learning expectations fulfilled, as inferred from the teachers' reflection on their own past teaching experience;

3) Teachers' perceived student needs to have the instruction in accordance with the students' background knowledge and their socioeconomic background, as identified from the teachers' observations.

4) Teachers' perceived student needs to have the instruction in accordance with the students' level of competence measured from the students' average school entry scores and the students' mixed language ability, as drawn from the teachers' observations.

The teachers' perceived student needs, inferred from the 2006 SBC, were frequently stated by the three experienced teachers in their pre-lesson interviews, as reflected in Meri, Pre-LI Process 1, 2a, 3a, 4a-b, Susan, Pre-LI Process 1, 3c-d, and Sisilia, Pre-LI Process 1, 1a, 3a, 4a. Some examples of the teachers' interview excerpts are as follows.

The basis for planning my lesson was from the *standar kompetensi, sama kompetensi dasar. Yak, yang harus diajarkan pada semester ini. Karena kalau kelas sembilan semester dua memang harus mengajarkan semua teks.* (Meri, Pre-LI Process 1, 4a-b)

(The translated version)

The basis for planning my lesson was from the standard of competence and the basic competence. Yeah, that's what must be taught in this semester because I must teach all the texts to the grade IX students in this second semester. (Meri, Pre-LI Process 1, 4a-b)

Their assessment of what their students needed to learn, as required by the curriculum, was reflected in their decision to plan their lessons around the target text types and skills, as stated in the SC and the BC. For example, in the first observed teaching session, Sisilia

planned to explain the use of simple past tense and to provide the examples of sentences in simple past tense, so as to ease her students' understanding of the recount genre:

> *Itu saya tayangkan tentang* past tense … *saya jelaskan tentang* past tense. *Inilah* past tense *seperti ini dan saya berikan beberapa contoh-contoh kalimat tentang* past tense … (Sisilia, Pre-LI Process 1, 1b)

> (The translated version)

> I am going to present past tense … I am going to explain about past tense. This is past tense and I am going to give the students some examples of sentences in simple past tense … (Sisilia, Pre-LI Process 1, 1b)

Another example was shown in Susan's plan for her first three teaching sessions. She realized, when she decided to develop the students' speaking skill, that she had to plan the lessons in a way to provide her students with the experience of using target language expressions:

> So, today I'm going to have assessment on speaking utterances on offering, accepting, and declining things, and also how to ask, to give or to reject things. And I'm going to have students in group presentation. (Susan, Pre-LI Process 1, 3c-d)

The second shared pattern of teachers' perceived student needs was having been exposed to relevant learning activities and topics of interest, and having students' learning expectations fulfilled. This pattern derived from the teachers' observation and reflection on their own past instruction (Meri, Pre-LI Process 1, 3c-d; Susan, Pre-LI Process 1, 4d-e; Sisilia, Pre-LI Process 1, 2a-c, 4a-c). Susan and Meri, for instance, planned more relevant learning activities to embrace their students' learning needs after reflecting back on their past teaching experiences. Reflecting on her writing class that she previously taught, Susan took into account students' constraints in learning writing, which were in lacking confidence and being worried about making mistakes. Therefore, in the fourth observed teaching session, she planned to assign the students a writing practice task in groups so that the students had a chance to share their ideas and to collaboratively construct meaning on the given topic to write. In the same manner, Meri prepared a fun activity, i.e. a game, for her students in her third observed teaching session, as she reflected that the activity of identifying implied information of the text in the second session was hard for the students:

> *Ya,* usually students are worry (worried) about making mistakes on writing. So, they are not confident. (Susan, Pre-LI Process 1, 4d)

So, I make the activities in group first, in pairs actually, and then in group of four, and then finally they have individually. So, in writing sometimes they are stuck in idea, they don't know what to write, they don't have any idea to write, but when I have the activity in group they will share the idea. (Susan, Pre-LI Process 1, 4e)

Reflecting on her past experience of collecting materials for her last year's class, Sisilia found that students were likely to be interested in the topic of 'football'. In her second observed teaching session, she therefore related her previous students' general interest in football to her current teaching of recounts:

Because I know that some of my students like football. So, I take the material(s) which are essential for their interest. We know that last year I teach (taught) this material also for my students. They said to me that "*Wah kalau pelajaran bahasa Inggris seperti ini mudah sekali*" ("Wow, if the English lesson is like this, it's so easy") (laughing) … they said like that … "*enak*" ("easy"), *mereka senang ya* (they were happy yeah). (Sisilia, Pre-LI Process 1, 2b-c)

Relying on her reflection on the unfulfilled expectations of her students' past learning in her third observed teaching session, Sisilia decided to continue teaching the listening skill and narrative in the fourth observed teaching session. She found that her students' learning expectation in the third observed teaching session was not sufficiently fulfilled because of the time limitation and poor quality of audio recording:

Di pelajaran sebelumnya waktunya masih kurang. Kenapa saya berikan listening lagi karena di pertemuan sebelumnya suaranya atau audio recording-*nya kurang jelas. Jadi saya merasa kebutuhan belajar siswa kurang terpenuhi*. (Sisilia, Pre-LI Process 1, 4a-c)

(The translated version)

In the previous lesson, the time was not enough. That's why I am going to teach listening again; because in the last meeting the sound or the audio recording was not clear. So, I found that the students' learning need was not satisfactorily fulfilled. (Sisilia, Pre-LI Process 1, 4a-c)

Having the instruction in accordance with the students' background knowledge and their socioeconomic background is the third major pattern shared by the experienced teachers (Susan, Pre-LI Process 1, 3a-b, 4a-b; Sisilia, Pre-LI Process 1, 4a). In the third observed teaching session, Susan included the students' background knowledge about restaurants in Yogyakarta to support the students' speaking practice:

Ya (Yes), this is on the theme, the context is on the restaurant, but different purpose on the intended text. (Susan, Pre-LI Process 1, 3a-b)

Susan also used the students' background (prior) knowledge of restaurants, constructed in the third observed teaching session, as the foundation for facilitating the students' learning process in the fourth observed teaching session:

> So, I hope that my teaching will flow well because my students' thought and idea is (are) still there around the restaurant, but (the topic on 'restaurant' was used for) different language teaching, (and) language skills. So, I hope (my) plan will shift (my teaching) from speaking to written text. (Susan, Pre-LI Process 1, 4a)

Perceiving the students' needs to learn more oral language (listening and speaking skills) due to their life circumstance of living in a village and getting no English exposure from their parents, Sisilia decided to add more hours to teach the listening skill:

> Yeah, I hope my students will accustom to hear English words. I am sure they almost never hear English at home. They never speak with their parents in English because they never hear English at home. (Sisilia, Pre-LI Process 1, 4a)

Planning instruction based on the students' level of language competence and mixed language ability was made by Meri in her first observed teaching session and Susan in her second teaching session (Meri, Pre-LI Process 1, 1a-b; Susan, Pre-LI Process 1, 2a-b). Meri adjusted her selection of learning materials based on the students' average entry level of competence, as reflected in their entry test scores, in her first observed teaching session. Whereas, Susan considered the heterogeneity of her students' speaking skills when organizing the student group performances in her second observed teaching session. She planned to mix the students with less, average, and good speaking skills in one group.

> I think today I will use heterogen in grouping so I hope that students will cooperate the one who has good speaking skill with the one who are not. (Susan, Pre-LI Process 1, 2a-b)

4.1.1.2 The Case of Inexperienced Teachers

The results of the within-case comparison on the corresponding data show that, on the basis of reflecting on their past teaching experience and observation, the inexperienced teachers developed several forms of teachers' perceived student needs, encompassing student needs for: (1) having the continuation of the past lessons; (2) being presented with relevant instructional materials that could be related to their background and life experiences; and (3) being facilitated in their learning process by having clear instructions about classroom

learning activities and experiencing activities that helped them gain more confidence and a sense of learning achievement.

The pre-lesson interviews showed that the inexperienced teachers felt each lesson should have been built on and continue from the previous lessons. On the basis of her reflection on her first observed teaching session, Etta perceived her students' need to learn the writing skill in her second observed teaching session, after they were previously taught the reading skill:

Iya saya membuatnya berdasarkan kemaren kan sudah ada pembelajaran kemaren ... terus ini saya mengambilnya karena berdasar urutan kemaren kan reading, dan sekarang yang writing nya ... . (Etta, Pre-LI Process 1, 2a-b)

(The translated version)

Yes, I made (the lesson plan) based on what I had taught in the first observed teaching session … then I took writing skill because previously I taught reading skill. (Etta, Pre-LI Process 1, 2a-b)

Attempting to accommodate the students' life experiences, Etta integrated their perceived life experience of going camping into a particular model text for teaching recount in her fourth observed teaching session. She also accommodated the students' background knowledge on such famous tourism destinations as Yogyakarta and Bali in the model texts, for teaching the same text type in her third observed teaching session (Etta, Pre-LI Process 1, 3c-d, 4c-d). Meanwhile, concerning providing clear instructions, by reflecting on her first observed teaching session, Etta realized that the students did not actively participate in the class discussion she managed. She predicted that her instructions were probably not clear enough, so she planned to provide clear instructions in managing a group activity for her second observed teaching session:

Hmm ... *kalau kemarin kan diskusi ya, tapi anak-anak itu masih kurang aktif ya. Ini nanti mungkin saya akan memperjelas lagi perintahnya jadi biar anak-anak itu langsung bisa membentuk kelompok. Jadi gak kaya kemarin itu.* (Etta, Pre-LI Process 1, 2b)

(The translated version)

Hmm … yesterday during the discussion the students were not really active. For today's lesson I am planning to make my instructions clear so that the children will be able to make groups. So, it is not like yesterday's activity. (Etta, Pre-LI Process 1, 2b)

In the case of Nuri, her perception of her students' need was that they needed to continue learning a different example of recount text, i.e. biography, in her first observed teaching session. Nuri's perception was informed by her general observation that, in the previous semester, her students had learnt about someone's past experience along with learning particular skills:

> … . I know that they already learnt about recount text, but they learnt the experience only. So, in the second semester I try to get another kind of text, that is Biography. And then I know that my students need someone who inspire(s) their life. So, I will give them Thomas Alfa Edison Biography so that they can learn from him. What else? I think yeah. (Nuri, Pre-LI Process 1, 1a-b)

Nuri continuously used her reflection-on-action to provide other particular linguistic features of recount such as conjunctions and expressions used in spoken monologue recount, for her third observed teaching session. She realized that her students had learnt past tense as the main linguistic feature of recount in her second observed teaching session:

> I use my previous teaching experience to this students in which I know that they already learn about recount text, so that we can continue it. I already told them or the students already learn about past tense. So, here I did not talk more about past tense, but directly here today I move to the use of conjunction and also some expressions used in oral expression. (Nuri, Pre-LI Process 1, 3a-b)

To relate the students' sociocultural background and their life experience to the instruction, Nuri planned to present some pictures on local tourism spots in Yogyakarta in her second observed teaching session, and a series of pictures on going camping for teaching recount in her fourth observed teaching session (Nuri, Pre-LI Process 1, 2c-d, 4a-b).

Resulting from her reflection on her first and third observed teaching sessions, Nuri perceived that her students needed to obtain more confidence in their learning. Therefore, for her second and fourth teaching sessions, she prepared such interactive activities as a role play and a chain story for her students to better express themselves in practicing monologue recount:

> In the previous lesson I know that my students a bit … what is it … afraid in expressing something by themselves or alone. In this activity today, I try to make a lot of group works such as a role playing with their friends, and then after that I try to improve … what is it … their confidence to retell … what is it … the result of the interview, there will be an interview

too alone. So, I develop my activity from group and then individual. (Nuri, Pre-LI Process 1, 2a-b)

Because I know that my students are quite afraid of telling something alone. Here I plan to make a chain story in which it is more relaxing. It will be more fun for them so that they will forget their fear for a while and they can just learn more comfortable and then they will learn with bigger confidence. (Nuri, Pre-LI Process 1, 4e-f)

Finally, in the case of Tria, she perceived the need for her students to learn the writing skill, and a birthday invitation text in her fourth observed teaching session. This perceived student need was grounded on Tria's consideration that, in their previous class, the students had learnt the reading skill and the same text type:

Well this … today's lesson is still … it relates with the previous one. The last lesson talked about the invitation texts, and I wanted them to be able to read. So, the skill was on reading and today I want my students to be able to write, the skill is on writing. I relate my today's lesson plan with the previous one because I still bring the same and maybe some other new examples of invitation cards. (Tria, Pre-LI Process 1, 4a-b)

In order to accommodate students' daily life experiences, Tria integrated topics on healthy habits, such as eating fruits, washing their hands, or brushing their teeth, and going to a birthday party, into the model texts (Tria, Pre-LI Process 1, 1a-b, 2a-b, 3a-b).

Yes, uumm … I relate this topic, this healthy habits with our daily routines, I mean uumm ... at school or at home, the students must be aware of their health about being healthy and umm ... I believe that most of them eemm … are diligent to washing their hand to wash their hands to do the ... to brush their teeth or to comb their hair or change their clothes. So, uumm … I have related this topic with their daily routines, their daily activities. (Tria, Pre-LI Process 1, 2a-b)

Of course before making the lesson plan or making the media I have to relate to some aspects related to my students or other teaching context, for example a birthday invitation is the most familiar one for the students, that's my opinion, because they are quite familiar with birthday party, with celebration of someone's birthday (Tria, Pre-LI Process 1, 3a-b)

Activating her reflection on her students' difficulty in completing the given activity in her third observed teaching session, Tria perceived the need for her students to develop a sense of learning achievement, providing another doable activity, to explore the generic structure of birthday invitations in her writing class for her fourth teaching session. Tria

considered that the activity of choosing suitable details for completing the parts of a birthday invitation was more easily completed by her students in her fourth teaching session:

> … and today, I want my students to be able to write, the skill is on writing. I relate my today's lesson plan with the previous one because I still bring the same and maybe some other new examples of invitation cards. And I will still remind them about main parts of invitation texts and the language focus is still the same. Looking back to my experience, today I will bring a filling-in blank (paragraph) activity because choosing words, choosing some suitable words are easier for my students in my own opinion … (Tria, Pre-LI Process 1, 4b)

4.1.2 Process 2: Formulating Learning Objectives and Competence Achievement Indicators

The process of formulating learning objectives and competence achievement indicators required the teachers to transform their understanding of the content categories of texts and (macro and micro) skills of English language into relevant learning objectives and competence achievement indicators. In the Indonesian EFL context, learning objectives were generated from the standard of competence (SC) and the basic competence (BC), as stated in the standard of content within the 2006 School-based Curriculum (SBC) (see Appendix I). Competence achievement indicators form a component of a lesson plan that represents what students are expected to achieve in order to successfully do the given learning activities, and these indicators are expected to cover rich spectrums of learning. The formulation of a number of competence achievement indicators is expected to lead to the development of macro skills, and the comprehension or production of texts that reflect the SC, the BC, and the determined learning objective. The following outlines the patterns of the teachers' conceptualizations of PCK in terms of formulating their learning objectives and competence achievement indicators.

4.1.2.1 The Case of Experienced Teachers

In formulating learning objectives, the experienced teachers consistently referred to the SC and the BC that they selected. The skills and texts that the teachers intended to achieve were explicitly stated. One teacher, Sisilia, however, was not able to distinguish the difference between learning objectives and competence achievement indicators. She formulated the learning objectives for her first observed teaching session exactly the same as the competence achievement indicators.

In terms of conceptualizing competence achievement indicators, two cases, Meri and Sisilia, shared several similar patterns of conceptualization; while Susan did not particularly

share these patterns of conceptualization. The patterns of conceptualizing competence achievement indicators as demonstrated by Meri and Sisilia were unclearly articulated, as follows:

1) The formulations of some competence achievement indicators were only partially clear in the sense that they did not clearly indicate the micro skills and texts the teachers intended to achieve (Meri, Assessments-Process 2, Meetings 2-4; Sisilia, Assessments-Process 2, Meetings 2-4);

2) Particular indicators did not directly relate to the competencies for developing the target macro skills as stated in the SC and the BC, even though they supported the students' understanding of the target texts (Meri, Assessments-Process 2, Meetings 3-4; Sisilia, Assessments-Process 2, Meetings 2-3);

3) Several indicators showed a limited rigour of learning activities (Meri, Assessments-Process 2, Meetings 1-4; Sisilia, Assessments-Process 2, Meetings 2-4).

The partially clear indicators are exemplified in Table 4.1.

Table 4.1: Examples of activities in which competence achievement indicators were partially clear

No.	Competence Achievement Indicators
Meri (in the second to fourth teaching sessions)	
1	identifying missing words in the narrative essay
2	determining the correct order of jumbled paragraphs of a report text
3	developing the micro skills as implied in the comprehension questions of the report essay
4	completing the missing information in the descriptive essay
Sisilia (in the second to fourth teaching sessions)	
5	arranging words into sentences
6	answering questions based on the given text
7	completing an incomplete story

Such competence achievement indicators did not clearly indicate the micro skills and the features of the target texts that they aimed to achieve. Sisilia's competence achievement indicators, for instance, were, in fact, composed for teaching different macro skills and texts,

which were the reading skill and recount for the second observed teaching session, and the listening skill and narrative for the third and fourth observed teaching sessions.

Particular indicators were realized in activities that were not relevant to the development of the target macro skills, even though these activities supported the students' understanding of the given texts. Such indicators were identified in Meri's and Sisilia's lesson plans. Meri formulated the indicator of identifying the correct words pronounced (by the teacher), which was part of the competence achievement indicators for teaching the reading skill and report text in the third observed teaching session, and the writing skill and descriptive text in the fourth session. This indicator was represented by the activity of underlining the correct words related to the target texts pronounced by the teacher, and aimed to be vocabulary practice to support the students' understanding of the text that they were going to learn:

> *Untuk ke teks nya gitu ya? Untuk ke teks yang pertama mesti ada vocab dulu …* (Meri, Pre-LI Process 4, 3a)

> (The translated version)

> For understanding the text, isn't it? For understanding the text, first vocab must be given, … (Meri, Pre-LI Process 4, 3a)

Similarly, Sisilia formulated such competence achievement indicators for her second observed teaching session as (1) identifying the names of football player based on the pictures given, and (2) stating the names of football clubs in the English Premier League. When asked how the first two indicators reflected the learning activities for developing the students' reading skills, Sisilia clarified that these two indicators were intended to enhance the students' vocabulary in order to better understand the meaning of the recount text they were going to read in the second observed teaching session:

> First, about vocabulary, it is the linguistic competence *ya*. First, I ask the students to see the slide of power point that is about football *ya* and I give about the foreign players for the material. I ask the students to mention the names of the players based on the slide. There are two foreign players and then I ask them to mention the name of the club in English Premier. I hope because some of them like football match I'm sure that they know about the name of the club based on the picture and then for … *untuk yang lebih memperdalam* (for further strengthening) understanding about recount text, I ask my students to arrange the words to make good sentence and I give recount text about David Beckham. I ask the students to answer the questions based on the text. (Sisilia, Pre-LI Process 4, 2a-b)

Several competence achievement indicators developed both by Meri and Sisilia showed a limited rigour of learning. The formulations of some indicators indicate similar or even the same learning activities for teaching reading and listening skills with particular target texts. In the case of Meri, three competence achievement indicators were repeatedly constructed. Those indicators were: (1) identifying the implied meaning of the text (for teaching reading and listening), (2) identifying/ completing missing words of the text (for teaching reading, listening, and writing), and (3) identifying the correct words pronounced by the teacher (for teaching reading and writing). In the case of Sisilia, exactly the same competence achievement indicators were constructed for teaching reading and listening for her second up to fourth teaching sessions. These indicators were: (1) finding the meaning of words, which was transformed into a vocabulary practice, (2) arranging jumbled words into correct sentences, (3) answering some questions based on the given texts, and (4) completing some missing words of the given texts. These frequently constructed indicators were made by Meri and Sisilia, since these two indicators reflected typical practices tested in the National Examination:

> ... usually in (the) final exam there are some questions about main idea, and then rearrange, and then implied information, and then the purpose of the text, the generic structure of the text. (Sisilia, Pre-LI Process 2, 1a-c)

> … *lalu menyusun kata menjadi kalimat* (then arranging words into sentences). This always appears in the National Examination … (Sisilia, Pre-LI Process 4, 4c)

Unlike Meri and Sisilia, who shared several similarities in their PCK conceptualization, Susan demonstrated different patterns of conceptualization (Susan, Assessments-Process 2, Meetings 1-4). Susan transformed the SC and the BC into particular competence achievement indicators for exploring texts in skills integration. For example, in the first three meetings, she formulated the following indicators: (1) identifying the meaning of the target expressions of asking for (requesting), giving, and declining things, and the ones of offering, accepting, and declining things; (2) responding to the target expressions; and (3) using and responding to the expressions in target situations. The competence achievement indicators, therefore, aimed to teach the target speech acts and to blend the spectrums of learning for developing the students' listening and speaking skills, as she further clarified in her first pre-lesson interview:

> *Ya* (Yes), one is they will learn how to offer something in good manner. They will experience, especially for the waiter and I think their cognitive competence will be seen on how to choose on food, how to say a certain food in English maybe some food is beyond their knowledge and

in their performance I want to make them use these expressions well like in their own language. I mean they put their action, their performance well. (Susan, Pre-LI Process 2, 2a)

4.1.2.2 The Case of Inexperienced Teachers

The assessment of the inexperienced teachers' lesson plans showed that the learning objectives formulated by the three inexperienced teachers referred to the SC and the BC in the 2006 SBC. One case, Tria, formulated clear learning objectives that covered the techniques involved in the instruction, and the content of the skills and the text types she intended to teach. In the cases of Etta and Nuri, however, the learning objectives were stated in exactly the same way as those of competence achievement indicators. The learning objectives, therefore, were not different from the competence achievement indicators.

In terms of constructing the competence achievement indicators, the inexperienced teachers shared the following patterns of conceptualization in their first to fourth teaching sessions (see Appendix VIII, Table 8.1):

1) The formulated competence achievement indicators consistently contained the content of skills and texts that the students would learn as required by the SC and the BC in the 2006 curriculum;

2) The indicators clearly showed the sequence of varied learning activities to learn particular micro skills and to comprehend texts, and the sequence led to the development of particular macro skills.

As shown in Appendix VIII, Table 8.1, for her third and fourth observed teaching sessions, Etta planned to consecutively teach recount text and the skills of reading and writing. In the third session, she identified some micro reading skills, such as identifying stated/ specific information, word meaning, and word reference, for her students to learn. Etta then continued the lesson by planning to teach the same text type and the writing skill in the fourth session. The indicators that Etta formulated for teaching micro writing skills showed her efforts to teach the use of simple past tense, as the main linguistic feature of recount. The sequence of these indicators was directed to achieve the development of micro writing skills and the students' production of recount, which was writing a short and simple recount by constructing sentences in simple past tense based on a given series of pictures:

Kalau di rencana saya ini kan sebenarnya yang saya fokuskan untuk lebih ke kalimatnya. Anak itu bisa paham kalimat itu, kalau teks itu masih anak belum terlalu ... itu masih

tambahan saja. Yang di kalimat rumpang itu saya kasih dalam bentuk teks kan, nah itu mengenalkan sedikit kalau itu. (Etta, Pre-LI Process 2, 4a-b)

… jadi dengan bantuan gambar harapannya anak bisa menceritakan pengalaman tentang dia camping. Kenapa masih dalam bentuk kalimat belum langsung teks? ... karena saya pikir waktunya nanti tidak cukup kan. Jadi saya fokus ke kalimat dulu yang simple. (Etta, Pre-LI Process 2, 4c-d)

(The translated version)

In this plan, I actually focus on sentence development (in simple past tense) first. Students will easily understand sentences, but not yet text. Then in the next activity students will be introduced to recount text. (Etta, Pre-LI Process 2, 4a-b)

… so with the help of these pictures students will hopefully be able to write their story about going on camping. Why the focus is still on sentence development, not yet on paragraph development to create a text? … because I think the time won't be enough. So, I decided to focus on constructing simple sentences first. (Etta, Pre-LI Process 2, 4c-d)

In the case of Nuri, the competence achievement indicators were, for example, formulated for subsequently teaching listening and speaking skills and monologue recount text for her first and second observed teaching sessions. In the first session, the indicators for exploring monologue recount along with the teaching of listening skills were intended to provide a model of monologue recount in the form of biography, and to develop her students' better understanding of this text. Therefore, two indicators that were intended to develop the students' micro listening skills for understanding and identifying specific or stated information in the text and the communicative purpose of the text were constructed:

I want them … what is it … to build the listening skill and also I want them to learn more comprehension in the recount text, which is in the form of biography. (Nuri, Pre-LI Process 2, 1a-b)

In the second observed teaching session, Nuri continued the teaching of the listening skill with that of the speaking skill and the same text type. The formulated indicators reflected a series of speaking activities, and were directed to make the students able to present the results of a group interview as monologue recount:

To make them able to speak, or to give a monologue or simple monologue. Of course, I have to give them an input which is in the form of dialogue too. First, so, I will give them the dialogue about the related text about holidays. After they understand and they maybe get the

confidence in a … they get confidence about the text, they comprehend it, I will let them to go to the next step that is to build their speaking skills by first answering the questions about the text. Then I will let them to do some role playing still (by) using the same texts. After that I will ask them to do role playing by with some … I will let them to do role playing using their own … what is it ... answer, maybe using their own information, e.g. they will tell their own experiences. After that I will let them to do a guided interview with their friends using appropriate ... using the worksheet that I have prepared before and after that I will let them tell their friends alone the result of the guided interview. (Nuri, Pre-LI Process 2, 2a-b)

In the same manner, Tria prepared her lesson plan with certain competence achievement indicators. These indicators required students to develop their reading and writing skills as they were practicing on birthday invitation texts in her third and fourth observed teaching sessions. As shown in Appendix VIII, Table 8.1, the indicators constructed for each session were realized into varied learning activities for exploring birthday invitations, through reading and writing activities. In the third session, the formulated competence achievement indicators were transformed into a variety of reading practices to achieve a number of micro reading skills, such as identifying the social purpose of birthday invitation, finding stated/ specific information, and inferring implied information. Despite focusing on the development of these micro reading skills, Tria also intended to make her students actively practice their speaking ability:

Well, I have some activities to do, for the students and the teacher, for me to do. In the first activity I want my students observe or look at some several samples of invitations, here I want them to motivate themselves to ... I want them to motivate themselves for today's lesson and to dig their knowledge about the text. And the next activity, activity 1 is reading and reading skill but sometimes I want them to speak up. So, I want them to use their speaking skill as well. For activity 2, is of course it's another reading skill. I want them to use … I want my students use ... I want them to activate their reading skills while sometimes I want them answer it orally, I want to them to activate their speaking skill also, and for activity 3, 4, and 5 I want my students to activate their reading skill especially to the extent that they will answer the task or activity correctly. *Ya*, that's it. (Tria, Pre-LI Process 2, 3b)

In the fourth session, the indicators revealed a sequence of writing activities for the students, to finally be able to write their own birthday invitation based on their own information:

About the skills, I will exemplify an activity for the first competence. I want my students to have … I want them to fill in some blanks in a short functional text. The example is the activity 2. After observing an invitation text written on the board, I want my students to fill in

the blanks with suitable words or phrases. Those words or phrases are those that we have previously learned, I want them to remember and recall their previous knowledge. Another example is activity 3. I want my students to complete (the) missing parts of an invitation. Well, it's a pair work and I want them to discuss with their mates to complete. Finally, complete an invitation text based on a given situation. For the third indicator, I want my students to be able to finally write an invitation of their own, this is shown by Activity 5. The students make an invitation card based on the information about himself or herself. (Tria, Pre-LI Process 2, 4b)

4.1.3 Process 3: Conceptualizing Content and Organizing the Instruction

The conceptualization of PCK in the fourth process of instructional curriculum design intended to examine how the teachers articulated the content categories of skills and texts, and how they organized their lessons by means of particular organizing principles to form a coherent instruction. As part of the process of conceptualizing content, this section also presents how the teachers' content conceptualization shaped particular forms of integration of skills. The following subsections present the teachers' ways of conceptualizing content, integrating skills, and organizing their teaching and learning activities.

4.1.3.1 Conceptualizing Content

4.1.3.1.1 The Case of Experienced Teachers

In conceptualizing content, two teachers, Meri and Sisilia, shared some similar patterns of conceptualization. They conceptualized the main contents of their instruction as being mainly for teaching the skills of reading and listening and particular types of texts. In terms of conceptualizing the content category of texts for the reading lessons, Meri frequently explored the linguistic features of the texts (e.g. vocabulary, grammar, verbs, and sentence patterns/ sentence construction), while such other content representation as the generic structure of the texts remained untouched. For conceptualizing the reading skill, Meri planned to develop such micro reading skills as identifying the implied meaning of the text and finding information of the text through particular games. Meri's content conceptualization for her reading instructions is outlined in Appendix X, A, Table 10.1.

As shown in Appendix X, A, Table 10.1, Meri's conceptualization of micro reading skills with the report text was unclear. She was not able to specify what micro reading skills she intended to achieve by planning the last two activities. In the pre-lesson interviews, she simply clarified that the activity of arranging jumbled paragraphs into a report text was

intended to develop a writing skill (Pre-LI Process 3, 3h), and the game was for finding information in the text (Pre-LI Process 3, 3e):

Kemudian kalau yang jumbled sentence, jumbled paragraph, itu untuk anak juga mempelajari skill writing. (Meri, Pre-LI Process 3, 3h)

(The translated version)

Then arranging jumbled sentences into a good paragraph is for the students to learn writing skill. (Meri, Pre-LI Process 3, 3h)

Game tapi masih berkaitan dengan ... game cara-cara mencari informasi yang ada di dalam teks, gitu. (Meri, Pre-LI Process 3, 3e)

(The translated version)

The game is still related to … the game is for finding information in the text. (Meri, Pre-LI Process 3, 3e)

Similarly, Sisilia conceptualized her reading instructions by building two levels of activities. The first layer was to explore the content of recount text; and the other level was for developing particular micro reading skills; as shown in Appendix X, A, Table 10.1. As identified in Appendix X, A, Table 10.1, Sisilia planned to transform the content of recount mostly into activities in which the students would learn the linguistic features of the text (vocabulary and grammar), and that of the reading skill into several reading practices for developing particular micro reading skills. However, neither in the lesson plan nor in the pre-lesson interview did Sisilia specify clearly which micro reading skills she intended to achieve by assigning the students to answer the ten reading comprehension questions based on the text 'David Beckham'. She came up to a very general identification, that the ten questions were intended to support the students' understanding of the text (Sisilia, Pre-LI Process 3, 2f-g, 2j):

… *untuk yang lebih memperdalam* (in order to provide more) understanding about recount text I ask my students to arrange the words to make good sentence and I give recount text about David Beckham. I ask the students to answer the question based on the text. (Sisilia, Pre-LI Process 3, 2f-g)

In conceptualizing the content of a report with the theme 'football' into the linguistic feature of the text (verbs in simple past tense), Sisilia also attempted to involve the listening skill. She allocated the activity of listening to teach a certain recount text, which was continued with the activity of completing some missing words of the text. She admitted that

this activity aimed to work out whether or not the students were able to identify the missing words from the text they listened to (Sisilia, Pre-LI Process 3, 2l):

> Just to test the students about English words *ya*, do they really hear well or not. (Sisilia, Pre-LI Process 3, 2l)

For listening lessons, both Meri and Sisilia conceptualized the content representations of listening skills and narrative text. In doing so, they followed the similar patterns of content conceptualization as in their reading classes. The content of text was mostly transformed into such activities as vocabulary practices, completing the missing words in the texts, and arranging jumbled words into correct sentences that explored the linguistic features of the text (vocabulary and grammar). Meanwhile, the listening skill was represented in several listening activities, such as stating T/F on statements based on the text and answering listening comprehension questions in which particular micro listening skills were inherent. The content conceptualization done by Meri and Sisilia for their listening classes is presented in Appendix X, A, Table 10.1.

As previously occurred in conceptualizing her reading instruction, Meri did not seem to be fully aware of which micro listening skills she intended to achieve by planning her listening activities. Although in her lesson plan for her second observed teaching session she formulated the micro listening skills of identifying the implied meaning of the text and identifying word meanings through the listening activities she planned, Meri was unable to identify which particular micro listening skill was incorporated in which particular listening activity. In the second pre-lesson interview, Meri doubtfully stated that the activity of stating T/F on eight statements about the story of 'Jack and the Beanstalk' was intended to check the students' comprehension (Meri, Pre-LI Process 5, 2l-n), and that the activity of listening to the video of the story of 'Jack and the Beanstalk' and completing the missing words in the story was to develop micro listening skills, especially pronunciation (Meri, Pre-LI Process 5, 2o-p):

> *Iya itu listening, ejaan tuh apa ya? Dengan mendengarkan ini kira-kira kata apa yang harus ditulis? Pronunciation ya?* (Meri, Pre-LI Process 5, 2p)
>
> (The translated version)
>
> That's listening, it's probably spelling, isn't it? By listening to the story (the students) have to write the words they have heard? Is it pronunciation? (Meri, Pre-LI Process 5, 2p)

Similarly, Sisilia did not specifically identify which micro listening skills she intended to achieve in the formulations of the competence achievement indicators, in her lesson plans for the third and fourth observed teaching sessions. In the third pre-lesson interview, however, she identified that, among other skills, the micro listening skill of finding specific information was integrated into the activity of answering ten listening comprehension questions based on the story of 'Cinderella' (Sisilia, Pre-LI Process 3, 3a-c):

> ... when I give the task to the students to answer the questions based on the text, there are 10 questions *ya* like reading ... develop their skills like about finding the specific information. (Sisilia, Pre-LI Process 3, 3a-c)

Sisilia was also unable to specifically identify the micro listening skills underlying the activity of listening to the text and completing the missing words in the stories of 'Cinderella' and 'Snow White', in her third and fourth observed teaching sessions. In the third and fourth pre-lesson interviews, she simply stated that the listening activity of completing the missing words was to find out whether the students were able to listen to and identify English words correctly (Sisilia, Pre-LI Process 3, 3h-i, 4e-f):

> To test the students' listening *ya (yeah)*, *bagaimana ya istilahnya apakah telinga mereka bisa mendengarkan dengan benar* English words (to find out whether they can listen to English words correctly) ... (Sisilia, Pre-LI Process 3, 3h-i)

> and then ... *melengkapi disini* (completing here) ... *lebih ke listeningnya* (more to practice listening) ... understand about ... *apa ya* (what is it?) ... listening *nya*, do they hear the words in English or not. (Sisilia, Pre-LI Process 3, 4e-f)

Unlike Meri and Sisilia, Susan conceptualized the content categories of skills and texts in the integrations of skills. She transformed spoken expressions and their meanings into listening and speaking activities in her first three observed teaching sessions. Susan's integration of listening and speaking formed particular layers of integration. In the first layer, the integration was initiated by the teaching of listening skill in her first observed teaching session, which focused on the development of listening skills, text exploration and comprehension. This first listening lesson in the first layer served as the provision of initial input texts for her second and third observed instructions. The second layer was shaped by the integration of listening and speaking skills within the strand of the lesson in her second observed teaching session. The listening lesson was intended as comprehensible input for the following speaking activity within the lesson. The third layer occurred in her second and third observed teaching sessions, in which the comprehensible inputs and outputs practiced in the

integration of listening and speaking skills in these teaching sessions supported the speaking skill focus in the fourth observed teaching session. In this last teaching session, the speaking lesson practiced the use of the target expressions in a speaking activity (role play).

The blend, of micro reading skills, the linguistic features, and the generic structure of the text, was conceptualized to form the other integration within the strand of reading and writing skills in the fourth observed teaching session. In this session, the integration was realized into a series of reading activities leading to writing ones. Susan's content conceptualization for all her observed teaching sessions is depicted in Appendix X, A, Table 10.1. As shown in Appendix X, A, Table 10.1, the content categories of skills and texts that Susan intended to explore were clearly reflected in the learning activities she planned.

In addition to conceptualizing the skills and texts, the three experienced teachers also made efforts to extend their content conceptualization for building character, interpersonal skills, and sociolinguistic skills. For building character, they selected particular values, that they intended to integrate into their instruction, from the list of values determined by the Regency Panel of English Subject Teachers (*MGMP-Musyawarah Guru Mata Pelajaran*) (Meri, Pre-LI, Meeting 3; Sisilia, Pre-LI, Meeting 3 & 4). In the case of Meri and Sisilia, the values planned for integration into their instruction were promoted through the ways particular activities were carried out (Meri, Pre-LI, Meeting 3; Sisilia, Pre-LI, Meeting 1 & 2). For example, to develop the values of being responsible and cooperative, Meri planned such activities as discussion and group work. In the same vein, Sisilia admitted that, by assigning group work, she would be able to observe how the expected values were demonstrated by her students when carrying out the activity and participating in their groups:

> … . *Dalam kegiatan pembelajaran itu misalnya, hmm … bekerjasama … kan dibagi dalam kelompok kan … kalau dalam kelompok kalau tidak bekerjasama kayanya susah juga. Ha … itu dengan saya kasih tugas untuk berkelompok, mengajarkan siswa bagaimana supaya bekerjasama.* (Meri, Pre-LI, Meeting 3)

> (The translated version)

> In the teaching and learning process, for example, hmm … the character of being cooperative … the students are divided into some groups … if being assigned to work in groups, they have to cooperate. That's why I assign them to work in groups to teach them how to cooperate with others. (Meri, Pre-LI, Meeting 3)

> R: So, you stated the characters of religious and friendly, and then polite, critical, and so on. How do you transform this aspect of characters building into real teaching learning activities?

T: I see from their working in a group, for example, how do they work in a group. Do they work individualism or they work cooperate with their friends together friendly, and how do they answer the questions, they answer logically critical something like that. (Sisilia, Pre-LI, Meeting 2)

In the case of Susan, the integration of values was planned more thoroughly. To incorporate good manners, she intentionally brought a communication exchange in a restaurant setting in order to provide an authentic situation in which the students were required to act the target expressions out with good manners. In addition, by introducing a variety of expressions used in the restaurant setting, Susan intended to conceptualize sociolinguistic skills, with which the students would be equipped with the ability to measure the range of politeness within the given expressions. In this way, she expected her students to be able to choose and use appropriate language in its context (Pre-LI Process 3, Meeting 1, 1a-e):

> *Oya, jadi,* (Yeah, so) for example, today I will teach offering something. So, I will include good manners. So, I will … well … force students to use this and act it out in good way, in good manner how to offering something. So, I choose the situations, situations of the dialogues the conversations so that students will be able to demonstrate oh this is the way to say in good way in this situation, to which people I could talk about. So, for example, in the restaurant of course you have to use good manner in expression. You have to be selective, for example, you use 'could' instead of 'can'. (Pre-LI Process 3, 1a-e)

4.1.3.1.2 The Case of Inexperienced Teachers

A particular pattern of conceptualization is shared by all the inexperienced teachers. The teachers' content conceptualization was mostly projected to teach the integration of skills and to focus on a specific text type, for their entire two or four observed teaching sessions. As shown in Appendix X, B, Table 10.2, Etta's conceptualization of content for her four observed teaching sessions focused on the integration of reading and writing skills for exploring the recount genre. In her reading instruction for her first and third observed teaching sessions, she focused on the development of particular reading micro skills. Her writing instruction, in her second and fourth observed teaching sessions, focused on the exploration of the linguistic features and the structure of the text (generic structure), in order to prepare her students to be able to construct a series of fragmented sentences of recount based on the provided series of pictures.

Nuri's content conceptualization shaped the integration of listening-speaking skills and focused on the exploration of a recount in the form of a monologue in all her four observed teaching sessions. Her content conceptualization is elaborated in Appendix X, B, Table 10.2. As shown in Appendix X, B, Table 10.2, Nuri's content conceptualization for the integration of these skills formed several patterns. The first pattern of integration occurred when the focus on listening skills and text exploration, in the first teaching session, was to serve as the initial input for the students to learn monologue recount in the following speaking lessons:

> I want them … what is it … to build the listening skill and also I want them to learn more comprehension in the recount text, which is in the form of biography. (Nuri, Pre-LI Process 3, Meeting 1)

The learning activities in this first observed teaching session were conceptualized to develop a particular micro listening skill, of identifying specific information, and to explore the text by identifying the communicative purpose and examining the linguistic features of the text.

The second pattern of integration occurred within the strand of the lesson. This integration took place in the second observed teaching session, in which the listening practice was to provide the model text for a recount in the form of a monologue. With the purpose of exercising a whole recount as one turn in a dialogue, Nuri provided a model recount in the form of dialogue, which was to be used as the input for further text reconstruction in the following speaking activities within the lesson:

> To make them able to speak, or to give a monologue or simple monologue … of course, I have to give them an input which is in the form of dialogue too. First, so, I will give them the dialogue about the related text about holidays after they understand, and they maybe get the confidence in a ... they get confidence about the text, they comprehend it. I will let them to go to the next step, that is to build their speaking skills by first answering the questions about the text. Then I will let them to do some role playing, still using the same texts. After that I will ask them to do role playing by … with some ... I will let them to do role playing using their own, what is it ... answer, maybe using their own information, for example, they will tell their own experiences. After that I will let them to do a guided interview with their friends using appropriate ... using the worksheet that I have prepared before, and after that I will let them tell to their friends alone the result of the guided interview. (Nuri, Pre-LI Process 3, 2a-e)

As stated in the above interview extract and in Appendix X, B, Table 10.2, after providing an input model text, Nuri planned particular speaking practices that were intended

to practice the related language expressions used in the text and to build the students' self-confidence. These practices were to prepare the students to do the following speaking activities, in the form of a guided interview and the interview presentation to the class.

The third pattern of integration was carried out within the division of focuses, in the third and fourth teaching sessions. Continuing the exploration of the same text as in the second teaching session, the third and fourth teaching sessions carried different focuses. The third session focused on listening skills, text exploration, and text comprehension; while the fourth session continued this integration by focusing on speaking skills, text exploration, and text production. In the third session, the focus on listening skills was to develop comprehension of the text and to examine the linguistic feature and the text structure. By gaining this understanding, the students were expected to be able to construct an extended recount as a monologue in subsequent speaking activities that were planned in this third session and were continued in the fourth session:

> … . First I give them an opportunity to listen to the example of monologue recount in the form of audio and then I make them realize and notice the differences between the expression used in a monologue and in a recount text. After they realise it, I give them some comprehension question so that they can comprehend more what monologue text is so that they become more aware of the language feature and the organisation of the text to give them more confidence in arranging monologue recount text. And after they comprehend I will give them group activities that will give them much or enough confidence to make monologue text. And after that I plan to give them individual activities. (Nuri, Pre-LI Process 3, 3a-d)

The fourth observed teaching session was the continuation of the third session. The focus was on speaking skills, and the following activities were to provide further opportunities for the students to apply the understanding they had gained in the third session, by constructing monologue recount in a chain story activity, and finally producing their own monologue recount in a class presentation:

> Because in the previous meeting I have given the students some explanations and also some activities to build or to make them comprehend the materials better, this time I will focus more my plan on the practice, using their knowledge to make a short monologue recount. Here the first activities this day is making a short monologue recount text based on series of pictures orally. I mean, it is not written as in the previous activities. So, here I will try to make the students use their knowledge that they have gained in the previous lesson and try to use them to make short monologue recount. After that, I will ask my students to make a chain story in which I will not show any pictures. It will be based on their creativity, all of the students'

creativity in the class, and there they can use their knowledge in the previous lesson too. And then, the final activity is to make or to compose the short monologue recount by themselves and to present the results. (Nuri, Pre-LI Process 3, 4a-c)

Finally, Tria conceptualized the contents of her instructions for two types of integration of skills, each of which explored a particular text type. The first integration combined the listening and writing skills for exploring a procedure text, in the first and second observed teaching sessions, as shown in Appendix X, B, Table 10.2.

As elaborated in Appendix X, B, Table 10.2, Tria conceptualized the listening skill focus, in her first observed teaching session, to develop various micro skills of listening and the students' comprehension of the given procedure. A video of a spoken procedure, titled 'How to Make Fruit Salad', was taken as the model text to explore the linguistic features and the text structure (generic structure). Another listening activity to practice the text structure was given with another topic, on 'How to Boil an Egg':

> I will try to teach my students with procedure text. The skill is listening and I will show them a video. First of all, I will show them a video, a video about making fruit salad. But, I will not tell them first, so they will guess and they will observe the video. And after the video ends, I will give them some questions about the video they saw before. The questions are for example: what do they see in the video, and what are the things in the video. From the questions, I do not know whether they will answer it correctly or as what I want, I expect, but from their answer I will try to … eee … what is it … I will try to direct them to the next lesson activities. I use the four stages of genre-based approach, the BKOF, MOT, JCOT, and ICOT. After that, I show the video, I will... my students and I, we will try to identify the words or the scattered word, or the phrases or the sentences in the videos and then I go to the main lesson material, the procedural text and its language focus and … rhetorical steps *nya* (= its). After that, we will go to the next step, the JCOT. I will show them the video once again and then I want them to work in pairs to do a task. It is a pair work and I only have 5 questions. The questions are about *gambaran umum* (general information of the text), *informasi tersirat* (implied information of the text), *dan* (and) *informasi tertentu* (specific information of the text). … . (Tria, Pre-LI Process 3, 1a-d)

For the writing skill focus in the second observed teaching session, the integration within the strand of the lesson, as found in one of Nuri's integration patterns, occurred. Within this writing skill focus, Tria provided a reading practice, on 'How to Wash Your Hands', as an input for the students to better understand procedures, in addition to the input texts that the students had learnt in the first session:

Ok, I have learned that from our previous classes we had the procedure texts, on the previous classes, so emm ... I think my students will, will understand the today's class better. They had the ... e … e ... all the things about procedure ... about the parts, the main part of procedure texts and then some, they have the vocab, vocabulary about previous, the previous classes. We have ... we had discussed about food and drink and I had asked them to find words on health, on health and today as I bring the topic about health about healthy habits, I think they had the umm ... a little information on this topic, on healthy habits. (Tria, Pre-LI Process 3, Meeting 2)

The exploration of procedure was done through the provided reading practices, with 'healthy habits' as the topic. This was intended to prepare the students to achieve the writing learning outcome, which was being able to construct a short and simple procedure by completing the given text skeleton of procedure (Tria, Pre LI Process 3, 2a-b, 2a1-b1):

Ok, before arranging the phrases, the scrambled phrases or sentences, they have to read at glance, read the sentences for a while before they arrange the sentences, so I think this kind of activities, the students have to use their reading skills, they have to use their reading skill for coming to the final goal to write an essay. (Tria, Pre LI Process 3, 2a1-b1)

The second integration that Tria conceptualized focused on the reading and writing skills, along with the birthday invitation text, for the third and fourth teaching sessions. Her content conceptualization for this integration was as shown in Appendix X, B, Table 10.2.

Similar to her content conceptualization for her first integration, in the second integration Tria conceptualized the reading skill focus to develop reading skills and to explore the given birthday invitation by identifying the text structure and some related vocabulary. The text exploration through some reading activities was intended to prepare the students to deal with the writing skill focus in the fourth teaching session. More learning activities emphasizing the identification of the text structure were prepared to ease the students to be able to write a birthday invitation in both semi-guided and free writing activities in the fourth teaching session.

In addition to the content of skills and texts, the inexperienced teachers also intended to conceptualize the content as related to the building of characters or values in their instruction. The intended values were integrated into the ways or the procedure of particular activities. In the case of Tria, the integration of such values as curiosity, confidence, and cooperation in teamwork was, for example, blended in the ways the students carried out the prepared activities for her first and fourth observed teaching sessions (Tria, Pre-LI Process 3, Meetings 1 & 4). In her first teaching session, the integration to develop the students'

curiosity was, for instance, planned to be integrated through the activity of observing the video on the procedure genre given at the beginning of the lesson. The subsequent activities, of identifying vocabulary and answering multiple choice questions related to the text presented in the video, were expected to raise student confidence. The activity of answering the multiple-choice questions in pairs was also used to develop the students' ability to work in team:

> ... from the video movie, they will, from observing the video, they will develop their curiosity, the characters, and from doing the task, for example task two, or three, they will show their confidence, that they are confident, they're confident enough, their cooperation, their cooperative skill, in task three and four. And their confident character and their being honest in doing the last task. (Tria, Pre-LI Process 3, Meeting 1)

The same means was also used by the other two case teachers, Etta and Nuri. Although Etta confirmed this means of integration, she did not provide further examples (Etta, Pre-LI Process 3, Meetings 1 & 2). However, Nuri exemplified this means of integration, in her first observed teaching session, as she described in her clarification in the pre-lesson interview, as follows:

> In my teaching and learning process, I build the character of cooperative by asking them to work with their next friends to answer some questions, like when they have to find the meaning of difficult words by their dictionary, they can share … they can … what is it … discuss with their friend, they change the information. I want to develop my students' cooperativeness by using that activities and from the … what is it … *percaya diri* (self confidence) *itu* (that) I build from the question I gave to them whether they brave enough to answer or they are still shy to … what is it … express their ideas in the classroom. (Nuri, Pre-LI Process 3, Meeting 1)

4.1.3.2 Organizing the Instruction

4.1.3.2.1 The Case of Experienced Teachers

Organizing at "the level of the course as a whole" (Graves, 2000, p. 125) was the major shared course organization done by all the three experienced teachers. Each of them demonstrated different ways of adopting a particular approach or an organizing principle. Following the characteristic of the text-based national EFL curriculum, which was called the 2006 School-based Curriculum, Meri primarily adopted the four stages of text-based teaching. Therefore, she organized and sequenced her lessons based on the four stages of Building

Knowledge of the Field, Modeling of the Text, Joint Construction of the Text, and Independent Construction of the Text. In addition, her lesson plans also showed that she attempted to link and match the four stages of the text-based teaching with the prescribed organizing stages determined by the Ministry of Education and Culture, which comprised Exploration, Elaboration, and Confirmation (EEC). When asked why she attempted to do so, Meri clarified that it was to satisfy the administrative requirement from her school supervisor, in which teachers were required to adopt the EEC organizing stages (Meri, Pre-LI Process 3, Meeting 1):

> … *kalau yang ini tu memang harus ada, kalau kita juga kan kadang-kadang kan dari pengawas gitu kan.* (Meri, Pre-LI Process 3, Meeting 1)

> (The translated version)

> … for this (the EEC organizing stages) must be stated (in the lesson plan) … we are sometimes required to do so by the school supervisor. (Meri, Pre-LI Process 3, Meeting 1)

In contrast, Sisilia explicitly put the prescribed EEC stages for organizing her lessons in her lesson plans, yet strived to mentally match the EEC stages with the four stages of text-based teaching. The same concern was expressed by Sisilia, when she attempted to put these two organizing stages side by side (Sisilia, Pre-LI Process 3, 4c). She admitted that such authorities as the *MGMP* and the school supervisor always required teachers to adopt the prescribed organizing stages:

> *Ya karena dari MGMP menentukan seperti itu ... Pak Pengawas juga ketika itu memberikan pelatihan dikumpulkan bareng-bareng ... ya mengajarkan ini lho kalau kita ngajar itu harus benar2 pake EEK ... ya memang dulu pake BKOF ... sekarang ini pake ini ... ya sama saja sebenarnya langkah-langkahnya.* (Sisilia, Pre-LI Process 3, 4c)

> (The translated version)

> Yes, because the *MGMP* has determined so … in the trainings the school supervisor also taught us to use the EEC stages … yeah I previously implemented BKOF … now I have used this (the EEC stages) … yeah I think the stages are just the same. (Sisilia, Pre-LI Process 3, 4c)

Despite trying to make the two organizing stages equal, Meri and Sisilia exhibited different interpretations of the equality of each other's stages. Sisilia believed that the stages of EEC and those of the text-based teaching cycle were equal. In her knowledge, the stage of Building Knowledge of the Field was equal to Exploration, the Modeling of the Text stage

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was in line with Elaboration, and the Joint Construction of the Text and Independent Construction of the Text were identical to Confirmation (Sisilia, Pre-LI Process 4, 1b). However, Meri stated that the stages of Building Knowledge of the Field and Modelling of the Text were covered in the Exploration stage, the Joint Construction of the Text stage was equal to the Elaboration one, and the Independent Construction of the Text reflected the Confirmation stage (Meri, Pre-LI Process 3, 4b).

In the case of Susan, she not only did the organization at the level of the whole lesson but also at the level of "strands" within the lesson (Graves, 2000, p. 125) by following the stages of EEC. For her first integration of skills, within the stages of EEC the strands were organized by planning the listening lesson for modeling the target language expressions and for practicing the usage of these expressions through what she called mechanical and situational drills. In the next step, she switched the focus from the listening to speaking strand, by planning the focus-on-speaking strand for practicing the use of the target expressions in a restaurant setting, through a game and a role-play:

> After … what's that … lead in or explore the material … of course they should have enough practice for that material. They will get both the language form and the usage in certain situations. In listening, of course they will get the information, in speaking they will be able to have practice … drill. I will do drill on speaking … *ya* (yeah) … drilling which is not only mechanical, but also in situations. So, role play, short role play but in the form of games. And then at the end they should present something. They should be able to perform the skill, for example, listening, they will be able to get information from listening. Then, they will be able to act the dialogue on asking, offering with their partners. (Susan, Pre-LI Process 3, 1b)

For her second integration of skills, Susan organized her lesson by adopting the general stages of organizing a lesson, which are the opening, main, and closing activities. At the level of strands within the lesson, she sequenced the reading activities to function as the input for the students to be able to write a restaurant advertisement. By choosing the restaurant situation, Susan aimed to correlate the four teaching sessions she designed. In her first three lessons, the students' background knowledge on restaurants had been established. This developed background knowledge was then continuously used to help the students learn to read and write a short functional text, in the form of restaurant advertisements, in her fourth meeting:

> … . I hope that this will bring them an idea how to write good advertisement and I will explore the students' knowledge about restaurant and they will ask questions to me, I hope. From there link their knowledge to new knowledge by observing written advertisement, then

they will connect their question (to) what is written there. So, they will get information … oh this is what we call advertisement and the words are familiar to the sentence pattern, maybe the simple present, of course, it will have certain style of language. And then, they will have enough practice, so, I'll present many kinds of advertisement. So, they will get more knowledge and more varieties of language. So, I hope that it will be their capital to write there and this material is quite familiar to them because I also used the advertisement around Jogjakarta, the sample is from countryside maybe and also from downtown. Maybe some of them have ever gone (been) there to. I hope they are familiar with restaurant, and maybe the text that is written (is) actually modification (of) what is written by the restaurant and also my own change, so that it (is) easily to be understood by the students. (Susan, Pre-LI, Meeting 1)

4.1.3.2.2 The Case of Inexperienced Teachers

Within the process of organizing the instruction, the three inexperienced teachers applied different organizing principles supported by their own pedagogical reasoning. These principles were: (1) the combination of the text-based teaching and learning cycle and the prescribed organizing principle of Exploration, Elaboration, and Confirmation (EEC); (2) the presentation stages of Presentation, Practice and Production (PPP); and (3) the organizing principle of pre-, while-/ whilst-, and post-activities.

The use of the first organizing principle was found in the cases of Etta and Tria. Etta used the prescribed organizing principle of EEC for all her lessons. However, she put the text-based teaching and learning cycle as the organizing principle at the same time (Etta, Assessments-Process 4, Meetings 1-4). In her clarification in the pre-lesson interview, she admitted that she applied the EEC organizing principle as required by the ministry while managing to put it equal to the text-based teaching and learning cycle. When asked how she would do this, Etta demonstrated uncertainty as to how she was supposed to organize her instruction with the EEC organizing principle and how the prescribed organizing principle of EEC was in line with the text-based teaching and learning cycle (Etta, Pre-LI Process 3, Meetings 1-4):

Kalau menurut saya pribadi sebenarnya EEK itu kan sudah masuk kedalam ini … nggak usah kita jabar-jabarkan oh EEK itu ini ini dan ini. (Etta, Pre-LI Process 3, Meeting 1)

(The translated version)

In my view, EEC has been included in … we don't need to elaborate EEC into this, this, and this. (Etta, Pre-LI Process 3, Meeting 1)

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Uumm ... (saya memakai EEK karena) masih sesuai dengan kebijakan dari kurikulum sih. (Etta, Pre-LI Process 3, Meeting 4)

(The translated version)

Uumm … (I use EEC because) it complies with the policy as stated in the national curriculum. (Etta, Pre-LI Process 3, Meeting 4)

As shown in Etta's conceptualization of content and lesson plans, Etta's instruction focused on the teaching of reading and writing skills, all of which were organized based on the prescribed organizing principle of EEC (Etta, Assessments, Process 3, Meetings 1-4). For teaching the receptive skills (reading) in her first and third observed teaching sessions, Etta organized the activities in the Exploration stage for teaching vocabulary and the related linguistic features of the text such as identifying and understanding verbs, and for getting the general information of the text. In the Elaboration stage, the activities were projected to build student comprehension of the text by providing them with two or three reading comprehension practices. In these practices the students had to identify several details related to the given texts (also see Appendix X, B, Table 10.2). The Confirmation stage was filled with an assignment for the students to independently seek for their own example of a recount text. For teaching the productive skill (writing), in her second and fourth teaching sessions, the Exploration stage was spent providing the students with some exercises to practice the generic structure and the linguistic features of recount text. The Elaboration stage was used for further writing activities to reach the determined learning outcome of writing, which was constructing sentences in simple past tense to form a simple recount, by referring to a series of pictures (also see Appendix X, B, Table 10.2). However, no particular activity was designed in the Confirmation stage.

In a similar manner, in her lesson plans Tria planned to utilize the text-based teaching and learning cycle while managing to use the EEC organizing principle, for her first to third observed teaching sessions (Tria, Assessments-Process 3, Meetings 1-3). She was not sure, however, of the equivalence of the text-based teaching and learning cycle and the EEC stages. She simply put the prescribed teaching stages of EEC because it was required by the regional authorities, such as the *MGMP* and school supervisors (*pengawas sekolah*):

I don't know whether the four stages and the principles of *EEK itu* (the EEC)*,* can they go together or not. But, from the lesson plans that I see from my friends, their lesson plans have been supervised by the supervisor. Some of them have the same with this kind of thing. They put the four stages here and the principle there. The last time I went to MGMP, the lesson

study, I was the one that should plan to review it and next time I will have to do (it). There they, the MGMP teachers, told me to put *EEK* (the EEC). (Tria, Pre-LI Process 3, Meeting 1)

Tria adopted the text-based teaching and learning cycle for consecutively teaching the listening and writing skills with procedures, in the first and second observed teaching sessions, and the reading skill with birthday invitations in the third teaching session. She reasoned that the text-based teaching and learning cycle was suitable for teaching texts:

> Sometimes I use the PPP or the CLT, but I usually use the genre-based approach when I come to the text because it will help me a lot to sequence the activities. The first stage I have to do this and that, and the next stage I have to do this and that compared to in PPP. … . Therefore, I choose this kind of method or approach every time I come to genre text. (Tria, Pre-LI Process 3, Meeting 2)

The adopted cycle comprised four stages: (1) Building Knowledge of the Field, (2) Modeling of the Text, (3) Joint Construction of the Text, and (4) Independent Construction of the Text. For teaching the receptive skills (listening and reading) with procedure and birthday invitation, the activities were organized as shown in Appendix X, B, Table 10.2.

As shown in Appendix X, B, Table 10.2, one or two learning activities were allocated for each stage of the text-based teaching and learning cycle. In teaching the receptive skills, the Building Knowledge of the Field stage was represented by the activities in which the students were given opportunities to observe the video of a spoken procedure and the samples of birthday invitations, and to activate their knowledge of the field (Activity 1). The activation of the students' knowledge of the field was guided by a number of questions. The Modeling of the Text stage in the teaching of listening was carried out by a listening practice in which Tria initiated teaching the vocabulary related to the model text on 'How to Make Fruit Salad' (Activity 2). In the teaching of reading, the Modeling of the Text stage was conducted by exposing the students to a birthday invitation text and its parts of text structure (Activity 2). The activity completed within this stage, therefore, required the students to identify the parts composing the text structure. The Joint Construction of the Text stage was basically represented by the pair work activities. In the teaching of listening, this stage was completed by requiring the students to once again listen to the video on 'How to Make Fruit Salad', and asking them to identify specific information related to the text. In this activity (Activity 3), Tria intended to develop the target micro skills of listening. For teaching the reading skill, the Joint Construction of the Text stage was represented by the pair work activities (Activities 3 and 4), in which the exploration of the linguistic features of the text (related vocabulary) and the development of the reading micro skill of identifying specific information of the text were

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planned. Finally, the Independent Construction of the Text stage was fulfilled by individual activities. In the teaching of the listening skill, the activity (Activity 4) required the students to listen to their teacher reading the procedural steps of 'How to Boil an Egg', and to sequence the steps in accordance with what they had heard. In the reading class, the Independent Construction of the Text activity (Activity 5) exposed the students to a particular adapted birthday invitation, and required them to answer ten multiple choice questions in order to develop a number of reading micro skills.

For teaching the productive skills of writing and procedure text in her second teaching session, Tria's organization of activities is shown in Appendix X, B, Table 10.2. As stated in Appendix X, B, Table 10.2, and as elaborated in Tria's document of the lesson plan, particular activities were prepared to comply with the characteristic of each stage of the text-based teaching and learning cycle. In the Building Knowledge of the Field stage, Tria prepared a set of pictures for eliciting the students' knowledge of the field about a daily habit of washing their hands. The elicitation was guided by a number of questions as created for Activity 1. In the Modelling of the Text stage, Activity 2 was designed to explore the linguistic features of procedure by assigning the students to match the provided pictures of washing hands with their sequential steps. Within this activity, Tria intended to construct a series of procedural steps of washing hands together with the students. The procedure text constructed from this activity was then projected as the model text. The Joint Construction of the Text stage was represented by Activity 3, in which the students were required to identify specific information related to the model text constructed in Activity 2. To do so, the students had to answer five multiple choice questions in pairs. The Independent Construction of the Text stage was represented by Activity 4 and Activity 5, which were done individually. Activity 4 was actually the same as Activity 2, except that it was for exploring the procedural steps of 'How to Brush Your Teeth'. In Activity 5, the students were finally required to write their own simple procedure text by following the provided text skeleton.

For her fourth observed teaching session, Tria decided to use the presentation stages of PPP for teaching the writing skill and birthday invitation text. She confirmed that she chose these presentation stages because she intended to present and explore the model text of birthday invitation from the beginning. She intended to immediately present the example of a birthday invitation, instead of eliciting the students' knowledge of the field if she had adopted the text-based teaching and learning cycle:

> Because mostly I want to present an invitation text, I want to read an invitation text, so I want to present something after opening the class, if I use the genre-based approach, then I will

have the building knowledge of the texts. Actually, it is almost the same. But, I want to present something first instead of asking many questions to my students. Therefore, I decided to choose this method of teaching. (Tria, Pre-LI Process 3, Meeting 4)

When asked why she did not use the text-based teaching and learning cycle, Tria reasoned that, actually, the flow of the activities following the presentation stages of PPP was similar to that of the activities guided by the text-based teaching and learning cycle. Her reasoning was based on the way she sequenced the prepared activities, which started from group work, considered equal to joint construction, to individual work, viewed as similar to individual construction:

> … . If I use (the teaching method) the genre-based approach, I will follow the 4 stages in it. But here, I use the PPP (presentation, practice, production method), so the main flow of the activities is similar but is not exactly the same. But the flow of activities from presenting, practicing, and producing are almost the same because finally we come to Activity 5, which is the final task and is assessed for individual work today. Here I want to say that these five activities flow from an activity that (is) intended for classical work, and then design for group or pair work and then finally to individual work. (Tria, Pre-LI Process 3, Meeting 4)

The way Tria organized the activities according to PPP stages is depicted in Appendix X, B, Table 10.2.

As shown in Appendix X, B, Table 10.2, and as elaborated in Tria's lesson plan for her fourth observed teaching session, in the Presentation stage the students were presented with an example of a birthday invitation and were engaged with four general questions that connected the students' association with birthday invitations. In the Practice stage, three writing activities were prepared. These activities guided the students to finally be able to construct their own birthday invitation, which was planned to be done in the Production stage.

The organizing principle of pre-, while-/ whilst-, and post-listening/ speaking stages was employed by Nuri for teaching the listening and speaking skills and monologue recount in all her observed teaching sessions. She reasoned that this organizing principle was simpler and easier than the other organizing principles of the text-based teaching and learning cycle and the EEC, so as to ease her students into better comprehending the instructional materials:

> It is (maybe) to make the materials easier to comprehend by the students. Before I give them the whilst-speaking, I give them the pre-speaking to arouse their interest before they learn, before they did their speaking activity. (Nuri, Pre-LI Process 3, Meeting 2)

In regard to the prescribed organizing principle of EEC, she admitted that she did not have sufficient understanding of it:

… First, I haven't really comprehend the *EEK* (EEC), and for the BKOF, it needs four stages. That's one is only 3 stages, so for me it is simple one. (Nuri, Pre-LI Process 3, Meeting 2)

For teaching the listening skill and a recount in the form of a monologue, Nuri organized a question and answer activity in the pre-listening stage to prepare the students to get to know the topic about 'Thomas Alva Edison' (biography) that they were going to listen to. Several general questions related to the topic were addressed to the students. In addition to this question and answer activity, Nuri also engaged the students with a vocabulary building activity. In the while-/ whilst-listening stage, three main activities to develop particular micro skills of listening were set up. Finally, the post-listening stage was spent in doing some reflection and concluding the lesson. Nuri's organization of activities is as shown in Appendix X, B, Table 10.2.

In a similar manner, Nuri used the same stages to organize her activities for teaching speaking and the same text type, in her second to fourth observed teaching sessions. In all her last three sessions, Nuri planned the activity of reviewing the previous lesson to be done in the pre-speaking stage. A number of main speaking activities that were preceded by a listening activity were designed for the while-/ whilst-speaking stage. The post-speaking stage was represented by the same activities planned for the pre-listening stage, which were reflecting and concluding the lesson. Nuri's organization for her speaking instructions within these stages is depicted in Appendix X, B, Table 10.2.

4.1.4 Process 4: Developing Instructional Materials

The process of developing instructional materials involved how the teachers conceptualized PCK when selecting and adapting their instructional materials. The following subsections present evidence of the teachers' PCK conceptualizations in regard to the form of texts and activities, strategies for adapting instructional materials, and the teachers' pedagogical concerns in selecting and adapting instructional materials as related to their PCK conceptualizations.

4.1.4.1 Selecting Texts and Activities

4.1.4.1.1 The Case of Experienced Teachers

<u>Selecting Texts</u>

Following the list of the SC and the BC in the 2006 SBC, the teachers selected texts and activities that they considered relevant to the target skills and texts, as shown in Appendix IX, A-1, Table 9.1. In selecting instructional materials, the three experienced teachers used the Internet as their main source. The teachers relied on four pedagogical concerns when selecting their texts:

> 1) being matched with the text types derived from the curriculum;
> 2) being familiar and related to the students' sociocultural background and to their prior knowledge about the texts;
> 3) attracting the students' interest and motivation to learn; and
> 4) fitting the students' levels of competence.

These pedagogical concerns were derived from the teachers' pre-lesson interviews, as presented in the following paragraphs.

In relation to the first concern, the three experienced teachers confirmed that they selected the model texts mainly to represent the text types as required in the 2006 SBC. This was clear from Meri's decision to choose the report text entitled 'Whales' (Meri, Pre-LI Process 4, 3c), or Sisilia's choice of the story of 'Cinderella' (Sisilia, Pre-LI Process 4, 3c):

> *… . Saya ambil teks itu pokoknya gini, teks itu termasuk salah satu jenis teks report gitu. … Pertimbangan pertama pokoknya yang saya cari adalah yang termasuk teks report.* (Meri, Pre-LI Process 4, 3c)

> (The translated version)

> … . Basically, I chose texts which are classified as *report* text. … The first priority was that I was trying to find the texts classified as *report* text. (Meri, Pre-LI Process 4, 3c)

Similarly, in her second teaching session, Susan played some more videos containing the typical expressions used in a restaurant setting for her students. Susan did this to provide more variety of expressions for the target speech acts, as stated in the SC and the BC she was relying on:

Actually, for example asking for something there are many ways of expressions. I want them to try in a polite way. So, I choose 'would I'; 'I would'; 'I'd like'; and maybe even if it is in declining expressions, they should not have it in rude ways. (Susan, Pre-LI Process 4, 2c)

Sisilia and Susan demonstrated their concern to accommodate their students' sociocultural background in their text selection. Accordingly, Sisilia chose the text on the beauty of beaches in Bali for her first observed teaching session, since she perceived that the beach was part of her students' life in the regency of Gunung Kidul, the regency where the students lived:

… . Let me tell you, *Bu* Anita, there are some beaches in Gunung Kidul. So, I took (a) text about the beach because some students have known about the beach here. *Iya itu yang melatar belakangi* (Yes, that was the reason.). *Jadi, saya ambil teks yang sesuai dengan keadaan siswa disini* (So, I chose the texts which reflect the students' condition here.). (Sisilia, Pre-LI Process 4, 1a & 1c).

For her fourth observed teaching session, Susan incorporated some specific information about two famous local restaurants in Yogyakarta, to make the model advertisements related to the students' sociocultural context and to help them better understand the texts:

Yes, I think this kind of restaurant … *ya* familiar to the students in Yogyakarta, especially on *jamur,* mushroom. I think they are familiar and the location that I choose is also near Yogyakarta. Maybe some of the students have ever gone there and maybe the kind of food also they know like *satay* and *tongseng.* And then this one, this kind of restaurant is very familiar to young people and this is in downtown in Yogyakarta in the center of Yogyakarta and many youth have been to the restaurant. (Susan, Pre-LI Process 4, 3a & 3c)

The concern to relate the selected texts to the students' prior knowledge was shown when Meri and Sisilia decided to continue with the stories of 'Cinderella', 'Jack and the Beanstalk', and 'Snow White'. They perceived that the stories were familiar to the students and that they possibly had some background knowledge about these stories:

Kalau milih Cinderella karena udah familiar. Udah, anak-anak udah tahu gitu loh. (Meri, Pre-LI Process 4, 1a & 1c)

(The translated version)

(I) chose Cinderella because the students have known this story. (Meri, Pre-LI Process 4, 1a & 1c)

The third pedagogical concern, related to attracting the students' interest in selecting texts, was exemplified by Meri's decision to select the texts in the form of videos in her second observed teaching session, and Sisilia's selection of a text related to 'football' in her second observed teaching session. Meri clarified that her decision to select the videos of animated cartoon films was because she thought that her students loved the attractive features of animated cartoon films:

Iya, ini kan yang akan saya berikan ini kan cerita animasi. Nah, itu anak-anak itu kan suka tho sama film-film kartun. Nah, itu paling gak kan ada gambarnya kartun begini, anak-anak akan lebih tertarik, gitu. (Meri, Pre-LI Process 4, 2c)

(The translated version)

Yes, I am going to provide animated stories. The children love cartoon films because such films have animated images that will attract the students. (Meri, Pre-LI Process 4, 2c)

Based on her experience of teaching her past classes, Sisilia found that students commonly enjoyed the lesson when it was related to 'football'. She, therefore, decided to integrate this theme into her adapted recount, titled 'David Beckham', to attract the students' interest in her second observed teaching session.

Because I know that some of my students like football, so, I take the materials which are essential for their interest. We know that last year I teach this material also for my students. They said to me that "*Wah kalau pelajaran bahasa Inggris seperti ini mudah sekali*" ("Wow, if the English lesson is like this, it's so easy") (laughing) … they said like that … "*enak*" ("easy"), *mereka senang ya* (they were happy yeah). (Sisilia, Pre-LI Process 1, 2b-c/ Pre-LI Process 4, 2h)

The teachers' fourth concern with the level of difficulty of the texts was related to the complexity of the vocabulary and the length of the texts. The three teachers stated that they selected texts in which the difficulty level of the vocabulary was suitable to their students' competence level. In selecting the text titled 'Whales' for her third teaching session, Meri made an effort to introduce more advanced vocabulary in the selected report text to the IX grade students (Meri, Pre-LI Process 4, 3c). She considered that it was necessary for the IX grade students to upgrade their vocabulary repertoire:

Ya itu, kemudian ... kemudian untuk vocab-nya itu saya mengambil memang tidak yang sederhana sekali, karena sudah kelas 9 ya. Saya ambil yang tidak sederhana itu untuk memperkenalkan siswa terhadap vocab-vocab yang tidak biasa, gitu. (Meri, Pre-LI Process 4, 3c)

(The translated version)

Yeah, then … then for the vocabulary, I chose words which are not too simple because they are at grade 9 already. I did that for introducing them to vocabulary which are not usual. (Meri, Pre-LI Process 4, 3c)

For all her observed teaching sessions, Susan admitted that she considered the texts that included familiar vocabulary and were within the reach of her students' knowledge and life experience (Susan, Pre-LI Process 4, 1c, 3c, 4b-c). For example, in choosing the examples of dialogues in a restaurant setting for her third observed teaching session, she chose videos that exposed her students to familiar words such as 'taste', 'crispy', and 'fries':

… . They are familiar like 'taste', 'have', 'crispy', they know that, 'fries'. Maybe some of them are beyond their skill. I will explain this in context. … (Susan, Pre-LI Process 4, 3c)

Susan even made efforts to include such familiar words as *sate* (chicken or lamb skewers), *tongseng* (spicy lamb soup), and 'mushroom', which were rooted in her students' life experience when visiting typical Indonesian restaurants offering their local specialties, in her adapted advertisements for her fourth teaching session.

Of course it is not far beyond on their knowledge of students. They will (be) hopeless and then if it is too difficult, they will not (be) interested. But, I hope when they once see that it is *sate* and *tongseng*, they will (be) interested. But, there is something that maybe not all students are familiar or never eat mushroom. But, there the restaurant has a good offer. It's special. It's *tongseng*, but with mushroom. (Susan, Pre-LI Process 4, 4c)

In a similar manner, Sisilia was consistently concerned with the selection of the texts having simple and understandable vocabulary and being suitable for the 8th graders' competence. For example, when choosing the story of 'Cinderella', Sisilia (Pre-LI Process 4, 1c, 2c, 3c, 4c) stated:

… . *Kemudian saya banyak sekali teks-teks yang sesuai lalu saya pilih Cinderella ... kenapa? ini karena memang kosa katanya ga terlalu sulit.* (Sisilia, Pre-LI Process 4, 3c)

(The translated version)

… . Of many suitable options of the text, I chose Cinderella … why? This is because its vocabulary is not too difficult. (Sisilia, Pre-LI Process 4, 3c)

In addition to the level of complexity of the vocabulary, Sisilia was also concerned about the length of the texts, for instance when selecting the model text titled 'David

Beckham' for her second observed teaching session, and about the duration of the spoken texts in the form of videos when choosing the video of the story of 'Snow White' for her fourth observed teaching session (Sisilia, Pre-LI Process 4, 2c & 4c):

> *Iya kesesuaian ini kan mereka kelas 8, jadi memang masih sangat-sangat sederhana. Jadi saya cari yang sederhana gitu, kemudian filmnya tidak ... kalau yang bener sekitar satu jam ya, tapi ini saya cari yang kira-kira 15 menit kuranglah tapi sudah mencakup keseluruhan dari cerita itu.* (Sisilia, Pre-LI Process 4, 4c)

(The translated version)

> Yes, the suitability of the texts to the grade eight students, so the texts which are still very simple. I chose a simple text and then for the animated film … the real film lasted for about one hour, but I attempted to find the one that lasted for about 15 minutes yet it covered the entire story. (Sisilia, Pre-LI Process 4, 4c)

Selecting Learning Activities

In addition to selecting appropriate texts, the teachers' process of developing materials also involved selecting learning activities (see Appendix IX, A-1, Table 9.1). As reflected in the formulations of competence achievement indicators, Meri and Sisilia shared three major activities that they planned for teaching reading and listening in particular, using different target texts:

1) arranging jumbled words into correct sentences or arranging jumbled paragraphs into a good text;
2) providing missing words in the texts; and
3) answering reading comprehension questions.

As stated in Process 2, the two teachers admitted that the selection of these particular activities was mostly influenced by their pedagogical concern for the students' performance in the National Examination (NE - *Ujian Nasional/ UNAS*). Their intention to prepare their students for successfully doing the NE influenced them to plan typical activities that were usually tested in the NE (Meri, Pre-LI Process 4, 4d & 4f; Sisilia, Pre-LI Process 4, 1f, 2c, 3i, 4c). Sisilia, for example, frequently repeated her pedagogical concern for relating the activities she prepared to the NE, in her four pre-lesson interviews. When questioned why she planned such similar activities as finding related words to the texts, arranging jumbled words into correct sentences, completing the missing words in the texts, and answering reading comprehension questions, she consistently answered that she was primarily concerned about the fact that those activities usually appeared in the NE:

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Because in the National Examination these kinds of practices always appear. … . *Jadi kita menyiapkan siswa untuk terbiasa menghadapi soal-soal seperti ini* (So, we prepare students to get used to doing such exam items). (Sisilia, Pre-LI Process 4, 4c)

Susan, by contrast, demonstrated her courage in not planning and selecting typical activities that were usually tested in the NE. Instead, she was, for example, more concerned with how the target expressions taught in her integration of listening and speaking skills in her first three observed teaching sessions were used in their context. Therefore, she provided meaningful examples of the varieties of the target expressions and how the expressions were put in context through the selected activities (Susan, Pre-LI Process 4, 2c). Such activities were listening to dialogues and identifying the foods ordered by customers, and listening to the expressions of the target speech acts for drills, followed by some communicative activities. When the drilled expressions were practiced in the game titled 'The Best Waiter' and the role-play, the combination of these activities were intended as a useful way to minimize the chance of the students memorizing the expressions without knowing the context:

Drill *dan* role-play … *jadi meminimalis cara … cara yang lebih bermanfaat yang menghafal, iya tapi langsung* use to interact with friends or others. (Susan, Pre-LI Process 4, 2d-f)

(The translated version)

Drill and role-play … so, they are ways for minimizing … more useful ways for memorizing, yet directly applying the expressions to interact with friends or others. (Susan, Pre-LI Process 4, 2d-f)

4.1.4.1.2 The Case of Inexperienced Teachers

<u>Selecting Texts</u>

In selecting appropriate texts, the inexperienced teachers shared two major considerations that represented their pedagogical concerns (see Appendix IX, B-1, Table 9.2 for the list of the selected texts). Their considerations were mostly concerned with: (1) the difficulty level of texts, and (2) the extent to which the selected model texts were related to the students' life experiences and their sociocultural backgrounds. The level of text difficulty was mostly featured by the extent to which the selected texts were simple in terms of containing familiar words and simple sentence structure for the grade seven and eight students. These two pedagogical concerns in selecting the model texts were frequently stated in the teachers' clarifications of their conceptualization. In the case of Etta, for instance, these two

pedagogical concerns were consistently held for selecting the model texts for all her four observed teaching sessions. The model texts titled 'Barbecue in the Park', 'National Park', 'A Beautiful Day at Jogja', 'My Holiday in Bali', and 'Going Camping', were selected because these texts were considered simple and familiar. In addition, such texts about going to national park, spending a holiday in Yogyakarta and Bali, and going camping, were perceived to relate to the students' life experiences or background knowledge, and sociocultural background. Etta considered that the students' background knowledge would help them better understand the texts that she prepared for them:

> *Karena ini masih kelas 8 jadi saya memberikan teks nya itu yang kata-katanya tidak terlalu asing untuk anak dibaca, contohnya kayak* walk *... Nah ini nanti dicari bersama, kayak* trip*, ini kan kata-katanya masih* simple. (Etta, Pre-LI Process 4, 2-c1)

> (The translated version)

> Because this is for Grade 8, so I provided texts whose words are familiar to the students to read, for example walk … We can discuss such word as 'trip' together, this word is still simple. (Etta, Pre-LI Process 4, 2-c1)

> *Kalau sekarang iya, jadi umpamanya kayak National Park, otomatis anak-anak kan mungkin ada pandangan sedikit gitu. Kalau kemaren yang 'Barbecue' kan anak belum tahu, jadi kalau sekarang kayak 'National Park' ada* playground *nya, ada animals nya mungkin kan sudah punya bayangan, ini hampir mungkin kaya zoo gitu*. (Etta, Pre-LI Process 4, 2-c2)

> (The translated version)

> In this meeting, for such text as National Park the students probably have some background knowledge. Unlike yesterday's text about 'Barbecue', the students have better knowledge about today's text since a national park is like a zoo in which they can find animals and some playgrounds. (Etta, Pre-LI Process 4, 2-c2)

In a similar manner, Nuri's decision in selecting the model texts of spoken monologue recount titled 'Thomas Alva Edison' and 'Last Holiday' for her first and second observed teaching sessions was related to the complexity level of the texts. She mostly considered that the selected texts were supposed to be comprehensible in terms of having vocabulary that was familiar and easy to understand for her students and contained simple language that entailed simple and short sentences:

> For the text I use the criteria, of course it should be in the form of dialogue, in the form … in the theme is telling something in the past or holidays that someone ever takes. And then, the

vocabulary should not be weird for my students and the grammar maybe it should be not too complicated. I choose the simple one and then I decided to use this text. (Nuri, Pre-LI Process 4, 2c)

Another pedagogical concern held by Nuri was related to the students' sociocultural background, and was shown when she decided to prepare the text titled 'Vacation at Glagah Beach' for teaching the same text type, which was monologue recount, in her third observed teaching session. By preparing a text about one of the local beaches in one of the regencies in Yogyakarta, Nuri hoped that her students would be able to understand the text better.

The last case, Tria, also showed her consistency in referring to the aforementioned pedagogical concerns in selecting the model texts for procedure, such as 'How to Make Fruit Salad', 'How to Wash Your Hands', and birthday invitations, in all her observed teaching sessions. She selected the model texts for teaching procedure and birthday invitation texts based on the degree of the text complexity, whether the texts contained familiar, simple, and meaningful words or sentences that fitted to her grade seven students' level of competence, and on the extent to which the texts related to her students' life experiences or daily habits:

In my opinion, the ... the appropriate one ... the appropriate texts for my students, knowing my students' ability, I will bring a text or a paragraph that is simpler, simple. The sentences are not too long and we have dealt with the criteria. So, in my previous classes I have told to my students to pay attention to the conjunctions, to the connectors. So, they will see the connectors there, and they will see the imperative verbs there, and maybe the difficulties ... the challenges that come is the vocab. (Tria, Pre-LI Process 4, 2-c1)

I look back at the materials that I should follow from the government and from the regency, in this semester we have to give the students the topic on daily activities and daily needs; therefore I have to find some activities that are related to their daily routines. I have found some activities such as how to do exercises regularly, or how to wash the clothes, or how to prepare the things before going to bed, but these two texts are simpler than the others, washing hands and brushing teeth are two samples of activities that are that everyone mostly do including my students, I believe so. (Tria, Pre-LI Process 4, 2-c2)

In the case of Tria, three other pedagogical concerns emerged. The first dealt with the length of a model text in a video clip. In selecting a video for modelling the procedure text, about 'How to Make Fruit Salad', for her first observed teaching session, Tria considered that the video, which had a short duration, was more suitable for her students:

I prefer food and drinks to, for example, how to make paper boxes. Maybe later on my next meeting I'll show them the video of how to make boxes. But, this one is, I think, the simplest one. The others are longer, the videos are longer. It takes ten to twelve minutes and so many new words. I think those two videos are easier for my students. (Tria, Pre-LI Process 4, 1c)

The second pedagogical concern for Tria emerged when selecting the model texts for birthday invitation for her third observed teaching session. Tria raised a concern about wishing to choose some generic birthday invitations samples that could feature unique and recent invitations. Tria, therefore, prepared some adapted samples of birthday invitations with contextual information attached, and some current invitations that were commonly found in English-speaking countries:

I have got some samples of invitation texts, and these two samples were (the two most) the two simplest but rather complete sample or examples of invitations, some others were (more) longer (in sentences or in phrases but they were not complete). For example, they did not have name of the invitee or (the) name of the inviter. These two texts, they are the most complete I think, although the second text, it does not put the name of the invitee there but I think it is quite complete. That's why I choose these two samples of texts, and then for the invitation text for the activities, I choose the text ... this one is the same, Activity 2 is the same with the sample. For Activity 3, it is a unique birthday invitation. Therefore, I want my students to experience that an invitation could be unique, could be different, could be modern one. *Nah*, this one is the modern one I think, and the last one is quite the same with the one in the samples. So, the different, the one that is quite different from the others is the text on Activity 4. (Tria, Pre-LI Process 4, 3-c1)

Selecting Learning Activities

The selection of learning activities comprised the second layer of the process of selecting instructional materials by the inexperienced teachers. In selecting the learning activities, the three inexperienced teachers shared one major pedagogical concern. This major pedagogical concern was to match the characteristics of the learning activities to the characteristics of the stages in the organizing principles they adopted. The organizing principles that the inexperienced teachers used are as listed in Appendix X, B, Table 10.2, and the teachers' selection of learning activities is as shown in Appendix IX, B-1, Table 9.2.

In the case of Etta, the pedagogical concern to provide the learning activities in accordance with the sequence of the stages of Exploration, Elaboration, and Confirmation (EEC) was shown, for example, when preparing her fourth observed instruction. In order for her students to be able to construct sentences in simple past tense in their short and simple

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recounts, Etta prepared three activities. The first activity was to practice simple past tense; the second one was to practice the use of simple past tense in text; and the last one was a semi-guided writing activity to construct simple past tense sentences based on a series of pictures in order to form a short recount:

> *Untuk memudahkan, jadi dikasih modal untuk, dikasih modal yang mudah dulu gitu lho ... jadi tau grammarnya dulu gitu kan, cara ... o, kalau lampau menggunakan kata kerja ke 2, ini masih dalam kalimat, ini dalam bentuk teksnya, paragraf, lalu mereka ke langkah menulisnya kan mereka sudah punya bayangan.* (Etta, Pre-LI Process 4, 4c)

> (The translated version)

> To facilitate the students' (learning), I provided them with a grammar practice in which they were introduced to the structure of simple past tense in simple sentences. Then I introduced the use of simple past tense within a recount text. So, before writing a short recount, they have had some picture about it. (Etta, Pre-LI Process 4, 4c)

Other examples were well reflected in the other two teachers' selection of learning activities. In the case of Nuri, her concern about the compatibility of the activities to her teaching stages of pre-, whilst-, and post-activities was consistently shown in her clarifications for all her observed teaching sessions. For her second and third observed teaching sessions, for example, Nuri prepared and selected learning activities that were in line with the sequence of pre-, while-/ whilst-, and post-activities for teaching speaking skills and monologue recount text. In the second session, a mini role play done in pairs was chosen for the while-/ whilst-speaking stage, with the consideration that the activity would facilitate the students' practice related to the expressions as exemplified in the model text, and to equip them with some confidence before they were required to do the interviewing and perform the result of their interviewing in the form of a monologue recount:

> For the activities, I decided to give them time to have a role playing so that they will feel confident with their spoken English first. After that, with the expressions used in the text, after that, after they feel confident, I will let them to do some interview which is in the form (of) a guided interview. So, they still can see what thing that they will ask to their friends, but it is not only read but they will think what questions (are) suitable to ask based on any certain information to their friends. (Nuri, Pre-LI Process 4, 2c)

For her third observed teaching session, the pre-speaking activity was planned to help the students to recall their previous knowledge, the while-/ whilst-speaking activity was realized in the activity of providing input texts that was followed by a group activity for

constructing a recount in the form of a monologue, and the post-speaking activities were actualized in the activities of concluding and reflecting on the lesson:

> For the pre-speaking (stage) I plan to make my students recall their previous knowledge and then I will relate it to the teaching and learning, to the material that they will learn today. And then for (the) whilst speaking (stage) I plan to give my student many inputs in the form of monologue text. After I give them input I want to give them more comprehension on the input text that they hear and they read. After that I want to get their confidence by some group-works in arranging short monologue recount text. And in the post speaking (stage) I plan to conclude and do some reflection on the learning process that they have done. (Nuri, Pre-LI Process 4, 3c)

In a similar manner, Tria selected activities by considering the fitness of the activities to the organizing principles she had planned, to teach the target skills and texts. For her first observed teaching session, for instance, Tria prepared five activities for teaching the listening skill and spoken procedure text. These five activities were directed to fulfill the characteristics of the text-based teaching and learning cycle that she planned to apply. The first activity, which was answering five general questions related to the given video, was selected with the consideration that the activity would be able to stimulate the students' knowledge and motivate them to relate their answers to a video clip, in the first stage of the text-based teaching and learning cycle that she applied, which was the Building Knowledge of the Field stage. The second activity, which was listening to the teacher and arranging the given letters into words, was prepared with the consideration of enriching the students' vocabulary learning in the stage of Modeling of the Text. The third activity, which was listening to and watching the same video once again and answering five multiple choice questions, was created with the purpose of developing micro listening skills of identifying varied information in pairs, at the stage of Joint Construction of the Text. Finally, the fourth and fifth activities, which were listening to the teacher and arranging a series of jumbled spoken procedures, were prepared in order for the students to be able to construct the procedure texts that they listened to individually, in the stage of Independent Construction of the Text:

> In task 2, I want them to know more words. They enrich their vocabulary … I want them to enrich their vocab in this task. So, task 1 is to stimulate their knowledge, task 2 to enrich their vocab, task 3 is for cooperative work, pair work and they can also identify some of the information they should find there. Almost the same with task 4, they can find the implied information, and specific information, and then general ideas. And for task 5, this is rather the same but it's for their confidence that they can do the task individually. (Tria, Pre-LI Process 4, 1c)

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In addition to this major pedagogical concern, a minor concern in relation to the National Examination (NE) preparation was also revealed in the case of Etta. This concern was expressed by Etta when she was discussing preparing the learning activities for her third observed teaching session (Etta, Pre-LI Process 4, 3c). In line with her concern, she prepared a number of reading comprehension practices to achieve the micro reading skills as tested in the NE. The examples of such micro reading skills were identifying: (1) general idea of recount, (2) stated/ specific information, (3) word reference, and (4) word meaning.

4.1.4.2 Adapting Instructional Materials

4.1.4.2.1 The Case of Experienced Teachers

The three experienced teachers demonstrated techniques that they used to adapt instructional materials to fit the level and the learning activities so that they could satisfy their particular pedagogical concerns. Two cases, Susan and Sisilia (Susan, Assessment, Meeting 4; Sisilia, Assessment, Meeting 2), adapted texts by making some changes in the original texts at the level of sentences, phrases, and words, as outlined below.

For preparing her materials in her fourth observed teaching session, Susan made some adaptations on the model advertisements of two famous local restaurants in Yogyakarta, 'Jejamuran' and 'House of Raminten', by applying the techniques of adding (extending), reducing, and simplifying (rewriting) parts of the texts. To adapt the restaurant advertisement on 'Jejamuran' (see Appendix IX, A-3, 3.3), Susan took a Jejamuran restaurant review, contributed by a certain customer from the Internet, as the original source for her text adaptation (see Appendix IX, A-3, 3.1). She took particular original sentences, which are underlined in the appendix referred to below, and simplified them into typical language of an advertisement (see Appendix IX, A-3, 3.2). For example, Susan simplified the original sentence, "My parents are happy as they could enjoy the taste of *sate* and *tongseng* without worrying about health problem", into an imperative sentence, "Enjoy the taste of *sate* and *tongseng* without worrying about health problem."

For preparing the model recount of 'David Beckham', Sisilia chose a number of sources about David Beckham from the Internet. Then, she took a number of sentences from the original sources and executed such adaptation techniques as expansion (adding the complexity of sentences/ paragraphs/ texts), reduction (decreasing the length/ complexity of sentences/ paragraphs/ texts), and reorganization (changing the positions of particular details of sentences/ paragraphs/ texts). She, however, left some original sentences unchanged. The

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process of Sisilia's text adaptation is shown in Appendix IX, A-3, 3.4. She put all the original and adapted sentences together, and assembled them into the adapted recount of 'David Beckham' (see Appendix IX, A-3, 3.5). Sisilia admitted that her text adaptations aimed to make the texts more understandable to her students (Sisilia, Pre-LI Process 4, 2a-b):

> *Iya* (Yes) adopt, I change some words. I think that it make my students easy to understand. (Sisilia, Pre-LI Process 4, 2a-b)

At the level of adapting learning activities, modifying the procedures of such activities as a question and answer game and a role-play was done by Meri and Susan (Meri, Pre-LI Process 4, 3a-c; Susan, Pre-LI Process 4, 2c-e). Meri modified the procedure of doing a group activity in her third observed teaching session, from originally working in pairs into groups of four, to provide more opportunities for her students to collaborate in groupwork. Susan also changed the ways for doing the role-play in her second observed teaching session, for creating a competitive learning atmosphere:

> *Kemudian kalau dalam buku itu siswa dibagi 2. Kalau saya gak, oh saya bagi 4 saja supaya kerjasama nya lebih apa ... benar-benar supaya kerjasama nya itu betul-betul, gitu. Ya, misalnya seperti itu.* (Meri, Pre-LI Process 4, 3a-c)

> (The translated version)

> Then in the book, students work in pairs. I will not do that, oh I will divide the students into groups of four in order that the students will be able to cooperate … the cooperation will be really done. Yes, that is the example. (Meri, Pre-LI Process 4, 3a-c)

Some activities were developed by the teachers themselves. For her fourth observed teaching session, Susan created the reading activity in the form of completing a worksheet with specific information such as food category, the location, the special offer, and the atmosphere of the real restaurants in Yogyakarta, for linking the reading activity to the writing one (Susan, Pre-LI Process 4, 4e-g). Similarly, Sisilia created the questions for the text she had chosen in her second observed teaching session, in order to practice the reading micro skills that were usually practiced in the school examination or the NE (Sisilia, Pre-LI Process 4, 2d-e):

> Reading activity when they read this … oh *ya* the first sample they will get some ideas on this and then they write and I will present them like column worksheet and then, for example, food category and then the location and then the special offer and then the atmosphere of the restaurant and they will make a note based on that reading, for example, the atmosphere they

write nice and music. Maybe the facilities like the spacious parking area and kind of food is Indonesian. (Susan, Pre-LI Process 4, 4e-g)

I make the questions based on the text from the news, *dari soal-soal yang biasanya keluar dalam tes atau ulangan umum biasanya seperti itu* (from the questions that usually appear in the test or examination). (Sisilia, Pre-LI Process 4, 2d-e)

When dealing with spoken texts taken from audiovisual sources, the teachers made some effort to provide alternative materials for helping the students to better understand the texts (Meri, Pre-LI Process 4, 2a-c; Sisilia, Pre-LI Process 4, 4a-c). These efforts were done since the teachers were not capable of making changes directly on the original audiovisual sources. For example, to enhance the students' understanding of the story of 'Snow White', Sisilia developed material to accompany the audio of the story. She rewrote a simpler version of the story shown in the video, for the activity of completing missing words in the story, in her fourth observed teaching session. She did this in order to ease the students' understanding, since she considered that the original video of 'Snow White' was too complicated for her students:

Ya (Yeah) because the video is very complicated for the students. So, I make it easy for the students to understand. (Sisilia, Pre-LI Process 4, 4c)

4.1.4.2.2 The Case of Inexperienced Teachers

For developing their instructional materials, the inexperienced teachers' conceptualizations of PCK were realized into the use of particular text adaptation techniques (Tomlinson & Masuhara, 2004), strategies for the adaptation and material writing, and pedagogical concerns underlying the instructional material development.

In the case of Etta, the text adaptation techniques used involve modification, replacement, reduction, and the combination of replacement and reduction. The modification technique was used for adding a line of instruction of a practice in her second observed teaching session. The addition was made because Etta intended to insert her own particular step for completing the practice, to facilitate her students' learning. The replacement technique was done when she intended to replace the third paragraph of the model text titled 'A Beautiful Day in Jogja' with her own paragraph, in her third observed teaching session. This change was made since Etta found that the original paragraph was too long for her students. Another adaptation technique of reduction was also carried out in this third observed session: Etta shortened the length of the second paragraph of the same text, with the same

concern of making the text shorter in order for the students to be able to better understand the text provided. Finally, the combination of replacement and reduction techniques was done for Etta's fourth observed teaching session. The replacement technique was utilized for deleting the third paragraph of the original source of the recount text about going camping that was prepared for practicing the grammatical features of the text. The original long paragraph was replaced by the teacher's shorter paragraph. The combination of these techniques was applied because Etta considered that the original details put in this third paragraph were not really relevant to her students' experiences when going camping. The following is one of the interview extracts that represents the teacher's text adaptations:

> … . *di paragraf ke 3, paragaraf ke 3 itu kan menceritakan tentang … intinya tentang pas kemah malemnya itu ada hujan lebat gitu kan banjir. Terus itu tak hapus bagian yang itu, yang menceritakan yang itu karena saya pikir anak itu kan maksudnya kayaknya itu gak familiar, kayak banjir dll itu kan gak familiar, kan ga ini banget. Jadi tak hapus, saya bikin lebih … di paragraf pertama itu tak ceritain, tak tambah mereka kesana naik apa terus di tempatnya juga tak ganti, terus ada yang tak ganti dari wake up – woke up gitu. Setelah itu apa yang mereka lakukan gitu, ada beberapa kalimat sih yang tak bikin.* (Etta, Pre-LI Process 4, 4a-c)

(The translated version)

> … . The 3rd paragraph is about one night when a group of students experienced heavy rain and flood. I deleted that part since I thought the students are not really familiar with this kind of experience. It just doesn't fit them. So, I omitted that part and replaced the paragraph with the one having more familiar details to my students. I also made other changes such as changing the 1st paragraph into the one with such details as how students went to the camping site, the place, and so on, and adding a certain verb option like wake up-woke up. Basically, I made some sentences by myself. (Etta, Pre-LI Process 4, 4a-c)

Unlike Etta, Nuri, mostly conducted material writing, and did not involve herself much in text adaptation. One reason for this was related to her teaching of listening and speaking skills, in which she found difficulties in finding a written text with a corresponding audio recording. Therefore, she made an audio recording for a dialogue on 'Last Holiday' that she found from the Internet, in her second observed teaching session (see Appendix IX, B-2, 2.2.2). Another reason was related to her difficulty in finding a text that was close to her students' life experiences in the district they lived in. This concern motivated her to finally write a recount text about going on vacation to a local beach located in that district, for her third observed teaching session. The created text, which was titled 'Going on Vacation to

Glagah Beach', was particularly used as the model for the students to learn the text structure (generic structure) of spoken monologue recount (see Appendix IX, B, 4.1):

> *Ya*, actually I only got the text and then I use this without any changes because I think it is already appropriate for my students without I modified it. Maybe I made the audio recording. *Ya*, I think I need the audio recording for giving my students a spoken input, so I modified that way. (Nuri, Pre-LI Process 4, 2a-c)

> For the first text I do not change anything, but the second text I made it myself because I find it difficult to find a text which is close to my students' real life so I made this text myself. (Nuri, Pre-LI Process 4, 3a-c)

For the instructional material adaptation, Nuri applied the technique of reduction to reduce the length of the biography on 'Thomas Alva Edison', for her first teaching session (see Appendix IX, B-3, 3.1 & 3.2). She decided to use the first six paragraphs of the original source, since she considered the original text was too long for her students.

Finally, Tria conducted both material adaptation and material writing techniques. For her material adaptations, she made some modifications on the script she wrote from the video, 'How to Make Fruit Salad', that she got from the Internet in her first observed teaching session (see Appendix IX, B-3, 3.3 – 3.5). To make the text extract of procedure more understandable to her students, Tria made three changes: (1) omitting some words that were potentially confusing to her students; (2) adding some words/ conjunctions that are part of the linguistic features of procedure; and (3) changing the words into more familiar words to help the students better understand the video. These modifications included, for example, changing the word 'sprinkle' from the original video into the word 'add' or 'pour' in the script that she made. This modification was done since Tria considered that the word 'sprinkle' was less familiar than the alternate words that she added:

> I found that on the video, the first video, how to make fruit salad, they said they sprinkle mayonnaise, they sprinkle the milk, they repeat the word 'sprinkle' many times. And I think that I have to modify it when it comes to the script so that my students will not get confused with the word 'sprinkle', which means *menaburkan*, *menaburi*. I have to change with 'add' or 'pour'. (Tria, Pre-LI Process 4, Meeting 1, 1a-c)

Tria also made some other modifications on the model birthday invitation texts that she had for her third and fourth observed teaching sessions (see Appendix IX, B-3, 3.6 & 3.7). The modification made was to change some specific information found on birthday

invitations, such as name, address, and venue, into more familiar details relevant to the students' context:

> The two texts in the examples, in the teaching materials, I make modification and changes. I put the name of the invitee there. For the 2nd text, I change the address, place and venue of the party. The 3rd text is the same with the sample. The 3rd one there is no changing and modification, and the last one is another modification of the 2nd sample. I put the name of the invitee there and I change the name of the person who celebrate the birthday. (Tria, Pre-LI Process 4, 3a-c)

For exploring procedure in her second observed teaching session, Tria adapted a procedure text based on a series of pictures along with their related phrases, which she obtained from the Internet (see Appendix IX, B-3, 3.8). She made materials modification from this series of pictures and the phrases, since she found them relevant for teaching a simple procedure (see Appendix IX, B-3, 3.9 & 3.10):

> The text is umm ... is a modification one because from the Internet sources as written here I only got the pictures, and the pictures only come with the phrases only not the sentences and not the procedural text, therefore I made the procedural text myself. I develop the procedure from the pictures and the phrases that come with the pictures. (Tria, Pre-LI Process 4, 2a-c)

In terms of materials writing, Tria developed a writing activity in which her students had to personalize their own birthday invitation (see Appendix IX, B-4, 4.3). She also created a situation for the students to write birthday invitations for her fourth observed teaching session (see Appendix IX, B-4, 4.4). This materials writing activity was done with the concern to provide new learning experiences for her students:

> Actually it's totally my own text; I did not take from any resource. I did not take a text from any source because I want my student to experience another new activity. It's quite new for them. I have made similar activity like this before but whenever had a chance to do the same. So, today I will try to give my students this kind of activity. They have information or a new given situation, then they have to complete the missing part of the invitation text. (Tria, Pre-LI Process 4, 4a1-c1)

> … . I've seen many kinds of things like making a birthday invitation, but the prologue here I created myself, I want them to dream or to pretend that they will celebrate a birthday party. So that, I want them to imagine if they will have their own party, what they want their party like. … (Tria, Pre-LI Process 4, 4a2-c2)

4.1.5 Process 5: Assessing Student Learning

The conceptualization of PCK in the process of assessing student learning focuses on what classroom-based assessment activities were chosen by the teachers as stated in their lesson plans. This conceptualization was also related to how the selection of their classroom-based assessment was aligned with and supported the expected competences, as represented in their adopted standard of competence (SC) and the basic competence (BC).

4.1.5.1 The Case of Experienced Teachers

Meri and Susan consistently allocated a certain classroom-based assessment activity in their lesson plans. In the case of Sisilia, despite the fact that she planned to manage several classroom learning activities, she did not, however, specifically identify in her lesson plans which particular assessment activities she intended to do for her second to fourth observed teaching sessions. The experienced teachers' selection of the classroom-based assessment activities, which shows the relation of the assessment activities to the underlying SCs and BCs, and the specification of the following competences, are presented in Appendix XI, A-1, Table 11.1.

As shown in Appendix XI, A-1, Table 11.1, all the assessment activities that Meri prepared contained particular micro skills and text representations to achieve the target competences as stated in the selected SCs and BCs of the curriculum. Two characteristics emerge from Meri's classroom-based assessment activities:

1) The micro skills (competences) covered in the assessment activities do not match with those initially planned as stated in Meri's lesson plans. For example, the ten multiple choice questions in the first assessment activity accommodated richer micro reading skills in their question items (see Appendix XI, A-2, Table 11.2). Only one micro skill matched, i.e. identifying the implied meaning of the text; while the other micro skills assessed through the items were different from those she initially stated in her lesson plan.

2) The micro skills previously taught did not support the development of the target macro skill. For instance, the macro skill of writing a short descriptive text that was formulated for the fourth assessment activity was not supported by relevant micro skills of writing. As shown in Appendix IX, A-1, Table 9.1, two learning activities preceded the activity of writing a short descriptive text. These two activities were underlining the correct words pronounced by the teacher and

completing some missing words in the text entitled 'Anwar is a student'. The micro skills attached in these two activities do not likely provide a sufficient foundation for the students to be able to compose a short descriptive text.

In the case of Sisilia, a particular assessment activity was only identified in her lesson plan for the first meeting, while no specific activity was chosen for assessing her students' learning in her second to fourth observed teaching sessions, as shown in Appendix XI, A-1, Table 11.1. The correspondence of the ten reading comprehension questions with their underlying micro skills, as shown in Appendix XI, A-2, Table 11.3, indicates that the majority of the questions were made to accommodate the micro skills that Sisilia stated in her competence achievement indicators. A few questions, however, were not applicable to any micro skill stated in the indicators.

Susan, as reflected in the findings of her previous instructional curriculum design processes, demonstrated the most proficient plans, including the ones for assessing her student learning. As shown in Appendix XI, A-1, Table 11.1, her assessment activities, both for the integration of the listening-speaking skills and that of the reading-writing skills, were relevant to addressing the underlying SC and BC and to accommodate the intended micro skills. The students' development of micro listening skills was assessed by asking them to listen to dialogues containing the target expressions in the restaurant setting and to identify specific information as stated in the given worksheets. The speaking skills of asking for, giving, and declining services/ things, and offering, accepting, and declining services/ things were assessed through a role play, which was assigned in groups. For the integration of the reading and writing skills, the first assessment activity, i.e. reading an advertisement on 'Jejamuran Restaurant' and identifying specific information (food category, location, price, atmosphere, special offer, reasons why the restaurant is considered interesting, reasons for choosing the restaurant), assessed the reading competences, which provided a foundation for the students to write. The second assessment activity, which was writing an advertisement on any restaurant of the students' interest, was intended to assess the students' ability in writing a short restaurant advertisement. To support this assessed ability, the students' knowledge of the linguistic features of the text and the generic structure of the text, which was developed through the activity of recognizing and writing typical sentences or statements that usually appear in restaurant advertisements, had been constructed in the reading skill session.

4.1.5.2 The Case of Inexperienced Teachers

The shared pattern of the inexperienced teachers' PCK conceptualization shows that all the three teachers allocated a particular activity for assessing their student learning (Etta, Nuri, Tria, Assessments-Process 5, Meetings 1-4). The teachers' classroom-based assessment activities and the specification of the following competences are outlined in Appendix XI, B-1, Table 11.4.

As identified in Appendix XI, B-1, Table 11.4, the three teachers intended to consistently provide classroom-based assessment activities that assessed the target competences as generated from the SC, the BC, and the competence achievement indicators. However, some incompatibilities between the target competences as planned and the attached competences covered in the assessment activity occurred.

In the case of Etta, the assessment activity that she prepared for her first observed teaching session did not cover the entire target reading micro skills she had planned. In addition to this incompatibility, she did not specifically allocate a particular assessment activity for her second observed teaching session.

Nuri prepared a listening task for her assessment activity in her first observed teaching session, and speaking activities for assessing her students' performance of monologue recount in her second and fourth teaching sessions. Within Nuri's assessment activity for her first observed teaching session, the competence attached in the listening practice was not covered in the planned competences. The listening micro skills of identifying specific information and communicative purpose of monologue recount were not covered in the attached listening micro skill of identifying missing verbs (in simple past tense) in the text. As for the assessment activity in her third observed teaching session, Nuri planned to conduct this assessment activity in her fourth teaching session, since the third and fourth teaching sessions were designed as the integration of teaching the listening and speaking skills. Even though the focus of the sessions were on teaching the speaking skill, the third teaching session focused on listening skills development and text exploration, which served as the input for developing the students' speaking skills and text production in the fourth teaching session. Therefore, the activity for assessing the students' performance of monologue recount for this integration was allocated to the fourth teaching session:

> Actually, I plan to assess the students not in group but one by one after they develop their own recount text. After the group session, I will ask them to make their own short monologue recount text as we can see in the third activity *siswa menyusun monologue pendek sederhana*

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berdasarkan pengalaman mereka sendiri (the students constructed their own simple and short monologue recount based on their own experience). So, it is an individual activity, and then they will also perform in front of the class individually. (Nuri, Pre-LI Process 5, 4a-b)

Finally, in the case of Tria, an incompatibility was identified within the planned target competences and the attached competences, inherent in the assessment activity for her first observed teaching session. The target competences were to develop three listening micro skills, of identifying general information, implied information, and stated/ specific information; while the attached competence covered in the assessment activity was to identify the sequential order of the procedural steps for a procedure text about boiling an egg. As Tria clarified in the pre-lesson interview, the focus of the assessment activity was to develop the students' listening skills:

> Task five ... I want my students to listen to me, reading the script, and they have to answer all five questions by listening carefully to me, mentioning the short paragraph of procedure. And I want them to improve or activate their listening skill to the task directly. (Tria, Pre-LI Process 5, 1a-b)

The other assessment activities for the remaining teaching sessions were compatible with the target competences that Tria planned for these last three observed teaching sessions. The same focus on assessing the development of the students' skills was shown in Tria's assessment activity for her third observed teaching session. The assessment activity, in the form of multiple choice questions, was projected for developing the planned micro skills of reading, as Tria stated, below:

> I will make an assessment by giving them multiple choice questions. It is on activity 5. They will have 10 numbers there. It's multiple choices and written. I want them to read and finally answer the question that follow. The questions are mostly intended to activate their reading skills and by doing this activity, by answering those questions on activity 5, that will show whether my students are able to reach the competencies of the day or not. (Tria, Pre-LI Process 5, 3a-b)

The classroom-based assessment activities, in the form of writing activities in the second and fourth teaching sessions, were intended to assess the students' ability in writing the target texts by following the text structure and the situation provided by the teacher:

> I will assess their lesson today by giving them a final task. It will be a written test, a written one. They have to write an essay, a simple and short one. I want them to arrange phrases or sentences; scrambled one into a good procedure text, the next one is to write what they have

arranged into a good procedure text on their own. But, I have the clues here. I have the … I give them the … what is it ... the skeletons, by giving them the title, what should they write on the title, and what they need and the steps. Because if I do not attach this kind of skeleton, this kind of helping ... maybe some of them or most of them will get confused, what do they have to write, what do they have to do. (Tria, Pre-LI Process 5, 2a-b)

Today is about writing skill, so I want my students to be able to write a short, simple, meaningful functional text about invitation. The form is birthday invitation. I want them to be confident to write his or her own birthday invitation based on information they have. I have allocated 15 minutes time for them to do the essay for writing the cards. I want them to follow the rhetorical stages of writing an invitation text. (Tria, Pre-LI Process 5, Meeting 4, 4a-b)

4.2 The Influence of Socio-Educational Context on the Teachers' Conceptualizations of PCK in their Instructional Curriculum Design: The Regency and School Levels of Context

The influence of the National Examination (NE), as the macro level of the educational context, has been portrayed in the teachers' conceptualizations of PCK. In addition to this, the within-case and cross-case comparisons of the data analysis on the teachers' pre-lesson interviews revealed the shared factors, related to socio-educational context, that influenced their conceptualizations of PCK in their instructional curriculum design. The influential factors, anchored on the teachers' micro level of the socio-educational context, are as follows:

1) The role of the Regency Panel of English Subject Teachers (*Musyawarah Guru Mata Pelajaran – MGMP*)

2) School facilities, which included the sufficiency of supporting classroom facilities, of library collection, and of internet connection

The majority of the participating teachers, as expressed by Meri and Sisilia, the experienced teachers, and by Etta and Tria, the inexperienced teachers, admitted that the role of the *MGMP* was influential in designing their instructional curriculum design. Functioning as the Regency Panel of English Subject Teachers, the *MGMP* was primarily responsible for coordinating teachers in implementing the products of the national curriculum, such as the prescribed organizing principles of EEC, the national syllabus, and the integration of character education in teachers' instruction. As Meri and Sisilia stated in their pre-lesson interviews, they felt obliged to accommodate the EEC stages in their instruction since the *MGMP* instructed teachers to apply the national curriculum as the Ministry of National

Education and Culture (MNEC) outlined (see Section 4.1.3.2.1, Meri, Pre-LI Process 3, Meeting 1, and Sisilia, Pre-LI Process 3, 4c). Meanwhile, in the case of the inexperienced teachers, Etta and Tria stated that their content conceptualization was partly influenced by the content mapping made by the *MGMP*, as Tria stated in her pre-lesson interview for her first meeting:

> Of course, the policy from the MGMP, we should follow the material, the mapping one, the mapping materials from MGMP and it's a must. (Tria, Pre-LI, Meeting 1)

These two teachers adopted some elements of the content mapping from the *MGMP*, and made some changes for their own lesson plans:

> Yes, well, actually this one is the standard format from MGMP, but the differences maybe in the learning activities. I usually use my own and I don't put the *nilai karakter* (values) and *prinsip EEK* (the EEC organizing principles) here, because I don't really understand what it is for actually … (Tria, Pre-LI, Meeting 1)

The influence of the *MGMP*'s content mapping was also admitted by Meri, the experienced teacher. In her pre-lesson interview for her first observed teaching session, Meri stated that she adopted the themes for selecting texts as determined in the *MGMP*'s content mapping:

> *Kalau untuk pembelajaran di kelas, itu kita sesuaikan dengan tema itu tadi.* (Meri, Pre-LI, Meeting 1)

> (The translated version)

> For my instruction, those (i.e. texts) were selected in accordance with the themes.

> *Tema … kan teks itu kan kita kalau di kasih tema, di masing-masing kabupaten itu kan kaya ada pemetaan materi gitu.* (Meri, Pre-LI, Meeting 1)

> (The translated version)

> Themes … for the themes of the texts, every regency has their own content mapping. (Meri, Pre-LI, Meeting 1)

In relation to the influence of school facilities, all the three experienced teachers revealed the ways the classroom and school facilities affected their instructional curriculum design. Meri and Susan were concerned with their classroom furniture. Dealing with heavy wooden desks and chairs encouraged Meri to prepare a pair work classroom activity rather than a group one. In so doing, the students did not have to move or arrange the desks and the chairs in such a way as when doing a group activity:

Ya seperti biasa, kalo fasilitas ya adanya ya ruang seperti itu, terus kita mendesain supaya enak seperti apa, jadi kita membuat kelompoknya dua orang saja, supaya ndak ribet ... (tertawa). Kalau dua orang kan tinggal ... dah nggak usah apa ... ndak usah memindahkan kursi juga ndak pa-pa. (Meri, Pre-LI, Meeting 4)

(The translated version)

As usual, I just have to prepare classroom activities which are easily done in the classroom, so I will have a pair work activity to make it more practical to do (laughing). By having two students in a group … they will not have to move their chairs. (Meri, Pre-LI, Meeting 4)

While Meri preferred to have a pair activity for a practical reason, Susan kept planning to conduct such speaking activities as a game and a role play, which required the students to have some space to move, in her second observed teaching session (see Appendix X, A, Table 10.1). Susan still preferred to manage these speaking activities, even though she realized that she would have to spend extra effort to arrange the classroom layout as expected for carrying out the activities.

The influence of school facilities, in terms of the sufficiency of library collection and internet connection, was stated by Sisilia, the experienced teacher, and Nuri, the inexperienced teacher. Sisilia admitted that the poor collection of her school library made her primarily seek for instructional materials from the Internet. In regard to the Internet connection, Sisilia stated that the Internet connection in her school was so slow that it was even not possible for her to send an email:

Disini ... internet, maaf ... kadang ngadat ... iya ... iya ... kalau kita harus mengirim email, lambat ya. (Sisilia, Pre-LI, Meeting 1)

(The translated version)

Here … the Internet connection, sorry to say this, sometimes, does not work well … yes … yes … when we want to send an email, for example, the connection is so slow. (Sisilia, Pre-LI, Meeting 1)

… . Ya memang kalau saya cari-cari buku disini tidak memungkinkan ya ... makanya saya cari di internet. (Sisilia, Pre-LI, Meeting 4)

(The translated version)

… . Yes, indeed it's not possible to find books (English resources) here … that's why I seek for (instructional materials) on the Internet. (Sisilia, Pre-LI, Meeting 4)

Similarly, Nuri, the inexperienced teacher, explicitly mentioned the availability of her school Internet connection to support her preparation for her second observed teaching session:

> *Ya*, of course, the school, in this case, support my preparation because I can use the hot spot area to get some input texts for my teaching. (Nuri, Pre-LI, Meeting 2)

In regard to the sufficiency of her school library collection, Nuri believed that the library had a sufficient collection for students. However, the library did not provide a sufficient collection of teacher resources that she needed as an English language teacher:

> *Kami punyanya ensiklopedia. Iya, tapi yang buku-buku untuk* teachers' development *belum terperhatikan, Bu. Utamanya* the books for students. (Nuri, Pre-LI, Meeting 1)

> (The translated version)

> What we have is encyclopedia. Yes, but books for teacher development do not yet become the priority. The priority is books for students.

> I don't think that my library can support my teaching and learning activities. (Nuri, Pre-LI, Meeting 2)

4.3 Summary of the Teachers' Conceptualizations of PCK

The teachers' conceptualizations of PCK in the five processes of instructional curriculum design, as presented in this chapter, have portrayed how overall, and at a macro level, these six teachers designed their language instruction. In the case of the experienced teachers, as represented by Meri and Sisilia, the macro level of their instructional curriculum design was highly attached to their pedagogical concern for preparing the students to successfully complete the National Examination (NE), an educational policy applied nationwide in Indonesia, while managing to plan learnable and interesting instruction. One case, Susan, however, did not show such attachment to the NE in her instructional curriculum design.

A similar sense of detachment from the NE, as shown by Susan, was demonstrated by two inexperienced teachers, Nuri and Tria, while the other inexperienced teacher, Etta, displayed the same attachment to the NE as did the two experienced teachers, Meri and Sisilia. The influence of the NE on the teachers' instructional curriculum design was well reflected in their transformation process in the five processes of instructional curriculum design, which constitutes an amalgamation of content knowledge (CK) and pedagogical knowledge (PK).

In the case of the experienced teachers, the teachers' transformation process for designing effective instruction was mostly informed by the national curriculum- and national examination-driven needs analysis, which did not provide sufficient space for exploring their students' immediate felt needs in their ongoing classroom activities. Meanwhile, the inexperienced teachers' instructional curriculum design was informed by the teachers' active reflections-on-action and observations towards their classroom practices to obtain their students' felt needs.

As related to content knowledge (CK), the experienced teachers' content conceptualization was national examination-driven, which was specified within their content focuses and pedagogical concerns. Such content focuses and pedagogical concerns limited the rigour of their learning activities. However, the inexperienced teachers' content conceptualization covered specific content focuses and formed particular patterns of skills integration for developing skills, and exploring, comprehending and constructing texts. The inexperienced teachers' content conceptualization resulted in more varied activities detached from typical NE-based activities.

In regard to pedagogical knowledge (PK), the aspects of PK are represented by the teachers' conceptualizations in formulating the competence achievement indicators, developing the instructional materials, organizing the instruction, and assessing student learning. As corresponding to the content conceptualization, the formulations of the experienced teachers' competence achievement indicators reflected a limited rigour of learning, since the indicators were mostly transformed into some typical activities that usually appeared in the NE. The teachers' conceptualizations in formulating their competence achievement indicators also revealed their difficulty in specifying the target micro skills attached to their learning activities. The inexperienced teachers, on the other hand, were able to transform the indicators into more varied learning activities for teaching the integration of skills and texts. While managing to comply with the standard of competence (SC) and the basic competence (BC) of the 2006 School-based Curriculum (SBC), the indicators displayed a sequence of learning activities to attain particular learning outcomes for developing macro skills.

For organizing the instruction, the experienced teachers' pedagogical reasoning was mostly influenced by the authorities' requirement to adopt the prescribed organizing principle of Exploration, Elaboration, and Confirmation (EEC). This prescribed organizing principle was regarded as interchangeable with the text-based teaching and learning cycle. In the case of the inexperienced teachers, the same issue, in regard to the insufficient adoption of the

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prescribed organizing principle of EEC in the teachers' instructional curriculum design along with the text-based teaching cycle, emerged. The inexperienced teachers were also shown to adopt more varied organizing principles than did the experienced ones.

In developing instructional materials, the key evidence of both the experienced and inexperienced teachers' conceptualizations of PCK, in selecting and adapting texts and activities, showed that their instructional materials development was anchored in varied pedagogical concerns and techniques of instructional material adaptation. The teachers from both of the groups demonstrated their efforts to perform accuracy and authenticity in their instructional material adaptations and writing.

Despite some identified incompatibilities of the representation of the competences in their classroom-based assessment, the experienced and inexperienced teachers' classroom-based assessment activities were prepared to assess the development of skills, text comprehension, exploration, and construction in student learning.

Finally, in resonance with the influence of the NE at the macro level of context, the influence of the socio-educational context at the regency and school levels was realized through the role of the Regency Panel of English Subject Teachers (*Musyawarah Guru Mata Pelajaran – MGMP*) in the regency in which the schools were located, and in the school facilities. The shared findings indicate that the role and function of the *MGMP* contributed to the teachers' pedagogical decision in accommodating the stages of EEC in their instruction, and that the *MGMP*'s content mapping became the teachers' departure point in conceptualizing content. Besides this, the school facilities, in terms of the classroom facilities, the school library collection, and the Internet connection, influenced the teachers' pedagogical decisions for their classroom management and instructional materials development.

The following chapter, Chapter 5, will discuss the within-case findings as presented in this chapter. Chapter 5 will also interpret and discuss the cross-case findings of the teachers' conceptualizations of PCK in their instructional curriculum design.

CHAPTER 5 DISCUSSION OF CONCEPTUALIZATION OF PEDAGOGICAL CONTENT KNOWLEDGE (PCK) IN INSTRUCTIONAL CURRICULUM DESIGN

5.0 Introduction

This chapter discusses the findings of this study, in three sections. The first section analyzes and discusses the within- and cross-case comparisons of conceptualization of PCK by the experienced and inexperienced teachers. In the second section, the influence of the National Examination (NE) is discussed and linked to related literature, to elaborate on the teachers' conceptualizations of PCK in their instructional curriculum design. Finally, in the third section, the teachers' conceptualizations of PCK in their instructional curriculum design are discussed from the perspectives of pedagogical reasoning of PCK and teacher expertise.

5.1 Within- and Cross-Case Comparisons of Conceptualization of PCK in Instructional Curriculum Design

The following subsections compare and discuss the patterns of conceptualization of PCK as related to the five processes of instructional curriculum design demonstrated by the participating teachers.

5.1.1 Process 1: Analyzing Needs

Through this process, the teachers' PCK conceptualizations of their student needs yielded some forms and sources. The comparison of the shared patterns of PCK conceptualization in this process is shown in Table 5.1.

Table 5.1: The cross-case comparison of PCK conceptualization as relates to student needs analysis

Experienced Teachers		Inexperienced Teachers	
Perceived Student Needs	Source of Needs Analysis	Perceived Student Needs	Source of Needs Analysis
Learning text types, macro and micro English skills as stated in the standard of competence (SC) and basic competence (BC) of the 2006 School-based Curriculum (SBC)	The 2006 SBC	Having the continuation of the past lessons	Reflections on past teaching experience
Being exposed to relevant learning activities and topics of interest, and having students' learning expectations fulfilled.	Reflections on past teaching experience	Being presented with relevant instructional materials that fit the students' background and life experiences	Teachers' observations
Having the instruction in accordance with the students' background knowledge and their socioeconomic background	Teachers' observations	Having clear instructions about classroom learning activities and experiencing activities that helped the students gain more confidence and a sense of learning achievement.	Reflections on past teaching experience
Having the instruction in accordance with the students' level of competence as informed by the students' average school entry scores and their mixed language ability	Teachers' observations		

As can be seen from Table 5.1, the teachers from both groups have shared a commonality in terms of drawing "student perceived needs" (Berwick, 1989, p. 55) from three main sources: the 2006 SBC, the teachers' reflections on their past teaching experience, and their observations. In drawing perceived student needs from the basis of the 2006 SBC, as

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presented in Chapter 4, Section 4.1.1, and as depicted in Table 5.1, the experienced teachers explicitly stated their intention, in their pre-lesson interviews, to accommodate the students' learning needs to learn text types and develop macro and micro English language skills as indicated in the SC and BC of the 2006 SBC they adopted. In the case of the inexperienced teachers, although such intention was not explicitly stated in their pre-lesson interviews, the inexperienced teachers' instructional curriculum design referred to the SC and BC of the 2006 SBC. The experienced and inexperienced teachers' intention to refer to the 2006 SBC was also shown when they observed and attended to the aspects of their students' social, economic, and cultural background, and incorporated such aspects into their instructional curriculum design.

Activating reflective teaching, both the experienced and inexperienced teachers were shown to reflect on their past teaching experience in order to perceive their students "felt needs" (Berwick, 1989, p. 55; Brindley, 1989, p. 65). Their reflections-on-action (Schon, 1983; Gebhard & Oprandi, 1999) led them to make necessary changes and adjustments in their instructional curriculum design, based on the students' learning needs they perceived. However, the evidence on the teachers' conceptualizations of student needs analysis, as presented in Chapter 4, Section 4.1.1, showed that, compared to the experienced teachers, the inexperienced teachers were more consistent in drawing perceived student needs from their previous observed classroom practices as the primary sources that provided "immediate perceptions" (Richards, 2001, p. 53) about their student needs. As shown in Table 5.1, their reflections were, therefore, concerned with providing what their students needed in their future instruction, such as the continuation of the lessons, the relevance of the materials, activities and procedure, to best facilitate student learning. For this reason, the inexperienced teachers' perceived student needs were more informed and validated, in being captured from their ongoing classroom activities as their primary source of needs analysis (Graves, 2000; Richards, 2001).

In the case of the experienced teachers, their reflections were occasionally anchored in their past experiences when teaching particular groups of the same grade in the previous semester or year. This is exemplified by Sisilia's reflection-on-action for her second observed teaching session, when she decided to present the topic of 'football' for her students to teach the recount text (see Chapter 4, Sisilia, Pre-LI Process 1, 2b-c). Basing on the general interest of her last year's students in 'football', Sisilia developed her perception that the students that she was going to teach would also like learning English with the topic 'football'. She, therefore, related this general interest in 'football' to her current teaching of recount in her

second observed teaching session. Another example was shown when Susan channeled her reflection-on-action to students' common constraints in learning writing (see Chapter 4, Susan, Pre-LI Process 1, 4d) in her past writing class. Realizing that students lack confidence and worried about making mistakes when learning writing, Susan planned a collaborative writing practice in her fourth observed teaching session.

5.1.2 Process 2: Formulating Learning Objectives and Competence Achievement Indicators

The experienced and inexperienced teachers' conceptualizations of PCK, as related to formulating learning objectives and competence achievement indicators, showed their consistency in referring to the SCs and BCs of the 2006 SBC that they adopted. However, one case in the group of the experienced teachers, Sisilia, and two cases in the group of the inexperienced teachers, Etta and Nuri, demonstrated their confusion in formulating learning objectives and competence achievement indicators in their lesson plans. These three teachers formulated their learning objectives exactly the same as the competence achievement indicators. This implies that these teachers need to further differentiate among learning objectives and competence achievement indicators as applied in the Indonesian educational system.

In terms of constructing competence achievement indicators, the comparison of the findings from the two groups of teachers revealed that their conceptualizations of PCK lead to a different direction as a result of the influence of the National Examination (NE), a high-stake national examination policy in practice in the Indonesian educational system at the time this study was being conducted. This different direction of the teachers' PCK conceptualizations as a result of the existence of the NE is depicted in Figure 5.1.

The National Examination

The experienced teachers' conceptualizations

The inexperienced teachers' conceptualizations

Articulating perceived student needs based primarily on the 2006 SBC

Driving the indicators to the national examination -based learning activities

Leading to content coverage tensions in the indicators

Balancing the teachers' perceived student needs with felt needs generated from classroom practices

Articulating the indicators into a sequence of varied learning activities to achieve the development of particular macro skills

Leading the indicators into integrations of skills

Attachment line ————

Detachment line ---------

Figure 5.1: The direction of the teachers' conceptualizations of PCK in constructing competence achievement indicators

As shown in Figure 5.1, the experienced teachers' PCK conceptualizations are influenced by the national EFL curriculum and the NE. Their strong attachment to these formal procedures guided them to derive their students' perceived needs mostly from the 2006 SBC, and to transform their competence achievement indicators into the national examination-driven learning activities. Such learning activities entail a limited rigour of learning experience. These teachers' strong attachment to the formal procedures also drove their indicators to display content coverage tensions (Graves, 1996), which resulted from the division of the indicators to reach two different pedagogical purposes. As Graves (1996, p. 19) argued, in formulating lesson objectives, teachers can encounter a tension between "coverage objectives" and "mastery objectives". Such tension occurs when teachers have to meet two expectations, for reaching student learning mastery and for covering the subject

matter content, as determined in a syllabus, within the limited time allocation. In the present study, the tension occurred when the teachers attempted to formulate the indicators , on one hand, for achieving student learning mastery on typical practices as examined in the NE, and on the other hand, for developing skills and sufficient comprehension and construction of the target texts as stated in the syllabus and the curriculum within the allotted time.

In contrast, such attachment to the NE was not exhibited in the inexperienced teachers' PCK conceptualizations in their competence achievement indicators. The indicators indicated the extent of the teachers' independence to plan their instruction based on the SCs and BCs of the 2006 SBC. In transforming the content representations of the SCs and the BCs taken from the 2006 SBC, unlike the experienced teachers, the inexperienced teachers formulated competence achievement indicators in ways that did not reflect typical national examination test indicators and covered richer learning experience for their students. The inexperienced teachers' sense of being unattached to the NE also corresponds to the finding in the first process, analysing student needs, in which it was found that the teachers' perceived student needs were informed by their immediate perceptions obtained from their own classroom practices.

The two groups of teachers' conceptualizations, from the learning objectives and from the competence achievement indicators, as generated from the SCs and BCs of the 2006 SBC, showed that the teachers' approach in designing their instructional curriculum tended to follow the rational-linear framework of curriculum development (Richards, 1984, 2001; White, 1988). This framework considers instructional goals and their related properties to be central in determining the direction of instruction (Anderson, 2015; McCutcheon & Milner, 2002). This practice led the teachers to principally plan by learning objectives and the related competence achievement indicators. Within an outcomes-based education system as applied in the Indonesian EFL context, teachers do not have much freedom to overlook learning objectives and competence achievement indicators as the starting point in their instructional curriculum design, given the text-based pedagogy inherent in the 2006 SBC, which, by nature, offers more dynamic and multifaceted approaches for Indonesian teachers to design a blend of skill- and text-based instruction.

5.1.3 Process 3: Conceptualizing Content and Organizing Instruction

The following subsections compare and discuss the findings of the teachers' PCK conceptualizations as related to articulating the content categories of skills and texts, and organizing instruction.

5.1.3.1 Conceptualizing Content

The teachers' conceptualizations of PCK in mapping their content, as shown in Appendices X-A, Table 10.1 and X-B, Table 10.2, indicate an intricate process of transforming the content categories of skills and texts into relevant learning activities, to develop micro and macro skills of English language, and to comprehend and produce texts.

The cross-case comparisons of the teachers' content conceptualizations are viewed in terms of teachers' content focuses (Graves, 2000), and of teachers' patterns in blending skills and texts in their content conceptualization. Table 5.2 presents the cross-case comparison of the teachers' content focuses, specifying their choices of content categories.

As shown in Table 5.2, the teachers' content conceptualization focuses on language, learning and learners. The focus on language is elaborated into the content categories representing skills and texts. Skills are transformed into learning activities for developing micro and macro skills, while texts are conceptualized into learning activities to explore the features of texts. Focus on learning and learners is translated into activities that involve the integration of character (moral values) building and interpersonal skills. In integrating moral values, the teachers from the two groups shared the same pattern of integration. Both the experienced and inexperienced teachers planned to promote several selected values through the procedures of particular activities. The only content focus that is not shared across within- and cross-cases is the focus on social context. This focus is related to the case of Susan, the experienced teacher, who incorporated the continuum of politeness within the variety of expressions for a communication exchange in a restaurant setting.

Table 5.2: The cross-case comparison of PCK conceptualization in mapping content focuses

Content Focuses	Content Categories	
	The Experienced Teachers	**The Inexperienced Teachers**
Focus on Language	Skills: macro & micro skills	The same content categories
	Texts: linguistic features (vocabulary, expressions, grammar, verbs, and sentence patterns), generic structure (organization of text), functions, situations, tasks, communicative competence, and topics/ themes, the social purpose of the text	The same content categories
Focus on Learning & Learners	Character building & interpersonal skills	The same content categories
Focus on Social Context (unshared content focus)	Sociolinguistic skills (in the case of Susan)	-

From the second point of view, the teachers' content conceptualizations portray the patterns of integration in which skills and texts are blended for developing micro and macro skills. The blend of skills and texts forms several patterns of teaching texts, while particularly emphasizing the development of micro and macro skills. The shared patterns of the within-case comparison from the two groups of teachers yielded two main different patterns. These two patterns are: (1) the blend within a single skill focus, and (2) the blend within the integration of skills. The first pattern blends skills and texts in the receptive skill focus. This pattern is as demonstrated in the case of the experienced teachers, when Meri and Sisilia mostly conceptualized the content of skills and texts, within the teaching of reading and listening, and that of particular text types (see Appendix X, A, Table 10.1). In this blending pattern, the content categories of skills and texts are transformed into learning activities to develop micro and macro skills, explore the linguistic features of the target texts, and comprehend the texts (see Appendix X, A, Table 10.1). Figure 5.2 illustrates this blending pattern.
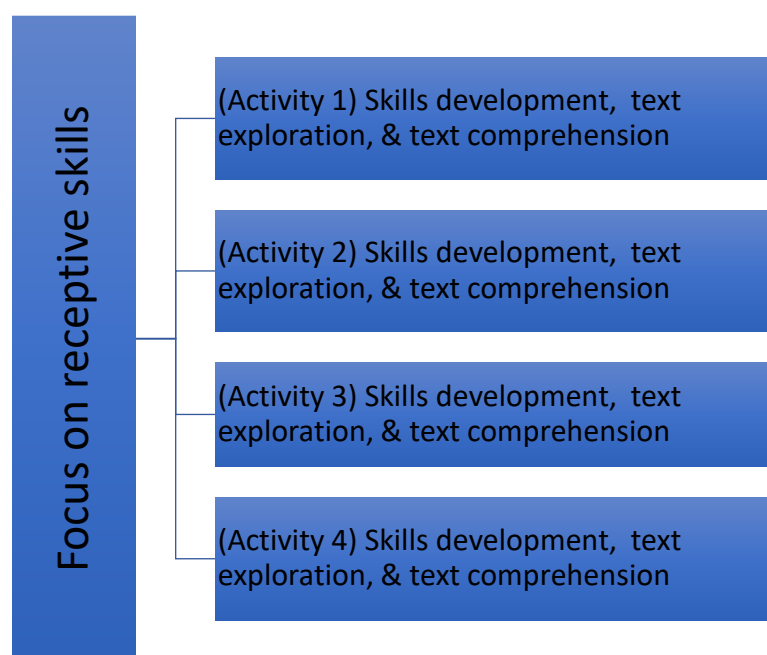
Figure 5.2: The blend of skills and texts within a single skill focus

Susan, however, was the only experienced teacher who demonstrated the second pattern, which was mostly conceptualized by the inexperienced teachers. This pattern blends the content of skills and texts within such integration of skills as reading-writing skills and listening-speaking skills. As a result, two patterns of integration were demonstrated from the second blending pattern. The first pattern of integration shapes a layer of integration within different single skill focuses, as shown in Etta's integration of reading-writing skills, Nuri's integration of listening-speaking skills for her entire teaching sessions, and Tria's integration of reading-writing skills for her third and fourth teaching sessions (see Appendix X, B, Table 10.2). The first lesson focuses on the receptive skill and functions as the base or input for developing the target productive skills in the second and third lessons. The receptive skills are conceptualized for developing the target receptive skills, and exploring and comprehending the target texts. The productive skills, on the other hand, are for building the target skills while exploring and producing the target text types. This first pattern of integration is depicted in Figure 5.3.
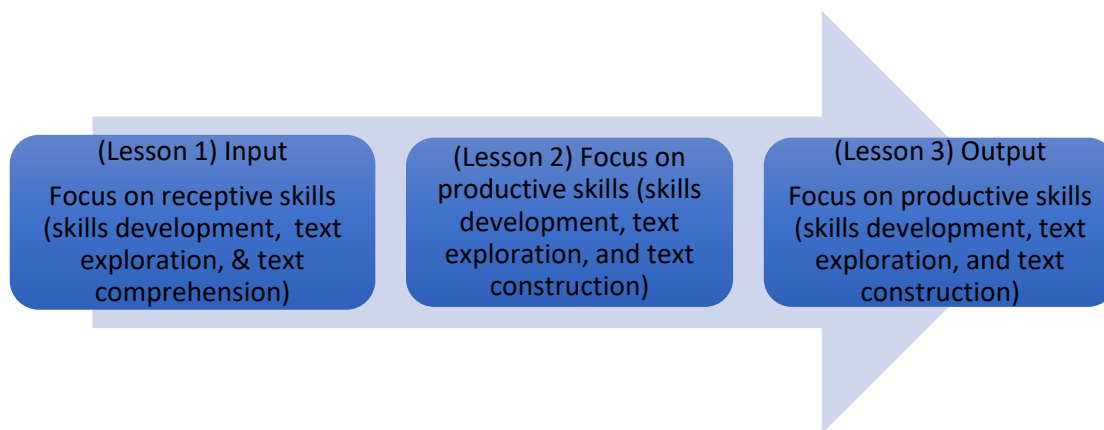
Figure 5.2: A layer of integration within different single skill focuses

The second pattern of integration was the integration within the strand of a lesson (Graves, 2000), as shown in Nuri's integration for her second and third teaching sessions and Tria's integration for her second teaching session (see Appendix X, B, Table 10.2). This pattern of integration divides the lesson into two strands of skill focus, in which the division of the receptive skills as the input for the following productive skills was blended in one single lesson. The productive skills become the primary skill focus in this pattern of integration. The integration within the strand of a lesson is illustrated in Figure 5.4.
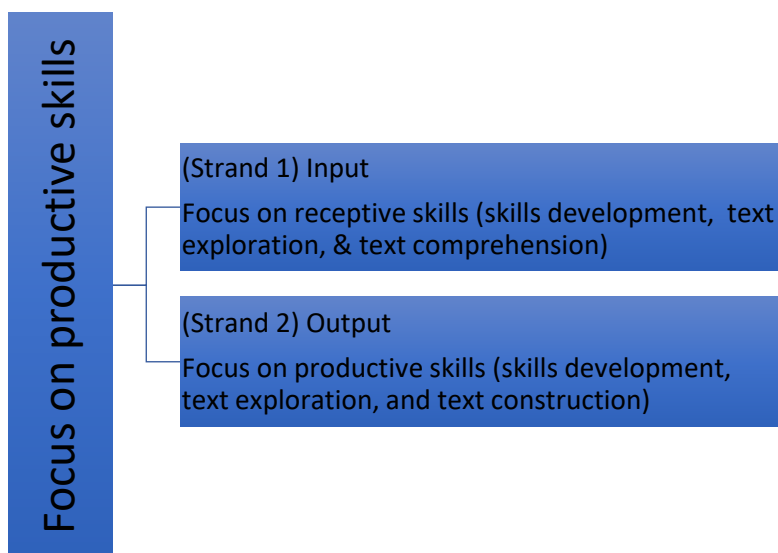
Figure 5.3: Integration within the strand of a lesson

To sum up, in blending the content of skills and texts, two cases from the group of the experienced teachers tended to do so in a single skill focus. One case from this group, however, conceptualized skills and texts within the integration of skills, following the two integration patterns shared by the inexperienced teachers.

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5.1.3.2 Organizing the Instruction

Several findings were identified from the cross-case comparison of the teachers'
conceptualizations of PCK in organizing their instruction. The first finding, which is
obviously shown from the teachers' organizing principle, is the insufficient adoption of the
prescribed organizing principle of Exploration, Elaboration, and Confirmation (EEC)
determined by the Ministry of National Education and Culture (MNEC). The teachers'
pedagogical concern for using this prescribed principle was more influenced by
administrative requirements than by their understanding of the compatibility of the
characteristics of this organizing principle with their instruction. In the case of the
experienced teachers, two teachers, Sisilia and Susan, explicitly used and stated this
prescribed organizing principle in their lesson plans, and the other teacher, Meri, adopted the
text-based teaching and learning cycle while managing to put this cycle alongside the
prescribed organizing principle in her lesson plans (see Appendix X-A, Table 10.1).

In the case of the inexperienced teachers, the explicit adoption of the prescribed
organizing stages of EEC was only done by Etta, while the other teacher, Tria, made a similar
attempt to Meri's (see Appendix X, B, Table 10.2). Tria stated that she adopted the organizing
principles side by side with the stages of EEC to satisfy the administrative requirement she
had to deal with. All three inexperienced teachers admitted that they had insufficient
understanding of the prescribed organizing stages of EEC. The inexperienced teachers were
also shown to adopt other organizing principles. Nuri employed the pre-, while-/ whilst-, and
post-speaking/ listening stages for all her teaching sessions. Tria planned to apply the text-
based teaching and learning cycle for teaching the receptive skills (listening and reading) in
her first and third teaching sessions and the productive skill (writing) in her second teaching
session. Tria also adopted the stages of Presentation, Practice, and Production (PPP) for her
fourth observed teaching session. The adoption of these organizing principles is also not
pedagogically grounded in the substantial concern for why such stages are effective and
relevant for organizing their instruction to enhance student learning. Tria and Nuri reasoned
that the PPP stages and the pre-, while-/ whilst-, and post-speaking/ listening stages they
adopted were relatively simpler than the text-based teaching and learning cycle. Besides, in
the case of Tria, she reasoned that the PPP stages enabled her to present the model text of
birthday invitation from the beginning; whereas, in adopting the text-based teaching and
learning cycle, Tria simply clarified that this cycle was suitable for teaching texts.

The second merged finding is that both the experienced and inexperienced teachers'
conceptualizations of PCK in organizing their instruction showed some inconsistencies

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between theories and practice. The inconsistencies were shown in the ways their designed activities were incompatible with the characteristics of the organizing principles, as exemplified in the cases of Meri from the group of the experienced teachers, and Tria, from that of the inexperienced teachers.

In the case of Tria, for example, the inconsistency was shown when the characteristic of the PPP stages, as the variety of Audiolingualism (Harmer, 2007; Spratt et al., 2005), was used for organizing Tria's writing class to explore birthday invitation text. Tria's writing instruction in her fourth observed teaching session could have been more appropriately organized by means of the text-based teaching cycle for two reasons. Firstly, referring back to the characteristic of the text-based teaching methodology, the text-based teaching and learning cycle was particularly designed for literacy teaching (Feez, 1999). Secondly, the design of Tria's activities had demonstrated a certain degree of compatibility with the characteristics of the stages in the text-based teaching and learning cycle. As shown in Tria's prepared activities for her fourth observed teaching session (see Appendix IX, B, 4.2 - 4.4), the activities for her writing instruction were designed at the level of whole text. The exploration of the text structure was carried out through the presentation of texts in contexts, as shown in Activities 2, 3, and 4, which were planned to be done in the Practice stage (see Appendix X, B, Table 10.2). These activities represent the modeling and deconstructing text activities in which teachers and students have the opportunities to examine the text structure and the linguistic features of the model text (Feez & Joyce, 1998). After experiencing this text exploration, the students were provided with the last activity, which was Activity 5 in the Production stage, in which the students were required to individually write a birthday invitation with the context they personally created (see Appendix X, B, Table 10.2).

Another inconsistency was found in Nuri's implementation of the pre-, while-/whilst-, and post-speaking stages. This inconsistency was related to the appropriateness of activities designed for the pre- and post-speaking stages to the characteristics of these stages. As shown in Appendix X, B, Table 10.2, in the pre-speaking stage Nuri did not prepare a particular activity in which the students were introduced to the new topic in the monologue recount that they were going to learn, to build up background knowledge, or to practice related vocabulary. Similarly, the post-speaking stage was not represented by any follow-up activity in which the students could link the follow-up activity to what they had learned in the previous stages.

In the case of implementing the text-based teaching and learning cycle for teaching the receptive skills (listening and reading) and the productive skill (writing), the inconsistencies

between theories and practices were reflected in both of the experienced and inexperienced teachers' instructional curriculum design. The inconsistency was centered around the practice that texts were not used as the departing point to conceptualize content and design activities. As Burns states (2012), in text-based teaching texts are central for conceptualizing content and designing activities. Accordingly, the design of instruction focuses on providing students with "knowledge and skills for understanding and engaging in extended texts used in real social contexts" (p. 140).

In the present study, the core content categories of skills and texts made the teachers, as exemplified in the cases of Meri and Tria, depart their conceptualizations from two central points which encompassed skills and texts. The blend of these two content categories created tensions, as shown in Meri's and Tria's conceptualizations of PCK for organizing their learning activities within the text-based teaching and learning cycle (see Appendix X, A & B, Table 10.1 & Table 10.2). As a result, the designed activities in each stage of the cycle did not fully explore texts to help students engage with meaning in context, understand the language system realized in text, or interpret and respond to social communication occurring in texts (Feez & Joyce, 1998). For example, in the stage of Building Knowledge of the Field, Tria prepared some general questions for teaching the listening skill and procedure in her first observed teaching session. In this stage, such general questions as, (1) What do you see in the video? (2) Can you make fruit salad by yourself? (3) Is it easy or difficult for you to make fruit salad? and (4) How do you make fruit salad? were addressed to the students after they had watched the video on 'How to Make Fruit Salad', in the stage of Building Knowledge of the Field. Such designed questions did not fully engage the students to investigate the social context of the model text, the social purpose of the text, and the immediate context of situation by grasping the purpose, audience, language and structural features attached to the model text (Feez & Joyce, 1998; Derewianka, 2003; Paltridge, 2004).

Moreover, within her first teaching session, another example can further be found in Tria's design of the activity for the stage of Joint Construction of the Text (see Appendix X, B, Table 10.2). As Feez and Joyce (1998) suggest, at this stage "students begin to contribute to the construction of whole examples of the text-type and the teacher gradually reduces the contribution to text construction, as the students move closer to being able to control the text-type independently" (p. 30). Instead of preparing an activity that matches the characteristic of the Joint Construction of the Text stage as aforementioned, Tria designed a pair work activity in which the students were required to answer five multiple choice questions for identifying various specific information after listening to the video on 'How to Make Fruit Salad'. This

activity was mainly intended to develop particular micro listening skills as elaborated in Tria's content conceptualization for her first observed teaching session (see Appendix X, B, Table 10.1). This kind of listening comprehension activity is obviously intended to transform the content representation of the target micro listening skills. It does not, however, provide the students with an opportunity to jointly construct the target procedure text.

In the present study, the findings in conceptualizing content and organizing instruction have, therefore, shown how the teacher's knowledge deficiency of the text-based teaching and learning cycle, and the tensions inherent in the transformations of the content of skills and texts that become teachers' central conceptualization, shaped the profile of the implementation of the text-based teaching incorporated in the 2006 SBC in the Indonesian EFL context. The text exploration, in this study, is done for the sake of developing particular micro and macro skills of English. By contrast, skills development in text-based teaching is carried out along with text exploration for meaning making, that is, to engage students with language use and how this language use operates in its context (Feez & Joyce, 1998; Burns, 2012). Teachers are, therefore, required to select essential micro and macro skills that students need in order to comprehend and/or compose texts. In this intersection, the teachers' transformations of skills and texts, in this study, do not fully represent the text-based pedagogy that characterizes the 2006 SBC.

5.1.4 Process 4: Developing Instructional Materials

The following subsections discuss the shared and merged findings of the teachers' conceptualizations of PCK in developing instructional materials.

5.1.4.1 Selecting Texts and Activities

The teachers' conceptualizations of PCK in developing their instructional materials exhibited particular pedagogical concerns that influenced their decisions for selecting relevant texts and activities. As shown in Table 5.3, in selecting texts, the experienced and inexperienced teachers' conceptualizations referred to several pedagogical concerns. Departing from the same intention, to transform the content of skills and texts, as stated in the SCs and BCs of the 2006 SBC, the experienced teachers referred to a richer repertoire of pedagogical concerns for selecting texts than did the inexperienced ones. The experienced and inexperienced teachers' pedagogical concerns reflected two similar concerns, that were related to the difficulty level of the selected texts and the degree to which the selected texts were connected to the students' life experiences and their sociocultural background. One distinctive pedagogical concern that

was not mentioned by the inexperienced teachers was the concern to select texts for attracting the students' interest and increasing their motivation to learn.

The teachers' pedagogical concerns also served as their standard for the appropriateness for their text selection (Rubdy, 2003). Three main criteria were reflected within the teachers' shared pedagogical concerns: local, content-specific, and age-specific criteria (Tomlinson, 2003). The teachers' efforts in selecting relevant texts based on the 2006 SBC, and in incorporating the students' sociocultural background into the target texts, transcended their local criteria. Content-specific criteria were realized when the teachers considered the complexity of the texts by measuring the difficulty of vocabulary and the length of the texts. Then, age-specific criteria were transmitted through the teachers' decisions in selecting particular texts in accordance with the students' interests and their life experiences. Finally, a media-specific criterion was realized when, for example, the duration of such spoken texts in the form of video was considered.

As presented in Chapter 4, the teachers' PCK conceptualizations in selecting learning activities were influenced by a different pedagogical concern. As previously stated, the experienced teachers' formulation of competence achievement indicators was in line with what the students had to do in the NE learning practices. This was because the experienced teachers' selection of activities was triggered by their concern to prepare their students for the NE. As a result, the types of learning activities they prepared were characterized by the NE-based learning activities (also see Appendix IX, A-1, Table 9.1).

Table 5.3: The cross-case comparison of PCK conceptualization in selecting texts

Experienced Teachers		Inexperienced Teachers	
Pedagogical Concerns	**Texts Selection**	**Pedagogical Concerns**	**Texts Selection**
Being compatible with the text types and the learning needs derived from the 2006 School-based Curriculum	Selecting the model report text titled 'Whales' (Meri) and the model narrative titled 'Cinderella' (Sisilia)	Fitting the difficulty level of texts (texts having familiar words and simple sentence structure) to the students' competence	Selecting such model texts as: 'Barbecue in the Park', 'National Park', 'A Beautiful Day at Jogja', 'My Holiday in Bali', and 'Going Camping' (Etta), 'Thomas Alva Edison' and 'Last Holiday' (Nuri), and 'How to Make Fruit Salad' and 'How to Wash Your Hands' (Tria)
	Presenting some videos to provide varieties of the target expressions typically used in a restaurant setting for transactional and interpersonal text (Susan)	Relating the selected texts to the students' life experiences and their sociocultural background	Accommodating topics that were familiar to the students' life experiences such as going to national park, spending holiday in Yogyakarta and Bali, and going camping (Etta)
Being familiar and related to the students' prior knowledge about the target texts and to their sociocultural background	Choosing the stories of 'Jack and the Beanstalk' (Meri) and of 'Cinderella' and 'Snow White' (Sisilia) for these stories were considered well known among secondary school students		Promoting a local beach in the district in the adapted recount titled 'Vacation at Glagah Beach' (Nuri)
	Selecting the model recount on the beauty of beaches in Bali for the beach was part of the students' lives (Sisilia)		Accommodating the topic of daily healthy habits in the selected texts titled 'How to Make Fruit Salad' and 'How to Wash Your Hands' (Tria)

	Promoting local famous restaurants in Yogyakarta in the adapted texts titled '*Jejamuran*', and 'House of *Raminten*' for teaching advertisement (Susan)		
Attracting the students' interest and motivation to learn	Choosing some animated cartoon films for teaching narrative and listening skills (Meri)		
	Taking the theme of 'football' for teaching recount and reading skills (Sisilia)		
Containing the difficulty level of texts that was within the students' competence	Selecting the model texts with simple and familiar vocabulary & considering the length of the texts (all the case teachers)		

On the other hand, the inexperienced teachers demonstrated a sense of detachment from the concern to replicate the NE learning practices. Even though the concern for preparing students for the NE was demonstrated in Etta's selection of learning practices, in her third observed teaching session, the inexperienced teachers' PCK conceptualizations for selecting activities were predominantly guided by their pedagogical concern to fit the activities to the characteristics of the stages of the organizing principles they adopted (also see Appendix X, B, Table 10.2). Since the selection of activities was primarily intended to work within the teaching stages, this pedagogical concern transcended an array of considerations specified by Graves's (2000), including such considerations as:

1) Building students' confidence and helping them practice specific language and skills they need for authentic communication

This consideration was conveyed through the inexperienced teachers' decision to conceptualize the content of skills and texts into communicative activities such as role-plays, interviews, monologue recount performance, and discussion. The teachers' clarifications in their pre-lesson interviews, as elaborated in the presentation of findings in Chapter 4, vividly stated that such activities were designed with the consideration to improve the students' confidence. In terms of helping students practice specific language and language skills that they need for authentic communication, the teachers made efforts to develop the students' understanding of the related vocabulary, grammar, language functions, and language expressions within the target texts and skills, before they were required to engage in spoken and written, meaning-focused learning activities. Such efforts were found, for example, in Etta's fourth session, Nuri's third session, and Tria's third and fourth teaching sessions.

2) Helping students develop specific skills and strategies

As shown in Appendix IX, B, Table 9.2, the inexperienced teachers designed varied learning activities to achieve the development of the target skills and texts. This consideration was also conveyed through the findings presented in Chapter 4, in which all the inexperienced teachers stated that the direction of the sequence of their learning activities was to develop particular target macro skills.

3) Understanding how a text is constructed

This consideration was particularly well reflected in Tria's instructional curriculum design. Tria designed the integration of reading and writing skills for exploring the birthday invitation text, in her third and fourth observed teaching sessions. Her design demonstrated a sequence of reading and writing activities, which were projected to make her students construct their own birthday invitation.

4) Varying the roles of students and groupings

This consideration was well shown in Nuri's statements for her second and third observed teaching sessions, in which she planned to manage several interactive group and individual learning activities (Nuri, Pre-LI Process 4, 2c, 3c; see Chapter 4 Section 4.1.4.1).

5.1.4.2 Adapting and Writing Instructional Materials

To make instructional materials more accessible to the students, the teachers made some adaptations at the levels of texts and learning activities, with particular adaptation techniques. These adaptations were affected by specific pedagogical concerns, as outlined in Table 5.4.

Table 5.4: The cross-case comparison of PCK conceptualization in adapting instructional materials

Experienced Teachers				Inexperienced Teachers			
Adaptation Level	**Teachers**	**Pedagogical Concerns**	**Techniques of Instructional Materials Adaptation**	**Adaptation Level**	**Teachers**	**Pedagogical Concerns**	**Techniques of Instructional Materials Adaptation**
Text	Susan	Shortening the length of particular sentences and providing specific advertisement details that were familiar to the students' sociocultural background	Adding (extending), reducing, and simplifying (rewriting)	Writing activity	Etta	Easing the students to complete the practice	Modifying by adding a line of instruction to the writing practice
	Sisilia	Making the text more understandable to the students	Extension, reduction, and reorganization	Text		Replacing the original long paragraph into the teacher's own version to make the text more understandable	Replacing the third paragraph of the model text titled 'A Beautiful Day in Jogja'
Activity	Meri	Providing more opportunities for the students to collaborate	Modifying the procedure of doing a question-answer game	Text		Shortening part of the second paragraph to make the text more	Reducing by shortening the length of the second paragraph of the same

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		in groups	from originally working in pairs into groups of four			understandable	text
Activity	Susan	Creating a competitive atmosphere	Modifying the procedure for doing a role play 'The Best Waiter'	Text		Shortening the original long paragraph and changing the irrelevant paragraph into the more relevant one to the students' experience of going camping	Applying the combination of replacement and reduction techniques on the recount about going camping
				Text	Tria	Making the model procedure on 'How to Make Fruits Salad' more understandable to the students	Modifying the text by making some modification changes
				Text		Making the details of birthday invitation more familiar to the students' context	Changing some specific information of birthday invitation such as name, address, and venue with more contextual details

As specified in Table 5.4, both the experienced and inexperienced teachers practiced particular material adaptation techniques, and based their instructional material adaptation on particular pedagogical concerns. The instructional adaptation techniques that the teachers performed (Islam & Mares, 2003; McDonough & Shaw, 2003; Tomlinson & Masuhara, 2004) verify that their instructional material adaptations did not simply rely on their "impromptu intuitions" (Tomlinson, 2003a, p. 101) or on "ad hoc and spontaneous" (Tomlinson, 2003b, p. 107) adaptations. Planned and systematic material adaptation was done to build the parts that made up the whole (McDonough and Shaw, 2003). Meanwhile, their pedagogical concerns guided them to achieve the congruence of their instructional material development with the external (what information that the teachers have) and internal (what the materials offer) points of reference (McDonough & Shaw, 2003).

As shown in Table 5.4, the teachers' pedagogical concerns for adapting their instructional materials merged into two main concerns: (1) facilitating student learning by adapting the given texts and learning activities to make them accessible to the students; and (2) integrating the students' sociocultural background or context into the adapted instructional materials. Given the teachers' pedagogical concerns, the cross-comparison shows that the experienced teachers made more effort in adapting learning activities to improve the classroom dynamics. Two experienced teachers, Meri and Susan, were concerned with providing more opportunities for the students to engage in a group collaboration and creating a competitive atmosphere.

In terms of instructional material writing, the teachers' pedagogical concerns mostly merged into a concern for fulfilling the availability of the sources to meet the students' learning needs, as shown in Table 5.5. Other pedagogical concerns merged into facilitating student learning, as displayed in Susan's concern for linking the reading practice to writing and Tria's concern for providing a new learning experience for the students by creating writing activities. In line with the findings for the processes of formulating competence achievement indicators and selecting activities, the concern of preparing for the National Examination (NE) was expressed by the experienced teachers, as reflected in Sisilia's pedagogical concern for creating reading comprehension questions for accommodating the key micro reading skills that were feasibly to be examined in the NE.

Table 5.5: The cross-case comparison of PCK conceptualization in writing instructional materials

Experienced Teachers				Inexperienced Teachers			
Kinds of Instructional Materials Writing	**Teachers**	**Pedagogical Concerns**	**Strategies of Instructional Materials Writing**	**Kinds of Instructional Materials Writing**	**Teachers**	**Pedagogical Concerns**	**Strategies of Instructional Materials Writing**
Reading practice	Susan	Linking the reading practice to the writing one	Creating a reading practice in the form of completing a worksheet with specific information such as food category, location, the special offer, and the atmosphere	Text	Nuri	Supplementing the dialogue on 'Last Holiday' with an audio recording	Making an audio recording for the dialogue on 'Last Holiday'
Reading comprehension questions	Sisilia	Practicing the micro reading skills that were usually tested in the school examination or the NE	Creating the questions for the text titled 'David Beckham' she had chosen for teaching reading skill and recount	Text		Providing a text that was close to the students' context, due to the scarcity of such texts	Writing a recount titled 'Going on Vacation to Glagah Beach'
Model text for		Supplementing the	Writing the simpler text	Text	Tria	Finding the pictures	Conversing a model

narrative		video of 'Snow White' with the simpler version of the story since the original video was considered too complicated for the students	for the story of 'Snow White'			and their phrases that were relevant for teaching procedure	procedure on 'How to Wash Your Hands' from a series of pictures and their phrases
				Writing activity		Providing a new learning experience for the students	Writing a situation for constructing a birthday invitation and developing a writing activity in which the students' personal information was required for writing their own birthday invitation

In addition to the findings for the teachers' pedagogical concerns in adapting and writing instructional materials, the teachers' instructional material adaptations shared the issues of text authenticity in terms of: "the genuineness of language use" (Widdowson, 1978, p. 80), and the sufficiency of comprehensible input (Ellis, 1994). The adapted texts by both the experienced and inexperienced teachers exhibited the teachers' struggle in perceiving "the genuineness of language use" (Widdowson, 1978, p. 80) of the target texts. In the case of the experienced teachers, this was shown in Susan's adapted model texts (see Appendix IX, A-2, 2.2.2., & A-3, 3.3), titled 'House of Raminten' and 'Jejamuran'. These two adapted texts experience "a distortion of natural language" (McDonough & Shaw, 2003, p. 82) as a result of the simplifying (rewriting) process. Even though Susan only used the original sentences in the original text as the ideas for constructing the language of advertisements, her simplified sentences fell short of the corresponding stylistic effects of authentic advertisements. In the case of the inexperienced teachers, a recount in the form a monologue titled 'Going on Vacation to Glagah Beach', created by Nuri (see Appendix IX, B, 4.1.), reflected Nuri's effort in perceiving "the genuineness of language use" (Widdowson, 1978, p. 80) of the text, which recounted a natural contextual condition when one was on the beach. In the case of Tria, she made choices within a continuum in presenting her students with a range of semi-authentic and authentic birthday invitations (Graves 2000). She obtained some samples of authentic birthday invitations from the Internet and prepared some modified samples of invitations with the addition of some details relevant to the students' context.

These findings on text authenticity corroborate Morrow's argument (1977), in the long-standing debate on authenticity, that "the concept of authentic in language teaching is unattainable" (as cited in Mishan, 2005, p. 13). In the case of EFL teachers such as Susan and Nuri, they encounter difficulties in matching or sensing the reality surrounding the target texts so as to be able to produce genuine language use. These findings also signify the teachers' competence in adapting texts and the quality of their adapted texts to be called as comprehensible input (Ellis, 1994). As Ellis (1994) argued, that even though comprehensible input can facilitate language learning, it does not necessarily guarantee language learning. It depends on teachers' strategies in "externally manipulating the input" (Mishan, 2005, p. 23).

5.1.5 Process 5: Assessing Student Learning

The cross-case comparison of the teachers' PCK conceptualizations for assessing their student learning resulted in three themes: (1) the extent to which the classroom-based assessment was influenced by the NE; (2) the degree to which the classroom-based assessment carried the

formative orientation to facilitate the students' learning process; and (3) the way in which the classroom-based assessment reflected the tensions as a result of the blend of skills and texts.

As reflected in the previous processes of the teachers' instructional curriculum design, the national policy of the NE affected in particular the experienced teachers' design of classroom-based assessment, as was shown in the cases of Meri and Sisilia. The influence of the NE took place in the adoption of such NE-based assessment activities as multiple-choice questions and reading comprehension questions in their classroom-based assessment activities. From the group of the inexperienced teachers, one case, Etta exhibited the strongest concern to accommodate the typical NE practices in her instruction. However, the other two inexperienced teachers mostly planned non-NE classroom-based assessment activities.

Referring to the characteristic of classroom-based assessment that focuses on the learners' learning process (e.g. Bennet, 2011; Black & William, 2009; Cauley & McMillan, 2010; Leung, 2004; Leung & Lewkowicz, 2006, Rea-Dickins, 2001; Taras, 2005), the design of the inexperienced teachers' classroom-based assessment activities indicates two features. Firstly, the design of the assessment activities, particularly the assessment activities that focus on the development of skills, text exploration and text production, reflects the inexperienced teachers' intention to plan a supporting system that facilitates the students' learning process. The supporting system was shown from the teachers' provision of several prior learning activities preceding the assessment activities, in which the students were equipped with skills and knowledge of texts needed to complete the assessment activities. A certain degree of teachers' scaffolding was also evidenced through the teachers' intentions to ease the students' learning process, such as the provision of a series of pictures to guide the students' sentence construction for a recount text by Etta, the formation of pair work or group work by all the teachers, and the provision of the text skeleton and contexts or situations for the students to compose their own simple and short procedure and birthday invitation texts by Tria. Secondly, such design, therefore, characterized the inexperienced teachers' assessment activities as having a formative-oriented purpose (Rea-Dickins, 2001). This formative orientation was also supported by the types of the assessment activities, which did not inherit the influence of such high-stake external examination as the National Examination (NE) implemented nationwide in Indonesia.

In the case of the experienced teachers, the classroom-based assessment design with a formative orientation was particularly reflected in Susan's classroom-based assessment activities, in which such non-NE activities as a role-play and a writing activity were incorporated into her classroom-based assessment design. Meanwhile, in the case of the other

two experienced teachers, Meri and Sisilia, the nature of their classroom-based assessment was national examination-based.

This last finding confirms the presence of the tension resulting from the intersection of skills and texts in the teachers' classroom-based assessment design. Within the process of assessing student learning, the tension is displayed in the teachers' conceptualizations for linking and matching the classroom-based assessment activities to the SC and BC of the 2006 SBC, and in mapping the representation of the planned competences to the actual competences attached in the classroom-based assessment activities. The classroom-based assessment activities prepared by the teachers from the two groups mark some incompatibilities between the planned competences and the actual ones in the classroom-based assessment activities. Such incompatibilities, therefore, result in the deviation of the micro skills, as identified in the shared findings of the teachers' conceptualizations of PCK in assessing their student learning (also see Appendix XI, A-2, Table 11.2 & Table 11.3; Appendix XI, B-1, Table 11.4).

5.2 The Influence of the National Examination (NE) on the Teachers' Conceptualizations of PCK in Instructional Curriculum Design: The Macro Level of Context

The influential effect of the educational context, in this case the National Examination (NE) as one of the national educational policies in Indonesia, is evident in the present study. The influence is evident in two polar opposite approaches. The first approach is a strong adherence to the NE, as represented by Meri and Sisilia in the case of the experienced teachers, and Etta in the case of the inexperienced teachers. The second approach is a sense of detachment and flexibility in designing non-NE instructions, as mostly demonstrated by the inexperienced teachers, Nuri and Tria, and one experienced teacher, Susan. The awareness of the teachers in the first approach of the crucial importance of the NE in their wider institutional and educational context had shaped their conceptualizations of PCK, or knowledge for teaching, to help their students become accustomed to typical activities or practices tested in the NE, as the teachers frequently stated in the pre-lesson interviews (Meri, Pre-LI Process 3, 4d & 4f; Sisilia, Pre-LI Process 3, 1f, 2c, 3i).

The two opposite approaches of the teachers' conceptualizations of PCK, in this study, confirm the two dimensions of the influence of context on teachers' instructional decision making, and of curriculum development. In one dimension, the influence of context was pivotal in shaping teachers' instructional decisions for classroom innovations and curriculum

development (e.g. Borg, 2003; Carless, 2007; Hoare, 2010; Hu, 2005; Sharkey, 2004; Wette, 2009, 2010). Corresponding to the findings of such studies, the experienced teachers' strong adherence to the NE, in the present study, hampered their conceptualizations of PCK for designing instruction that reflected their true pedagogical concerns (Borg, 2003), and therefore shaped their instructional curriculum design in favour of the students' perceived needs to succeed in the NE. From another dimension, as Sanchez and Borg (2014) argue, the influence of context is not "an objective entity external to teachers" (p. 52), which automatically impacts teaching; rather, context is internally and individually constructed by teachers' cognitions, which is termed "teacher constructed context" (p. 52). Such teacher constructed context, therefore, explains why teachers, being surrounded by the same educational context, may regard the influence of the context differently. Within this argument, the polar differences in the teachers' conceptualizations of PCK in this study can be justified. Dealing with the same constraint and pressure brought by the educational policy of the NE, the teachers in this study transformed their understanding of the content of skills and texts into polar opposite conceptualizations of PCK for their instructional curriculum design.

5.3 The Influence of Socio-Educational Context on the Teachers' Conceptualizations of PCK in their Instructional Curriculum Design: The Regency and School Levels of Context

As presented in Chapter 4 Section 4.2, the within-case and cross-case analysis on the teachers' pre-lesson interviews revealed the influence of the socio-educational context at the regency and school levels. At the former level, the influence was manifested in the role and function of the Regency Panel of English Subject Teachers (*Musyawarah Guru Mata Pelajaran – MGMP*) as the regency panel, which coordinated the design and implementation of the 2006 SBC in each regency in the Special Province of Yogyakarta. The role and function of the *MGMP* in each regency, therefore, have transferred a formal obligation for teachers to accommodate any product of the national curriculum as determined by the ministry. This was also the case with some teachers in this study, as represented by Meri, Sisilia, and Etta (also as elaborated in Chapter 4 Section 4.1.3.2), who made effort to accommodate the prescribed organizing principle of Exploration, Elaboration, and Confirmation (EEC) in their instructional curriculum design. Another influence of the *MGMP* was evident in some teachers' pedagogical decisions, as admitted by Meri, Etta, and Tria, to refer to the content mapping from the *MGMP* as a point of reference in conceptualizing their instructional content. The influence of the educational context at the regency level, as revealed in this study, has shown the complexity of developing instructional curriculum by

EFL teachers, particularly in the Special Province of Yogyakarta, and generally in Indonesia. This complexity is contributed by the nature of the implementation of the 2006 SBC, which was in the intersection between the curriculum fidelity and curriculum adaptation approaches (Snyder et al., 1992). Within this intersection, Indonesian EFL teachers, such as the teachers in this study, are required to accommodate the prespecified national goals and outcomes as well as their local contexts in developing their instructional curriculum.

In regard to the influence of educational context at school, the insufficiency of the school facilities, as admitted by the teachers in this study, has been the major constraint suffered by the majority of public junior high schools (PJHS) in Indonesia, especially PJHS in disadvantaged or rural areas. As stated in Chapter 1 Section 1.2.1, the curriculum changes aimed to improve the quality of education in Indonesia were and have been coincided with a classic national problem concerning the insufficient school facilities to support the process of teaching and learning at school (Hamied, 2014; Jazadi, 2000). Hamied (2014, p. 14), further, made a strong point about this as follows:

> There are a lot to take into consideration when we intend to improve education as any educational improvement involves groups of people such as the staff, faculty, administration and students and at the same time it requires supporting software and hardware facilities, which are commonly lacking at our educational institutions.

In this study, the participating schools, based on the distribution of the regencies in which the schools are located (see Appendix III), are classified into city, urban, and rural/ regional schools. Schools in city and urban areas usually have better school facilities than those in rural/ regional areas. This is as exemplified by the schools where Sisilia, the experienced teacher, and Nuri, the inexperienced teacher, taught. Sisilia's school, which is located in *Semanu*, *Gunungkidul*, is classified as a rural school, while Nuri's school, that is located in *Wates*, *Kulonprogo,* belongs to an urban (non-rural) school. Working in a rural school, Sisilia admitted the condition of the school, which is characterized by such insufficient school facilities as the school library and the school Internet connection. On the contrary, being an urban school and having a status as the ex-pilot international standard school, the school, where Nuri worked, has had more sufficient school facilities, as shown from the better condition of the school library, the provision of the hot-spot facility, and the quality of the internet connection to support its students and teachers. The influence of the school facilities was evident in the teachers' pedagogical decisions for developing their instructional materials, as demonstrated by the teachers' reliance on the Internet instead of

books in selecting instructional materials, and the teachers' pedagogical decisions to cope with the existing classroom furniture in selecting learning activities.

5.4 Conclusion: The Landscape of the Experienced and Inexperienced Teachers' Expertise

The within-case and cross-case comparisons of the experienced and inexperienced teachers' conceptualizations of PCK in their instructional curriculum design, in this study, provide the macro and micro landscape of expertise of the teachers from the two groups. As depicted in the macro landscape of the teachers' conceptualizations of PCK in their instructional curriculum design, in most cases, the experienced teachers' strong commitment to the National Examination (NE) led their conceptualizations of PCK in favour of the NE. On the other hand, the majority of the inexperienced teachers demonstrated the sense of being detached from the NE, so as to enable them to transform the content categories of skills and texts into more non-NE-based instruction.

Viewing the patterns of conceptualization of PCK from both groups of teachers, within the teacher knowledge base for teaching (Gudmundsdottir & Shulman, 1987; Shulman, 1987), the micro construction of the teachers' conceptualizations of PCK, as represented in the five processes of instructional curriculum design, reflected the extent of the teachers' pedagogical reasoning of PCK (Gudmundsdottir & Shulman, 1987; Shulman, 1987), which Tsui (2003) identifies as teacher expertise, in activating and connecting a complex array from their knowledge base for teaching. The pedagogical reasoning of PCK demonstrated by the experienced teachers, in this study, portrays how the amalgamation of content knowledge (CK), pedagogical knowledge (PK), knowledge of learners, and context, is driven by the NE. As a result, the experienced teachers' CK is translated into the NE-based indicators and learning activities, and their PK is manifested into teaching strategies to assist their students to well perform in the NE.

To sum up, the micro construction of the experienced teachers' conceptualizations of PCK in the five processes of instructional curriculum design shows the teachers' conceptualizations as related to: (1) perceiving the students' learning needs based on the students' need to succeed in the NE; (2) translating the competence achievement indicators mostly into NE-driven learning activities; (3) relying on an array of pedagogical concerns in selecting texts, applying particular techniques for adapting instructional materials and strategies for writing materials, and performing a certain extent of authenticity; (4) conceptualizing content categories into three content focuses, comprising focus on language,

learning and learners, and social context; 5) blending the content of skills and texts mostly into a single skill focus; and (6) preparing classroom-based assessment activities with the national examination orientation.

In the case of the inexperienced teachers, their micro construction of conceptualization of PCK in their instructional curriculum design shows that their pedagogical reasoning of PCK exhibited, to a certain degree, an integrated knowledge base for teaching. Within the constraint offered by the educational context (the NE), the blend of CK and PK that the inexperienced teachers exhibited reflects the inexperienced teachers' extent of expertise in transforming the content of skills and texts, as stated in the 2006 SBC, into learnable and coherent instruction to enhance their student learning.

In terms of the micro construction of conceptualization of PCK within the five processes of instructional curriculum design, the inexperienced teachers were found to be capable of: (1) providing immediate perceptions of their students' perceived needs by engaging themselves in their reflections-on-action; (2) transforming the competence achievement indicators into more varied learning activities, in which more non-NE learning activities were prepared to provide the students with a richer rigour of learning experience; (3) mapping the content categories of skills and texts, and blending the content within particular forms of integration of skills; (4) relating the prepared learning activities to their compatibility with the characteristics of the organizing stages adopted, which led the learning activities to entail a richer strand of pedagogical concerns or considerations; (5) performing techniques of instructional material adaptation, and attending to a certain degree of authenticity in their adapted texts and accuracy in their instructional material writing; and (6) designing classroom-based assessment activities that conveyed a certain degree of formative orientation.

Given major research findings on the insufficient development of inexperienced teachers' PCK due to their lower teaching schemata and experience (e.g. Atay et al., 2010; Komur, 2010; Richards et al., 1995; Van Driel & Berry, 2010), the micro construction of the inexperienced teachers' conceptualizations of PCK in the five processes of instructional curriculum design, in the present study, shows that it was possible for the inexperienced teachers to demonstrate particular patterns of PCK development exhibited by experienced teachers (e.g. Irvine-Niakaris & Kiely, 2014; Johnston & Goettsch, 2000; Richards et al., 1995; Sanchez & Borg, 2014). This finding, therefore, supports teacher cognition research confirming that inexperienced teachers, in the early stages of their career, may show similar expertise to that demonstrated by experienced ones (e.g. Gatbonton, 2008; Mullock, 2006).

CHAPTER 6 CONCEPTUALIZATION OF PEDAGOGICAL CONTENT KNOWLEDGE (PCK) IN INSTRUCTIONAL CURRICULUM PRACTICE

6.0 Introduction

This chapter presents the findings drawn from the within-case comparison, and discusses the within- and cross-case comparisons of conceptualization of PCK of the experienced and inexperienced teachers in their instructional curriculum practice. The key inquiry of conceptualization of PCK in instructional curriculum practice was to examine the teachers' knowledge about text (KAT) and knowledge about reading instruction (KARI) (Irvine-Niakaris & Kiely, 2014) inherent in their teaching of reading and particular text types. Reading instruction was selected since both the experienced and inexperienced teachers were teaching this skill. The analysis of the teachers' KAT and KARI was based on multiple data sources, encompassing the transcripts of the videos of the teachers' teaching, the classroom observation notes, and the stimulated-recall interviews.

6.1 Conceptualization of Knowledge about Text (KAT) and Knowledge about Reading Instruction (KARI)

The following subsections present the teachers' knowledge about text (KAT) and knowledge about reading instruction (KARI) as conceptualization of PCK for L2 reading instruction, proposed by Irvine-Niakaris and Kiely (2014). Following this framework of PCK conceptualization for L2 reading instruction, KAT manifests content knowledge (CK) dealing with knowledge of genre, while KARI constitutes two aspects of pedagogical knowledge (PK): (1) organization of reading instruction, and (2) explicit instruction and demonstration of reading strategies. These aspects, of KAT and KARI, therefore, form the key exploration of the teachers' conceptualizations of PCK in their instructional practices, in this study.

6.1.1 Knowledge about Text (KAT)

Referring to the blend of the skills-based and text-based teaching that characterized the 2006 School-based Curriculum underlying the teachers' instructional curriculum practice in this study, knowledge about text (KAT) refers to the teachers' explicit knowledge of how the features of texts were explored in their reading instruction. Hence, the findings of the teachers' KAT foreground the teachers' ways in accommodating these text features (Feez & Joyce, 1998), which comprise: (1) the context of culture (the social purpose of the text or

genre), (2) the context of situation (register); which shapes such properties as (3) the language features, and (4) the text structure.

6.1.1.1 The Case of Experienced Teachers

The three experienced teachers demonstrated evidence of presenting the features of text through their teaching and learning activities enacted in their organizing principle. The identification of the explored text features is as listed in Table 6.1.

Meri's presentation and explanation of the text features in the stages of Modeling of the Text and Joint Construction of the Text represented her understanding of the repertoire of the target text features. This was exemplified by her decision to ask the students to sense the ideational meanings (Feez & Joyce, 1998; Christie, 1999) of the given notice and caution, by prompting her students to translate the target notice or caution in *Bahasa Indonesia*:

> 22 T: This is the example of notice. What does it mean? *Ya* (Yeah) … articles are considered sold if you broke them. What does it mean?
>
> 23 T: *Ya barang harus dibeli kalau kamu merusaknya* (Yes, broken items must be bought). OK, for example … this one is the example of notice *ya*. And then the other one. (Meri, Teaching Script, Meeting 1)
>
> 98 T: Please close the gates or the deer will eat the garden. Close the gates … *kon ngopo*? (What do you have to do?)
>
> 99 Ss: *Nutup pagar* (Close the gates).
>
> 100 T: *Iya nutup pagar atau*? (Yes, close the gates) *Kalau tidak ditutup bisa*? (If not?)
>
> 101 Ss: *Dimakan rusa* (The deer will eat the garden.). (Meri, Teaching Script, Meeting 1)

Other example was shown when Meri presented all the features of report, which included the definition, the social purpose, the text structure, and the difference between report and descriptive in the Modeling of the Text stage for her second observed teaching session:

> 42 T: *Sekarang yang akan saya perlihatkan adalah beberapa hal tentang teks report. Yang pertama … teks report itu apa?*
>
> 43 Ss: (The students tried to respond to the question.)

44 T: Yaa … kind of text with the purpose to give information about general characteristics. *Tentang apa?*

45 Ss: *Informasi secara umum.*

46 T: *Ya informasi secara umum. OK, kamu bisa lihat disini … memberikan informasi ciri-ciri secara umum … berbeda dengan teks deskriptif. Tadi perbedaannya sudah ya. Sudah bisa membedakan. Sekarang social function nya. Ya ini social function nya … bisa memberikan informasi, kemudian menyediakan informasi, kemudian mendokumentasi, mendeskripsikan apa saja ya. Kemudian untuk generic structure nya? … generic structure nya? Bedanya dengan deskriptif bagaimana?*

47 Ss: No response.

48 T: *Kalau deskriptif yang pertama apa? Identification. Kalau report? General classification. Jadi secara umum. Ya general classification kemudian baru description. Nah sekarang kita contohkan yang tadi adalah … apa tadi?*

49 Ss: Pause.

50 T: Ya, whales. *Ya itu contohnya ya … whales. … .* (Meri, Teaching Script, Meeting 3)

(The Translation Version)

42 T: Now, I will show you some features of report. First … what is report?

43 Ss: (The students tried to respond to the question.)

44 T: Yes … kind of text with the purpose to give information about general characteristics. About what?

45 Ss: General information.

46 T: Yes, general information. OK, you can see here … it's to provide general information or characteristics … it's different from descriptive. I have explained to you the difference between report and descriptive. You must have been able to differentiate them. Now, the social function. Yes, the social function is … to provide information, then document and describe things. Then, what about the text structure? … the text structure? What is the difference of the text structure of report and that of descriptive?

47 Ss: No response.

48 T: What is the first part in the text structure of descriptive? Identification. What about report? General classification. So, it's about general information first and then followed by description. What is the example of report we have just discussed?

49 Ss: Whales.

50 T: Yes, whales. Yes, that's the example … whales …

(Meri, Teaching Script, Meeting 3)

Table 6.1: The experienced and inexperienced teachers' exploration of text features

Meeting	Text Feature	Teaching Stage
The Experienced Teachers		
Meri		
Meeting 1	- (Ideational) meaning of text (notice and caution) - The language feature of notice and caution (the use of imperative sentences for notice and the use of 'No' and 'Don't followed by V1 or be for caution) and verbs that go with notice (e.g. allow, suggest, permit) and with caution (e.g. prohibit, ban, forbid)	Modeling of the Text
	- The language feature of notice and caution: (1) vocabulary and verbs used in notice and caution), (2) sentence pattern/ imperative sentences used in notice or caution	Joint Construction of the Text
Meeting 2	- The characteristic (definition) of report, its social purpose, and its text structure	Modeling of the Text
	- The language feature of the text (vocabulary related to the report text titled 'Elephants')	Independent Construction of the Text
	- The text structure of the report text titled 'Elephants'	Joint Construction of the Text
Sisilia		
Meeting 1	- The definition of recount, the text structure, and the language feature (past tense, circumstances of time, circumstances of place)	Pre-Exploration, Elaboration, Confirmation
	- The language feature of recount (vocabulary related to the theme 'holiday' and past tense: sentence construction)	Elaboration
Meeting 2	The language feature (vocabulary related to the theme 'football')	Exploration
	The language feature (past tense: sentence construction)	Elaboration

Susan		
Meeting 4	The language features of advertisement (vocabulary, typical restaurant advertisement expressions, the text structure)	Main Activities

The Inexperienced Teachers		
Etta		
Meeting 1	The language feature of recount (past tense: regular and irregular verbs, to be)	Exploration
Meeting 3		
Tria		
Meeting 4	The text structure (parts of birthday invitation)	Modeling of the Text
	The language feature (vocabulary/ word synonyms related to the given birthday invitation) The text structure (parts of birthday invitation)	Joint Construction of the Text
	The social purpose of the text The text structure (parts of birthday invitation)	Independent Construction of the Text

Similarly, Sisilia's KAT was also evident in her presentation of the features of recount, as identified in Table 6.1, in the pre-EEC stage. It was in this stage that Sisilia explained what was meant by recount, the text structure, and the language features encompassing the use of simple past tense, circumstances of time, and circumstances of place. She used the technique of explanation so that the students might better understand the text features, as confirmed in her SRI excerpt below:

R: Why did you choose the technique of explanation to explore the text features?

T: *Hanya memajangkan itu supaya dengan demikian mereka bisa lebih paham lah*. (It's only for making the students better understand.) (Sisilia, SRI, Meeting 1, C1)

Finally, Susan demonstrated her KAT when she engaged her students to specify relevant information specific to a restaurant advertisement text. Her instruction to the students, to specify the important attributes of restaurant that were worth advertising, reflected her knowledge of the text structure of restaurant advertisements:

86 T: OK, oh *ya* (yeah) the owner of the restaurant asked me to sell this restaurant. Please help me what I should think about to make good advertisement. *Apa yang harus aku pikirkan*? (What should I think about?) *Ya apa yang aku harus pertimbangkan untuk menjual restaurant ini*? (Yeah, what should I consider to sell this restaurant?) *Aspeknya apa saja*? (What are the aspects?) What are the aspects of the restaurant? *Coba kamu menanyakan itu kepada saya*. (Could you think of some questions for the considerations?) Ask me. *Kamu tadi kan sudah melihat ... eeh apa iklan tadi ya*. (You have watched … the advertisement.) *Dari situ kalau kamu harus menjual ini apa yang harus aku pikirkan*. (From that advertisement, you can tell me what I should consider if you were me).

87 Ss: Place.

88 T: Place … good very good. Can you make a good question about place? The answer about place. The question is where is the restaurant? OK, where is the restaurant? OK, good this is what I am thinking about. Any marker? OK, place or the location. *Ya* (Yeah) should I sell this restaurant maybe in downtown or maybe in countryside or on top of hill or on the beach. What is the atmosphere I want to sell? The environment so that I can invite more customers. OK, what are the other things? *Apa lagi*? (What else?) Give me questions, *dalam bentuk pertanyaan* (in the forms of questions). Put up your hand. (Susan, Teaching Script, Meeting 4)

6.1.1.2 The Case of Inexperienced Teachers

In the case of the inexperienced teachers, KAT was reflected in the presentation of the text features of recount and birthday invitation by Etta and Tria in their reading instruction. The text features explored in their teaching stages are as identified in Table 6.1 above.

Etta's exploration of the recount text features highlighted the use of simple past tense in the model text titled 'A Beautiful Day at Jogja'. She prompted the students to identify the verbs and adverb of time that mark the use of simple past tense in the given text, as shown in the following excerpt:

32 T: … *OK … eee ini sekilas text, sebuah teks, ini saya ambil dua paragraph saja. Kalau seandainya kalian tau … tadi gimana kalau recount teks tadi itu … eee pengalaman, sudah pernah di lakukan, menggunakan kata kerja lampau. Kalau sudah tau seperti itu berarti kan tau kalimat lampau itu yang seperti apa ya? Kata kerjanya menggunakan kata kerja ke?*

33 Ss: *Kemarin.*

34 T: *Iya, kemarin atau kata kerja ke dua. OK, sekarang tolong ee garis bawahi kata-kata yang menggunakan kata kerja ke dua. Saya pengen ada yang maju … emm … Ridwan …* where is Ridwan? … (Etta, Teaching Script, Meeting 1)

(The Translated Version)

32 T: … OK … emm let me show you this text, I am going to take two paragraphs of it. If you still remember the features of recount … emm telling past experience, using past participles. If you have learnt these features, you must have known the use of simple past tense, right? This tense uses which verbs?

33 Ss: Past time.

34 T: Yes, past participles or V2. OK, now please underline the past participles in the sentences in this text. I want you to come forward … emm … Ridwan … where is Ridwan? … . (Etta, Teaching Script, Meeting 1)

In a similar vein, Tria's KAT was consistently evident in guiding her students to identify the parts of a birthday invitation, vocabulary, and specific information related to the given birthday invitations, in the reading activities she managed throughout the text-based teaching and learning cycle. Her effort in engaging her students to identify the parts of a birthday invitation is illustrated below:

54 T: OK, clear. OK, please see this a sample of birthday invitation. Do you know to present? *Ini kira-kira buat siapa ya undangannya*? (Who is the invitation for?)

55 Ss: Ian.

56 T: Ian, OK, good. Who has the birthday? *Yang berulang tahun siapa*? *Yang berulang tahun siapa*? (Who celebrates birthday?)

57 Ss: Tyler Anderson.

58 T: Shavira, who is the birthday boy or girl? Who is the name of the boy or the girl? *Siapa namanya yang berulang tahun*? (What's the name of the birthday child?)

59 Shavira: Tyler Anderson, Andre

60 T: Is it Ian or Andre? Tyler? OK, *siapa ni namanya yang berulang tahun*? (What's the name of the birthday child?)

61 Ss: Tyler Anderson.

62 T: OK, Tyler Anderson. Next any other information about? *Tentang apa lagi*? (What other information is stated in the invitation?) *Tadi sudah ya yang diundang* Ian (The invited one is Ian.). *Kemudian yang berulang tahun adalah* Tyler Anderson (Then, the birthday boy is Tyler Anderson.). *Ada keterangan apa lagi disitu yang bisa kita lihat*? (What other information can we find?)

63 Ss: Tanggal (Date).

64 T: Tanggal, waktu berarti (Date or time). There are the date. The date of birthday. Good. Next any other information? Any other? Arjuna, another information? Any other? About? *Tentang apa ini lagi*? (What other information can you find?) *Tadi waktunya sudah*, date and time *sudah* (You have got date and time.). *Diadakan dimana disebutkan gak disitu*? (Where is the venue?) *Ada yang bisa menemukan ada dimana disitu diadakan*? (Can anybody tell me where the venue is?)

65 Student: 9612 Tackaberry Road, Lafayette.

66 T: *Iya disitu ya, itu alamat rumahnya* (Yes, that's the home address.). *Kalau kita dibalik ya Jalan Parangtritis kilometer sekian* (In our way, we state the street name first, for example Parangtritis street, and then followed by the home number). *Kalau disana nomornya dulu* nine six twelve Tackaberry Road, Lafayette (In the western system, the home number is stated first and then the street name). OK, *kalau yang bawah itu apa ya kira-kira*? (OK, what about the information following the venue?) Name of … name of …?

67 Ss: Name of *bapaknya* (Name of his father).

68 T: *Ya* name of bapaknya (Yes, the name of his father). Name of Tyler's father and name of Tyler's mother. OK, his parents. *Kira-kira ini* a boy or a girl? *Dari namanya*? (Can you guess whether the birthday child is a boy or a girl? From the name?) OK, there are two choices. Fandi, is it a boy or a girl?

69 Fandi: A boy

70 T: OK, a boy. *Kira-kira anak laki-laki ya* (A boy). OK, so we have the parts of birthday invitation. *Kita punya bagian-bagian penting dari suatu* birthday invitation (Now, we have learnt the parts of birthday invitation) … (Tria, Teaching Script, Meeting 4)

As elaborated in Section 6.1.2, in the Modeling of the Text stage Tria prompted and stimulated the students to come up with the parts of a birthday invitation by writing the model birthday invitation on the white board. Tria reasoned that she used this technique to stimulate and activate the students' learning schemata, since she believed that basically there were similarities between the text structure of a birthday invitation and such other short functional text as announcements that the students had previously learnt. Thus, in so doing, the students were able to guess the parts of birthday invitation. The following SRI excerpt depicts Tria's pedagogical reasoning for adopting her technique of engaging the students by directly exposing them to the model of a birthday invitation written on the whiteboard:

> By writing such an example of invitation on the board, I want the whole class to see a complete sample of invitation and then I want them to mention the parts that are found in an invitation. This activity was intended to activate their previous knowledge since invitation is almost quite similar with another previously learned functional text, such as announcement. So, instead of guessing, I want them to activate their previous knowledge on announcement to do this activity. (Tria, SRI, Meeting 3, C3)

6.1.2 KARI: Organization of Reading Instruction

The presentation of findings of the teachers' KARI in terms of their organization of reading instruction focuses on the ways the teachers organize their teaching and learning activities based on the stages of the organizing principle they adopted. The implementation of particular teaching and learning activities in each stage is identified and elaborated.

6.1.2.1 The Case of Experienced Teachers

The three experienced teachers employed different organizing principles for organizing their reading instruction. Meri applied the text-based teaching and learning cycle, Sisilia adopted the prescribed organizing principle of Exploration, Elaboration, and Confirmation (EEC), and Susan implemented the stages of Opening, Main, and Closing Activities (also see Appendix X, A, Table 10.1).

Despite the three different organizing principles adopted by the experienced teachers, all three teachers' organization of reading instruction consisted of three phases. These three phases were: (1) the phase of preparing the students to learn the target texts, (2) the phase of exploring the target texts, and (3) the phase of developing students' comprehension skills. In the case of Meri, the phase of preparing the students to learn the target notice, caution, and report texts was carried out within the stage of Building Knowledge of the Field. In the stage of Building Knowledge of the Field, Meri's learning activities were typically anchored in eliciting the students' prior knowledge of the texts they were going to learn. The teacher managed to deliver several questions to prompt what the students had previously learnt in regard to the target texts. Sisilia used the pre-EEC stage, in which the teacher managed to elicit and to build on the students' knowledge about the topics to be integrated in the target recount texts. This was done through questions stimulated by pictures. In the case of Susan, she prepared her students to learn advertisements by presenting a video on a restaurant advertisement and providing some stimulating questions for the students to answer after watching and listening to the video. The discussion activity that was prompted by the video of the restaurant advertisement and the related questions was done in the stage of Opening Activities. The preparation phase by the experienced teachers is illustrated from one of the observation notes, below:

Stage: Pre-Exploration, Elaboration, and Confirmation (Sisilia, Observation Note, Meeting 2)

1. Prior to the exploration stage, Sisilia conducted a question and answer activity to lead the students' prior knowledge on the topic of football.

2. Then, she proceeded to build the students' knowledge of the field by showing the pictures of English Premier League, UK flag, and Manchester United team, and probing the students to mention any word associated to these pictures.

For the second phase of exploring the target texts, Meri conducted a series of teaching activities in the stage of Modeling of the Text. The teaching activities aimed to explore the target texts in terms of providing the model texts, explaining the language features of the texts, and presenting the social function and the generic structure of each text. In prompting the students to explore the text, Meri also made use of the students' lingua franca, *Bahasa Indonesia*, to particularly examine the meaning of the exemplified texts and to identify the characteristic of the texts, for example, to show the difference between report and descriptive texts. Sisilia practiced the phase of Exploration through providing the definition of recount, the generic structure of the text, and the language features, as well as preparing the students to become familiar with relevant information related to the topic of 'football', including football jargon, and names of international football players and clubs.

In the case of Susan, the second and third phases were blended in the stage of Main Activities. For the learning activities to explore the target texts, Susan provided a restaurant advertisement titled 'Jejamuran', and engaged the students to generate specific information or aspects of a restaurant advertisement from the given advertisement. She prompted the students with some questions leading to relevant details. She further asked the students to identify the features of advertisement as previously discussed, and required them to write their answers on the provided worksheet. Following this activity, Susan discussed the related vocabulary and the identified information. The learning activities for the text exploration were then continued for the text comprehension and the development of the micro reading skill of identifying specific information. For this purpose, Susan provided another example of a restaurant advertisement, titled 'House of Raminten', and assigned the students to once again identify the features of a restaurant advertisement. The following observation note illustrates one teacher's organization of the reading instruction in the phase of exploring the target texts:

Stage: Modeling of the Text (Meri, Observation Note, Meeting 1)

1) Meri provided some model notice and caution texts.

2) She then prompted the students to examine the meaning of the given notice and helped them understand the text by translating it into Indonesian language (*Bahasa Indonesia*).

3) Afterwards, Meri showed the example of caution followed by some more examples of notice and caution.

4) Finally, she explained the sentence structure of notice and caution while eliciting the students' responses. The explanation of the language features covered the use of imperative sentences for notice and the use of 'No' and 'Don't' for caution, and typical

verbs that go with notice (e.g. allow, suggest, and permit) and with caution (e.g. prohibit, ban, and forbid).

The phase of developing skills and comprehending the target texts was realized in the stages of Joint Construction of the Text, and Independent Construction of the Text, by Meri, and in the stage of Elaboration by Sisilia. Through the Joint Construction of the Text stage, Meri conducted two or three activities that were done in pairs or in groups. As shown in Meri's content conceptualization in her instructional curriculum design (see Appendix X, A, Table 10.1), some learning activities for the reading skills development, as well as for the further exploration of the text features of caution and notice, and report texts, were assigned to the students. The text exploration inherent in those learning activities focused on the practice of language features of the text encompassing vocabulary, verbs, and (imperative) sentence construction, and the text structure of the report text titled 'Elephants' (also see Table 6.1).

The skills development emphasized the development of the micro reading skill of identifying implied information. The final stage of Independent Construction of the Text was missed in the first observed teaching session because of the time limitation, and was conducted before the Joint Construction of the Text stage in the third teaching session. When asked why the Independent Construction of the Text came first before the Joint Construction of the Text, in the stimulated-recall interview (SRI) for her third observed teaching session, Meri believed that it was acceptable to sequence in that way since she intended to assign an individual activity first, which was the activity of underlining the correct words related to the report text titled 'Elephants' pronounced by the teacher, and then followed by a group work in the form of a game. She reasoned that the game done in groups was usually conducted in the last stage. That was why she decided to change the order, in which the Joint Construction of the Text stage came later than the Independent Construction of the Text stage. Meri's clarification is depicted in her SRI excerpt as follows:

> *JCOT, kalau misalnya dibalik gak papa ya, ICOT dulu. Itu misalnya saya mau game, kalau game itu kalau buat ICOT kan susah. Hoo emang gitu, yang disampaikan ada kegiatan bersama, ada individu. Lha terus kan kita kan terpancang pada individu. Nek individu kalau misalnya game dikasihkan game dulu gak enak juga kan? Iya kan? Iya, misalnya game itu kan biasanya terakhir aja, walaupun ini untuk tujuan kan tujuan disini ada. Tapi misalnya dikasih dulu kan gak ini ... iya hoo.* (Meri, SRI, Meeting 1, A1)

(The translated version)

It's fine to reverse the sequence in which ICOT comes first and it is then followed by JCOT. That's feasible when, for example, I intend to assign a game done in groups and an individual activity. If I assign the game in the stage of JCOT earlier, it will be awkward since a game is usually conducted in the last stage. That's why I assigned this game in the stage of JCOT at the end and managed the individual activity as the ICOT stage beforehand. (Meri, SRI, Meeting 1, A1)

By the end of the first observed teaching session, Meri reminded the students about typical questions following notice and caution as tested in the National Examination, such as 'What does the notice mean?' or 'What is the text about?', and 'Where can you find such notice?'.

In the case of Sisilia, the phase of developing students' comprehension skills was done in the Elaboration stage for her first and second observed teaching sessions. Two layers of activities were constructed in this stage. The first layer was carried out for the learning activities to practice the language features of recount, before the students were given the target texts to comprehend. Such activities included arranging words into correct sentences and completing missing words of a text (also see Appendix X, A, Table 10.1), and preceded the learning activities for the text comprehension. However, Sisilia was, at first, uncertain whether this phase was implemented in the Exploration or the Elaboration stage, as shown in the following SRI excerpt:

R: ... What is your reason for assigning this activity before the students were given the model text?

T: Because I hope they will understand about some sentences. After they know the sentences, they will understand about the text. *Jadi ketika mereka tau paham kalau kalimat ini past tense ... ooh berarti untuk teks-teks recount paling tidak seperti itu* (So, when they have understood the use of simple past tense in sentences ... oh it will give them insight about the use of simple past tense in recount texts.).

R: *Jadi tujuan Ibu untuk memberi gambaran pada siswa bahwa kalimat-kalimat yang akan mereka jumpai dalam teks model itu seperti ini gitu ya.* (So, your purpose was to provide your students with the samples of sentences in simple past tense that they would find in the model texts?)

T: Iya (Yes).

R: *Jadi ini bisa dikatakan masih Exploration belum Elaboration ya, Bu, menurut Ibu*? (So, do you think this was still done in the Exploration stage and was not yet conducted in the Elaboration one?)

T: *Sepertinya …* (I think so ...) (Laughing).(Sisilia, SRI, Meeting 2, A3)

The reading comprehension activities were then conducted in the second layer of the stage to develop particular micro reading skills appearing in the National Examination (NE) (as presented in Chapter 4 and in Appendix X, A, Table 10.1). Sisilia reasoned that, by having this kind of activity, her students would firstly learn the grammatical features used in the texts before they dealt with the texts and the following comprehension questions.

The Confirmation stage, the last stage of the EEC organizing principle, was carried out along with the Elaboration stage. In this stage, Sisilia confirmed the students' answers and responses on the learning activities done in the Elaboration stage. The realization of the phase of developing skills and comprehending the target texts was as exemplified by the following observation note:

Stage: Elaboration (Sisilia, Observation Note, Meeting 1)

1) In this stage, Sisilia assigned the students to arrange jumbled words into correct sentences in simple past tense to practice the language feature of recount (Activity 1). She divided the students into groups of four.

2) Each group was assigned to write the allocated items on the whiteboard.

3) She appointed certain students to write their sentences on the board and discussed the constructed sentences.

4) The second activity was assigned. Sisilia introduced some vocabulary related to a text titled 'Detective Alibi' by engaging the students to name the pictures shown to them. Then, the teacher assigned the students to complete the missing words of the given text individually.

5) Afterwards, Sisilia assigned the activity of answering five pre-reading questions on the provided text about 'Study Tour in Bali'. She engaged the students to answer five pre-reading questions about spending holidays on the beach.

6) Finally, the activity of answering ten reading comprehension questions was conducted. Before the students were required to do this reading comprehension activity individually, they were asked to read the text aloud and to do a matching practice. The students had to

match the synonyms of the related words. Sisilia discussed and probed the students to guess the synonyms used in sentences. She spontaneously created a sentence for each word to ease the students' performance in guessing the word synonyms.

6.1.2.2 The Case of Inexperienced Teachers

In the case of the inexperienced teachers, Etta and Tria practiced reading instruction, while Nuri planned and conducted the integration of the listening and speaking skills (also see Appendix X-B, Table 10.2). As shown in appendix X, B, Table 10.2, Etta employed the prescribed organizing principle of Exploration, Elaboration, and Confirmation (EEC), and Tria adopted the text-based teaching and learning cycle.

The implementation of the inexperienced teachers' organization of reading instruction was also constructed in three phases, as emerged in the case of the experienced teachers: (1) the phase of preparing the students to learn the target texts; (2) the phase of exploring the target texts; and (3) the phase of developing students' comprehension skills. In Etta's reading instruction, preparing the students to learn the target texts was done in the stage of Exploration. Such activities as asking what the students did on the previous day or on their last weekend, and eliciting what was meant by recount, characterized Etta's stage of Exploration. In the case of Tria, the students were prepared to learn the target text of birthday invitation in the stage of Building Knowledge of the Field, in which she distributed some samples of birthday invitations and asked the students to observe the given samples. In the next step, Tria elicited some general information related to birthday invitations. The following observation note exemplifies the teachers' organization for preparing the students to learn the target text:

Stage: Building Knowledge of the Field (Tria, Observation Note, Meeting 3)

1) Tria started to build the students' knowledge of birthday invitations by asking a question, 'Any one of you celebrates your birthday today?'.

2) She then followed her question by distributing an example of birthday invitation to the students to observe.

3) She further asked several students at random to guess the kind of text they had observed.

4) After some appointed students answered the question, Tria elicited general information related to invitations.

The second and third phases were managed in the stage of Elaboration in Etta's reading instruction. The phase of exploring the target texts was realized through the teaching activities to develop the students' awareness of the language features of the target texts, such as asking the students to underline the past tense verbs in the recount text on the whiteboard, and explaining simple past tense as the grammatical feature of recount. Etta further linked the text exploration phase to the phase of developing comprehension skills. By using the same text previously explored, Etta asked the students to answer several typical reading comprehension questions tested in the National Examination (NE), and explained the strategy or the formula to answer such NE-based questions. The following observation note illustrates the way Etta shifted the text exploration activities to the NE-based explanation:

Stage: Elaboration (Etta, Observation Note, Meeting 1)

1) The stage of Elaboration started when Etta asked the secretary of the class to write two paragraphs of the text entitled 'Barbecue in the Park' on the whiteboard.

2) She then asked some students to come forward to underline the past tense verbs.

3) After that, she explained simple past tense (main verbs and verb to be) used in recount.

4) Etta further related the text being explored to particular questions that went with recount in the National Examination, such as 'What does the text tell you about?' and 'What is the purpose of the text?'. She explained how to find the answer of the question that asked about the general information of the text. She suggested the students to use the formula L1 or L2, which meant that the answer to the question was usually found in the first or second line of the paragraph.

For exploring the target text of birthday invitation in the stage of Modeling of the Text, Tria wrote a birthday invitation on the whiteboard and engaged the students with her prompting questions for the students to name the parts of birthday invitation, such as the name of the invitee, the event/occasion, date and time, place/venue, the name of the inviter, and additional information (e.g. RSVP). In the next stages of Joint Construction of the Text and Independent Construction of the Text, a variety of reading comprehension practices done in pairs and individually were assigned to develop particular micro reading skills and text comprehension. The variety of the reading comprehension activities are outlined in Appendix X, B, Table 10.2.

6.1.3 KARI: Knowledge about Reading Instruction

The teachers' conceptualizations of KARI in terms of their knowledge about reading instruction highlight the teachers' moves in their teaching strategies in developing the target micro reading skills, as elaborated below.

6.1.3.1 The Case of Experienced Teachers

The three experienced teachers' knowledge about reading instruction was primarily manifested in developing the students' comprehension of the texts. Their teaching strategies were primarily directed to help the students understand the content of the texts, for example, by translating the meaning of some parts of the texts being discussed and by confirming the students' responses. In some moments, the teachers demonstrated reading instructional strategies to develop the students' awareness of reading skills, for example, by giving word clues when identifying implied information, guiding the students to figure out the answer to the given reading comprehension questions from particular paragraphs, probing them to predict the answer by analyzing the sentences surrounding it, and dialogically engaging them with probing questions when identifying specific information.

Meri eagerly focused on helping her students to understand the content of the texts they were discussing in her first and third observed teaching sessions. To do so, she occasionally translated the content of caution and notice in Indonesian language or *Bahasa Indonesia*:

148 T: The notice is this one … "Parking by permit only". *Jawabannya* (the answer is) at a parking lot … *kira-kira betul ndak* (do you think the answer is correct?)

149 Ss: *Betul* (Correct).

150 T: *Jadi kalau mau parkir harus dengan ijin* (So, to park you must get a parking permit). OK good … (Meri, Teaching Script, Meeting 1)

In addition, Meri also exhibited efforts to raise the students' awareness of reading strategies, as indicated by the target micro reading skills she planned, by providing word clues to predict implied information when discussing caution and notice, and by guiding her students to predict to which subject a word reference was associated from particular surrounding sentences, when exploring reports. The following excerpt illustrates the strategy of providing word clues:

152 T: OK, Didi and Ari. (Reading the caution) Due to many corals, visitors are prohibited to swim in this area. *Kata-kata apa tadi*? (What are the clues?) Swim *berarti dimana*? (referring to which place?)

153 Ss: Pantai (Beach).

154 T: At the beach … OK good … (Meri, Teaching Script, Meeting 1)

164 T: OK, Mita and Bayu. (Reading the notice) Please scan your room key card to activate your room key card. *Kira-kira dimana*? (Where do you think this notice can be found?) Key card … key card. *Dimana, dimana*? (Where is it?)

165 Ss: Hotel.

166 T: It is in the hotel … yes. (Meri, Teaching Script, Meeting 1)

As shown in these extracts, Meri made efforts to emphasize the word clues of 'swim' and 'key card' to stimulate the students' prediction about feasible places where they could find such cautions and notices. The latter strategy of guiding the students to predict to which subject a word reference referred is shown in the following extract:

157 T: *Tadi yang disini* (The answer right here) female elephants … *yang disini* (the answer right there) baby elephants (while collecting the papers). *Kenapa kok* (Why is it) baby elephants? *Karena jawabannya ada pada paragraph berapa*? (Because the answer is in which paragraph?)

158 Ss: *Satu* (One).

159 T: *Coba coba* (Let's analyze it) when a baby elephant is born … (translated in *Bahasa Indonesia* into) *ketika bayi gajah lahir* … other females … (translated in *Bahasa Indonesia* into) *para betina-betina yang lain* … help raise it … (translated into *Bahasa Indonesia* into) *membantunya berdiri. Yang dibantu siapa*? (Whom is being helped?)

160 Ss: Baby.

161 T: Baby elephant … *jadi* (so) 'it' *nya siapa menggantikan siap*a? (what does 'it' refer to?)

162 Ss: Baby.

163 T: *Yaaa* (Yes) baby elephant … *bukan, bukan* (not) female elephant, *tapi* (but) baby elephant. (Meri, Teaching Script, Meeting 3)

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This extract depicts how Meri guided the students to come to the right answer, after knowing that they came up with different answers to the given question. She checked the students' understanding of the paragraph so that they could find the answer, and led them to analyze the sentences surrounding the reference 'it'.

In the case of Sisilia, when discussing the ten reading comprehension questions for the texts, 'A Study Tour to Bali' and 'David Beckham', in her first and second observed teaching sessions, Sisilia operationalized her knowledge of reading instruction primarily through confirming her students' responses. Sisilia's strategy is illustrated below:

145 T: OK, what is the main idea of paragraph 1?

146 Ss: The writer went to Bali for the first time.

147 T: *Ya* … the writer went to Bali for the first time. Next, I was so exhausted because I had to sit along the journey. The word 'exhausted' means? *Apa tadi*? (What is it?)

148 Ss: Tired.

149 T: Tired, very good. There were so many activities to do there. 'There' refers to?

150 Ss: Bali.

151 T: Bali, good. What did they do along the journey?

152 Ss: Playing games.

153 T: Playing games, laughing, kidding, OK, good. What does the text tell us about? *Tentang apa*? (What is it about?)

154 Ss: (Unclear response)

155 T: Very good. I was in senior high school when I went to Bali island for the first time. I went there with my teachers and my friends. *Mereka bersama-sama guru dan teman-teman* (They were together with their teachers and friends). *Sedang apa mereka*? (What were they doing?)

156 Ss: Study tour.

157 T: Study tour, very good. OK, now, what did the writer do in Kuta beach?

158 Ss: Parasailing, banana boat.

159 T: Very good. What was Garuda Wisnu Kencana?

160 Ss: Statue.

161 T: *Ya* (Yes) statue, very very big. (Sisilia, Teaching Script, Meeting 1)

Thus, as shown in the above extract, Sisilia's turns mainly reassured the students' answers to the questions that she had read.

Susan prompted and led her students to check the features of information, relevant to a restaurant advertisement, that they identified from the corresponding text in her fourth teaching session. The teacher activated "a dialogic approach" (Irvine-Niakaris & Kiely, 2014, p. 15) to make the students reveal their identification of the features of information related to the given restaurant advertisement, titled 'Jejamuran', as depicted in the following extract:

143 T: (After a while) *Ya* (Yeah) I see that some of your friends have completed the chart. OK, *ya* (yes) this is advertisement answer … the criteria here … *yook kita* discuss *ya* (let's discuss this). *Diskusi kita singkat ini* (We discuss this briefly.). Place and location. Do you think this is a nice place?

144 Ss: Yes.

145 T: *Siapa pernah kesana*? (Who has ever been there?) *Cocok ga kira-kira untuk ini*? (Is the location suitable?)

146 Ss: Ya, cocok (Yes, it's a suitable location.).

147 T: *Cocok kenapa cocok*? (Why is it suitable?) Is it relaxing too? *Cukup relax ya karena suasananya* (It's a quite relaxing place because of its situation). Next the food and the variety? What is the food?

148 Ss: Mushroom.

149 T: *Ya* (Yes) all foods are made of mushroom. Something unique or not? *Apakah makanan ini akan menarik banyak pelanggan*? (Is this food potentially attracting a lot of customers?) *Kenapa menurutmu* (Why do you think so?) … why?

150 Ss: (Attempting to answer the question, unclear response)

151 T: *Oh karena jamur itu … sudah pernah makan jamur*? (Oh because of the mushroom … have you ever tasted mushroom?)

152 Ss: *Sudah* (We did.).

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153 T: Do you like it? *Siapa yang ga suka jamur*? (Who doesn't like mushroom?) *Gimana bisa membuat yang lain suka jamur*? (How to make others like mushrooms?) *Yang remaja …* youth *ya nanti akan suka* (yes, youth will eventually like mushroom.). *Dikasih pilihan ga disitu untuk* youth? (Does the restaurant offer options of menu for youth?) *Ada sate … ada tongseng … ada juga yang* crispy. *Kalau* crispy *suka ga*? (There are mushroom skewers, mushroom spicy soup, mushroom crackers. Do they possibly like mushroom crackers?)

154 Ss: Yes, they do.

155 T: *Suka ya … lumayan* (They like it too … so so). OK and for adult or old people? *Untuk orang tua gimana*? (What about for adult?) *Apa*? (What) *Kira-kira* mushroom soup … *problem ga dengan* mushroom? (What about with mushroom soup? … Does mushroom soup create a health problem for them?) OK, *nah ini yang ditawarkan ini memberikan solusi ga*? (OK, do the options offer health solutions?) *Misalnya untuk yang diet* (For example, to those who go on diet) … *untuk yang punya penyakit ya* (to those who have illness) … illnesses … you have illness. *Apa kata apa*? (What is the clue?)

156 Ss: Without worrying about health problem.

157 T: OK without worrying about health problem. OK, and then atmosphere? What do you like about that?

158 Ss: Nice.

159 T: Nice and *apa yang membuat* (what makes) nice?

160 S: Live music.

161 T: *Ya ada* live music (Yeah, there is live music). *Musiknya cuman hari-hari tertentu kayaknya dan musiknya bagus*. (The live music is only provided on certain days and the music is great.) Next, the price.

162 S: Proper.

163 T: Proper … maybe not too expensive *ya* … cheap maybe. *Ya* and then service or facilities?

164 S: Spacious parking area.

165 T: *Ya* (Yes) spacious.

(Susan, Teaching Script, Meeting 4)

6.1.3.2 The Case of Inexperienced Teachers

In the case of inexperienced teachers, reading instruction was practiced by Etta in her first and third observed teaching sessions, and by Tria in her third observed teaching session. Etta reflected on three strategies regarding her knowledge about reading instruction: (1) guiding the students to answer typical National Examination (NE) reading comprehension questions; (2) facilitating the students' understanding of the given reading comprehension questions by translating parts of the questions in *Bahasa Indonesia*; and (3) confirming the students' responses to the given questions. As shown in the following extract, in Turns 152, 156, and 160, Etta guided the students to apply the formulations she created for her students to answer such typical NE reading comprehension questions as 'What does the text tell you about?', which was part of the reading comprehension questions she provided for her students' reading practices in her first observed teaching session:

152 T: … *Seandainya ini soalnya* (Suppose the question is) "What does the text tell you about?" *Menurut kalian jawabannya apa*? (What do you think the answer is?) *Kita menggunakan empat teknik. Pertama L1 tadi apa*? (We use the four techniques. First, we use L1. What does it mean by the technique of L1?)

153 Ss: *Lihat kalimat pertama* (Checking the first sentence).

154 T: *Kalimat pertama* (The first sentence) … *kita garis bawahi kalimat pertama* (We underline the first sentence.). *Bawa spidol tho?* (Use your color marker) *Sambil di garis bawah, sampai mana?* (Underline the sentence) "Last Sunday my friend and I went to the park because David's family invited us to barbeque party in the park." … *sampai ini ya* (up to this, right?).

155 Ss: Yes.

156 T: *Berarti kita sudah pegang kalimat pertama* (So, we have underlined the first sentence). *Judul … judulnya mana*? (What is the title?) *Ini* 'Barbeque in the Park' *kata yang sering muncul*? (The title is 'Barbecue in the Park'. What words do frequently appear?) *Kata yang sering muncul kata apa*? *Apa*? (What words do frequently appear? What?)

157 Ss: Barbeque.

158 T: Barbeque, and then?

159 Ss: We.

160 T: Hmm … Park. OK, *ini kalimat pertama, judul, terus kalimat yang sering muncul adalah* Barbeque Park (OK, this is the first sentence. The most frequent words are 'Barbecue' and 'Park'). *Kata kuncinya apa*? (What are the key words?) Expe … experience, *berarti kalau kita gabungkan kira-kira jawabannya apa*? (what about we combine the key words of 'Experience', 'Barbecue', and 'Park'?) *atau kita patokannya ke judulnya* (or we decide to refer to the title), what does the text tell you about? *Berarti jawabannya adalah* (So, the answer is …) Barbeque in …

161 Ss: the Park.

162 T: OK, good … (Etta, Teaching Script, Meeting 1)

In Turn 152, in order to find the general idea of the text, she prompted her students to apply L1, which referred to a strategy of examining the first line or sentence of the text. She further prompted her students to identify the most frequently mentioned words or phrases that could be used as clues to determine the general idea of the text.

The second and third strategies that Etta demonstrated in her reading instruction are illustrated in the following excerpt:

362 T: *Kata kunci* (The key word) … OK, now number six … eeee the first question, what is the text about? *Apa*? (What?)

363 Ss: A Beautiful Day at Jogja.

364 T: A Beautiful Day at Jogja … very good. And then, how did they go to Jogja? How … how *itu menanyakan bagai* …? (How is to ask about the way to do something.)

365 Ss: *Bagaimana* … (the translation of 'How')

366 T: *Ya* (Yes)… how did they go to Jogja? How did … *bagaimana mereka pergi ke Jogjanya*? (translating the question in *Bahasa* Indonesia)

367 Ss: *Bis* (Bus) … *naik motor* (by motorcycle) by motorcycle (Citra)

368 T: By motorcycle … good! Citra … OK, Citra OK. Where did the writers and his friend visit first?

369 Ss: … (No response)

370 T: *Ya*, first, where?

371 Ss: Parangtritis …

372 T: Parangtritis …?

373 Ss: Beach.

374 T: Beach. What does the main idea of the third paragraph? Third paragraph, paragraph *ke*? (which paragraph?)

375 Candra: *Tiga* (three).

376 T: Good, *ya* (yes), very good Citra. What does the main idea of the third paragraph?

377 Ss: Visited Gembira Loka Zoo.

378 T: Visited Gembira Loka Zoo … very good. "We visited many places" … the underlined word 'we' refers to? 'We' *itu mengacu ke*? ('We' refers to?)

379 Ss: The writers and friend.

380 T: The writers and friend … good! … . (Etta, Teaching Script, Meeting 2)

A series of Turns (364-367) show Etta's strategy to help her students understand the provided reading comprehension questions by translating the questions; whereas assuring the students' responses to the given questions was evident in Turns 368, 374, 378, and 380. In these Turns, Etta straightforwardly confirmed the students' answers to the questions that she read to them.

Tria's knowledge about reading instruction focused on engaging the students with her provision of prompting questions and clues to guide the students' comprehension. The prompting questions were to direct the students to always connect their answers to the given information in the text. In addition, she offered the clues by explaining the context on the given birthday invitation and translating information on the text into *Bahasa Indonesia*, to foster the students' comprehension, as she clarified in her third SRI excerpt below:

R: When none of the students was able to come up with the correct answer for the synonym of 'celebrate', you finally translated the meaning in Indonesian and your students could finally guess what celebrate meant from your translation. Why did you translate the meaning of this word?

T: Because we have to find the meaning, so I decided to give them clue in Indonesian word. (Tria, SRI, Meeting 3, D1)

Tria's moves in her reading instruction were demonstrated when managing the reading activities of stating the given statements as true or false (Activity 4) and answering ten multiple questions related to the given invitation (Activity 5) (see Appendix X, B, Table 10.2), as illustrated by the following excerpt:

189 T: OK, *kita lihat ke teks nya kita kroscek ya* (let's check the text again). Join us for an XBOX tournament Slumber Party. *Ini kok ada turnamen to?* (How come there is a tournament?) *Padahal dibawahnya itu* (As a matter of fact, it follows) we have to celebrate Joey's 13th birthday. *Nah mungkin gak kalau misalnya temanmu berulang tahun yang ketigabelas?* (Suppose your friend celebrates his 13th birthday) *Dia bernama Joey* (His name is Joey.). *Nah, Joey ini ingin ulang tahunnya* (Joey wants to celebrate his birthday) different from the others, *unik dia pengen yang unik, yang lainnya* (unique, he wants it unique.). *Pada waktu dia berulang tahun ke tigabelas dia ingin lain dengan yang lainnya makanya dia mau mengadakan pestanya sambil ada turnamen* XBOX *ini kalau kalian semacam main* (For his 13th birthday, he wants to run an XBOX tournament in his party. It's probably like …) ...

190 Ss: Game.

191 T: That's right, PlayStation games. Almost the same *ini hampir sama. Miss Ani gak tahu* (Miss Ani doesn't know). I never play a game like this. *Ini gak update ini ya, gak tahu* (I'm really out of fashion). What is an XBOX? *Tahunya saya cuma mainan Dakon and Bentik* (I only know my childhood games like 'Dakon' and 'Bentik'). OK, *besok saya di ajari main* XBOX *ya* (you can teach me XBOX). OK, to celebrate Joey's 13th birthday. *Nah Joey itu betul berulangtahun ke tigabelas tetapi di ulang tahunnya dia ingin merayakan turnamen* (So, Joey will celebrate his 13th birthday and run a tournament). *Mengapa diadakan turnamen?* (Why running a tournament?) *Mungkin untuk teman-temannya gitu ya* (Maybe for his friends). So, is number one true or false? The occasion is Joey's 13th birthday.

192 Ss: True.

193 T: Yes, true. *Betul ya* (It's right, isn't?). *Ada yang salah?* (Anybody got a wrong answer?)

194 Ss: No.

195 T: OK, *semua betul ya* (everybody got a right answer.). Number two will be Nadia. Nadia number two, Nad.

196 Nadia: True.

197 T: True. Why true? Why false? OK, the date and time is? *Waktu dan tanggalnya itu Sabtu 24 November jam 10 tepat* (The time and date is Saturday, 24 November at 10 o'clock.). Is it

true or false? *Kita lihat di atas, tadi ulang tahun* Joey *itu diadakan* (Check the previous information, Joey's birthday was held on) Saturday the November twenty four. *Betul ya tanggalnya* (The date is right, isn't?). *Nah sampai disitu kita lihat dibawahnya* (Check the following information) there is information. That the games the tournament to begin will be at 2 pm. *Jam berapa mulainya*? (What time does it start?).

198 Ss: Dua (Two).

199 T: *Dua* (two), *sedangkan* (what about) trophy? What does 'trophy' mean? (translated into) *Trofi itu apa sih*?

200 Ss: *Piala* (translating 'trophy').

201 T: *Iya berarti ini penyerahan hadiahnya jam berapa*? (So, what time is it for giving the trophy?).

202 Ss: *Jam sepuluh* (Ten o'clock).

203 T: *Iya jam sepuluh* (Yes, at ten o'clock). … .

204 Fandi: Andre *mulu*, Miss.

205 T: … *Nah*, OK, *pesta nya itu sendiri dimulai dengan* game *dengan turnamennya. Mulainya jam sepuluh apa jam dua*? (OK, thus, what time does the party followed by the game begin?)

206 Ss: *Jam dua* (At two o'clock).

207 T: So, we answer true or false? The correct answer is false. Number two is false.

(Tria, Teaching Script, Meeting 3, Activity 4)

As shown in Turns 189 and 191, Tria provided some clues by explaining the context attached in the given birthday invitation in *Bahasa Indonesia*; whereas, from Turn 197 up to Turn 206, Tria consistently prompted the students to examine the text again for finally choosing the right option.

6.2 Discussion of Conceptualization of KAT and KARI

This section presents the discussion of the findings of the teachers' conceptualizations of KAT and KARI in their reading instruction.

6.2.1 Conceptualization of Knowledge about Text (KAT)

As shown in the presentation of the teachers' instructional practices in exploring the properties of the target texts, the teachers' KAT was drawn from two repertoires: (1) their identification of the text features, as listed in Table 6.1; and (2) the ways they explored the text features. The identification of the text features that the teachers explored shows that the language features of the texts were the most frequent text feature that the teachers explicitly explored in their reading instruction. The exploration of the text structure was mostly not done as explicitly as that of the language features of the text; and the contextual features of the text, in most cases, remained unnoticed.

The five teachers' conceptualizations of KAT in their reading instruction, in this study, show the degree of their knowledge of how to properly explore texts as a meaning-making system, in which the exploration of the text features, as identified in Table 6.1, is related to their contextual features (Feez & Joyce, 1998; Feez, 1999; Paltridge, 2004). This was shown, for example, in the way Meri, Sisilia, and Etta presented the target text features. Their adopted technique of presentation did not enable them to guide their students to carefully examine the features of the texts and to investigate how meanings are related to and shaped by their diverse contexts. On the other hand, Susan and Tria were shown to be able to deliver a better text exploration in the phase of the text exploration of their reading instruction. These two teachers' text exploration was done at the whole text level, which implicitly led the students to be aware of the functional properties of the texts, revealing the field, tenor, and mode of the texts, and how the functional properties were shaped by these contextual features (Martin & Rose, 2007).

6.2.2 Conceptualization of KARI: Organization of Reading Instruction

As shown in the presentation of findings, most of the experienced and inexperienced teachers shared the implementation of two kinds of organizing principle: the prescribed organizing stages of Exploration, Elaboration, and Confirmation (EEC); and the text-based teaching and learning cycle. One experienced teacher, Susan, applied the three-phase procedure of Opening, Main, and Closing Activities. The teachers enacted each kind of the organizing principles by conducting particular activities in each stage (also see Appendix X, A & B, Tables 10.1 & 10.2). Table 6.2 summarizes the characteristics of the activities that the teachers enacted within the shared organizing principles of EEC and the text-based teaching and learning cycle.

Table 6.2: The cross-case comparison of organization of reading instruction

The Characteristic of Activities	Stages of EEC	The Characteristic of Activities	Stages of EEC
Sisilia (Experienced Teacher)		**Etta (Inexperienced Teacher)**	
Building the students' knowledge about the topics integrated in the target recount texts and eliciting some related vocabulary by means of pictures	Pre-EEC	Preparing the students to learn recount by asking what the students did on the previous day or on their last weekend and eliciting what was meant by recount	Exploration
Explaining the features of the text, such as the definition of recount, the generic structure, and the language features, and for preparing the students to become familiar with relevant information related to the topic of 'football', such as related words to football, and names of international football players and clubs	Exploration	(1) Exploring the target texts by developing the students' awareness of the language features of the target texts (2) Linking the text exploration phase to the phase of developing skills and comprehending the target texts, by asking the students to answer several typical reading comprehension questions tested in the National Examination (NE), and explaining the strategy or the formula to answer such NE-based questions.	Elaboration
(1) Practicing the language features of recount before the students were given the target texts to comprehend (2) Developing particular micro reading skills appearing in the National Examination (NE), through the reading comprehension	Elaboration	Confirming the students' answers on the reading comprehension questions being discussed	Confirmation

activities			
Confirming the students' answers and responses on the learning activities done in the Elaboration stage	Confirmation		
Meri (Experienced Teacher)	**Text-based Teaching and Learning Cycle**	**Tria (Inexperienced Teacher)**	**Text-based Teaching and Learning Cycle**
Eliciting the students' prior knowledge of the texts they were going to learn by delivering several questions to prompt what the students had previously learnt in regard to the target texts.	Building Knowledge of the Field	Observing the given samples of birthday invitation and eliciting some general information related to birthday invitations	Building Knowledge of the Field
Exploring the target texts in terms of providing the model texts, explaining the language features of the texts, and presenting the social function and the text structure.	Modeling of the Text	Exploring the parts of a birthday invitation	Modeling of the Text
Assigning some learning activities (games) for the reading skills development as well as for the further exploration of the text properties of caution and notice, and report texts	Joint Construction of the Text	Assigning reading activities to practice the language feature, and to develop particular micro reading skills and text comprehension, done in pairs	Joint Construction of the Text
Assigning individual work (e.g. vocabulary practice pronounced by the teacher)	Independent Construction of the Text	Assigning a reading activity to develop particular micro reading skills and text comprehension, done individually	Independent Construction of the Text

Following the teachers' adoption of their organizing principles, the discussion of the teachers' conceptualizations of KARI, in terms of organization of reading instruction, is organized with respect to these two kinds of organizing principle.

6.2.2.1 The Organizing Principle of Exploration, Elaboration, and Confirmation (EEC)

As presented in Section 6.1.2 and as shown in the cross-case comparisons of the teachers' shared organizing principles, the teachers' conceptualizations of KARI for organizing their reading instruction within the EEC stages yield two points to discuss: (1) the different characteristics of the activities enacted in the stages of EEC; and (2) the ways the teachers' different interpretations of the EEC stages show a delicate blend of the teachers' prior knowledge about organizing reading instruction and their insufficient understanding of the EEC stages as determined in the Regulation of Ministry of National Education No. 41/2007.

As summarized in Table 6.2, some similar characteristics of activities, representing the phase of preparing the students to learn or understand the target texts and that of exploring the texts, were attached to certain different stages of EEC. In the case of Sisilia, the experienced teacher, the characteristics of activities that served for preparing the students' comprehension were managed in a stage prior to the EEC stages; whereas Etta, the inexperienced teacher, delivered such activities in the Exploration stage. The other difference lays in the phase for exploring the target texts. The experienced teacher conducted the activities intended for exploring the target texts in the Exploration stage; while the inexperienced teacher blended the activities for the text exploration with those of the skill development and text comprehension in the Elaboration stage. A similarity of a particular characteristic of activities was, though, found in the Elaboration stage: in this Elaboration stage, both of the teachers carried out the reading comprehension activities for the sake of preparing the students to successfully do the National Examination.

The different ways in which Sisilia and Etta placed the similar characteristics of teaching and learning activities in the different stages of EEC reflect their different interpretations of the characteristics of the EEC stages as officially determined in the Regulation of Ministry of National Education No. 41/2007 (as presented in Chapter 2, Section 2.5.1.4). These different interpretations resulted from their insufficient understanding of the nature or the characteristics of the EEC stages for teaching English, and the influence of their prior knowledge of organizing instruction. As the teachers confirmed in their pre-lesson interviews for their instructional curriculum design in the process of organizing instruction (see Chapter 4 Sections 4.1.3.2), they admitted that they did not fully understand the stages of

EEC even though they stated this organizing principle in their lesson plans. This insufficient understanding was also justified in their clarifications in the stimulated-recall interviews for organizing their reading instruction (e.g. Sisilia, SRI, Meeting 2, A3).

The influence of the teachers' prior and existing knowledge of organizing instruction is transcended through the characteristics of the activities they put into practice. A delicate mixture of the influences of ESL/EFL reading instruction principles, text-based teaching, the stages of EEC, and the pressure of conducting reading instruction for an examination preparation, shaped the teachers' conceptualizations of their knowledge of organizing instruction in each stage. For example, in the pre-EEC and Exploration stages, both Sisilia and Etta elicited content schemata by activating their students' personal experience, and generated some related vocabulary through pictures and questions. The characteristic of this activity is in line with activities done in the pre-reading stage as part of three phase procedures of pre-, while-, and post-reading stages applied in ESL/EFL reading instruction (Aebersold & Field, 1997; Alyousef, 2005). The text-based teaching foreshadowed the characteristics of the activities in the Exploration and Elaboration stages, in which both of the teachers explored the language features of the target texts. In the case of Sisilia, the influence of text-based teaching, as occurred in the stage of Exploration, was as confirmed in her pre-lesson interview for designing her first observed teaching session (see Chapter 4 Section 4.1.4.2). Sisilia admitted that she believed that the EEC stages were equal to or had the same characteristics as the stages of the text-based teaching and learning cycle. In addition, the existence of reading comprehension questions signifies the presence of ESL/EFL intensive reading in the teachers' reading instruction (Macalister, 2014). Meanwhile, to deal with the demand of the high-stakes National Examination (NE), both of the teachers shifted from the exploration of the language feature of the texts to the skill-based reading instruction for practicing the micro reading skills tested in the NE in the Elaboration stage.

6.2.2.2 The Text-based Teaching and Learning Cycle

The organization of activities with the text-based teaching and learning cycle, as shown in Table 6.2, shows the operationalization of Meri's and Tria's knowledge of the text-based teaching characterizing the 2006 School-based Curriculum (SBC) in their reading instruction. These teachers' knowledge of organizing instruction with the text-based teaching and learning cycle exhibits several inconsistencies between theory and practice, as discussed in Chapter 5, Section 5.1.3.2. The first inconsistency is concerned with the teachers' characteristics of activities that indicate that text is explored as a means to develop micro and macro skills. This

finding is contradictory to the main principle of text-based teaching, which regulates that texts are "the starting point for developing tasks and activities" (Burns, 2012, p. 140). Accordingly, learning activities for exploring, comprehending, and using texts involve skills development, yet they aim at engaging students with language use in context (Feez & Joyce, 1998; Burns, 2012).

The second inconsistency, as reflected in the characteristics of the activities in Table 6.2, deals with the incompatibility of the activities with the stages in which they were carried out. This incompatibility is exemplified by Meri's and Tria's activities in the stages of Joint Construction of the Text and Independent Construction of the Text (other example was also discussed in Chapter 5, Section 5.1.4.2). The stages of Joint Construction of the Text and Independent Construction of the Text were characterized by the teachers' pair or small group work and individual work to further practice the use of the text features and to develop micro reading skills. In these two stages, the activities, however, did not require the students to collaboratively construct the target text types that they had explored. Instead, the exploration of text features came into practice through reading activities and reading comprehension questions, which particularly characterize ESL/EFL intensive reading instruction (Macalister, 2011).

In summary, the teachers' conceptualizations of their knowledge of organizing instruction show how their knowledge on the organizing principles they adopted, the delicate mixture of the influence of their prior or existing knowledge about organizing instruction, and the pressure of the National Examination, shaped and formed their reading instruction. The characteristics of the teaching and learning activities that the teachers conducted, as previously elaborated, do not show a clear direction as to which focus their instruction intends to achieve. The reading instruction neither reflected EFL reading instruction that focuses on the development of effective reading strategies, which help students become good and effective readers (Aebersold & Field, 1997; Carrell, 1998), nor concentrated on the accommodation of genre-based pedagogy, which emphasizes meaningful and purposeful engagement between teachers and students to acquire knowledge and skills for understanding, responding to, and creating texts as they are used and function in real social contexts (Burns, 2012; Hyland, 2003).

6.2.3 Conceptualization of KARI: Knowledge about Reading Instruction

The findings related to the teachers' knowledge about reading instruction merge into two major instructional strategies they used. These strategies encompass: (1) facilitating the

students' comprehension of the content of the texts; and (2) developing the students' awareness of reading skills. In terms of the first instructional strategy, both the experienced and inexperienced teachers, Meri, Etta, and Tria, translated some parts of the texts and the questions in Indonesian language, called *Bahasa Indonesia*, to provide the students with clues and to explain the context underlying the given text. Sisilia and Etta, on the other hand, facilitated the students' comprehension solely by confirming the students' answers or responses to the reading comprehension questions that the teachers provided.

The teachers' use of students' native language, *Bahasa Indonesia*, was influenced by the teachers' belief that *Bahasa Indonesia* can be used as an effective tool to provide clues for fostering their students' comprehension, as confirmed in their stimulated-recall interviews (e.g. Tria, SRI, Meeting 3, D1). In regard to fostering the students' comprehension to answer the provided reading comprehension questions, both the experienced and inexperienced teachers, Sisilia and Etta, were shown to apply "a read and test orientation to instruction" in which the teachers took "a more autocratic approach" (Li & Wilhelm, 2008, p. 101) to their examination-based reading instruction. The teachers were shown not to make efforts for bridging and scaffolding their student learning for the students to be able to constantly check whether the reading strategy being practiced could help them find the answers to the comprehension questions and make any adjustment if the result is the other way around (Aebersold & Field, 1997). Hence, the teachers' autocratic approach in facilitating the students' reading comprehension, in which monitoring and adjusting comprehension (Aebersold & Field, 1997) was not done, is in line with the traditional approach to the teaching of reading, which merely regulates students to answer a number of comprehension questions in a testing-oriented strategy rather than a teaching strategy, and which, therefore, does not provide an actual teaching strategy to develop students' reading skills and strategies (Dubin & Bycina, 1991; Farrell, 2005; Li & Wilhelm, 2008).

Referring to the second instructional strategy, which is developing the students' awareness of reading skills, the experienced teachers, Meri and Susan, demonstrated more effort to raise the students' awareness of activating their reading skills by providing clues, guiding and prompting them to predict and to connect their predictions to the texts. This strategy was, however, also exhibited by the inexperienced teacher, Tria. As shown in Tria's reading instruction, she actively engaged and prompted her students to always channel their answers to the information stated in the text. Although this instructional strategy does not appear to be a dominant practice, the instructional practices managed by Meri, Susan, and Tria show that some efforts to monitor the students' comprehension were done. These

teachers demonstrated their intention to monitor what the texts being discussed stated in comparison to what the students thought the texts said (Aebersold & Field, 1997).

6.3 Conceptualization of PCK (KAT and KARI) and Teacher Language Awareness (TLA)

Viewing the teachers' conceptualizations of KAT and KARI from the perspective of TLA, a subset within the extended knowledge base of PCK for L2 teachers (Andrews, 2007), the teachers' KAT and KARI reflected the interrelation between their awareness of what they had practiced and the extent to which they had acquired declarative and procedural knowledge for teaching reading skills and particular texts. As Andrews (2007) argued, in resonance with Duff (1988), sufficient knowledge informs L2 teachers' awareness. This argument leads to a premise that knowledge and awareness are interrelated; without either of which, it is considered inadequate.

In terms of declarative knowledge, the teachers' KAT shows that the teachers, in most cases, were highly aware of exploring such primary features of text as linguistic features and the text structure, and were less aware of encouraging their students to investigate such other essential features of text as the social purpose of the text, the intended audience of the text, and the relation of the context and purpose of the text to the choice of language features and the meanings in the text (Thai, 2009) (see Table 6.1). The teachers' awareness of the partial features of the text, therefore, indicates their insufficient content knowledge of the scope of text features that they have to explore to help their students understand the model texts. In the same vein, the teachers' awareness of organizing their instruction reveals the extent to which they had acquired knowledge about organizing instruction. The inconsistencies between the principles and the teachers' practices in organizing their instruction inform the teachers' inadequate understanding of the organizing principles that they adopted. In regard to knowledge about reading instruction, despite the teachers' awareness to enact an autocratic approach (Li & Wilhelm, 2008) to their teaching of reading as part of an examination preparation for their students, the teachers also demonstrated instructional practices for raising their students' awareness of activating their reading skills and monitoring the students' comprehension. The teachers' awareness to help their students activate reading skills by providing clues in *Bahasa Indonesia*, explaining the context of the text, confirming the students' answers, and engaging the students to connect their answers to the text, shows the degree of the teachers' repertoire of declarative knowledge of how to help their students practice reading skills.

In terms of procedural knowledge, as presented in Section 6.1 and discussed in Section 6.2, the teachers' awareness or knowledge-in-action in exploring the features of text and in encouraging the students to activate reading skills confirms the finding of the teachers' content conceptualization. This finding captures that the teachers' exploration of texts was not properly done, while the teaching of the prespecified micro and macro skills was not fully intended to help the students understand and/or compose texts. As presented in Subsections 6.1.1 and 6.1.3, the teachers' exploration of texts was directed to develop particular micro reading skills. This awareness, therefore, shows the teachers' inadequate understanding of the methodology of text-based teaching (Feez & Joyce, 1998), which regulates the cycle for teaching texts. Within this methodology, the selection of micro and macro skills is, therefore, to be carefully made to assist students to comprehend texts and, finally, produce or compose their own texts.

6.4 Summary of Conceptualization of PCK (KAT and KARI)

This chapter has examined the conceptualization of PCK developed in EFL reading instruction by three experienced teachers and two inexperienced teachers in the Indonesian EFL context. Shulman's (1987) conception of PCK, combined with Andrews's (2007) modified model of PCK, which involves L2 teachers' subject matter knowledge, was used as the framework to employ Irvine-Niakaris' and Kiely's (2014) framework of PCK conceptualization for L2 reading instruction.

The cross-case comparison of conceptualization of PCK in terms of KAT and KARI portrays how the experienced and inexperienced teachers in this study put into practice their KAT and KARI to transform the content of skills and texts. The teachers' KAT confirms the finding, in their PCK conceptualization for their instructional curriculum design, concerning the implementation of the text-based teaching in the Indonesian EFL classroom. The teachers' KAT, which was mostly evident in the phase of the text exploration, captures the teachers' exploration of such text features as the language features and the text structure of the target texts. Their ways of exploration did not build the students' awareness to examine how the text features discussed were informed by their context analysis, encompassing the social context, the general cultural context, and the context of situation of the text (Feez & Joyce, 1998; Feez, 1999; Paltridge, 2004). Exceptions, however, occurred in the KAT conceptualizations of Susan and Tria. These two teachers were quite able to discuss the language features and the text structure of the target texts, related these text features to the underlying contexts, and

implicitly resulted in the students' understanding of the functional analysis of the texts (Feez & Joyce, 1998; Feez, 1999; Paltridge, 2004; Martin & Rose, 2007).

In terms of conceptualization of KARI for organizing reading instruction, despite the organizing principles they adopted, both the experienced and inexperienced teachers' knowledge of organizing instruction revealed the teachers' degree of understanding of the text-based teaching and the prescribed EEC stages. These shaped the teachers' different ways in structuring their teaching and learning activities as determined by the principles attached in their adopted organizing stages, and resulted in particular deviances, in regard to the conformity of the activities in each stage to the underlying characteristics of the stages. In addition, the pressure of the high-stake National Examination (NE) contributed to driving the teachers to conduct examination-based reading instruction.

Finally, the teachers' KARI, in terms of knowledge about reading instruction, confirms that the teachers' reading instructional strategies were primarily for fostering the students' comprehension of the content of the texts and confirming the students' answers to the given reading comprehension questions. These strategies signified the teachers' lack of assistance for monitoring and adjusting their students' comprehension (Aebersold & Field, 1997), and employment of an autocratic approach that entailed a testing-oriented strategy (Dubin & Bycina, 1991; Farrell, 2005; Li & Wilhelm, 2008). The other emerging instructional strategy focused on developing the students' awareness of reading skills. In regard to this latter instructional strategy, the experienced teachers demonstrated more variety of strategies, including giving clues for the students' guesses, and guiding and prompting the students to predict and to relate their predictions to the texts.

6.5 Conclusion: Framing the Findings of Conceptualization of PCK (KAT and KARI)

This section concludes the findings of the teachers' conceptualizations of PCK in terms of KAT and KARI in their reading instruction, by viewing the findings from three perspectives: (1) how the findings add to and are in line with L2 studies on the conceptualization of PCK in reading instruction; (2) how the findings reflect Shulman's (1987) conception of teacher expertise in PCK and manifest TLA (Andrews, 2007); and (3) what the findings mean in the Indonesian EFL context.

L2 studies on the conceptualization of PCK in reading instruction involving experienced and inexperienced teachers (e.g. Howey & Grossman, 1989; Irvine-Niakaris & Kiely, 2014; Li & Wilhelm, 2008) have mostly investigated the experienced teachers'

conceptualization of PCK, and describe teachers' conceptualization as: (1) being more teacher-directed and more concerned with testing outcomes (Li & Wilhelm, 2008); and (2) implementing varieties of activities in each stage of pre-reading, while-reading, and post-reading, enacting instructional strategies to develop students' awareness of reading strategies such as guiding students to predict the content, reading with a purpose, and guessing words in context (Irvine-Niakaris & Kiely, 2014). On the other hand, the inexperienced teachers are portrayed to: (1) have more awareness to put theory into practice and take a more learner-centered approach (Li & Wilhelm, 2008); and (2) focus on enhancing the students' knowledge of the world and developing language skills to foster comprehension (Howey & Grossman, 1989).

The findings of the present study regarding the experienced and inexperienced teachers' conceptualizations of KAT and KARI support previous research in several ways. Firstly, one of the experienced teachers, Susan, exhibited her knowledge about how the target text was meaningfully structured by exploring the text features at the whole text level and relating the text to the underlying contexts. Another insight, however, emerged in this study in regard to the inexperienced teachers' capability to explore the target texts: it was shown in this study that Tria, the inexperienced teacher, was also capable of demonstrating knowledge of how the target text was structured. Secondly, the experienced teachers in this study, Meri and Sisilia, were found to have a stronger concern for the National Examination (NE), and accordingly integrated a testing strategy into their reading instruction. This is while one of the inexperienced teachers, Etta, was also not completely detached from the NE. Thirdly, although in this study developing instructional strategies for raising the students' awareness of reading skills did not appear as a consistent and frequent practice, the experienced teachers did provide evidence of demonstrating more variety in this instructional strategy than did the inexperienced ones.

Relating the findings to Shulman's (1987) conception of teacher expertise in PCK (as reviewed in Chapter 2, Section 2.4), overall the experienced teachers' conceptualizations of KAT and KARI show that the experienced teachers' expertise is not strongly evidenced in their conceptualizations of KAT and KARI. Their conceptualizations of KAT and KARI were not pedagogically powerful enough to transform the content of skills and texts into reading instruction, which was properly organized within the adopted organizing stages, and to develop the students' reading skills and sufficient understanding of texts as a meaning-making system. This meaning-making system enables students to understand texts as unified, meaningful, and purposeful stretches of language, whose meaning and use are bound to the

actual context (Feez & Joyce, 1998; Feez, 1999; Burns, 2012). Their expertise is, however, inconspicuously signified by their knowledge-in-action to raise the students' awareness for using several varieties of reading strategies to foster the students' comprehension; which was, as a matter of fact, also exhibited by Tria, the inexperienced teacher. The teachers' knowledge-in-action, which is also termed teacher language awareness (Andrews, 2007), therefore, reflects the extent to which their content knowledge informs the adequacy of their language and language teaching awareness in enacting their reading instruction.

Within the Indonesian EFL context, the teachers' conceptualizations of their KAT and KARI in this study portray the uncertain direction of the Indonesian EFL classroom practices as a result of the tensions between the content of skills and texts and the framework of text-based teaching involved in the 2006 School-based Curriculum (SBC). Within the framework of the 2006 SBC, teachers are required to integrate skills and texts to facilitate students for comprehending and, finally, producing their own texts. Meanwhile, in practice, text-based teaching in the Indonesian EFL context tends to be shifted to particularly focus on the development of micro and macro skills. In so doing, text exploration is not fully done to make students understand how texts are meaningful in their underlying context. These tensions of focus appear to influence the adequacy of teachers' text-based instruction. As a result, teachers' instruction is neither skills-based nor text-based instruction. In developing reading instruction, for example, the teachers in this study were neither able to effectively conduct reading strategy instruction nor to properly enact reading instruction within text-based teaching. It was evident, in this study, that reading instructional strategies for raising and developing students' awareness of reading skills were not strongly demonstrated in the teachers' reading instruction. At the same time, in most cases, texts were not appropriately explored for developing the students' understanding of texts as a meaning-making system.

PART THREE CONCLUSION

The last part of this study is composed of a concluding chapter, Chapter 7. This chapter provides the summary of the main findings of conceptualization of pedagogical content knowledge (PCK) in instructional curriculum design and practice, before it proceeds with the conclusions. The conclusions section relates the findings of the study to the instrumental significance of the study. The implications highlight the need to strengthen in- and pre-service teacher training programs with reference to the findings of the study. The limitations of the study are presented next, followed by the recommendations of the study, which call for systematic follow-ups to better prepare teachers for facing future curriculum changes. Finally, the chapter provides suggestions for further future research on teacher development, which involves research on teacher cognition and curriculum development.

CHAPTER 7 CONCLUSIONS, IMPLICATIONS, LIMITATIONS, RECOMMENDATIONS, AND SUGGESTIONS FOR FUTURE RESEARCH

7.0 Introduction

This chapter presents the summary of the main findings, the conclusions, implications, limitations, recommendations for further follow up improvement, and suggestions for future research. Firstly, the summary of the main findings of the study is presented. Secondly, the chapter proceeds with the conclusions. Following the conclusions, the implications of the findings of the study are discussed, and the limitations of the study are addressed. Finally, the chapter presents some recommendations for future improvement in preparing teachers for current and future curriculum changes, and suggests a range of research on teacher cognition and instructional curriculum development. Such a line of research is suggested to improve the quality of teaching and classroom practices in the Indonesian EFL context.

7.1 Summary of Main Findings

This section summarizes the main findings on the six participating teachers' conceptualizations of pedagogical content knowledge (PCK) in their instructional curriculum design and practice, to answer the research questions as formulated in Chapter 1. These research questions focus on two areas of exploration, as follows:

1) How do teachers transform their understanding of content into effective instructional curriculum design within the particular socio-educational context?

2) How do teachers conceptualize their PCK, in terms of knowledge about text (KAT) and knowledge about reading instruction (KARI), in their instructional curriculum practice within the particular socio-educational context?

The first research inquiry examined the teachers' conceptualizations of PCK in terms of forms of transformation, strategies of transformation, and pedagogical concerns underlying the teachers' transformation, to develop their effective instructional curriculum design. The inquiry was expected to reveal the teachers' macro and micro patterns of conceptualization of PCK within the five processes of instructional curriculum design. The second part of the inquiry was intended to explore the teachers' conceptualizations of PCK, in terms of KAT and KARI, in their reading instruction. The teachers' conceptualizations of PCK in the two areas of exploration were captured within their influential socio-educational context.

7.1.1 Main Findings of Conceptualization of PCK in Instructional Curriculum Design

One of the main findings of this study was the teachers' conceptualizations of PCK in planning their instructional curriculum as related to the National Examination (NE), a policy in the Indonesian EFL context at the time the study was conducted. In most cases, the experienced teachers' conceptualizations, as represented by Meri and Sisilia, were under tension from the demands of the NE; while the majority of the inexperienced teachers' conceptualizations, as reflected in the conceptualizations of Nuri and Tria, demonstrated a certain extent of detachment from the NE. This macro pattern was reflected in the teachers' micro patterns of conceptualization of PCK, in designing their instructional curriculum based on the 2006 School-based Curriculum (SBC) within the five processes of instructional curriculum design. The experienced and inexperienced teachers' micro patterns of their conceptualization of PCK are as outlined below.

7.1.1.1 Pattern 1

In analyzing needs, the main difference in the teachers' needs analysis was the extent to which the teachers' needs analysis was informed by primary sources to accommodate the students' felt needs. The experienced teachers' needs analysis was highly informed by the students' perceived needs, as inferred from the standard of competence (SC) and the basic competence (BC) of the 2006 SBC. The inexperienced teachers' needs analysis, on the other hand, was mostly informed by the students' perceived needs as derived from the teachers' active reflection-on-action, perception, and observation of their current classroom practices. To gain insights into their students' perceived needs, the experienced teachers were also shown to activate their reflections-on-action and observations. However, their reflections were grounded on their past experience teaching other groups of students rather than on their current classroom activities as their primary source of needs analysis.

7.1.1.2 Pattern 2

Relating to the process of formulating learning objectives and competence achievement indicators, the teachers' transformation showed two main patterns. Firstly, three teachers, one experienced teacher and two inexperienced teachers, encountered a difficulty in understanding the difference between learning objectives and competence achievement indicators as applied in the Indonesian EFL context. Secondly, the formulations of competence achievement indicators by the experienced and inexperienced teachers were guided by the extent of their adherence to the National Examination (NE). In the case of the

experienced teachers, the competence achievement indicators were mostly transformed into typical activities that appeared in the NE. Therefore, their competence achievement indicators reflected a tension between coverage and mastery objectives (Graves, 1996). The inexperienced teachers, on the other hand, were able to transform the indicators into more varied learning activities as a result of their sense of detachment from the NE. While managing to comply with the SC and the BC taken from the 2006 SBC, the inexperienced teachers' indicators displayed a sequence of learning activities to attain specific learning outcomes for developing particular macro skills.

7.1.1.3 Pattern 3

Three main content categories, constituting macro and micro skills, text features, and character building and interpersonal skills, were conceptualized by the teachers in the form of blending skills and texts. In the case of the experienced teachers, these content categories were mostly blended within a single receptive skill (listening or reading). Meanwhile, the inexperienced teachers blended the three main content categories within two forms of skills integration: (1) a layer of integration from different single skill focuses, and (2) integration within the strand of a lesson.

7.1.1.4 Pattern 4

Within the process of organizing the instruction, both the experienced and inexperienced teachers' pedagogical concerns showed that their adoption of organizing principles was not supported by a substantial concern for why their adopted organizing principles were effective and suitable for organizing their instruction. Two main organizing principles were adopted, constituting the prescribed organizing principle of Exploration, Elaboration, and Confirmation (EEC), and the text-based teaching and learning cycle, in addition to such other organizing principles as the PPP stages, and the three-phase procedure (pre-, while-/ whilst-, and post-speaking/ listening activities). The teachers' insufficient understanding of the characteristics of their adopted organizing principles resulted in particular inconsistencies and gaps between the theory (the characteristics of the adopted organizing principles) and the implementation of the organizing principles.

7.1.1.5 Pattern 5

In developing instructional materials, the key evidence of the teachers' conceptualizations of PCK in selecting and adapting texts and activities showed that their instructional materials

development was not impressionistically done, and was anchored on varied pedagogical concerns and techniques of materials adaptation to achieve the appropriateness and congruence of their instructional material development. In terms of selecting texts, two pedagogical concerns were shared by both the experienced and inexperienced teachers: (1) the difficulty level of the selected texts, and (2) the relation of the texts to the students' life experience, prior knowledge, and sociocultural background. Even though the teachers mostly shared the same pedagogical concerns that reflected their criteria for the text selection, the experienced teachers were shown to have richer pedagogical concerns. Two other pedagogical concerns were mentioned by the experienced teachers: (1) the potential of the texts to be compatible with the text types and the learning needs derived from the 2006 SBC; and (2) the potential of the texts in attracting the students' interest and motivation to learn. In selecting learning activities, as indicated by the teachers' patterns of conceptualization in formulating their competence achievement indicators, the experienced teachers' learning activities were NE-driven. The inexperienced teachers, in contrast, were concerned with matching the learning activities to their teaching stages, which accordingly entailed more rigorous learning experiences and pedagogical concerns for students.

The teachers' conceptualizations of PCK in the process of adapting and writing instructional materials were evident in their strategies of adapting and writing instructional materials and their pedagogical concerns. In adapting instructional materials, both the experienced and inexperienced teachers made instructional materials adaptation at the level of texts and learning activities by employing varied instructional materials adaptation techniques (Islam & Mares, 2003; McDonough & Shaw, 2003; Tomlinson & Masuhara, 2004). The experienced teachers more frequently adapted their instructional materials in the learning activities to improve the classroom dynamics. As related to pedagogical concerns, two main concerns were shared across the experienced and inexperienced groups: (1) facilitating student learning by adapting the texts and the learning activities to make them more accessible to the students; and (2) accommodating the students' sociocultural background or context in the adapted instructional materials.

In writing instructional materials, the two groups of teachers did this at the level of texts and learning activities. The experienced teachers mostly did instructional material writing at the level of learning activities, which was particularly directed to reading activities. The inexperienced teachers mostly conducted instructional material writing at the level of texts, which aimed to create texts that were relevant to their types and covered the students' learning context. Therefore, the pedagogical concerns underlying the teachers' instructional

material writing merged in their intention to provide the availability of the sources that met their students' learning needs.

Finally, to reach accuracy and authenticity in instructional material development, the inexperienced teachers demonstrated a better sense of preserving accuracy and authenticity, as was shown in their adapted and written instructional materials (see Appendix IX).

7.1.1.6 Pattern 6

As corresponding to the influence of the NE, the experienced teachers' transformation process in assessing student learning was mostly affected by the impact of the NE. This influence was realized in the selection of the NE-based assessment activities such as multiple-choice questions and reading comprehension questions. On the contrary, the inexperienced teachers' design of their assessment activities, as a result of a certain degree of detachment from the influence of the NE, reflected the inexperienced teachers' efforts to provide the types of non-NE-based assessment activities and a supporting system to assist and foster their students' learning process. Therefore, the experienced teachers' assessment activities were more examination-oriented, while the inexperienced teachers practiced a certain degree of formative orientation.

7.1.2 Main Findings of Conceptualization of PCK in Instructional Curriculum Practice

The teachers' conceptualizations of PCK in instructional curriculum practice were examined within the framework of PCK conceptualization for L2 reading instruction. This involves:

(1) knowledge about text (KAT), and
(2) knowledge about reading instruction (KARI) for organizing reading instruction and for explicitly teaching and fostering reading strategies.

Each of these are elaborated below.

1) The teachers' conceptualizations of KAT in their reading instruction showed that the teachers' target texts were not properly and maximally explored in accordance with the principles underlying text-based teaching. The exploration of text features was limited to encouraging the students to investigate the use of language features of the given texts and the text structure. Therefore, the text explorations, in most cases, were not further directed to develop the students' awareness of such other features of the text as the social purpose of the text, the target audience, how the

context and the purpose shape the meanings, and the selection of language features used in the text, and why the text is structured in such a way to reach its purpose (Thai, 2009).

2) The teachers' conceptualizations of KARI for organizing instruction were in line with their conceptualizations of PCK in planning the organization of their instruction using the stages of Exploration, Elaboration, and Confirmation (EEC), and the text-based teaching and learning cycle. The teachers' KARI for organizing their reading instruction showed their insufficient understanding of how their adopted organizing principles had to be implemented, and therefore resulted in different interpretations on how the stages had to be principally conducted and completed with relevant teaching and learning activities.

3) The teachers' conceptualizations of KARI in terms of knowledge about reading instruction revealed that their reading instructional strategies were directed to support student learning in two ways: (1) by mainly fostering the students' reading comprehension on the content of the texts, and on the discussed reading comprehension questions, by activating a testing-oriented strategy; and (2) by developing the students' awareness of the reading skills. In regard to the second way, the experienced teachers exhibited more strategies than the inexperienced ones, in which the experienced teachers stimulated the students' predictions by giving clues, guiding and prompting their students to make predictions and to link their predictions to the target texts being discussed.

7.2 Conclusions

The findings of this study, as summarized in Section 7.1, represented the macro and micro patterns of instructional curriculum development at two phases, designing (planning) and enacting (teaching). As stated in research approach and procedure, the cases in this study were instrumental (reference). The main purpose of the study was to provide insights on public junior high school (PJHS) EFL teachers' conceptualizations of PCK as represented in their instructional curriculum design and practice, particularly in the local scope in the Special Province of Yogyakarta and generally in the national scope in Indonesia. Therefore, the findings of this study can be interpreted in the light of the current challenges that Indonesian EFL teachers are facing.

The micro patterns of conceptualization of PCK in designing and enacting instruction in this study provide empirical evidence of the complexities that the six participating PJHS

teachers experienced in transforming their understanding of the content categories of skills and texts, as determined in the 2006 School-based Curriculum (SBC), into the forms of transformation (e.g. forms and sources of needs analysis, characteristics of competence achievement indicators, techniques of instructional materials adaptation), their strategies of transformation, and pedagogical concerns underlying the use of those transformation forms and strategies. These micro patterns of conceptualization of PCK, as demonstrated by the six participating EFL teachers of PJHS, provide a detailed picture of the curriculum development micro strategies that Yogyakarta (Indonesia) PJHS EFL teachers deal with. Moreover, the factors supporting the external validity of this study, as elucidated in Chapter 3 Section 3.8.2, may make the cases in this study feasibly mirror similar patterns of conceptualization of other Indonesian EFL teachers, who have to transform the same standard of content of the 2006 SBC within similar constraints resulting from the NE as the macro level of the educational context, and the regency and school levels of context.

The complexities, within the teachers' transformations, also reflect the extent to which the experienced and inexperienced teachers are entitled to the expertise of expert teachers. As discussed in Chapter 5, relating teacher expertise to teachers' pedagogical reasoning of PCK (Gudmundsdottir & Shulman, 1987), the findings of the experienced teachers' pedagogical reasoning in designing their instruction revealed that most of the experienced teachers were shown to demonstrate static pedagogical reasoning, which was anchored on tensions with the NE. Meanwhile, the majority of the inexperienced teachers exhibited a certain degree of more dynamic pedagogical reasoning. This difference in the teachers' pedagogical reasoning was influenced by the degree of the teachers' adherence to the tensions brought by the NE. Thus, most of the experienced teachers' strong adherence to preparing their students to successfully undertake the NE urged them, for example, to solely infer their judgments on their students' perceived learning needs from the curriculum, or to prepare NE-based learning activities. On the other hand, the majority of the inexperienced teachers' sense of being detached from the tension imposed by the NE in planning their lessons made them, for example, activate their reflections-on-action towards their own current classroom activities to capture their students' felt needs, and to provide more varied non-NE activities with more rigorous learning experiences.

Relating the degree of attachment to the NE to the socio-educational context at the regency level, the teachers' attachment to the NE in this study reveals two patterns. The teachers teaching in such rural or regional schools, as shown in the cases of Meri and Sisilia, from the group of the experienced teachers, and Etta, the inexperienced teacher, demonstrated

a strong attachment to the NE. However, those teaching in city and urban schools, Susan (the experienced teacher) and Nuri (the inexperienced teacher), exhibited a sense of detachment from the NE (see Profiles of the School Contexts in Appendix III). Considering the representation of the regencies in which those teachers taught, it is possible that Yogyakarta (Indonesia) PJHS EFL teachers who teach in such rural or regional schools demonstrate a stronger attachment to the NE than those who teach in city and urban schools. One of the alternative explanations is that rural or regional schools in the Special Province of Yogkarta usually have a low level of input, so that teachers have to make extra effort to start preparing students for the NE from the beginning. This condition was, as Meri clarified in her pre-lesson interview (Meri, Pre-LI Process 1, 1a-b), when she admitted the fact that her school had the average low input in the students' entry level of competence (see Chapter 4 Section 4.1.1).

The other characteristic of schools, as represented by the distribution of the regencies in the Special Province of Yogkarta, is the range of the sufficiency of school facilities. School facilities of city and urban schools are usually better than those of rural/ regional schools. As revealed in this study, the school facilities forced the participating teachers to conceptualize their PCK within their schools' existing constraints. The insufficient support from the school libraries and the Internet connection brought an impact in particular on the teachers' conceptualizations of PCK within the process of developing their instructional materials, in terms of selecting texts and learning activities, as thoroughly elaborated in Chapter 4, Sections 4.1.4, 4.2, and Chapter 5, Sections 5.1.4, 5.3.

As related to the conceptualizations of PCK in instructional curriculum practice, the experienced and inexperienced teachers' KAT and KARI were similar in several ways. Firstly, the teachers' KAT showed the teachers' insufficient understanding of what features of texts need to be explored, and how to properly explore texts within the framework of text-based teaching that characterizes the 2006 SBC. Secondly, the teachers' KARI, in terms of organizing instruction, confirmed the teachers' insufficient knowledge about organizing instruction within their adopted organizing principles. Thirdly, their KARI for managing reading instruction captured the presence of a testing strategy for supporting the students' reading comprehension, when discussing the NE-based reading comprehension questions, and signified instructional strategies for raising the students' awareness of reading skills. In resonance with teacher language awareness (TLA), as one subset of PCK (Andrews, 2007), the teachers' conceptualizations of KAT and KARI, therefore, confirm the argument that

teachers' inadequate instructional practices mirror their inadequate knowledge, which involves content knowledge and pedagogical knowledge for teaching texts and reading skills.

Hence, viewing the findings in terms of teacher expertise, the experienced teachers in this study were not really able to represent themselves as experienced expert teachers (Shulman, 1987; Tsui, 2003), particularly in designing their instructional curriculum. In enacting their reading instruction, however, the experienced teachers' expertise was indicated by their ability in raising their students' awareness of reading strategies. Meanwhile, it was feasible for the inexperienced teachers in this study to demonstrate some effective conceptualization, as usually done by experienced expert teachers, in their early stage of their teaching career. This feasibility was particularly shown in the inexperienced teachers' pedagogical reasoning of PCK in designing their instructional curriculum. In enacting their reading instruction, one inexperienced teacher, Tria, was able to develop reading instructional strategies for developing her students' awareness of reading skills, and exploring the target text features by linking the text features to their underlying context.

Extending the finding on the expertise of the experienced teachers in this study to a group of PJHS teachers who had passed the National Teacher Certification Program (NTCP) in the Special Province of Yogyakarta, the portrayal of the experienced teachers' expertise in this study provides the insight that Yogyakarta experienced teachers who had passed this program and been certified have not necessarily gained knowledge and skills of expert teachers. As Shulman (1987) and Tsui (2003) identified, expert teachers within the conception of PCK are expected to be able to make effective pedagogical decisions for transforming their content knowledge (CK) into "forms that are pedagogically powerful and yet adaptive to the variations in ability and background presented by the students" (Shulman, 1987, p. 15), by channeling their pedagogical reasoning to their knowledge base for teaching (Gudmundsdottir & Shulman, 1987; Tsui, 2003). As shown in the present study, experience and certificates make experienced teachers more pragmatic and attentive to the requirements of the curriculum and the NE. In contrast, the inexperienced teachers' extent of expertise in the present study, which was marked by their dynamic transformation process and pedagogical reasoning within their conceptualization of PCK, presents an empirical insight that beginning teachers who are not yet entitled to the NTCP are able to gain teacher expertise. This finding, therefore, supports the finding of research on PCK (e.g. Asl et al., 2014; Atay et al., 2010; Howey & Grossman, 1989; Komur, 2010; Richards et al., 1995) that experience is not the only source of teachers' PCK development and pedagogical reasoning. Teacher education and

teachers' professional development must be taken into account as the other contributing sources.

In regard to the implementation of the 2006 SBC at the micro level, the findings of this study portray the unclear direction of ELT, particularly in the Yogyakarta EFL context. This unclear direction was strongly illustrated in the teachers' conceptualizations of PCK, in this study, in which the delicate mixture of the skill-based instruction, that focuses on the development of macro and micro skills, and of text-based teaching, which requires them to teach texts as a meaning-making system, created a tension of focus. This tension of focus resulted in practices in which the teachers insufficiently explored texts, while developing particular prespecified micro and macro skills per se, and merely used texts as a means to develop the students' skills. As a result, the teachers' instructional curriculum design and practice in this study were able neither to maximally develop macro and micro skills of English nor to properly explore texts as regulated in the principles of text-based instruction.

In short, the findings on the teachers' conceptualizations of PCK in their instructional curriculum design and practice resonate with a very complex issue concerning a triangular relation between teacher competence, the demands of the NE, and the text-based teaching characterizing the implementation of the 2006 SBC in the Indonesian EFL context. As presented in Chapter 1, Section 1.2, the complexity of ELT in the Indonesian EFL context is characterized by a discrepancy between the double demands of the curriculum changes and that of the NE, and the low level of EFL teachers' competence, as was presented in the results of the national test for measuring teacher competence. This complexity results in rather chaotic instruction in which teachers are obliged to accommodate these double demands, given teachers' insufficient knowledge base for teaching, as reflected in the findings of this study.

7.3 Implications

The findings of the teachers' patterns of conceptualization of PCK in this study result in diverse implications, which need to be seriously and systematically addressed in pre- and in-service teacher training programs in the Indonesian EFL context. This effort needs to be made for the future improvement of teacher development and instructional curriculum development, which may further affect teaching quality in Indonesian EFL classrooms.

The findings in the process of analyzing needs raise important concerns that teachers need to make use of other, varied primary sources to gain immediate perceptions about their

student needs (Richards, 2001). Teacher training programs need to equip teachers with knowledge of, and in particular skills in, the variety of small-scale needs analysis by means of their classroom activities (Richards, 2001), and how they can be an effective catalyst for accommodating their student needs by taking into account students' felt needs as well as students' perceived needs (Hite & Evans, 2006; Li, 2013; Nunan, 1988; Richards, 2001; Yoon, 2007). Referring to the sources of needs analysis that the teachers in the present study used, the teachers were mostly able to perform reflection-on-action or reflection-in-practice (Schön, 1983). Therefore, it is important for pre- and in-service teachers in Indonesia to be trained to operate their reflection-on-action, and in particular their reflection-in-action, as effective ways to gather information about their student needs from their ongoing classroom activities. By systematically employing formal or informal techniques of needs analysis, and complementing the adopted techniques with a reflective attitude that involves contextual constraints, teachers, therefore, enable themselves to turn their needs analysis into more comprehensive needs analysis, called needs assessment (Graves, 2001).

The findings on the process of formulating learning objectives and competence achievement indicators yield an implication that teachers need to learn again the difference between learning objectives and competence achievement indicators applied in the Indonesian EFL context. As teachers in the Indonesian EFL context have been required to conceptualize mixed-content categories, teachers need to be trained in the possibility to mix such a variety of forms of learning objectives as behavioral, skills-based, process-related, proficiency-related, or text-based objectives (Feez & Joyce, 1998; Richards, 1984, 1990, 2001), which meet the characteristics of their adopted organizing principle and approach. Another important issue is to introduce teachers to feasible alternative ways to approach their instructional curriculum development, which can affect the position of goals and learning objectives in directing their instruction. It is important for teachers to be aware of the variety of such approaches to instructional curriculum development, since by nature the implementation of the 2006 SBC in the Indonesian EFL context was in between the curriculum fidelity and curriculum adaptation approaches (Snyder et al., 1992). In terms of the curriculum fidelity approach, the 2006 SBC was nationally outcomes-based, in which instruction was delivered and directed based on prespecified goals and outcomes (Leung, 2012). The goals and learning outcomes were, in this case, generated from the standard of competence and the basic competence as stated in the standard of content of the curriculum (see Appendix I), and the graduate competency standard as determined in the MNEC Regulation No. 23/2006.

On the other hand, the curriculum adaptation approach was applied when schools and teachers, that were usually coordinated by the Regency Panel of English Subject Teachers (*Musyawarah Guru Mata Pelajaran – MGMP*) in the regencies, were given authority to design instruction based on the characteristics and socio-educational contexts attached to the schools and the regencies. Therefore, the possibility to approach instructional curriculum development from other feasible ways, in which instruction does not always start from the specification of content relating to the determined goals and learning objectives, such as central, and backward design (Richards, 2013), needs to be introduced to teachers. These feasible ways are to enhance teachers' perspectives that it is possible for them to design and implement their instructional curriculum in a more cyclical and iterative processes (Graves, 2000, 2001). Such perspectives are to enrich the Tyler-Taba technical or rational-linear framework (Richards, 1984; White, 1988), following the curriculum fidelity approach.

In regard to the process of conceptualizing content and organizing the instruction, the findings of this study in this process have confirmed the complexity and intricacy of conceptualizing mixed-content categories organized within particular organizing principles. As Graves states (2000), this process is intricate since teachers have to make choices on what they have to include for their instruction, to frame what students really want to and have to learn in the designed instruction, and to properly organize the adopted mixed-content categories in order to see the focus of the conceptualized content categories and the relation of each content category. Accordingly, teachers need to be trained to make choices in the inclusion of varieties of content categories, to rationalize the relevance of the included content categories to student needs and learning objectives, and to organize the content categories within appropriate and relevant organizing principles.

As related to organizing the instruction, the main concern emerging from the findings is the need for teachers to sufficiently understand how a particular organizing principle they employ is defined. Teacher training programs need to raise teachers' awareness to pay attention to the characteristics of any organizing principle they employ, and to match and to organize the teaching and learning activities within those characteristics.

Within the process of developing instructional materials, it was shown that the teachers' instructional material development was not conducted impressionistically. The teachers in this present study were shown to apply particular techniques of instructional material adaptation, and to support their instructional material selection, adaptation, and writing with specific pedagogical concerns. However, in adapting their instructional materials, despite using particular techniques of material adaptation, the teachers in this study

were not aware that they had actually applied particular techniques of instructional material adaptation. Therefore, it is important to integrate a systematic design for continuously instilling the ideas of activating pedagogical reasoning skills (Gudmundsdottir & Shulman, 1987; Shulman, 1986, 1987), language teaching awareness (Gebhard & Oprandy, 1999), as well as teacher language awareness (TLA) (Andrews, 2007), into pre- and in-service teacher training programs. Incorporating such ideas into pre- and in-service teacher training programs would basically represent an effort to systematically train teachers to strive for the balance of teaching practices and self-awareness, which calls for reflexive self-observation, self-monitoring, and self-control (Farrel, 2013).

In terms of selecting learning activities, the findings of the present study indicate that teachers need to be trained to judge the appropriateness of learning activities by conducting a micro evaluation at the level of task or learning activity (Ellis, 1997, 1998), in which richer pedagogical concerns or considerations are involved (Graves, 2000). In so doing, teachers will be able to provide learning activities that embrace a richer rigour of learning experience for their students.

Another implication arising from the findings in the process of adapting and writing instructional materials is the need to train teachers to handle, and to be more aware of, the issue of authenticity in their instructional material development. As argued by Morrow (1977, as cited in Mishan, 2005, p. 13), achieving authenticity in language teaching is not possible, due to teachers' limitations in sensing "the genuineness of language use" (Widdowson, 1978, p. 80), resulting in "a distortion of natural language" (McDonough & Shaw, 2003, p. 82); as found in the teachers' adapted texts in this study. To cope with this issue of authenticity, it is therefore crucial to equip teachers with the ability to provide choices in presenting authentic materials within the continuum of authentic materials (Graves, 2000). When this ability is too difficult to achieve due to teachers' insufficient English proficiency, teachers need to be trained to be able to provide relevant and challenging follow-up activities for the authentic materials they have selected (Richards, 2006).

The process of assessing student learning revealed that the teachers' conceptualizations of PCK did not reflect the design of classroom-based assessment, which focuses on facilitating the learners' learning process. This finding raises the need for teachers to learn how classroom-based assessment must be planned and implemented such that the supporting system for facilitating the learners' learning processes is well designed and accommodated (Leung, 2004, 2014; Leung & Lewkowicz, 2006). Thus, despite having to plan a formal formative assessment in which a pre-planned assessment activity is projected

for making a summative judgment (Rea-Dickins, 2001), it is essential for Indonesian teachers to be equipped with knowledge and skills to plan a systematic procedure for conducting formative assessment in which the formative assessment process can foster students to take the ownership of their own learning (Black & William, 2009).

In response to the expectation of relating the teachers' conceptualizations of PCK in this study to the picture of the text-based teaching practice in the Indonesian EFL context, as stated in Chapter 2, Section 2.6, the teachers' patterns of conceptualization of PCK, as represented in their instructional curriculum design and practice, reveal one main misconception about implementing text-based teaching. There is a misconception, as shown in this study (as discussed in Chapter 5, Section 5.1.3.2, and Chapter 6, Section 6.2.2.2), concerning the principle that texts are central to the design and practice of instruction. In text-based teaching, the design and practice of text-based teaching emphasize equipping students with knowledge and skills for comprehending texts and, finally, composing their own texts related to the given model texts (Feez & Joyce, 1998; Burns, 2012). For this purpose, the identification and selection of micro and macro skills of English are done mainly to facilitate students to comprehend and compose texts. Thus, the skills development in text-based teaching is not conducted for developing students' skills per se. Instead, it is managed with the main purpose of engaging students with the use of extended texts as used in their actual, real-life social contexts. Meanwhile, in practice, as shown in the teachers' patterns of conceptualization in conceptualizing content in their instructional curriculum design and in their KAT, the teachers' transformations of the content of skills and texts created a tension. The tension was triggered by the content focuses in which the teachers had to sufficiently explore texts for meaning making, as determined in text-based teaching that characterizes the 2006 SBC, and to develop particular prespecified micro and macro skills, as determined in the standard of content of the 2006 SBC and the national syllabus. As a result, the teachers' integration of skills in their text-based teaching was, in most cases, done to develop particular micro skills per se rather than to ease the text exploration. To overcome this misconception, it is crucial for teachers to be equipped with both the conceptual and practical knowledge of how to properly and sufficiently implement the methodology of text-based teaching. In so doing, it is expected that teachers will be able to integrate skills in systematic and principled ways for helping students in particular to comprehend and produce texts.

Finally, in resonance with the aforementioned misconception, and in regard to the finding that the teachers in this study were neither able to effectively conduct reading strategy instruction nor to properly deliver reading instruction as a meaning-making system, teacher

training programs, both for pre- and in-service teachers, need to provide them with knowledge and skills in how to focus on reading instruction for exploring texts in a meaning-making system while developing reading skills and strategies. Teachers need to be introduced to several classroom innovations for cultivating reading instructional strategies to teach texts through meaning-making activities (e.g. Aidinlou, 2011; Widodo, 2016), to apply text-based discussion for exploring students' understanding on texts (DeFrance & Fahrenbruck, 2016), or to open up the possibility to design reading instruction from a literacy point of view (Burns, 2005). Thus, while developing text exploration as the main focus of reading instruction, teachers may develop students' reading skills and strategies. To enhance teachers' reading instruction for developing reading skills, strategies, and comprehension, they need to learn such other innovations as designing reading comprehension questions for developing interactive readers (Day & Park, 2005), promoting systematic explicit and implicit lexical instruction to accelerate lexical development (Hunt & Beglar, 2005), extending the variety of ways of teaching word recognition to improve beginner-level reading comprehension (Nassaji, 2014), or integrating metacognitive reading strategies (Iwai, 2011). Such knowledge and skills for fostering reading skills, strategies, and comprehension can be inserted into text-based reading instruction. In so doing, teachers are expected to be able to innovatively experiment in blending the skill- and text-based reading instruction to teach texts for meaning making while, at the same time, developing reading skills and strategies.

7.4 Limitations

The main limitation of this study is the limited number of observation and interview sessions with each teacher. Each of the six teacher participants was visited four times in their school. This limited number of visits was made due to the teachers' time constraints, the teachers' busy schedule in addition to teaching, the school academic calendar, and the national timeline for the NE, as well as because of other unpredictable situations. For this reason, this study was not able to explore each teacher's teaching performance over one whole semester.

Notwithstanding this limited data collection opportunity for each teacher, this study provided rich and detailed elaboration on the data analysis, the presentation of findings, and the interpretations of the data analysis and findings. This rich and detailed elaboration was to achieve the truth value of the analysis, findings, and interpretations or conclusions (Miles, Huberman & Saldana, 2014) and to amend the authentic portrayal of the teachers' conceptualization of PCK in their bounded system. Hence, it can be said that the limited observation and interview opportunities were compensated for by providing detailed stories of

particularity and complexity within the teachers' own diverse, unique, and bounded setting (Stake, 2003, 2006).

Regarding the instrumental significance of the present study, the other limitation of this study relates to the representation of the regencies in the Special Province of Yogyakarta in the regencies from which the participating teachers were recruited. Of four regencies in the Special Province of Yogyakarta, one regency, the regency of Sleman, was not represented since the potential teachers, who were interested in this study, from this regency, did not qualify the determined attributes for selecting research participants (see Appendix IV, Table 4.1, and as elaborated on in Chapter 3 Section 3.3). Therefore, the researcher was not able to include these potential teachers to be selected as the teacher participants for the study. However, considering the profile of the regency of Sleman as an urban region, the representation of the regency of Sleman in the present study was reflected in the municipality of Yogyakarta as the characteristics of these two regions are similar (see Appendix III).

7.5 Recommendations of the Study

The previous sections of this chapter have outlined the findings of this study, and the relations of the findings to a number of crucial challenges encountered by ELT in the Yogyakarta (Indonesia) EFL context in particular, and in the Indonesian EFL context in general. In the implications section, further detailed insights to accommodate the findings of the study in pre- and in-service teacher training programs have also been presented. In response to the findings and implications of the study, some major recommendations that relate to redesigning teacher training programs are outlined as follows.

7.5.1 Recommendation 1

Relating the findings of this study to the current challenges that Yogyakarta (Indonesia) EFL teachers have faced, such as the changing curriculum, and the roles that they have to hold as curriculum transmitters as well as curriculum developers, it is very crucial for teacher education and the Ministry of National Education and Culture (MNEC) to revisit the program design for pre- and in-service teacher training programs. These parties need to make sure that teacher training programs are directed to assist prospective and in-service teachers by designing a supporting system for them that enables teachers to acquire adequate knowledge and skills for adjusting themselves to any change of curriculum and to sufficiently implement any such change. As Wedell (2003) emphasizes, the key to success of TESOL curriculum change is in how sufficiently teachers, as the key players in curriculum change, are prepared

and supported. Wedell further elaborates that the established supporting system needs to thoroughly plan what aspects of curriculum change classroom teachers will need to acquire, when, and how long they are estimated to need to be ready to implement the curriculum change.

7.5.2 Recommendation 2

For pre-service teachers, one way to provide such a supporting system is to consistently connect students' formal learning experiences, given in their teacher education, to real teaching practices that they will encounter, by adopting "an integrated approach" (Johnston & Goettsch, 2000, p. 463) in teaching core teacher education subjects. This approach regulates the delivery of such subjects in a more integrated way, by involving the cornerstones of the teacher knowledge base for teaching (PCK) underlying teachers' pedagogical reasoning. These cornerstones include content knowledge (CK), pedagogical knowledge (PK), knowledge of learners, knowledge of curriculum, and knowledge of context. To illustrate, such core subjects as Language Assessment or Language Teaching Method, for example, are not presented in isolation; rather, their real application is explicated and explored within "the modularization of the knowledge base" (Johnston & Goettsch, 2000, p. 463), so as to enable pre-service teachers to see the relation between theories and practices.

7.5.3 Recommendation 3

In regard to in-service teacher training programs, it is crucial to redesign current teacher training programs, which have frequently adopted a top-down approach in which such programs have transmitted authority-based professional knowledge as being imposed on teachers. Hence, the top-down approach, rather than a reflective and exploratory-based approach, has often been utilized as the ultimate approach to achieve the objectives of the in-service teacher training programs. Although the objectives of these training programs might have been achieved, this achievement does not necessarily guarantee that teachers are able to practice what they have learnt in the training programs. One diagnosis is that this prescriptive teaching approach hampers the designed teacher training programs from developing teachers' awareness and sensitivity to understand the rationales behind their decisions for their instructional purposes. Therefore, integrating training strategies to empower teachers is more effective for developing teachers' resilience in facing the changing curriculum in the Indonesian EFL context, than is transferring imposed knowledge. This effort can be done by incorporating such concepts as reflective practice training (e.g. Farrell, 2011; Gün, 2011), teacher cognition (Borg, 2003), which includes the concept of pedagogical reasoning skills

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(Shulman, 1987; Gudmundsdottir & Shulman, 1987), and teacher language awareness (Andrews, 2007), into the design of teacher training programs. As stated in Section 7.3, such concepts emphasize the need to balance teaching practices with self-awareness, which involves reflexive self-observation, self-monitoring, and self-control (Farrel, 2013). By systematically integrating self-awareness, both pre- and in-service teachers are trained to gain rewarding teaching experience, as a distinctive characteristic of teacher expertise (Farrel, 2013).

7.5.4 Summary

In short, a systematic and careful design for adequately preparing teachers in the transition process of curriculum change is the key to assure the large scale of teachers' proper engagement in the curriculum implementation (Wedell, 2003). Being complemented with understanding teachers and their school contexts, such curriculum change is, therefore, not merely regarded as "externally mandated change forces" that mark "a triumphalist symbolic action" (Goodson, 2001, pp. 52-53), but as a deliberate, enabling support for teachers, as frontline enactors and implementers of such change.

7.6 Suggestions for Future Research

To keep enhancing the quality of pre- and in-service teacher training and improving the quality of teaching and classroom practices, further and continuous research on language teacher development is crucially needed in the Indonesian EFL context. As Ladwig (2010) argues, researching teacher change, which includes teacher cognition and denotes the core feature of language teacher development (Mann, 2005), is conducted within curriculum development at its best. Therefore, it is crucial for teacher education and the MNEC to continuously extend this range of research, to formulate bottom-up solutions to help teachers overcome all the challenges or obstacles they face in the changing curriculum, from their own perspectives. Thus, conducting this range of research would be particularly effective to help teachers in empowering their own set of pedagogical reasoning or logical basis underlying their own instructional practices. In the long run, this empowerment is expected to develop teachers' awareness towards their own language teaching.

As indicated in the statement of the research problem and the context of the study, given the challenges of the EFL curriculum changes, researching how teachers' cognition affects their instructional or classroom-level curriculum has not yet become mainstream research in Indonesia. Therefore, the diverse range of researches on teacher cognition in

language teaching, as reviewed by Borg (2003), offers wide opportunities for Indonesian scholars and educational practitioners to conduct similar research in the Indonesian EFL context. In terms of teacher knowledge, as Borg (2003) reviewed, hybrid varieties of terms of teacher knowledge have been researched by several scholars in L2 teaching. This range of teacher knowledge research can potentially be conducted, and form a new research mainstream, in the Indonesian EFL context.

The rich findings of this study suggest that future investigations on teachers' conceptualizations of PCK within a dynamic system of instructional curriculum development need to focus on a particular process or aspects of practices within instructional curriculum development. In so doing, more detailed and specific patterns of teachers' transformations and pedagogical reasoning can be achieved. Researching this need within the conception of PCK in designing instructional curriculum, for example, will result in a series of studies exploring what teachers understand about particular processes, and how teachers' understanding and conceptions of these particular processes affect their instructional transformations in these processes. Thus, the findings of such research will be of benefit for teacher education and policy makers in the MNEC, to better empower teachers to deal with curriculum changes and to implement the applied curriculum. The complexity and coverage of the data analysis on the teachers' conceptualizations of PCK within a dynamic system of instructional curriculum development, as established in this study, have, therefore, built a platform for how the scope of future investigations can be narrowed down to better understand teachers' transformations and pedagogical reasoning of their specialized knowledge.

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APPENDICES

APPENDIX I THE STANDARD OF CONTENT FOR JUNIOR HIGH SCHOOL AS STATED IN THE 2006 SCHOOL-BASED CURRICULUM (SAMPLES)

Year 7 Semester 1

Standard of Competence	Basic Competence
Reading 5. Understanding meanings in simple, short, and written functional text, which is related to the daily life context	5.1 Reading words, phrase, and sentence, which is related to the daily life context, loudly and meaningfully, and with acceptable pronunciation, stress, and intonation 5.2 Responding to meanings in simple, short, and written functional text, which is related to the daily life context, accurately, fluently, and acceptably
Writing 6. Expressing meanings in simple, short, and written functional text to interact in the daily life context	6.1 Expressing meanings in simple, short, and written functional text accurately, fluently, and acceptably to interact in the daily life context 6.2 Expressing the rhetorical steps in simple, short, and written functional text accurately, fluently, and acceptably to interact in the daily life context

Year 7 Semester 2

Standard of Competence	Basic Competence
Reading 11. Understanding meanings in simple, short, and written functional text, and essay, in the forms of descriptive and procedure, which are related to the daily life context	11.1 Responding to meanings in simple, written functional text, which is related to the daily life context, accurately, fluently, and acceptably 11.2 Responding to meanings and rhetorical steps in simple essay, in the forms of descriptive and procedure, which are related to the daily life context, accurately, fluently, and acceptably 11.3 Reading simple functional text and essay, in the forms of descriptive and procedure, loudly and meaningfully and with acceptable pronunciation, stress, and intonation
Writing 12. Expressing meanings in simple, written functional text and essay, in the forms of descriptive and procedure, to interact in the daily life context	12.1 Expressing meanings in simple, written functional text to interact in the daily life context accurately, fluently, and acceptably 12.2 Expressing meanings and rhetorical steps in essay, in the forms of descriptive and procedure, to interact in the daily life context accurately, fluently, and acceptably

Year 8 Semester 1

Standard of Competence	Basic Competence
Listening 1. Understanding meanings in simple, oral transactional and interpersonal discourses to interact in the daily life context	1.1 Responding to meanings in simple, oral transactional (to get things done) and interpersonal (socialization) discourses to interact in the daily life context accurately, fluently, and acceptably by involving the speech acts of: requesting, giving, declining service; requesting, giving, declining things/ goods; admitting, denying fact, asking for and giving opinions 1.2 Responding to meanings in simple, oral transactional (to get things done) and interpersonal (socialization) discourses to interact in the daily life context accurately, fluently, and acceptably by involving the speech acts of: inviting, accepting and declining invitation, aggreing or disagreeing, complimenting, and congratulating
Speaking 3. Expressing meanings in simple, oral transactional and interpersonal discourses to interact in the daily life context	3.1 Expressing meanings in simple, oral transactional (to get things done) and interpersonal (socialization) discourses to interact in the daily life context accurately, fluently, and acceptably by involving the speech acts of: requesting, giving, declining service; requesting, giving, declining things/ goods; admitting, denying fact, asking for and giving opinions

	3.2 Understanding and responding to meanings in simple, oral transactional (to get things done) and interpersonal (socialization) discourses to interact in the daily life context accurately, fluently, and acceptably by involving the speech acts of: inviting, accepting and declining invitation, aggreing or disagreeing, complimenting, and congratulating
4. Expressing meanings in simple, oral functional text, in the forms of descriptive and recount, to interact in the daily life context	4.1 Expressing meanings in simple, oral functional text accurately, fluently, and acceptably to interact in the daily life context
	4.2 Expressing meanings in simple, oral monologue, in the forms of descriptive and recount, accurately, fluently, and acceptably to interact in the daily life context

APPENDIX II PROFILES OF THE TEACHER PARTICIPANTS AND THEIR COURSES

A. THE EXPERIENCED TEACHERS

(1) Meri

Meri earned a bachelor in English Education from a state university in the Special Province of Yogyakarta. Her term of service as an English teacher started on 1 February 1997. At the time of the study, she had obtained about 16 years of teaching experience. She was certified in 2010 after passing the teacher training for the National Teacher Certification Program (NTCP). In the last two years before participating in the present study, Meri actively participated in several workshops and teacher trainings organized by the Regency Panel of English Subject Teachers (*MGMP*) and the provincial government.

Meri taught English to 27 students in Grade 9 once a week. As regulated in the Regulation No. 19/2005 on National Education Standard, one teaching session for an English class was worth 2 credits; each credit was allotted for 40 minutes. Hence, in each teaching session, Meri taught for 80 minutes.

Meri taught in a typical classroom in the Indonesian EFL context. The desks and chairs for students were classically arranged, by facing the teacher's desk. The classroom was equipped with a large whiteboard and a projector.

(2) Susan

Similar to Meri, Susan obtained her bachelor qualification in English Education from a private university in the Special Province of Yogyakarta. She started teaching on 1 January 1997, and therefore, had earned about 16 years of teaching experience at the time the present study was conducted. She was certified in 2009 after successfully completing the NTCP teacher training. Susan was actively involved in the local English teachers' association, called Jogjakarta English Teachers Association (JETA), as a treasurer. Her record on the initial identification form also showed that she actively took part in several workshops, trainings, and conferences regionally and nationally from 2010 to 2013.

Susan taught 34 students in Grade 8. She planned and taught listening and speaking skills for 240 minutes, and reading and writing skills for 80 minutes.

Teaching in a typical classroom with a classical seating arrangement, Susan managed to change this classical seating arrangement when conducting speaking activities such as role-plays. In addition to the standard facilities in the classroom such as a whiteboard and a projector, Susan made efforts to provide speakers when teaching the listening skill.

(3) Sisilia

Sisilia had the same education qualification as Meri and Susan, from a state teaching institute in the Special Province of Yogyakarta. She had earned the longest teaching experience among the other experienced teachers, which was about 24 years. Her professional teaching career began on 1 March 1989. Sisilia passed the NTCP in 2009 through the portfolio mode. Similar to the other experienced teachers, Sisilia also took part in various regional workshops and teacher training.

Sisilia taught Grade 8 students. There were 28 students in her class. She taught reading and listening skills, each of which was allocated 160 minutes.

Similar to Meri and Susan, Sisilia taught a large class with a classical seating arrangement. The classroom was supported by the standard facilities of a large whiteboard and a projector. When teaching the listening skill, Sisilia managed to bring in her own speakers to support her teaching.

B. THE INEXPERIENCED TEACHERS

(1) Etta

Etta was a 30-year-old English teacher with almost four years of teaching experience at the time the present study was conducted. She earned a bachelor in English Education from a private university in the Special Province of Yogyakarta. Her teaching service started on 1 January 2010. Before participating in the present study, she had not yet had opportunity to take part in any professional development activity.

Etta taught 30 students in Grade 8. She planned and taught the integration of reading and listening skills; and each component of the integration was allocated 160 minutes.

Etta taught in a school that was located in a quiet remote village. The school was not supported by sufficient facilities. Therefore, the classroom in which Etta taught her class was of a minimum standard.

(2) Nuri

Nuri was 27 years old when the study was carried out. She obtained her bachelor qualification in English Education from a state university in the Special Province of Yogyakarta. Her professional teaching career began on 1 January 2011. Therefore, she was in about her third year of teaching when she participated in the present study.

Nuri taught 27 students in Grade 8. She spent 80 minutes for teaching listening skills, and 240 minutes for speaking skills.

Teaching in a public school, which was supported by sufficient facilities, Nuri's class was supported by such better facilities as light desks and chairs for students, a large whiteboard, and a permanent projector.

(3) Tria

Tria was 27 years old when taking part in the present study. She obtained the same qualification in English Education from a state university in the Special Province of Yogyakarta. She started her teaching career on 25 July 2012, which meant she had earned almost two years of teaching experience in her school. Before taking part in the study, Tria participated in a regional teacher training and a JETA conference.

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Tria taught Grade 7 students. She allocated 160 minutes: each 80 minutes was for teaching listening and writing skills. The same allocation, of 160 minutes, was made for teaching reading and writing skills.

The classroom in which Tria was teaching was also a standard room equipped with a large whiteboard, and wooden desks and chairs for students and the teacher. In addition, the classroom was large and newly renovated.

APPENDIX III PROFILES OF THE SCHOOL CONTEXTS (THE REGENCIES IN THE SPECIAL PROVINCE OF YOGYAKARTA)

In terms of school settings or contexts, junior high schools in the Special Province of Yogyakarta have the following characteristics:

1. Schools are distributed in four regencies, (1) Sleman, (2) Bantul, (3) Gunungkidul, and (4) Kulonprogo; and in one municipality, i.e. Yogyakarta municipality.

2. Measured from the population density of the regions, the locations of schools are classified into three: (1) city, (2) urban, and (3) rural or regional. As shown in the statistics of the population density published by the Statistical Bureau Agency of the Yogyakarta province, in 2011 the average of the population density in the Yogyakarta province was 1,095 persons per km^2, which increased to 1,103 persons per km^2 in 2012. Within the average, as depicted in Table 3.1, the most dense region was Yogyakarta city, followed by Sleman, Bantul, and Kulonprogo, while Gunungkidul had the least population density. Referring to these statistics, schools located in Yogyakarta city are classified as city schools, those in Bantul and Sleman belong to urban schools, and those in Kulonprogo and Gunungkidul are identified as rural or regional schools.

Table 3.1: Population density of the Special Province of Yogyakarta in 2011-2012

No.	Regency/City	Area (km^2)	Population Density (person/km^2)	
			2011	**2012**
1.	Kuloprogo	586.27	666	670
2.	Bantul	506.85	1,818	1,831
3.	Gunungkidul	1,485.36	456	461
4.	Sleman	574.82	1,926	1,939
5.	Yogyakarta (City or Municipality)	32.50	12,017	12,123
	Total	3,185.80	1,095	1,103

Source: www.yogyakarta.bps.go.id/linkTabelStatis/view/id/10

Another dataset by the Statistical Bureau Agency of the Special Province of Yogyakarta in 2012 shows that 85% (75) of regions in Kulonprogo and 96% (139) of regions in Gunungkidul were rural villages, while 62% (47) in Bantul and 68% (59) in Sleman were mapped as urban areas, as presented in Table 3.2 below.

Table 3.2: The classification of regions by regency/city in the Special Province of Yogyakarta

No.	Regency/City	Regions			
		Districts	**City (Urban)**	**Village (Rural)**	**Total**
1.	Kuloprogo	12	13	75	88
2.	Bantul	17	47	28	75
3.	Gunungkidul	18	5	139	144
4.	Sleman	17	59	27	86
5.	Yogyakarta (City or Municipality)	14	45	-	45
	Total	78	169	269	438

Source: bappeda.jogjaprov.go.id

APPENDIX IV PROFILES OF THE POTENTIAL TEACHER PARTICIPANTS

Table 4.1: The profiles of the potential teacher participants

No.	Name	PJHS (*SMPN*)	Years of Teaching Experience (Counted Up to December 2013)	Education Qualification	Certification Status
Experienced Teachers					
1.	Sisilia	*SMPN X Semanu, Gunungkidul*	24 years 9 months (from 1 March 1989)	Bachelor in English Education	Certified in 2009 (Portfolio)
2.	Diah	*SMPN X Depok, Sleman*	32 years 8 months (from 1 March 1981)	Bachelor in English Education	Certified in 2008 (Portfolio)
3.	Kristin	*SMPN X Wonosari, Gunungkidul*	5 years 11 months (1 Jan 2008)	Bachelor in English Education	Certified in 2012 (the NTCP Teacher Training)
4.	Margi	*SMPN X Pengasih, Kulonprogo*	24 years 9 months (1 March 1989)	Bachelor in English Education	Certified in 2011 (the NTCP Teacher Training)
5.	Meri	*SMPN X Pajangan, Bantul*	16 years 10 months (from 1 Feb 1997)	Bachelor in English Education	Certified in 2010 (the NTCP Teacher Training)
6.	Wirya	*SMPN X Pengasih, Kulonprogo*	16 years 10 months (from 2 Feb	- Bachelor in English Education	Certified in 2010 (Portfolio)

			1997)	- Master of Instructional Technology	
7.	Sifa	*SMPN X Yogyakarta*	5 years 11 months (from 1 Jan 2008)	Bachelor in English Education	Certified in 2012 (the NTCP Teacher Training)
8.	Anto	*SMPN X Depok, Sleman*	15 years 10 months (from 1 Feb 1998)	- Bachelor in English Education - Master of Instructional Technology	Certified in 2010 (Portfolio)
9.	Susan	*SMPN X Yogyakarta*	16 years 11 months (from 1 Jan 1997)	Bachelor in English Education	Certified in 2009 (the NTCP Teacher Training)
10.	Dias	*SMPN X Pengasih, Kulonprogo*	15 years 10 months (from 1 Feb 1998)	Bachelor in English Education	Certified in 2011 (the NTCP Teacher Training)
11.	Yuni	*SMPN X Karangmojo, Gunungkidul*	7 years 9 months (from 2 March 2006)	Bachelor in English Education	Certified in 2010 (the NTCP Teacher Training)
Inexperienced Teachers					
12.	Tria	*SMPN X Jetis, Bantul*	1 year 5 months (from 25 July 2012)	Bachelor in English Education	Non-certified teacher
13.	Etta	*SMPN X Purwosari, Gunungkidul*	3 years 11 months (from 1 Jan 2010)	Bachelor in English Education	Non-certified teacher
14.	Laila	*SMPN X*	3 years 7	- Bachelor in	Non-certified

				English Education	teacher
		Panggang, Gunungkidul	months (from 1 May 2010)	- Undertaking a Master's program in Applied Linguistics	
15.	Nuri	*SMPN X Wates, Kulonprogo*	2 years 11 months (from 1 Jan 2011)	Bachelor in English Education	Non-certified teacher

APPENDIX V RESEARCH INSTRUMENTS

A. INSTRUCTIONAL CURRICULUM DESIGN ASSESSMENT SHEET

INSTRUCTIONAL CURRICULUM DESIGN ASSESSMENT SHEET

Name of Teacher Participant : …………………………………………………………..

School : …………………………………………………………...

Teaching Session : □ 1 □ 2 □ 3 □ 4 (Put a tick)

Teaching Duration : ………………… Time : ………………………………

Grade Level : …………………………………………………………...

Date of Assessment : …………………………………………………………...

Date of Teaching Session : …………………………………………………………...

Scale of Teachers' PCK Development

Level 1 = Unsatisfactory, Level 2 = Basic, Level 3 = Proficient, Level 4 = Distinguished

No.	Planning and Preparation Processes	Scale of Teachers' PCK Development				Evidence of Teachers' PCK Development
		Level 1	Level 2	Level 3	Level 4	
	Process 1: Assessing needs					
1.	Using knowledge of students to gather information about the present (e.g. the students' sociocultural backgrounds, their level of language proficiency, their interests, their learning preferences, and their attitudes towards English) and about the future (e.g. the students' expectations, the target contexts, types of communicative skills and tasks they will need to perform, and language modalities they will use) from variety of sources in the lesson plan.					
Continuum of Teachers' PCK Development for Process 1						

Level 1: Unsatisfactory	Level 2: Basic	Level 3: Proficient	Level 4: Distinguished
The teacher displays minimal understanding of how students learn and little knowledge of their varied approaches to learning, the students' initial knowledge and skills to learn, their learning needs, interests, and the influence of their sociocultural backgrounds to learning and does not indicate that such knowledge is valuable.	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, the students' initial knowledge and skills to learn, their learning needs, interests, and the influence of their sociocultural backgrounds to learning, yet may apply this knowledge not to individual students but to the class as a whole.	The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and sociocultural values.	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and sociocultural values.

No.	Planning and Preparation Processes	Scale of Teachers' PCK Development				Evidence of Teachers' PCK Development
		Level 1	Level 2	Level 3	Level 4	
	Process 2: Formulating learning objectives and competence achievement indicators					
2.	Formulating learning objectives that represent					

	significant language learning and reflect the core competence as stated in the national EFL curriculum.					
3.	Formulating indicators that refer to what the students will learn and that allow viable methods of learning assessment.					
4.	Formulating indicators that cover different spectrums of learning, such as achieving grammatical mastery, communicative skills, language awareness, problem solving (cognitive) skills as well as character building (affective) aspects.					

5.	Formulating indicators and ways of achieving them that are appropriate for all the students in the class.					

Continuum of Teachers' PCK Development for Process 2

Level 1: Unsatisfactory	Level 2: Basic	Level 3: Proficient	Level 4: Distinguished
Indicators are unclear, not rigorous, and/or represent low expectations. Activities are planned without referring to learning objectives. The national curriculum and/or assessments are	Indicators are partially clear, demonstrating limited rigor and reflect moderate expectations. Activities are planned with some relationship to learning objectives. The national curriculum and/or	Indicators are clear, reflecting rigorous learning and curriculum standards. They are suitable for the students in the class, represent different styles of learning, and are capable of assessment.	Indicators are clear, reflecting high expectations, rigorous learning, and curriculum standards. They represent different styles of learning, offer opportunities for connecting learning in multiple

| not implemented properly. Learning outcomes are not measureable. | assessments are implemented at a minimal level. Some outcomes are measureable. | Activities align with learning objectives. The national curriculum and assessments are implemented at an appropriate level. Most outcomes are measurable. | content areas, and take into account cultural and learning styles of students. Activities align and enhance learning objectives. The national curriculum and assessment are implemented at a high level. All outcomes are measurable in diverse ways. |

No.	Planning and Preparation Processes	Scale of Teachers' PCK Development				Evidence of Teachers' PCK Development
		Level 1	Level 2	Level 3	Level 4	
	Process 3: Developing instructional materials					
6.	Selecting and evaluating teaching and learning materials that align to the students' learning needs and the determined learning outcomes.					

7.	Doing proper materials adaptation so that teaching and learning materials will be highly challenging to meet the students' learning needs and the learning outcomes.					
8.	Listing possible sources of learning materials that can be independently accessed by the students.					

Continuum of Teachers' PCK Development for Process 3

Level 1: Unsatisfactory	**Level 2: Basic**	**Level 3: Proficient**	**Level 4: Distinguished**
The teacher is unaware of resources to assist student	The teacher displays some awareness of resources beyond	The teacher displays awareness of resources beyond those provided	The teacher displays extensive knowledge and awareness of seeking

| learning beyond materials provided by the school/district/ministry. The teacher does not do any materials selection, evaluation, and adaptation to meet the students' learning needs and the stated learning outcomes. | those provided by the school/district/ministry for classroom use. The teacher does some materials selection, evaluation, and adaptation to meet the students' learning needs and the planned learning outcomes. | by the school/district/ministry, including those on the internet, for classroom use. The teacher does proper materials selection, evaluation, and adaptation to meet the students' learning needs and the learning outcomes. | resources for classroom use, including those available through the school/district/ministry, in the community, through professional organizations and on the internet. The teacher exhibits advanced innovations in developing the teaching and learning materials to meet the students' learning needs and the learning outcomes. |

No.	Planning and Preparation Processes	Scale of Teachers' PCK Development				Evidence of Teachers' PCK Development
		Level 1	Level 2	Level 3	Level 4	
	Process 4: Conceptualizing content and organizing the instruction					
9.	Carefully selecting the content representations (e.g. the content representations focusing on language, such as linguistic skills, topics/themes, competencies, situations, communicative functions, tasks, and the four					

	skills of English; the representations focusing on learning and learners; and the representations focusing on social context) to meet the students' learning needs and the learning outcomes.					
10.	Changing the selected content representations into teaching and learning activities that engage the students and ease them through the content.					
11.	Organizing and sequencing teaching and learning activities into a systematic lesson or a unit design to advance student learning.					

Continuum of Teachers' PCK Development for Process 4

Level 1: Unsatisfactory	Level 2: Basic	Level 3: Proficient	Level 4: Distinguished
Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations;	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners.

have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.	students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	Instructional groups are varied appropriately, with some opportunity for student choice.

No.	Planning and Preparation Processes	Scale of Teachers' PCK Development				Evidence of Teachers' PCK Development
		Level 1	Level 2	Level 3	Level 4	
	Process 5: Assessing student learning					
12.	Designing assessments for learning that align the planned instructional outcomes.					
13.	Developing assessment criteria by which the students' performances will be assessed.					
14.	Designing assessment types that offer variety of performance opportunities for the students, including modified assessments for individual students when needed.					

Continuum of Teachers' PCK Development for Process 5			
Level 1: Unsatisfactory	**Level 2: Basic**	**Level 3: Proficient**	**Level 4: Distinguished**
Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.

Notes:

- The continuum of teachers' PCK development is mostly taken and adapted from Charlotte Danielson's (2013) Framework for Teaching.
- However, the continuum of teachers' PCK development for process 2 is taken from Pitssburg Standards for Effective Teaching (2009).

B. PRE-LESSON INTERVIEW GUIDELINE

Thank you very much for agreeing to talk with me. This interview is part of my research that must be conducted to complete the doctoral program I have been taking at this moment at Macquarie University, Australia. The interview will last for about 60 minutes and is audio-recorded. During the interview you may speak in English or Bahasa Indonesia and are required to share the processes you usually do in planning and preparing your daily lesson.

1. How do you usually plan your daily lesson?
   Reformulated into: How did you plan your today's lesson?
2. In your experience, what information do you rely on to plan your lesson?
3. To what extent is your planning organized around the representations of the content of the Indonesian EFL curriculum (e.g. skills-based instruction, text-based teaching, character-based instruction)?
   Preceded by: How did you organize the representations of the content of the Indonesian EFL curriculum (e.g. skills, texts, and characters) in your today's lesson plan?
4. What aspects do you consider to be included in formulating the goal and learning objectives of your lesson?
   Reformulated into: What aspects of language and language learning do you consider to be included in formulating the goal and learning objectives of your lesson?
5. Can you tell me the stages or the processes you usually go through in developing your teaching and learning materials?
   Reformulated into: Can you tell me the stages or the processes you went through in developing your today's teaching and learning materials?
6. What challenges did you face in doing so? and how did you solve them?
7. How did you conceptualize the content of your instruction?
8. What particular principles did you apply for selecting or designing your teaching and learning activities?
9. In what ways did you organize your learning materials? Did you apply any particular organizing (sequencing) principle?
10. In your opinion, how important do you think formative assessment is?
11. How did you assess your student learning?
12. In regard to the influences of cultural, social, educational and political domains in which decisions made may affect your classroom practices, to what extent do these contexts influence your instructional plan? And to what extent do you view the impacts as positive or negative?
13. What context has influenced your instructional plan most?

C. CLASSROOM OBSERVATION GUIDELINE

CLASSROOM OBSERVATION GUIDELINE

Name of Teacher Participant : …………………………………………………..

School : …………………………………………………...

Teaching Session : □ 1 □ 2 □ 3 □ 4 (Put a tick)

Teaching Duration : ………………… Time : ……………………………

Text/Theme/ Skill : …………………………………………………...

Grade Level : …………………………………………………...

Date of Teaching Session : …………………………………………………...

LESSON STRUCTURE

No.	Opening Activities	Evidence of PCK Development	
		Forms of PCK Development	**Strategies of PCK Development**
1.			
2.			
3.			

4.			
5.			

No.	Main Activities	Evidence of PCK Development	
		Forms of PCK Development	Strategies of PCK Development
1.			
2.			

3.			
4.			

5.			
6.			
7.			

No.	Closing Activities	Evidence of PCK Development	
		Forms of PCK Development	Strategies of PCK Development
1.			
2.			

3.		
4.		

Overall comments on the teacher's transformation of his/ her content knowledge for instructional purposes:

………

D. STIMULATED-RECALL INTERVIEW GUIDELINE

1. In as much as you can relive your teaching, why did you (draw a situation of …/ show a picture of … etc.) at the beginning of your lesson?
2. What was your purpose of …?
3. What were you thinking of when assigning … at this stage?
4. Were you able to recall your reasoning for … at this stage?
5. I noticed that you made some changes on this activity. Why did you do so?
6. At this stage, it seems that …, why did you respond it that way?
7. Could you please further clarify why this activity did not seem to work well?
8. What were your reasons for asking your students to …?

Note:

- These questions will be elaborated at the time the researcher and the teacher participant are together watching the video of the teacher's teaching performance. The content of the questions will be adjusted on the basis of the teaching scenes recorded on the video.

APPENDIX VI DATA COLLECTION TIMETABLE

Table 6.1: Data collection preparation activities

No.	Activities	Dates (in January 2014)
1.	Contacting the selected teacher participants	9th - 11th
2.	Contacting and coordinating the video shooting team	13th - 15th
3.	Visiting the selected teacher participants at schools, meeting with the school principals, giving some orientation concerning the project (including the sessions for signing the information and consent form), and collecting the teachers' teaching schedule	13th - 24th
4.	Piloting the interview questions	17th
5.	Clarifying the schedule for the data collection	27th - 30th

Table 6.2: Data collection timetable

Meeting	Data Collection Time	PJHS (*SMPN*)	Teaching Duration	Teaching Time	Grade Taught
Experienced Teachers					
Case 1: Meri					
1	Friday, 7 February 2014	*SMPN X Pajangan, Bantul*	80 minutes	09.50 - 11.10	IX
2	Monday, 10 February 2014	*SMPN X Pajangan, Bantul*	80 minutes	10.55 - 12.15	IX
3	Friday, 21 February 2014	*SMPN X Pajangan, Bantul*	80 minutes	09.50 - 11.10	IX
4	Friday, 28 February 2014	*SMPN X Pajangan, Bantul*	80 minutes	09.50 - 11.10	IX

Case 2: Susan					
1	Thursday, 6 February 2014	*SMPN X Yogyakarta*	80 minutes	09.00 - 10.20	VIII
2	Thursday, 13 February 2014	*SMPN X Yogyakarta*	80 minutes	09.00 - 10.20	VIII
3	Monday, 24 February 2014	*SMPN X Yogyakarta*	80 minutes	08.00 - 09.20	VIII
4	Tuesday, 4 March 2014	*SMPN X Yogyakarta*	80 minutes	07.15 - 08.35	VIII
Case 3: Sisilia					
1	Thursday, 20 February 2014	*SMPN X Semanu, Gunung Kidul*	80 minutes	11.00- 12.20	VIII
2	Thursday, 27 February 2014	*SMPN X Semanu, Gunung Kidul*	80 minutes	11.00- 12.20	VIII
3	Thursday, 6 March 2014	*SMPN X Semanu, Gunung Kidul*	80 minutes	10.00- 11.20	VIII
4	Thursday, 13 March 2014	*SMPN X Semanu, Gunung Kidul*	80 minutes	10.00- 11.20	VIII
Inexperienced Teachers					
Case 4: Etta					
1	Tuesday, 4 February 2014	*SMPN X Purwosari, Gunung Kidul*	80 minutes	10.15 - 11.35	VIII
2	Tuesday, 11 February 2014	*SMPN X Purwosari, Gunung Kidul*	80 minutes	10.15 - 11.35	VIII
3	Tuesday, 7 March 2014	*SMPN X Purwosari, Gunung Kidul*	80 minutes	09.00 - 10.20	VIII
4	Saturday, 22 March 2014	*SMPN X Purwosari, Gunung Kidul*	80 minutes	08.30 - 09.50	VIII
Case 5: Nuri					
1	Wednesday, 12 March	*SMPN X Wates,*	80	10.10 -	VIII

	2014	*Kulonprogo*	minutes	11.45	
2	Thursday, 20 March 2014	*SMPN X Wates, Kulonprogo*	80 minutes	10.10 - 11.45	VIII
3	Wednesday, 16 April 2014	*SMPN X Wates, Kulonprogo*	80 minutes	10.10 - 11.45	VIII
4	Wednesday, 23 April 2014	*SMPN X Wates, Kulonprogo*	80 minutes	10.10 - 11.45	VIII
Case 6: Tria					
1	Monday, 14 April 2014	*SMPN X Jetis, Bantul*	80 minutes	11.00 - 12.20	VII
2	Monday, 21 April 2014	*SMPN X Jetis, Bantul*	80 minutes	11.30 - 12.50	VII
3	Monday, 28 April 2014	*SMPN X Jetis, Bantul*	80 minutes	11.00- 12.20	VII
4	Wednesday, 30 April 2014	*SMPN X Jetis, Bantul*	80 minutes	11.00- 12.20	VII

APPENDIX VII THE SNAPSHOT OF THE TEACHERS' INSTRUCTIONAL CURRICULUM DESIGN

These sub-appendices set forth the overview of how the three experienced teachers planned their lesson plans. The overview is to provide an overall view of the teachers' instructional curriculum designs (lesson plans) for all their observed meetings. On top of this, these sub-appendices aim to support the analyses of the teachers' conceptualization of PCK in their instructional curriculum designs as presented in Chapters 4 and 5 of the thesis.

A. THE EXPERIENCED TEACHERS

(1) Meri's Instructional Curriculum Design (Case 1)

Meri's lessons in the four observed meetings departed from the standard of competence (SC) and the basic competence (BC) of the national EFL curriculum. The SC and the BC of the first meeting focused on comprehending caution and notice (short functional text), and practicing reading skill. The instructional goal she intended to achieve was for the students to be able to respond correctly to the meaning of short functional text in the forms of caution and notice. To achieve this goal, Meri formulated three competence achievement indicators: (1) figuring out the implied meaning of the written text (caution and notice), (2) identifying the communicative purpose of the text, and (3) finding out the linguistic features of the text. Accordingly, Meri prepared three learning activities to transform the target skill and text. These three activities were: (1) learning vocabulary related to caution and notice by matching the provided words with their meanings in Indonesian language, (2) arranging jumbled words into good notices or cautions in groups, (3) applying the given cautions or notices to the places they are usually found (a game). Meri provided some models of caution and notice in her lesson plan, such as 'Do not throw trash in toilet', 'Hot surface! Do not touch', 'Flammable: Keep substances away from fire', and 'Articles are considered sold if you broke them'. She had also planned a set of ten multiple choice questions for assessing her student learning.

In the second meeting, Meri planned her lesson around the teaching of short and simple monologue in the form of narratives to improve her students' listening skill. To achieve this goal, Meri had formulated three competence achievement indicators: (1) identifying the meaning of words in narrative talks, (2) identifying the implied meaning of the

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oral text, and (3) identifying the missing words in the text. Based on these indicators, Meri had planned three learning activities: (1) matching words with their synonyms, (2) listening to the video of the story of 'Jack and the Beanstalk' and filling the missing words in the story, and (3) stating True (T) or False (F) on eight statements about the detailed or specific information of the story. The videos on the story of 'Jack and the Beanstalk' and on that of 'Cinderella' were part of the instructional materials. The third activity, marking T/F on eight statements about the story of 'Jack and the Beanstalk', was also used for assessing student listening comprehension and learning.

Meri's third meeting departed from the SC and the BC which focused on the teaching of simple report text and reading skill. Meri conceived the instructional goal for the students to be able to comprehend report essays correctly. Meri's three competence achievement indicators for this lesson included: (1) correct words pronunciation, (2) correct order of jumbled paragraphs of a report text, (3) and several reading skills as reflected in the developed comprehension questions. The three learning activities, Meri had planned, were: (1) underlining the correct vocabulary pronounced by the teacher (2) arranging jumbled paragraphs into a coherent report text, (3) and answering some questions shown on the slide (working in groups, the students were given a set of cards containing the answers to the questions shown on the slide). Model report texts such as 'Whales' and 'Elephants' were attached in the lesson plan. The third learning activity was also planned to be used for assessing student learning.

The lesson discussed in Meri's fourth meeting was projected for exploring the meaning and rhetorical steps of simple and short descriptive essay and developing student writing skills. The instructional goal, as explained by Meri, was that the students were expected to be able to understand and write the descriptive essay and its characteristics. Three competence achievement indicators and three learning activities were put forth by Meri: (1) correct word pronunciation was transformed in the learning activity of underlining the correct words pronounced by the teacher, (2) completing the missing information in the descriptive essay was realized into the activity of filling in the missing words in a short paragraph entitled 'Anwar is a student', (3) writing a descriptive text was represented in the activity of writing a short descriptive text as the model text given in Activity 2. A descriptive paragraph entitled 'Safari Park' was provided as the model text. The third activity was also utilized for assessing the student learning of how to write a descriptive essay.

(2) Susan's Instructional Curriculum Design (Case 2)

Susan (case 2) selected the SC and the BC that supported her plans to integrate the teaching of listening and speaking skills and reading and writing skills. She focused on teaching transactional and interpersonal texts and the related listening and speaking skills in her three meetings. Susan considered the instructional goal for the students to be able to respond to and express the meaning of spoken, short, and simple transactional and interpersonal conversations that involve daily target expressions of asking for, giving, and declining services/ things, and offering, accepting, and declining services/ things. Susan considered two competence achievement indicators: (1) asking and responding to by using the above expressions, and (2) identifying the meanings of the expressions. Susan transformed these indicators into several different activities as she discussed in three meetings. Two similar listening activities were planned for the first meeting. These activities were listening to a dialogue and identifying the menu ordered by a customer (Chris), and (2) listening to another dialogue and identifying the menu ordered by two customers in a restaurant. The activities discussed in the second meeting were extended in order to finally prepare the students to practice an authentic conversation in a restaurant setting using appropriate target expressions. The four activities discussed in the second meeting were: (1) listening and repeating the target expressions, (2) practicing the expressions in a game called 'The Best Waiter', (3) listening to another model of conversation, and (4) practicing a conversation in any situation of the students' interest. A similar conversation practice with a restaurant setting was planned once again for the third meeting followed by a peer observation and correction. The target expressions were listed and several videos containing conversations in a restaurant setting were provided to the students to support the instructional materials. The last speaking practice (role play) discussed in the third meeting was planned as the assessment activity. Susan made a speaking rubric including four criteria and their descriptors to assess the students' speaking practice.

Susan's fourth meeting followed the SC and the BC focusing on the teaching of short functional text in the form of advertisement and the skills of reading and writing. Susan considered the instructional goals for the students to be able to respond to and express (write) the meaning of advertisement. The goals were transformed into the learning activities of: (1) identifying typical sentences usually used in advertisement and discussing their meanings, (2) reading a restaurant advertisement entitled 'Jejamuran' and identifying specific information (e.g., food category, location, price, atmosphere, special offer, in what way the restaurant is interesting, why the restaurant is a good choice), (3) reading a restaurant advertisement

entitled 'House of Raminten' and identifying the same specific information as done in Activity 2, (4) writing typical sentences used in restaurant advertisements in groups (the class was divided into five groups and each group was assigned to write one information category, e.g., food category, location, price, atmosphere, and special offer), (5) writing an advertisement on any restaurant of the students' interest, and (6) presenting the writing work to class. Two models of a restaurant advertisement titled 'House of Raminten' and 'Jejamuran Restaurant' were provided to the students. The fifth activity was planned to be used as the assessment task.

(3) Sisilia's Instructional Curriculum Design (Case 3)

Sisilia managed to plan her first two lessons for teaching reading skill and recount, and listening skill and narrative in the remaining two sessions. Based on the SC and the BC in the national curriculum, in the first meeting she formulated nine competence achievement indicators which were transformed into five learning activities. These competence achievement indicators were: (1) identifying the main idea, (2) determining the meaning of words, (3) identifying verbs, (4) identifying the word references, (5) identifying the general idea of the text, (6) determining the implied meaning of the text, (7) determining the stated information, (8) identifying the linguistic features of the text, and (9) identifying the communicative purpose of the text. The five learning activities were: (1) arranging words into correct sentences, (2) filling the missing words of the given text, (3) answering five pre-reading questions, (4) reading and matching the words with their synonyms, and (5) answering ten reading comprehension questions. Two recount texts titled 'Detective Alibi' and 'Study Tour to Bali' were given to the students as the examples. The last activity, answering ten items of reading comprehension questions, was planned for assessing her student learning.

In the second meeting, within the same SC and BC Sisilia identified three competence achievement indicators that were inherent in the main three learning activities: (1) arranging words into sentences (in simple past tense), (2) answering ten reading comprehension questions, and (3) filling some missing words of a paragraph. A model recount paragraph titled 'David Beckham' was provided to the students. It was not stated explicitly on her lesson plan what or which activity was going to be used for her students' learning.

In the third and fourth meetings, Sisilia focused on the teaching of listening skill and narrative texts. In the third meeting, four main learning activities were developed: (1)

classifying adjectives into positive and negative, (2) arranging words into sentences, (3) answering ten reading questions based on the given text, and (4) filling the missing words of the story of 'Cinderella'. In the fourth meeting, five learning activities were discussed: (1) finding related words to the story of 'Snow White', (2) identifying Disney stories, (3) arranging words into sentences, (4) answering questions based on the given text, and (5) filling some missing words of a story. No particular activity was planned for assessing the student learning for both of the meetings.

B. THE INEXPERIENCED TEACHERS

(1) Etta's Instructional Curriculum Design (Case 4)

Etta's instructional curriculum designs for her four observed instructions were centered around taking the standard of competence (SC) and the basic competence (BC) for teaching the skills of reading and writing, and recount text. In the first meeting, she planned to teach recount along with the skill of reading. The competence achievement indicators were projected to practice the micro skills of reading, which were determining: 1) main idea, 2) word meanings, 3) verbs, 4) word reference, 5) general information of the text, 6) implied information, and 7) stated information. Two reading texts were provided, each of which was followed by a number of reading questions. The first reading passage was a recount letter, and the second one titled 'Barbecue in the Park'. Of the reading activities provided, the teacher did not plan specifically which activity she intended to use as an assessment activity.

The plan for teaching recount was continued in the second meeting and the text was used for practicing the writing skill. Two competence achievement indicators for developing the intended writing skills were formulated as follows: 1) arranging jumbled sentences into a good recount, and 2) writing a simple recount. Three practices for developing the writing skill were made available in the teacher's lesson plan: 1) arranging jumbled paragraphs into a good recount, 2) finding the meanings of words in dictionary, and 3) writing a recount based on the given series of pictures. Similar to the first meeting, the assessment activity was also not specifically planned for this second meeting.

The third meeting was allocated for teaching recount and the skill of reading again. Five competence achievement indicators that primarily focused on practicing the micro skill of reading skills were developed. Five indicators were formulated: 1) finding a general idea, 2) determining the main idea of each paragraph in the given recount, 3) identifying detailed

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information, 4) finding word reference, and 5) determining the meanings of words/ phrases/ sentences. Three reading texts each of which was followed by a number of reading comprehension questions were prepared. Each of them titled 'A Beautiful Day at Jogja', 'My Holiday in Bali', and 'My Adolescence'. The reading passage titled 'My Holiday in Bali' was projected to be used as the assessment activity.

The teaching of reading was followed by the teaching of writing in the fourth meeting. In this last meeting, three competence achievement indicators to prepare the students to be able to write a simple recount were formulated: 1) changing simple present tense into simple past tense, 2) completing some missing words of the text, and 3) constructing sentences in simple past tense. Three activities were prepared to realize these indicators. These activities were: 1) a grammar practice for changing simple present tense sentences into simple past tense ones, 2) choosing the right verbs of a recount text, and 3) arranging a series of pictures and write a simple recount based on the arranged series of pictures. The last activity was allocated as the assessment activity in which assessment focused on the students' ability in constructing sentences in simple past tense.

(2) Nuri's Instructional Curriculum Design (Case 5)

Focusing on exploring the same text type as Etta, Nuri's instructional curriculum designs departed from the SC and the BC for teaching spoken recount text and the skills of listening and speaking. For her first meeting, Nuri planned to teach monologue recount text and listening skill. To achieve the corresponding SC and BC, she determined two competence achievement indicators, which included identifying: 1) varied information in the monologue recount text, and 2) the communicative purpose of short and simple recount text. These indicators were realized in the main listening activity in which she planned to ask the students to complete the missing words, to notice the verbs and conjunctions used in the text, and identify the communicative purpose of the text. The given text for the listening practice titled 'Thomas Alva Edison'. To assess student learning, Nuri provided a short text in which students were required to listen and fill in the missing words.

In the second meeting, the lesson was planned to explore the same text type for practicing the speaking skill. Three competence achievement indicators were formulated, which encompassed being able to: 1) use simple past tense, 2) ask each other's holidays by using the target expressions, and 3) perform short and simple monologue recount. A series of listening and speaking activities were prepared. A model spoken recount text in the form of a

dialogue titled 'Last Holiday' was given. This listening practice was followed by some questions related to the dialogue by the teacher, a practice to say the related expressions used in the dialogue, and an intonation practice. The second activity prepared was a speaking activity in which students were required to ask each other's last holiday using the given questions, and finally they had to report the question and answer activity to the class in the form of monologue recount. This reporting activity was planned to be used by the teacher for assessing student learning. A simple speaking rubric was made to assess the students' speaking performance.

The third and fourth meetings were dedicated to once again teach spoken monologue recount and the skills of listening and speaking skills. The same competence achievement indicators as the ones in the second meeting were adopted. In the third meeting, a series of activities to prepare students to finally produce their spoken monologue recount text were prepared. The activities started with a listening activity in which the students listened to a spoken monologue recount and complete the missing words. This listening practice was then followed by the following activities: 1) discussing the vocabulary related to the text, 2) identifying the generic structure of the text, 3) arranging jumbled paragraphs into a good monologue recount text in groups, and 4) presenting the result of the group discussion to the class. The provided text for the listening practice was about 'Tina's Father's Birthday Dinner'. In the fourth meeting, the teaching focus on spoken monologue recount was continued. The focus of the learning activities in this meeting was practicing the speaking skill to realize the indicator of performing a short and simple monologue recount. The following activities were prepared to achieve this indicator: 1) preparing a monologue recount based on the given pictures in groups (a series of pictures on 'Camping'), 2) practicing a chain story, i.e. taking turns performing a short and simple monologue recount based on the students' own experience individually in groups, and 3) presenting the students' monologue recount individually to the class. Of these activities, Nuri planned to use the activity of presenting the students' individual monologue recount to the class for assessing her student learning. A more elaborated speaking rubric was prepared in which the teacher determined the aspects of speaking she intended to assess and their descriptors.

(3) Tria's Instructional Curriculum Design (Case 6)

Tria managed to plan her four observed meetings based on the SC and the BC that focused on the teaching of procedure text and short functional text in the form of birthday invitation. The

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teaching of the former text was accompanied by the teaching of listening and writing skills for the first and second meetings, while the latter one went along with the teaching of reading and writing skills for the third and fourth meetings. In the first meeting, she formulated three competence achievement indicators for teaching spoken procedure text and listening skill: 1) determining general information of the text, 2) identifying implied information of the text, and 3) finding specific information of the text. These indicators were conceptualized into five learning activities as follows: 1) listening to a video about 'How to Make Fruit Salad' and answering four general questions related to the video, 2) listening to the words spoken by the teacher and arranging scrambled letters into correct words, 3) listening to the video given in the first activity and answering five multiple choice questions related to the video, and 4) listening to the teacher reading a procedure text on 'How to Boil an Egg' and filling in the blanks by giving the correct number of the procedural sequence. To accommodate these learning activities, Tria prepared a unit design in which these activities were put in a sequential order. To assess student learning, the teacher prepared an activity in which the students were required to write their own procedure text about making their favorite drink by using such related verbs as 'open', 'pour', and 'stir'. A simple writing rubric in which the aspects of writing were described in modest descriptors was provided.

In the second meeting, the content representations of procedure text and the writing skill were conceptualized into two competence achievement indicators: 1) arranging jumbled phrases/ sentences into a good recount text, and 2) writing a simple and short procedure text by following correct rhetorical steps. These two indicators were transformed into five learning activities as follows: 1) observing scrambled pictures on 'Washing Hands', arranging them in a good order, and answering five general questions related to the pictures, 2) matching the series of pictures on 'Washing Hands' with the correct phrases/ sentences, 3) answering five multiple choice questions related to the procedure text about 'Washing Hands', 4) matching a series of pictures on 'Brushing Teeth' with their correct phrases/ sentences, and 5) writing the students' own procedure text as exemplified by the previous texts on 'Washing Hands' and 'Brushing Teeth'. All these learning activities were systematically sequenced in a particular unit design. The last activity, which was writing the students' own procedure text, was allocated for assessing student learning in this second meeting.

Tria's third meeting, that was projected for teaching the reading skill and exploring short functional text in the form birthday invitation, was directed to practice six micro skills of reading. These micro skills included identifying/ determining: 1) the social function of a birthday invitation, 2) main idea of a birthday invitation, 3) detailed information of a birthday

invitation, 4) implied information of a birthday invitation, 5) word meanings of a birthday invitation, and 6) word reference in a birthday invitation. To realize these indicators, Tria prepared a unit design of instructional materials and enriched the unit design with varied samples of birthday invitations. The unit design contained the following learning activities: 1) observing the given samples of birthday invitations and answering five general questions, 2) matching the parts of a birthday invitation, 3) matching the words related to a birthday invitation with their synonyms, 4) in pairs, reading and stating whether the given statements related to the given text T or F and 5) individually answering ten multiple choice questions related to the given birthday invitation. The last activity of answering ten multiple choice questions was planned for checking whether the students mastered the target reading micro skills.

For the fourth meeting, Tria continued to explore birthday invitation together with the writing skill. Three competence achievement indicators were formulated: 1) filling in missing words in a birthday invitation, 2) completing the parts of a birthday invitation, and 3) writing a birthday invitation. A systematic unit design enriched with some samples of birthday invitations were provided. The unit design contained five learning activities that aimed at helping the students to finally be able to write their own birthday invitation. Those five activities were as follows: 1) answering four questions related to the birthday invitation read by the teacher, 2) completing the missing words of a birthday invitation and telling friends the parts of the birthday invitation, 3) in pairs completing the missing parts of a birthday invitation with the students' own words based on the given information, 4) in pairs writing a birthday invitation based on the given information, and 5) individually writing a birthday invitation based on the students' own information. Of the five activities, the last activity was planned to be used as the assessment activity for assessing the development of the students' writing skill. No writing rubric was provided to help the teacher assess her students' writing work.

APPENDIX VIII THE INEXPERIENCED TEACHERS' SHARED PATTERNS OF PCK CONCEPTUALIZATION IN FORMULATING COMPETENCE ACHIEVEMENT INDICATORS

Table 8.1: Formulating competence achievement indicators for skills integration

Grade/ Meeting	Skill & Text Focus	Competence Achievement Indicators	Learning Activities
Etta			
VIII/3	Reading & Recount	Finding: 1) general idea of recount, 2) main idea of paragraph, 3) stated/ specific information, 4) word reference, 5) word meaning	Three reading comprehension practices
VIII/4	Writing & Recount	1) Changing simple present tense into simple past tense 2) Completing some missing words of a recount text 3) Constructing sentences in simple past tense	1) Grammar exercise (Changing sentences in simple present tense into the ones in simple past tense) 2) Grammar in context exercise (Completing missing words (verbs) of a recount text) 3) Guided writing practice (Sequencing pictures and constructing a simple past tense sentence for each picture)
Nuri			
VIII/1	Listening &	1) Identifying stated/ specific	Listening to an audio record and completing the missing words in the monologue recount text

	Monologue Recount	information 2) Identifying the communicative purpose of a recount text	(biography) titled 'Thomas Alva Edison'
VIII/2	Speaking & Monologue Recount	1) Using simple past 2) Asking each other's holidays by using the target expressions 3) Performing a short and simple monologue recount text	1) Practicing the dialogue (containing dialogue lines in simple past tense) in pairs 2) Doing a guided interview by using the provided worksheet 3) Reporting the interview results (in the form of monologue recount) individually
Tria			
VII/3	Reading & Short Functional Text (Birthday Invitation)	Identifying: 1) the social purpose of a birthday invitation text, 2) main idea, 3) stated/ specific information, 4) implied information, 5) word meanings, 6) word reference	1) Observing the given samples of birthday invitations and answering five general questions (Activity 1: The teacher asks the students the following questions.) 2) Discussing the parts of a birthday invitation (Activity 2: See the invitation on the board. What are the parts of an invitation? Choose the correct parts from the box.) 3) Finding the word synonyms related to the given text in pairs (Activity 3: Match the words in column A with their synonyms in column B.) 4) Reading and stating whether the given statements T or F in pairs (Activity 4: In pairs, read the text and put a tick (v) whether the statements are T or F according to the text.)

			5) Individually answering ten multiple questions related to the given invitation
			(Activity 5: Read the following texts, then answer the questions by choosing A, B, C, or D.)
VII/4	Writing & Short Functional Text (Birthday Invitation)	1) Completing missing words of a birthday invitation 2) Completing the parts of a birthday invitation 3) Writing a birthday invitation	1) Completing missing words in an invitation (Activity 2: See the invitation on the board. Fill in the blanks with suitable words/phrases. Tell your friends what the parts of the text are.) 2) Completing the missing parts of the given text with the students' own words (Activity 3: In pairs, read the given information carefully. Complete the text by writing the missing parts in your own words.) 3) In pairs writing an invitation based on the given information (Activity 4: In pairs, read the given information carefully. Write the invitation card based on the information.) 4) Individually writing an invitation based on the students' own information (Activity 5: Think about your dream of a birthday party. Now, pretend that you will soon celebrate your birthday. Individually, write your own birthday invitation card.)

A. THE EXPERIENCED TEACHERS

(1) The Selection of Texts and Activities

Table 9.1: The selection of texts and activities

Teachers & Meeting	Contents		Texts	Main Activities
	Skill Focus	Text Focus		
Meri				
Meeting 1	Reading	Short functional text (Caution & Notice)	Four examples of short functional text, each two of them represented Notice and Caution	(1) Matching words related to caution and notice to their meanings in Indonesian language (2) Arranging jumbled words into good notices or cautions (3) Doing a game (matching the given cautions or notices to the places they can usually be found)
Meeting 2	Listening	Narrative	The videos of the story entitled 'Cinderella' and 'Jack and the Beanstalk'	(1) Matching words with their synonyms (2) Listening to the video of the story of 'Jack and the Beanstalk' and completing the missing words in the story. (3) Stating T/F on eight statements about the story

Meeting 3	Reading	Report	Reading passages entitled 'Whales' and 'Elephants'	(1) Underlining the correct words related to the report text entitled 'Elephants' pronounced by the teacher (2) Arranging jumbled paragraphs into a report text (3) Doing a game (Given a set of cards containing some statements, the students working in groups were required to answer some questions presented on the slide.)
Meeting 4	Writing	Descriptive	A short passage entitled 'Safari Park'	1) Underlining the correct words pronounced by the teacher (2) Completing some missing words in the text entitled 'Anwar is a student' (3) Making a descriptive text (Writing a descriptive text as the model text given in Activity 2)
Susan				
Meeting 1	Listening-Speaking	Transactional & Interpersonal dialogues involving the speech acts of offering, accepting, and declining things; and asking for, giving, and declining things	Two videos containing dialogues in restaurants	(1) Listening to a dialogue and identifying the menu ordered by the customers (2) Listening to a dialogue and identifying what the customers ordered
Meeting 2	ditto	ditto	Videos containing the expressions used in restaurant	(1) Listening to and repeating the expressions of asking for/giving/declining things and the ones of offering/accepting/declining things in mechanical and meaningful drills (by means of videos)

				(2) Practicing these expressions in a game entitled 'The Best Waiter'
				(3) Listening to another model of conversation
				(4) Preparing a conversation in a restaurant setting to practice the expressions
Meeting 3	ditto	ditto	-	(1) Preparing a dialogue
				(2) Practicing the dialogue
				(3) Peer observing
Meeting 4	Reading-Writing	Short functional text (Advertisement	Three examples of advertisements on restaurant entitled 'Jejamuran', 'House of Raminten', and 'Bella Pizza'	(1) Identifying typical sentences usually used in advertisement and discussing their meanings
				(2) Reading an advertisement on 'Jejamuran Restaurant' and identifying specific information (food category, location, price, atmosphere, special offer, reasons why the restaurant is considered interesting, reasons for choosing the restaurant)
				(3) Reading an advertisement on 'House of Raminten' and identifying specific information (food category, location, price, atmosphere, special offer, reasons why the restaurant is considered interesting, reasons for choosing the restaurant)
				(4) Writing typical sentences used in advertisement on restaurant (in groups)
				(5) Writing an advertisement on any restaurant of the students' interest (individual work)
				(6) Presenting the students' writing work
Sisilia				
Meeting 1	Reading	Recount	Reading passages entitled 'Detective Alibi' and 'Study	(1) Arranging words into good sentences
				(2) Completing missing words of a text
				(3) Answering five questions based on the students' experience

			Tour to Bali'	(4) Reading and matching the words with their synonyms
				(5) Answering ten reading comprehension questions
Meeting 2	Reading	Recount	A reading passage entitled 'David Beckham'	(1) Arranging words into sentences (in simple past tense)
				(2) Answering ten reading questions
				(3) Completing some missing words of a paragraph
Meeting 3	Listening	Narrative	A video of the story of 'Cinderella'	(1) Classifying adjectives into positive and negative
				(2) Arranging words into sentences
				(3) Answering ten reading questions based on the story of Cinderella
				(4) Completing the missing words of the story of 'Cinderella'
Meeting 4	Listening	Narrative	A video of the story of 'Snow White'	(1) Finding the related words to the story of Snow White
				(2) Identifying Disney stories
				(3) Arranging words into sentences
				(4) Answering questions based on the story of 'Snow White'
				(5) Completing some missing words of the story of 'Snow White'

(2) Samples of the Experienced Teachers' Selection of Model Texts

2.1. Taken from Meri's Lessons

2.1.1. Short Functional Text (Caution and Notice)

Notice Do not throw trash in toilet

Flammable Keep Substances Away from Fire

Caution Hot Surface Do Not Touch

Articles are Considered Sold if You Broke Them

2.1.2 Report

WHALES Whales are sea-living mammals. They therefore breathe air but can not survive on land. Some species are very large indeed and the blue whale, which can exceed 30 m in lengths, is the largest animal to have lived on earth. Superficially, the whale looks rather like a fish, but there are important differences in its external structure: its tail consist of a pair of broad, flat horizontal paddles (the tail of a fish is vertical) and it has a single nostril on top of its large, broad head. The skin is smooth and shiny and beneath it lies a layer of flat (blubber). This is up 30 cm in thickness.

2.2. Taken from Susan's Lessons

2.2.1. Transactional and Interpersonal Text

Offering, Accepting, Declining Things

Offering things:

- Juice?
- Have some sweets with you, please.
- Would you like some juice?
- Would you care for some salad?
- How about a glass of tea?

Accepting things

- I'll have ...
- It sounds like a good idea.
- That would be very good.
- Sure/certainly.
- I'd like to.
- It's a pleasure.
- Sounds nice!
- Please give me …
- Yes, please.

Declining things

- Sorry, I'm full.
- Perhaps later.
- No thanks. I don't drink coffee.
- I'd like to but maybe not now.
- Sorry, can I have the other?

Asking for something

- Can I have some chips please.
- Could I have the vegetable salad, please?
- I'd like the strawberry pie, please.

Giving something

- Here you are, sir.
- This is your coke, Miss.
- Here's the salad.

2.2.2. Short Functional Text (Advertisement)

HOUSE OF RAMINTEN

Address: Jl. FM Noto 7, Kotabaru, Yogyakarta 55224, Indonesia

Phone: (0274) 547 315

"Fast service but cool food"

Huge selection of sweet drinks and food
somewhat natural taste too

The only good part is the price – cheap ....

Be here for the ambience (old place, cozy, light bulbs, candles, ...)
Overall good place, good value, good food... Go visit it!

Have fun in Yogya

2.3. Taken from Sisilia's Lessons

2.3.1. Recount

I was in senior high school when I went to Bali Island for the first time. I went there with my teachers and my friends. Actually it was a study tour to spend our holiday. My teacher, my friends, and I were in the same bus. We left our school at 8 am.

The journey from Pati to Bali took a day. I was so exhausted because I had to sit along the journey. Actually, it was a funny journey because I spent all of my time with my friends, like playing games, laughing, and kidding. But, I felt that all of my tiredness gone all of sudden when we arrived at the Sanur Beach. It was still morning, I saw sunrise which was so beautiful. Then, we were drove to the hotel to take a rest and had meals. After that, we went to the Kuta Beach. There were so many activities to do there. We could play parasailing, banana boat, and so on. But I chose to go to a little island which had a lot of reptile there. There were snake, turtles, etc. The scenery was so beautiful because I was in the middle of the sea! Next, we went to Garuda Wisnu Kencana (GWK). There were two statues which were so big. They were Wisnu and his bird, called Garuda. I was interested in its relief on the rock but, actually, I did not know the story on it. At last, we went to the Sosro Company. We learned a lot of things there from the first step till the end of making tea. After that, we went back to Yogya.

(3) Instructional Materials Adaptation

3.1 The Original Source of the Adapted Restaurant Advertisement 'Jejamuran'

Ranked #6 of 237 restaurants in Yogyakarta

125 Reviews

<u>Certificate of Excellence 2013</u>

<u>Cuisines:</u> Indonesian

<u>Dining options:</u> Breakfast/Brunch, Reservations, Delivery

Description: Many Variations of Mushroom Cook

There are newer reviews for Jejamuran

See the most recent reviews

Riexyu

Jakarta, Indonesia

Contributor

<u>"Unique mushroom restaurant"</u>

Reviewed July 6, 2012

<u>Jejamuran is my parent's favorite restaurant</u>. I always come here when I visit Jogja. <u>All foods made of mushroom</u>, which is healthy. My parents are happy as they could <u>enjoy the taste of 'sate' and 'tongseng' without worrying about health problem</u>. Surprisingly, it tastes very similar with real 'sate' and 'tongseng' made of meat. If someone never told me, I won't believe that it was a mushroom. Usually we also order <u>crispy mushroom and mushroom soup</u> (which taste is average). <u>The price is proper</u>, but I must admit that the food had little portion. If you come with group, you better order kinds of food and share it.

Its location is bit far from Jogjakarta city. <u>The ambience is nice</u>, dedicated to family. Sometimes they have <u>live music</u>. There is also another mushroom restaurant in the same road, built to compete with Jejamuran. But, my parents who had tried it said Jejamuran was better.

3.2 The Adaptation Process of 'Jejamuran' Restaurant Advertisement

Original Source	Simplified Sentences or Phrases
Jejamuran is my parent's favorite restaurant. I always come here when I visit Jogja. All foods made of mushroom, which is healthy.	Family's favorite restaurant of all foods made of mushroom
My parents are happy as they could enjoy the taste of 'sate' and 'tongseng' without worrying about health problem.	Enjoy the taste of 'sate' and 'tongseng' without worrying about health problem
Usually we also order crispy mushroom and mushroom soup (which taste is average).	Crispy mushroom and mushroom soup are available
The price is proper, but I must admit that the food had little portion.	Proper price to us
The ambience is nice, dedicated to family. Sometimes they have live music.	The ambience is nice, with live music

3.3 The Adapted Restaurant Advertisement of 'Jejamuran'

JEJAMURAN RESTAURANT

"Unique mushroom restaurant"

Niron, Pandowoharjo, Sleman, Yogyakarta, 55512, Yogyakarta, Indonesia

0274 868170

Certificate of Excellence 2013

Cuisines: Indonesian
Dining options: Breakfast/Brunch, Reservations, Delivery

"Family's favorite restaurant of all foods made of mushroom
enjoy the taste of 'sate' and 'tongseng' without worrying about health problem.
Crispy mushroom and mushroom soup are available
Proper Price to us
The ambience is nice, with live music.
Spacious Parking Area

3.4 The Adaptation Process of 'David Beckham' Recount Text

Sources	Original Sentences	Adapted Sentences
http://www.imdb.com/name/nm0065743/bio	David Beckham is one of Britain's most iconic athletes whose name is also an elite global advertising brand.	David Beckham is a leading English footballer whose popularity extends beyond the field and into international celebrity. (**Extension**)
http://www.imdb.com/name/nm0065743/bio	He began his footballing career at the age of 17. He has been dubbed a master of set pieces specialising in free-kicks and has developed one which is known around the world as the 'Beckham', which involves lifting the ball over the 'wall', sending it towards the far post, but sending it back to the near post confusing the keeper and having the ball just dip under the bar for the goal.	As a player, Beckham typically plays midfield and particularly known as for his free kick expertise and spectacular long-range shots, including a famous goal from midfield against Wimbledon in 1996. (**Reduction**)
http://www.imdb.com/name/nm0065743/bio	He was captain of the national team from 1998 to 2009.	He was captain of the English national team from 2000 until 2006. (**Extension-Updating some details**)
http://www.infoplease.com/biography/var/davidbeckham.html	David Beckham was disqualified from the 1998 World Cup for a rough foul in England 's loss to Argentina, but returned to play in the 2002 and 2006 World Cups; …	Beckham was disqualified from the 1998 World Cup for a rough foul in England's loss to Argentina, but returned to play in the 2002 and 2006 World Cups. (**No adaptation**)

http://www.infoplease.com/ biography/var/davidbeckham .html	On the professional side, Manchester United sold Beckham to the Spanish team Real Madrid in 2003 for a transfer fee of 35 million euros (about 25 million British pounds).	In June of 2003 Manchester United sold Beckham to the Spanish team Real Madrid for transfer fee of 35 million Euros, about 25 million British pounds. (**Reorganization particular details of the sentence**)
http://www.infoplease.com/ biography/var/davidbeckham .html	In 2007 he signed a multi-million dollar contract to leave Real Madrid and move to the United States and play for the L.A. Galaxy of Major League Soccer; he first suited up for his new team in a 'friendly' match against Chelsea on 21 July 2007.	In 2007 he signed a multi-million dollar contract to leave Real Madrid and move to the United States and play for the L.A. Galaxy, he first suited up for his new team in a "friendly" match against Chelsea on 21st July, 2007. (**No adaptation**)
http://www.infoplease.com/ biography/var/davidbeckham .html	David Beckham wore uniform number 7 with Manchester United; upon joining Real Madrid he switched to number 23, with 7 already taken by his teammate Raul; he kept the jersey number with the Galaxy, …	Beckham wore uniform number 7 with Manchester United, upon joining Real Madrid he switched to number 23, with 7 already taken by his teammate Raul; he kept the jersey number with the Galaxy. (**No adaptation**)

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3.5 The Adapted Recount Text of 'David Beckham'

DAVID BECKHAM

David Beckham is a leading English footballer whose popularity extends beyond the field and into international celebrity. As a player, Beckham typically plays midfield and particularly known as for his free kick expertise and spectacular long-range shots, including a famous goal from midfield against Wimbledon in 1996. He was captain of the English national team from 2000 until 2006. Beckham was disqualified from the 1998 World Cup for a rough foul in England's loss to Argentina, but returned to play in the 2002 and 2006 World Cups.

In June of 2003 Manchester United sold Beckham to the Spanish team Real Madrid for transfer fee of 35 million Euros, about 25 million British pounds. In 2007 he signed a multi-million dollar contract to leave Real Madrid and move to the United States and play for the L.A. Galaxy, he first suited up for his new team in a "friendly" match against Chelsea on 21st July, 2007. Beckham wore uniform number 7 with Manchester United, upon joining Real Madrid he switched to number 23, with 7 already taken by his teammate Raul; he kept the jersey number with the Galaxy.

B. THE INEXPERIENCED TEACHERS

(1) The Selection of Texts and Activities

Table 9.2: The selection of texts and activities

Teachers & Meeting	Contents		Texts	Main Activities
	Skill Focus	Text Focus		
Etta				
Meeting 1	Reading	Recount	- A postcard - Barbecue in the Park	Two reading comprehension practices
Meeting 2	Writing	Recount	National Park	1) Vocabulary practice 2) Arranging jumbled paragraphs into a good recount 3) Writing sentences in simple past tense based on a series of pictures about 'Going to the Zoo'
Meeting 3	Reading	Recount	- A Beautiful Day at Jogja - My Holiday in Bali	Three reading comprehension practices

			- My Adolescence	
Meeting 4	Writing	Recount	Going Camping	1) Grammar exercise (Changing sentences in simple present tense into the ones in simple past tense) 2) Grammar in context (Completing missing words (verbs) of a recount text) 3) Guided writing practice (Sequencing pictures and writing a simple past tense sentence for each picture)
Nuri				
Meeting 1	Listening	Monologue Recount	Thomas Alva Edison	1) Giving several questions related to the topic 2) Listening to the audio record and completing the missing words in the text entitled 'Thomas Alva Edison' 3) Determining the communicative purpose of the text 4) Noticing and underlining the verbs and conjunctions found in the text
Meeting 2	Speaking	Monologue Recount	Dialogue about Last Holiday	1) Listening to a dialog on 'Last Holiday' and answering several questions 2) Repeating after the teacher the expressions and intonation used in the model dialogue 3) Practicing the dialogue (containing dialogue lines in simple past tense) in pairs 4) Doing a guided interview by using the provided worksheet 5) Reporting the interview results individually (in the form of monologue recount)
Meeting 3	Speaking	Monologue Recount	- My Dad's Birthday - Going on Vacation to	1) Listening to monologue recount text while completing the missing words of the text 2) Answering eight questions related to the text 3) Identifying the generic structure of the text 4) Arranging jumbled paragraphs into a good monologue recount text

			Glagah Beach	5) Discussing monologue recount in groups
				6) Presenting the result of discussion to the class
Meeting 4	Speaking	Monologue Recount	Still referring to the texts given in the 3rd meeting	1) Constructing a monologue recount based on a series of pictures in groups
				2) Doing a chain story
				3) Constructing a short monologue recount based on the students' own experience
				4) Presenting the student's own monologue recount individually
Tria				
Meeting 1	Listening	Procedure	How to Make Fruit Salad (Video)	1) Answering five general questions related to the given video (Activity 1: Observe the video, then answer the question orally.)
				2) Arranging scrambled letters into correct words (Activity 2: Listen to your teacher. Arrange the letters into correct words.)
				3) Answering five multiple-choice questions related to the given video (Activity 3: Once again, observe the video. In pairs, answer the following questions.)
				4) Arranging jumbled steps of 'How to Boil an Egg' (Activity 4: Listen to your teacher. Fill in the blanks by giving the correct number.)
Meeting 2	Writing	Procedure	How to Wash Your Hands	1) Observing scrambled pictures, arranging them in a good order, and answering five general questions related to the pictures (Activity 1: Observe the pictures, then answer the question orally.)

				2) Matching the given pictures with the correct sentences/phrases (Activity 2: Match the pictures with the correct phrases/sentences.)
				3) Giving the examples of paragraphs in procedure text
				4) Answering five multiple-choice questions related to a particular text (Activity 3: In pairs, answer the following questions.)
				5) Matching the pictures with the correct phrases/sentences (Activity 4: Match the pictures with the correct phrases/ sentences.)
				6) Writing a short procedure (Activity 5: Make your own procedure text based on the previous task.)
Meeting 3	Reading	Birthday Invitation	Some samples of birthday invitations, e.g. Tyler Anderson's 7th Birthday Party, Christa's 14th Birthday, Maya's 14th Birthday	1) Observing the given samples of birthday invitations and giving five general questions to answer (Activity 1: The teacher asks the students five general questions.)
				2) Discussing the parts of birthday invitation (Activity 2: See the invitation on the board. What are the parts of an invitation? Choose the correct parts from the box.)
				3) Finding the word synonyms related to the given text in pairs (Activity 3: Match the words in column A with their synonyms in column B.)

				4) Reading and stating whether the given statements T or F in pairs (Activity 4: In pairs, read the text and put a tick (v) whether the statements are T or F according to the text.)
				5) Individually answering ten multiple questions related to the given invitation (Activity 5: Read the following texts, then answer the questions by choosing A, B, C, or D.)
Meeting 4	Writing	Birthday Invitation	Still referring to the same birthday invitations and to some other samples	1) Completing missing words in an invitation (Activity 2: See the invitation on the board. Fill in the blanks with suitable words/phrases. Tell your friends what the parts of the text are.) 2) Completing the missing parts of the given text with the students' own words (Activity 3: In pairs, read the given information carefully. Complete the text by writing the missing parts in your own words.) 3) In pairs writing an invitation based on the given information (Activity 4: In pairs, read the given information carefully. Write the invitation card based on the information.) 4) Individually writing an invitation based on the students' own information (Activity 5: Think about your dream of a birthday party. Now, pretend that you will soon celebrate your birthday. Individually, write your own birthday invitation card.)

(2) Samples of the Inexperienced Teachers' Selection of Model Texts

2.1 Taken from Etta's Lessons

2.1.1 Recount

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Barbecue in the Park

Last Sunday, my friend and I went to the park because David's family invited us to a barbecue party in the park. We lived nearby so we just walked there. When we got to the park, there were not many people. David's family was already there. They arrived there early to get the best picnic spot with an electronic barbecue grill nearby. When we arrived, they were cleaning the barbecue. After making sure the barbecue on by pushing the button. The electric stove turned on and the metal plate became hot. David's mother put some cooking oil on the metal plate, and after that she put some sausages, beef steaks, and some onions on the barbecue. Meanwhile, David's father was preparing the bread, butter, and the drinks. While waiting for the meat to cook, David and I joined other boys playing football. When we got tired, we stopped and enjoyed the sausages, steaks, and some cold soft drinks. The food was delicious. I think David's mother is one of the best cooks in the world.

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2.1.2 Recount

National Park

Last month, my family went to a National Park. It is just outside our town. That's why it was not a very long trip. When we got there, we park our car. We walked toward the entrance gate and paid the entrance fee. Since it was so crowded, we had to stand in a long queue. After that, we walked around the park. We could see many animals, such as snakes and lions. Those animals are one of the interesting attractions of the park. Then, we continued our walk toward the playground. It was another attraction of this park. There were many children playing on the slide, see-saw, and swing. We walked to the swimming pool and swam there. Finally, we had a rest under a big tree. It is on the edge of the river. We had our meals on the mat and had a small talk. We could feel the fresh air. That day was rather tiresome but we were really happy.

2.1.3 Recount

A Beautiful Day at Jogja

Last week, my friends and I went to Jogja. We went there by motorcycles. We visited many places.

First, we visited Parangtritis beach. The sun shone brightly and the scenery was very beautiful there. We felt the wind blew across to us. We also saw a lot of people in that beach. There were many birds flew in the sky. Also, there were many sellers who sold many kinds of souvenirs.

Second, we visited Gembira Loka Zoo. We saw many kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc. We looked around in that zoo, and also took pictures of those animals. Then, we felt hungry, so we went to a restaurant. As soon as we finished our lunch, we decided to go home.

For me, that was a beautiful day. We really enjoyed it, and I hope I could visit Jogja again.

2.1.4 Recount

My Holiday in Bali

When I was 2nd grade of senior high school, my friends and I went to Bali. We were there for three days. I had many impressive experiences during the vacation.

First day, we visited Sanur Beach in the morning. We saw the beautiful sunrise together. It was great scenery. Then, we checked in to the hotel. After prepared ourselves, we went to Tanah Lot. We met so many other tourists here. They were not only domestic but also foreign tourists.

Second day, we enjoyed the day on Tanjung Benoa beach. We played so many water sports such as banana boat, jet sky, speedboat etc. We also went to Penyu Island to see many unique animals. They were turtles, snakes, and sea birds. We were very happy. In the afternoon, we went to Kuta Beach to see the amazing sunset and enjoyed the beautiful wave.

The last day, we spent our time in Sangeh. We could enjoy the green and shady forest. There were so many monkeys. They were so tame but sometimes they could be naughty. We could make a close interaction with them. After that, we went to Sukowati market for shopping. That was my lovely time. I bought some Bali T-Shirt and souvenirs.

In the evening, we had to check out from the hotel. We went back home bringing so many amazing memories of Bali.

2.1.5 Recount

My Adolescence

I had my adolescence when I was thirteen. It started with acne that showed up on my face. It was very annoying. It lowered my self-esteem and I was embarrassed to come out of my house and play with friends. Fortunately, my Mum gave me a good medicine. In three weeks, the acnes started to vanish although those showed some black spots in my face. That was my bad experience with adolescence, though there were still lots of good experience too.

2.2 Taken from Nuri's Lessons

2.2.1 Monologue Recount (Biography)

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Thomas Edison, 1847-1931: America's Great Inventor

Welcome to the VOA Special English program, PEOPLE IN AMERICA. Today, Sarah Long and Bob Doughty tell about the inventor Thomas Alva Edison. He had a major effect on the lives of people around the world. Thomas Edison is remembered most for the electric light, his phonograph and his work with motion pictures.

It is extremely difficult to find anyone living today who has not been affected in some way by Thomas Edison. Most people on Earth have seen some kind of motion picture or heard some kind of sound recording. And almost everyone has at least seen an electric light.

These are only three of the many devices Thomas Edison invented or helped to improve. People living in this century have had easier and more enjoyable lives because of his inventions.

Thomas Alva Edison was born on February eleventh, eighteen forty-seven in the small town of Milan, Ohio. He was the youngest of seven children. Thomas Edison was self-taught. He went to school for only three months. His teacher thought he could not learn because he had a mental problem. But, young Tom Edison could learn. He learned from books and he experimented.

At the age of ten, he built his own chemical laboratory. He experimented with chemicals and electricity. He built a telegraph machine and quickly to send and receive telegraph messages. At the time, sending electric signals over wires was the fastest method of sending information long distances. At the age of sixteen, he went to work as a telegraph operator.

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2.2.2 Dialogue 'Last Holiday'

Tom Cruise and Julia Roberts are talking about holidays

Tom: So, Julia, where did you go on your last holiday?

Julia: I went to Bali.

Tom: Really? How was it?

Julia: Wonderful! The beaches were clean, the weather was great!

Tom: How long did you stay?

Julia: I stayed for about 10 days.

Tom: What did you do there?

Julia: Well, I went sunbathing and tried lots of local food.

2.2.3 Monologue Recount 'Tina's Father's Birthday'

Tina's father had his birthday last night. Tina told her friends about what she did with the family.

Hi, everybody. Let me tell you something. Last night we went to a restaurant with my family. You know, it was my dad's birthday. Well, we ate a pizza and salad, and them we ate, you know what, some ice cream with chocolate topping. After dinner at the restaurant we went home. We arrived home rather late. It was really fun.

2.3 Taken from Tria's Lessons

2.3.1 Procedure

HOW TO MAKE FRUIT SALAD

Materials:
- Grated cheese
- Condensed milk
- Lime juice
- Mayonnaise
- Jelly
- Fruits (Honeydew, dragon fruit, watermelon, apple)

Utensils:
- Bowl
- Knife

Steps:
- First, cut the fruits into small square
- After that, arrange the fruits in the bowl
- Then, add some mayonnaise and milk
- Next, put some jelly
- Now, sprinkle the grated cheese
- Do not forget to spread a little lime juice on top to make it yummy
- Finally, the fruit salad is ready to serve.

2.3.2 Procedure

HOW TO WASH YOUR HANDS
What you need: water, soap, and towel
Steps:
- First, turn the water tap on
- After that, wet your hands
- Then, rub your hands with soap
- Next, rinse your hands thoroughly
- Do not forget to turn off the water tap
- Finally, dry your hands

2.3.3 Short Functional Text (Birthday Invitation)

1.

Dear: Ian

You are invited to

Tyler Anderson's 7th Birthday Party

August 12th at 12:30 PM
Lunch and Cake
9612 Tackaberry Road, Lafayette

Jean and Pat Anderson
RSVP 555-6838

2.

It's hard to believe

In a blink of an eye

Already 14 years have gone by

Join us as we celebrate **Christa's 14th Birthday**
Saturday, May 22, 2011
1– 4 PM

Christa's House
Jalan Parangtritis Km. 13 Bantul
Dress Code: Prince/Princess
RSVP: 0274-5550000

(3) Instructional Materials Adaptation

3.1 The Original Source of the Adapted Monologue Recount 'Thomas Alva Edison'

Source: http://www.manythings.org/voa/people/Thomas_Edison.html

Thomas Edison, 1847-1931: America's Great Inventor

Download MP3 (Right-click or option-click the link.)

Welcome to the VOA Special English program, **PEOPLE IN AMERICA**. Today, Sarah Long and Bob Doughty tell about the inventor Thomas Alva Edison. He had a major effect on the lives of people around the world. Thomas Edison is remembered most for the electric light, his phonograph and his work with motion pictures.

Thomas Edison's major inventions were designed and built in the last years of the eighteen hundreds. However, most of them had their greatest effect in the twentieth century. His inventions made possible the progress of technology.
It is extremely difficult to find anyone living today who has not been affected in some way by Thomas Edison. Most people on Earth have seen some kind of motion picture or heard some kind of sound recording. And almost everyone has at least seen an electric light.

These are only three of the many devices Thomas Edison invented or helped to improve. People living in this century have had easier and more enjoyable lives because of his inventions.

Thomas Alva Edison was born on February eleventh, eighteen forty-seven in the small town of Milan, Ohio. He was the youngest of seven children.

Thomas Edison was self-taught. He went to school for only three months. His teacher thought he could not learn because he had a mental problem. But young Tom Edison could learn. He learned from books and he experimented.

At the age of ten, he built his own chemical laboratory. He experimented with chemicals and electricity. He built a telegraph machine and quickly learned to send and receive telegraph messages. At the time, sending electric signals over wires was the fastest method of sending information long distances. At the age of sixteen, he went to work as a telegraph operator.
(Reduction)

He later worked in many different places. He continued to experiment with electricity. When he was twenty-one, he sent the United States government the documents needed to request the legal protection for his first invention. The government gave him his first patent on an electric device he called an Electrographic Vote Recorder. It used electricity to count votes in an election.

In the summer months of eighteen sixty-nine, the Western Union Telegraph Company asked Thomas Edison to improve a device that was used to send financial information. It was called a stock printer. Mr. Edison very quickly made great improvements in the device. The company paid him forty thousand dollars for his effort. That was a lot of money for the time.

This large amount of money permitted Mr. Edison to start his own company. He announced that the company would improve existing telegraph devices and work on new inventions.
Mr. Edison told friends that his new company would invent a minor device every ten days and produce what he called a "big trick" about every six months. He also proposed that his company would make inventions to order. He said that if someone needed a device to do some kind of work, just ask and it would be invented.
Within a few weeks Thomas Edison and his employees were working on more than forty different projects. They were either new inventions or would lead to improvements in other devices. Very quickly he was asking the United States government for patents to protect more than one hundred devices or inventions each year. He was an extremely busy man. But then Thomas Edison was always very busy.

He almost never slept more than four or five hours a night. He usually worked eighteen hours each day because he enjoyed what he was doing. He believed no one really needed much sleep. He once said that anyone could learn to go without sleep.

Thomas Edison did not enjoy taking to reporters. He thought it was a waste of time. However, he did talk to a reporter in nineteen seventeen. He was seventy years old at the time and still working on new devices and inventions.

The reporter asked Mr. Edison which of his many inventions he enjoyed the most. He answered quickly, the phonograph. He said the phonograph was really the most interesting. He also said it took longer to develop a machine to reproduce sound than any other of his inventions.

Thomas Edison told the reporter that he had listened to many thousands of recordings. He especially liked music by Brahms, Verdi and Beethoven. He also liked popular music.
Many of the recordings that Thomas Edison listened to in nineteen seventeen can still be enjoyed today. His invention makes it possible for people around the world to enjoy the same recorded sound.

The reporter also asked Thomas Edison what was the hardest invention to develop. He answered quickly again -- the electric light. He said that it was the most difficult and the most important.

Before the electric light was invented, light was provided in most homes and buildings by oil or natural gas. Both caused many fires each year. Neither one produced much light.

Mr. Edison had seen a huge and powerful electric light. He believed that a smaller electric light would be extremely useful. He and his employees began work on the electric light.

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An electric light passes electricity through material called a filament or wire. The electricity makes the filament burn and produce light. Thomas Edison and his employees worked for many months to find the right material to act as the filament.

Time after time a new filament would produce light for a few moments and then burn up. At last Mr. Edison found that a carbon fiber produced light and lasted a long time without burning up. The electric light worked.

At first, people thought the electric light was extremely interesting but had no value. Homes and businesses did not have electricity. There was no need for it.

Mr. Edison started a company that provided electricity for electric lights for a small price each month. The small company grew slowly at first. Then it expanded rapidly. His company was the beginning of the electric power industry.

Thomas Edison also was responsible for the very beginnings of the movie industry. While he did not invent the idea of the motion picture, he greatly improved the process. He also invented the modern motion picture film.

When motion pictures first were shown in the late eighteen hundreds, people came to see movies of almost anything -- a ship, people walking on the street, new automobiles. But in time, these moving pictures were no longer interesting.

In nineteen-oh-three, an employee of Thomas Edison's motion picture company produced a movie with a story. It was called "The Great Train Robbery." It told a simple story of a group of western criminals who steal money from a train. Later they are killed by a group of police in a gun fight. The movie was extremely popular. "The Great Train Robbery" started the huge motion picture industry.

Thomas Alva Edison is remembered most for the electric light, his phonograph and his work with motion pictures. However, he also invented several devices that greatly improved the telephone. He improved several kinds of machines called generators that produced electricity. He improved batteries that hold electricity. He worked on many different kinds of electric motors including those for electric trains.

Mr. Edison also is remembered for making changes in the invention process. He moved from the Nineteenth Century method of an individual doing the inventing to the Twentieth Century method using a team of researchers.

In nineteen thirteen, a popular magazine at the time called Thomas Edison the most useful man in America. In nineteen twenty-eight, he received a special medal of honor from the Congress of the United States.

Thomas Edison died on January sixth, nineteen thirty-one. In the months before his death he was still working very hard. He had asked the government for legal protection for his last invention. It was patent number one thousand ninety-three.

This Special English program was written and produced by Paul Thompson. The announcers were Sarah Long and Bob Doughty.
I'm Mary Tillotson. Join us again next week for another **PEOPLE IN AMERICA** program on the Voice of America.

3.2 The Adapted Monologue Recount (Biography) on 'Thomas Alva Edison'

Thomas Edison, 1847-1931: America's Great Inventor

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At the age of ten, he built his own chemical laboratory. He experimented with chemicals and electricity. He built a telegraph machine and quickly to send and receive telegraph messages. At the time, sending electric signals over wires was the fastest method of sending information long distances. At the age of sixteen, he went to work as a telegraph operator.

3.3 The Original Extract of Procedure on 'How to Make Fruit Salad'

Source of Video: http://www.youtube.com/watch?v=2TWBhiIY3S8

Text Extract

In here, we will tell you about how to make fruit salad.
First, we need grated cheese, condensed milk, lime, mayonnaise, bowl,
honeydew, dragon fruit, and apple. Oh this is jelly, knife.

Step 1, cut the fruits into little square like this. Arrange all cut fruits into the
bowl, as much as you need.

And step 2, sprinkle the mayonnaise into the bowl.

Step 3, sprinkle the milk, like this.

Step 4, sprinkle the jelly.

And, last, sprinkle the cheese.
Don't forget to give a lime to make it more yummy.
It's done. Delicious salad ala Nawa and Nabila ready to serve.

3.4 The Modification Process of Procedure on 'How to Make Fruit Salad'

The Modification Process
Omit some words that are potentially confusing for the students
(In here, we will tell you about) how to make fruit salad. (First, we need) grated cheese .... (Step 1), cut the fruits into little square (like this) (And step 2), sprinkle the mayonnaise (into the bowl). (It's done.) Delicious salad (a la Nawa and Nabila) ready to serve.
Add some words/conjunctions to make the students experience what they have learned about the materials: the linguistic features of procedure
We need grated cheese, condensed milk, lime (...) → adding a word **juice** Don't forget to give a (...) lime to make it more yummy → adding a word **a little** Step 1, (...) cut the fruits into little square → adding a conjunction **first** (...) Arrange all cut fruits into the bowl → adding a conjunction **after that** And step 2, sprinkle the mayonnaise → adding a conjunction **then** Step 4, (...) sprinkle the jelly → adding a conjunction **next**
Change the words into more familiar words to help students understand the video better
Cut the fruits into little square → little changed into small And step 2, sprinkle the mayonnaise → sprinkle changed into add Step 4, sprinkle the jelly → sprinkle changed into put Don't forget to give a lime to make it more yummy → give changed into spread

3.5 The Adapted Procedure on 'How to Make Fruit Salad'

HOW TO MAKE FRUIT SALAD

Materials:
- Grated cheese
- Condensed milk
- Lime juice
- Mayonnaise
- Jelly
- Fruits (Honeydew, dragon fruit, watermelon, apple)
  Utensils:
- Bowl
- Knife

Steps:
- First, cut the fruits into small square
- After that, arrange the fruits in the bowl
- Then, add some mayonnaise and milk
- Next, put some jelly
- Now, sprinkle the grated cheese
- Do not forget to spread a little lime juice on top to make it yummy
- Finally, the fruit salad is ready to serve.

3.6 The Original Sources of Birthday Invitations

Source of Pictures: http://www.announcingit.com
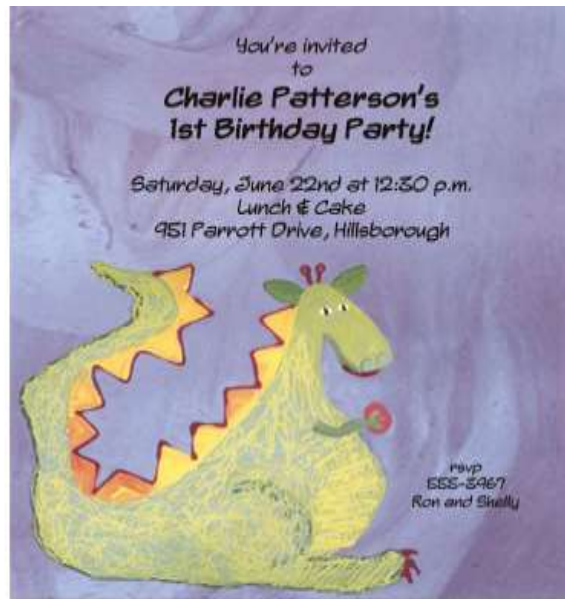
3.7 The Modification Process of Birthday Invitations

The Modification Process	The Adapted Texts
Modifying an invitation card with the features of an invitation: name of the invitee, body of the invitation (name of the event, day and date, time, place/venue), additional information, and name of the inviter.	Dear: Ian You are invited to **Tyler Anderson's 7th Birthday Party** August 12th at 12:30 PM Lunch and Cake 9612 Tackaberry Road, Lafayette Jean and Pat Anderson RSVP 555-6838
Adding some more contextual information to the adapted birthday invitation.	It's hard to believe In a blink of an eye Already 14 years have gone by Join us as we celebrate **Christa's 14th Birthday** Saturday, May 22, 2011 1– 4 PM Christa's House Jalan Parangtritis Km. 13 Bantul Dress Code: Prince/Princess RSVP: 0274-5550000

3.8 The Original Series of Pictures and Phrases for Procedure on 'How to Wash Your Hands'

Washing hands

Water on

Hands wet

Rub hands with soap

Rinse

Water off

Dry

3.9 The Modification Process of Procedure on 'How to Wash Your Hands'

The Modification Process	The Modified Parts
Adding the parts of the text skeleton comprising the title, the materials, and the steps.	**HOW TO WASH YOUR HANDS** What you need: Steps:
Adding the temporal conjunctions as part of the linguistic feature of procedure.	**First**, turn the water tap on **After that**, wet your hands **Then**, rub your hands with soap **Next**, rinse your hands thoroughly **Finally**, dry your hands
Adding the imperative verbs as part of the linguistic feature of procedure.	First, **turn** the water tap **on** After that, **wet** your hands Then, **rub** your hands with soap Next, **rinse** your hands thoroughly Do not forget to **turn off** the water tap Finally, **dry** your hands

3.10 The Adapted Procedure on 'How to Wash Your Hands'

HOW TO WASH YOUR HANDS

What you need: water, soap, and towel

Steps:

- First, turn the water tap on
- After that, wet your hands
- Then, rub your hands with soap
- Next, rinse your hands thoroughly
- Do not forget to turn off the water tap
- Finally, dry your hands

(4) Instructional Materials Writing

Taken from Nuri's Third Observed Teaching Session

4.1 Monologue Recount 'Going on Vacation to Glagah Beach'

Hi, everybody. Let me tell you something. Yesterday, Bunga, Made, Seto and I went to Glagah beach. We prepared many tools to play with the sand. So, really early in the morning we went to the beach. Well, we arrived there at 6 a.m. However, we were really shocked. You know what? Rubbish was everywhere. It was really not comfortable, you know? Then we decided to clean the rubbish first. We took a big dustbin. Then we put all the rubbish there. Finally, after an hour the beach was clean. It was more comfortable. I was really happy.

4.2 Activity 2

Activity 2

See the invitation on the board. Fill in the blanks with suitable words/phrases. Tell your friends what are the parts of the text.

You're invited

Please ... us at a party to ... that our daughter

Karen Lucy Hale
is turning 15

September 16th, 2014 from ...

123 Rosewood Street, CA

Mark and Rose Hale
... at 345.333 to Gerry

Hope to ... you there ☺

- join

- see

- celebrate

- RSVP

- 1 – 4 PM

4.3 Activity 3

Activity 3

In pairs, read the given information carefully. Complete the text by writing the missing parts in your own words.

Mr. and Mrs. Tedjakusuma will celebrate their son's, Ardhi Tedjakusuma's birthday. The boy was born on May 11, 2002. He wants to invite all his classmates, students of grade 7 SMP Negeri 5 Jetis. The family will hold the party in Lombok Abang Restaurant, Jalan Parangtritis Km. 5 Bantul. It will start at 3 in the afternoon and lasts for 2 hours. Students who will come or will not come to the party should make a call to Ardhi on (0274) 5556666. Ardhi wants his friends to wear casual clothes.

To: …………………

Come join us as we celebrate

………………………………

on May 11, 2014 from ….. at …………..

Mr. and Mrs. Tedjakusuma

RSVP. ………………..

Dress Code: …………………..

4.4 Activity 4

Activity 4

In pairs, read the given information carefully. Write the invitation card based on the information.

Alexa Sanders is going to have a birthday party. Alexa is 14 years old this Saturday, June 5, 2014. She wants to invite all of her classmates. The party will be held at her house at 888 Lakewood Road, started at 2 PM. There will be pizza and syrup at 3 PM. She hopes to see all her classmates with their favorite cartoon character's costume.

APPENDIX X THE PROCESS OF CONCEPTUALIZING CONTENT AND ORGANIZING THE INSTRUCTION

A. THE EXPERIENCED TEACHERS' CONTENT CONCEPTUALIZATION AND ORGANIZATION OF ACTIVITIES

Table 10.1: The experienced teachers' content conceptualization and organization of activities

Patterns of Integration/ Skills & Texts Focus	Content Categories of Skills and Texts Intended to Achieve	Learning Activities	Organizing Principles
Reading Instructions & Particular Text Types (Caution-Notice, Report, & Recount)			
Meri			
Meeting 1 Short Functional Text (Caution & Notice)	The linguistic feature of the text (vocabulary & verbs used in Caution & Notice)	Matching words related to caution and notice to their meanings in Indonesian language	Text-based Teaching and Learning Cycle Joint Construction of the Text
	The linguistic feature of the text (sentence pattern/ imperative sentences used in notice or caution)	Arranging jumbled words into good notices or cautions in groups	Joint Construction of the Text
	Reading skill (identifying implied meaning of short functional text in the forms of caution and notice)	A game: Matching the given cautions or notices to the places they can be found (class work)	Joint Construction of the Text

Meeting 3 Report Text	The linguistic feature of the text (vocabulary related to the report text titled 'Elephants') Pronunciation	Underlining the correct words related to the report text titled 'Elephants' pronounced by the teacher	Text-based Teaching and Learning Cycle Independent Construction of the Text
	A particular writing skill (the text structure of the report text titled 'Elephants')	Arranging jumbled paragraphs into a report text.	Joint Construction of the Text
	Reading skill (finding information in the text)	A game: Given a set of cards containing some statements, the students working in groups were required to answer some questions presented on the slide.	Joint Construction of the Text
Sisilia			
Meeting 1 Recount Text (with the theme 'Holiday')	The linguistic feature of the text (vocabulary related to the theme 'holiday')	Discussing the meaning of key words in groups	Exploration, Elaboration, & Confirmation (EEC) Elaboration
	The linguistic feature of the text (simple past tense: sentence construction in simple past tense)	Arranging words into correct sentences	Elaboration
	The linguistic feature of the text (simple past tense: verbs used in simple past tense)	Completing missing words of a recount text entitled 'Detective Alibi'	Elaboration
	Reading skill (determining general ideas of	Answering five pre-reading questions based	Elaboration

	the text)	on the given text about 'A Study Tour to Bali'	
	Reading skill (determining the meanings of word synonyms)	Reading and matching the words with their synonyms based on the text about 'A Study Tour to Bali'	Elaboration
	Various reading skills (determining: (a) main idea, (b) the linguistic features of the text, i.e. the meanings of words & verbs, (c) word references, (d) general idea of the text, (e) implied information, (f) stated information, and (g) the communicative purpose of the text	Answering ten reading comprehension questions based on the text about 'A Study Tour to Bali'	Elaboration
Meeting 2 Recount Text (with the theme 'Football)	The linguistic feature of the text (vocabulary related to the theme 'football')	Vocabulary practices: - Discussing the meaning of the key vocabulary given by the teacher in groups - Finding words related to football - Figuring out names of EPL players and their clubs	Exploration, Elaboration, & Confirmation (EEC) Exploration
	The linguistic feature of the text (simple past tense: sentence construction in simple past tense)	Arranging words into sentences (in simple past tense)	Elaboration
	Various reading skills (determining: (a)	Answering ten reading questions based on	Elaboration

	main idea, (b) word references, (c) word synonym, (d) implied information, and (e) stated information (These micro skills were neither explicitly stated in the lesson plan nor in the pre-lesson interview.)	the text entitled 'David Beckham'	
	The linguistic feature of the text (verbs in simple past tense) Listening skill (identifying words)	Completing some missing words of a paragraph (listening)	Elaboration
Listening and Narrative			
Meri			
Meeting 2 Narrative (The Story of Jack and the Beanstalk)	Listening skill (identifying the meaning of words presented by the teacher) The linguistic feature of the text (vocabulary/word synonyms)	Matching the words with their synonyms	Text-based teaching and learning cycle
	- The linguistic feature of the text (random vocabulary related to the story) - Listening skill (identifying missing words in the text)	Listening to the video of the story of Jack and the Beanstalk and completing the missing words in the story	
	Listening skills (identifying implied information of the text and pronunciation)	Stating T/F on eight statements about the story of Jack and the Beanstalk	
Sisilia			
Meeting 3	The linguistic feature of the text	Classifying adjectives into positive and	Exploration, Elaboration, &

Narrative (The Story of Cinderella)	(vocabulary related to the moral value of the story)	negative	Confirmation (EEC)
	The linguistic feature of the text (simple past tense: sentence pattern)	Arranging words into sentences	
	Listening skills (identifying specific/stated information) (This micro skill was not stated in the lesson plan)	Answering ten listening questions based on the story of Cinderella	
	- The linguistic feature of the text (verbs in narrative text) - Listening skill (No specific micro listening skill was stated.)	Completing the missing words of the story of 'Cinderella'	
Meeting 4 Narrative (The Story of Snow White)	The linguistic feature of the text (vocabulary related to the given story)	Finding related words to the story of Snow White	Exploration, Elaboration, & Confirmation (EEC)
	The linguistic feature of the text (simple past tense: sentence pattern)	Arranging words into sentences	
	Listening skills (No specific micro listening skill was stated in the lesson plan.)	Answering listening questions based on the story of 'Snow White'	
	- The linguistic feature of the text (verbs in narrative text) - Listening skill (No specific micro listening skill was stated.)	Completing some missing words of the story of 'Snow White'	
Susan			

Integration of Listening-Speaking Skills			
Meeting 1 Listening-Speaking (Transactional & Interpersonal Text)	Listening skill (identifying the information in the dialogue and the expressions used in the dialogue)	Listening to a dialogue and identifying the information and the expressions used in the dialogue	Exploration, Elaboration, & Confirmation (EEC)
	Listening skills (identifying the meaning of the expressions of asking for/ giving/ declining things and offering/ accepting/ declining things and identifying specific information)	Listening to dialogues containing the expressions of asking for/ giving/ declining things and offering/ accepting/ declining things: a) Listening to a dialogue and identifying the menu ordered by the customer (Practice 1) b) Listening to a dialogue and identifying the menu ordered by two customers (Practice 2)	
Meeting 2 Listening-Speaking (Transactional & Interpersonal Text)	Listening skill (identifying the meaning of the target expressions) Speaking skill (saying the target expressions)	Listening to and repeating the expressions of asking for/giving/declining things and the ones of offering/accepting/declining things in drills (by means of videos)	Exploration, Elaboration, & Confirmation (EEC)
	Speaking skill (practicing the target expressions in a game)	Practicing these expressions in a game entitled 'The Best Waiter'	
	Listening skill (identifying the meaning of the target expressions)	Listening to another model of conversation	

	Speaking skill (practicing the target expressions in a role play)	Preparing a role play (a conversation in a restaurant setting) to practice the expressions	
Meeting 3 Listening-Speaking (Transactional & Interpersonal Text)	Speaking skill (practicing the target expressions in a role play)	Preparing a dialogue	Exploration, Elaboration, & Confirmation (EEC)
	Speaking skill (practicing the target expressions in a role play)	Practicing the dialogue	
Integration of Reading-Writing Skills			
Meeting 4 Reading-Writing (Short Functional Text/ Advertisement)	The linguistic feature of the text (typical sentences used in ads)	Identifying typical sentences usually used in advertisement and discussing their meanings	The Stages of Opening, Main, & Closing Activities Main Activities
	- The linguistic feature of the text (vocabulary) - The generic structure of the text - Reading skill (identifying specific/detailed information)	Reading an advertisement on 'Jejamuran Restaurant' and identifying specific information (food category, location, price, atmosphere, special offer, reasons why the restaurant is considered interesting, reasons for choosing the restaurant)	Main Activities
	- The linguistic feature of the text (vocabulary) - The generic structure of the text - Reading skill (identifying specific/detailed	Reading an advertisement on 'House of Raminten' and identifying specific information (food category, location, price, atmosphere, special offer, reasons why the	Main Activities

information)	restaurant is considered interesting, reasons for choosing the restaurant)	
Writing skill (writing typical sentences used in advertisements on restaurant)	Writing typical sentences used in advertisement on restaurant (in groups)	Main Activities
Writing skill (writing a short restaurant advertisement)	Writing an advertisement on any restaurant of the students' interest (individual work)	Main Activities

B. THE INEXPERIENCED TEACHERS' CONTENT CONCEPTUALIZATION AND ORGANIZATION OF ACTIVITIES

Table 10.2: The inexperienced teachers' content conceptualization and organization of activities

Patterns of Integration/ Skills & Texts Focus	Content Categories of Skills and Texts Intended to Achieve	Learning Activities	Organizing Principles
Etta			
Integration of Reading-Writing Skills and Recount			
Meeting 1 Reading & Recount	Various reading skills (Identifying: 1) main idea, 2) word meanings, 3) verbs, 4) reference, 5) general information of the text, 6) implied information, 7) stated/ specific information)	Completing two reading activities in the form of multiple choice questions	Exploration, Elaboration, & Confirmation (EEC) Elaboration
Meeting 2 Writing & Recount	The text structure (the generic structure of recount)	Arranging jumbled paragraphs into a good recount in groups	Exploration, Elaboration, & Confirmation (EEC)
	The linguistic feature of the text (vocabulary)	Finding the meanings of some related vocabulary in dictionary	
	- The linguistic feature of the text (grammar/ simple past tense) - Writing skill (writing simple sentences in simple past tense)	Constructing sentences in simple past tense based on a series of pictures about 'Going to the Zoo'	

Meeting 3 Reading & Recount	Various reading skills (Identifying: 1) general idea of recount, 2) main idea of paragraph in recount, 3) stated/ specific information, 4) word reference, 5) word meaning	Answering three reading comprehension practices	Exploration, Elaboration, & Confirmation (EEC) Elaboration
Meeting 4 Writing & Recount	The linguistic feature of recount (simple past tense)	Changing sentences in simple present tense into the ones in simple past tense	Exploration, Elaboration, & Confirmation (EEC)
	The linguistic feature of recount (verbs in simple past tense)	Completing missing words by choosing correct verbs either in simple present tense or simple past tense	
	- The linguistic feature of recount (simple past tense) - Writing skill (constructing sentences in simple past tense to form a recount)	Sequencing a series of pictures about 'Going Camping' and writing a simple past tense sentence for each picture	
Nuri			
Integration of Listening- Speaking Skills and Monologue Recount			
Meeting 1 Listening & Monologue Recount		- Answering several general questions related to 'Thomas Alva Edison' - Discussing the meaning of the provided vocabulary related to the text in pairs	The Pre-Listening Stage
	- Listening skill (identifying various specific	Listening to the audio record and	The Whilst-Listening Stage

	information in the monologue recount) - Monologue recount (biography)	completing the missing words in the text titled 'Thomas Alva Edison'	
	- Listening skill (identifying the social purpose of the text) - The social purpose of the text	Determining the social purpose of the text	
	- Listening skill (noticing the verbs and conjunctions found in the text) - The linguistic features of the text (grammar/ simple past tense and conjunctions)	Noticing and underlining the verbs and conjunctions found in the text	
		Reflecting and concluding the lesson with the teacher	The Post-Listening Stage
Meeting 2 Speaking & Monologue Recount		Reviewing the previous lesson	The Pre-Speaking Stage
	- Listening skill (identifying stated/ specific information) - Speaking skill (answering the questions) - Monologue recount (dialogue)	Listening to a dialog on 'Last Holiday' and answering several questions	The Whilst-Speaking Stage
	- Speaking skill (practicing to say the expressions) - The expressions used in monologue recount (dialogue)	Repeating after the teacher the expressions and intonation used in the model dialogue	
	- Speaking skill (practicing the language	Practicing the dialogue (containing	

		dialogue lines in simple past tense) in pairs	
	expressions used in monologue recount) - The expressions used in monologue recount (dialogue)		
	- Speaking skill (performing an interview by using the given language expressions) - The expressions used in monologue recount (dialogue)	Doing a guided interview by using the provided worksheet	
	- Speaking skill (presenting the interview results in the form of monologue recount) - Monologue recount (dialogue)	Reporting the interview results individually (in the form of monologue recount)	
		Reflecting and concluding the lesson with the teacher	The Post-Speaking Stage
Meeting 3 Speaking & Monologue Recount		Reviewing the previous lesson	The Pre-Speaking Stage
	- Listening skill (identifying the language used in monologue recount) - The language expressions used in monologue recount (dialogue)	Listening to monologue recount while completing the missing words of the text	The Whilst-Speaking Stage
	Listening skill (identifying specific information of the text)	Answering eight questions related to the text	
	- The text structure	Identifying the generic structure of the text	
	- The linguistic feature and the text structure	Arranging jumbled spoken lines of	

		monologue recount in a sequential order	
	- Speaking skill (presenting the constructed lines of monologue recount) - Monologue recount	Presenting the result of the group discussion to the class	
		Reflecting and concluding the lesson with the teacher	The Post-Speaking Stage
Meeting 4 Speaking & Monologue Recount		Reviewing the previous lesson	The Pre-Speaking Stage
	- Speaking skill (practicing monologue recount in groups) - The linguistic feature and the text structure	Constructing a monologue recount based on a series of pictures orally in groups	The Whilst-Speaking Stage
	- Speaking skill (practicing monologue recount in groups - The linguistic feature and the text structure	Doing a chain story	
	- Speaking skill (practicing and performing monologue recount individually) - Monologue recount	Constructing a short monologue recount based on the students' own experience and presenting the student's own monologue recount individually	
		Reflecting and concluding the lesson with the teacher	The Post-Speaking Stage
Tria			
Integration of Listening- Writing Skills with Procedure			
Meeting 1	Listening skill (identifying general	Answering five general questions related	Building Knowledge of the Field

Listening & Procedure	information related to the text)	to the given video (Activity 1: Observe the video, then answer the question orally.)	
	- Listening skill (identifying vocabulary related to the given procedure as presented in the video) - The linguistic feature of the text (vocabulary)	Arranging scrambled letters into correct words (Activity 2: Listen to your teacher. Arrange the letters into correct words)	Modeling of the Text
	- Various listening skills (identifying: 1) general information of the text, 2) implied information, 3) stated/ specific information) - Procedure text	Answering five multiple choice questions related to the given video (Activity 3: Once again, observe the video. In pairs, answer the following questions.)	Joint Construction of the Text
	- Listening skill (listening to sequence the order of the procedural steps) - The text structure (the generic structure of the text)	Arranging jumbled steps of 'How to Boil an Egg' (Activity 5: Listen to your teacher. Fill in the blanks by giving the correct number.)	Independent Construction of the Text
Meeting 2 Writing & Procedure	Procedural steps (the text structure)	Observing scrambled pictures, arranging them in a good order, and answering five general questions related to the pictures (Activity 1: Observe the pictures, then answer the question orally.)	Building Knowledge of the Field
	The linguistic feature of procedure (phrases	Matching the given pictures with the	Modeling of the Text

	or sentences describing the procedural steps of 'How to Wash Your Hands')	correct sentences/phrases (Activity 2: Match the pictures with the correct phrases/sentences.)	
	Reading skill (identifying specific information in the given procedure on 'How to Wash Your Hands)	Answering five multiple choice questions related to a particular text (Activity 3: In pairs, answer the following questions.)	Joint Construction of the Text
	The linguistic feature of procedure (phrases or sentences describing particular procedural steps on 'How to Brush Your Teeth')	Matching the pictures with the correct phrases/sentences (Activity 4: Match the pictures with the correct phrases/ sentences.)	Independent Construction of the Text
	Writing skill (writing a short and simple procedure by following the provided text skeleton)	Writing a short procedure (Activity 5: Make your own procedure text based on the previous task.)	Independent Construction of the Text
Integration of Reading-Writing Skills and Short Functional Text (Birthday Invitation)			
Meeting 3 Reading & Birthday Invitation		Observing the given samples of birthday invitations and giving five general questions to answer (Activity 1/ The teacher asks the students some questions.)	Building Knowledge of the Field
	- The text structure	Matching the parts of birthday invitation (Activity 2: See the invitation on the board. What are the parts of an invitation? Choose the correct parts from the box.)	Modeling of the Text

- The linguistic feature of the text (related vocabulary)	Finding the word synonyms related to the given text in pairs (Activity 3: Match the words in column A with their synonyms in column B.)	Joint Construction of the Text
- Reading skill (identifying stated/ specific information of the text) - The text structure (parts of birthday invitation)	Reading and stating whether the given statements T or F in pairs (Activity 4: In pairs, read the text and put a tick (v) whether the statements are T or F according to the text.)	
- Various reading skills (identifying: 1) the social purpose of the text, 2) the general information of the text, 3) stated/ specific information, 4) implied information, 5) word meanings, 6) word reference) - The social purpose of the text - The text structure (parts of birthday invitation)	Individually answering ten multiple questions related to the given invitation (Activity 5: Read the following texts, then answer the questions by choosing A, B, C, or D.)	Independent Construction of the Text

Meeting 4 Writing & Birthday Invitation		Answering four questions related to the invitation read by the teacher (Activity 1/ The teacher reads an invitation. She then asks the students the following questions.)	Presentation
	- Reading skill (identifying specific information) - The text structure (the generic structure of the text)	Completing missing words in an invitation (Activity 2: See the invitation on the board. Fill in the blanks with suitable words/phrases. Tell your friends what the parts of the text are.)	Practice
	- The text structure (the generic structure of the text)	Completing the missing parts of the given text with the students' own words (Activity 3: In pairs, read the given information carefully. Complete the text by writing the missing parts in your own words.)	
	Writing skill (writing a short birthday invitation based on the given information)	In pairs writing an invitation based on the given information (Activity 4: In pairs, read the given information carefully. Write the invitation card based on the information.)	
	Writing skill (writing a short birthday invitation based on the students' own information)	Individually writing an invitation based on the students' own information (Activity 5: Think about your dream of a birthday party. Now, pretend that you will soon celebrate your birthday. Individually, write your own birthday invitation card.)	Production

APPENDIX XI THE PROCESS OF ASSESSING STUDENT LEARNING

A. THE EXPERIENCED TEACHERS

(1) **The Experienced Teachers' Selection of Classroom-based Assessment Activities**

Table 11.1: The experienced teachers' selection of classroom-based assessment activities

Grade/ Meeting	The Standard of Competence and the Basic Competence	Assessment Activities	Competences Planned to Achieve as Stated in the Lesson Plans	Competences Attached in the Activities
Meri				
IX/ 1	**Standard of Competence**: Reading Understanding meanings in simple, short functional text and essay in the forms of narrative and report to interact in the daily life context **Basic Competence**: Responding to meanings in short functional text accurately, fluently, and acceptably to interact in the daily life context	Answering ten multiple choice questions about caution and notice	Reading micro skills: Identifying: (a) the implied meaning of the text, (b) the communicative purpose/meanings, and (c) the linguistic features of the text	Reading micro skills: Identifying: (a) the general idea of the text, (b) a word meaning, (c) the implied meaning of the text, (d) detailed information
IX/ 2	**Standard of Competence**: Listening Understanding	Stating T/F on eight statements about the story of Jack and the	Listening micro skill: Identifying the	Listening micro skills: Identifying:

		Beanstalk	implied meaning of the text	(a) the implied meaning of the text, (b) stated information
	meanings in spoken, short functional text and monologue in the forms of narrative and report to interact in the daily life context **Basic Competence**: Responding to short and simple monologue in the forms of narrative and report texts accurately, fluently, and acceptably to interact in the daily life context			
IX/ 3	**Standard of Competence**: Reading Understanding meanings in simple and short functional text and essay in the forms of narrative and report to interact in the daily life context **Basic Competence**: Responding to meanings and rhetorical steps in simple and short essay in the forms of narrative and report accurately, fluently, and acceptably to interact in the daily life context	A game: Given a set of cards containing some statements, the students working in groups were required to answer some questions presented on the slide.	Reading micro skill: Finding information in the text	The same reading micro skill

IX/ 4	**Standard of Competence**: Writing Expressing meanings in simple and short functional text and essay in the forms of descriptive and procedure to interact in in the daily life context **Basic Competence**: Expressing meanings and rhetorical steps in simple, short, written essay in the forms of descriptive and procedure accurately, fluently, and acceptably to interact in the daily life context	Writing a short descriptive text	Writing a short descriptive text (Unclear writing micro skills that were intended to achieve)	The same writing macro skill
Susan				
VIII/1 VIII/2	(1) **Standard of Competence:** Listening Understanding meanings in simple transactional and interpersonal conversation to interact in the daily life context **Basic Competence:** Responding to meanings in simple transactional (to get things done) and	- Listening to a dialogue and identifying the menu ordered by the customer (Practice 1) - Listening to a dialogue and identifying what the two men ordered (Practice 2)	Listening micro skills: Identifying the meaning of the expressions of asking for/ giving/ declining things and offering/ accepting/ declining things and identifying specific information/ the menu ordered by customers)	The same micro skills

VIII/3	interpersonal (to socialize) conversation accurately, fluently, and acceptably to interact in the daily life context by involving the expressions of: asking for, giving, and declining services/ things; asking for and denying information; asking for and giving opinions; offering/ accepting/ declining things. (2) **Standard of Competence:** Speaking Expressing meanings in short, simple, and spoken transactional and interpersonal conversation to interact in the daily life context **Basic Competence:** Responding to meanings in simple transactional (to get things done) and interpersonal (to socialize) conversation accurately, fluently, and acceptably to interact in the daily life context by involving	Role play Speaking: Compose a dialogue at a restaurant where you and your friends visited.	Speaking skill: Practicing the target expressions in a role play	The same speaking skill

	the expressions of: asking for, giving, and declining services/ things; asking for and denying information; asking for and giving opinions; offering/ accepting/ declining things.			
VIII/4	(1) **Standard of Competence:** Reading Understanding meanings in simple, short, and written functional text and essay in the form of advertisement to interact in the daily life context **Basic Competence:** Reading Responding to meanings in short and written functional text accurately, fluently, and acceptably to interact in the daily life context	(1) Reading an advertisement on 'Jejamuran Restaurant' and identifying specific information (food category, location, price, atmosphere, special offer, reasons why the restaurant is considered interesting, reasons for choosing the restaurant)	(1) Reading micro skill: Identifying specific information Reading micro skill for exploring the given text: Identifying the linguistic feature of the text (vocabulary) and the generic structure of the text	The same reading micro skills
	(2) **Standard of Competence:** Writing Expressing meanings	(2) Writing an advertisement on any restaurant of the students'	(2) Writing skill: Writing a short restaurant	The same writing skill

	in simple and short functional text and essay in the form of advertisement to interact in the daily life context **Basic Competence:** Expressing meanings in simple, short, and written functional text accurately, fluently, and acceptably to interact in the daily life context	interest (individual work)	advertisement	
Sisilia				
VIII/1	**Standard of Competence:** Reading Understanding meanings in simple, short, and spoken functional text in the forms of **recount** and narrative to interact in the daily life context **Basic Competence:** Responding to meanings and rhetorical steps in simple and short essay in the forms of **recount** and narrative accurately, fluently, and acceptably to interact in the daily life context	Answering ten reading comprehension questions based on the text about 'A Study Tour to Bali'	Reading micro skills: Determining: (a) the main idea of the text, (b) the linguistic features of the text, i.e. the meanings of words & verbs, (c) word references, (d) the general idea of the text, (e) the implied meaning of the text, (f) the stated information, and (g) the communicative purpose of the text	The same reading micro skills, except that the following micro skills were not accommodated: Determining: (b) the linguistic features of the text in terms of verbs & (f) the stated information

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VIII/2	The same as above selected for the first meeting	Did not specify a particular activity to be used as an assessment activity		
VIII/3	**Standard of Competence:** Listening Understanding meanings in simple and short transactional and interpersonal conversation to interact in the daily life context **Basic Competence:** Responding to meanings in simple and short monologue in the forms of **narrative** and recount accurately, fluently, and acceptably to interact in the daily life context	Did not specify a particular activity to be used as an assessment activity		
VIII/4	The same as above selected for the third meeting	Did not specify a particular activity to be used as an assessment activity		

(2)   The Examples of the Correspondence of the Assessment Activity with the Intended Micro Reading Skills

Table 11.2: The correspondence of the multiple choice question items in the first assessment activity with the intended micro skills

No.	The Question Items	The Micro Reading Skills Intended to Achieve
1.	CAUTION WET FLOOR What does the text above mean? The floor is … A. wet so that people should make it dry. B. wet so that people should not make it dry. C. slippery so that people have to be very careful. D. slippery so that people may not care of it.	Identifying the general idea of the text
2.	NO SURFING ALLOWED The word 'allowed' is similar in meaning with … A. banned B. forbidden C. prohibited D. permitted	Identifying a word meaning
3.	What does the word 'surfing' mean? A. Swimming in the seashore B. Fishing in the seashore C. The sport of riding on a wave on special board D. The sport of water polo done at the beach	Identifying a word meaning
4.	Where do you possibly find the notice? A. At the beach	Identifying the implied meaning of the text

	B. At the meadows C. At the mountain D. At the river	
5.	CAUTION HOT SURFACE DO NOT TOUCH What does the caution mean? People … A. are allowed to touch the substance. B. are forbidden to touch the substance. C. are instructed to touch the substance. D. are not banned to touch the substance.	Identifying the general idea of the text
6.	The caution is usually found in … A. a restaurant B. an office C. a factory D. a hall	Identifying the implied meaning of the text
7.	CAUTION! SWITCH OFF THE ENGINE WHILE FILLING UP A GAS TANK Where do you usually find the sign above? A. at a railway station B. at a station wagon C. at a bus station D. at a petrol station	Identifying the implied meaning of the text
8.	Why should we switch off the engine? Because … A. the engine will be on. B. the tank will be full. C. the gas will run out. D. the fuel can burn the engine.	Identifying detailed information
9.	ARTICLES ARE CONSIDERED SOLD IF YOU BROKE THEM The caution means that if you break the articles	Identifying the implied meaning of the text

	you must … A. sell the broken articles. B. pay for the articles. C. find the other articles. D. break the other articles.	
10.	What is the other word of 'articles'? A. pieces of writing in a magazine B. goods on the display to sell C. goods made from glasses D. everything in the supermarket	Identifying a word meaning

Table 11.3: The correspondence of the reading comprehension questions in Sisilia's 1st assessment activity with the intended micro skills

No.	The Question Items	The Micro Skills Intended to Achieve
1.	What is the main idea of paragraph 1?	Identifying the main idea of the text
2.	"I was <u>so exhausted</u> because I had to sit along the journey." The underlined word means …	Identifying the linguistic feature of the text (vocabulary)
3.	"There were so many activities to do <u>there</u>." The underlined word refers to …	Identifying word reference
4.	What did they do along the journey?	Identifying stated information
5.	What does the text tell us about?	Identifying the general idea of the text
6.	What did the writer do in Kuta beach?	Identifying stated information
7.	What was Garuda Wisnu Kencana?	Identifying implied information
8.	How is the generic structure of recount text?	No stated micro skill is matched.
9.	What is the purpose of the text?	Determining the communicative purpose of the text
10.	How was the study tour to Bali for the writer?	Identifying implied information

B. THE INEXPERIENCED TEACHERS

(1) The Inexperienced Teachers' Selection of Classroom-based Assessment Activities

Table 11.4: The inexperienced teachers' selection of classroom-based assessment activities

Grade/ Meeting	The Standard of Competence and the Basic Competence	Assessment Activities	Competences Planned to Achieve as Stated in the Lesson Plans	Competences Attached in the Activities
Etta				
VIII/ 1	**Standard of Competence**: Reading Understanding meanings in short and simple essay in the forms of *recount* and *narrative* to interact in the daily life context **Basic Competence**: Responding to meanings and rhetorical steps in short and simple essay in the	Answering reading comprehension questions on the text titled 'Barbecue in the Park'	Reading micro skills: Identifying: (1) main idea, (2) word meanings, (3) verbs, (4) reference, (5) general information of the text, (6) implied information, and (7) stated/specific information	Reading micro skills: Identifying: (1) main idea of a particular paragraph in the text, (2) stated/specific information

	forms of *recount* and *narrative* accurately, fluently, acceptably to interact in the daily life context			
VIII/ 2	**Standard of Competence**: Writing Expressing meanings of short, simple, and written functional text and essay in the forms of *recount* and *narrative* to interact in the daily life context **Basic Competence**: Expressing meanings and the rhetorical steps in short, simple, and written essay in the forms of *recount* and *narrative* to interact in the daily life context	No specific activity was allocated for an assessment activity	-	-
VIII/ 3	**Standard of Competence**: Reading Understanding meanings of short and simple essay in the forms of *recount* and *narrative* to interact in the daily life context	Answering ten reading comprehension questions on the text titled 'My Holiday in Bali'	Reading micro skills: Identifying: (1) general idea of the text, (2) main idea of particular paragraphs in the text, (3) stated/ specific information, (4) word reference, (5)	The same reading micro skills

	Basic Competence: Responding to meanings and rhetorical steps in short and simple essay in the forms of *recount* and *narrative* accurately, fluently, acceptably to interact in the daily life context		word meaning	
VIII/ 4	**Standard of Competence**: Writing Expressing meanings in short, simple, and written functional text and essay in the forms of *recount* and *narrative* to interact in the daily life context **Basic Competence**: Expressing meanings and rhetorical steps in short, simple, and written essay in the forms of *recount* and *narrative* to interact in the daily life context	Sequencing a series of pictures about 'Going Camping' and writing a simple past tense sentence for each picture	Writing micro skills: Constructing sentences in simple past tense to form a recount text	Writing micro skills: - Identifying the organization of the text by sequencing the pictures - Constructing sentences in simple past tense to form a recount text
Nuri				
VIII/ 1	**Standard of Competence**: Listening Understanding meanings in short and	Listening to a certain chunk of a particular text and filling in the missing words of the text	Listening micro skills: Identifying: (1) stated/ specific	Listening micro skill: Identifying the missing verbs (in simple past

	simple spoken functional text and monologue in the form of *recount* to interact in the daily life context **Basic Competence**: Responding to meanings in short and simple monologue in the form of *recount* accurately, fluently, and acceptably to interact in the daily life context		information, (2) the communicative purpose of monologue recount text	tense) in the text
VIII/ 2	**Standard of Competence**: Speaking Expressing meanings in short and simple spoken functional text and monologue in the forms of *recount* and *narrative* to interact in the daily life context **Basic Competence**: Expressing meanings in short, simple, and spoken monologue in the forms of *recount* and *narrative* accurately, fluently, acceptably to interact in the daily life context	Reporting the interview results in the form of monologue recount to the class	Speaking skill: Performing a short and simple monologue recount	The same speaking skill

VIII/ 3	**Standard of Competence**: As in Meeting 2	The assessment activity was allocated in the 4th observed teaching session	-	-
	Basic Competence: As in Meeting 2			
VIII/ 4	**Standard of Competence**: As in Meeting 2	Individually presenting the students' own monologue recount to the class	Speaking skill: Performing a short and simple monologue recount	The same speaking skill
	Basic Competence: As in Meeting 2			
Tria				
VII/ 1	**Standard of Competence**: Listening Understanding meanings in very simple, short, and spoken functional and monologue text in the forms of *descriptive* and *procedure* to interact in the daily life context	Listening to the teacher and arranging jumbled steps of 'How to Boil an Egg' (Activity 5: Listen to your teacher. Fill in the blanks by giving the correct number.)	Listening micro skills: Identifying: (1) general information of the text, (2) implied information, (3) stated/ specific information	Listening micro skill: Listening to sequence the order of the procedural steps
	Basic Competence: Responding to meanings in very simple monologue in the forms of *descriptive* and			

	procedure accurately, fluently, and acceptably to interact in the daily life context			
VII/ 2	**Standard of Competence**: Writing Expressing meanings in very simple, short, and written functional text and essay in the forms of *descriptive* and *procedure* to interact in the daily life context **Basic Competence**: Expressing meanings and rhetorical steps in very simple, short, and written essay in the forms of *descriptive* and *procedure* accurately, fluently and acceptably to interact in the daily life context	Writing a short procedure (Activity 5: Make your own procedure text based on the previous task.)	Writing skill: Writing a simple and short procedure text with correct rhetorical steps (by following the provided text skeleton)	The same writing skill
VII/ 3	**Standard of Competence**: Reading Understanding meanings in very simple, short, and written functional text, and essay in the forms of *descriptive* and *procedure*, that relate to the daily life	Individually answering ten multiple questions related to the given invitation (Activity 5: Read the following texts, then answer the questions by choosing A, B, C, or D.)	Reading micro skills: Identifying: (1) the social purpose of the text (2) the general idea of the text	The same reading micro skills

	context		(3) stated/ specific information	
			(4) implied information	
			(5) word meanings	
	Basic Competence:		(6) word reference	
	Responding to meanings and rhetorical steps in very simple essay, in the forms of *descriptive* and *procedure*, that relate to the daily life context accurately, fluently, and acceptably			
VII/ 4	**Standard of Competence**: Writing Expressing meanings in very simple and short functional text and essay in the forms of *descriptive* and *procedure* to interact in the daily life context **Basic Competence**: Expressing meanings and rhetorical steps in very simple, short, and written essay in the forms of *descriptive* and *procedure* accurately, fluently, and acceptably to interact in the daily life context	Individually writing an invitation based on the students' own information (Activity 5: Think about your dream of a birthday party. Now, pretend that you will soon celebrate your birthday. Individually, write your own birthday invitation card.)	Writing skill: Writing a short birthday invitation based on the students' own information	The same writing skill

APPENDIX XII SAMPLES OF THE CODING SCHEME FOR THE PRE-LESSON INTERVIEW DATA

Theme: Analyzing Needs

Teacher/ Meeting	Unit of Meaning	Code	Category
Sisilia			
M1	It is based on my students' characteristics, most of them may be still confused about <u>recount text</u>. So, I emphasize them about <u>the past tense</u>. Most of may be them still confused about V1 and V2. So, I emphasize my students, "this is about recount text", "recount text must be past tense".	1a: (perceived student needs) for learning text type and the linguistic feature of the text	Forms of Student Needs
	Itu saya tayangkan tentang past tense *… saya jelaskan tentang* <u>past tense</u>. *Inilah* <u>past tense</u> *seperti ini dan saya berikan beberapa contoh-contoh kalimat tentang* past tense.	1b: (perceived student needs) for learning the linguistic feature of the text	
M2	I made my lesson plan based on the <u>syllabus</u> first, and the material that I must give to the students and then consider the students' interest … ya that's all.	2a: (perceived student needs) for learning text types and skills as stated in the syllabus derived from the 2006 School-based Curriculum	Forms of Student Needs
	Because I know that some of my students like <u>football (2b)</u>. So, I take the <u>material (s) (2c)</u> which are essential for their interest. We know that last year I teach (taught) this material also for my students. They said to me that	2b-c: (perceived student needs) for learning with materials that match the students' topic of	

	"*Wah kalau pelajaran bahasa Inggris seperti ini mudah sekali*" ("Wow, if the English lesson is like this, it's so easy") (laughing) … they said like that … "enak" ("easy"), *mereka senang ya* (they were happy yeah).	interest	
M3	Of course I decide the *SK* (*standard kompetensi*/ standard of competence) and *KD* (*kompetensi dasar*/ basic competence) based on the syllabus, and then create the material for my students …	3a: (perceived student needs) for learning text types and skills as stated in the syllabus derived from the 2006 School-based Curriculum	
M4	Yeah, I hope my students will accustom to hear English words. I am sure they almost never hear English at home. They never speak with their parents in English because they never hear English at home.	4a: (perceived student needs) for having more exposures on spoken language due to their life circumstance (socioeconomic background)	

APPENDIX XIII ETHICS APPROVAL

RE: HS Ethics Application - Approved (5201300763)(Con/Met)

10:17 AM (19

Fhs Ethics <fhs.ethics@mq.edu.au> hours ago)

to A/Prof, Dr, me

Dear A/Prof Riazi,

Re: "Yogyakarta (Indonesia) EFL Teachers' Conceptualisation of Pedagogical Content Knowledge as Represented in Their Instructional Curriculum Design and Practices"(5201300763)

Thank you for your recent correspondence. Your response has addressed the issues raised by the Faculty of Human Sciences Human Research Ethics Sub-Committee and approval has been granted, effective 7th November 2013. This email constitutes ethical approval only.

This research meets the requirements of the National Statement on Ethical Conduct in Human Research (2007). The National Statement is available at the following web site:

http://www.nhmrc.gov.au/_files_nhmrc/publications/attachments/e72.pdf.

The following personnel are authorised to conduct this research:

A/Prof Mehdi Riazi

Anita Triastuti

Dr Philip Chappell

Please note the following standard requirements of approval:

1.   The approval of this project is conditional upon your continuing

compliance with the National Statement on Ethical Conduct in Human Research

(2007).

2.   Approval will be for a period of five (5) years subject to the provision

of annual reports.

Progress Report 1 Due: 7th November 2014

Progress Report 2 Due: 7th November 2015

Progress Report 3 Due: 7th November 2016

Progress Report 4 Due: 7th November 2017

Final Report Due: 7th November 2018

NB. If you complete the work earlier than you had planned you must submit a

Final Report as soon as the work is completed. If the project has been

discontinued or not commenced for any reason, you are also required to

submit a Final Report for the project.

Progress reports and Final Reports are available at the following website:

http://www.research.mq.edu.au/for/researchers/how_to_obtain_ethics_approval/

human_research_ethics/forms

3.   If the project has run for more than five (5) years you cannot renew

approval for the project. You will need to complete and submit a Final

Report and submit a new application for the project. (The five year limit

on renewal of approvals allows the Sub-Committee to fully re-review

research in an environment where legislation, guidelines and requirements

are continually changing, for example, new child protection and privacy

laws).

4.   All amendments to the project must be reviewed and approved by the

Sub-Committee before implementation. Please complete and submit a Request

for Amendment Form available at the following website:

http://www.research.mq.edu.au/for/researchers/how_to_obtain_ethics_approval/

human_research_ethics/forms

5.   Please notify the Sub-Committee immediately in the event of any adverse

effects on participants or of any unforeseen events that affect the

continued ethical acceptability of the project.

6.   At all times you are responsible for the ethical conduct of your

research in accordance with the guidelines established by the University.

This information is available at the following websites:

http://www.mq.edu.au/policy

http://www.research.mq.edu.au/for/researchers/how_to_obtain_ethics_approval/

human_research_ethics/policy

If you will be applying for or have applied for internal or external

funding for the above project it is your responsibility to provide the

Macquarie University's Research Grants Management Assistant with a copy of

this email as soon as possible. Internal and External funding agencies will

not be informed that you have approval for your project and funds will not

be released until the Research Grants Management Assistant has received a

copy of this email.

If you need to provide a hard copy letter of approval to an external organisation as evidence

that you have approval, please do not hesitate to contact the Ethics Secretariat at the address

below.

Please retain a copy of this email as this is your official notification of ethics approval.

Yours sincerely,

Dr Peter Roger

Chair

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