

Appendix 4: Analysis of ELESF Students' Learning Activity in Pedagogical Courses

Cognitive Process Domain	Knowledge Domain	Pedagogical Competence Developed	Activity in the classroom	Life-long Learning Skills			Qualities		
				Ac	CL	AG	Au	RB	CR
Remember	Factual Knowledge	Stating L. Objective → factual details in the real SKKD, syllabus, and lesson plan	- Interviewing real students to know their reasons in learning English and the TEFL done in their schools - Looking at the real syllabus or lesson plan, remember details in it to create syllabus	√	√	√	√	√	√
		Applying L. Methodologies → factual details in the implementation of TEFL methodologies	-observing TEFL video and discussing it	√	√	√	-	-	√
		Developing Materials → factual details about the material used in real schools	- looking at the real text book used in real schools and analyzing it to create material adaptation	√	√	√	√	√	√
		Choosing L. Resources → factual details of learning resources used in real schools	- looking at the real text book used in real school and analyzing it	√	√	√	√	√	√
		Assessing students' learning → factual details of assessment instrument used in real schools	- looking at the real assessment instrument and analyzing it	√	-	-	√	√	√
	Conceptual Knowledge	Stating L. Objective → the definition, criteria or model of aims and objective	- presentation, discussion, paper writing	√	√	√	-	-	√
		Applying L. Methodologies → theories and models of ELT approach and methodology	- presentation, discussion, paper writing	√	√	√	-	-	√

	Developing Materials → the definition, classification and principle of each material, e.g. authentic material	- presentation, discussion, paper writing	√	√	√	-	-	√
	Choosing L. Resources → models of learning resources, e.g. learning media used in genre approach	-observing TEFL video and discussing it	√	√	√	-	-	√
	Assessing students' learning → the definition, classification and criteria of good learning assessment, e.g. validity, reliability and practicality of a learning assessment instrument	- listening to lecturer's explanation	-	-	√	-	-	-
Procedural Knowledge	Stating L. Objective → techniques of stating learning objectives in the syllabus and lesson plan	- looking at Bloom's taxonomy while listening to the lecturer's explanation	-	-	√	-	-	-
	Applying L. Methodologies → skills and techniques to teach English	- presentation, discussion and paper writing	√	√	√	-	-	√
		- micro teaching	√	√	√	-	-	√
		- peer response and peer assessment	√	√	√	-	-	√
	Developing Materials → techniques of adapting materials	- listening to lecturer's explanation	-	-	√	-	-	-
		- looking at the real text book used in real schools and analyzing it to create material adaptation	√	√	√	√	√	√
	Choosing L. Resources → techniques in choosing appropriate learning resources	- listening to lecturer's explanation	-	-	√	-	-	-
	Assessing students' learning → techniques in making good assessment instruments	- looking at the real assessment instrument and analyzing it to adapt the instrument	√	-	-	√	√	√

[illegible]

Cognitive Process Domain	Knowledge Domain	Pedagogical Competence Developed	Activity in the classroom	Life-long Learning Skills			Qualities		
				Ac	CL	AG	Au	RB	CR
Understand	Factual Knowledge	Stating L. Objective → factual details in the real SKKD, syllabus, and lesson plan	- Interviewing real students to know their reasons of learning English and the TEFL done in their schools and comparing the result - Looking at the real syllabus or lesson plan to create syllabus	√	√	√	√	√	√
		Applying L. Methodologies → factual details in the implementation of TEFL methodologies	-inferring details in each TEFL methodologies by observing TEFL video and discussing it	√	√	√	-	-	√
		Developing Materials → factual details about the material used in real schools	- looking at the real text book used in real schools, comparing it and analyzing it to create material adaptation	√	√	√	√	√	√
		Choosing L. Resources → factual details of learning resources used in real schools	- looking at the real text book used in real school and analyzing it	√	√	√	√	√	√
		Assessing students' learning → factual details of assessment instrument used in real schools	- looking at the real assessment instrument and analyzing it	√	-	-	√	√	√
	Conceptual Knowledge	Stating L. Objective → the definition, criteria or model of aims and objective	- presentation, discussion, paper writing	√	√	√	-	-	√
		Applying L. Methodologies → theories and models of ELT approach and methodology	- presentation, discussion, paper writing	√	√	√	-	-	√

[illegible]

	Metacognitive Knowledge	Stating L. Objective → students' own knowledge and strategy to learn how to state learning objective well	Listening to lecturers' explanation or feedback in each tasks that students have done							
		Applying L. Methodologies → students' own knowledge and strategy to learn how to apply learning methodologies well								
		Developing Materials → students' own knowledge and strategy to learn how to develop learning materials well								
		Choosing L. Resources → students' own knowledge and strategy to learn how to choose learning resources								
		Assessing students' learning → students' own knowledge and strategy to learn how to assess students' learning well								
				-	-	√	-	-	-	

Cognitive Process Domain	Knowledge Domain	Pedagogical Competence Developed	Activity in the classroom	Life-long Learning Skills			Qualities		
				Ac	CL	AG	Au	RB	CR
Apply	Factual Knowledge	Stating L. Objective → factual details in the real SKKD, syllabus, and lesson plan	- implementing the factual knowledge understood through interview in making syllabus and lesson plans	√	√	√	√	√	√
		Applying L. Methodologies → factual details in the implementation of TEFL methodologies	-implementing the detail of TEFL methodologies observed in micro teaching	√	√	√	-	-	√
		Developing Materials → factual details about the material used in real schools	- adapting learning materials	√	√	√	√	√	√
		Choosing L. Resources → factual details of learning resources used in real schools	- making use appropriate learning resources in micro teaching	√	√	√	-	-	√
		Assessing students' learning → factual details of assessment instrument used in real schools	- looking at the real assessment instrument and analyzing it	√	-	-	√	√	√
	Conceptual Knowledge	Stating L. Objective → the definition, criteria or model of aims and objective	- making a lesson plan and syllabus	√	√	√	√	√	√
		Applying L. Methodologies → theories and models of ELT approach and methodology	- micro teaching	√	√	√	-	-	√
		Developing Materials → the definition, classification and principle of each material, e.g. authentic material	- adapting materials	√	√	√	√	√	√

	Choosing L. Resources → models of learning resources, e.g. learning media used in genre approach	- micro teaching	√	√	√	-	-	√
	Assessing students' learning → the definition, classification and criteria of good learning assessment, e.g. validity, reliability and practicality of a learning assessment instrument	- analyzing assessment instrument	√	-	-	√	√	√
Procedural Knowledge	Stating L. Objective → techniques of stating learning objectives in the syllabus and lesson plan	- making a lesson plan and syllabus	√	√	√	√	√	√
	Applying L. Methodologies → skills and techniques to teach English	- micro teaching	√	√	√	-	-	√
	Developing Materials → techniques of adapting materials	- adapting materials	√	√	√	√	√	√
	Choosing L. Resources → techniques in choosing appropriate learning resources	- micro teaching	√	√	√	-	-	√
	Assessing students' learning → techniques in making good assessment instruments	- analyzing assessment instrument	√	-	-	√	√	√
Metacognitive Knowledge	Stating L. Objective → students' own knowledge and strategy to learn how to state learning objective well	-implementing the acquired strategy, e.g. good time management and suitable learning style to help them in making syllabuses	√	√	√	√	√	√
	Applying L. Methodologies	-implementing the acquired	√	√	√	-	-	√

	→ students' own knowledge and strategy to learn how to apply learning methodologies well	strategy, e.g. good time management and suitable learning style to prepare themselves in micro teaching						
	Developing Materials → students' own knowledge and strategy to learn how to develop learning materials well	-implementing the acquired strategy, e.g. good time management and suitable learning style to help them in adapting materials	√	√	√	√	√	-
	Choosing L. Resources → students' own knowledge and strategy to learn how to choose learning resources	-implementing the acquired strategy, e.g. good time management and suitable learning style to help them provide suitable learning resources in micro teaching	√	√	√	-	-	√
	Assessing students' learning → students' own knowledge and strategy to learn how to assess students' learning well	-implementing the acquired strategy, e.g. good time management and suitable learning style to help them in analyzing assessment instrument	√	-	-	√	√	√

Cognitive Process Domain	Knowledge Domain	Pedagogical Competence Developed	Activity in the classroom	Life-long Learning Skills			Qualities		
				Ac	CL	AG	Au	RB	CR
Analyze	Factual Knowledge	Stating L. Objective → factual details in the real SKKD, syllabus, and lesson plan	- analyzing students’ needs of English	√	√	√	√	√	√
			- identifying real life problem concerning learning objective in making research proposal	√	-	√	√	√	√
		Applying L. Methodologies → factual details in the implementation of TEFL methodologies	- identifying real life problem concerning learning methodology in making research proposal	√	-	√	√	√	√
		Developing Materials → factual details about the material used in real schools	- analyzing text books	√	√	√	√	√	√
			- identifying real life problem concerning learning materials in making research proposal	√	-	√	√	√	√
		Choosing L. Resources → factual details of learning resources used in real schools	- identifying real life problem concerning learning resources in making research proposal	√	-	√	√	√	√
		Assessing students' learning → factual details of assessment instrument used in real schools	- analyzing assessment instrument	√	-	-	√	√	√
			- identifying real life problem concerning learning assessment in making research proposal	√	-	√	√	√	√
	Conceptual Knowledge	Stating L. Objective → the definition, criteria or model of aims and objective	- identifying problem in the concept related to learning objective when making research proposal and giving response to peer’s proposal	√	√	√	√	√	√
		Applying L. Methodologies	- identifying problem in the	√	√	√	√	√	√

	→ theories and models of ELT approach and methodology	concept related to learning methodology when making research proposal and giving response to peer's proposal						
	Developing Materials → the definition, classification and principle of each material, e.g. authentic material	- identifying problem in the concept related to learning material when making research proposal and giving response to peer's proposal	√	√	√	√	√	√
	Choosing L. Resources → models of learning resources, e.g. learning media used in genre approach	- identifying problem in the concept related to learning resources when making research proposal and giving response to peer's proposal	√	√	√	√	√	√
	Assessing students' learning → the definition, classification and criteria of good learning assessment, e.g. validity, reliability and practicality of a learning assessment instrument	- identifying problem in the concept related to learning assessment when making research proposal and giving response to peer's proposal	√	√	√	√	√	√
Procedural Knowledge	Stating L. Objective → techniques of stating learning objectives in the syllabus and lesson plan	-	-	-	-	-	-	-
	Applying L. Methodologies → skills and techniques to teach English	-	-	-	-	-	-	-
	Developing Materials → techniques of adapting materials	-	-	-	-	-	-	-
	Choosing L. Resources → techniques in choosing appropriate learning resources	-	-	-	-	-	-	-

	Assessing students' learning → techniques in making good assessment instruments	-	-	-	-	-	-	-
Metacognitive Knowledge	Stating L. Objective → students' own knowledge and strategy to learn how to state learning objective well	-	-	-	-	-	-	-
	Applying L. Methodologies → students' own knowledge and strategy to learn how to apply learning methodologies well	-	-	-	-	-	-	-
	Developing Materials → students' own knowledge and strategy to learn how to develop learning materials well	-	-	-	-	-	-	-
	Choosing L. Resources → students' own knowledge and strategy to learn how to choose learning resources	-	-	-	-	-	-	-
	Assessing students' learning → students' own knowledge and strategy to learn how to assess students' learning well	-	-	-	-	-	-	-

Cognitive Process Domain	Knowledge Domain	Pedagogical Competence Developed	Activity in the classroom	Life-long Learning Skills			Qualities			
				Ac	CL	AG	Au	RB	CR	
Evaluate	Factual Knowledge	Stating L. Objective → factual details in the real SKKD, syllabus, and lesson plan	- evaluating (critiquing) result of the need analysis	√	√	√	√	√	√	
			- evaluating (critiquing) real life problem concerning learning objective in making research proposal	√	-	√	√	√	√	
		Applying L. Methodologies → factual details in the implementation of TEFL methodologies	- evaluating (critiquing) real life problem concerning learning methodology in making research proposal	√	-	√	√	√	√	
		Developing Materials → factual details about the material used in real schools	- evaluating (critiquing) the material in text book analysis	√	√	√	√	√	√	
			- evaluating (critiquing) real life problem concerning learning materials in making research proposal	√	-	√	√	√	√	
		Choosing L. Resources → factual details of learning resources used in real schools	- evaluating (critiquing) real life problem concerning learning resources in making research proposal	√	-	√	√	√	√	
		Assessing students' learning → factual details of assessment instrument used in real schools	- evaluating (critiquing) assessment instrument	√	-	-	√	√	√	
			- evaluating (critiquing) real life problem concerning learning assessment in making research proposal	√	-	√	√	√	√	

Conceptual Knowledge	Stating L. Objective → the definition, criteria or model of aims and objective	- evaluating (critiquing) problem in the concept related to learning objective when making research proposal and giving response to peer's proposal	√	√	√	√	√	√
	Applying L. Methodologies → theories and models of ELT approach and methodology	evaluating (critiquing) problem in the concept related to learning methodology when making research proposal and giving response to peer's proposal	√	√	√	√	√	√
	Developing Materials → the definition, classification and principle of each material, e.g. authentic material	- evaluating (critiquing) problem in the concept related to learning material when making research proposal and giving response to peer's proposal	√	√	√	√	√	√
	Choosing L. Resources → models of learning resources, e.g. learning media used in genre approach	- evaluating (critiquing) problem in the concept related to learning resources when making research proposal and giving response to peer's proposal	√	√	√	√	√	√
	Assessing students' learning → the definition, classification and criteria of good learning assessment, e.g. validity, reliability and practicality of a learning assessment instrument	- evaluating (critiquing) problem in the concept related to learning assessment when making research proposal and giving response to peer's proposal	√	√	√	√	√	√
Procedural Knowledge	Stating L. Objective → techniques of stating learning objectives in the syllabus and lesson plan	-	-	-	-	-	-	-

		Applying L. Methodologies → skills and techniques to teach English	-	-	-	-	-	-
		Developing Materials → techniques of adapting materials	-	-	-	-	-	-
		Choosing L. Resources → techniques in choosing appropriate learning resources	-	-	-	-	-	-
		Assessing students' learning → techniques in making good assessment instruments	-	-	-	-	-	-
	Metacognitive Knowledge	Stating L. Objective → students' own knowledge and strategy to learn how to state learning objective well	-	-	-	-	-	-
		Applying L. Methodologies → students' own knowledge and strategy to learn how to apply learning methodologies well	-	-	-	-	-	-
		Developing Materials → students' own knowledge and strategy to learn how to develop learning materials well	-	-	-	-	-	-
		Choosing L. Resources → students' own knowledge and strategy to learn how to choose learning resources	-	-	-	-	-	-
		Assessing students' learning → students' own knowledge and strategy to learn how to assess students' learning well	-	-	-	-	-	-

Cognitive Process Domain	Knowledge Domain	Pedagogical Competence Developed	Activity in the classroom	Life-long Learning Skills			Qualities		
				Ac	CL	AG	Au	RB	CR
Create	Factual Knowledge	Stating L. Objective → factual details in the real SKKD, syllabus, and lesson plan	- producing a syllabus and lesson plan	√	√	√	√	√	√
		Applying L. Methodologies → factual details in the implementation of TEFL methodologies	-	-	-	-	-	-	-
		Developing Materials → factual details about the material used in real schools	- adapting learning materials	√	√	√	√	√	√
		Choosing L. Resources → factual details of learning resources used in real schools	-	-	-	-	-	-	-
		Assessing students' learning → factual details of assessment instrument used in real schools	- adapting assessment instrument to be a valid, reliable and practical instrument	√	-	-	√	√	√
	Conceptual Knowledge	Stating L. Objective → the definition, criteria or model of aims and objective	-	-	-	-	-	-	-
		Applying L. Methodologies → theories and models of ELT approach and methodology	-	-	-	-	-	-	-
		Developing Materials → the definition, classification and principle of each material, e.g. authentic material	-	-	-	-	-	-	-
		Choosing L. Resources	-	-	-	-	-	-	-

	→ models of learning resources, e.g. learning media used in genre approach							
	Assessing students' learning → the definition, classification and criteria of good learning assessment, e.g. validity, reliability and practicality of a learning assessment instrument	-	-	-	-	-	-	-
Procedural Knowledge	Stating L. Objective → techniques of stating learning objectives in the syllabus and lesson plan	- producing a syllabus and lesson plan	√	√	√	√	√	√
	Applying L. Methodologies → skills and techniques to teach English	-	-	-	-	-	-	-
	Developing Materials → techniques of adapting materials	- adapting learning materials	√	√	√	√	√	√
	Choosing L. Resources → techniques in choosing appropriate learning resources	-	-	-	-	-	-	-
	Assessing students' learning → techniques in making good assessment instruments	- adapting assessment instrument to be a valid, reliable and practical instrument	√	-	-	√	√	√
Metacognitive Knowledge	Stating L. Objective → students' own knowledge and strategy to learn how to state learning objective well	-	-	-	-	-	-	-
	Applying L. Methodologies → students' own knowledge and strategy to learn how to apply learning methodologies well	-	-	-	-	-	-	-

		Developing Materials → students' own knowledge and strategy to learn how to develop learning materials well	-	-	-	-	-	-
		Choosing L. Resources → students' own knowledge and strategy to learn how to choose learning resources	-	-	-	-	-	-
		Assessing students' learning → students' own knowledge and strategy to learn how to assess students' learning well	-	-	-	-	-	-

Ac : Active engagement in the learning process

CL : Collaborative Learning

AG : Adult Guidance

Au : Authentic

RB : Research-based

CR : Community-relevant