REFERENCES

Ädel, A. (2006). *Metadiscourse in L1 and L2 English* (Vol. 24). John Benjamins Publishing Company. https://doi.org/10.1075/scl.24

Adnan, Z. (2009). Some Potential Problems for Research Articles Written by Indonesian Academics when Submitted to International English Language Journals. *Asian EFL Journal*, *11*(1), 107–125.

Anthony, L. (2023). *AntConc* (Version 4.2.4). Waseda University. https://www.laurenceanthony.net/software

Ardizone, P., & Pennisi, G. A. (2012). CERLIS Series Series Editor: Maurizio Gotti Editorial Board. *Centro Di Ricerca Sui Linguaggi Specialistici*, *1*(1), 153–174. www.unibg.it/cerlis

Austin, J. L. (1962). *How to do things with words* (Vol. 75, Issue 298). Clarendon Press.

Baker, P. (2006). *Using corpora in discourse analysis*. Bloomsbury Publishing.

Baldauf, R. B., & Jernudd, B. H. (1983). Language of publications as a variable in scientific communication. *Australian Review of Applied Linguistics*, *6*(1), 97–108. https://doi.org/10.1075/aral.6.1.09bal

Bavali, M., & Sadighi, F. (2008). Chomsky's Universal Grammar and Halliday's Systemic Functional Linguistics: An Appraisal and a Compromise. *Pan-Pacific Association of Applied Linguistics Journal of Pan-Pacific Association of Applied Linguistics*, *12*(121), 11–28.

Biber, D. (2006a). Stance in spoken and written university registers. *Journal of English for Academic Purposes*, *5*(2), 97–116. https://doi.org/10.1016/j.jeap.2006.05.001

Biber, D. (2006b). University Language. *John Benjamins*, *23*, 262. https://doi.org/10.1075/scl.23

Biber, D. (2009). A corpus-driven approach to formulaic language in English. *International Journal of Corpus Linguistics*, *14*, 275–311. https://doi.org/10.1075/ijcl.14.3.08bib

Biber, D., Conrad, S., & Reppen, R. (1998). *Corpus Linguistics*. Cambridge University Press. https://doi.org/10.1017/CBO9780511804489

Bussmann, H. (2006). Routledge Dictionary of Language and Linguistics. In *Routledge Dictionary of Language and Linguistics*. Routledge. https://doi.org/10.4324/9780203980057

Bybee, J., & Fleischman, S. (1995a). Modality in grammar and discourse. *Typological Studies in Language*, *32*(1989), 585. https://doi.org/10.1075/tsl.32

Bybee, J., & Fleischman, S. (1995b). Modality in grammar and discourse. *Typological Studies in Language*, *32*(1989), 585. http://books.google.be/books?id=_G_QQJtK11AC

Bybee, J., & Fleischman, S. (1995c). Modality in grammar and discourse.

Typological Studies in Language, *32*(1989), 585. http://books.google.be/books?id=_G_QQJtK11AC

Bybee, J. L. (1985). *Morphology: A Study of the Relation Between Meaning and Form*. J. Benjamins. https://books.google.co.id/books?id=M6kaoe-jIwUC

Bybee, J., Perkins, R., & Pagliuca, W. (1994). *The evolution of grammar : tense, aspect, and modality in the languages of the world*. Chicago (Ill.) : University of Chicago press. http://lib.ugent.be/catalog/rug01:000348095

Cameron, D., & Panović, I. (2017). Working with Written Discourse. In *Working with Written Discourse*. SAGE Publications, Ltd. https://doi.org/10.4135/9781473921917

Carrió-Pastor, M. L. (2014). Cross-cultural variation in the use of modal verbs in academic English. In *SKY Journal of Linguistics* (Vol. 27, pp. 153–166). https://www.researchgate.net/publication/270574628

Charles, M. (2006). Phraseological patterns in reporting clauses used in citation: A corpus-based study of theses in two disciplines. *English for Specific Purposes*, *25*(3), 310–331. https://doi.org/10.1016/j.esp.2005.05.003

Chen, H.-I. (2010). Contrastive learner corpus analysis of epistemic modality and interlanguage pragmatic competence in L2 writing. *Arizona Working Papers in SLA & Teaching*, *17*, 27–51. http://w3.coh.arizona.edu/awp/

Cheng, W., & Cheng, L. (2014). Epistemic modality in court judgments: A corpus-driven comparison of civil cases in Hong Kong and Scotland. *English for Specific Purposes*, *33*, 15–26. https://doi.org/10.1016/j.esp.2013.07.006

Coates, J. (1983). The semantics of the modal auxiliaries. In *Croom Helm linguistics series*. Croom Helm.

Coates, J. (1995). *The Expression of Root and Epistemic Possibility in English* (p. 55). https://doi.org/10.1075/tsl.32.04coa

Collins, P. (2009). *Modals and quasi-modals in English* (Issue 67). Rodopi.

Cornillie, B. (2009). Evidentiality and epistemic modality. *Functions of Language*, *16*(1), 44–62. https://doi.org/10.1075/fol.16.1.04cor

Crismore, A., Markkanen, R., & Steffensen, M. S. (1993). Metadiscourse in Persuasive Writing: A Study of Texts Written by American and Finnish University Students. *Written Communication*, *10*(1), 39–71. https://doi.org/10.1177/0741088393010001002

de Haan, F. (2006). Typological approaches to modality. In W. Frawley (Ed.), *The Expression of Modality* (pp. 27–70). Mouton de Gruyter. https://doi.org/10.1515/9783110197570.fm

de Haan, P., & van Esch, K. (2015). Assessing the Development of Foreign Language Writing Skills: Syntactic and Lexical Features. In *Corpus Linguistics Beyond the Word* (pp. 185–202). https://doi.org/10.1163/9789401203845_012

Dittmar, N., & Terborg, H. (1991). *Modality and second language learning* (p. 347). https://doi.org/10.1075/lald.2.19dit

Donnell, M. O. (2011). *Introduction to Systemic Functional Linguistics for*

Discourse Analysis Chapter 1 : Introduction to the Systemic-Functional Model of Language. 1–8.

Drubin, D. G., & Kellogg, D. R. (2012). English as the universal language of science: Opportunities and challenges. In *Molecular Biology of the Cell* (Vol. 23, Issue 8, p. 1399). https://doi.org/10.1091/mbc.E12-02-0108

Eggins, S. (2005). *Introduction to Systemic Functional Linguistics: 2nd Edition* (2nd ed.). Bloomsbury Publishing. http://books.google.ae/books?id=sS7UXugIIg8C

Englander, K. (2006). *Non-native English-speaking scientists' successful revision for English-language publication: A discourse analytic and social constructivist study*. Indiana University of Pennsylvania.

Facchinetti, R., Krug, M., & Palmer, F. (2012). Modality in contemporary english. In R. Facchinetti, F. Palmer, & M. Krug (Eds.), *Modality in Contemporary English*. DE GRUYTER. https://doi.org/10.1515/9783110895339

Finegan, E. (1989). Styles of stance in English: Lexical and grammatical marking of evidentiality and affect. *Text*, *9*(1), 93–124. https://doi.org/10.1515/text.1.1989.9.1.93

Flowerdew, L. (1998). Corpus linguistic techniques applied to textlinguistics. *System*, *26*(4), 541–552. https://doi.org/10.1016/S0346-251X(98)00039-6

Freddi, M. (2015). Text and Corpus: Mixing Paradigms in EAP Syllabus and Course Design. In P. Thompson & G. Diani (Eds.), *English for Academic Purposes: Approaches and Implications* (pp. 285–316).

Freeborn, D. (1995). A Course Book in English Grammar. In *A Course Book in English Grammar*. Macmillan Education UK. https://doi.org/10.1007/978-1-349-24079-1

Gabrielatos, C., & McEnery, T. (2005). Epistemic Modality in MA Dissertations. In *Lengua y sociedad: Investigaciones recientes en lingüística aplicada* (pp. 311–331).

Ghivirigâ, T. (2012). Scientific Articles in English in Economics Journals. A Case Study for Romania. *Procedia - Social and Behavioral Sciences*, *46*, 4230–4235. https://doi.org/10.1016/j.sbspro.2012.06.232

Gibbs, W. W. (1995). Lost Science in the Third World. *Scientific American*, *273*(2), 92–99. https://doi.org/10.1038/scientificamerican0895-92

Givón, T. (1982). *Tense-Aspect Modality* (p. 115). https://doi.org/10.1075/tsl.1.10giv

Givón, T. (1989). Mind, code and context: Essays in pragmatics. In *Mind, code and context: Essays in pragmatics.* Lawrence Erlbaum Associates, Inc.

Gordin, M. D., & Tampakis, K. (2015). Introduction: The languages of scientists. In *History of Science* (Vol. 53, Issue 4, pp. 365–377). https://doi.org/10.1177/0073275315597614

Gradečak-Erdeljić, T., & Varga, M. (2013). Epistemic modality in English scientific papers and its practical implications in EAP class. *Applying Intercultural Linguistic Competence to Foreign Language Teaching and Learning*, 1425–

1435.

Graff, G., & Birkenstein. (2010). *They Say/I Say: The Moves That Matter in Academic Writing* (4th ed.). WW Norton & Company. http://www.amazon.co.uk/They-Say-Matter-Academic-Writing/dp/039393361X

Haegeman, L. M. (1983). *The Semantics of "will" in Present-day British English: a unified account*. https://api.semanticscholar.org/CorpusID:60141998

Hall, R. A., & Koerner, E. F. K. (1987). Leonard Bloomfield, essays on his life and work. *Language*, *64*, 437. https://api.semanticscholar.org/CorpusID:161670231

Halliday, M. A. K. (1978). *Language as Social Semiotic: The Social Interpretation of Language and Meaning*.

Halliday, M. A. K. (1994). *An introduction to functional grammar* (2nd ed.). Edward Arnold.

Halliday, M. A. K., Matthiessen, C. M. I. M., Halliday, M., & Matthiessen, C. (2014). An Introduction to Functional Grammar. In *An Introduction to Functional Grammar*. Routledge. https://doi.org/10.4324/9780203783771

Hinkel, E. (2009). The effects of essay topics on modal verb uses in L1 and L2 academic writing. *Journal of Pragmatics*, *41*(4), 667–683. https://doi.org/10.1016/j.pragma.2008.09.029

Holmes, J. (1988). Doubt and certainty in ESL textbooks. *Applied Linguistics*, *9*(1), 21–44. https://doi.org/10.1093/applin/9.1.21

Hoye, L. (1997). Adverbs and modality in english. In *Adverbs and Modality in English*. De Gruyter Mouton. https://doi.org/10.4324/9781315844015

Hu, C., & Li, X. (2015). Epistemic modality in the argumentative essays of Chinese EFL learners. *English Language Teaching*, *8*(6), 20–31. https://doi.org/10.5539/elt.v8n6p20

Hu, G., & Cao, F. (2011). Hedging and boosting in abstracts of applied linguistics articles: A comparative study of English- and Chinese-medium journals. *Journal of Pragmatics*, *43*(11), 2795–2809. https://doi.org/10.1016/j.pragma.2011.04.007

Huddleston, R., Quirk, R., Greenbaum, S., Leech, G., & Svartvik, J. (1988). A Comprehensive Grammar of the English Language. *Language*, *64*(2), 345. https://doi.org/10.2307/415437

Hunston, S. (1994). Evaluation and organization in a sample of written academic discourse. In *Advances in Written Text Analysis* (Issue Hunston, pp. 191–218). Routledge.

Hunston, S., & Thompson, G. (2000). Evaluation in text: Authorial stance and the construction of discourse. In *Oxford linguistics* (pp. xii, 225 p.). https://api.semanticscholar.org/CorpusID:46718060

Hyland, K. (1994). Hedging in academic writing and EAF textbooks. *English for Specific Purposes*, *13*(3), 239–256. https://doi.org/10.1016/0889-4906(94)90004-3

Hyland, K. (1995). The Author in the Text: Hedging Scientific Writing Ken Hyland ' What is hedging? *HONG KONG PAPERS INLINGUISTICS AND LANGUAGE TEACHING*, *18*, 33–42.

Hyland, K. (1996a). Talking to the academy forms of hedging in science research articles. *Written Communication*, *13*(2), 251–281. https://doi.org/10.1177/0741088396013002004

Hyland, K. (1996b). Writing without conviction? Hedging in science research articles. *Applied Linguistics*, *17*(4), 433–454. https://doi.org/10.1093/applin/17.4.433

Hyland, K. (1998). Boosting, hedging and the negotiation of academic knowledge. In *Text* (Vol. 18, Issue 3, pp. 349–382). https://doi.org/10.1515/text.1.1998.18.3.349

Hyland, K. (2001). Bringing in the reader: Addressee features in academic articles. *Written Communication*, *18*(4), 549–574. https://doi.org/10.1177/0741088301018004005

Hyland, K. (2003). Second Language Writing. In *Second Language Writing*. Cambridge University Press. https://doi.org/10.1017/cbo9780511667251

Hyland, K. (2005). Stance and engagement: A model of interaction in academic discourse. *Discourse Studies*, *7*(2), 173–192. https://doi.org/10.1177/1461445605050365

Hyland, K. (2013). Materials for Developing Writing Skills. In B. Tomlinson (Ed.), *Developing Materials for Language Teaching* (2nd ed., pp. 391–405). Bloomsbury Publishing.

Hyland, K., & Milton, J. (1997). Qualification and Certainty in L1 and L2 Students' Writing. *Journal of Second Language Writing*, *6*(2), 183–205. https://doi.org/10.1016/S1060-3743(97)90033-3

Hyland, K., & Tse, P. (2004). Metadiscourse in academic writing: A reappraisal. In *Applied Linguistics* (Vol. 25, Issue 2, pp. 156–177). https://doi.org/10.1093/applin/25.2.156

Jespersen, O. (1924). *The Philosophy of Grammar*. Routledge. https://doi.org/10.4324/9780203716045

Kaufmann, S., Condoravdi, C., & Harizanov, V. (2008). Formal approaches to modality. In *The Expression of Modality* (pp. 71–106). Mouton de Gruyter. https://doi.org/10.1515/9783110197570.71

Keck, C. M., & Biber, D. (2004). Modal use in spoken and written university registers: a corpus-based study. In *English modality in perspective: genre analysis and contrastive studies* (pp. 3–25).

Kennedy, G. (2002). *4. Variation in the distribution of modal verbs in the British National Corpus* (pp. 73–90). https://doi.org/10.1075/scl.9.06ken

Khoshsima, H., Talati-Baghsiahi, A., & Moafian, F. (2016). Iranian Journal of English for Academic Purposes A Cross-linguistic and Cross-cultural Study of Epistemic Modality Markers in Linguistics Research Articles Chabahar Maritime University. *IJEAP*, *5*(2).

Kiefer, F. (1987). On defining modality. *Folia Linguistica*, *21*(1), 67–94. https://doi.org/10.1515/flin.1987.21.1.67

Klein, W. (1986). *Second Language Acquisition*. Cambridge University Press. https://books.google.co.id/books?id=oe6EHmXbMiMC

Kneale, W., & Kneale, M. (1962). *The Development of Logic. 52*.

Kratzer, A. (1981). Words, Worlds, and Contexts. In H. J. Eikmeyer & H. Rieser (Eds.), *New Approaches in Word Semantics* (pp. 38–74). De Gruyter. https://doi.org/doi:10.1515/9783110842524-004

Krug, M. (2002). Douglas Biber, Stig Johansson, Geoffrey Leech, Susan Conrad and Edward Finegan, Longman grammar of spoken and written English. London: Longman, 1999. Hardback £69. Pp. xii + 1,204. ISBN 0 582 23725 4. *English Language and Linguistics*, *6*(2), 379–416. https://doi.org/10.1017/s136067430221028x

Lewis, C. I., & Langford, C. H. (1932). Symbolic Logic. *Erkenntnis*, *4*(1).

Lillis, T., & Curry, M. J. (2006). Professional academic writing by multilingual scholars: Interactions with literacy brokers in the production of English-medium texts. *Written Communication*, *23*(1), 3–35. https://doi.org/10.1177/0741088305283754

Lyons, J. (1977). *Semantics: Volume 2*. Cambridge University Press. https://books.google.co.id/books?id=idKaEUGPTLkC

Martin, J. (2000). *Beyond Exchange : Appraisal Systems in English*. https://api.semanticscholar.org/CorpusID:151249855

Martin, J. R. (2003). Introduction. In *Text* (Vol. 23, Issue 2, pp. 171–181). https://doi.org/10.1515/text.2003.007

Martin, J. R., & White, P. R. R. (2007). The Language of Evaluation: Appraisal in English. In *The Language of Evaluation: Appraisal in English*. Palgrave Macmillan UK. https://doi.org/10.1057/9780230511910

Martínez, I. A. (2005). Native and non-native writers' use of first person pronouns in the different sections of biology research articles in English. *Journal of Second Language Writing*, *14*(3), 174–190. https://doi.org/10.1016/j.jslw.2005.06.001

McEnery, T., & Hardie, A. (2011). Corpus linguistics: Method, theory and practice. In *Corpus Linguistics: Method, Theory and Practice*. Cambridge University Press. https://doi.org/10.1017/CBO9780511981395

McEnery, T., & Kifle, N. A. (2014). Epistemic modality in argumentative essays of second-language writers. In *Academic Discourse* (pp. 182–195). https://doi.org/10.4324/9781315838069-20

Mirzapour, F., & Mahand, M. R. (2012). Hedges and boosters in native and non-native Library and Information and Computer Science research articles. *3L: Language, Linguistics, Literature*, *18*(2), 119–128.

Moreno, A. I., & Suárez, L. (2008). A study of critical attitude across English and Spanish academic book reviews. *Journal of English for Academic Purposes*, *7*(1), 15–26. https://doi.org/10.1016/j.jeap.2008.02.009

Myers, G. (2013). Stance in blogs. In K. Hyland (Ed.), *Discourse Studies Reader: Essential Excerpts* (1st ed., pp. 253–271). Bloomsbury.

Ngula, R. S. (2015). Epistemic modality in social science research articles written by Ghanaian authors: A corpus-based study of disciplinary and native vs. non-native variations. *Linguistics and English Language*, *PhD*(October). https://api.semanticscholar.org/CorpusID:147409650

Ngula, R. S. (2017). Epistemic modal verbs in research articles written by ghanaian and international scholars: A corpus-based study of three disciplines. In *Brno Studies in English* (Vol. 43, Issue 2, pp. 5–27). https://doi.org/10.5817/BSE2017-2-1

Nkemleke, D. (2010). Cameroonian and foreign scholars' discourse: The rhetoric of conference abstracts. *World Englishes*, *29*(2), 173–191. https://doi.org/10.1111/j.1467-971X.2010.01637.x

Noveck, I. A. (2001). When children are more logical than adults: Experimental investigations of scalar implicature. *Cognition*, *78*(2), 165–188. https://doi.org/10.1016/S0010-0277(00)00114-1

Nuyts, J. (2001). *Epistemic Modality, Language, and Conceptualization* (Vol. 5). John Benjamins Publishing Company. https://doi.org/10.1075/hcp.5

Nuyts, J. (2006). Modality: Overview and linguistic issues. In *The Expression of Modality* (pp. 1–26). Mouton de Gruyter. https://doi.org/10.1515/9783110197570.1

Ozturk, I. (2007). The textual organisation of research article introductions in applied linguistics: Variability within a single discipline. *English for Specific Purposes*, *26*(1), 25–38. https://doi.org/10.1016/j.esp.2005.12.003

Ozturk, O., & Papafragou, A. (2015). The Acquisition of Epistemic Modality: From Semantic Meaning to Pragmatic Interpretation. *Language Learning and Development*, *11*(3), 191–214. https://doi.org/10.1080/15475441.2014.905169

Palmer, F. R. (1986). Mood and Modality. In *Mood and Modality*. Cambridge University Press. https://doi.org/10.1017/cbo9781139167178

Palmer, F. R. (1990). *Modality and the English Modals*. Routledge. https://doi.org/10.4324/9781315846453

Panocová, R. (2008). Expression of modality in biomedical texts. *SKASE Journal of Translation and Interpretation*, *3*(1), 82–90. http://www.skase.sk/Volumes/JTI03/pdf_doc/Panocova.pdf

Papafragou, A. (1998). The acquisition of modality: Implications for theories of semantic representation. *Mind and Language*, *13*(3), 370–399. https://doi.org/10.1111/1468-0017.00082

Pérez-Llantada, C. (2010). The "dialectics of change" as a facet of globalisation: Epistemic modality in academic writing. In *Utrecht Studies in Language and Communication* (Vol. 22, pp. 25–41). https://doi.org/10.1163/9789042029569_004

Perkins, M. R. (1983). *Modal Expressions in English*. F. Pinter. https://books.google.co.id/books?id=8i6zOAAACAAJ

Piqué-Angordans, J., Posteguillo, S., & Andreu-Besó, J.-V. (2002). Epistemic and Deontic Modality: A Linguistic Indicator of Disciplinary Variation in Academic English. *LSP and Professional Communication*, *2*(2), 49–64. http://rauli.cbs.dk/index.php/LSP/article/view/1962

Pique, J., Posteguillo, S., & Andreu-Beso, J. V. (2001). A Pragmatic Analysis Framework for the Description of Modality Usage in Academic English Contexts. *Estudios de Linguistica Inglesa Aplicada (ELIA)*, *2*, 213–224.

Ramat, A. G. (1992). Grammaticalization processes in the area of temporal and modal relations. *Studies in Second Language Acquisition*, *14*(3), 297–322. https://doi.org/10.1017/S027226310001113X

Rescher, N. (1968). *Studies in Logical Theory*. Blackwell.

Rizomilioti, V. (2006). Exploring epistemic modality in academic discourse using corpora. In *Educational Linguistics* (Vol. 7, pp. 53–71). https://doi.org/10.1007/978-0-387-28624-2_4

Robin, T. L. (1990). *Talking Power*. Basic Books. https://books.google.co.id/books?id=NGdsAAAAIAAJ

Rollnick, M. (2023). *Extracting a journal article from your thesis*. Taylor & Francis.

Salager-Meyer, F. (1992). A text-type and move analysis study of verb tense and modality distribution in medical English abstracts. *English for Specific Purposes*, *11*(2), 93–113. https://doi.org/10.1016/S0889-4906(05)80002-X

Salager-Meyer, F., Alcaraz Ariza, M. Á., & Zambrano, N. (2003). The scimitar, the dagger and the glove: Intercultural differences in the rhetoric of criticism in Spanish, French and English Medical Discourse (1930-1995). *English for Specific Purposes*, *22*(3), 223–247. https://doi.org/10.1016/S0889-4906(02)00019-4

Samraj, B. (2002). Introductions in research articles: Variations across disciplines. *English for Specific Purposes*, *21*(1), 1–17. https://doi.org/10.1016/S0889-4906(00)00023-5

Samraj, B. (2004). Discourse features of the student-produced academic research paper: Variations across disciplinary courses. *Journal of English for Academic Purposes*, *3*(1), 5–22. https://doi.org/10.1016/S1475-1585(03)00053-5

Schleef, E. (2009). A cross-cultural investigation of German and American academic style. *Journal of Pragmatics*, *41*(6), 1104–1124. https://doi.org/10.1016/j.pragma.2009.01.002

Searle, J. R. (1979). Expression and Meaning. In *Expression and Meaning*. Cambridge University Press. https://doi.org/10.1017/cbo9780511609213

Searle, J. R. (1983). *Intentionality*. Cambridge University Press. https://doi.org/10.1017/CBO9781139173452

Simpson, P. L. (1990). *Modality in Literary-Critical Discourse*. https://api.semanticscholar.org/CorpusID:157134817

Skelton, J. (1988). Comments in academic articles. *British Studies in Applied Linguistics*, *3*(9), 98. https://files.eric.ed.gov/fulltext/ED357698.pdf

Squartini, M. (2004). Disentangling evidentiality and epistemic modality in

Romance. *Lingua*, *114*(7), 873–895. https://doi.org/10.1016/S0024-3841(03)00064-0

Swales, J. (2014). Genre and discourse community. In *The Discourse Studies Reader: Main Currents in Theory and Analysis* (pp. 305–316). John Benjamins Publishing Company. https://doi.org/10.1075/z.184.513swa

Swales, J. M. (1996). *Occluded Genres in the Academy* (p. 45). https://doi.org/10.1075/pbns.41.06swa

Thompson, G. (1996). Introducing functional grammar. In *Introducing Functional Grammar*. Routledge. https://doi.org/10.4324/9780203431474

Van Der Auwera, J., & Plungian, V. A. (1998). Modality's semantic map. *Linguistic Typology*, *2*(1), 79–124. https://doi.org/10.1515/lity.1998.2.1.79

Varttala, T. (2003). Hedging in scientific research articles: a cross-disciplinary study. In G. Cortese & P. Riley (Eds.), *Domain-Specific English: Textual Practices across Communities and Classrooms* (pp. 141–174). Peter Lang.

Vázquez Orta, I., & Giner, D. (2008). Beyond mood and modality: epistemic modality markers as hedges in research articles. A cross-disciplinary study. *Revista Alicantina de Estudios Ingleses*, *21*(21), 171. https://doi.org/10.14198/raei.2008.21.10

Vázquez Orta, I., & Giner, D. (2009). Writing with conviction: the use of boosters in modelling persuasion in academic discourses. *Revista Alicantina de Estudios Ingleses*, *22*(22), 219. https://doi.org/10.14198/raei.2009.22.14

Vihla, M. (1999). *Medical Writing: Modality in Focus*. https://api.semanticscholar.org/CorpusID:60341256

Vold, E. T. (2006). Epistemic modality markers in research articles: A cross-linguistic and cross-disciplinary study. *International Journal of Applied Linguistics*, *16*(1), 61–87. https://doi.org/10.1111/j.1473-4192.2006.00106.x

von Wright, G. H. (1951). *An essay in modal logic. 3*(12).

Walker, D. (1986). Joan L. Bybee, Morphology. A study of the relation between meaning and form. (Typological Studies in Language 9 .) Amsterdam: Benjamins, 1985. Pp. xii + 235. *Journal of Linguistics*, *22*(2), 493–496. https://doi.org/10.1017/s0022226700010938

Wallace, S. (2015). A Dictionary of Education. In *A Dictionary of Education* (2nd ed.). Oxford University Press. https://doi.org/10.1093/acref/9780199679393.001.0001

Wang, M. (2022). Zhuihui Fang: Demystifying academic writing: Genres, moves, skills, and strategies. *Journal of World Languages*, *7*(3), 575–580. https://doi.org/10.1515/jwl-2021-0018

Wharton, S. (2012). Epistemological and interpersonal stance in a data description task: Findings from a discipline-specific learner corpus. *English for Specific Purposes*, *31*(4), 261–270. https://doi.org/10.1016/j.esp.2012.05.005

Wiemer, B. (2018). Evidentials and Epistemic Modality. In *The Oxford Handbook of Evidentiality* (pp. 85–108). Oxford University Press. https://doi.org/10.1093/oxfordhb/9780198759515.013.4

Williamson, T. (2013). Modal Logic as Metaphysics. In *Modal Logic as Metaphysics*. Oxford University Press. https://doi.org/10.1093/acprof:oso/9780199552078.001.0001

Yang, A., Zheng, S. yuan, & Ge, G. chun. (2015). Epistemic modality in English-medium medical research articles: A systemic functional perspective. *English for Specific Purposes*, *38*, 1–10. https://doi.org/10.1016/j.esp.2014.10.005

Zafiu, R. (2018). Epistemic and evidential markers in the rhetorical context of concession. *Journal of Pragmatics*, *128*, 116–127. https://doi.org/10.1016/j.pragma.2017.07.008

Zih, H., El Biadi, M., & Chatri, Z. (2020). Evaluating the effectiveness of corpus linguistic software in analyzing the grammatical structure: LancsBox and AntConc as case studies. *Colloquium in Information Science and Technology, CIST*, *2020-June*, 515–519. https://doi.org/10.1109/CiSt49399.2021.9357285

APPENDIXES

APPENDIX 1: The Corpus Data Source of L1 University Indonesian Writers

List of Research Dissertations witten by L1 University Indonesian Writers

Sample Number	Title	Writer	Year	University	Country	Source
L1-1	Teacher Employability in Indonesia: Analyzing the Discourse of Professional Identities at Multiple Levels	NI	2021	The University of Manchester	United Kingdom	https://research.manchester.ac.uk/files/205626525/FULL_TEXT.PDF
L1-2	Motivational teaching strategies, student motivation and L2 use: Indonesian Higher Education EFL context	RRMT	2021	The University of York	United Kingdom	https://etheses.whiterose.ac.uk/29721/1/Tamba_Thesis.pdf
L1-3	Learners as Writers: A Case Study of EFL Creative Writing Resources and Practices in Indonesia	HH	2019	Monash University	Australia	https://bridges.monash.edu/ndownloader/files/20030048
L1-4	Cultures of Learning in Indonesia: enacting the HE language curriculum	PMAH	2020	University of Leicester	United Kingdom	https://leicester.figshare.com/ndownloader/files/24054512
L1-5	Lexical and grammatical development in English in Indonesian kindergarten children : processability theory and developmentally moderated focus on form	IH	2021	Western Sydney University	Australia	http://hdl.handle.net/1959.7/uws:62447
L1-6	Exploring pedagogical strategies in a low-technology context	SUR	2021	University of Leicester	United Kingdom	https://leicester.figshare.com/ndownloader/files/26880473
L1-7	A study of the professional field experience of EFL preservice teachers in Indonesia	BKDB	2022	University of Newcastle	Australia	http://hdl.handle.net/1959.13/1447322
L1-8	Investigating Intercultural Communication among Islamic Indonesian Tertiary English Foreign Language Educators	SUY	2021	Victoria University	Australia	https://vuir.vu.edu.au/42806/1/SUYONO_Suyono-thesis_nosignature.pdf
L1-9	The beliefs and practices of Indonesian high-school EFL teachers regarding the teaching and learning of culture and interculturality.	MIM	2019	Victoria University of Wellington	New Zealand	https://openaccess.wgtn.ac.nz/ndownloader/files/31694987
L1-10	[Teachers' Use of English and Other Languages in the English-Medium Instruction (EMI) Settings in Indonesian Universities	NS	2022	University of Southampton	United Kingdom	http://eprints.soton.ac.uk/id/eprint/455127
L1-11	Towards Formative Assessment: Exploring English Teachers' Conceptions And Practices Of Assessment In Indonesia	MAA	2020	University of Leicester	United Kingdom	https://leicester.figshare.com/ndownloader/files/25611992
L1-12	The nature of Indonesian English as a foreign language (EFL) teachers' feedback in L2 writing: An activity theory perspective	NZ	2019	University of Melbourne	Australia	http://hdl.handle.net/11343/230770
L1-13	Indonesian EFL teachers' English language ideologies and classroom practices: A sociocultural activity theory perspective	DTA	2021	Monash University	Australia	https://bridges.monash.edu/ndownloader/files/26919845

L1-14	The integration of multimodality in English teaching in Indonesian junior high schools	EJS	2022	Queen's University Belfast	United Kingdom	https://pure.qub.ac.uk/files/305074326/The_Integration_of_Multimodality_in_English_Teaching_in_Indonesian_Junior_High_Schools.pdf
L1-15	Exploring Pre-Service Teachers' Perceptions of Preparedness for Teaching in Indonesia	CT	2020	University of Melbourne	Australia	http://hdl.handle.net/11343/241812
L1-16	Curriculum change: Implementing the 2013 English Curriculum in senior high schools in West Java province, Indonesia	DN	2019	University of Exeter	United Kingdom	http://hdl.handle.net/10871/121330
L1-17	A Narrative inquiry into private English language institution non-NES teachers' identities in Indonesia: Journeys of becoming English teachers	PH	2021	The University of Bristol	United Kingdom	https://hdl.handle.net/1983/215db0e0-6eff-4f54-9aa3-ad802068bf07
L1-18	An investigation of technology-mediated task-based learning and learner motivation at a vocational higher education institution in Indonesia	B	2019	University of Central Lancashire	United Kingdom	http://clok.uclan.ac.uk/30678/
L1-19	The Implementation of the Scientific Approach (SA) in English as a Foreign Language (EFL) Classes and Its Influence on Students' Critical Thinking Development Processes: An In-Depth Case Study of An Indonesian State Senior High School	DRS	2021	The University of Bristol	United Kingdom	https://hdl.handle.net/1983/8cd7c965-9f57-46d9-b4da-b46c9d9cbee9
L1-20	The construction of acehnese English teachers' identities in their professional practice: an integrative view of identity	UNMY	2019	University of Southampton	United Kingdom	https://eprints.soton.ac.uk/447230/

APPENDIX 2: The Corpus Data Source of L2 University Indonesian Writers

List of Research Dissertations witten by L2 University Indonesian Writers

Sample Number	Title	Writer	Year	University	Country	Source
L2-1	Preservice English Teachers' Belief in Empowerment with Five Dimensions in The Teaching Language Education Program	MR	2021	Universitas Pendidikan Indonesia	Indonesia	http://repository.upi.edu/73386/
L2-2	Implementing Multiliteracies Pedagogy to Foster Students' Multimodal Literacy in A Technology-Supported Esp Course: A Case Study in An Indonesia Polytechnic Classroom	SK	2021	Universitas Pendidikan Indonesia	Indonesia	http://repository.upi.edu/59353/
L2-3	English Education in Indonesian Elementary Schools: The Profile, The Students' English Proficiency, and The Pedagogical Practices	DRM	2020	Universitas Pendidikan Indonesia	Indonesia	http://repository.upi.edu/57265/
L2-4	English Students' Routes for Learning, From Learning Conceptions to Learning Outcomes: A Case Study at An Islamic Senior High School of A Pesantren In Bandung	ERM	2019	Universitas Pendidikan Indonesia	Indonesia	http://repository.upi.edu/59495/
L2-5	Interpersonal Resources in Academic Writing: Dominant Choices and Functions of Attitude, Engagement and Graduation	NWP	2019	Universitas Pendidikan Indonesia	Indonesia	http://repository.upi.edu/47785/
L2-6	A Phenomenological Study Elf Reading Instructors Experiences in Teaching Critical Reading	MY	2019	Universitas Negeri Malang	Indonesia	https://repository.um.ac.id/
L2-7	English Student Teachers' Dilemmas Due to Discrepancies between What to Teach and What to Practice in Teaching Practicum	DP	2019	Universitas Negeri Malang	Indonesia	https://repository.um.ac.id/
L2-8	Interculturally Competent English Teachers Teaching Practices Indonesian EFL Higher Education Institutions	MAR	2019	Universitas Negeri Malang	Indonesia	https://repository.um.ac.id/
L2-9	Perceptions and classroom Teaching Practice of English Teacher Educators' (ETEs') in Promoting Students' Autonomous Learning in Higher Education	KHU	2021	Universitas Negeri Malang	Indonesia	https://repository.um.ac.id/
L2-10	Pre-service English Teachers Content- Specific Pedagogical Beliefs and Technology Integration In Teaching Practice	FM	2021	Universitas Negeri Malang	Indonesia	https://repository.um.ac.id/
L2-11	The Relevance of "Bahasa Inggris SMA/MA/SMK/MAK Kelas XI" to The Social Semiotic Perspective	CR	2022	Universitas Negeri Semarang	Indonesia	https://lib.unnes.ac.id/49230/

L2-12	The Perception, Plan, And Practice of Motivational Strategies and Their Impacts on Students' Writing Skills at Universitas Muhammadiyah Purworejo	PD	2022	Universitas Negeri Semarang	Indonesia	https://lib.unnes.ac.id/49262/
L2-13	The Effectiveness of Reflective Learning Portfolio and Dialogue Journal Writing in Improving the Writing Ability of The Undergraduate Students with Different Self-Esteem	IY	2021	Universitas Negeri Semarang	Indonesia	https://lib.unnes.ac.id/49466/
L2-14	Enhancing Critical Reading through Digital Literature Circle and Technology Integrated Instruction Technique to Students with High, Intermediate, and Low Critical Language Awareness Levels	DS	2020	Universitas Negeri Semarang	Indonesia	https://lib.unnes.ac.id/48845/
L2-15	The Use of English Discourse Markers (EDMs) In EFL Students' Speaking and Writing Productions at University: A Sociocultural Perspective	DAS	2020	Universitas Negeri Semarang	Indonesia	https://lib.unnes.ac.id/48846/
L2-16	The Effectiveness of Language-Based Approach, Reader-Response Approach, and the Combination of Both Approaches in Developing the Students' Reflective Writing Skill in Literary Criticism Among Students of Different Academic Self-Concept Levels and the Lecturers' Perceptions of the Implementation of the Approaches	RBF	2022	Universitas Negeri Semarang	Indonesia	https://lib.unnes.ac.id/49408/
L2-17	The Effectiveness of Mnemonics for Teaching Basic English Communication (BEC) to The Eighth Grade Intellectually Disabled Students with Different Parental Involvement Levels (The Case at SMPLBN Purwosari Kudus)	DK	2021	Universitas Negeri Semarang	Indonesia	https://lib.unnes.ac.id/49302/
L2-18	The Effectiveness of Jigsaw Method and CIRC Method on Enhancing Students' Reading High Order Thinking Skills with Different Self Efficacy Levels in Senior High School through Blended Learning	ZWL	2021	Universitas Negeri Semarang	Indonesia	https://lib.unnes.ac.id/51380/
L2-19	Genre Pedagogy and Student Empowerment: A Case in Learning to Write a Research Proposal	MAW	2019	Universitas Pendidikan Indonesia	Indonesia	http://repository.upi.edu/35571/
L2-20	Technology-Enhanced Language Learning (TELL) in an English as a Foreign Language (EFL) Classroom: A Substitution, Augmentation, Modification and Redefinition (SAMR) Framework	ILS	2021	Universitas Pendidikan Indonesia	Indonesia	http://repository.upi.edu/63291/

APPENDIX 3: THE OVERALL FREQUENCIES OF EPISTEMIC MARKERS

The Frequency of Epistemic Modal Verbs

No.	Modal Verbs	L1		L2	
		Frequency	Normed Frequency	Frequency	Normed Frequency
1	could	827	13,53	265	9,89
2	should	570	9,33	290	10,82
3	may	646	10,57	188	7,02
4	will	521	8,53	224	8,36
5	would	628	10,28	82	3,06
6	might	410	6,71	89	3,32
7	must	172	2,81	112	4,18
8	could not	82	1,34	14	0,52
9	should not	41	0,67	9	0,34
10	would not	40	0,65	5	0,19
11	will not	14	0,23	8	0,30
		3951	64,66	1286	48,00

The Frequency of Epistemic Lexical Verbs

No.	Lexical Verbs	L1		L2	
		Frequency	Normed Frequency	Frequency	Normed Frequency
1	indicate	856	14,01	189	7,05
2	show	841	13,76	98	3,66
3	feel	549	8,98	121	4,52
4	think	667	10,92	36	1,34
5	believe	426	6,97	128	4,78
6	know	285	4,66	50	1,87
7	consider	678	11,10	27	1,01
8	suggest	505	8,26	23	0,86
9	seem	387	6,33	25	0,93
10	claim	208	3,40	31	1,16

No.	Verb				
11	argue	239	3,91	17	0,63
12	tend	145	2,37	28	1,05
13	appear	217	3,55	10	0,37
14	assume	94	1,54	14	0,52
15	expect	339	5,55	1	0,04
16	hope	45	0,74	0	0,00
17	doubt	30	0,49	0	0,00
18	propose	88	1,44	2	0,07
19	infer	30	0,49	1	0,04
20	guess	6	0,10	1	0,04
21	speculate	3	0,05	0	0,00
22	estimate	2	0,03	0	0,00
23	attest	1	0,02	0	0,00
24	look as if	0	0,00	0	0,00
25	look (like)	166	2,72	0	0,00
26	presume	4	0,07	0	0,00
27	convince	23	0,38	0	0,00
28	reckon	2	0,03	0	0,00
29	suppose	17	0,28	0	0,00
		6853	25,02	802	29,93

The Frequency of Epistemic Adverbs

No.	Adverbs	L1		L2	
		Frequency	Normed Frequency	Frequency	Normed Frequency
1	frequently	122	2,00	67	2,50
2	clearly	94	1,54	76	2,84
3	(very) likely	118	1,93	41	1,53
4	largely	96	1,57	22	0,82
5	around	117	1,91	27	1,01
6	almost	81	1,33	54	2,02
7	generally	94	1,54	27	1,01

9	indeed	117	1,91	3	0,11
10	in fact	63	1,03	40	1,49
11	usually	77	1,26	34	1,27
12	actually	89	1,46	13	0,49
13	perhaps	58	0,95	19	0,71
14	obviously	35	0,57	25	0,93
15	necessarily	41	0,67	10	0,37
16	probably	34	0,56	16	0,60
17	possibly	37	0,61	5	0,19
18	apparently	45	0,74	1	0,04
19	in reality	17	0,28	10	0,37
20	maybe	22	0,36	7	0,26
21	evidently	6	0,10	15	0,56
22	arguably	16	0,26	1	0,04
23	inevitably	10	0,16	5	0,19
24	certainly	15	0,25	0	0,00
25	essentially	7	0,11	6	0,22
26	of course	8	0,13	5	0,19
27	approximately	16	0,26	0	0,00
28	naturally	8	0,13	0	0,00
29	definitely	4	0,07	3	0,11
30	presumably	4	0,07	0	0,00
31	surely	2	0,03	2	0,07
32	ostensibly	1	0,02	0	0,00
33	beyond doubt	1	0,02	0	0,00
34	undeniably	1	0,02	0	0,00
35	doubtless	0	0,00	0	0,00
36	unarguably	0	0,00	0	0,00
37	unquestionably	0	0,00	0	0,00
38	without doubt	0	0,00	0	0,00
		2784	45,56	930	34,71

The Frequency of Epistemic Adjectives

No.	Adjectives	L1		L2	
		Frequency	Normed Frequency	Frequency	Normed Frequency
1	certain	258	4,22	65	2,43
2	possible	118	1,93	42	1,57
3	likely	118	1,93	33	1,23
4	clear	112	1,83	35	1,31
5	evident	105	1,72	17	0,63
6	obvious	54	0,88	11	0,41
7	sure	43	0,70	6	0,22
8	true	23	0,38	13	0,49
9	a certain extent	42	0,69	0	0,00
10	apparent	18	0,29	1	0,04
11	unlikely	17	0,28	1	0,04
12	inevitable	10	0,16	3	0,11
13	well known	10	0,16	2	0,07
14	convincing	3	0,05	1	0,04
15	probable	1	0,02	0	0,00
16	improbable	0	0,00	0	0,00
17	speculative	0	0,00	0	0,00
18	suggestive	0	0,00	0	0,00
		932	15,25	230	8,58

The Frequency of Epistemic Nouns

No.	Noun	L1		L2	
		Frequency	Normed Frequency	Frequency	Normed Frequency
1	view	304	4,97	70	2,61
2	evidence	158	2,59	105	3,92
3	fact	174	2,85	68	2,54
4	idea	182	2,98	56	2,09

5	belief	119	1,95	56	2,09
6	theory	98	1,60	23	0,86
7	explanation	108	1,77	36	1,34
8	opinion	82	1,34	32	1,19
9	claim	42	0,69	37	1,38
10	chance	49	0,80	9	0,34
11	possibility	30	0,49	10	0,37
12	indication	21	0,34	9	0,34
13	suggestion	15	0,25	13	0,49
14	assumption	20	0,33	6	0,22
15	fear	18	0,29	0	0,00
16	tendency	17	0,28	3	0,11
17	doubt	14	0,23	0	0,00
18	hope	16	0,26	0	0,00
19	likelihood	12	0,20	1	0,04
20	danger	6	0,10	0	0,00
21	certainly	1	0,02	0	0,00
22	probability	1	0,02	0	0,00
23	estimate	0	0,00	0	0,00
24	estimation	0	0,00	0	0,00
25	speculation	0	0,00	0	0,00
		1487	24,33	534	19,93

APPENDIX 4: THE ANTCONC RESULT OF L1 & L2 UNIVERSITY INDONESIAN WRITERS

The full concordance result of AntConc on both corpora can be accessed at https://drive.google.com/drive/folders/1MEUPH64uRH3jxfUU4f-dDaOONzxUPXBm?usp=sharing . In case of inaccessible file or permission requirement, please contact inhasyam87@gmail.com for further information.

No.	File	Left context	Hit	Right context
1	L1-11.docx	prescription for summative grading. Such a connection is also	apparent	in the other contexts such as Egypt (Gebril &
2	L1-3.docx	Haryo, interview). From the observation notes, it was also	apparent	that his feedback was mostly on language, such
3	L1-9.docx	originally created for educational purposes. These issues were immediately	apparent	in Wati's observed classes and reported in
4	L1-9.docx	world. An instrumental orientation towards EFL education is immediately	apparent	in that by means of English skills the
5	L1-12.docx	in Figure 7.2.The transactional process of decision-making is	apparent	especially in the individual writing conferences, where a
6	L1-19.docx	can be drawn from this study. First, it is	apparent	that a discrepancy occurs between the government's
7	L1-13.docx	practical manifestations of this ideological stance were the most	apparent.	At the beginning of the first observed lesson,
8	L1-6.docx	low and the low level of technology uptake was	apparent	among the educators, the implementation of technology into
9	L1-12.docx	largely controlled and dominated by the teachers. This was	apparent	from the graduated oral prompts used in the
10	L1-18.docx	vocabulary to use in their writing, it is equally	apparent	this the activity of consulting the corpus helped
11	L1-1.docx	final grade of the teaching practicum. This is especially	apparent	in the case where the homeroom teachers and
12	L1-11.docx	learning (Webb & Jones, 2006), learning situations which were not intensively	apparent	during the analysis of observation. The 'convergent' practices
13	L1-2.docx	language. However, the findings indicate that it is not	apparent	if the lecturers realized that the L2 use
14	L1-11.docx	relation to practice, especially in the improvement dimension, remained	apparent,	rooted in inadequate assessment literacy, with persistence of
15	L1-19.docx	can be omitted from an assessment. It is therefore	apparent	why assessments designed by the teachers were detached

No.	File	Left context	Hit	Right context
1	L1-8.docx	perspectives and practices for communication is unavoidable. However, a	certain	degree of modification in the use of English
2	L1-9.docx	observed practices in the EFL classrooms are to a	certain	degree subject to the complex interplay of various
3	L1-9.docx	models in the English classes. This was to a	certain	degree influenced by Wati's perception of her
4	L1-3.docx	teachers' personal practice of creative writing might, to a	certain	degree, influence their view on what is considered
5	L1-3.docx	language, it seemed that in this course, to a	certain	degree, language was of secondary importance compared to
6	L1-8.docx	regard to greeting practice, co-communicators who, to a	certain	degree, share English cultural references and another cultural
7	L1-13.docx	beliefs and practices (Basturkmen, 2012; Li, 2013). Regarding the correspondence, a	certain	ideological stance tended to drive the teachers to
8	L1-13.docx	teachers gradually shifted their ideological views from holding a	certain	ideological stance towards the other, in this case,
9	L1-13.docx	ideological stance and classroom practice. This is when a	certain	ideological view tended to drive a teacher to
10	L1-4.docx	take the role of steering the students to a	certain	extent to motivate students and stimulate their active
11	L1-10.docx	T10 educational background in UK and Australia to a	certain	extent influence their perception. Therefore, in T3 perception,
12	L1-2.docx	to motivate students to learn English. However, to a	certain	extent, it can be said that the lecturers
13	L1-4.docx	Indonesian students' ways of learning English that, to a	certain	extent, cannot be categorized or stereotyped (Cortazzi and
14	L1-3.docx	of what is and is not creative, to a	certain	extent. Because of this cultural influence, the Indonesian
15	L1-13.docx	a standard variety to believing in one). At a	certain	point in time, their ideological views appeared to

No.	File	Left context	Hit	Right context
1	L1-4.docx	mostly are considered by U5 students (mean = 2.37).). It is	clear	that these students actually do not want to
2	L1-11.docx	C [C2MNL] below. Extract 5. <^^^> In example 5, it is	clear	that the teacher's emphasis was on the
3	L1-13.docx	s the English one?" (Pre- Interview, p. 14). It is	clear	that Ana wanted to minimise the use of
4	L1-14.docx	using these expressions. Based on these purposes, it is	clear	that the focus of Mr. Adrian's teaching
5	L1-15.docx	a high level of feelings of preparedness. It is	clear	that pre- service teachers' sense of self-efficacy
6	L1-16.docx	school, and society. The results show that it is	clear	that the teachers have a positive attitude toward
7	L1-16.docx	lesson plan before teaching. In a whole, it is	clear	that most of the teachers are dissatisfied with
8	L1-18.docx	Regina, FGD 1, Class 1A) Form this extract it is	clear	that the student preferred Google Translate for its
9	L1-18.docx	research. As explained in the findings section, it is	clear	that the use of technology and the TBL
10	L1-18.docx	significant. In relation to this current research, it is	clear	that writing skills are also shaped by reading
11	L1-20.docx	Excerpt 3 <^^^> (Mahdi, English translation, interview 3) In excerpt 3, it is	clear	that Mahdi observed his students' daily performances and
12	L1-5.docx	lack ofcontext at the post-test. However, it is	clear	from recorded classroom data that the teacher produced
13	L1-11.docx	formative perspective. She argued that: <^^^> [B1EW] It is	clear	from these two extracts that the teachers had
14	L1-11.docx	prior knowledge. One teacher proposed: <^^^> [A1BD]. It is	clear	from teachers' checking attempts that questioning was the
15	L1-14.docx	print-based (language) into multimodal-based. However, it is	clear	from these purposes that Mr. William's concept
16	L1-19.docx	are explored more closely, the curriculum's objective is	clear: "	To develop the potential of students to have
17	L1-17.docx	it and ask the person if we are not	clear	about the steps or whatever although all the
18	L1-2.docx	S11)(RNP) <^^^> (FG03/S9)(RNP) Unfortunately, it was not	clear	how the strategy was managed or organised. The
19	L1-3.docx	give a certain score" since the criteria were not	clear	in measuring one's creativity (Haryo, interview). Even
20	L1-10.docx	that when two languages are spoken, it is not	clear	of what principles teachers operate. When the principles
21	L1-3.docx	product should be from the existing ones was not	clear.	A student explicated that one of the stories
22	L1-5.docx	three without agreement, however, her phrasal production is not	clear.	The doubts about whether the emergence criterion is
23	L1-5.docx	and oranges). Yet the form-function mapping is not	clear,	and the emergence criteria are not satisfied, however,
24	L1-9.docx	such influences affected Aris' classroom behaviours, was often not	clear-	cut because these factors related to or overlapped
25	L1-10.docx	a consequence of having no roadmap, there was no	clear	guidelines for setting up the actions. The third
26	L1-10.docx	IUP. Because of having no roadmap, teachers have no	clear	guidelines for setting up the actions. One final
27	L1-10.docx	practices were conflicting. In addition, T23 also had no	clear	idea about multilingualism as she perceived it as
28	L1-10.docx	practices were conflicting. In addition, T23 also had no	clear	idea about multilingualism as she perceived it only
29	L1-15.docx	concern for some pre- service teachers. They had no	clear	aim of what and where to continue their
30	L1-14.docx	mutiliteracies. Second, I also notice that there is no	clear	and systematic action plan how this to be
31	L1-9.docx	and Maarif (2015), take the view that there is no	clear-	cut distinction not only between religious and secular
32	L1-14.docx	ways these product label images were used, it was	clear	that the tasks did not provide supporting activities
33	L1-14.docx	aural, spatial and gestural (Cope and Kalantzis, 2015, 2000), it was	clear	that the teacher only brought these resources into
34	L1-18.docx	the classroom behaviour. By observing students' persistence, it was	clear	that their effort to complete their tasks in
35	L1-18.docx	writing process. Responding to the authenticity concern, it was	clear	that the lecturers had included authentic materials in
36	L1-20.docx	English at nights too (see excerpt 32). Here, it was	clear	that she was also concerned with their activities
37	L1-3.docx	that she loved having her feedback because it was	clear	on which part of the story needs to
38	L1-10.docx	students could follow what teacher said. The parameter was	clear,	students' acceptance of their English in conveying the
39	L1-16.docx	Although 36 % (n=18) came to an agreement that MOEC provides	clear	curriculum teaching plan for new curriculum, 38 % (n=19) stated
40	L1-17.docx	keep them paying for her service. This phenomena provides	clear	evidence of commodification of the English language (Heller, 2003, 2010)

41	L1-13.docx	time, only one question was posed. It is therefore	clear	that Dina's attempt to achieve the object (
42	L1-13.docx	the competition outside" (Post-Interview 3, p. 7). It is therefore	clear	that instrumentalism appeared to have shaped Ana's
43	L1-18.docx	in the eyes of the students, and they were	clear	about whose turn it was to talk, what
44	L1-17.docx	steps or whatever although all the lesson plans were	clear	so there was actually no need to ask." (
45	L1-7.docx	senior schoolteachers at the university. This implies there are	clear	benefits for PPG program providers to consistently involve
46	L1-15.docx	include personal and social competencies. Subsequently, it has become	clear	that understanding of student teachers' sense of preparedness
47	L1-11.docx	as this observation graphically illustrates. This quote also makes	clear	that teachers were not well-informed about the
48	L1-17.docx	might be her calling. Her career trajectory seemed quite	clear	when she told me that "I think this
49	L1-9.docx	acknowledged and the intentions to capitalise on EIL seem	clear,	too. Yet, English is now used in more
50	L1-13.docx	in real society" (Post-Interview 3, p. 1). It is thus	clear	that Budi, mediated by his university lecturers, mphasizing

No.	File	Left context	Hit	Right context
1	L1-4.docx	are aware of these ways of learning, which was	evident	in the themes that emerged from teachers' perception;
2	L1-4.docx	actual views on students' cultures of learning. This was	evident	in findings of research question 4: how do teachers'
3	L1-7.docx	and offer quality feedback for preservice teachers This was	evident	in the following comments: <^^^> (MTU2*1). However, some mentor
4	L1-7.docx	be a learning place for teacher candidates. This was	evident	in the following comments: <^^^> (MTU*1). While the mentors'
5	L1-10.docx	not imitating native English speakers (NESs) and it was	evident	in their accounts. T14 remarked, "We don't
6	L1-10.docx	using English was not imitating NESs and it was	evident	in their accounts (section 7.2.1.1). However, this position was
7	L1-10.docx	using English was not imitating NESs and it was	evident	in their accounts. However, they perceive EMI as
8	L1-10.docx	using English was not imitating NESs and it was	evident	in their accounts. However, they perceive EMI as
9	L1-14.docx	tables. This print-based design of multimodal use was	evident	in the extract from a group presentation below. <^^^> (
10	L1-18.docx	stand before the class. Next, a social strategy was	evident	in the cooperation that was observed among the
11	L1-19.docx	techniques and leading them through the content. This was	evident	in all EFL classes that the researcher observed.
12	L1-4.docx	between teachers' perception and their pedagogical practices. This was	evident	from the way the teachers showed great concern
13	L1-14.docx	attainment of print- based/language teaching. This design was	evident	from four main teaching purposes that Mr. William
14	L1-14.docx	as picture and colour. This print-based instruction was	evident	from a classroom conversation extract between teacher (T)
15	L1-14.docx	attainment of the predetermined print-based goals. This was	evident	from the instruction of the group-work tasks/
16	L1-14.docx	of multimodal composition more comprehensible. This purposive composition was	evident	from the video-songs containing lyrics, visual, aural
17	L1-14.docx	information with a checklist in tables provided. This was	evident	from the instructions of the teacher, as follows: <^^^> (
18	L1-17.docx	not as a junior teacher) at Riau. It was	evident	from the way the supervisor and senior teachers
19	L1-18.docx	learning motivation as evidenced in the FGDs. It was	evident	from Budi's statement "I think that for
20	L1-18.docx	as unfixed motivation issue. Firstly, classroom-learning motivation was	evident	from the observations. There were two elements in
21	L1-3.docx	from the observation notes and students' interviews, it was	evident	that his feedback was frequently on grammar and
22	L1-18.docx	toward learning as recorded in the FGDs. It was	evident	that in the first semester students might need
23	L1-18.docx	using the computer rather than on paper. It was	evident	that the use of the computer generated a
24	L1-18.docx	used throughout the three task cycles and it was	evident	that students were dependent on dictionaries. During the
25	L1-18.docx	are contradictory. From observation in Class 1A, it was	evident	that students utilised both smartphones (eight students) and
26	L1-18.docx	by the students. By using the tools, it was	evident	that the students used cognitive strategies in order
27	L1-19.docx	s observations in the three EFL classes, it was	evident	that not all students gave sufficient responses to
28	L1-14.docx	and their structures (see Table 4.8), where this similarity was	evident	at the beginning part of the journals. As
29	L1-14.docx	The absence of students' agency in multimodal communication was	evident	not only during classroom observation, but also outside
30	L1-18.docx	teaching organizations with the Willis' TBLT framework. This was	evident	on the second task cycle. The task cycle
31	L1-10.docx	their teaching practices in Indonesian EMI HE. This was	evident	that Indonesian universities' decision makers had to switch
32	L1-17.docx	When I observed her lesson on July 18, 2018 this was	evident	when I noticed that she memorized all of
33	L1-9.docx	nationally- and locally-imposed policies and resources. It was	evident,	for instance, in her attempt to include additional
34	L1-14.docx	the whole processes of the learning activities. This was	evident,	for instance, when a drink-label image was
35	L1-9.docx	be explicitly translated into actual classroom practices. This was	evident,	among other things, in the ways they described
36	L1-14.docx	multimodality inherent in the product-label context. This was	evident	both in the classroom and outside-classroom contexts.
37	L1-16.docx	that the impact of 2013 English Curriculum on students was	evident.	They all rated the new curriculum as more
38	L1-5.docx	obtain higher qualified employment in the future. It is	evident	that Fin has acquired the cultural capital that
39	L1-5.docx	her child to learn English, Ast says: <^^^> It is	evident	that Ast realises the kinds of cultural and
40	L1-13.docx	the students learn English faster (Section 6.2.2.4). Accordingly, it is	evident	that Budi's English-only stance mediated between
41	L1-13.docx	their actions. Based on the findings above, it is	evident	that ideological transformations, albeit pragmatically, occurred. These transformations

42	L1-15.docx	during their 12-years of earlier schooling experiences. It is	evident	that gaining inspiration from former teachers and prior
43	L1-16.docx	English teaching practice. In the Indonesian context, it is	evident	that teachers' voice in curriculum decision- making at
44	L1-17.docx	this day: <^^^> (Claire, Interview) From the quote, it is	evident	that Claire's teacher created a fun and
45	L1-18.docx	Olga, FGD 1, Class 1A). From this extract, it is	evident	that Olga showed her enthusiasm and preference for
46	L1-18.docx	group: <^^^> (Ruri, FGD 9, Graduate 1) From this extract, it is	evident	that the student was motivated by the use
47	L1-4.docx	influenced by their cultures of learning. The argument is	evident	in the findings of the research question 3: how
48	L1-5.docx	her child to learn English L2, she <^^^> It is	evident	in this insightful comment by Fin that there
49	L1-16.docx	s (2016) study in Tanzania, and a similar challenge is	evident	in South Africa (Bantwini, 2010). 6.4. Overcoming challenges in implementing
50	L1-17.docx	learning English through songs and movies. This interest is	evident	in his teaching since he often used songs
51	L1-4.docx	how teachers are involved in students' learning. This is	evident	from the findings chapter 4 part II, section 4.2.1.2, where
52	L1-18.docx	create his portfolio: <^^^> (Matlal, FGD 5, Class 1B) As is	evident	from Matlal's response, he was motivated to
53	L1-18.docx	discusses the framework as an unanticipated finding. It is	evident	from the data arising from the class observations
54	L1-8.docx	it out of my mouth]. Mirroring Mirroring practice is	evident	when co-cultural group members consider that their
55	L1-8.docx	and even shared by others. This bargaining practice is	evident	when Nisa introduced Inshaa Allah to her supervisor
56	L1-4.docx	best to consider them in their practices. This is	evident	on the findings of the research question 4 (see
57	L1-14.docx	short and long hands of the clock. This is	evident	particularly from Figure 4.5 and the presentation extract below.
58	L1-13.docx	English language ideological stances shaped their instructional practices is	evident	through the analysis. Theoretically speaking, their ideological stances,
59	L1-9.docx	with English and English-speaking Western culture. This is	evident,	for example, from students' mentioning of local foods
60	L1-8.docx	was adopted when the gap between two cultures is	evident.	This shows that field of experience has a
61	L1-3.docx	Fani, interview) The presence of code-switching was also	evident	in a few of the students' writings. There
62	L1-8.docx	members. Communication with fellow Islamic community members was also	evident	in the English- speaking country. These communities, regardless
63	L1-8.docx	dominant culture. In addition, an accommodation orientation is also	evident	in this study. This practice is adopted when
64	L1-11.docx	expressed, regarding practices related to student agency were also	evident	in other recent studies (Brown, 2004; Warwick et al, 2015;
65	L1-11.docx	The 'convergent' practices of assessment (Torrance & Pryor, 1998) were also	evident	in the teachers' feedback, which were mostly generic,
66	L1-12.docx	contradictions between the individual and contextual factors were also	evident	in the current study. In my analysis, these
67	L1-14.docx	lying on beds. From this frame, it is also	evident	that the visual element of the clock picture
68	L1-11.docx	C2MNL]. Teachers' conceptual understanding of assessment was also	evident	when they stated that the practicality issue was
69	L1-8.docx	and admitting compliments, and committing to future activities are	evident	in this study. A unique practice for address
70	L1-8.docx	levels. Terms of address and future reference expression are	evident	in this practice. Accustomed to using title plus
71	L1-8.docx	and practices and partial acceptance of English practices are	evident	across intercultural encounters. Furthermore, in many instances, when
72	L1-9.docx	knowledge and a stronger Islamic identity. These differences are	evident	not only in different educational contents and priorities
73	L1-8.docx	regarding head covering practice among the mainstream community are	evident.	Similar head covering practice by Christian nuns may
74	L1-8.docx	their own cultural practices on various communication acts are	evident.	The cultural preservation is taken by adopting the
75	L1-13.docx	English language ideologies were infrequent, some practical embodiments were	evident	as follows. 9.3.2.1 Instrumentalism as a psychological tool As
76	L1-18.docx	memory, cognitive, compensation, metacognitive, affective, and social) which were	evident	at different points throughout the three task cycles.
77	L1-12.docx	causes of tensions. In this activity, the inconsistencies were	evident	in the teacher participants' beliefs and their actual
78	L1-8.docx	the presentation was delivered in English, various expectations were	evident	among participants in this context. Some may expect
79	L1-18.docx	via observation. During the practice phase, two strategies were	evident:	metacognitive (paying attention to the lecturer) and cognitive
80	L1-12.docx	writing conferences sessions were similar, but their approach (as	evident	in the TAP) and type of feedback strategies
81	L1-14.docx	more powerful meanings to viewers than does language, as	evident	in artefacts 1 and 2 on Table 4.3, although in other
82	L1-17.docx	professional identities. 6.1 PELI as a community of practice As	evident	in the participants' narratives in Chapter 5, the role
83	L1-17.docx	the grammar points or expressions they were teaching as	evident	in their lesson plans. Figure 6.3 shows India's
84	L1-9.docx	sociolinguistic features of English and local languages were not	evident	in Ambar's classroom practices, and neither were

85	L1-14.docx	learning tasks, the students' engagement with multimodality was not	evident	outside the observed classroom sessions. The findings among
86	L1-11.docx	up activities to address the students' errors were not	evident.	Thus, formative assessment practice was considered absent. Sadler (1989)
87	L1-11.docx	was a progressive move. Nevertheless, this activity was only	evident	in the first lesson of teacher A2KM.
88	L1-11.docx	to be indirect. However, the admission issue was only	evident	in the group discussion, not in individual interviews.
89	L1-13.docx	at their respective undergraduate teacher education programs. Not only	evident	in undergraduate education, the findings also show how
90	L1-8.docx	of the host culture. Term of address is particularly	evident	in this study. Accustomed to using title plus
91	L1-18.docx	combination dependent on the unique context; this is particularly	evident	in Indonesia. In particular, this chapter explored the
92	L1-14.docx	attainment of this print-based learning. This was particularly	evident	during the employment of video-songs and tables.
93	L1-5.docx	K1, the positive feedback (+FB) category was frequent, being	evident	over 20% of each lesson throughout the DMFonF program.
94	L1-11.docx	peers' work and their engagement in the activity being	evident,	the practice of peer assessment appeared to be
95	L1-13.docx	stance. Ana commented, <^^^> (Post-Interview 2, p. 8) It is therefore	evident	that an emphasis on speaking was Ana's
96	L1-13.docx	when doing a master's degree. It is therefore	evident	that Budi, mediated through interactions with his university
97	L1-5.docx	a noun-dominant language (Gentner & Boroditsky, 2001). This is also	evident	in the previous studies on LI English monolingual
98	L1-11.docx	the teachers to engage intensively in such practices. Although	evident	of innovation was reported and observed, teachers' active
99	L1-18.docx	study. 5.4.2.3.1 Pre-Task In this study, it has been	evident	that the pre-task phase was performed similarly
100	L1-9.docx	inspired "attitudinal resistance" (Mohd-Asraf, 2005) towards English is especially	evident	in Yanti's reports below: <^^^> (Yanti's NF, 25/10/15) <^^^> (
101	L1-11.docx	Moreover, as Arrafii (2019) argued, grading practices and grade inflation,	evident	in the study, were reported to have undesired
102	L1-3.docx	out in their poetry and fiction were not so	evident.	The second important element in the reviewed pedagogical

No.	File	Left context	Hit	Right context
1	L1-10.docx	and reflected it in code-mixing/switching practices. It was	inevitable	that English and other languages use was developed in
2	L1-20.docx	relationship between English and their identity. Simply put, it is	inevitable	that English is part of their identity. Edi, for
3	L1-8.docx	communication takes place in the English-speaking country, it is	inevitable	that English will be used to exchange ideas. The
4	L1-10.docx	from it. Through this ecology, a truly international program is	inevitable.	That is why some teachers who perceive IUP through
5	L1-16.docx	the change Feelings toward curriculum change and its implementation are	inevitable	for curriculum stakeholders especially teachers and students who are
6	L1-10.docx	factors had proved that English and other languages use was	inevitable	for multilingual education settings. Therefore, protecting this kind of
7	L1-10.docx	English. In addition, T6 gave another situation why multilingualism was	inevitable	in his classroom. He asserted that Indonesian' law derived
8	L1-10.docx	that using English and Bahasa Indonesia in EMI classroom was	inevitable.	In other words, all linguistic resources might be used
9	L1-11.docx	a dichotomized grouping of students into 'strong' and 'weaker' is	inevitable	and the discrepancy between them is intensified, with the
10	L1-10.docx	multilingual speakers. At the very least, a bilingual education is	inevitable. 8.	Interview findings (2) 8.2.3.1 Teachers' Perceptions of English and Other Languages
11	L1-10.docx	about words or expressions in English, so Bahasa Indonesia was	inevitable.	More specifically, when he wanted to articulate something in
12	L1-8.docx	Indonesian Muslim English educators. While mirroring dominant group culture is	inevitable	regarding culture with no or least faith association, recognition

No.	File	Left context	Hit	Right context
1	L1-2.docx	as the findings show speaking English while learning is	likely	to be conditioned or 'forced' by the lecturers
2	L1-3.docx	values and norms are strongly upheld, and this is	likely	to affect the people's perceptions of what
3	L1-4.docx	A culture of learning in the current study is	likely	to be influenced by the educational-transmitted conditions
4	L1-5.docx	of feedback a teacher uses the more it is	likely	to contribute to promoting a better result. Further,
5	L1-8.docx	follows: <^^^> (Anto, L744) This unique form of greeting is	likely	to happen among members of minority groups in
6	L1-8.docx	dominant group members regarding future reference. This practice is	likely	to be undertaken when educators have developed familiarity
7	L1-8.docx	their preparation for studying abroad. The practical domain is	likely	to attract significant research and scholarly interest not
8	L1-9.docx	of this, the teachers' essentialist 'large culture' paradigm is	likely	to hamper the implementation of ILTL principles. Different
9	L1-9.docx	greater involvement of students in similar future research is	likely	to give fresh insights into the phenomenon under
10	L1-11.docx	classrooms (Koh, 2011; Black et al, 2004), poor assessment literacy is	likely	to have negative impacts on the promotion of
11	L1-11.docx	Lombok, the most helpful approach to achieve this is	likely	to be through sampling and modelling strategies for
12	L1-15.docx	than that relating to the English language. This is	likely	to reflect the particular context of participants, and
13	L1-15.docx	that recognising the complexity and esteeming the profession is	likely	to lead towards a sense of preparedness for
14	L1-15.docx	that a negative belief about the teaching profession is	likely	to have an influence on pre-service teachers'
15	L1-15.docx	common issue faced by school teachers. This phenomenon is	likely	to occur often as English is not a
16	L1-15.docx	readers that the interplay of these three components is	likely	to affect pre-service teachers' sense of preparedness
17	L1-15.docx	tė, Lasauskienė & Barkauskaitė, 2015; Ward & McCotter, 2004). This better understanding is	likely	to lead the student teachers to feel prepared
18	L1-3.docx	personal value", were considered most creative (p.75). It is	likely	that for Indonesians, stories or poems and other
19	L1-10.docx	Drawing on the interplay of those perception, it is	likely	that pedagogical aspects such as integrated curriculum, teaching
20	L1-11.docx	concerns in regard to this violating practice. It is	likely	that the nature of the group discussions, compared
21	L1-11.docx	ALIC) supports this claim. In this respect, it is	likely	that the teachers were trying to comply with
22	L1-11.docx	help improve their understanding about the ideas. It is	likely	that changes in assessment conceptions are more achievable
23	L1-8.docx	assimilate the English communicative practice. The context factor is	likely	the main reason for word selection. The incident
24	L1-11.docx	implementation, how it should be evaluated. 5. The study is	likely	the first investigation that proposes the key questions
25	L1-10.docx	which is set up by institutions. This policy is	likely	unanimous as all IUPs require the Prospective students
26	L1-10.docx	language requirement for enrolling the IUP. This policy is	likely	unanimous for all universities as they require a
27	L1-18.docx	openness to cultural identification as an element that is	likely	associated with attaining the ultimate level of achievement.
28	L1-8.docx	teaching practice, in addition to mirroring practice which is	likely	be retained to suit certain contexts in their
29	L1-20.docx	Hanum in excerpt 50 below), and such community itself is	likely	diverse because Indonesian soldiers along with their wife
30	L1-8.docx	for identity development. Consequently, individual's social change is	likely	due to myriad experiences. Intercultural communication offers rich
31	L1-20.docx	the purpose of speaking Indonesian for Edi here is	likely	for the sake of enforcing discipline. Regarding Mahdi,
32	L1-8.docx	get the halal one. As compromising the DGC is	likely	impossible, except for an emergency, separation is the
33	L1-8.docx	events that build the experience regarding such interaction is	likely	lacking. The participant is informed that the formula
34	L1-10.docx	English or not, this way of assigning teacher is	likely	unusual allocation. In terms of teachers' policy of
35	L1-4.docx	and interested in the classroom, they would be more	likely	to ask questions. A student said, <^^^>(Student 9_U1,
36	L1-6.docx	et al., 2014) that were commonly available and were more	likely	to accommodate the needs of both lecturers and
37	L1-7.docx	the fairly obvious finding that older participants were more	likely	to have teaching experience. To develop correlated quantitative
38	L1-8.docx	the dominant Muslim culture in Indonesia, they are more	likely	to avoid any interaction that shows support to
39	L1-11.docx	involvement and agency in the assessment processes were more	likely	to be undermined rather than promoted. It appears
40	L1-11.docx	the new curriculum (see table 4 in chapter 2), were more	likely	to be undermined rather than promoted. Although an
41	L1-13.docx	point out that "pre- service teacher education is more	likely	to impact on trainees when they have opportunities

42	L1-15.docx	learning experience will be enhanced and teachers are more	likely	to stay in the profession. Accordingly, this section
43	L1-16.docx	are respected. Proceeding in this way, teachers are more	likely	to commit to the new situation with a
44	L1-17.docx	students are happy in the class they are more	likely	to come back and continue paying for enrolment.
45	L1-18.docx	capabilities to complete the learning tasks were much more	likely	to post more and longer messages. Students who
46	L1-18.docx	less likely to engage in learning activities and more	likely	to exhibit minimum effort in online discussions. It
47	L1-9.docx	differences between expressions in the two languages are more	likely	caused by their cultural contents than the linguistic
48	L1-10.docx	It seemed that most teachers perceived this program more	likely	in connection with CLIL notions. The next section
49	L1-2.docx	success, reminded and supported by the lecturers, the more	likely	the students to use or speak English. The
50	L1-16.docx	material with which they are presented, they are more	likely	to adopt strategies that will lead to deeper
51	L1-5.docx	families. Eleven children live in extended families. They are	likely	to use Indonesian with their parents and grandparents.
52	L1-7.docx	predictive of future actions, implying that preservice teachers are	likely	to apply the knowledge and skills they learn
53	L1-8.docx	people from where the communication takes place, they are	likely	to use the host language and cultural codes
54	L1-8.docx	repertoire in encountering multicultural Indonesia. Every day wishes are	likely	to be observed among educators' personal and teaching
55	L1-9.docx	and significant impacts, favourable or otherwise, that these are	likely	to create on the various aspects of the
56	L1-13.docx	living and learning English in, for example, Indonesia are	likely	to speak Indonesian-accented English and that is
57	L1-14.docx	expressing and communicating meanings, by which different modes are	likely	to be more or less straightforward in expressing
58	L1-15.docx	great impact to the society. These positive beliefs are	likely	to influence the way pre- service teachers undergo
59	L1-15.docx	pervisors' suggestions and encouragement, or 'verbal persuasion' (Bandura, 1977, 1982) are	likely	to make pre-service teachers believe that they
60	L1-16.docx	agent does not understand the curriculum requirements, they are	likely	to modify it to fit their understandings. Therefore,
61	L1-16.docx	In the process of implementing the curriculum, teachers are	likely	to meet many difficulties, the most revolutionary of
62	L1-16.docx	that they point to factors and matters which are	likely	to have affected the change process and the
63	L1-16.docx	that the findings that emerged from this study are	likely	to be relevant to an understanding of how
64	L1-19.docx	classes in other schools or areas in Indonesia are	likely	to provide different explanations related to this topic.
65	L1-8.docx	communication, the educators in question adopt strategies that are	likely	applicable to accommodating diverse collocutors. Less represented in
66	L1-2.docx	Teaching in Second Language Acquisition courses. The lecturer was	likely	to use English on the basis of courses
67	L1-6.docx	work in groups. She said that idea sharing was	likely	to occur when students searched for information on
68	L1-6.docx	passive and did not display independent thinking, this was	likely	to emerge as a significant factor that shaped
69	L1-6.docx	minimizing aimless searching' (Greene & Land, 2000, p. 152). This result was	likely	to be related to the idea that guided
70	L1-18.docx	help her to acquire the vocabulary, as she was	likely	to forgot it easily afterwards. During the second
71	L1-6.docx	orientation showed that the tendency of using technology was	likely	due to their focus on fulfilling the students'
72	L1-6.docx	were actively engaged. During in-class meetings, it was	likely	easy for her to control students' attendance because
73	L1-20.docx	as large as a mustard seed. This warning was	likely	given by Hanum to her students whenever she
74	L1-6.docx	on the internet. Treating students as mature people was	likely	his preferred method for creating a fair, less
75	L1-4.docx	learning. In section 4.3.1, I have shown how students were	likely	to follow what the teacher created and decided
76	L1-6.docx	media site students commonly used to communicate and were	likely	to use for the course they were taking.
77	L1-6.docx	The tools used by the lecturers and students were	likely	to be assumed and categorised as new technologies
78	L1-7.docx	from three universities (University Two, Three, and Five) were	likely	to have more positive responses to their learning
79	L1-11.docx	B2MNL. This finding reflects that while teachers were	likely	to encourage students to be more active in
80	L1-11.docx	in providing education. Meanwhile, teachers with irrelevant conceptions were	likely	to believe that student assessments were not useful
81	L1-11.docx	unlike other studies, in my study improvement purposes were	likely	to be framed in terms of the increased
82	L1-11.docx	it is shown that teachers' conceptions and practices were	likely	to be, in some cases, inconsistent or even
83	L1-6.docx	the potential properties offered by the technology tools were	likely	viewed as critical to support students in enhancing
84	L1-3.docx	based on the teachers' assessment result. This is most	likely	because these students were willing to invest more

85	L1-3.docx	teachers' (creative) writing-related potentials, and teachers would most	likely	comply to teach whatever subject was assigned to
86	L1-4.docx	up with different ideas of how they would most	likely	have wanted it to be. They expressed their
87	L1-3.docx	products by fellow Indonesians. The different responses are most	likely	influenced by the Indonesian society's "cultural tightness" (
88	L1-3.docx	lack of imagination. Moreover, most of them were most	likely	referring to their creativity in the context of
89	L1-18.docx	by reading and revising the writing) was the most	likely	way to finish the writing tasks chosen by
90	L1-3.docx	creativity valued the true intention of writing, and most	likely	were aware of using their "minds"- the most
91	L1-15.docx	investigation in Indonesia (Suryani et al, 2016), which is very	likely	to happen in Indonesia. Teacher education graduates in
92	L1-15.docx	a teacher. Further, these two personal factors are very	likely	to affect pre-service teachers' feeling of teaching
93	L1-3.docx	to enhance their creative writing skills. This is very	likely	because the class was one of the compulsory
94	L1-15.docx	of preparedness (Albion, 1999; Brown et al., 2015). It is very	likely	from this example that the mastery of content
95	L1-3.docx	independently. The accomplishment of having an audience would very	likely	increase the student writers' confidence. Revisiting Sella and
96	L1-3.docx	aspects influence the teachers' and students' views and, very	likely,	practices. Haryo, for example, when inquired about his
97	L1-8.docx	Combining English and Islamic practice regarding complimentary exchanges would	likely	be more welcomed in an Islamic environment and
98	L1-8.docx	accessed and displayed via print and electronic media would	likely	be scrutinised to conform to common norms and
99	L1-8.docx	The range of greeting rituals with associated interlocutors would	likely	be continually adopted for the rest of their
100	L1-8.docx	and cultural backgrounds while residing in Australia and would	likely	continue to grow for years to come. Figure 5. 7
101	L1-8.docx	selected practice. Furthermore, as assuming an alternative practice would	likely	cost the flow of interaction, adopting standard practice
102	L1-7.docx	complete the survey from their location. Greater participation would	likely	have improved the robustness of the study. As
103	L1-5.docx	in this study promotes lexical acquisition but seems less	likely	to promote more complex noun phrase structures. 5.2 Lexical
104	L1-8.docx	in communication with the queer community would be less	likely	to change. Aligning with the denial position to
105	L1-11.docx	results of teachers' formative and summative assessment were less	likely	to be used to inform subsequent teaching and
106	L1-18.docx	were not confident of their capabilities were much less	likely	to engage in learning activities and more likely
109	L1-12.docx	mechanics and referencing style reflects a very traditional (and	likely	unproductive) approach to writing instruction. This finding, along
110	L1-3.docx	class observation. The students' views on creativity were also	likely	to be influenced by the views which were
111	L1-9.docx	in the human's subconscious, but they are also	likely	to be so deeply entrenched in the belief
112	L1-20.docx	For English teachers, 'contextualising' found this study can be	likely	a good teaching strategy for them to use
113	L1-8.docx	other Muslims friends, despite their ethnic backgrounds, would be	likely	retained, communicating the halal perspective to other communities
114	L1-2.docx	recall (see Chapter 2) that students in Indonesia are not	likely	to use or speak English outside the classroom,
115	L1-9.docx	community. The reality of NS language use is not	likely	to be real for learners (Widdowson, 1996), and thus
116	L1-15.docx	have adequate abilities to perform one action, they will	likely	have lower perceived self- efficacy. Consistent with Bandura'
117	L1-8.docx	diverse people indicates such awareness. Their intercultural communication will	likely	impact their personal and pedagogical practices. On the
118	L1-6.docx	Additionally, it was selected because it was commonly available,	likely	to be easy to use for the students,
119	L1-9.docx	catering to local aspirations as well as mediating between	likely	different values of host and target-language communities.
120	L1-20.docx	moral perspective in the language teacher education there can	likely	contribute to helping its student teachers understand the
121	L1-8.docx	Despite the Islamic reference regarding future event commitment, educators	likely	do not share a similar view and use
122	L1-4.docx	a range of different approaches to learning were found	likely	to be more or less effective in this
123	L1-20.docx	Here, on the one hand, through such rebuke, Hanum	likely	retains the kind of authority that can make
124	L1-20.docx	to them. Also, Mahdi advised his students because he	likely	realised that in Acehnese culture teacher power is
125	L1-19.docx	for one classroom meeting was insufficient, which is highly	likely	to be one of the factors that hampered
126	L1-8.docx	members. Mirroring greeting rituals of dominant group members is	likely	the preferred selected practice when greeting them, such
127	L1-8.docx	has been socialised and internalised throughout their life, it	likely	becomes scripted behaviour for many Muslims regardless of
128	L1-20.docx	account so that he spoke Indonesian while expressing it.	Likely,	if he had expressed it in English, the
131	L1-8.docx	bargained practice by least represented group members. This practice	likely	comes into effect when awareness of the other'

132	L1-13.docx	English, Indonesian, and indigenous languages] will coexist. It's	likely	that they are not competing" (Pre-Interview, p. 5).
133	L1-9.docx	by exchanging the Islamic greeting Assalamu'alaikum. It seems	likely	that the students subconsciously used such a religiously-
137	L1-8.docx	English-speaking country. The range of selected practice will	likely	affect their greeting practice in their home culture.
138	L1-8.docx	speaking countries. On the pedagogical level, these encounters would	likely	raise awareness of multicultural perspectives when they return

No.	File	Left context	Hit	Right context
1	L1-10.docx	her standing in excerpt below. Excerpt 5.8 <^^^> Here, it was	obvious	that she divided the environment into two, a
2	L1-10.docx	clarified this in the following accounts. Excerpt 5.10 <^^^> It was	obvious	that the filler was showing his process of
3	L1-10.docx	Table 5.10 shows that T9 spoke English predominantly. It was	obvious	that besides English, T9 was also using LOTE
4	L1-10.docx	is just to draw on their attention". It was	obvious	that Thai was spoken to electrify her class
5	L1-10.docx	a minimum dua (praying) for Muslim. Therefore, it was	obvious	that the choice of Arabic words for praying
6	L1-10.docx	their own words to express something. Therefore, it was	obvious	that those words were not spoken in English.
7	L1-10.docx	his account in the following excerpt. Excerpt 6.11 <^^^> It was	obvious	that T31 described the philosophy of establishment of
8	L1-10.docx	while, because English for economics is different". It was	obvious	that they recruited an English teacher as a
9	L1-10.docx	clarified in his accounts as follow. Excerpt 6.24 <^^^> It was	obvious	that students' language development was considered from thesis
10	L1-18.docx	and engaging technology-mediated TBL writing class. It was	obvious	that Mrs Rina did not have sufficient skills
11	L1-18.docx	facilitated their learning process in this case. It was	obvious	that the lecturers' confidence, control and technological skills
	L1-18.docx	how the students completed their writing tasks, it was	obvious	that their limited English vocabulary was the reason
	L1-19.docx	teaching approach. From this feedback and analysis, it was	obvious	that the EFL teachers were still challenged by
	L1-10.docx	use of Bahasa Indonesia during English practice. It was	obvious	for these teachers that using English and Bahasa
	L1-11.docx	giving feedback on the students' work because 'it was	obvious	in the class that if the teachers were
	L1-10.docx	terms were not used every day. The challenge was	obvious	when he explained them in Bahasa Indonesia because
	L1-10.docx	a teacher explained one principle from Latin, it was	obvious.	The final reason was also making sense that
	L1-10.docx	the micro level), the influence of monolingual ideology was	obvious.	They imposed English only policy. However, in the
	L1-4.docx	students as active participants in the classroom, it is	obvious	that they are trying to implement the student-
	L1-15.docx	their competencies and perceived efficacy (Sivri & Balcı, 2015). It is	obvious	that pre-service teachers' self-efficacy has a
	L1-15.docx	education is exemplified by the case profiles. It is	obvious	that those case profiles are able to demonstrate
	L1-17.docx	as an English language learner and teacher, it is	obvious	that as a learner he developed the ability
	L1-17.docx	of the programme assign the final score. It is	obvious	that a mentor teacher has great power over
	L1-18.docx	vocabulary to construct their writing tasks. Thus, it is	obvious	that the non-PC-mediated class depended more
	L1-6.docx	and Schneidert, 2010; Van Deursen and Van Dijk, 2014). This is	obvious	in the analysis of L1 and L4, in
	L1-17.docx	NEST. The value of having a DELTA qualification is	obvious	in Claire's experience that once she completed
	L1-4.docx	the students' cultures of learning. 4.3.2. Classroom Discussions It is	obvious	from the students learning cultures that I have
	L1-7.docx	their school placement, the need for expert mentors is	obvious	to provide high quality feedback and assessments. This
	L1-8.docx	first name calling culture. Yet, when social status is	obvious,	such as student--supervisor relationship, they showed an
	L1-10.docx	be assigned to teach in IUP. The reason is	obvious.	They are assumed to speak English fluently and
	L1-8.docx	academia in their institution when culturally different views are	obvious	in interpersonal and intrapersonal communication as well. The
	L1-8.docx	yet, one or more features of cultural difference are	obvious.	This study includes faith and/or national identity
	L1-8.docx	between a person and their identity (Gleba, 2008). The most	obvious	example of cultural identity is dress code. The
	L1-17.docx	they teach. As a result, one of the most	obvious	features in their teaching practices and beliefs is
	L1-18.docx	technology is very influential in ubiquitous learning. The most	obvious	finding to emerge from this study is that
	L1-18.docx	vocabulary-searching tools in similar ways. The difference became	obvious	in relation to the way they inserted the
	L1-3.docx	writing, their writing passion, experience, knowledge and skills became	obvious,	practical and useful resources to teach the courses. 6.3.
	L1-15.docx	self-efficacy in teaching commonly appears to be more	obvious	after the participants conducted their teaching practicum, both
	L1-10.docx	myself to be like an Englishman". It was also	obvious	that his standpoint of not imitating NESs was
	L1-8.docx	social categories (Tajfel, 1974). These individual and social attributions appear	obvious	when intergroup interaction takes place. In response to
	L1-6.docx	more time to monitoring, but the impacts would be	obvious	and could motivate the students to engage more

	L1-7.docx	between background variables (all p > 0.05), except for the fairly	obvious	finding that older participants were more likely to
	L1-8.docx	normally occurs when socio and cultural discrepancies is less	obvious.	Therefore, when the educators meet their colleagues, regardless
	L1-8.docx	name or nick names if age difference is not	obvious.	Yet, when age difference is obvious they reciprocally
	L1-14.docx	unpredictable and anarchic", although in other contexts it provides	obvious	meanings. Based on these findings, Mr. William has
	L1-18.docx	Her lack of confidence and limited proficiency were very	obvious	during the discussion session and the classroom observations (
	L1-10.docx	the use of English in the classroom". It was	obvious	that T3 looked at the existence of students

No.	File	Left context	Hit	Right context
21	L1-3.docx	practice and how they facilitated students' writing. It is	possible	that such a view is guided by one
22	L1-3.docx	surrounding people and natural setting. In addition, it is	possible	that the students and teachers were influenced by
23	L1-3.docx	Facebook, as well as other social media. It is	possible	that Ariel was quite observant as he was
24	L1-3.docx	ready before class meeting (Ariel, Nadia, interviews). It is	possible	that the urge to know about the task
25	L1-3.docx	and skills independently. Besides the motivation factor, it is	possible	that the students were also influenced by the '
26	L1-3.docx	instead of keeping to their initial ideas. It is	possible	that this practice might hinder the enhancement of
27	L1-3.docx	develop their creative writing skills. In addition, it is	possible	that many students still tended to be dependent
28	L1-3.docx	diction, rather than on the story content. It is	possible	that he was influenced by his linguistics educational
29	L1-4.docx	friend relationship - (see Part I, Section 4.1.4), however, it is	possible	that this could have emerged from the questionnaire
30	L1-5.docx	as dramatic for K2 (from nine to 19). It is	possible	that an earlier start of the DMFonF program
31	L1-6.docx	only receive minimal help from their lecturers. It is	possible	that the lecturers' reasoning for dominating the processes
32	L1-7.docx	within which the survey was designed, and it is	possible	that patterns in preservice teachers' responses would generate
33	L1-12.docx	not pressured to provide specific data. However, it is	possible	that the teachers provided some socially correct/acceptable
34	L1-8.docx	the older generation and perceived that such practice is	possible	in Western culture of which equality is pervasive
35	L1-16.docx	teaching context. Selection of other methods and approaches is	possible	in accordance with conditions in each classroom. Whenever
37	L1-6.docx	students' offline activities (Zhang & Quintana, 2012, p. 183). Therefore, it is	possible	to assume that students may not be able
39	L1-10.docx	all their linguistic resources in multilingual educational setting was	possible.	Arabic was used by teachers specially to greet
41	L1-10.docx	and therefore, making use of all linguistic resources was	possible.	Furthermore, T24 pointed out that "So, it would
43	L1-18.docx	Edmodo were set so that no late submission was	possible.	However, her classmates still found a way to
45	L1-18.docx	in these two types of the motivational construct was	possible.	Therefore, the fact that students showed a different
47	L1-10.docx	countries. When they transported within ASEAN countries, it was	possible	that they met in the contact zone and
49	L1-11.docx	small number of teachers only. In addition, it was	possible	that some participants misunderstood some items in the
51	L1-6.docx	searching on Google could distract her focus. This was	possible	because S105 already had to search for online
53	L1-9.docx	and values develop throughout their lives. It is not	possible	to acquire all the knowledge and skills to
55	L1-18.docx	the coded transcripts (see Appendix 20). As it is not	possible	to correlate quantitative datasets with qualitative datasets, I
57	L1-18.docx	printed dictionaries, they are very thick. It is not	possible	to carry it everywhere. It is better to
59	L1-18.docx	understanding learner motivation. Without this understanding it is not	possible	to explore and measure the advantages of using
61	L1-8.docx	admit the dominant practice. If overt refusal was not	possible,	compensation strategy was enacted by articulating in a
63	L1-5.docx	Such cross-linguistic comparisons in L2 learning are made	possible	by the common metrics provided by PT. In
65	L1-9.docx	seems like a "necessary evil" whose promotion is made	possible	by 'a combination of commercial interests, the intangible
67	L1-17.docx	in London. Again, such aspiration could only be made	possible	if you have great economic capital (unless she
69	L1-1.docx	the pre- service teachers attempted is very much made	possible	or impossible by the feedback (sayings) from and
71	L1-14.docx	feedback, particularly about the clarity of the questions, and	possible	advice for the 'actual' interviews. The teacher provided
73	L1-9.docx	students with the cultural aspects of English expressions and	possible	equivalents in the local languages. Multilingualism is common
75	L1-15.docx	sufficiently exposed to common problems of large classes and	possible	solutions to tackle issues that arise in this
77	L1-6.docx	of the course, 'creation of multimedia teaching', made it	possible	for L1 to encourage the students not to
79	L1-9.docx	as a deep, horizontal comradeship and fraternity making it	possible	for its people to kill and die for (
81	L1-14.docx	indicate that the use of alternative references made it	possible	to represent more multimodal resources in English teaching
83	L1-6.docx	enhance teaching practices in low-technology contexts was still	possible	as the lecturers were able to use the
85	L1-6.docx	properly. Although teaching and learning with technology were still	possible	in these limited contexts, active student learning using
87	L1-6.docx	of technology in a low-technology context is still	possible	to enhance an efficient teaching and learning process

89	L1-10.docx	and teachers have. Through this policy, it might be	possible	to develop a multilingual education, which is celebrated
91	L1-8.docx	from other faiths, a customised wishing practice may be	possible,	as a happy holyday wishing practice. 5.3.6 Halal food
93	L1-14.docx	policymakers, at both national and provincial levels, is more	possible,	it could become an important area for future
95	L1-2.docx	English to communicate orally between students would be more	possible.	This is particularly relevant with students with high
97	L1-17.docx	highly committed and persistent in practicing their English whenever	possible	so that they could develop the ability to
99	L1-6.docx	videos but to use them as models and, whenever	possible,	to modify them to 'secure their relevance' and
101	L1-10.docx	were not available in Bahasa Indonesia. It was also	possible;	the terms were profoundly local and no English
103	L1-8.docx	culture. Yet, separation to the home culture is also	possible,	particularly on greeting practice that contains no faith
105	L1-11.docx	but this can be intrusive and is not always	possible.	In addition, post-lesson interviews were initially planned
107	L1-1.docx	become decisive factors when making certain teaching approaches aspects	possible	or impossible to enact. As the pre-service
109	L1-2.docx	together and to explore the other countries; connections become	possible	when people understand English. They also viewed that
111	L1-7.docx	lecturers, mentor teachers, and program coordinators. Had it been	possible,	a sequential mixed method design might have been
113	L1-9.docx	decisions, and learning motivation. Another significant feature that has	possible	wider implications is the discourse of "othering." As
115	L1-6.docx	with useful links and websites for their education. If	possible,	the lecturers and students could exchange experiences regarding
117	L1-8.docx	include Islamic reference. Although assimilation to the DGC is	possible,	it only encompasses practices which are deemed non-
119	L1-9.docx	Student FGD, 11/12/15) Another classroom event was when students noticed	possible	cultural differences between English and Indonesian expressions. In
121	L1-5.docx	in each session are highlighted in grey. <&&&> <&&&> Out of 12	possible	categories of linguistic behaviour, the teacher used nine
123	L1-6.docx	new technologies in teaching and learning is not only	possible	but may even become crucial to provide equal
125	L1-1.docx	architectures as the arrangement that potentially makes the practices	possible	or impossible (Kemmis, 2019). As it has been reiterated
127	L1-3.docx	Revisiting Sella and Nadia, it is interesting to scrutinise	possible	explanations of their firm confidence in their creative
129	L1-10.docx	preferred to primarily use English, when that wasn't	possible,	they either used Bahasa Indonesia or mix of
131	L1-18.docx	situation that contributes to motivation. Dörnyei (2003; 2001a) referred to	possible	changes in motivation as unfixed motivation issue. Firstly,
133	L1-18.docx	and lecturers' evaluation of their motivation. There are two	possible	factors explaining this: 1) classroom-learning motivation (Gardner, 2007) and 2)
135	L1-17.docx	group work and role play. The participants also, wherever	possible,	find ways to use authentic materials such as

No.	File	Left context	Hit	Right context
1	L1-3.docx	he realised that it was not easy to make	sure	that the students' stories and poems were original,
2	L1-4.docx	in the classroom observation, the teachers seemed to make	sure	that the students acquired the knowledge of the
3	L1-4.docx	teacher used a lecturing method in order to make	sure	that the students at least acquired information about
4	L1-4.docx	to take actions that they consider necessary to make	sure	that the students participate in the classroom activities.
5	L1-8.docx	store several kilometres away may be taken to make	sure	that they get the halal one. As compromising
6	L1-9.docx	and English competence, but she also aimed to make	sure	that the materials were culturally appropriate and acceptable
7	L1-9.docx	example, for instance, Aris felt the need to make	sure	that students had some familiarity with the food
8	L1-13.docx	translating. Rather, she repeated the instruction verbally to make	sure	that the students understood what she meant. She
9	L1-13.docx	group of students to repeat the instruction and make	sure	that the students understood what to do (Classroom
10	L1-13.docx	Observation 2, Video 1, Minutes 25.40 – 34.27). Budi noted, "I have to make	sure	that my instruction is understood and clear enough
	L1-13.docx	than 40 minutes in total to supervise them and make	sure	that they did well as shown in Figure 7.2 (
	L1-13.docx	Emphasising pronunciation, Tina reported that she wanted to make	sure	that the students spoke English accurately the way
	L1-17.docx	and teacher. The teacher's role is to make	sure	that everybody in the community is welcomed and
	L1-17.docx	teachers had more responsibilities since they needed to make	sure	that their students pass the national exams. Such
	L1-17.docx	thought that it was her personal responsibility to make	sure	that her students were successful in their learning.
	L1-17.docx	the mentor guides them in their planning to make	sure	that it is done thoroughly following the principles
	L1-17.docx	felt her role was as a tool to make	sure	that the materials in the syllabus was covered.
	L1-17.docx	thus hindering effective learning processes. Therefore, teachers should make	sure	that their students feel safe to make mistakes
	L1-17.docx	order to suit those assumptions. I had to make	sure	that my questions were open to any kind
	L1-2.docx	reported MTS use <&&&> 5.4.1.2 Normality tests In order to make	sure	the correct tests are applied to the data,
	L1-11.docx	be valid. If I tested students, I can make	sure	that they cannot do cheating' [A1BD]. Teachers
	L1-17.docx	two main qualities. Firstly, a good teacher should 'make	sure'	that his/her students learn something from attending
	L1-10.docx	teachers (T13, T14, T16, and T23) just were not	sure	about the practice of multilingualism. They still thought
	L1-10.docx	teachers (T13, T14, T16, and T23) just were not	sure	about using other languages than English in their
	L1-17.docx	the 25 wanted to move abroad. Two participants were not	sure	about possible future institutions for employment, but they
	L1-1.docx	related activities in the school that they were not	sure	about, such as a "funeral" (Ang61) or "breakfasting
	L1-17.docx	after only teaching adults for years, he was not	sure	if he wanted to teach children anymore. He
	L1-15.docx	plan. Another interviewee, Ona, said that she was not	sure	that she had come to the right place
	L1-17.docx	divided into two groups and new teachers were not	sure	what to do since they were getting different
	L1-3.docx	they sometimes preferred not to publish until they were	sure	that the language, and the story or poem
	L1-8.docx	Ayat, Awat, and Abi reported that if they were	sure	that their co-communicators were Muslim, they adopted
	L1-18.docx	tasks. Year 1 students in the technology-based class were	sure	that access to internet tools were helpful. Year 2
	L1-3.docx	stories written in the creative writing class. Therefore, making	sure	that students feel comfortable and appreciated supports a
	L1-20.docx	at the school. One of which was by making	sure	that the sick student was fine even though
	L1-17.docx	is also shared by those who are not really	sure	about the future of their institution and those
	L1-17.docx	commitment to the teaching profession. He was not really	sure	if he would work at Dago in the
	L1-6.docx	of listening practices to her students as she was	sure	that some problems was due to the technical
	L1-10.docx	for him to start speaking Bahasa Indonesia. He was	sure	that if he forced himself to speak in
	L1-9.docx	teaching and learning. These non-linguistic variables, too, are	sure	to equally apply to NESTs and NNESTs. That
	L1-16.docx	it seems that the teachers appear not to be	sure	about the reasons why the curriculum change take
	L1-9.docx	God's will, or that only God knows for	sure	what will happen in the future, which is

L1-18.docx	from the Edmodo-based classes demonstrated curiosity and made	sure	that their classmates responded to their writing. They
L1-9.docx	following interview, she admitted that she was not quite	sure	in what country Kathmandu is located. In this
L1-20.docx	Translation Method (GTM). Here, Edi seems to be so	sure	that GTM makes English teachers who use it

No.	File	Left context	Hit	Right context
	L1-10.docx	in the classroom. The teachers' perceptions were not all	true	because in the practice, they accommodate the use
	L1-10.docx	in the classroom. The teachers' perceptions were not all	true	because in the practice, they accommodated the use
	L1-16.docx	manage change in a particular context. This is also	true	for the participants in this study, for whom
	L1-17.docx	habitus in teaching and learning English. This is also	true	for the other participants, that even though English
	L1-20.docx	nature" (p. 13) (see chapter 3). This claim is not always	true	because, as ELT is conducted by English teachers,
	L1-2.docx	practice which included the students' perspectives. While it is	true	that lecturers or teachers should know better what
	L1-7.docx	in their mastery of these skills. This was particularly	true	for the participants enrolled in an 'A' accredited

No.	File	Left context	Hit	Right context
1	L1-4.docx	also dominated by one ethnicity. Therefore, this study is	unlikely	to represent the overall population of English Education
2	L1-8.docx	with others almost always involves calling collocutors. Tension is	unlikely	to occur when communicants share language and cultural
3	L1-8.docx	such Eid or Ramadhan Unfortunately, a reciprocal response is	unlikely	to happen from the Muslim world to offer
4	L1-8.docx	for the contentious Christmas wishing practice, mirroring practice is	unlikely	to happen in the dominant Muslim environment as
5	L1-8.docx	practices, accommodation strategy is sought. Furthermore, when negotiation is	unlikely	to occur, separation strategies by avoiding or assuming
6	L1-8.docx	Separation is also adopted when culturally embedded content is	unlikely	to be substituted for corresponding address terms of
7	L1-8.docx	possibly blended. Finally, when the English cultural practice is	unlikely	to be compromised due to cultural and religious
8	L1-14.docx	to be appreciated, professional development organised by LPMP is	unlikely	to provide wide access to all teachers, and
9	L1-16.docx	class size in many schools in developing countries is	unlikely	to improve achievement as these schools have more
10	L1-8.docx	a style with a personal preference. Therefore, it is	unlikely	that educators in question will change their hijab
11	L1-8.docx	Furthermore, upon returning to their home country, it is	unlikely	that their hijab practice will change. Figure 5. 4 Practice
12	L1-14.docx	As LPMP is a provincial-based institution, it is	unlikely	that it can provide access to all teachers,
13	L1-3.docx	or even combining it with her imagination. This is	unlikely	but that is how she put it. Compared
14	L1-17.docx	at Indonesian schools (in the 1990s), it was very	unlikely	that the students would have been able to
15	L1-10.docx	experience in School of Law, it was indeed very	unlikely	to speak a 100% of English because "the ultimate
16	L1-8.docx	and halal meat are culturally bound practices that are	unlikely	be compromised by the educators and assertive separation
17	L1-8.docx	dubious non-halal ingredients. Furthermore, this stance would be	unlikely	to change in any given context in future
18	L1-8.docx	or both audio visual aids and the mediational interaction	unlikely	pose relational tension. Conversational interaction did occur, but
19	L1-10.docx	private university, EMI was represented in IUP since 1990's.	Unlikely,	the current IUP at that Time was only
20	L1-10.docx	T14 T25, T34) pointed out the academic engagement should	unlikely	be manage as tourist travellers but more on
21	L1-8.docx	people in regard to future reference expression, it will	unlikely	change how educators' adoption of the expression when

No.	File	Left context	Hit	Right context
1	L1-9.docx	practices. An open, explicit discussion of cultural themes was	largely	absent in her instruction. Ambar cited an exam-
2	L1-9.docx	importance of culture, explicit culture teaching and learning was	largely	absent from the classroom practice. Such classroom constraints
3	L1-9.docx	practices in that an explicit discussion of culture was	largely	absent from the classrooms. Within the framework of
4	L1-9.docx	specific attention to and explicit discussion of culture was	largely	absent in the high-school EFL classroom events
5	L1-11.docx	to promote and progress learning (Black & Wiliam, 2009); this was	largely	absent from the observations and lessons recorded by
6	L1-11.docx	behaviours in subsequent learning episodes, a practice which was	largely	absent in the study. Again, this indicates that
7	L1-9.docx	attend to. And if s/he did, it was	largely	because the students asked first rather than the
8	L1-9.docx	from YouTube featuring only the NSs of English was	largely	because Wati wanted her students to see NSs
9	L1-11.docx	Popham, 2009; Stiggins, 2005). Teachers' assessment literacy in this study was	largely	limited to the measurement and grading orientations. This
10	L1-1.docx	macro-level regulations and the meso-level curriculum is	largely	absent from the discourse, and the handbook of
11	L1-16.docx	change, particularly as substantial as a curriculum change, is	largely	determined by how teachers perceive it and what
12	L1-1.docx	and Tasya's success in enacting this identity is	largely	due to their ability to adapt to the
13	L1-16.docx	of the time, the voice of the student is	largely	excluded from the curriculum design and implementation process.
14	L1-11.docx	that change monitoring (May & Finch, 2009) from external agents is	largely	missing. These internal and external factors replicate the
15	L1-1.docx	identities. However, the supervisors' and the mentors' interpretation is	largely	personal and contextual, depending on their beliefs of
16	L1-9.docx	The socio-economic status of their family might be	largely	classified into a middle-low one. In general,
17	L1-11.docx	support for teachers. This support was shown to be	largely	missing. Chapter 9 Conclusion 9.1 Introduction This chapter summarises a
18	L1-9.docx	of our own beliefs and values due to the	largely	subconscious, complex nature of socialization in our first
19	L1-9.docx	language use. Here, raising a deeper awareness of the	largely	unconscious socialization into first language-and- culture entails
20	L1-9.docx	EFL teachers displayed various pedagogic initiatives and active agency,	largely	in response to the immediate sociolinguistic, cultural, economic
21	L1-9.docx	during the enculturation into first language-and-cultures and	largely	buried in the subconscious mind (Buttjes, 1991; DeCapua & Wintergerst, 2
22	L1-9.docx	educational goals and characteristics. GHS students and graduates are	largely	orientated towards further study, VHS students are towards
23	L1-20.docx	for example, advised her students about appropriate behaviour based	largely	on the current situation which she thought was
24	L1-11.docx	should be evaluated. Such a reform framework has been	largely	missing in the K13 reform. This suggests the
25	L1-9.docx	are being socialised into our first culture(s), comes	largely	as a subconscious effort (DeCapua & Wintergerst, 2016; Jackson, 2014). Fc
26	L1-6.docx	realities of using ICT in a low- technology context,	largely	confirmed Egbert and Young (2004) and Egbert's (2010) contention
27	L1-1.docx	of her option of using different techniques, which depends	largely	on how 'convenient' is the teacher/mentor (Tas527).
28	L1-15.docx	their attitudes as future teachers, as these were developed	largely	through the practicum experiences of the program. Pajares (1993)
29	L1-9.docx	fear' that grow among some Muslim parents are due	largely	to the belief that their children can become
30	L1-9.docx	material and the appropriateness of its content. The former	largely	dealt with the conformity of material with the
31	L1-1.docx	power of crafting the constituents of teacher professional identities	largely	in the hands of HE. The HEI is
32	L1-9.docx	classroom time, cultural dimension is often underestimated, if not	largely	neglected. What is then of primary importance is
33	L1-12.docx	process: The teachers' decisions and actions are partly or	largely	guided by their effort to accommodate the needs
34	L1-9.docx	EFL teachers can make such classroom decisions is owing	largely	to their familiarity with how English is taught,
35	L1-19.docx	by all the observed teachers in their lesson plans	largely	failed to incorporate activities that could raise the
36	L1-12.docx	Extract 6.14) on their feedback practices. The teachers' feedback practices	largely	replicate a three-decades-long theory of process-
37	L1-1.docx	of teacher professional identities undergo further specification and qualification,	largely	based on their personal beliefs and experiences in
38	L1-17.docx	job. Shofia's habitus Shofia's habitus was shaped	largely	from her experience during her study as a

39	L1-19.docx	all subjects, critical thinking and the subjects were still	largely	two separate domains. This view also comes from
40	L1-11.docx	MA] Principally, the approach is score-driven and therefore	largely	summative in nature, with the qualities of motivation
41	L1-9.docx	to which the teachers instil the values and traits	largely	depend on their awareness of and insights into
42	L1-12.docx	interactions in the writing conferences in this study were	largely	controlled and dominated by the teachers. This was
43	L1-11.docx	too much focused on the the curriculum content, while	largely	neglecting the empowerment for teachers. I believe that

No.	File	Left context	Hit	Right context
1	L1-4.docx	The teachers described that these ways of learning are	actually	a part of the students' misunderstanding of what
2	L1-1.docx	might mean in actual terms, and what competences are	actually	enacted by the pre-service teachers in the
3	L1-20.docx	slogans can be seen in line 354-355. These slogans are	actually	funny slogans for Acehnese people but are also
4	L1-10.docx	language policies on teachers and how the policies are	actually	implemented in practice. 8.2.2.1 Teachers' perceptions of International U
5	L1-4.docx	see Appendix L), I understand that the teachers are	actually	responding to the students' cultures in the classroom.
6	L1-20.docx	badness. Moreover, even though the students' dormitory coaches are	actually	responsible for making them disciplined, Mahdi still wants
7	L1-20.docx	provided in this study. The nine values above are	actually	sourced from the emergent data, which means that
8	L1-4.docx	as answering and asking questions. Seemingly, the students are	actually	trying to "save face" (see chapter 4, Part III,
9	L1-4.docx	teachers only mentioned negotiating students' "want", not what they	actually	discussed with them students negotiating the syllabus. However,
10	L1-9.docx	and classroom dynamics lent valuable insights into how they	actually	engaged in the teaching of culture and interculturality
11	L1-4.docx	specifically how teachers perceive them, and the effect they	actually	have on students' classroom learning and teacher's
12	L1-11.docx	claimed that peer assessment was a common practice, they	actually	lacked confidence in promoting peer assessment in their
13	L1-20.docx	she used English as NES does is because they	actually	prefer English teachers who use NES's English.
14	L1-12.docx	they provided or considered important and what feedback they	actually	provided. The teachers consistently provided most feedback on
15	L1-3.docx	grown up, Amel believed that her childhood 'friend' was	actually	a ghost. Even though it was not a
16	L1-6.docx	to understand the incidents in the classroom, which was	actually	complex to capture. In other words, examination of
17	L1-10.docx	from students of IUP. According to T17, IUP was	actually	designed to invite as many overseas students as
18	L1-17.docx	to excel in the subject. However, because she was	actually	interested in learning English and wanted to be
19	L1-17.docx	all the lesson plans were clear so there was	actually	no need to ask." (Nada, Interview). A lesson
20	L1-3.docx	practised". In the end, he asserted that creativity was	actually "	a combination of both" innate and learned ability (
21	L1-3.docx	and free from "stupid flaws" (Tika, interview). This is	actually	a great way of learning, through self- and
22	L1-10.docx	from home country view. According to him "IUP is	actually	benefited for the children of this nation, not
23	L1-20.docx	of Mahdi's regional identity, according to him, is	actually	done automatically. This means that this construction is
24	L1-15.docx	and they tend to feel less prepared; this is	actually	in line with a research report that revealed
25	L1-8.docx	while deep in their hearts the main reason is	actually	motivated by their religious teaching. Nisa states that, "
26	L1-4.docx	learning and teacher perception is an indication that teachers	actually	know about students' cultures but they are not
27	L1-4.docx	for students' involvement, however in my findings, the teachers	actually	know in their heads that they need to
28	L1-1.docx	the end, it is up to these other teachers	actually	to undertake the supervision. The assessment of the
29	L1-4.docx	there is an implicit picture of how the teachers	actually	view the culture of their students within the
30	L1-1.docx	I will move to how the pre-service teachers	actually	worked within this practice setting, how they reacted
31	L1-4.docx	U5 students (mean = 2.37).). It is clear that these students	actually	do not want to lose 'face' in front
32	L1-4.docx	discussed in chapter 2, section 2.3.1, on metacognitive knowledge, the students	actually	have their own preferences and have implied certain
33	L1-9.docx	from students' FGD may point up the way students	actually	use English outside the language classroom and how
34	L1-10.docx	in his teaching by saying "I never practiced" but	actually	he did in the teaching practices he used
35	L1-10.docx	Conceptually, the program at UII is not IUP but	actually	International Class. In a sense, the class where
36	L1-1.docx	remains unclear in her statement what she means by	actually	using English in creative ways. Of the use
37	L1-13.docx	as long as people preserve their own languages by	actually	using those languages such as using Indonesian for
38	L1-17.docx	myself and I don't know if I can	actually	do it" (Claire, Interview). Being able to enjoy

#	File	Left context	Node	Right context
39	L1-1.docx	regarding the technology that the pre-service teachers can	actually	use in the school. Another source of qualification
40	L1-3.docx	constraints on their freedom to express creativity, these constraints	actually	stimulated creativity. 6.6.2.3. Feedback Feedback is key to the
41	L1-3.docx	constraints on their freedom to express creativity, these constraints	actually	stimulated creativity.
42	L1-3.docx	explicated that if students needed detailed feedback they could	actually	ask the teacher, as he did. Even though
43	L1-3.docx	reading classic short stories. She stated the students could	actually	use these short stories as models as well.
44	L1-20.docx	by teaching religious and moral matters to students, he	actually	had also implemented K-13, which his school had
45	L1-20.docx	topic about Easter in his English lesson (which he	actually	had to cover because it was part of
46	L1-15.docx	Such expressions indicate their level of anxiety that may	actually	cause lower self-efficacy, as shown in the
47	L1-4.docx	effect on the students. Power in the classroom may	actually	improve students' learning repertoires (Richmond, McCroskey and Wagne
48	L1-13.docx	English was a superior variety. Second, Ana was not	actually	cognisant of other English varieties and of differences
49	L1-13.docx	believe in doing what he or she does not	actually	do. For example, Ana's classroom practice did
50	L1-10.docx	I could gain an insight into what twelve participants	actually	do in their classrooms. Findings from observations are
51	L1-17.docx	needed to have the qualification. Understanding how the participants	actually	experienced the course is significant because they were
52	L1-13.docx	British English only in the classroom) and what she	actually	did (e.g., deviations from British pronunciation and
53	L1-20.docx	rewarded directly by Allah himself. By saying this, she	actually	wanted to emphasise more that the value of
54	L1-9.docx	was really happening and what the EFL teachers were	actually	doing in the classrooms, but they also managed
55	L1-20.docx	attention to their activities beyond school hours, which were	actually	not her business anymore. Indeed, giving this kind
56	L1-12.docx	method employed in the writing conferences may inform what	actually	happened in the writing conferences, but these methods
57	L1-13.docx	belief. For him, speaking L1-accented English is what	actually	happens in real world communication among speakers of
58	L1-20.docx	English words to students as in the excerpt above,	actually	Mahdi only means to make his students interested
59	L1-10.docx	by T28. He remarked, "I personally see this as	actually	a good policy". However, T28 warned that this
60	L1-1.docx	school. Instead of easing her teaching, the technology available	actually	hampers her enactment of competence in managing the
61	L1-16.docx	options of choosing to accept or reject the changes.	Actually,	they did not have a choice other than
62	L1-20.docx	character in students reflect their perspectives on how character	actually	should be based on. It can be seen
63	L1-20.docx	who certainly can speak English) (see excerpt 20). This creativity	actually	arises due to Edi's agency that encouraged
64	L1-16.docx	concept of student-centred learning in the 2013 English Curriculum	actually	allows students to voice their concerns in the
65	L1-16.docx	innovative and to create different communicative learning every day.	Actually,	by fostering learner autonomy, the role of the
66	L1-20.docx	the integration of moral perspective into language teacher education	actually	meets the local needs. For example, because Aceh
67	L1-13.docx	were indeed internal and external factors hindering Ana from	actually	enacting her ideological stances in the classroom. Such
68	L1-15.docx	non-linearity of the pre-service teachers' professional growth	actually	supports the complex process of the teaching profession (
69	L1-20.docx	study construct their teacher identity as a moral guide.	Actually,	although they either directly or indirectly say the
70	L1-20.docx	from the excessive demands from parents. Then, for Hanum,	actually	the most important thing is teachers today should
71	L1-20.docx	language and CTL method. However, performing Islamic culture here	actually	constitutes the religious identity construction of the participants
72	L1-20.docx	national identity is more important than their regional identity.	Actually,	it is important to clarify here that, as
73	L1-6.docx	teaching, 'I really like making videos, I am inspired;	actually,	we gain like two advantages at once right.
74	L1-13.docx	way other people speaking English as a foreign language	actually	speak English. For example, he showed the students
75	L1-11.docx	in making attempts to do it, which was later	actually	observed in the class, despite the fact that
76	L1-15.docx	Due to his lack of interest and intrinsic motivation ("	Actually,	I don't really like English …"), Arsa's
77	L1-20.docx	their regional accent in their English conversation. Thus, Nisa	actually	has a contradictory opinion with regard to proper
78	L1-13.docx	from the first time they learn English. Tina noted, "	actually	students should get used to pronouncing English correctly

79	L1-3.docx	whether or not a product was useful for others	actually	depended on other people's opinions, not on
80	L1-20.docx	prophet (see excerpt 16). Thus, this indicates that this poetry	actually	derives from Islamic tenet itself. Indeed, "cultural values
81	L1-20.docx	construct that kind of identity in their professional practice.	Actually,	there are three reasons why this English user
82	L1-15.docx	and job security. These perceptions about the teaching profession	actually	confirmed some former research (Salı & Salı, 2013; Tang et
83	L1-10.docx	what I see". In the same tone, T32 remarked, "	Actually	the curriculum of IUP is almost the same
84	L1-10.docx	program that generally doesn't concentrate on language, right?	Actually,	their concern is the substance of their respective
85	L1-18.docx	her learning experience in improving her English writing skills: "	Actually	effective because after we do the task we
86	L1-13.docx	Given the question and the answer, what the student	actually	wanted to say seems to be "No, because
87	L1-20.docx	since they are the role model of their students.	Actually,	although the importance of being a moral role
88	L1-10.docx	the participants of this study, namely Indonesian EMI teachers,	actually	used their English and other languages in EMI
89	L1-1.docx	pre- service teachers' competences in using technologies for teaching,	actually	result in pre-service teachers not using technologies
90	L1-18.docx	things we can practise our English with the technology,	actually	by using Edmodo" (Olga, FGD 1, Class 1A). From
91	L1-13.docx	think are in our own best interest but that	actually	work against us in the long term" (Brookfield, 2017,
92	L1-13.docx	learning new words for advancing English competency. "I think	actually	vocabulary is the key for learning English. Unlike
93	L1-4.docx	The challenge that they face was deciding when to	actually	discuss the classroom instructions with the students. It
94	L1-18.docx	expressed my confusion, she responded not accordingly positive. We	actually	wanted to improve the English skill but the
95	L1-13.docx	notion of 'correct' and 'incorrect' pronunciation. Tina commented, "Well,	actually	students should get used to correct pronunciation since
96	L1-9.docx	much of what is now taken to be Western	actually	can be attributed significantly to its contact with
97	L1-17.docx	live abroad. Darren might be the one who will	actually	live abroad because of the likelihood of his

No.	File	Left context	Hit	Right context
1	L1-20.docx	have felt the sense of Edi's disappointment or	maybe	anger so that he gave them the punishment.
2	L1-16.docx	have to do it every meeting, every semester or	maybe	every week, of course, it will be stressful
3	L1-10.docx	Maybe they think my English is too fast, or	maybe	it's too complicated language". 5.3.6 Teacher 6 (T6) Profile
4	L1-3.docx	coming in and out of the coffee shop? Or	maybe	the chairs will be serving me my snacks?" (
5	L1-20.docx	which is the L1 of the reprimanded student. This	maybe	because Edi did not want the student was
6	L1-17.docx	teach he thought "hm... maybe I can do this	maybe	this; (teaching) can be my thing." (Arbo, Interview).
7	L1-13.docx	improve Indonesian people's English language proficiency. She added, "	Maybe	Indonesia, it's, it's the right time
8	L1-13.docx	that American English is not English. It's American.	Maybe	American has its own conventions. Maybe American is
9	L1-5.docx	for the teacher to use those feedback categories and	maybe	they were improper categories in the kindergarten level.
10	L1-13.docx	be a better English. "I think British is better.	Maybe	because it is the origin [of all varieties
11	L1-10.docx	one day. If it's for the regular class,	maybe	it is good. Even this gives benefits for
12	L1-13.docx	It's American. Maybe American has its own conventions.	Maybe	American is more casual. I prefer British English" (
13	L1-3.docx	translated it into English. She said "It's fine.	Maybe	she needs such kind of process". (Tara, interview).
14	L1-17.docx	EF. As he started to teach he thought "hm...	maybe	I can do this maybe this; (teaching) can
15	L1-8.docx	is because I don't wanna offend other people	maybe	with the salam (peace greeting) [because] they are
16	L1-10.docx	speaking English was not either. She went on remarked, "	Maybe	because I haven't seen the benefit yet.
17	L1-5.docx	using recast in both groups in the later sessions	maybe	because the children had produced the correct forms
18	L1-13.docx	own right. Ana commented, "there is a different [sic].	Maybe	they have they [sic] own standard" (Pre-Interview,
19	L1-17.docx	her in English studies at Dago. She said that	maybe	her parents realized the importance of English for
20	L1-10.docx	because I feel like I need to repeat that.	Maybe	they think my English is too fast, or
21	L1-10.docx	Oxford and Cambridge. Because of them, that means when...	maybe	the correlation is not straightforward, but (3) when they
22	L1-13.docx	is it, the result of your task. Ok? Ya.	Maybe	one or two people. Ok?. Please just prepare" (

No.	File	Left context	Hit	Right context
1	L1-6.docx	ask lecturers questions about tasks. Facebook was used in	almost	all observations (2, 3, 4, 5, 6, and 7), but each day had a
2	L1-6.docx	specific course topics. L2 was found using PowerPoint in	almost	all the observations to provide feedback on students'
3	L1-6.docx	A, Sept 2016). The use of textbooks was found in	almost	all observations. In observation 1, after discussing and sharing
4	L1-6.docx	s efforts to carry out practice were noticed in	almost	all observations (Obs.1-5). L1's classroom strategies included
5	L1-6.docx	in lectures. Reminder to add visuals was applied in	almost	all the observed meetings. In several meetings such
6	L1-6.docx	supported. <^^^> (L5, Univ A, Sept 2016). It was observed in	almost	all classroom practices that, L5 always reminded students
7	L1-6.docx	were peer- reviewed and lecturer- reviewed, as observed in	almost	all meetings involving students' presentations, Facebook posts, and
8	L1-6.docx	of the status of their evaluation. As found in	almost	all of classroom observation, L1 reminded them about
9	L1-6.docx	Indonesia instead of English when speaking. As observed in	almost	all classroom observations, L2 was seen helped the
10	L1-6.docx	a more conducive learning environment for the students. In	almost	all the classroom observations, L2 helped the groups
11	L1-6.docx	and provided more explanations on the topic. Additionally, in	almost	every meeting, he asked students to review the
12	L1-19.docx	ented steps 1-5 (observing, questioning, experimenting, associating, and communicating) in	almost	every teaching and learning process, while two students (
13	L1-1.docx	the classroom, resolved by the teacher's comment that	almost	all of her peers had weaknesses in that
14	L1-11.docx	provided in the policy documents. The analysis identified that	almost	all of these more knowledgeable teachers were K13
15	L1-15.docx	a six-point scale. The statistical results demonstrated that	almost	all the respondents, 99%, expressed their agreement and just
16	L1-15.docx	including a non-teaching profession'. The results demonstrated that	almost	all of the respondents (99%) definitely showed their agreement
17	L1-15.docx	an impact on society', the descriptive statistics showed that	almost	all of the pre-service teachers in this
18	L1-17.docx	credentials <&&&> Notes: <^^^> From Table 6.1 it could be seen that	almost	all the participants (24 out of 25) have undergone some
19	L1-1.docx	of professional identities was more successful (Lin613) and that	almost	everyone else was experiencing difficulties in the enactment (
20	L1-10.docx	note, I wrote a routine activity namely greetings that	almost	teachers did when they open the class. Usually,
21	L1-6.docx	presenting images, was the most common problem experienced by	almost	all lecturers in this study. Reporting the problem
22	L1-10.docx	such as Arabic and Bahasa Indonesia were spoken by	almost	all teachers, Javanese and Thai were used by
23	L1-10.docx	other languages such as Arabic, which was spoken by	almost	all teachers, Bahasa Indonesia by almost all teachers,
24	L1-10.docx	was spoken by almost all teachers, Bahasa Indonesia by	almost	all teachers, Thai by T12, Latin by T6,
25	L1-15.docx	one of their reasons for entering the program by	almost	all interviewees in the open-ended survey responses
26	L1-19.docx	by the teachers. Similar factors were also admitted by	almost	all the students. As stated by S16, <^^^> (Student 16,
27	L1-3.docx	i.e. everyday creativity which can be achieved by	almost	everybody, but is also acknowledged by other people
28	L1-2.docx	practice what both the students and she perceived for	almost	all strategies. The lecturer perceived that she practised
29	L1-8.docx	been teaching English courses in the Islamic institution for	almost	fifteen years. Anne was watching a video of
30	L1-17.docx	a musician, magician, event organizer, and other roles - for	almost	four years, but none of these seemed to
31	L1-11.docx	AfL, was less prominent and three speakers accounted for	almost	half of the propositions (A2KM, A3LA,
32	L1-17.docx	at university, so in total she learned English for	almost	ten years, enough time to develop a distinct
33	L1-2.docx	to building the students' confidence ;and pleasant circumstances is	almost	identical to creating supportive atmosphere. In other words,
34	L1-10.docx	tone, T32 remarked, "Actually the curriculum of IUP is	almost	the same as regular. The advantage is when
35	L1-5.docx	their production of lexical items (mean 43.4, SD=9), which is	almost	three times the lexical types as compared to
36	L1-6.docx	Direct use of internet data in her classroom was	almost	impossible because the data was inadequate or not
37	L1-10.docx	His main consideration of this was that it was	almost	impossible to teach Law materials only in English
38	L1-2.docx	frequency use based on the one lesson time was	almost	not used. These might suggest that the lecturers

39	L1-12.docx	errors in mechanics and referencing style increased significantly and	almost	doubled in the third written feedback session. Of
40	L1-5.docx	few parents respond a few times per week and	almost	every day regarding the use of materials and
41	L1-8.docx	common Indonesian perspective of a fifty-fifty chance to	almost	a hundred (Nisa, L180). The most common view
42	L1-1.docx	use of technology in teaching may be reduced to	almost	none. As the focus of the mentor in
43	L1-1.docx	the meso-level is defined relative to students, with	almost	all decisions in teaching practices are oriented toward
44	L1-6.docx	was easy to use, freely available, and compatible with	almost	all types of laptops; had no expiry date;
45	L1-10.docx	English in page 31. This term originally spoken by all	almost	participants in interview sessions. When teachers mentioned this
46	L1-11.docx	students' learning motivation is that 'the learner is […] an	almost	robotic entity whose sole purpose for being in
47	L1-11.docx	for innovation. As illustrated in the previous chapters (5 and 6),	almost	all of the teachers confessed that they lacked
48	L1-10.docx	dominantly, teachers also spoke other languages such as Arabic (	almost	all teachers), Bahasa Indonesia (almost all teachers), Thai (
49	L1-1.docx	abilities' (kemampuan). According to KBBI, these two words are	almost	synonymous in meaning as 'mastery' is defined as '
50	L1-13.docx	in Indonesia, is taught as a compulsory subject at	almost	all levels of education. The second was her
51	L1-10.docx	use of their national language for certain purposes but	almost	no teachers spoke their local languages (see sections 5.3.1, 5.3.1.1, 5.3.1.2
52	L1-12.docx	the second excerpt (5.36),Ayu asked what Raja meant by '	almost	each people' phrase. Raja answered, admitting that this
53	L1-12.docx	then inserted the correct form in the text, changing '	almost	each people' to 'some people'. In the third
54	L1-15.docx	a new culture. When teaching is not their choice	Almost	all the participants experienced a difficult time in
55	L1-13.docx	stick to her English-only rule. Ana spoke English	almost	all the time. Her uses of English included
56	L1-3.docx	could manage it, despite the fact that she had	almost	twice as many students as Tara. Unlike these
57	L1-17.docx	in contact, up to the time I interviewed him,	almost	twenty years after they first met. Another strategy
58	L1-12.docx	s arguments, as shown in excerpt 5.23 below. <^^^> 5.2.2.2.2 Problem identification	Almost	immediately after reading and interpreting a segment of
59	L1-10.docx	languages such as Arabic (almost all teachers), Bahasa Indonesia (	almost	all teachers), Thai (T12), Latin (T6), Malay (T11),
60	L1-17.docx	Interview). Amongst the participants in this study, for instance,	almost	all of them studied at a public university.
61	L1-5.docx	more than doubling their lexical types so that Kl	almost	caught up with K2 on the lexical measure,
62	L1-3.docx	to enhance their creative writing skills. As EFL learners,	almost	all the students faced language challenges at different
63	L1-13.docx	She instructed, <^^^> (Classroom Observation 2, Minutes 0.32 – 1.16) In the third lesson,	almost	three quarters of the allocated time was spent
64	L1-3.docx	What is your worst nightmare? What scares you most?"	Almost	all students responded and their responses varied, as
65	L1-10.docx	the content alone or content with language or not.	Almost	half of the teachers delineated that they did
66	L1-10.docx	in Indonesia. As Indonesia was under Dutch's occupation,	almost	all terms of those principles were taken for
67	L1-14.docx	represent. Indeed, the withdrawal of multimodal meaning resources occurred	almost	every time multimodal artefacts were utilised. The emphasis
68	L1-7.docx	that the two groups exhibited a similar divergence of	almost	one 'option unit' on the necessity for professional
69	L1-10.docx	majority, while the contra side was very minimal or	almost	nothing. When teachers supported IUP, they based their
70	L1-8.docx	standard for addressing Javanese among Indonesians. Interaction with others	almost	always involves calling collocutors. Tension is unlikely to
71	L1-8.docx	of faith related considerations in the practice selection process.	Almost	all communication acts such as greetings, future reference,
72	L1-5.docx	few times per week, only a few parents responded	almost	every day. Table 42. Programs or devices that the
73	L1-13.docx	for about three years at a junior secondary school,	almost	five years at an Islamic junior secondary school,
74	L1-10.docx	other than English was embedded in the English sentences.	Almost	all linguistic resources used by the teachers belonged
75	L1-3.docx	already knew about flash fiction by asking questions. Since	almost	all students had never read and never heard
76	L1-17.docx	when talking about sportsman. In this lesson he spent	almost 30	minutes (out of 90 minutes) doing games and engaging
77	L1-11.docx	which summarizes the chapter. 6.2 Findings of the survey study	Almost	all of the assessment practices in the ALIC
78	L1-17.docx	influenced by their religious beliefs. In the present study,	almost	half of the participants (12 out of 25) thought that

79	L1-3.docx	one's own or others' experiences Besides observing surroundings,	almost	all students also drew from their own or
80	L1-3.docx	when coming to class. As a consequence, the teacher	almost	always had to show and discuss the materials
81	L1-5.docx	grammatical agreement could be predicated. It follows that the	almost	total absence of lexical verbs would make it
82	L1-5.docx	option from never, occasionally, a few times per week,	almost	every day and no answer in response to
83	L1-17.docx	in abundance at PELIs. Learning experiences at PELIs were	almost	the opposite of learning at formal schools. At
84	L1-2.docx	learning as: <^^^> (FG02/S5)(FRE). <^^^> (FG04/S12)(FRE). While	almost	all lecturers had perceived that they used the
85	L1-4.docx	and how they are expected to do them without	almost	any negotiation with and involvement of students' (Abbasian

No.	File	Left context	Hit	Right context
1	L1-11.docx	to cheating issues in the post-remedial tests, the	apparently	arbitrary grading practice that draws on multiple factors,
2	L1-9.docx	and examination-centric education system. In spite of the	apparently	belief-practice gap, Aris' position may help clarify
3	L1-9.docx	their classrooms. 5.4 EFL teachers as intercultural mediators Despite the	apparently	hegemonic language and educational policies and the dominant
4	L1-10.docx	When it was very formal, degree or honours was	apparently	used by people. Another function of using Pak
5	L1-10.docx	mother tongue or a second language, Bahasa Indonesia was	apparently	used by teachers in the classrooms. This sub-
6	L1-11.docx	in their learning (Black & Wiliam, 1998; Broadfoot, 2000). Rather, it was	apparently	situated within an intention to comply with curriculum
7	L1-7.docx	criticism had been that the current SSP workshops were	apparently	focused on developing preservice teachers' technical capacities in
8	L1-7.docx	First, they argued that the current SSP workshops were	apparently	focused on developing preservice teachers' technical capacities in
9	L1-7.docx	main criticism had been that the SSP workshops were	apparently	designed to train preservice teachers' capacities in designing
10	L1-11.docx	event in that a student was publicly rebuked, and	apparently	made an example of, which managed to defuse
11	L1-7.docx	of PTs' professional field experience is highly structured and	apparently	similar across the PPG study programs. They carefully
12	L1-20.docx	Acehnese customs and culture are still strongly adopted, he	apparently	often made the things in suburban contexts rather
13	L1-20.docx	that English [[teacher]] is different from other teachers", he	apparently	seeks to clarify that if people address a
14	L1-20.docx	without being cut even though it is wrong" is	apparently	a way that he recommended to make students
15	L1-20.docx	Here, if their argument is correct, then it is	apparently	appropriate to investigate (Wong, 2018) teachers' religious identity because
16	L1-20.docx	Martunis who was taking a police test in Aceh.	Apparently,	she told her current students about this humanitarian
17	L1-20.docx	of unity, and Hanum is no exception. In addition,	apparently,	the nationalism of Hanum's husband that colours
18	L1-20.docx	Excerpt 50 <^^^> (Hanum, English translation, interview 1) As Nisa, Mahdi also	apparently	referred his national identity to national language. According
19	L1-11.docx	to implement in a class in which students are	apparently	less cooperative and demonstrate inappropriate learning behaviours (Lee, 2011;
20	L1-16.docx	find it very challenging to conduct proper authentic assessment.	Apparently,	these results are in line with the result
21	L1-20.docx	would have a discussion of it in the class.	Apparently,	this is what Edi wants, namely encouraging his
22	L1-20.docx	performed these kinds of gestures while teaching in classroom.	Apparently,	they performed these gestures in order they remained
23	L1-20.docx	in Indonesia today (see line 209) as directed by curriculum.	Apparently,	here, Edi means that English teachers in Indonesia
24	L1-20.docx	his Acehnese identity by using the CTL method, Edi	apparently	described the things in his English lessons by
25	L1-20.docx	excerpt also demonstrates what guiding students is for Edi.	Apparently,	for him, guiding students means not just transferring
26	L1-20.docx	to understand some important points from what he explained.	Apparently,	if he had explained those things in English,
27	L1-16.docx	provide learners with the tools to achieve their goals.	Apparently,	the student-centred learning that is stated in
28	L1-20.docx	morality and religion rather than that of English grammar.	Apparently,	the important thing for her was her students
29	L1-20.docx	in the holy book and prophet's words. Here,	apparently,	she meant that we needed to respect all
30	L1-3.docx	go out of the classroom to fish for ideas.	Apparently,	they only had the opportunity once in one
31	L1-2.docx	for the students but also for the teachers/lecturers.	Apparently,	many teachers or lecturers rely on materials from
32	L1-20.docx	culture into English materials. Therefore, because of this limitation,	apparently,	Edi himself creatively integrates Acehnese culture into his
33	L1-20.docx	likely for the sake of enforcing discipline. Regarding Mahdi,	apparently,	he chose to speak Indonesian while explaining about
34	L1-20.docx	that because he is the fan of AC MILAN,	apparently,	he likes to bring the issues of the
35	L1-11.docx	policy expectation. The notion of students' needs was not	apparently	mentioned. If they did speak about needs and
36	L1-20.docx	in the notes below. Excerpt 29 <^^^> (Edi, classroom observation 2) Note: <^^^>	Apparently,	through these three incidents, namely reprimanding the laughing
37	L1-20.docx	issued a child protection law. In Hanum's opinion,	apparently,	this law is created because of the failure
38	L1-3.docx	A Shining Star) to her classmates on their request.	Apparently,	social environment, in this case school environment, including

39	L1-20.docx	in the two classes was seen by the researcher.	Apparently,	there are two reasons why she did this.
40	L1-20.docx	angel itself did not know about it. Here, she	apparently	reminded her students to maintain sincerity in doing
41	L1-20.docx	it was observed that he did not do so.	Apparently,	although these etiquettes seem to be simple things,
42	L1-2.docx	during the learning process and interactions with the students.	Apparently,	the amount and the quality of their English
43	L1-20.docx	seemed to be one of those under her supervision.	Apparently,	Hanum was the homeroom teacher of this student.
44	L1-20.docx	much. Oh I really want to be like that",	apparently,	Hanum also meant that she was aware that
45	L1-20.docx	whereas human beings generally cannot forgive others easily. Thus,	apparently,	it is these reasons that caused Hanum to
46	L1-15.docx	dynamics of the class. Therefore, lacking teaching experience would	apparently	affect their feeling of unpreparedness for teaching self-

No.	File	Left context	Hit	Right context
1	L1-12.docx	writing seemed to be in an ordered but not	necessarily	linear pattern. The decision-making processes consisted of
2	L1-12.docx	making appeared to be in an ordered but not	necessarily	linear pattern: The teachers made decisions through three
3	L1-12.docx	decision appeared to be in an ordered but not	necessarily	linear process. The instructors took into account several
4	L1-12.docx	the trend seem to indicate a somewhatorderly but not	necessarily	linear pattern of decision-making while providing feedback,
5	L1-12.docx	feedback seemed to be in an ordered but not	necessarily	linear pattern: the teachers' feedback practices were influenced
6	L1-7.docx	few mentor teachers suggested that financial support was not	necessarily	a major component that motivated them to accept
7	L1-7.docx	university. They noted that although financial support was not	necessarily	a major component of their willingness to accept
8	L1-11.docx	effective for promoting and monitoring teaching, it may not	necessarily	be complemented by matching teacher beliefs regarding assessment
9	L1-11.docx	In a wider context of Indonesia, it would not	necessarily	be important or useful to inclusively instigate the
10	L1-15.docx	Indonesia, graduates of the teacher education program do not	necessarily	become teachers—they also take up opportunities to
11	L1-15.docx	in Indonesia. Teacher education graduates in Indonesia do not	necessarily	become teachers or educators—with their English language
12	L1-8.docx	terms, every day wishes, for many Muslims do not	necessarily	contradict the Islamic Indonesian reference. Therefore, conceding the
13	L1-8.docx	of reference, and correspondence practice in English does not	necessarily	contradict this teaching. Therefore, both cultures are frequently
14	L1-2.docx	students who were more motivated to learn did not	necessarily	speak English more and lecturers' use of English
15	L1-2.docx	students who were motivated to learn English would not	necessarily	speak English more than others. Then, this is
16	L1-3.docx	enough knowledge and experience in creative writing, but not	necessarily	academically or professionally being an expert in it,
17	L1-17.docx	schools' readiness to offer English lessons there has not	necessarily	been the provision of qualified teachers. In this
18	L1-17.docx	a professional English teacher although she also would not	necessarily	decline should there be an opportunity for her
19	L1-7.docx	The involvement of mentor teachers on campus does not	necessarily	eliminate their roles and responsibilities to supervise preservice
20	L1-3.docx	student, Sella, agreed with Tika that creativity did not	necessarily	entail usefulness for other people, even though she
21	L1-17.docx	Pazhoman & Sarkhosh, 2019). The participants in this study did not	necessarily	follow systematic ways to reflect on their teaching
22	L1-6.docx	Internet access is provided for laptop use but not	necessarily	for classroom teaching. Therefore, lecturers may have to
23	L1-2.docx	students who are highly motivated to learn will not	necessarily	have good grades or there might be other
24	L1-20.docx	also learn English through their own mother tongue (not	necessarily	having to speak English well when learning English).
25	L1-2.docx	argued that students who get good grader were not	necessarily	highly motivated for they may have cheated in
26	L1-11.docx	teacher argued that, considering students' readiness, it is not	necessarily	important to promote and encourage secondary school students
27	L1-4.docx	of globalisation, showing that their learning cultures did not	necessarily	originate from their early childhood or early years
28	L1-16.docx	teachers' unions, local authorities, school boards, etc.) do not	necessarily	reflect the actual participation of teachers in non-
29	L1-2.docx	who were more motivated in learning English would not	necessarily	report to speak English more than others. This
30	L1-16.docx	courses for this new curriculum although it did not	necessarily	solve the problems that emerged during the implementation
31	L1-10.docx	English in the ELF communication, where English was not	necessarily	spoken or speak English as a lingua franca
32	L1-4.docx	between teachers' and students' relationships, but these are not	necessarily	the case in the current study because the
33	L1-17.docx	to make his lessons fun and 'entertaining' but not	necessarily	to challenge his students to improve their accuracy.
34	L1-13.docx	speaking English correctly even though they themselves do not	necessarily	use the 'correct' forms when speaking. Tina mentioned
35	L1-1.docx	mentors and the school's stakeholders use is not	necessarily	weak or carries less power than the normative
36	L1-8.docx	shaking his head. Separation from dominant group practice is	necessarily	taken for a number of reasons, as indicated
37	L1-8.docx	practice by assimilating address term of the DGM is	necessarily	taken to address people from English-speaking backgrounds
38	L1-8.docx	home culture. Separation from the dominant home culture is	necessarily	adopted when consideration of faith and distinct cultural

39	L1-8.docx	due to cultural and religious appraisal, separation orientation is	necessarily	taken. In addition, this study also found a
40	L1-8.docx	strategies by avoiding or assuming Islamic Indonesian reference were	necessarily	taken. Homophobic issue, hugging greetings, hijab apparel, and
41	L1-8.docx	and assertive separation or non-assertive separation strategies were	necessarily	undertaken. Beside the three anticipated orientations, the study
42	L1-9.docx	for the important position and role of language and	necessarily	language education on the grounds that these are
43	L1-8.docx	or extend the existing practices, or novel practices are	necessarily	adopted to reflect their living abroad experiences. 6.2 Introducing
44	L1-12.docx	hard to be distinguished logically and consistently because grammar	necessarily	entail morphosyntax (syntax and morphology) (see e.g.,
45	L1-8.docx	and or faith issue. However, an accommodation orientation is	necessarily	undertaken when features of both cultures were possibly
46	L1-18.docx	The final limitation is the time constraint that was	necessarily	imposed on the research. In order to measure

No.	File	Left context	Hit	Right context
1	L1-1.docx	see above). The focus on four specific constituents is	obviously	a great reduction. The reduction is not only
2	L1-7.docx	university prior to preservice teachers' placement at schools is	obviously	beneficial for preservice teachers, mentor teachers and supervising
3	L1-7.docx	disciplinary knowledge capacities. The preservice teachers' disciplinary knowledge is	obviously	crucial to reflect their identity as a professional
4	L1-2.docx	it was included in learner confidence strategy which is	obviously	used to build up the students' confidence (Alshehri, 2013).
5	L1-20.docx	are just supposed to do their independent learning. Here,	obviously	she paid attention to their activities beyond school
6	L1-20.docx	to them in the class, they should listen. Here,	obviously,	such moral guidance is merely a matter of
7	L1-20.docx	is summarised as follow. Excerpt 24 <^^^> (Hanum, English translation, interview 3)	Obviously,	Hanum considered that she and her fellow English
8	L1-20.docx	in the following excerpt. Excerpt 27 <^^^> (Nisa, English translation, interview 3)	Obviously,	no wonder if Miss Ema used Australian pronunciation
9	L1-10.docx	could take part in international world. This orientation was	obviously	different from one that government had assigned for
10	L1-3.docx	social environment, involving teachers, classmates, and family (parents), was	obviously	influential to the nurturing of the students' motivation
11	L1-16.docx	limited time and the large class size. They were	obviously	concerned about the subjectivity implied in this new
12	L1-4.docx	transmitted experiences and values that the students have were	obviously	reflected in their agency. In chapter 2, section 2.3.2, I
13	L1-15.docx	and open-ended survey that teachers should have and	obviously	has an impact on pre-service teachers' feeling
14	L1-15.docx	as shown by the arrow. These personal factors can	obviously	be associated with the academic process in teacher
15	L1-2.docx	are significant others influencing student motivation in the classroom.	Obviously,	the qualitative findings relate to the L2 classroom
16	L1-8.docx	speaking cultures, where cuisines do not include halal considerations,	obviously	poses dilemmas for many Muslims, including the educators
17	L1-2.docx	motivate the students to learn English in this context.	Obviously,	these strategies require quite dynamic and interactive learning
18	L1-10.docx	needed to be able to explain in more detail".	Obviously,	T12 was aware of the reason of practicing
19	L1-1.docx	teachers have lesson plans that are "a bit different"	obviously	creates confusion not only for the pre-service
20	L1-10.docx	Excerpt 5.4 <^^^> He added his accounts. Excerpt 5.5 <^^^> These two excerpts	obviously	indicated that T2 was practicing his authority in
21	L1-15.docx	inadequate teaching competencies after undertaking teaching practicum. This feeling	obviously	influences his self- efficacy (professionalism) and sense of
22	L1-20.docx	as not smiling much when interacting with students. Indeed,	obviously	the researcher did see the four English teachers
23	L1-20.docx	in the excerpt 54 below. Excerpt 54 <^^^> (Hanum, English translation, interview 4)	Obviously,	Hanum admired a professional Portugal football player named
24	L1-2.docx	for the students to use the language. Therefore, lecturers	obviously	should have given more opportunities and assigned tasks
25	L1-20.docx	are not part of his professional community (see line 177).	Obviously,	Edi is very proud with his English teacher
26	L1-17.docx	up because I was so scared." (Mary, Interview). Mary	obviously	had developed her primary habitus when she was
27	L1-20.docx	famous tourism object in Aceh, that is, Baiturrahman Mosque.	Obviously,	this is the way she constructed her Acehnese
28	L1-8.docx	practices are adopted when the communicative acts do not	obviously	contradict their own cultural reference. The dominant English
29	L1-15.docx	of them slightly agreed. This study demonstrated that parents	obviously	had a significantly large influence on the respondents'
30	L1-1.docx	colleagues as a strategy to improve her competence. She	obviously	considers this process as a successful enactment of
31	L1-20.docx	in the teaching practices of those Acehnese English teachers,	obviously	there are three overlapping activities that all of
32	L1-10.docx	Summary The twelve teachers being observed in their teachings	obviously	spoke English in the two sessions of their
33	L1-20.docx	group. As a result, their faith can be void.	Obviously,	the participants in this study construct their teacher
34	L1-15.docx	perceived self-efficacy in this particular teaching task, which	obviously	may lessen their feeling of preparedness for teaching.
35	L1-8.docx	cost the flow of interaction, adopting standard practice will	obviously	facilitate intercultural communication. However, mirroring is not the

No.	File	Left context	Hit	Right context
1	L1-17.docx	most prestigious certification that Yanni has because CELTA is	arguably	the most popular and respected teacher professional development
2	L1-17.docx	programmes such as through CELTA or DELTA. CELTA is	arguably	the widest known English teacher qualification in the
3	L1-13.docx	in the classroom setting. Besides, ideology-in-activity is	arguably	a form of answer to the idea that
4	L1-9.docx	The Romans] 30:22 (Yusuf Ali, Trans., 2016) as follows: <^^^> There is	arguably	ample theological justification from the Islamic perspective for
5	L1-8.docx	married system is operationalised in foreign cultures. Indonesia is	arguably	higher in terms of power distance, and marital
6	L1-19.docx	EFL classes that the researcher observed and described above.	Arguably,	it is not appropriate for the government to
7	L1-1.docx	has to be admitted, though, that these efforts could	arguably	inform the study program of the professional identities
8	L1-3.docx	improve their creative writing skills by taking the course	arguably	performed better and produced more creative stories and
9	L1-17.docx	she wanted to become an English teacher. This decision	arguably	was influenced by her habitus growing up in
10	L1-5.docx	communication to ask questions of the children. These findings	arguably	suggest that the more categories of feedback a
11	L1-17.docx	how others see us (Woodward, 2000), Willy's lack in	arguably	this most valuable symbolic capital was seen as
12	L1-3.docx	or a poem. Therefore, the conception of creativity is,	arguably,	partly culturally interpreted by the Indonesian students and
13	L1-11.docx	practices with scores or grades as the main output,	arguably	as a consequence of the grading provision prescribed
14	L1-11.docx	artificial rather than substantial. Teachers' pedagogic and assessment practices	arguably	remained unchanged as behaviourist approaches to teaching and
15	L1-17.docx	in Indonesia only encounter English teachers at their school.	Arguably,	how the school teachers teach has a great
16	L1-17.docx	to-day observations of the life of a teacher.	Arguably,	teaching was the most common profession that they
17	L1-17.docx	the students, having a high level of English was	arguably	more important than having a degree in English

No.	File	Left context	Hit	Right context
1	L1-9.docx	as an embodiment of other "Western culture" which is	ostensibly	different from home language-and-cultures. On the
2	L1-9.docx	values are implicit in language and that the values	ostensibly	entrenched in the target culture are incompatible with

No.	File	Left context	Hit	Right context
1	L1-9.docx	English whose language accuracy (grammar, word choice, pronunciation) is	beyond doubt.	Wati's pedagogic beliefs and classroom practices

No.	File	Left context	Hit	Right context
1	L1-8.docx	surely evidence that such policies (in both Indonesia and	perhaps	also other countries that host Indonesian students and
2	L1-11.docx	change. NPT offers one framework, I would suggest and	perhaps	before implementation a framework like this needs to
3	L1-12.docx	for improving L2 writing teaching practices in Indonesia, and	perhaps	beyond
4	L1-17.docx	in high positions and they would remember her and	perhaps	offer her contracts to train their employees. Therefore,
5	L1-5.docx	child to acquire cultural and linguistic capital (Bourdieu, 1986) and	perhaps	prepare her child to learn English for an
6	L1-4.docx	be influenced by the social and academic characteristics, and	perhaps	the status of the university, where U1 students
7	L1-4.docx	order to achieve the objectives of the lesson and	perhaps	to keep the students attentive. Based on my
8	L1-4.docx	U5, Interview, November 2, 2017) Some even say that this is	perhaps	because of the teachers' character, saying, <^^^> (Student 5_U1,
9	L1-9.docx	admire about themselves (Esposito, 2010; Esposito & Mogahed, 2007). Nonetheless, what is	perhaps	more worrying and leads to negative attitudes among
10	L1-9.docx	more significant consequence of the limited fieldwork time is	perhaps	that I only managed to conduct two to
11	L1-2.docx	people, the students with high and moderate motivation would	perhaps	be self-motivated and able to use the
12	L1-2.docx	them to use L2. The lecturers, for example, would	perhaps	be concerned about the student's language anxiety
13	L1-2.docx	mistakes strategies in teaching. The low motivation students would	perhaps	feel motivated when their lecturers show their understanding
14	L1-9.docx	of othering not only on intercultural communication but also,	perhaps	more importantly, on both the EFL teachers' and
15	L1-20.docx	they were still kids or not born yet. Also,	perhaps,	she told them about such humanitarian story in
16	L1-20.docx	not care about this issue by saying that, "but	perhaps	for people from general domain [[non-Islamic scholars]]
17	L1-6.docx	constructive comments such as ' I like your video, but	perhaps	you could make the voice clear', and minimise
18	L1-9.docx	that are embodied in Indonesian, Javanese and Madurese–or	perhaps	Arabic as well–in cognitively and sociolinguistically productive
19	L1-2.docx	or ethnic group language to communicate one another (or	perhaps	in the classroom) alongside Indonesian (L1). Contrast to
20	L1-20.docx	teacher as an English speaker). The reason for this	perhaps	can be seen in the global aspects of
21	L1-2.docx	the future boosting their motivation to learn as this	perhaps	would give them clear directions or purposes to
22	L1-20.docx	as follow. Excerpt 58 <^^^> (Edi, English translation, interview 3) In addition,	perhaps,	in that compulsory class, Edi communicated with the
23	L1-7.docx	with the selection of their mentors approached strong agreement.	Perhaps	unsurprisingly, there was widest divergence on the item
24	L1-20.docx	came to the classroom where Hanum was teaching because	perhaps	he did know that there was a broom
25	L1-4.docx	they find it hard to comprehend the material because,	perhaps,	the inability of their peers to explain. For
26	L1-20.docx	English Subject Teachers in Banda Aceh city. This career	perhaps	is enough for his students to believe that
27	L1-20.docx	make efforts on morality in their teaching (see chapter 3).	Perhaps,	only few of them who might see that
28	L1-20.docx	his students is clearly implied, namely a communicative character.	Perhaps,	he is concerned with this character because mostly
29	L1-20.docx	to those in his students' own locality and culture.	Perhaps,	this is done in order his students are
30	L1-4.docx	the teachers were involving them in discussing the curriculum.	Perhaps	the teachers and students are viewing this differently
31	L1-20.docx	in fact it was there. Hanum advised them directly	perhaps	because she considered them to be her own
32	L1-4.docx	have found other teaching methods more interesting for discussion	perhaps	because discussions are part of the collaborative work
33	L1-20.docx	personality also has been justified by her in excerpt 2.	Perhaps,	her attitudes like this to her students is
34	L1-16.docx	for school. I should learn English for my future,	perhaps	I will need it to get a job
35	L1-20.docx	in classroom (see excerpt 44). In terms of the gestures,	perhaps,	the gestures that she means here are those
36	L1-11.docx	testing achievement, while they were more expressive about grading	perhaps	due to the curriculum requirement to grade students'
37	L1-9.docx	relating crêpes to a local snack called dadar gulung,	perhaps	due to its similar appearance. In Aris' class,
38	L1-16.docx	expressions like: "I assume...", "From what I have heard...", "	perhaps....",	etc. As a result, various different reasons also

39	L1-4.docx	be given some kind of listening task too - including,	perhaps,	giving feedback (Harmer, 2007). The PowerPoint presentation, however, is
40	L1-20.docx	is illustrated as follow. Excerpt 49 <^^^> (Hanum, English translation, interview 3)	Perhaps,	as Indonesian soldiers have their own community which
41	L1-5.docx	and explanation request ({EX) in both K1 and K2.	Perhaps	there were no contexts for the teacher to
42	L1-17.docx	on second language acquisition or the politics of language.	Perhaps	it is because I have not developed the
43	L1-20.docx	to them while their English proficiency was that low,	perhaps	there would have been a possibility that they
44	L1-20.docx	in English lesson such as hello or good morning.	Perhaps,	he did it to avoid be considered non-
45	L1-2.docx	suggests that the students with high and moderate motivation	perhaps	needed models or people who succeeded in learning
46	L1-2.docx	two-tailed) suggesting there were other factors influencing MTS	perhaps	such as students' preferences of MTS. • There were
47	L1-20.docx	mentioned above as he does with the first one.	Perhaps,	it will be more convincing if he does
48	L1-20.docx	it was due to the demand of curriculum only,	perhaps	Edi wanted to show that this problematic topic
49	L1-11.docx	Financial insecurity among parents and relatively low education qualifications	perhaps	contributed to ignorance about their children's education.
50	L1-20.docx	reprimand his students. The context of Edi's reprimand	perhaps	can be more understood as follow: Bek jak
51	L1-20.docx	understand some important things from what he was saying.	Perhaps,	if he had explained those things in English,
52	L1-20.docx	also wants to show her solidarity to her students -	perhaps	because she considers her students to be her
53	L1-20.docx	meant to give an assertive reprimand to her students.	Perhaps,	if she had done so by using English,
54	L1-20.docx	their religious beliefs into their teaching in this study,	perhaps,	they should not be considered the same as
55	L1-20.docx	her students although she still taught it to them,	perhaps	she wanted to show that she had to
56	L1-20.docx	different. Basically we are the same human beings too",	perhaps	it is because Hanum is aware that most
57	L1-20.docx	model of teachers, especially English teachers, has remained underexplored.	Perhaps,	this is because it is very common in
58	L1-11.docx	measurement and grading orientations. This lack of deep understanding	perhaps	drives teachers to declare that teaching and assessment
59	L1-20.docx	each other and the way female students made up.	Perhaps,	Mahdi was concerned with these two acts because
60	L1-12.docx	them to bringinnovations in their feedback practices. What was	perhaps	missing in this context is more input from
61	L1-20.docx	English even though their English abilities were still weak.	Perhaps,	Mahdi's emphasis on not stopping students from
62	L1-20.docx	he liked the history of Aceh. That is why	perhaps	when there was a topic in his lesson
63	L1-20.docx	another identity, namely as an Indonesian soldier's wife.	Perhaps,	as a soldier, her husband is already shaped
64	L1-6.docx	lecturers as the main users of the classroom, will	perhaps	result in limited, status-quo, less creative and
65	L1-2.docx	them to learn. This suggests that the students would,	perhaps,	be motivated to learn the language as long
66	L1-20.docx	their eyes. For example, when people do something wrong,	perhaps	it is because they do not understand it

No.	File	Left context	Hit	Right context
1	L1-20.docx	because she is always immersed with this culture, it	certainly	becomes her cultural identity and indeed strongly influences
2	L1-17.docx	was not able to teach on the day. It	certainly	brought back a lot of sweet memories, although
3	L1-17.docx	specify what kind of bullying he experienced but it	certainly	gave him a reason to improve his English
4	L1-20.docx	of Islam. Indeed, the purpose of advising students is	certainly	in order the students can introspect themselves about
5	L1-20.docx	and giving moral advice to others like that is	certainly	part of this commandment. That is why Nisa
6	L1-19.docx	involving HOTS. In this regard, the EFL teachers would	certainly	benefit from face-to-face training with experts
7	L1-3.docx	to have detailed feedback and close guidance, which would	certainly	limit their freedom to some extent. One possible
8	L1-19.docx	primary source and leader of the subject and activities.	Certainly,	it is not always seen as a negative
9	L1-20.docx	son" and the others as "sons". Indeed, parents are	certainly	concerned with the bad behaviour of their children
10	L1-16.docx	remote area. In terms of their importance, it can	certainly	be confirmed that, despite their shortcomings, textbooks are
11	L1-1.docx	market dictates the requirements of professional identities, the employers	certainly	have the upper hand over other stakeholders in
12	L1-20.docx	or his students' own weaknesses in understanding his English.	Certainly,	it is easier and more effective for Mahdi
13	L1-20.docx	is the Baiturrahman Mosque (the use of CTL method).	Certainly,	she did like this because her Muslim identity
14	L1-20.docx	to communicate with 'different people' and learn about 'others'.	Certainly,	this will develop the idea of tolerance with
15	L1-15.docx	and resilient. This implies that their perseverance and resilience	certainly	contribute to their professional journey, particularly during the
16	L1-16.docx	any attempts to evaluate the new program changes should	certainly	involve teachers who undergo these changes in their
17	L1-20.docx	English speaker As the Acehnese teachers are English teachers,	certainly	they have a sense of relationship between English
18	L1-20.docx	would recognise him as an English teacher (someone who	certainly	can speak English) (see excerpt 20). This creativity actually

No.	File	Left context	Hit	Right context
1	L1-9.docx	between home knowledge, languages and practices and new–and	possibly	alien–values, beliefs and behaviours associated with English
2	L1-9.docx	lexical and structural features of Indonesian, Javanese, Madurese and	possibly	Arabic that constitute the full linguistic repertoire of
3	L1-15.docx	capability to teach will lessen readiness to teach and	possibly	lessen a commitment to teaching, moreover pre-service
4	L1-15.docx	well, they feel more prepared for teaching responsibilities and	possibly	their commitment to teaching. Conversely, less constructive guidance
5	L1-1.docx	toilet" (Anto31), where the teacher "should help" (Anto31) and	possibly "	clean something" (Anto31). In both cases, the elimination
6	L1-10.docx	also demonstrated that as a multilingual speaker, translanguaging could	possibly	be practiced. Talking about nation and identity by
7	L1-15.docx	indicated that the respondents' self-efficacy in teaching could	possibly	maintain, increase, or even decrease their commitment to
8	L1-7.docx	teachers' performance both on campus and at schools could	possibly	make my findings more robust. The use of
9	L1-3.docx	to be related to creative writing, these skills can	possibly	be used to support creativity in writing. Fourth,
10	L1-15.docx	be a challenge for pre-service teachers and can	possibly	influence their confidence and feeling of preparedness due
11	L1-15.docx	teachers' understanding of real teaching conditions, which they may	possibly	face in the future. Having the ability to
12	L1-15.docx	Conversely, less constructive guidance and feedback from supervisors may	possibly	lessen their professional self- efficacy, and sense of
13	L1-11.docx	be started from understanding, first of all, and then	possibly	changing or adjusting teachers' perceptions about the suggested
14	L1-15.docx	student teachers observe their role models' attitudes, and then	possibly	imitate their role models in their early years
15	L1-8.docx	is necessarily undertaken when features of both cultures were	possibly	blended. Finally, when the English cultural practice is
16	L1-15.docx	learning. Their efforts to study the subject matter were	possibly	greater than their efforts to comprehend the pedagogical
17	L1-15.docx	of their strengths to perform one action, they will	possibly	have a high level of self-efficacy in
18	L1-15.docx	teaching, pre-service teachers or early-career teachers will	possibly	teach as their former teachers taught them. They
19	L1-3.docx	the students loved Tara's feedback, there was a	possibly	undesirable effect on the students' creativity. The current
20	L1-8.docx	awareness in relation to others and how differences are	possibly	mediated or contested in interaction. This critical cultural
21	L1-10.docx	He acknowledged that because of the situation, we cannot	possibly	to fully practice English". Therefore, considering the use
22	L1-15.docx	that the processes student-teachers experienced during teacher education	possibly	shaped and reshaped their perceptions, which included motivation,
23	L1-2.docx	use L2, ample opportunities to speak the language is	possibly	quite relevant for students in Indonesia EFL classrooms
24	L1-1.docx	that comprise it. For instance, understanding that young learners	possibly	have short attention spans leads her to underline
25	L1-15.docx	a previous qualitative study in Australia revealing that mentoring	possibly	either assisted or prevented pre-service teachers' professional
26	L1-15.docx	class. Further, Lockwood and Kunda (1997) argue that role models	possibly	influence self- perceptions when they are relevant. In
27	L1-2.docx	Thus, this confirms that there is no universal MTS	possibly	applied to all EFL classrooms (Wong, 2014). In addition,
28	L1-15.docx	Richardson, 1996). In general, people's beliefs towards an object	possibly	derive from direct observations or external sources, which
29	L1-9.docx	and multilingualism with which they grappled with new or	possibly	conflicting linguistic and cultural features that come with
30	L1-17.docx	his dream of becoming a teacher trainer at Riau,	possibly	because he felt less qualified than the other
31	L1-2.docx	words, students having high grades or good English skills	possibly	like in Speaking might be strongly motivated to
32	L1-2.docx	than those with high and moderate motivation. The students	possibly	were also more dependent on the lecturers' support
33	L1-1.docx	in the ELE program, their past experiences in teaching,	possibly	in their capacity as a private tutor, and
34	L1-1.docx	the 'unknown' or less familiar and a sense that,	possibly,	real learning lies ahead. The self-evaluation involves
35	L1-5.docx	For parents who are categorised as dedicated cosmopolitans, they	possibly	want to challenge their child to mingle with
36	L1-3.docx	writing passion by sending her poem to newspaper, Tika	possibly	did not get a similar kind of support.
37	L1-17.docx	Dago <***> Nada's attention to her students' needs was	possibly	shaped by her experience as an IELTS examiner
38	L1-15.docx	phase of their professional journey as future teachers, which	possibly	affects the pre- service teachers' professional efficacy and

39	L1-9.docx	values embedded in English, to come to terms with	possibly	conflicting behaviours associated with the speakers of English,
40	L1-2.docx	and particularly the students at the English Department would	possibly	enjoy learning the language more in English rather

Epistemic Adverb: Clearly

No.	File	Left context	Hit	Right context
1	L1-4.docx	Control Teacher's pedagogic control over the classroom is	clearly	seen from the interview that I conducted with
2	L1-16.docx	on the interview with the curriculum stakeholders, it is	clearly	seen that all of them are very concerned
3	L1-20.docx	follow. Excerpt 63 <^^^> (Mahdi. classroom observation 3) In excerpt 63, it is	clearly	seen that Hanum switched from English to Indonesian
4	L1-19.docx	the stages of Remembering, Understanding, and Applying. This is	clearly	not aligned with the expectation of the government
5	L1-19.docx	the stages of remembering, understanding, and applying. This is	clearly	not aligned with the expectation of the government
6	L1-9.docx	and interculturality in the high school EFL classrooms is	clearly	affected by their conceptions of culture. That the
7	L1-5.docx	have an international orientation through learning English, which is	clearly	articulated as linguistic, cultural, and social capital. Net,
8	L1-1.docx	of the lesson plans. <^^^> <^^^> In these quotes, Lintang is	clearly	aware that in developing her competence in creating
9	L1-16.docx	outcomes would bring about the required change. There is	clearly	considerably more involved in this process. The policy
10	L1-11.docx	inadequacy of teachers' pedagogic and assessment literacy, as is	clearly	demonstrated in next section under the heading of
11	L1-11.docx	consistently following the conventional IRF pattern, as it is	clearly	exemplified in extracts 1, 3 and 4 above. This indicates that
12	L1-20.docx	that he wanted to build in his students is	clearly	implied, namely a communicative character. Perhaps, he is
13	L1-20.docx	affairs" (see excerpt 2). This kind of moral guidance is	clearly	more than merely a matter of social awareness
14	L1-5.docx	first structure for the next (lexical) stage. Kin is	clearly	the most advanced of the K1 children but
15	L1-20.docx	an English speaker. This constructed role can be seen	clearly	from his statement, "they have to talk in
16	L1-20.docx	teacher identity. Such relationship, for example, can be seen	clearly	from the role of teacher as a parent
17	L1-20.docx	During classroom observation, only Edi and Nisa were seen	clearly	built character in students during their teaching practices.
18	L1-20.docx	interview 3) From the excerpt above, it can be seen	clearly	how Edi constructed his Acehnese identity through the
19	L1-20.docx	the global flows of ideologies. This can be seen	clearly	in the next paragraphs. In constructing global identity
20	L1-20.docx	actually should be based on. It can be seen	clearly	that, for them, the character that they want
21	L1-18.docx	the writing skills. EFL learning in the polytechnic was	clearly	job-oriented learning. Students were projected to learn
22	L1-19.docx	improving students' critical thinking development at higher levels was	clearly	not easy for teachers to implement. There were
23	L1-18.docx	when access to PC networks was restricted. It was	clearly	observable that students did not use two versions
24	L1-10.docx	English with link to Bahasa Indonesia version. It was	clearly	proclaimed on the website that this university considered
25	L1-10.docx	Indonesia, the foundation of IUP establishment in university 2 was	clearly	proclaiming a "globalisation at home" in which the
26	L1-10.docx	while teachings. A firm refusal of practicing multilingualism was	clearly	stated by T13. Her main argument was that
27	L1-10.docx	both on content and language as content should be	clearly	through English. Another issue related to teachers' individual
28	L1-10.docx	both on content and language as content should be	clearly	through English. Teachers also evaluate students' language development
29	L1-20.docx	how they construct this identity in fact can be	clearly	observed in their actual teaching as well, such
30	L1-20.docx	own language. Regarding Mahdi, in excerpt 64, it can be	clearly	seen as well why he suddenly preferred to
31	L1-11.docx	were rare and implicit, and the teachers could not	clearly	articulate the conceptual differences between these approaches to
32	L1-11.docx	vision and follow change framework, which unfortunately is not	clearly	articulated and disseminated to teachers in the K13
33	L1-19.docx	the beginning of the SA implementation, students were not	clearly	aware of whether the teachers used the SA
34	L1-10.docx	English as language of instruction. The aims were not	clearly	stated, yet they declared the program as a
35	L1-18.docx	by the students in their writing tasks completion are	clearly	identified. The following sections will discuss this in
36	L1-20.docx	respectively, for example (see Appleby, 2018). Then, since there are	clearly	religious, cultural and moral values in the experiences
37	L1-16.docx	more emphasized" The objectives of the 2013 English Curriculum are	clearly	stated in the Ministry of Education and Culture
38	L1-20.docx	Islamic teachings. Nisa, one of the teachers, for example,	clearly	stated that her goal of becoming a teacher

39	L1-20.docx	in their students is appreciating diversity. Hanum, for example,	clearly	stated that she educated her students to be
40	L1-20.docx	constructing their national identity in teaching. Nisa, for example,	clearly	does so. This can be summarised as follow.
41	L1-10.docx	whatever situation she would face in the classroom. She	clearly	argued that EMI classroom was a formal setting
42	L1-1.docx	be somewhat deficient. <^^^> Through creating and expanding materials, she	clearly	reflects on ways to improve her practice, in
43	L1-20.docx	the hardest one to achieve. Meanwhile, about Nisa, she	clearly	stated that the role model that teachers should
44	L1-7.docx	and student activities, time division, and assessment rubric were	clearly	described. In this sense, the format of lesson
45	L1-6.docx	production, the difficult terms available in the book were	clearly	explained through the pictures I found in the
46	L1-10.docx	in English sentences both embedded and separated. They were	clearly	spoken which word of phrase that were embedded,
47	L1-4.docx	viewed a good teacher as someone who can explain	clearly	and creatively. According to one teacher, being able
48	L1-4.docx	creatively. According to one teacher, being able to explain	clearly	is an indicator that teachers have competence in
49	L1-4.docx	who is creative (U1 mean = 3.89; U5 mean = 3.91) and explains	clearly	in the class (U1 mean = 3.22; U5 mean = 3.09) with
50	L1-4.docx	that the students expected, besides being creative and explains	clearly,	a teacher is someone who is caring and
51	L1-20.docx	Hanum, English translation, interview 2) In the excerpt 44 above, Hanum	clearly	refers her Acehnese identity to Acehnese language, such
52	L1-20.docx	Excerpt 37 <^^^> (Mahdi, English translation, teacher journal) In excerpt 35, Hanum	clearly	stated that with the knowledge that she had,
53	L1-20.docx	in this gap. As three participants in this study	clearly	expressed themselves as a role model, they were
54	L1-11.docx	subsequently inform or influence their classroom practices. My study	clearly	showed that national examinations prominently featured in teachers'
55	L1-20.docx	students were those of her religion and culture. This	clearly	shows that the teacher's backgrounds do have
56	L1-20.docx	mosque that is the pride of Acehnese people. This	clearly	shows that Edi and Hanum also contextualised their
57	L1-18.docx	competence: <^^^> (Wanofri, FGD 7, Class 2A) Wanofri from Class 2A	clearly	stated that his motivation was improved because he
58	L1-20.docx	and fairness in scoring). While Nisa, as mentioned above,	clearly	expressed that she performed a role model by
59	L1-11.docx	and peer assess, how to measure their performance against	clearly	understood expectations of what constitutes good work. This
60	L1-11.docx	than 85% of the teachers surveyed. These efforts were also	clearly	evidenced by the teachers interviewed, who were concerned
61	L1-1.docx	Hence, she decided to take her students outside, and	clearly	prepared an activity for the lesson. However, her
62	L1-20.docx	behind him or her. From this kind of attitude,	clearly,	Hanum was engaged in the lives of her
63	L1-18.docx	is used because it defines the third task cycle	clearly	in relation to language output. In order to
64	L1-11.docx	e.g. assessment rubric and criteria, did not emerge	clearly	in the interviews and group discussions. However, although
65	L1-11.docx	SHR, C2MNL and C4LH] because 'an essay	clearly	distinguishes students who are truly able from those
66	L1-4.docx	said, <^^^> (Teacher L_U3_Interview_November 14, 2019) Teacher L explained	clearly	that the reason for using student PowerPoint presentation
67	L1-10.docx	loudly so that his student could hear him explaining	clearly.	His body languages supported the way he explained
68	L1-7.docx	education authorities, particularly those in PPG programs can focus	clearly	on the key areas of effective professional field
69	L1-6.docx	and Zhang and Quintana (2012) recommend that students be given	clearly	defined guidelines on how to approach tasks, which
70	L1-17.docx	in English effectively. All participants in this study had	clearly	put much effort into learning English now that
71	L1-10.docx	terms of language of instruction, all four universities have	clearly	emphasised to set English only as the policy.
72	L1-1.docx	the school in assessment-associated practices than the HEI,	clearly	influences their choice of personae to present. This
73	L1-20.docx	avoid when she speaks English all the time. Here,	clearly,	Acehnese identity also means linguistic identity for her.
74	L1-10.docx	of course with my involvement in this IUP, I	clearly	support because I am a teacher at this
75	L1-12.docx	students were not able to write accurately, communicate ideas	clearly,	construct a strong argument, and organise ideas effectively
76	L1-18.docx	her with advantages for her learning. Above all, Indah	clearly	stated that the use of technology-mediated TBLT
77	L1-17.docx	did well or where they needed more practice. India	clearly	remembered that she never received any feedback from
78	L1-20.docx	in the following excerpt. Excerpt 16 <^^^> (Edi, English translation, interview 3)	Clearly,	Edi treated his students as his own children
79	L1-9.docx	less strong in meaning than "contamination," the word kontaminasi	clearly	puts 'non-Muslim Western culture' in an unfavourable
80	L1-11.docx	three teachers [A3LA, B3MD, and C4LH]	clearly	viewed the national examinations as unhelpful and unnecessary,

81	L1-20.docx	Regarding building character in students, Hanum, Nisa and Mahdi	clearly	stated that this activity was also part of
82	L1-1.docx	roles and responsibilities of the supervisors and the mentors	clearly	show a shared authority when it comes to
83	L1-10.docx	his students spoke Bahasa Indonesia. This point was more	clearly	indicated in the following excerpt. Excerpt 5.12 <^^^> In addition,
84	L1-20.docx	As found in the journal data, the four participants	clearly	view that English teacher as an English speaker
85	L1-14.docx	The teacher provided positive feedback, finding the interview questions	clearly	comprehensible. However, I noticed some issues emerging in
86	L1-11.docx	Urgency of sustainable and collaborative professional development This research	clearly	identified that teachers viewed accountability and improvement dimensio
87	L1-16.docx	their school regarding the new English curriculum. The result	clearly	indicated that most teachers are satisfied with the
88	L1-5.docx	to the higher stages of grammatical development. Second, results	clearly	confirm PT in terms of the sequencing of
89	L1-10.docx	were speaking Bahasa Indonesia in her class. She stated	clearly	in the following excerpt. Excerpt 7.4 <^^^> What T13 did
90	L1-19.docx	As explained by T1: <^^^> (Teacher 1, interview) T1's statement	clearly	outlined that the teachers faced some challenges and
91	L1-19.docx	et al., 2017, p.2) Irregularity in implementing the SA steps	clearly	shows that the EFL teachers make their own
92	L1-10.docx	they can exist in the international community". Interestingly, T31	clearly	said globalisation at home and home country students
93	L1-12.docx	to feedback in this study suggest that, whilst teachers	clearly	do the best they can, their strategies lack
94	L1-17.docx	a good teacher must be able to explain things	clearly	so that their students could understand them. Finally,

No.	File	Left context	Hit	Right context
1	L1-4.docx	were derived throughout years of the students' education and	presumably,	the effects of globalisation, showing that their learning
2	L1-11.docx	grades of students in the external assessments. Improvements are	presumably	achieved if the test scores increase. This finding
3	L1-1.docx	are the abilities to apply knowledge, intelligence, etc. in	presumably	actionable tasks, the constituents of the identities are
4	L1-14.docx	have been considered for multimodal employment when it was	presumably	regarded as necessary for improving instructional effectiveness. Related

No.	File	Left context	Hit	Right context
1	L1-20.docx	English teachers view themselves as the four roles above,	definitely	how they teach their students is based on
2	L1-15.docx	significant. The results demonstrated that 42% of them did not	definitely	describe their ability to respond to their students'
3	L1-15.docx	three survey items was run. The latter analysis offered	definitely	reasonable results, as follows in Table 4.8. Table 4-8 The
4	L1-15.docx	The results demonstrated that almost all of the respondents (99%)	definitely	showed their agreement with this item, with a

No.	File	Left context	Hit	Right context
1	L1-6.docx	resource employed in this context (Hora & Holden, 2013), which was	probably	a result of their understanding of the most
2	L1-17.docx	and so they harassed him for that. This was	probably	because at that time, English language in Indonesia
3	L1-17.docx	at a school. Moreover, she thought that it was	probably	her own fault for choosing the wrong kind
4	L1-11.docx	Moreover, the pedagogic and assessment reform in Indonesia was	probably	inspired by a global move and paradigm shift
5	L1-17.docx	using English. Anji further argued that the PELI was	probably	the only place that the students felt free
6	L1-17.docx	The communicative approach seemed natural to her, which was	probably	why she preferred the communicative focus for teaching
7	L1-2.docx	to motivate them to learn the language. This is	probably	because it is not common for the students
8	L1-17.docx	at PELIs as a long- term career. This is	probably	because of the changes in the field of
9	L1-2.docx	or spoke English more in the classroom. This is	probably	due to the limited or low use of
10	L1-17.docx	with his students at a personal level which is	probably	influenced by the way he learnt English: through
11	L1-11.docx	Coffield et al. 2004). The understanding of learning styles is	probably	quite limited and involves conceptual frailty. Another teacher
12	L1-6.docx	availability may become an appropriate contextual learning experience that	probably	motivated the students to enjoy learning. The audio-
13	L1-16.docx	claimed previously in the interview. This may indicate that	probably	not all English teachers use different methods of
14	L1-2.docx	students seek more opportunities to use L2 because they	probably	did not have enough opportunity to use the
15	L1-3.docx	not learn it from their creative writing teachers. They	probably	had picked it up from their prior school
16	L1-3.docx	give more detailed, individual commentary. The different decisions were	probably	influenced by two factors: (1) the number of students
17	L1-11.docx	detailed insights about student learning. Nevertheless, the opportunities were	probably	used mainly for checking the accuracy of students'
18	L1-17.docx	profession in London although she said that she would	probably	accept if there was an opportunity for her
19	L1-11.docx	reform, design, monitoring and evaluation of the reform would	probably	have been insufficient. Piloting took place but the
20	L1-1.docx	that is, as responsibilities (management skills) and working abilities,	probably	because the APSPBI document was published before MOEC 2014.
21	L1-17.docx	she learned not only about teaching strategies "but also	probably	there was a time I fell in love
22	L1-2.docx	Modules in which the classroom observations conducted. This could	probably	be much lower compared to individual use of
23	L1-17.docx	parents realized the importance of English for her future,	probably	because in their jobs, they dealt with many
24	L1-3.docx	table had provoked his feelings when learning English grammar.	Probably	he found a resemblance between his feelings towards
25	L1-17.docx	the institution much longer than the elected teacher. He	probably	felt that he was considered less valuable than
26	L1-1.docx	for study programs, also treated these constituents as independent,	probably	because the APSPBI document was published in 2014 and
27	L1-2.docx	language as their main programme in the first place	probably	due to their personal interest in the language
28	L1-17.docx	though her parents often used Indonesian at home. She	probably	was not aware of the importance of learning
29	L1-17.docx	Given the fact that this institution was and still	probably	is the largest English institution in Indonesia (Anto, 2018),
30	L1-2.docx	in this study by a lecturer and a student	probably	for culturally contextual reasons. This strategy, however, is
31	L1-17.docx	a great idea for Darren to become a teacher,	probably	because they saw him already teaching at a
32	L1-17.docx	as her first 'proper 'job as an English teacher,	probably	because at the previous PELI she was only
33	L1-5.docx	use of demonstratives this and these as Subject. This	probably	means the pronunciation of these demonstratives looks similar.
34	L1-2.docx	not been able to ractice what he intended to	probably	to several issues such as inappropriate support from
35	L1-17.docx	to emphasize the 'fun 'element in learning English, which	probably	stems from his learning habitus in that he

No.	File	Left context	Hit	Right context
1	L1-20.docx	are already attracted due to her NS-like English,	surely	it will be so helpful for her because
2	L1-11.docx	does not indicate explicit theoretical framework for AfL implementation:	surely,	this is an issue for future work, to
3	L1-8.docx	intended to encourage intercultural teaching in higher education is	surely	evidence that such policies (in both Indonesia and
4	L1-20.docx	easy for her to instruct them to do so.	Surely,	if Nisa does not do what she instructs,

No.	File	Left context	Hit	Right context
1	L1-9.docx	of English-speaking Western culture as though they are	essentially	defined by the imagined characteristics of the culture
2	L1-16.docx	the wishes and aspirations of the students which are	essentially	more 'instrumental' in nature such as wanting to
3	L1-12.docx	The activity of feedback provision in L2 writing is	essentially	a mutual process of making decisions (which involves
4	L1-3.docx	students and all teachers asserted that every person is	essentially	creative, there was a shared awareness that creativity
5	L1-15.docx	include serving others and responding to parents' expectations, can	essentially	influence people's motivation. Parents' involvement in deciding
6	L1-2.docx	L2 motivation (e.g. Wesley, 2009); and motivation is evolved	essentially	through teachers and students interactions (Henry & Thorsen, 2018). Teachers'
7	L1-15.docx	influencing factor. The path analysis demonstrates that this factor	essentially	affects preparedness on context recognition and instructional strategies.
8	L1-3.docx	or thought can be judged as valuable or useful	essentially	based on its intellectual or artistic standards. Yet,

No.	File	Left context	Hit	Right context
1	L1-3.docx	needing inspiration, or habitually in their daily life, was	evidently	one of the students' capacities to spark inspiration
2	L1-8.docx	religiously admissible, although juxtaposing the practice for communication was	evidently	preferable. However, some practices such as hugging greetings,
3	L1-20.docx	the religion of the participants in this study is	evidently	a major factor of their cultural identity. Thus,
4	L1-17.docx	again in 2014 and he has been teaching ever since.	Evidently,	Arbo invested in various fields but it seemed
5	L1-3.docx	language such as Korean, German or Dutch. Some students	evidently	demonstrated the ability to use language resources other
6	L1-3.docx	Tara, Sari, Haryo, interview). The teachers in this study	evidently	also used their expertise or skill, either closely
7	L1-20.docx	herself acted upon what she instructed (see excerpt 18). This	evidently	shows that faith can interface with the way
8	L1-20.docx	that of the study conducted by Le Ha (2008) which	evidently	shows that the sense of the Vietnamese identity

No.	File	Left context	Hit	Right context
1	L1-10.docx	she illustrated a local setting, a local language was	undeniably	spoken automatically. Latin was mentioned by the teacher

Epistemic Adverb: Frequently

No.	File	Left context	Hit	Right context
1	L1-2.docx	perceptions on MTS frequency use ranked from the most	frequently	used to the least. <&&&> We can see in
2	L1-5.docx	provide form (FORM+), and explicit correction (EC (+)}). The most	frequently	used category was 'asks questions' (Q). In the
3	L1-5.docx	that is 'emotion'. <^^^> The +FB was the second most	frequently	used category by the teacher. The teacher gave
4	L1-5.docx	teacher gave RR 13 times (10%) making RR the fourth most	frequently	used feedback strategy in the session, after Q (38%), +
5	L1-12.docx	Of the three strategies, indirect feedback was the most	frequently	used feedback strategy to deal with recurring problems.
6	L1-12.docx	reformulation 7. Metalinguistic feedback 8. Direct error correction The three most	frequently	used feedback strategies in the individual conferences were (
7	L1-12.docx	of the error. Request for clarification <^^^> The third most	frequently	used feedback strategy in the current study is
8	L1-12.docx	third writing conference. Direct error correction was the most	frequently	used single prompt strategy and the combination of
9	L1-12.docx	of metalinguistic feedback + direct error correction was the most	frequently	used multiple graduated prompt strategy. Figure 4.30 shows the
10	L1-12.docx	strategy. Figure 4.30 shows the frequency of the three most	frequently	used multiple prompt strategies. Figure 4. 30: Three most frequently
11	L1-12.docx	most frequently used multiple prompt strategies. Figure 4. 30: Three most	frequently	used multiple feedback strategies (n=52 writing conferences sessions) <***>
12	L1-12.docx	were identified in the study, with the three most	frequently	used were: (a) metalinguistic feedback, (b) request for
13	L1-17.docx	summarized in the word cloud below (Figure 6.4). Figure 6. 4 Most	frequently	used words to describe learning at PELI <***> <^^^> (Claire)
14	L1-12.docx	student's L2 writing profiles was the teachers' most	frequently	performed action in the task definition step, which
15	L1-12.docx	Table 5.3 below. (Re) reading the text was the most	frequently	performed metacognitive action and considering and identifying language
16	L1-12.docx	and identifying errors in language use was the most	frequently	performed action in the problem identification step (see
17	L1-12.docx	table 5.7, providing feedback on language use was the most	frequently	performed action. Table 5.7: Teacher's actions in the
18	L1-12.docx	on errors in language use was the teachers' most	frequently	performed action. The result supported the finding reported
19	L1-12.docx	type and severity of writing problems were two most	frequently	mentioned factors influencing the teachers' decisions regarding their
20	L1-15.docx	comprising speaking, reading, writing and listening were the most	frequently	mentioned courses (17.42%) which pre-service teachers considered advantageous
21	L1-15.docx	a class The present research reveals that the most	frequently	mentioned ability in teaching relates to building relationships
22	L1-15.docx	associated with proficiency in the language were the most	frequently	mentioned reasons for joining the teacher education program (
23	L1-12.docx	previous draft (n=49) and internet (n=15) were two most	frequently	accessed external sources of information. The teachers checked
24	L1-20.docx	study. However, interestingly, the value of religiosity appears most	frequently	in the data analysis among the other values,
25	L1-15.docx	statistics with the mean of 3.82 and SD= 0.93. The most	frequently	occurring response (48%) was 'somewhat agree', followed by 'somewhat
26	L1-11.docx	propositions that feature SAAP <&&&> 6.3.1.3.1 Promoting peer assessment The most	frequently	reported practice in the SAAP category was promoting
27	L1-2.docx	and (b) students perceive to be most useful and	frequently	used in EFL classrooms? How do they compare?
28	L1-2.docx	between sometimes used with means scores 3.40 (pair work) and	frequently	used with mean scores 3.60 above for the rest
29	L1-2.docx	the use of MTS was between sometimes used and	frequently	used as shown in Table 5.16. The mean scores
30	L1-2.docx	and (b) students perceive to be most useful and	frequently	used in EFL classrooms? How do they compare?
31	L1-18.docx	that, all students searched for effective online dictionaries and	frequently	used them in their learning. As was also
32	L1-2.docx	be learned to the student's everyday life) and	frequently	used (using humour, promoting contact with English speakers
33	L1-2.docx	that the use of MTS were sometimes used and	frequently	used. This suggests that this particular lecturer did
34	L1-2.docx	to the lecturers was never to occasionally used and	frequently/	very frequently used respectively. This suggests that the
35	L1-2.docx	in practicing the MTS to practice the MTS more	frequently	than what they could have thought and to
36	L1-6.docx	and WhatsApp because students used these two apps more	frequently	than Facebook. In practice, L3 often responded to,
37	L1-12.docx	analysis indicated that multiple prompt strategies were used more	frequently	than the single prompt strategy over three writing
38	L1-20.docx	teacher as a moral guide role that is more	frequently	constructed by them in their teaching. Even, these
39	L1-1.docx	teachers need advice, is friendlier, and asks them more	frequently	if they have problems. The incident of the
40	L1-5.docx	form of one book. The teacher used recast more	frequently	in K1 than in K2. A possible explanation
41	L1-2.docx	English when speaking to students in Speaking course 'more	frequently'	compared to in the other courses like Structure
42	L1-6.docx	phone. He did not monitor the student groups very	frequently	as they used their phones to search for

#	File	Left context	Node	Right context
43	L1-2.docx	lecturers was never to occasionally used and frequently/very	frequently	used respectively. This suggests that the lecturers might
44	L1-2.docx	and cultural products, pair work and group work), very	frequently	used (having an informal chat). For strategy pair
45	L1-2.docx	ed (21%-40%), 3 = sometimes used (41%-60%), 4 = frequently used (61%-80%) and 5 = very	frequently	used (81%-100%). The actual use of MTS was compared
46	L1-2.docx	use of MTS was between occasionally used and very	frequently	used. This also means that the lecturer had
47	L1-17.docx	a scriptwriter. Although these other identities were not as	frequently	enacted as his identity as an English teacher,
48	L1-2.docx	time). However, the lecturers rated most strategies were as	frequently	used, and the students sometimes used or frequently.
49	L1-2.docx	MTS had mean scores above 3.5 and above rated as	frequently	used. The difference with classroom 1 with the highest
50	L1-2.docx	contact with L2 cultural products and speakers strategies as	frequently.	Only one lecturer said that she used English
51	L1-12.docx	students through a range of oral graduated prompts. They	frequently	began with an indirect oral prompt, followed by
52	L1-12.docx	information presented and sometimes responded to the text. They	frequently	matched what they read with their prior knowledge
53	L1-11.docx	the majority of the teachers surveyed claimed that they	frequently	performed a group of assessment practices linked to
54	L1-11.docx	racticed. For example, while most teachers indicated that they	frequently	promoted autonomy and self-assessment (item 9, 13, and 24), fewer
55	L1-2.docx	on what happened in the classroom; for example, how	frequently	the lecturers had used the motivational strategies would
56	L1-2.docx	on frequency use of strategies To find out how	frequently	the lecturers used the strategies they said to
57	L1-2.docx	on their teaching performance, for instance. To understand how	frequently	the MTS is used in the classroom according
58	L1-2.docx	all lecturers had perceived that they used the strategies	frequently,	some students felt the lecturers used the strategies
59	L1-2.docx	models, contact with cultural products and L2 use strategies	frequently,	while some others claimed the frequency use of
60	L1-2.docx	strategies. They perceived that the lecturers used the strategies	frequently.	Students mentioned that the strategy use of lecturers
61	L1-12.docx	During the task definition procedure, the teachers appeared to	frequently	evaluate students' writing ability, describe their writing progress
62	L1-20.docx	including teachers so that a parent indeed needs to	frequently	pay attention to the child. Nevertheless, since children
63	L1-12.docx	participating in think-aloud protocol procedures (n=5) appeared to	frequently	take into account the students' writing profiles when
64	L1-2.docx	of MTS perceived by the lecturers and students was	frequently	and consistent with the qualitative findings claimed by
65	L1-11.docx	commonly undertaken by the interview respondents (36 propositions) and was	frequently	observed in the case study classroom observations (24 codes).
66	L1-3.docx	students' interviews, it was evident that his feedback was	frequently	on grammar and diction. The following is an
67	L1-11.docx	Using 75% of respondents as a benchmark, 21 items were enacted	frequently	by more than 75% of respondents and 9 items were
68	L1-11.docx	and explicit to students, were reported to be enacted	frequently	by more than 85% of the teachers surveyed. These
69	L1-11.docx	of assessment (Remesal, 2011), though a reporting function was less	frequently	captured. Teachers used verbs like telling, informing and
70	L1-5.docx	in four sessions. This type of feedback was less	frequently	provided by the teacher, as compared with the
71	L1-2.docx	MTS perceived to be important by students were not	frequently	used or not employed by the teachers/lecturers.
72	L1-2.docx	studies, however, ranked the strategy not important and not	frequently	used, for example, in Taiwan (Cheng & Dornyei, 2007) and
73	L1-11.docx	autonomy Promoting learning autonomy likewise was reported to occur	frequently	in class, with 25 propositions (26.32%). Eleven teachers reported its
74	L1-3.docx	until today, cases of plagiarism in diverse fields occur	frequently.	The students understood originality in different nuances. Their
75	L1-11.docx	by more than 75% of respondents and 9 items were racticed	frequently	by less than two-thirds of respondents. However,
76	L1-11.docx	the assessment practices in the ALIC questionnaire were racticed	frequently (	often/mostly) by the majority of respondents. Using 75%
77	L1-3.docx	when writing. Sella also liked taking pictures and she	frequently	got inspired by the pictures. She said that "
78	L1-3.docx	teacher being observed did not take those measures, she	frequently	reminded her students to be cautious and not
79	L1-16.docx	However, findings of the present study discovered that teachers	frequently	combined discussion, scientific approach steps, and the Communicative
80	L1-12.docx	the writing conferences transcript data showed that the teachers	frequently	considered the students' writing ability or written work
81	L1-15.docx	job. "Teaching is not easy" is a response that	frequently	appeared to this question. The data demonstrate that
82	L1-15.docx	and grammar of English were two language elements that	frequently	emerged from the qualitative data. This study suggests
83	L1-3.docx	from the existing ones - was not so clear. The	frequently	mentioned traits thought to be necessary for creativity
84	L1-3.docx	as thinking styles that stimulate creativity. Most of the	frequently	mentioned attributes in these research findings, namely imaginative,
85	L1-7.docx	influenced the number and gender of volunteer participants which	frequently	changed during the fieldwork. Although it demonstrated the
86	L1-11.docx	and the established culture of conventional classroom practices, which	frequently	triggered a tension between teachers and their supervisors
87	L1-12.docx	codes used by the teacher). Moreover, the teachers also	frequently	gave a general evaluation of the student's
88	L1-13.docx	and let's (Classroom Observation 3, Video 1, Minutes 2.00 – 7.20). Moreover, Ana	frequently	had the students practise their English in front

#	File	Left context	Node	Right context
89	L1-15.docx	teaching strategies and assessments to ensure greater engagement. Another	frequently-	identified motivation in this investigation is that some
90	L1-15.docx	and lack, as shown in the example above, appear	frequently	when research participants share their prior teaching experiences.
91	L1-8.docx	not necessarily contradict this teaching. Therefore, both cultures are	frequently	adopted to greet their Muslims sisters and brothers.
92	L1-11.docx	the end of their instruction. Although reported to be	frequently	racticed in class, the two teachers appeared to
93	L1-15.docx	high level of preparedness for teaching. 6.4.4. Case 4: Celline Celline	frequently	asked her father, who was an academic, about
94	L1-2.docx	responded that they used their strategies in the classroom	frequently	and only one also stated that she used
95	L1-2.docx	be answered by using qualitative data while those concerning	frequently	used would be answered by both quantitative and
96	L1-18.docx	using Google Translate and accessing YouTube videos, a fact	frequently	observed during the classroom sessions. Regina from Class 1
97	L1-12.docx	aloud protocol 3, Fahri).She said that Jefri and Fahri	frequently	forgot to put a period at the end
98	L1-15.docx	negatively impact on their feeling of preparedness. This finding	frequently	occurs among non-native English language teachers, who
99	L1-18.docx	classes which was commonly wasted after the semester finished.	Frequently,	students did not appreciate their learning progress and
100	L1-5.docx	a specific child as in example (8) below. <^^^> The fourth	frequently	used feedback category was verbal CUE. The teacher
101	L1-12.docx	of referencing, as shown in Figure 4.24. The teachers had	frequently	mentioned their concerns about the students' lack of
102	L1-20.docx	key analysis frame in this study. First, this identity	frequently	appears in the interview data in relation to
103	L1-20.docx	Indonesian language frequently. Nevertheless, for her here, speaking Indonesian	frequently	during teaching is part of her national identity
104	L1-20.docx	chapter 5), Nisa had another reason why she spoke Indonesian	frequently	in classroom, namely because her English pronunciation was
105	L1-20.docx	aware that the researcher observed her using Indonesian language	frequently.	Nevertheless, for her here, speaking Indonesian frequently during
106	L1-12.docx	including spacing, margin, and font size, were the least	frequently	identified errors in this category. The detailed frequency
107	L1-16.docx	shows 62% of the teacher respondents (n=31) used discussion method	frequently	in teaching and 60% of the respondents (n=30) recurrently
108	L1-12.docx	written feedback sessions and to use explicit prompts more	frequently	in the writing conferences sessions. The students' essay
109	L1-2.docx	the lecturers generally believe that they had used MTS	frequently	while the students could expect more frequency use
110	L1-2.docx	as frequently used, and the students sometimes used or	frequently.	The findings suggest that both lecturers and students
111	L1-15.docx	this present study. The gap between theory and practice	frequently	appears to be one problem shared among student
112	L1-11.docx	inappropriate (which compares to Brown, 2002). This contradiction was quite	frequently	encountered in the interviews with half of the
113	L1-2.docx	were different and at similar places when mentioned similarly	frequently.	For example, pair or group work and attention
114	L1-11.docx	while overlooking speaking skills. Thus, they assigned speaking tasks	frequently	in their classroom. As part of the speaking
115	L1-8.docx	brother or my sister, bro or sis" address terms	frequently	emerged when people from different nationalities met and
116	L1-11.docx	of enthusiasm in learning, this was shown by them	frequently	putting their hands up; then teachers inferred that
117	L1-5.docx	gave positive feedback comments to a child. <^^^> The third	frequently	used feedback category was RR. The teacher asked
118	L1-12.docx	Ericcson, 2006),I refrained from interrupting the task flow too	frequently	with questions to not interrupt the teachers' train
119	L1-7.docx	SLU6*1). Apart from school curriculum design, one interesting topic	frequently	addressed by mentor teachers was related to preservice
120	L1-2.docx	r/not used (0%-20%), 2 = occasionally used (21%-40%), 3 = sometimes used (41%-60%), 4 =	frequently	used (61%-80%) and 5 = very frequently used (81%-100%). The actual use
121	L1-5.docx	approximately 58 times across the five lessons. The recast was	frequently	used during Session 1 (23 times, 18%) and gradually decreased in
122	L1-2.docx	Table 3 Appendix D). They said that some strategies were	frequently	used while others were sometimes or occasionally used

No.	File	Left context	Hit	Right context
1	L1-20.docx	religiously, culturally and morally related. After all, ethics are	generally	absent in language teacher education (see Sidhu, Kaur &
2	L1-9.docx	time is linear or sequential. P-time people are	generally	committed to regimented schedules because time is regarded
3	L1-2.docx	discussed above. This suggests that the (observable) strategies are	generally	consistent with those of the perceptions in the
4	L1-20.docx	speak English actively in any discussion because they are	generally	embarrassed if they make mistakes when speaking English.
5	L1-17.docx	the majority of high school graduates because they are	generally	far more affordable than private institutions and they
6	L1-20.docx	promote the sites located in Aceh itself which are	generally	identical with Islam, one of which is the
7	L1-2.docx	Chapter. Students in this major or programme which are	generally	more motivated intrinsically compared to those in different
8	L1-20.docx	Islamic values. For example, because students in Aceh are	generally	passive in classroom interactions, Edi and Mahdi built
9	L1-2.docx	the lecturers and the students in the survey are	generally	relevant to the findings of perceptions by both
10	L1-20.docx	classroom, behind a cupboard. As students in Aceh are	generally	required to clean their own classroom in group
11	L1-9.docx	native competence'. That is, the NSs of English are	generally	seen as a more legitimate source and authoritative
12	L1-11.docx	as motivation, engagement, and interest. The measurement outcomes are	generally	stored in the forms of grades. The measurement
13	L1-8.docx	for many Muslims, as mentioned earlier, since they are	generally	taught not to touch the opposite sex outside
14	L1-9.docx	well as those of target language culture. We are	generally	unaware of our own beliefs and values due
15	L1-2.docx	motivation in the English Department in this study is	generally	influenced by their lecturers' MTS use. This is
16	L1-7.docx	discussed in Chapter 2, preservice teachers' professional field experience is	generally	influenced by internal and external factors. Internal factors
17	L1-15.docx	efforts and students' achievement. The item 'the teacher is	generally	responsible for the achievement of students' is closely
18	L1-15.docx	produces little change in students' achievement. The teacher is	generally	responsible for the achievement of students. When teaching,
19	L1-2.docx	This also may indicate that the students' motivation is	generally	affected by their learning experience and confidence. Table 5.3
20	L1-15.docx	prospective situations". The quote implies that self-efficacy is	generally	contextual and ungeneralisable. Further, Bandura (1982) explains that if
21	L1-7.docx	experience. A well- designed standard of professional experience is	generally	designed to follow the national guidelines and institutional
22	L1-10.docx	influence of local insight" (T19), "Students' English proficiency is	generally	low" (T24), "What becomes an obstacle for such
23	L1-20.docx	is in an Islamic territory. After all, it is	generally	sensitive to discuss a particular religion with people
24	L1-10.docx	issued. However, the policy of establishing an IUP is	generally	top-down. This finding confirms the results of
25	L1-11.docx	and assessment. However, the description suggests that the teachers	generally	saw assessment as a separate entity in relation
26	L1-11.docx	a negative orientation, and another 163 propositions expressed otherwise. Teachers	generally	saw the K13 assessment as overloaded, complex, demanding,
27	L1-9.docx	EFL pedagogy. As previously noted, the Indonesian EFL teachers	generally	acknowledged the language-culture relationship. Both the teachers
28	L1-9.docx	discussed earlier in this study, the local EFL teachers	generally	believe that language and culture are intimately related
29	L1-3.docx	This study found that the four Creative Writing teachers	generally	conceptualised creativity in three dimensions, namely product, process,
30	L1-9.docx	their instructional judgements and decisions. What the EFL teachers	generally	do in their classrooms and the immediate situational
31	L1-12.docx	of think-aloud protocol transcripts showed that the teachers	generally	relied on their background knowledge and perception while
32	L1-12.docx	used a series of graduated oral prompts. The teachers	generally	started with an implicit prompt, such as identifying
33	L1-7.docx	the sense that the current PPG preservice teachers were	generally	good at English language and teaching skills. However,
34	L1-7.docx	They further suggested that despite the current PPG were	generally	good at English compared to the earlier PPG
35	L1-7.docx	five-point Likert scale indicated that the participants were	generally	confident about their professional English knowledge base. Although
36	L1-11.docx	A4PS and C2MNL]. Nevertheless, these practices were	generally	curriculum driven. Moreover, with an exception to B4
37	L1-3.docx	both Tara's and Haryo's classes, tasks were	generally	given after the teachers provided explanations and examples
38	L1-7.docx	the participants from University Two, Three, and Five were	generally	more positive about their learning opportunities than fellow
39	L1-2.docx	good repute. 6.6 Summary The students in this study were	generally	motivated and influenced strongly by all dimensions of

#	File	Left context	Node	Right context
40	L1-7.docx	overall participants' survey responses indicated that preservice teachers were	generally	positive about their English knowledge base (see Table 6.1.).
41	L1-9.docx	culture. Yet, amid the State hegemonic policies and a	generally	lack of explicit discussion of culture, the local
42	L1-9.docx	to study in GHS Pari. They had even a	generally	lower academic and English skill than that of
43	L1-7.docx	schools. Most preservice teachers in these studies developed a	generally	negative view of their professional field experience because
44	L1-7.docx	another lifted above neutrality. Such small variations within a	generally	positive response suggest the potential illumination provided by
45	L1-20.docx	low target seems to indicate that Edi's students	generally	are indeed very weak in mastering English, as
46	L1-2.docx	study revealed that the MTS favoured by the students	generally	relate to most classroom motivational components for learning
47	L1-9.docx	Ana's NF, 15/11/15) In case of Javanese that students	generally	share, different social contexts may require different vocabulary,
48	L1-9.docx	classrooms. e) Shared multilingualism Both the teachers and students	generally	speak Indonesian and a local vernacular or more.
49	L1-9.docx	such actions. However, when the discrepancy was highlighted, they	generally	attributed the phenomenon to the teaching load, time
50	L1-20.docx	teachers, when they say 'Acehnese identity' (regional identity), they	generally	mean that it is either their 'Muslim identity'
51	L1-16.docx	the findings from the current study revealed that they	generally	see the new curriculum change as positive after
52	L1-2.docx	by the lecturers (Tanjung, 2018). Students in this study also	generally	come from middle to low socioeconomic background and
53	L1-12.docx	the teachers' feedback actions in the study are also	generally	similar (e.g., providing written and oral feedback,
54	L1-15.docx	ineffectively' and 'The low subject achievement of students cannot	generally	be blamed on their teachers', showed the respondents'
55	L1-15.docx	teach ineffectively; (2) The low subject achievement of students cannot	generally	be blamed on their teachers; and (3) I often
56	L1-2.docx	the survey and qualitative data highlight that the lecturers	generally	believe that they had used MTS frequently while
57	L1-2.docx	approach (Ameliana, 2017). With the teacher-centred learning approach, lecturers	generally	speak (and use English) more than the students;
58	L1-10.docx	consideration of practicing multilingualism. 7.2.2.3 Teachers' Considerations of Using LOTE	Generally,	teachers concurred with multilingual practices in their classrooms
59	L1-10.docx	Jenkins, 2015; Jenkins & Mauranen, 2019). 8.2.3.2.3 Teachers' Considerations of Using LOTE	Generally,	teachers agreed with the idea of practicing multilingualism
60	L1-12.docx	L2 writing conferences (Ekmekçi, 2015) and in L2 classrooms more	generally (	Canagarajah, 2007; Jingxia, 2010; Macaro, 2005) was beneficial to convey meaning,
61	L1-15.docx	of the results and to discuss the implications more	generally. 6.2.	Data summary and triangulation The current research employed
62	L1-2.docx	to my personal and professional experience and observations, people	generally	have positive perceptions on this programme and even
63	L1-20.docx	because they have some weaknesses. Here, Tablighi Jamaat people	generally	tend to see others' goodness rather than just
64	L1-10.docx	is under the auspices of a certain program that	generally	doesn't concentrate on language, right? Actually, their
65	L1-6.docx	the teaching-learning process. This study has found that	generally	the opportunities shared by students related to their
66	L1-9.docx	information and communication technology, a specific issue which was	generally	absent from the experienced teachers' classroom events and
67	L1-9.docx	shared knowledge of home languages, values and practices was	generally	used and experienced by both the teachers and
68	L1-20.docx	excerpt below. Excerpt 18 <^^^> (Nisa, English translation, interview 2) In Aceh,	generally	female Muslims cover all parts of their body
69	L1-1.docx	teaching practicum, there is an intermix of formalized authority (	generally	vested in the HEI) with the actuality that
70	L1-20.docx	of a teacher, not an enemy. This is because	generally,	for teachers, their purpose of admonishing students is
71	L1-20.docx	He is indeed the most merciful, whereas human beings	generally	cannot forgive others easily. Thus, apparently, it is
72	L1-2.docx	find. In terms of audio and visual materials, classrooms	generally	do not support teaching as they are not
73	L1-9.docx	time differently. African, Arabic, Asian and Latin American cultures	generally	follow P-time systems, whereas Americans and most
74	L1-6.docx	isolation. The institution should provide support for professional development	generally	by providing the infrastructure, creating and maintaining a
75	L1-15.docx	In Indonesia, an admission test to initial teacher education	generally	relies on academic competencies, including applicants' senior high
76	L1-2.docx	FG03/S7)(EVA). <^^^> (FG02/S5)(RWD) • Usefulness of English	Generally,	lecturers and students perceived that English has an
77	L1-12.docx	guidance in the form of teacher feedback. This finding	generally	supports the work of other studies in this
78	L1-16.docx	size- "For that amounts of students, that's hard"	Generally	speaking, large classes and insufficient time for English
79	L1-20.docx	regional identity and Acehnese identity, will be mentioned interchangeably.	Generally,	these Acehnese English teachers define Acehnese identity as
80	L1-2.docx	rather than the use of L2 versus the L1.	Generally,	when the students speak English more, they will

81	L1-15.docx	start of the whole process of teaching and learning.	Generally,	teachers should be able to fully understand the
82	L1-16.docx	and what happens in EFL senior high school lessons	generally.	Secondly, the current study was limited in scope
83	L1-20.docx	it to them. 5.3.3 Teacher as a moral role model	Generally,	for Acehnese English teachers, being a teacher also
84	L1-20.docx	to do great things. Indeed, members of a nation	generally	feel proud of their ancient roots (Guibernau, 2007) and
85	L1-16.docx	from the current study revealed that the school principals	generally	see the new curriculum change as positive after
86	L1-16.docx	are rarely get involved in the decision-making process.	Generally,	the rationale for change and the main benefits
87	L1-13.docx	and look British. Firstly, Ana's pronunciation and prosody	generally	sounded comparable to the other three teachers. Moreover,
88	L1-14.docx	instructional design was concerned with print-based teaching purposes.	Generally,	the instruction was designed to enable students to:
89	L1-2.docx	MTS and L2 use. The discussion of each RQ	generally	follows the presentations of findings in the previous
90	L1-6.docx	See table 4.2 Access to internet) also showed that S105	generally	obtained her data by visiting the language centre
91	L1-7.docx	background variables (all p > 0.05). The discussion above demonstrates similar	generally	positive responses at a priori scale and latent
92	L1-3.docx	Conception of creativity The findings of the present study	generally	indicate that creativity is predominantly interpreted in relation
93	L1-9.docx	and distinctive elements of the Indonesia's education system.	Generally,	it is aimed at developing in students an '
94	L1-9.docx	English and Indonesian expressions. In this situation, the teacher	generally	did not give further explanation about interesting or
95	L1-20.docx	as English speakers" (Zhang & Zhang, 2015, p. 116). Not only that,	generally,	in professional field like TESOL itself, that kind
96	L1-2.docx	experiences to the students (i.e., S5 & S12). Then,	generally,	parents predominantly support their children to learn English
97	L1-20.docx	childhood to follow the commands of their elders. Thus,	generally	speaking, parents are highly respected in Acehnese culture.
98	L1-9.docx	What Ana did in the actual teaching and what	generally	happened in her EFL classes show a local
99	L1-2.docx	typical teaching method or practice in Indonesian HE which	generally	employs teacher-centred rather than student-centred learning
100	L1-16.docx	teaching and learning in the classroom, not administrative work.	Generally	speaking, in order to improve teaching and support,

No.	File	Left context	Hit	Right context
1	L1-16.docx	are not communicated well and, if so, it is	usually	done shortly before or at the implementation stage. 5.4.2
2	L1-20.docx	no longer his business. Of course, such attention is	usually	done by a parent to his or her
3	L1-8.docx	the magical meaning of unreal possibility, whereas hope is	usually	referred to as something which may come true.
4	L1-20.docx	cultural identity. In literature, nationality related to identity is	usually	referred to as national identity. As mentioned in
5	L1-20.docx	midday yet. Because in Aceh the Zhur Azan is	usually	called out around 12.30, so when it is said '
6	L1-8.docx	wish and hope to express particular wishes. Wish is	usually	expressed in formal situations and carries the magical
7	L1-9.docx	Yusuf Ali, Trans., 2016), God says: <^^^> A greater focus is	usually	given to the original Arabic expression lita'arafu
8	L1-20.docx	business anymore. Indeed, giving this kind of attention is	usually	only done by parents to their children as
9	L1-19.docx	that captures something meaningful about the data which is	usually	related to a research question. In searching for
10	L1-16.docx	disciplines and by the wider society. The content is	usually	derived from objectives which form the basis for
11	L1-8.docx	Europeans, and Arabs) (Fernandez, 2009). Physical aspects of greeting are	usually	accompanied by a few words, how are you
12	L1-17.docx	required pass grade for the major. The students are	usually	advised to choose majors with differing pass grades,
13	L1-17.docx	to discipline students. Moreover, the newly recruited teachers are	usually	given the opportunity to observe more senior teachers.
14	L1-8.docx	Islamic greetings Meetings among members of a community are	usually	initiated by a greeting ritual. The ritual may
15	L1-9.docx	Scarino, 2013). Fundamental to this notion is that we are	usually	not aware of the beliefs, values, worldviews and
16	L1-20.docx	their own accent are influential people because they are	usually	public figures as well as role models for
17	L1-20.docx	daily conversation. Indeed, when learning English, English learners are	usually	taught by their English teachers to understand some
18	L1-3.docx	feedback or evaluating, ESL/EFL creative writing teachers are	usually	torn between language and creative content. Decisions on
19	L1-6.docx	in order to complete the assignment. The deadline was	usually	a week. The practice of encouraging students to
20	L1-7.docx	from a school partner. This peer-teaching phase was	usually	conducted on Friday or Saturday where each participant
21	L1-10.docx	with long opening in Arabic. Although this opening was	usually	spoken by Muslim preacher in their preaching, reciting
22	L1-10.docx	Therefore, it must be familiarised. The first year was	usually	stressful because of that being forced but in
23	L1-3.docx	experiences, most students indicated that a creative individual was	usually	very aware of his/her surroundings and was
24	L1-3.docx	in such a situation was uncommon because she was	usually	well-dressed whenever she went out - a common
25	L1-16.docx	way most of them started their answers, which was	usually	with expressions like: "I assume...", "From what I
26	L1-6.docx	and IELTS. Regarding the IELTS test, for example, she	usually	asked if any of the students had taken
27	L1-13.docx	the dialogue. <^^^> (Post-Interview 2, p. 2) Tina reported that she	usually	asks the students to repeat their pronunciation until
28	L1-10.docx	is a concern. To deal with this matter, she	usually	delivered less material than normally given to students.
29	L1-12.docx	instance, Tia said in the first interview that she	usually	provided direct feedback in the first written feedback
30	L1-3.docx	meant to be condensed yet conveying deep meanings. Students	usually	get help from Thesaurus, from browsing internet, or
31	L1-20.docx	related these to the common problems that these students	usually	had as those who stayed in a dormitory.
32	L1-9.docx	prayer for the deceased). When practicing the expressions, students	usually	started their dialogue by exchanging the Islamic greeting
33	L1-8.docx	When they know that their collocutors are Muslim, they	usually	address them with brotherhood or sisterhood terms, as
34	L1-18.docx	respond to five options related to the way they	usually	completed their writing tasks. Option 1 referred to the
35	L1-20.docx	teaching, she asked her students about what activities they	usually	did in their dormitory at nights. She also
36	L1-3.docx	part was wrong, and what to add. They also	usually	follow the teacher's suggestions, and once approved,
37	L1-20.docx	is still before 12.30. This kind of answer is also	usually	used for the other times of prayers, such
38	L1-6.docx	read the textbook at home before coming to class.	Usually,	students were asked to review any important terms

39	L1-10.docx	that almost teachers did when they open the class.	Usually,	this routine was done immediately when teachers had
40	L1-10.docx	NESs. He clarified his opinion in this account," I	usually	apply easy listening and easy understanding only, so
41	L1-18.docx	completing their writing. Regina, from Class 1A, said, "I	usually	search for references first. When I have the
42	L1-20.docx	it, they will be included in the group that	usually	celebrates it, namely non-Muslims group. As a
43	L1-3.docx	their work according to her feedback, she stated that	usually	they would do as suggested, even though a
44	L1-17.docx	that trend because the products of a CAR were	usually	more practical than theoretical, which is very relevant
45	L1-3.docx	including peer-editing, and designing covers. The books were	usually	printed and published independently. The accomplishment of having
46	L1-15.docx	The responses to the item 'when teaching, I will	usually	welcome students' questions' indicate a very high level
47	L1-15.docx	for the achievement of students. When teaching, I will	usually	welcome the students' questions. All loaded items had
48	L1-20.docx	by Martel (2017). Even, more interestingly, since students in Aceh	usually	address an English teacher with the title of
49	L1-8.docx	Conversational interaction did occur, but it rarely happened and	usually	did not involve people from an English-speaking
50	L1-3.docx	give him detailed feedback, and he did. Similarly, Arif	usually	gave feedback orally during weekly class discussions. He
51	L1-20.docx	the homeroom teacher of this student. This is because	usually	in Aceh homeroom teachers are in charge of
52	L1-8.docx	that make an inquiry, for example, "In Indonesian context,	usually	in the bus, it is really wanting to
53	L1-8.docx	dominant group members, in comparison to his Indonesian context: "	Usually	we address them based on the age, like
54	L1-17.docx	can practice English and learn about the NESTs cultures (	usually	American, British, or Australian). Furthermore, as members of
55	L1-16.docx	it as guidance" The implementation of a new curriculum	usually	requires additional learning materials and resources or at
56	L1-3.docx	the topic, followed by reactivating students' knowledge and experience,	usually	by using questions, sometimes pictures. In the next
57	L1-5.docx	in DMFonF schedule) The teacher provided a new form	usually	if no one else seemed to know it.
58	L1-6.docx	occasionally used Facebook for face-to-face meetings. He	usually	informed students about what he posted on Facebook
59	L1-10.docx	to rent by students or worker with small income.	Usually,	it was one room in the long shape
60	L1-2.docx	documentary, or movies. This might be because such materials	usually	use English which is difficult to understand not
61	L1-3.docx	movie so I can get inspiration from the movie.	Usually	movies can help me … ee … what … wake my
62	L1-8.docx	the practice is compulsory and therefore, they always or	usually	always use the practice, as stated in the
63	L1-20.docx	for her students was the same as that parents	usually	do for their children. For example, before teaching,
64	L1-1.docx	her strength as a competent teacher because her peers	usually	do not enact this identity. Interestingly, Lintang and
65	L1-10.docx	biggest and famous electronic market in Yogyakarta where people	usually	went shopping for hand phone and electronic devices.
66	L1-8.docx	as valid for interacting with the group. Such practice	usually	comes to the fore when a covert or
67	L1-13.docx	example, modelling the example, guiding the students to practise (	usually	while reading) the given example, and asking the
68	L1-3.docx	teachers (Mansoor, 2013; Spiro, 2014). These models serve a particular purpose,	usually	to enable students to learn from the writers'
69	L1-8.docx	with people who share the Islamic frame of reference	usually	takes place in a way that accommodates both
70	L1-3.docx	then their first draft of each writing task. Since	usually	the students' drafts were submitted a week before
71	L1-20.docx	reasons why song is prohibited in Islam. Firstly, song	usually	involves musical instruments, whereas there is a clear
72	L1-10.docx	the points. Consequently, to accommodate his students' English, T29 "	usually	apply easy listening and easy understanding, so it
73	L1-10.docx	used Bahasa Indonesia as medium instruction. Therefore, most teachers	usually	highlighted the proposition 'what make IUP different from
74	L1-9.docx	and bad images of moral permissiveness and degradation. Tensions	usually	arise when modernization is equated with westernization, which
75	L1-3.docx	stories as models as well. Yet, most of them	usually	did not remember the short stories they read
76	L1-10.docx	she would accommodate Bahasa Indonesia, particularly when it was "	usually	in a way of thinking and arranging words
77	L1-18.docx	contrasting finding: "However there is a deadline like we	usually	we use Edmodo but there is still a
78	L1-4.docx	the teacher's power (Chapter 4, part III, section 4.3.1). 'What	usually	happens in EFL classes is that teachers make

| 79 | L1-20.docx | | or her (line 134). Here, Hanum implies that children who usually receive less attention from their mother might behave |

No.	File	Left context	Hit	Right context
1	L1-13.docx	of communication in English (Figure 8.1). She noted, "There is	indeed	a rule [curricular rule] but I have a
2	L1-20.docx	her. Eventually, Nisa concluded that conforming to NS is	indeed	a common sense for language learners and language
3	L1-20.docx	the teachers in this study, speaking English well is	indeed	a specialisation that an English teacher must have,
4	L1-20.docx	throughout Aceh can be seen since Aceh itself is	indeed	a multicultural and multilingual region. The last section
5	L1-20.docx	speaker role, they view that an English teacher is	indeed	the one who must speak English fluently and
6	L1-20.docx	forgive anyone easily because as we know He is	indeed	the most merciful, whereas human beings generally cannot
7	L1-20.docx	enough for his students to believe that Edi is	indeed	an English speaker. Excerpt 22 <^^^> (Edi, English translation, interview 1)
8	L1-20.docx	among the other values, which indicates that religiosity is	indeed	important for the participants in this study. Thus,
9	L1-20.docx	English speaker. This role means that English teacher is	indeed	someone who must speak English. This role will
10	L1-20.docx	of attitude, i.e., asking forgiveness from people, is	indeed	that taught in Islam. In Islam, it is
11	L1-20.docx	for language learners and language teachers since it is	indeed	their main target of learning and teaching a
12	L1-1.docx	the schools. The process of crafting professional identities is	indeed	very individual as the pre- service teachers have
13	L1-3.docx	creative in their own ways, and that creativity was	indeed	a learnable skill, even though some people might
14	L1-20.docx	also viewed that being able to speak English was	indeed	a specialisation that an English teacher had to
15	L1-10.docx	long as "Institutions must make good policies". IUP was	indeed	considered as university good policy and therefore, "the
16	L1-1.docx	in the enactment (Lin654), or that the situation was	indeed	difficult (Lin655-656). <^^^> <^^^> These claims suggest that she felt
17	L1-10.docx	body languages. Through all of these, her teaching was	indeed	easy to follow. Table 5. 6 Quantification of T5's
18	L1-10.docx	what she had been practicing in the classroom was	indeed	multilingual practices. She made use all of her
19	L1-10.docx	his teaching experience in School of Law, it was	indeed	very unlikely to speak a 100% of English because "
20	L1-16.docx	requirements of the 2013 English Curriculum. Non-teaching tasks are	indeed	a part of teachers' workload and working conditions.
21	L1-10.docx	native speaker because the conditions of the students are	indeed	diverse. In the two existing classes, students' English
22	L1-10.docx	native speaker because the conditions of the students are	indeed	diverse". The choice of not imitating NESs, despite
23	L1-20.docx	moral knowledge since these two kinds of knowledge are	indeed	related to human behaviour. In excerpt 36, it can
24	L1-20.docx	seems to indicate that Edi's students generally are	indeed	very weak in mastering English, as confirmed by
25	L1-10.docx	with the objective of establishing IUP]]. So, we are	indeed [[	consistent]], if it is not because the lecturers
26	L1-7.docx	the Indonesian universities that have EFL PPG programs and	indeed	for other countries with similar EFL contexts. However,
27	L1-15.docx	resilient is another essential factor in this study and	indeed	required for teachers. In a growing body of
28	L1-20.docx	this culture, it certainly becomes her cultural identity and	indeed	strongly influences the way she teaches, such as
29	L1-20.docx	in our culture we should not over-praise" and	indeed	the prohibition of excessive praise is there in
30	L1-1.docx	in a particular role in teacher-student relationships, and	indeed,	this is the very construct of being a
31	L1-10.docx	agree with multilingualism but in the practical level, they	indeed	made use of LOTE in their teachings. Those
32	L1-10.docx	influenced teachers was a vicious-like circle situation. They	indeed	needed to comply with the university policy to
33	L1-14.docx	were limited to product-label images and tables, they	indeed	represent different multimodal meaning resources which are salient
34	L1-20.docx	as an English speaker is the role that they	indeed	should construct in their teaching. However, two of
35	L1-11.docx	implementation policies and monitoring framework to ensure changes. Teachers	indeed	had tried to learn and implement the reform
36	L1-20.docx	a result, like it or not, those English teachers	indeed	have to become real English speakers. Finally, for
37	L1-20.docx	Advising students In real teaching, those Acehnese English teachers	indeed	often gave moral and religious advices to their
38	L1-13.docx	s pronunciation of chance. <^^^> (Post-Interview 1, p. 4) There were	indeed	internal and external factors hindering Ana from actually

39	L1-20.docx	that this issue would mislead his students who were	indeed	Muslims. Therefore, he sought to filter out this
40	L1-20.docx	to Nisa, she constantly mingled with students who were	indeed	young people just starting to like English. However,
41	L1-20.docx	which are influenced by the context of Aceh itself.	Indeed,	as confirmed earlier by her in interview, her
42	L1-20.docx	that this poetry actually derives from Islamic tenet itself.	Indeed, "	cultural values also reflect morality" (Widodo et al., 2018,
43	L1-20.docx	well as not smiling much when interacting with students.	Indeed,	obviously the researcher did see the four English
44	L1-16.docx	significant range of abilities and learning diversity among students.	Indeed,	one textbook cannot fit all. Nonetheless, as the 2013
45	L1-19.docx	for any dissatisfaction in the quality of their teaching.	Indeed,	limited training received by the EFL teachers on
46	L1-10.docx	was using all her linguistic resources in her teaching.	Indeed,	she spoke English dominantly from the beginning to
47	L1-10.docx	agree with the use of LOTE because it was "	indeed	making the process of communication fluid but damaging".
48	L1-10.docx	Another reason was contextual and economical as it was "	indeed	more appropriate to use Indonesian to make it
49	L1-20.docx	is because she refers it to Australian NES who	indeed	pronounces it like that. In short, by giving
50	L1-20.docx	view that an English teacher is a person who	indeed	uses English much more than other languages such
51	L1-20.docx	that she was seriously annoyed with their sleeping act.	Indeed,	it is easier for one to understand what
52	L1-20.docx	done by the prophet Mohammed when he was alive.	Indeed,	for Muslims, the prophet was their role model
53	L1-20.docx	also like us, that is, the creation of Allah.	Indeed,	the four Acehnese English teachers often involve building
54	L1-20.docx	school hours, which were actually not her business anymore.	Indeed,	giving this kind of attention is usually only
55	L1-10.docx	massive dredge, and the regular was instead set aside".	Indeed,	he avoided a bad reputation of IUP when
56	L1-20.docx	know what they did at nights in dormitory because	indeed	there is no any teaching and learning activity
57	L1-20.docx	their students (see excerpt 9 and 37, respectively). This communicative character	indeed	is a kind of personality value that is
58	L1-20.docx	with her students, namely that between parent and children.	Indeed,	during her teaching, she often called her students
59	L1-19.docx	some tasks that fit the needs of the class.	Indeed,	it is important to emphasise that teaching a
60	L1-20.docx	for him, Islam itself is a religion demanding cleanliness.	Indeed,	in Islam, cleanliness is part of faith. As
61	L1-20.docx	themselves adopt despite their high level of English competence.	Indeed,	as Norton and Toohey (2002) suggest, identity is "a
62	L1-20.docx	religious and cultural conflicts in their teaching through contextualising.	Indeed,	conflicts may happen in ELT classroom, especially with
63	L1-20.docx	analysis since they use it in their daily conversation.	Indeed,	when learning English, English learners are usually taught
64	L1-20.docx	important backgrounds that should be understood is their culture.	Indeed,	teachers intentionally or not bring their cultural values
65	L1-1.docx	documents at the HE level. The ELE program curriculum	indeed	specifies the expected identities to be imposed on
66	L1-19.docx	carried out sequentially as explicitly stated in the 2013 Curriculum.	Indeed,	the 2013 curriculum emphasises that a series of activities
67	L1-20.docx	perform a moral guide role in reality is described.	Indeed,	the moral guide is the teacher identity that
68	L1-13.docx	as one of the institutions of civil society does	indeed	play a role in the dissemination of ideology (
69	L1-20.docx	as those in line 458-460 and 461-463, can be delivered effectively.	Indeed,	Nisa is always concerned with her students' morality
70	L1-13.docx	see ideology-related contradictions in Section 9.4 for more elaboration).	Indeed,	the relationship between teachers' beliefs and practice is
71	L1-20.docx	and we should avoid what we forbid (see excerpt 17).	Indeed,	it is still not enough for a teacher
72	L1-20.docx	as also mentioned by him in interview (see excerpt 45).	Indeed,	he uses this way in order his students
73	L1-20.docx	demanded by the national curriculum as well (see excerpt 48).	Indeed,	the textbook that she uses is based on
74	L1-20.docx	and his students in the class could still exist.	Indeed,	if Edi had kept forcing himself to speak
75	L1-20.docx	Islam, as mentioned earlier, cleanliness is part of faith.	Indeed,	many Muslims themselves do not perform such etiquettes
76	L1-3.docx	brought online resources to class using his own gadget.	Indeed,	technology is believed to be able to assist
77	L1-13.docx	and dictionaries read by ELT practitioners around the globe.	Indeed,	these teaching resources are the "instrument of standard
78	L1-20.docx	by the limitations given by their parents at home.	Indeed,	in Acehnese culture, children are taught from childhood

79	L1-20.docx	English is not much to do with their identity.	Indeed,	the teachers in this study provided moral education
80	L1-20.docx	that is, communication between teacher and students in interactions.	Indeed,	if only teachers speak in classroom, without motivating
81	L1-20.docx	make their students in class as their English interlocutors.	Indeed,	it is very important for English teachers in
82	L1-20.docx	in the following excerpt. Excerpt 20 <^^^> (Edi, English translation, interview 1)	Indeed,	most school students in Banda Aceh address their
83	L1-20.docx	be clarified as follow. Excerpt 13 <^^^> (Mahdi, English translation, interview 2)	Indeed,	it is prohibited because in Islam Muslims are
84	L1-20.docx	be summarised as follow. Excerpt 53 <^^^> (Mahdi, English translation, interview 4)	Indeed,	as the members of Tablighi Jamaat worldwide are
85	L1-20.docx	given are in accordance with the teachings of Islam.	Indeed,	the purpose of advising students is certainly in
86	L1-10.docx	with the context of the participants. In turn, it	indeed	helped researcher to analyse the data taken thoroughly
87	L1-14.docx	switching between modes) in practical communication (Cope and Kalantzis, 2015).	Indeed,	multimodal engagement with designed meaning becomes an essential
88	L1-20.docx	namely NS is an ideal model of a language.	Indeed,	the relationship among the multiple identities of a
89	L1-20.docx	the researcher about this with her question in line 374.	Indeed,	the interview with her containing this question was
90	L1-20.docx	content to local context when using the CTL method.	Indeed,	all these kinds of contextualisation, as Canagarajah (2005) points
91	L1-20.docx	to give her hands to them whenever they need.	Indeed,	this kind of attitude is that of a
92	L1-14.docx	nvironment (Cope and Kalantzis, 2015; Rowsell and Dacoste, 2012; Jewitt, 2008; NLG, 1996).	Indeed,	the multimodal texts contain explicit and implicit messages
93	L1-14.docx	rather than only through language (Jewitt, 2008, Kress, 2000b, NLG, 1996).	Indeed,	the findings suggest that the artefacts exemplify how
94	L1-20.docx	the emergent data, which means that they were not	indeed	the concern of this study from the beginning.
95	L1-5.docx	plural number and developing the grammatical structure of NP.	Indeed,	eight children in K1 were able to produce
96	L1-20.docx	as an English speaker in reality. During the observation,	indeed,	it was only Edi and Mahdi could be
97	L1-20.docx	English translation, interview 4) When the researcher did classroom observations,	indeed,	of all the teachers, only Nisa was observed
98	L1-20.docx	Muslim when they meet and separate from each other.	Indeed,	this greeting has become a culture that is
99	L1-20.docx	their ethnicity and tend to look down at others.	Indeed,	mostly, the Acehnese people who never go to
100	L1-13.docx	to correct pronunciation since the beginning" (Post-Interview 2, p. 5).	Indeed,	in the teacher's book used by Tina,
101	L1-20.docx	those of others including teachers so that a parent	indeed	needs to frequently pay attention to the child.
102	L1-20.docx	at home) because Edi viewed himself as their parent.	Indeed,	guiding students for Edi also means to become
103	L1-20.docx	difficult one for Edi as a teacher to perform.	Indeed,	in Aceh students regard teachers as their reference
104	L1-3.docx	all students perceived originality in its relation to plagiarism.	Indeed,	two students remarked that a product's originality
105	L1-20.docx	study since identity maintenance is an on-going process.	Indeed,	as Cohen et al., (2018) state, longitudinal study enables "
106	L1-14.docx	what the green colour and leaf images might represent.	Indeed,	the withdrawal of multimodal meaning resources occurred almost
107	L1-20.docx	their national identity in teaching (see excerpt 48 and 51, respectively).	Indeed,	as Joseph (2004) and Miller (2004) suggest, language use is
108	L1-2.docx	like those found in each classroom observation. The results	indeed	highlight that it was difficult for the lecturers
109	L1-20.docx	only that quoted in excerpt 30 (see chapter 5) regarding sincerity.	Indeed,	this is the overlapping code found in this
110	L1-20.docx	since she also commanded her students to do so.	Indeed,	Nisa was concerned with the way some female
111	L1-20.docx	the student as "son" and the others as "sons".	Indeed,	parents are certainly concerned with the bad behaviour
112	L1-20.docx	because they were being in English class. Simply speaking,	indeed	it is Edi and Mahdi's job to
113	L1-9.docx	varied and complex manifestations of culture to the surface.	Indeed,	Indonesia's extraordinary cultural diversity, which showcases more
114	L1-20.docx	or ascribe him as a legitimate professional English teacher.	Indeed,	as stated in chapter 3, English teachers, especially NNESTs, "
115	L1-17.docx	habitus is compatible with Dago's principles in teaching.	Indeed,	Claire felt inadequate to teach at schools because
116	L1-17.docx	and they became international teachers, with some of them	indeed	imagining (and taking part in) experience teaching English
117	L1-20.docx	curriculum itself supports such action and the teachers themselves	indeed	share the same religious belief with the students (
118	L1-20.docx	means a form of the national representation of themselves.	Indeed,	the power of language in creating an integrated

119	L1-20.docx	who had been proven able to do great things.	Indeed,	members of a nation generally feel proud of
120	L1-10.docx	with the setting of observation which in its turn	indeed	helped researcher to analyse the data taken. After
121	L1-10.docx	and LOTE revealed that EMI teachers in Indonesian universities	indeed	spoken English predominantly in their teachings from the
122	L1-20.docx	in order students could understand how the Thanksgiving was.	Indeed,	In Acehnese culture, Thanksgiving tradition is also there,
123	L1-5.docx	marking plural agreement and often adding adjectives as well.	Indeed,	Kin is the only K1 child who produces
124	L1-19.docx	are inextricably linked with each informing the other (Wiliam, 2013).	Indeed,	Wiliam (2013) convincingly puts forward how assessment itself is

Epistemic Adverb: Likely

No.	File	Left context	Hit	Right context
1	L1-2.docx	as the findings show speaking English while learning is	likely	to be conditioned or 'forced' by the lecturers
2	L1-3.docx	values and norms are strongly upheld, and this is	likely	to affect the people's perceptions of what
3	L1-4.docx	A culture of learning in the current study is	likely	to be influenced by the educational-transmitted conditions
4	L1-5.docx	of feedback a teacher uses the more it is	likely	to contribute to promoting a better result. Further,
5	L1-8.docx	follows: <^^^> (Anto, L744) This unique form of greeting is	likely	to happen among members of minority groups in
6	L1-8.docx	dominant group members regarding future reference. This practice is	likely	to be undertaken when educators have developed familiarity
7	L1-8.docx	their preparation for studying abroad. The practical domain is	likely	to attract significant research and scholarly interest not
8	L1-9.docx	of this, the teachers' essentialist 'large culture' paradigm is	likely	to hamper the implementation of ILTL principles. Different
9	L1-9.docx	greater involvement of students in similar future research is	likely	to give fresh insights into the phenomenon under
10	L1-11.docx	classrooms (Koh, 2011; Black et al, 2004), poor assessment literacy is	likely	to have negative impacts on the promotion of
11	L1-11.docx	Lombok, the most helpful approach to achieve this is	likely	to be through sampling and modelling strategies for
12	L1-15.docx	than that relating to the English language. This is	likely	to reflect the particular context of participants, and
13	L1-15.docx	that recognising the complexity and esteeming the profession is	likely	to lead towards a sense of preparedness for
14	L1-15.docx	that a negative belief about the teaching profession is	likely	to have an influence on pre-service teachers'
15	L1-15.docx	common issue faced by school teachers. This phenomenon is	likely	to occur often as English is not a
16	L1-15.docx	readers that the interplay of these three components is	likely	to affect pre-service teachers' sense of preparedness
17	L1-15.docx	ė, Lasauskienė & Barkauskaitė, 2015; Ward & McCotter, 2004). This better understanding is	likely	to lead the student teachers to feel prepared
18	L1-3.docx	personal value", were considered most creative (p.75). It is	likely	that for Indonesians, stories or poems and other
19	L1-10.docx	Drawing on the interplay of those perception, it is	likely	that pedagogical aspects such as integrated curriculum, teaching
20	L1-11.docx	concerns in regard to this violating practice. It is	likely	that the nature of the group discussions, compared
21	L1-11.docx	ALIC) supports this claim. In this respect, it is	likely	that the teachers were trying to comply with
22	L1-11.docx	help improve their understanding about the ideas. It is	likely	that changes in assessment conceptions are more achievable
23	L1-8.docx	assimilate the English communicative practice. The context factor is	likely	the main reason for word selection. The incident
24	L1-11.docx	implementation, how it should be evaluated. 5. The study is	likely	the first investigation that proposes the key questions
25	L1-10.docx	which is set up by institutions. This policy is	likely	unanimous as all IUPs require the Prospective students
26	L1-10.docx	language requirement for enrolling the IUP. This policy is	likely	unanimous for all universities as they require a
27	L1-18.docx	openness to cultural identification as an element that is	likely	associated with attaining the ultimate level of achievement.
28	L1-8.docx	teaching practice, in addition to mirroring practice which is	likely	be retained to suit certain contexts in their
29	L1-20.docx	Hanum in excerpt 50 below), and such community itself is	likely	diverse because Indonesian soldiers along with their wife
30	L1-8.docx	for identity development. Consequently, individual's social change is	likely	due to myriad experiences. Intercultural communication offers rich
31	L1-20.docx	the purpose of speaking Indonesian for Edi here is	likely	for the sake of enforcing discipline. Regarding Mahdi,
32	L1-8.docx	get the halal one. As compromising the DGC is	likely	impossible, except for an emergency, separation is the
33	L1-8.docx	events that build the experience regarding such interaction is	likely	lacking. The participant is informed that the formula
34	L1-10.docx	English or not, this way of assigning teacher is	likely	unusual allocation. In terms of teachers' policy of
35	L1-4.docx	and interested in the classroom, they would be more	likely	to ask questions. A student said, <^^^>(Student 9_U1,
36	L1-6.docx	et al., 2014) that were commonly available and were more	likely	to accommodate the needs of both lecturers and
37	L1-7.docx	the fairly obvious finding that older participants were more	likely	to have teaching experience. To develop correlated quantitative
38	L1-8.docx	the dominant Muslim culture in Indonesia, they are more	likely	to avoid any interaction that shows support to
39	L1-11.docx	involvement and agency in the assessment processes were more	likely	to be undermined rather than promoted. It appears

#	File	Left context	node	Right context
40	L1-11.docx	the new curriculum (see table 4 in chapter 2), were more	likely	to be undermined rather than promoted. Although an
41	L1-13.docx	point out that "pre- service teacher education is more	likely	to impact on trainees when they have opportunities
42	L1-15.docx	learning experience will be enhanced and teachers are more	likely	to stay in the profession. Accordingly, this section
43	L1-16.docx	are respected. Proceeding in this way, teachers are more	likely	to commit to the new situation with a
44	L1-17.docx	students are happy in the class they are more	likely	to come back and continue paying for enrolment.
45	L1-18.docx	capabilities to complete the learning tasks were much more	likely	to post more and longer messages. Students who
46	L1-18.docx	less likely to engage in learning activities and more	likely	to exhibit minimum effort in online discussions. It
47	L1-9.docx	differences between expressions in the two languages are more	likely	caused by their cultural contents than the linguistic
48	L1-10.docx	It seemed that most teachers perceived this program more	likely	in connection with CLIL notions. The next section
49	L1-2.docx	success, reminded and supported by the lecturers, the more	likely	the students to use or speak English. The
50	L1-16.docx	material with which they are presented, they are more	likely	to adopt strategies that will lead to deeper
51	L1-5.docx	families. Eleven children live in extended families. They are	likely	to use Indonesian with their parents and grandparents.
52	L1-7.docx	predictive of future actions, implying that preservice teachers are	likely	to apply the knowledge and skills they learn
53	L1-8.docx	people from where the communication takes place, they are	likely	to use the host language and cultural codes
54	L1-8.docx	repertoire in encountering multicultural Indonesia. Every day wishes are	likely	to be observed among educators' personal and teaching
55	L1-9.docx	and significant impacts, favourable or otherwise, that these are	likely	to create on the various aspects of the
56	L1-13.docx	living and learning English in, for example, Indonesia are	likely	to speak Indonesian-accented English and that is
57	L1-14.docx	expressing and communicating meanings, by which different modes are	likely	to be more or less straightforward in expressing
58	L1-15.docx	great impact to the society. These positive beliefs are	likely	to influence the way pre- service teachers undergo
59	L1-15.docx	pervisors' suggestions and encouragement, or 'verbal persuasion' (Bandura, 1977, 1982) are	likely	to make pre-service teachers believe that they
60	L1-16.docx	agent does not understand the curriculum requirements, they are	likely	to modify it to fit their understandings. Therefore,
61	L1-16.docx	In the process of implementing the curriculum, teachers are	likely	to meet many difficulties, the most revolutionary of
62	L1-16.docx	that they point to factors and matters which are	likely	to have affected the change process and the
63	L1-16.docx	that the findings that emerged from this study are	likely	to be relevant to an understanding of how
64	L1-19.docx	classes in other schools or areas in Indonesia are	likely	to provide different explanations related to this topic.
65	L1-8.docx	communication, the educators in question adopt strategies that are	likely	applicable to accommodating diverse collocutors. Less represented in
66	L1-2.docx	Teaching in Second Language Acquisition courses. The lecturer was	likely	to use English on the basis of courses
67	L1-6.docx	work in groups. She said that idea sharing was	likely	to occur when students searched for information on
68	L1-6.docx	passive and did not display independent thinking, this was	likely	to emerge as a significant factor that shaped
69	L1-6.docx	minimizing aimless searching' (Greene & Land, 2000, p. 152). This result was	likely	to be related to the idea that guided
70	L1-18.docx	help her to acquire the vocabulary, as she was	likely	to forgot it easily afterwards. During the second
71	L1-6.docx	orientation showed that the tendency of using technology was	likely	due to their focus on fulfilling the students'
72	L1-6.docx	were actively engaged. During in-class meetings, it was	likely	easy for her to control students' attendance because
73	L1-20.docx	as large as a mustard seed. This warning was	likely	given by Hanum to her students whenever she
74	L1-6.docx	on the internet. Treating students as mature people was	likely	his preferred method for creating a fair, less
75	L1-4.docx	learning. In section 4.3.1, I have shown how students were	likely	to follow what the teacher created and decided
76	L1-6.docx	media site students commonly used to communicate and were	likely	to use for the course they were taking.
77	L1-6.docx	The tools used by the lecturers and students were	likely	to be assumed and categorised as new technologies
78	L1-7.docx	from three universities (University Two, Three, and Five) were	likely	to have more positive responses to their learning
79	L1-11.docx	B2MNL. This finding reflects that while teachers were	likely	to encourage students to be more active in
80	L1-11.docx	in providing education. Meanwhile, teachers with irrelevant conceptions were	likely	to believe that student assessments were not useful
81	L1-11.docx	unlike other studies, in my study improvement purposes were	likely	to be framed in terms of the increased

#	File	Left context	Node	Right context
82	L1-11.docx	it is shown that teachers' conceptions and practices were	likely	to be, in some cases, inconsistent or even
83	L1-6.docx	the potential properties offered by the technology tools were	likely	viewed as critical to support students in enhancing
84	L1-3.docx	based on the teachers' assessment result. This is most	likely	because these students were willing to invest more
85	L1-3.docx	teachers' (creative) writing-related potentials, and teachers would most	likely	comply to teach whatever subject was assigned to
86	L1-4.docx	up with different ideas of how they would most	likely	have wanted it to be. They expressed their
87	L1-3.docx	products by fellow Indonesians. The different responses are most	likely	influenced by the Indonesian society's "cultural tightness" (
88	L1-3.docx	lack of imagination. Moreover, most of them were most	likely	referring to their creativity in the context of
89	L1-18.docx	by reading and revising the writing) was the most	likely	way to finish the writing tasks chosen by
90	L1-3.docx	creativity valued the true intention of writing, and most	likely	were aware of using their "minds"- the most
91	L1-15.docx	investigation in Indonesia (Suryani et al, 2016), which is very	likely	to happen in Indonesia. Teacher education graduates in
92	L1-15.docx	a teacher. Further, these two personal factors are very	likely	to affect pre-service teachers' feeling of teaching
93	L1-3.docx	to enhance their creative writing skills. This is very	likely	because the class was one of the compulsory
94	L1-15.docx	of preparedness (Albion, 1999; Brown et al., 2015). It is very	likely	from this example that the mastery of content
95	L1-3.docx	independently. The accomplishment of having an audience would very	likely	increase the student writers' confidence. Revisiting Sella and
96	L1-3.docx	aspects influence the teachers' and students' views and, very	likely,	practices. Haryo, for example, when inquired about his
97	L1-8.docx	Combining English and Islamic practice regarding complimentary exchanges would	likely	be more welcomed in an Islamic environment and
98	L1-8.docx	accessed and displayed via print and electronic media would	likely	be scrutinised to conform to common norms and
99	L1-8.docx	The range of greeting rituals with associated interlocutors would	likely	be continually adopted for the rest of their
100	L1-8.docx	and cultural backgrounds while residing in Australia and would	likely	continue to grow for years to come. Figure 5. 7
101	L1-8.docx	selected practice. Furthermore, as assuming an alternative practice would	likely	cost the flow of interaction, adopting standard practice
102	L1-7.docx	complete the survey from their location. Greater participation would	likely	have improved the robustness of the study. As
103	L1-5.docx	in this study promotes lexical acquisition but seems less	likely	to promote more complex noun phrase structures. 5.2 Lexical
104	L1-8.docx	in communication with the queer community would be less	likely	to change. Aligning with the denial position to
105	L1-11.docx	results of teachers' formative and summative assessment were less	likely	to be used to inform subsequent teaching and
106	L1-18.docx	were not confident of their capabilities were much less	likely	to engage in learning activities and more likely
107	L1-9.docx	starting point for getting to grips with new and	likely	differing ideas that come with English. Sharing home
108	L1-9.docx	at play, unique to Indonesia's EFL setting, and	likely	to impact on the pedagogic beliefs and classroom
109	L1-12.docx	mechanics and referencing style reflects a very traditional (and	likely	unproductive) approach to writing instruction. This finding, along
110	L1-3.docx	class observation. The students' views on creativity were also	likely	to be influenced by the views which were
111	L1-9.docx	in the human's subconscious, but they are also	likely	to be so deeply entrenched in the belief
112	L1-20.docx	For English teachers, 'contextualising' found this study can be	likely	a good teaching strategy for them to use
113	L1-8.docx	other Muslims friends, despite their ethnic backgrounds, would be	likely	retained, communicating the halal perspective to other communities
114	L1-2.docx	recall (see Chapter 2) that students in Indonesia are not	likely	to use or speak English outside the classroom,
115	L1-9.docx	community. The reality of NS language use is not	likely	to be real for learners (Widdowson, 1996), and thus
116	L1-15.docx	have adequate abilities to perform one action, they will	likely	have lower perceived self- efficacy. Consistent with Bandura'
117	L1-8.docx	diverse people indicates such awareness. Their intercultural communication will	likely	impact their personal and pedagogical practices. On the
118	L1-6.docx	Additionally, it was selected because it was commonly available,	likely	to be easy to use for the students,

No.	File	Left context	Hit	Right context	Values H	Values M
1	L1-16.docx	study Given the scope of the study, there are	inevitably	several limitations to the study. Firstly, as mentioned	1	
2	L1-8.docx	supervisors are older and in academic endeavours they are	inevitably	superior. To acknowledge such discrepancies, addressing them by	1	
3	L1-10.docx	the occurrence of these languages was minor, they were	inevitably	emerging in the observation. Thai was spoken by	1	
4	L1-10.docx	was minor, and restricted to one another, they were	inevitably	emerging in the quantification table for observation data.	1	
5	L1-8.docx	to proceed smoothly. Such whole individual engagement with experiences	inevitably	facilitates individual reflection (Beardon & Wilson, 2013) for current and	1	
6	L1-19.docx	process of change, resistance can normally and, in fact,	inevitably	occur. As such, implementation, as part of a	1	
7	L1-10.docx	practical aspects of EMI settings in Indonesia universities. However,	inevitably	there were limitations to this study to declare	1	
8	L1-9.docx	pedagogy in a Muslim-majority country such as Indonesia	inevitably	intersects with local Islamic thoughts and traditions. At	1	
9	L1-8.docx	of cost and reward. Educators' existing greeting practice is	inevitably	precious, yet assuming exclusive practice would be problematic.	1	
10	L1-8.docx	sustaining their own practices instead. These diverse positioning strategies	inevitably	forge identity formation. Viewed from co-cultural theory,	1	
11	L1-8.docx	Being international students in the English-speaking countries, they	inevitably	did not share the same privilege to language	1	
12	L1-9.docx	the paths of EFL pedagogy and Islamic world view	inevitably	cross. Indonesia's education policy incorporates religiosity into	1	

L	Orientations				Expressions		
	ES	IS	IO	EO	MO	MA	B
			1				
			1				
			1				
			1				
			1				
			1				
			1				
			1				
			1				
			1				
			1				
			1				

No.	File	Left context	Hit	Right context
1	L1-9.docx	Authenticities within one speech community or national society are	in fact	diverse, depending on the many different contextual
2	L1-14.docx	practices in society. As literacy practices in society are	in fact	multimodal rather than print-based, it becomes
3	L1-20.docx	life and interests. Besides, these three contextualising practices are	in fact	aligned with one of the three parameters
4	L1-9.docx	assumed an "intrinsic superiority" of the NSs of English.	In fact,	in the IHS EFL classrooms it seemed
5	L1-17.docx	movies, which contributed to the development of her English.	In fact,	English was not only a part of
6	L1-17.docx	to English songs as a way to learn English.	In fact,	learning through songs has long been proven
7	L1-20.docx	they do not care". Thus, here, his academic identity	in fact	also takes part in shaping his teacher
8	L1-20.docx	interviews with regard to how they construct this identity	in fact	can be clearly observed in their actual
9	L1-20.docx	finding, it can be concluded that language teacher identity	in fact	is also social (see Norton, 2017), which is
10	L1-20.docx	know that there was a broom in it and	in fact	it was there. Hanum advised them directly
11	L1-20.docx	that sincerity would not be recorded by angel and	in fact	it was rewarded directly by Allah himself.
12	L1-18.docx	a low level of English proficiency (First, 2012). It is	in fact	the lowest among the twelve provinces. As
13	L1-20.docx	students. For Edi and Mahdi, their global identity is	in fact	an identity shaped by their membership of
14	L1-2.docx	and could improve their results or achievement. The students,	in fact,	mentioned that their lecturers did implement offering
15	L1-20.docx	Islamic teachings (see excerpt 2). Regarding building character in students,	in fact,	they make not only Islamic values but
16	L1-15.docx	service English language teachers' feeling of preparedness for teaching.	In fact,	teaching may become their second choice of
17	L1-20.docx	they used the national language in their real teaching.	In fact,	based on the observations, all of them
18	L1-17.docx	by more senior teachers and receiving feedback from them.	In fact,	as a quality control procedure, Harvey runs
19	L1-17.docx	to their stories because I was one of them.	In fact,	I still feel that I am a
20	L1-10.docx	was spoken predominantly by all teachers, and it was	in fact	that English was a major language used
21	L1-18.docx	a motivating factor by 10% of the students; this was	in fact	higher at 7% than the demotivating findings. The
22	L1-9.docx	potentially threatening" simply because it is Arabic (W. Ali, 2016).	In fact,	the topic of future possibility, which is
23	L1-19.docx	in the process of change, resistance can normally and,	in fact,	inevitably occur. As such, implementation, as part
24	L1-20.docx	the community will result in a sense of belonging.	In fact,	with imagination only, a person might have
25	L1-15.docx	argues, "persistence in activities that are subjectively threatening but	in fact	relatively safe produces, through experiences of mastery,
26	L1-6.docx	of the YouTube videos he showed to the class.	In fact,	when asked to reflect on his use
27	L1-18.docx	any technology-aided tools for the writing task completion.	In fact,	she used Google Translate, which was on
28	L1-9.docx	s experience mentioned above points to what they could	in fact	contribute to the findings. Not only did
	L1-19.docx	during classes rather than an inability to think critically.	In fact,	students could do this using their L1
	L1-17.docx	offered for me to work at my 'old' desk.	In fact,	during the data collection at Dago, I
	L1-7.docx	are still not familiar with this personal professional development.	In fact,	a general trend of teacher professional development (
	L1-5.docx	instrnction in English received by K2 children before DMFonF.	In fact,	half of the K2 children are on
	L1-20.docx	here in terms of the parental visit. Regarding Edi,	in fact,	it is part of his Islamic belief
	L1-3.docx	teachers, Haryo and Tara, also used models or examples.	In fact,	from the interviews and FGDs, students also
	L1-17.docx	that she had a 'real' career in the field.	In fact,	she now thought that teaching might be
	L1-20.docx	and development, and overall pedagogy" (p.27). Besides, this finding	in fact	is also supported by that of the
	L1-5.docx	higher level of phrasal agreement than the Kl group.	In fact,	nine children out of 10 produced phrasal level
	L1-9.docx	phenomenon may mean is that local EFL teachers have	in fact	a good basis and valuable classroom resources

File	Left context	Node	Right context
L1-17.docx	CELTA, he now could deliver teacher training programmes. He	in fact	had an opportunity to taste what it
L1-15.docx	as she shared in her interview. According to her,	in fact,	she never wanted to study the English
L1-20.docx	the journal collected from each participant are presented. Here,	in fact,	the emergent sub-themes, codes and sub-
L1-17.docx	which consequently influences the shape of its teachers' identities.	In fact,	the role of the PELI in influencing
L1-20.docx	Sidhu, Kaur & Fook, 2018; Thongrin, 2018), especially in that in Indonesia.	In fact,	the lack of a moral perspective in
L1-17.docx	time teacher or senior teacher position at the institution.	In fact,	he had been offered to a position
L1-17.docx	class" (Anji, Interview). Valerie also stated that <^^^> (Valerie, Interview)	In fact,	in all of the class observations that
L1-3.docx	the class, she was willing to learn (Tara, interview).	In fact,	she liked to challenge herself to learn
L1-1.docx	The interaction between a person and a context is,	in fact,	important in developing teacher professional identities. A
L1-20.docx	summarised as follow. Excerpt 38 <^^^> (Hanum, English translation, teacher journal)	In fact,	complimenting and describing people are the same
L1-17.docx	capital) they are eligible to apply to be lecturers,	in fact,	Erica had already started teaching at a
L1-16.docx	the outcomes of new thinking on curriculum development may	in fact	be thwarted, prolonging the dangerous situation that
L1-17.docx	they will not be able to make ends meet.	In fact,	two participants, Irama and Tracy, resigned from
L1-20.docx	advices inserted in the stories. This kind of method	in fact	has been proven effective, which was known
L1-20.docx	In conjunction with this study, the four Acehnese NNESTs	in fact	also sought to construct that kind of
L1-17.docx	toward her future trajectory working at an international organisation.	In fact,	after she graduated from university, her imagined
L1-13.docx	proud using English when you communicate with your parents,	in fact	that your parents speak Bahasa Jawa [Javanese],
L1-20.docx	teacher journals. It is found here that these participants	in fact	perform some roles as their teacher identity
L1-15.docx	have a very understanding school supervisor and cooperative partner.	In fact,	her experiences teaching in school cured her
L1-17.docx	pandemic, reveal a discouraging prospect for those at PELI.	In fact,	some of the participants lost more than
L1-20.docx	English Translation, Interview 2) In relation to her teaching practice,	in fact,	she often writes specific articles and short
L1-16.docx	for senior high school students in West Java Province.	In fact,	the top-down approach of curriculum change
L1-17.docx	had an economic value that he needed to pursue.	In fact,	he learned English because he enjoyed having
L1-20.docx	this study, such two facets of teacher-student relation	in fact	are found in the role performance of
L1-20.docx	when they have the right to say something right.	In fact,	in the context of language education like
L1-2.docx	of L2 together with classmates and the lecturers'. Secondly,	in fact,	overall, the use of L2 in class
L1-20.docx	performed by the Acehnese English teachers in this study	in fact	is not only triggered by their Islamic
L1-15.docx	to teach developed and improved as she received support.	In fact,	her experiences teaching in school ameliorated her
L1-20.docx	demonstrate that the global personal interests of English teachers	in fact	can also constitute their global identities that
L1-20.docx	in this study. 7.4 Values of national curriculum in teaching	In fact,	there are nine of 18 values in the 2013
L1-18.docx	phones. Therefore, students of this class also utilised technology.	In fact,	the use of technology became their preference.
L1-20.docx	NNEST, which causes identity struggle or dilemma on themselves.	In fact,	the notion of NES is the valid
L1-20.docx	with regard to the unclean conditions in Aceh. Thus,	in fact	it has been a habit for the
L1-9.docx	were to confirm or otherwise what their teachers were	in fact	doing in the classrooms. Apart from stressing
L1-20.docx	Thus, the researcher observed the other two classes, where	in fact	more students did enter them. In this
L1-7.docx	teaching regular junior and senior high school students while	in fact	they could also teach in secondary vocational

No.	File	Left context	Hit	Right context
1	L1-3.docx	writing in the first place. However, it appeared that,	in reality,	this was not the case. The table
2	L1-3.docx	sources in the Moodle, even though he mentioned that,	in reality,	only a few students did that. For
3	L1-17.docx	worth the investment to improve his teaching skills-- although	in reality,	when there was a vacancy for a
4	L1-16.docx	as strong internet connection, LCD projectors, and computers etc.	In reality,	some schools still struggle to facilitate the
5	L1-16.docx	Libyan context found that changes that are not grounded	in reality	negatively affect implementation. Moreover, Nunan (2003), in his
6	L1-17.docx	principal and access to informal and assigned mentors. However,	in reality	not all novice teachers get the support
7	L1-20.docx	the next section, how they construct their cultural identity	in reality,	i.e., in their classroom, will be
8	L1-16.docx	when teachers encouraged learning autonomy in student-centred learning.	In reality,	students complained that teachers failed to adequately
9	L1-20.docx	so. This is what can be found about Mahdi	in reality	in terms of how he contextually connected
10	L1-16.docx	reform thus their teaching quality has been deteriorating. Meanwhile,	in reality	teachers may not always follow what they
11	L1-17.docx	thought that he would teach English for specific purposes.	In reality,	Anji encountered a very different teaching practice
12	L1-20.docx	four Acehnese English teacher perform a moral guide role	in reality	is described. Indeed, the moral guide is
13	L1-20.docx	the role of English teacher as an English speaker	in reality.	During the observation, indeed, it was only
14	L1-7.docx	to assess and give feedback to the preservice teachers,	in reality,	the assessment was left mainly to mentor
15	L1-18.docx	non-technology-based situation without the aid of technology.	In reality	they used mobile phones to access the
16	L1-7.docx	guided teaching practices for a minimum of four times,	in reality,	the clinical supervisions were left mainly to
17	L1-9.docx	of transactional function is to convey information (Brown & Yule, 1983).	In reality,	most situations consist of a mixture of

Epistemic Modal Verb: Could

No.	File	Left context	Hit	Right context
1	L1-2.docx	motivated to learn the language as long as they	could	use the language in the classroom either between
2	L1-4.docx	acquired the knowledge of the subject matter before they	could	use the language or practice it in the
3	L1-6.docx	listening handouts, and a syllabus, all of which they	could	use for creating their projects and discussed theoretical
4	L1-6.docx	project design practices. He also showed students how they	could	use Google Drive to save their projects. However,
5	L1-6.docx	the internet for use as teaching materials, or they	could	use the Google classroom for teaching online. The
6	L1-10.docx	values for students from English perspectives so that they	could	use the language during their study and when
7	L1-10.docx	in semester 1-3" (T19), "in personal communication through smartphone, they	could	use English or Bahasa Indonesia" (T15), "it depends
8	L1-10.docx	to contextualise it with students' life so that they	could	use and understand the terminology well. Therefore, which
9	L1-17.docx	to learn something meaningful from her, something that they	could	use in their future. Secondly, Mary's traumatic
10	L1-6.docx	and presenting it in front of the class, they	could	not only practice their English but also gain
11	L1-11.docx	limited comprehension of vocabulary items, which meant that they	could	not express their thinking in English in a
12	L1-13.docx	very limited level of English ability (Post- Interview 1). "They	could	not even answer a question like 'What's
13	L1-13.docx	the students' English ability was so limited that they	could	not even answer when being asked for their
14	L1-14.docx	the teachers perceived the usefulness of multimodal resources, they	could	not employ them consistently in every teaching process,
15	L1-17.docx	that their English was not good enough because they	could	not speak and write like native English speakers.
16	L1-17.docx	Cindy as the academic team leader. Realising that they	could	not work well together, she resigned from her
17	L1-17.docx	teaching beliefs and practices. There were times when they	could	not teach in line with their beliefs such
18	L1-1.docx	competence to evaluate students, she is aware that they	could	be critical of her competence. For instance, she
19	L1-3.docx	in the domain. The students also indicated that they	could	be creative in one domain and not in
20	L1-4.docx	methods and techniques in the classroom, and how they	could	be involved in the process of deciding the
21	L1-6.docx	using the syllabi students collected to explain how they	could	be used as reference materials when designing multimedia-
22	L1-6.docx	effective solutions to manage such problems. For example, they	could	be more open to listening to lecturers' shared
23	L1-10.docx	the PPTs was related to the topic delivered. They	could	be in the form of data, theories, or
24	L1-10.docx	teachers reported that IUP graduates were potential (T14). They	could	be employed in the prestigious company or government
25	L1-7.docx	and senior high school students while in fact they	could	also teach in secondary vocational schools. In general,
26	L1-7.docx	on their daily classroom practices in Bahasa Indonesia. They	could	also apply the improvements to remedy any issue
27	L1-7.docx	benefit from their partnerships with the university as they	could	also update their knowledge with the university lecturers.
28	L1-7.docx	preservice teachers while they are still at university. They	could	also propose reasonable and justifiable compensation for the
29	L1-10.docx	all students are Indonesian with bilingual education, and they	could	also promote INDELF communication in Indonesian EMI HE
30	L1-20.docx	their native language in order they felt that they	could	also learn English through their own mother tongue (
31	L1-3.docx	of English, thus, students might develop confidence that they	could	do the same because the teachers' experience was
32	L1-10.docx	apologising, they used English completely. When they greeted, they	could	do it totally in English or Arabic. They
33	L1-10.docx	by language boundaries, but they did it because they	could	do it. Therefore, in their teaching practices they
34	L1-10.docx	by language boundaries, but they did it because they	could	do it. Therefore, in their teaching sessions they
35	L1-13.docx	visited each group of students to ensure that they	could	do the given task (Figure 7.2 [d]). 7.3.2.2 Standard language
36	L1-3.docx	some samples of students' writings and providing references they	could	learn from. Haryo had the same intention of
37	L1-3.docx	necessary to have model poems and stories that they	could	learn from. A model is an important aspect
38	L1-6.docx	when they encountered similar situations in real life. They	could	learn about formal and informal language expressions when
39	L1-6.docx	community with colleagues, particularly over social media, where they	could	learn from local or internationally based teachers and
40	L1-19.docx	teacher training was mentioned by the teachers as they	could	learn how to better plan and develop their
41	L1-2.docx	to practice the MTS more frequently than what they	could	have thought and to meet the expectations of

42	L1-3.docx	by the teacher and did self- check, or they	could	have peer-feedback. 5.5. Discussion: Learners as EFL creative
43	L1-16.docx	so little time, but they were pleased that they	could	have different methods of assessment. Contradictory to teachers'
44	L1-18.docx	them to show them their tasks, so that they	could	have a look before starting to write their
45	L1-6.docx	ask questions or give feedback on the videos. They	could	ask questions of their peers and suggest ideas
46	L1-17.docx	plans was very beneficial. Furthermore, the fact that they	could	ask other teachers about the content of the
47	L1-17.docx	lead to exploitation by the mentor teachers as they	could	ask the student teachers to do more than
48	L1-3.docx	needed to be approved by their teacher before they	could	start writing the story. When outlining the story,
49	L1-3.docx	genuinely interested in creative writing, by saying that they	could	start from their own experiences or observing others'
50	L1-17.docx	they decided to move to another city where they	could	start a new life. This move could be
51	L1-10.docx	does not seem as bad as they thought. They	could	deliver the materials in English and the students
52	L1-10.docx	bad as they thought. I was witnessing that they	could	deliver the materials in English and the students
53	L1-17.docx	in practicing their English whenever possible so that they	could	develop the ability to communicate in English effectively.
54	L1-17.docx	and they became involved in various activities where they	could	develop their English. The second form of investment
55	L1-2.docx	might find this strategy useful in particular as they	could	enjoy working with classmates more than the other
56	L1-15.docx	a sense of increased self- efficacy in teaching. They	could	enjoy the teaching practicum process and learn from
57	L1-7.docx	the fact that they were still unclear whether they	could	find a teaching position after graduation. They tried
58	L1-17.docx	who intentionally looked for people and institutions where they	could	find English speaking sparring partners. As for Yanni,
59	L1-19.docx	training to be held at least annually so they	could	gain more skills to create more effective SA
60	L1-19.docx	might benefit from attending more training courses where they	could	gain deeper understanding on how to implement the
61	L1-10.docx	could do it. Therefore, in their teaching sessions they	could	practice code-switching, code-mixing, and translanguaging. The
62	L1-17.docx	this involved having a conversation buddy with whom they	could	practice English. Yanni for example, actively looked for
63	L1-3.docx	allocated quite a lot of time to ensure they	could	provide individual feedback. Not only do they provide
64	L1-12.docx	the students' concerns about their writing so that they	could	provide relevant feedback. The students in these conferences
65	L1-2.docx	in the classroom, the students were motivated as they	could	see that their lecturer's ability in the
66	L1-2.docx	this study. The students may feel motivated when they	could	see their lecturers' appreciation of their own English
67	L1-20.docx	told them about such humanitarian story in order they	could	take moral lessons from it, in addition to
68	L1-20.docx	and explained to them the moral lessons that they	could	take from the humanitarian actions of the figures (
69	L1-18.docx	the screen display. By checking in their dictionaries, they	could	access the meanings for words without asking their
70	L1-3.docx	Ariel explicated that if students needed detailed feedback they	could	actually ask the teacher, as he did. Even
71	L1-17.docx	their job at Dago because they felt that they	could	always ask for help from their mentor. After
72	L1-15.docx	teachers, while teaching practicum was the time when they	could	apply the theories in practice. Self-efficacy is
73	L1-15.docx	interviews. Some respondents had an awareness of how they	could	benefit other people through teaching. Caring for others
74	L1-17.docx	of knowing their students' backgrounds. They mentioned that they	could	connect with their students more easily when they
75	L1-17.docx	always gave out her phone number so that they	could	contact her and ask any questions outside of
76	L1-10.docx	their multifaceted linguistic repertoire and through this proficiency they	could	contribute to communication without any language barrier concerns.
77	L1-10.docx	need to evaluate this program thoroughly so that they	could	decide whether to keep promoting the international program
78	L1-12.docx	on students' draft electronically than on paper because they	could	directly utilise the internet and computer-based technologies
79	L1-3.docx	additional references and examples in the Moodle that they	could	easily access. He hoped that his students could
80	L1-7.docx	high results. Their performance was evaluated and if they	could	establish a rewarding relationship with the mentors and
81	L1-6.docx	regularly, for example, every three months so that they	could	exchange experiences and improve their knowledge and skills
82	L1-10.docx	on the interlocutors, and the settings. More importantly, they	could	express any terms of address because they had
83	L1-6.docx	application, he would allow it as long as they	could	finish their projects. In observations 2, 4, and 6, L1 let
84	L1-6.docx	students to get the printed copies so that they	could	focus on the listening practice and save time.
85	L1-16.docx	idealistic about the level and scope of change they	could	generate. This might relate to their own capacity
86	L1-17.docx	get to know their students and ensure that they	could	help them achieve their goals in learning English,

#	File	Left context	Modal	Right context
87	L1-6.docx	these practitioners in order that, in the future, they	could	identify effective solutions to manage such problems. For
88	L1-9.docx	student's experience mentioned above points to what they	could	in fact contribute to the findings. Not only
89	L1-10.docx	in the future, not for the current one, they	could	invite international students to study in their university
90	L1-10.docx	expressed by T21, and she did hope that they	could	invite international students in the future. Meanwhile, drawing
91	L1-3.docx	become more independent as well as autonomous because they	could	just click the links to learn more about
92	L1-10.docx	they had rich linguistic repertoires for that, and they	could	manage to use them discursively. Why they used
93	L1-2.docx	to the students, making the students believe that they	could	master it, and (supporting) involvement in the classroom
94	L1-6.docx	icon. He showed them the template and how they	could	modify it for their own projects. The instruction
95	L1-7.docx	a rewarding relationship with the mentors and students, they	could	obtain high scores and pass the PPG programs.
96	L1-19.docx	the training would be held annually so that they	could	optimize the implementation of SA in class. However,
97	L1-10.docx	of cheap kos-kos-an had changed because they	could	offer an exclusive kos-kos-an for students
98	L1-17.docx	English: by knowing these details, they claimed that they	could	prepare more suitable materials and cover topics which
99	L1-6.docx	for inclusion on the basis of how well they	could	represent the points discussed. They were used as
100	L1-3.docx	could get the oral feedback was lucky, as they	could	revise their work and make it better. After
101	L1-12.docx	indirect written feedback using colour/codes so that they	could	scaffold the student to self-revise the errors
102	L1-10.docx	could do it. Therefore, in their teaching practices they	could	switch or mix between English and both national
103	L1-17.docx	but their English was better than his and they	could	teach very well. It was surprising for him
104	L1-19.docx	songs. In addition, the students also admitted that they	could	try to enhance their ability to learn English
105	L1-17.docx	observed senior teachers teaching their classes so that they	could	understand how to plan and manage classroom activities.
106	L1-2.docx	professions for the graduates from this programme; however, they	could	work at various institutions or companies that require
107	L1-18.docx	follow the stages of the task-based cycle, they	could	not avoid the parts involving giving and receiving
108	L1-10.docx	tolerance for lower semester (1-3) (T19), communicating through smartphone, they	could (	T15), flexibility (T16, T34), and stick out with
109	L1-1.docx	after observation (Ang124), but before teaching independently. However, she	could	not overrule the headmaster's decision, as the
110	L1-3.docx	afternoon breeze. It was a hot day and she	could	not think of any idea for the short
111	L1-3.docx	she kept the original Sumbanese word "kabeala" as she	could	not find the most appropriate English word for
112	L1-5.docx	DMFonF program, she was nervous and worried that she	could	not teach English plural structures to the children.
113	L1-10.docx	local language with dominant speakers in the country. She	could	not avoid making use of her mother tongue
114	L1-12.docx	illustrated how Sha postponed a feedback decision because she	could	not judge the use of 'in hopes' phrase
115	L1-15.docx	challenging experience. Her anxiety level was very high; she	could	not even make eye contact with her peer
116	L1-17.docx	world. Due to her lack in Indonesian language, she	could	not join a regular class for the first
117	L1-17.docx	challenging for her to understand the lessons and she	could	not have deep conversation with her friends. This
118	L1-17.docx	than her classmates. Moreover, she was embarrassed whenever she	could	not answer her teacher's questions which were
119	L1-17.docx	which were not part of her teaching practicum. She	could	not say no to her mentor because "as
120	L1-17.docx	logically would require her to work long hours. She	could	not do that because she had other responsibilities
121	L1-18.docx	was affected by her classmates. According to Shintia, she	could	not continue her writing because of the noise
122	L1-20.docx	this. Firstly, it was because she felt that she	could	not properly teach English to her students, especially
123	L1-20.docx	In another occasion, Hanum stated in interview that she	could	not be so hospitable to her students but
124	L1-17.docx	sparked a hope or expectation in her that she	could	be more than just a teacher and that
125	L1-17.docx	to work together with other teachers and that she	could	be honest and open with them regarding the
126	L1-17.docx	she played with her Barbie dolls. Imagining that she	could	be part of an English-speaking community made
127	L1-15.docx	motivating her to develop her abilities to teach. She	could	learn how to teach well by observing others
128	L1-15.docx	nervous and less confident. However, she found that she	could	learn from other student teachers to improve her
129	L1-17.docx	working in collaboration with other teachers so that she	could	learn from other teachers. At the time of
130	L1-3.docx	writing poems and stories, especially in English, so she	could	understand the challenges and share her ways of
131	L1-17.docx	four years. Barely able to speak Indonesian (although she	could	understand some words), Mary grew up with English

132	L1-17.docx	research was limited to classroom action research (CAR). She	could	understand that trend because the products of a
133	L1-3.docx	a teacher, Sari pointed out her happiness when she	could	help students who at first felt unconfident and
134	L1-17.docx	In teaching English exam preparation courses, she thought she	could	help her students to achieve their goals in
135	L1-10.docx	Javanese, Thai and Arabic and it revealed that she	could	make use of all her linguistic resources appropriately
136	L1-10.docx	Indonesia, Thai, and Javanese languages in her teachings. She	could	make use of all her linguistic resources appropriately
137	L1-6.docx	more confidence after the course and felt happy she	could	practice her English. S9 added that she was
138	L1-6.docx	felt joy at the challenge of editing it. She	could	practice the skills she gained from a previous
139	L1-3.docx	once in a while to get inspiration where she	could	see trees around and people doing their chores.
140	L1-17.docx	costs which were incurred during the training programme; she	could	see that Len invested in their teachers through
141	L1-10.docx	and T10, T4 did not do it because she	could	speak English well, rather she made use of
142	L1-17.docx	did not want her teachers to know that she	could	speak English because she was afraid that her
143	L1-17.docx	terms of choosing the work hours so that she	could	still look after her children. By deciding to
144	L1-17.docx	the flexibility attached to being a PELI teacher, she	could	still look after her family. In summary, the
145	L1-5.docx	using the DMFonF instruction. She never thought that she	could	teach English plural forms implicitly to the children.
146	L1-17.docx	her role as a teacher at PELIs because she	could	teach her students in a fun way and
147	L1-10.docx	the language could come out spontaneously or intentionally. She	could	use either language reversibly depending on what purpose
148	L1-17.docx	she had more power than her students; therefore, she	could	use this power imbalance to manage how the
149	L1-3.docx	couple of years before, and she realised that she	could	write something about it. Below is an excerpt
150	L1-3.docx	also became interested and felt happy knowing that she	could	write stories and poems in English. Two of
151	L1-10.docx	and outside classroom as an informal meeting where she	could	accept students to speak Bahasa Indonesia. These two
152	L1-8.docx	s appropriate title was not properly observed. Besides, she	could	anticipate the feeling of individuals from other cultures
153	L1-3.docx	write in class rather than at home because she	could	assist them whenever they needed help. <^^^> (Sari, interview).
154	L1-3.docx	from a movie, Tika created a story that she	could	call her own. In addition, Tika also blended
155	L1-17.docx	role of Len as a learning community where she	could	continue to develop her English and teaching skills.
156	L1-15.docx	journey towards becoming a teacher was challenging. However, she	could	demonstrate her strong determination to complete her study
157	L1-10.docx	at IUP. When she taught in Bahasa Indonesia, she	could	do improvisation and tell stories without language barriers,
158	L1-17.docx	a valuable commodity (Heller, 2010) in Indonesia and that she	could	easily convert her linguistic capital to economic capital
159	L1-15.docx	part of the school community. She felt that she	could	engage her students well during the teaching and
160	L1-6.docx	she felt she was gaining two benefits simultaneously: she	could	enjoy herself and practice her English. The impressive
161	L1-6.docx	so regularly. Another reason was efficiency: L4 thought she	could	ensure that all students would receive the printed
162	L1-6.docx	S114 had search experience from other courses, so she	could	evaluate and select a variety of online materials
163	L1-17.docx	that she preferred teaching at a PELI, where she	could	focus on developing her students' speaking and listening
164	L1-17.docx	to do this module in London, UK although she	could	have done it in Malaysia which would have
165	L1-5.docx	her daughter was very enthusiastic and proud that she	could	hear people speak English. Win is a type
166	L1-15.docx	not make her surrender. She convinced herself that she	could	improve her proficiency. Another example of resilience is
167	L1-18.docx	her tasks, as she needed another stage before she	could	join the next task cycle. This finding was
168	L1-3.docx	by individual students was crucial for Sari, and she	could	manage it, despite the fact that she had
169	L1-17.docx	her learning experience as a social event where she	could	meet her friends and teacher and have good
170	L1-12.docx	instance, Mary said that by providing feedback regularly, she	could	monitor each student's writing progress and needs (
171	L1-6.docx	easy for her to control students' attendance because she	could	physically check whether they were present or not.
172	L1-18.docx	due to her familiarity with social media that she	could	post something in English. By doing so, she
173	L1-18.docx	in English. By doing so, she reported that she	could	practise her English writing. Another student gave a
174	L1-3.docx	drama, and any other popular dramas so that she	could	provide proper feedback. In addition, she emphasised that
175	L1-10.docx	two, a classroom as a formal meeting where she	could	push students to speak English and outside classroom
176	L1-17.docx	in using English in her daily life, as she	could	read English storybooks, listen to English songs and

177	L1-12.docx	helped the student to identify her error, and she	could	self-correct the error. Ayu affirmed the student'
178	L1-17.docx	was given a room at the school where she	could	stay. She accepted the offer and started helping
179	L1-17.docx	do anything (as a job) as long as she	could	support her husband. She realized that the chance
180	L1-17.docx	a highly valued linguistic capital in Indonesia which she	could	take advantage of. Therefore, she wanted her students
181	L1-17.docx	programme to Canada gave her enough confidence that she	could	teach. She really enjoyed her role as a
182	L1-15.docx	She was determined to work as hard as she	could	to complete her study. <^^^> (Neta) Neta was a
183	L1-17.docx	British Council, a UK based PELI, so that she	could	travel around Indonesia to give IELTS tests and
184	L1-17.docx	continued to develop and use her English whenever she	could.	Mary's experience of living abroad and participating
185	L1-2.docx	One possible explanation to this is that the students	could	be confident with English since they learned the
186	L1-6.docx	related to questions about learning opportunities gained by students	could	be a useful analytical category to be investigated
187	L1-11.docx	methods and formats. Nevertheless, the teachers stated that students	could	be involved as assessors of their own and
188	L1-17.docx	the language of instruction and communication with their students	could	be read as denying Yanni and his classmates' "
189	L1-18.docx	their motivation in completing the writing tasks. The students	could	be demotivated and vice versa. Positive and negative
190	L1-18.docx	teacher monitoring the process, this study found that students	could	be given freedom to work in pairs, in
191	L1-20.docx	through a faithful way. For example, so that students	could	be honest when answering questions in exam, she
192	L1-20.docx	their reports of care and love for their students	could	be considered part of the attitude of a
193	L1-4.docx	presentations with 10 minutes for each presenter however, eight students	could	not present due to their lack of preparation.
194	L1-12.docx	teachers which began using an implicit strategy. If students	could	not identify the error, the teachers then followed
195	L1-18.docx	writing tasks. However, in the actual learning context, students	could	not be restricted from translating longer sentence(s)
196	L1-18.docx	the use of technology affected their learning. The students	could	not be separated from the use of technology.
197	L1-18.docx	last findings from the qualitative results show that students	could	not stop themselves from accessing internet resources to
198	L1-3.docx	language they understood. All of these were resources students	could	use to write stories and poems. From the
199	L1-6.docx	from them at home. Additionally, L2 said that students	could	use Facebook to contact him if they had
200	L1-6.docx	on those topics. He listed key words the students	could	use in their search. Students were encouraged to
201	L1-6.docx	information about the types of free software the students	could	use in designing multimedia resources. This limited access
202	L1-3.docx	who provided examples, exercises and tasks so that students	could	develop their creative writing skills. Arif concurred with
203	L1-10.docx	Making use of these principles, he believed that students	could	develop their unlimited potential capacity so that they
204	L1-14.docx	the multiliteracies/multimodal pedagogy, because through such engagement students	could	develop their understanding of, and ability to use,
205	L1-10.docx	ecology. A transformational ecology in which teachers and students	could	gain positive impact from it in all aspect.
206	L1-10.docx	ecology. A transformational ecology in which teachers and students	could	gain positive impact from it in all aspects.
207	L1-10.docx	drive a transformational ecology in which teachers and students	could	gain all positive impacts from it. Through this
208	L1-3.docx	minimal scaffolding, providing additional examples and information that students	could	access when needed, and general, oral class feedback
209	L1-18.docx	available in every building within the campus area. Students	could	access the Internet from any of their devices
210	L1-9.docx	At the same time, Wati expected that the students	could	benefit from English and English proficiency while strengthening
211	L1-9.docx	English as a globalising tool with which the students	could	benefit socially and economically. For Wati, EFL education
212	L1-10.docx	spoken to electrify her class so that the students	could	enjoy the lesson. Meanwhile, the Javanese used in
213	L1-10.docx	spoken to electrify her class so that the students	could	enjoy the lesson. Meanwhile, the Javanese used in
214	L1-10.docx	could deliver the materials in English and the students	could	follow what teacher said. In their excerpts above
215	L1-10.docx	could deliver the materials in English and the students	could	follow what teacher said. The parameter was clear,
216	L1-3.docx	my translation) Peer-feedback in groups, where the students	could	give feedback directly, seemed to be more effective
217	L1-19.docx	also respond in Indonesian. By using Indonesian, the students	could	give their analysis and evaluation as expected. This
218	L1-3.docx	this stage, teachers provided examples or models that students	could	learn from. Students considered models and examples highly
219	L1-3.docx	were discussed with the whole class, so other students	could	learn from them. When probed about the feedback
220	L1-10.docx	discussion. There was interaction between teacher and students. Students	could	respond to the teacher's questions in English.
221	L1-10.docx	All the interaction was conducted in English and students	could	respond to it well, too. As the class

222	L1-10.docx	exposures to student with English, sooner than later students	could	speak English. In addition to this argument, teachers
223	L1-10.docx	giving students all English exposures, sooner than later students	could	speak English well. In addition to this argument,
224	L1-10.docx	but she added on "networking" as another benefit students	could	take from it. A 100% of agreement was clarified
225	L1-10.docx	this case graduates, are brilliant". The first benefit students	could	take was that "they can improve their English
226	L1-17.docx	able to explain things clearly so that their students	could	understand them. Finally, a good teacher needs to
227	L1-20.docx	students, he also mentioned Kenduri Blang in order students	could	understand how the Thanksgiving was. Indeed, In Acehnese
228	L1-3.docx	of reading classic short stories. She stated the students	could	actually use these short stories as models as
229	L1-6.docx	on purpose because class time was limited, and students	could	always use their mobile phones outside class to
230	L1-17.docx	in their communication, the participants believed that their students	could	build their confidence in English and develop a
231	L1-6.docx	interact with him. Facebook was a place where students	could	consult him on course-related problems or ask
232	L1-3.docx	follow the teacher's suggestions, and once approved, students	could	continue to the next step, i.e. writing
233	L1-6.docx	included explicit explanations about the type of quizzes students	could	create for the project, using Hot Potatoes and
234	L1-6.docx	homework and was conducted outside of the classroom. Students	could	decide on their own how to do the
235	L1-19.docx	than an inability to think critically. In fact, students	could	do this using their L1 or mother tongue (
236	L1-3.docx	even if it was in Indonesian language. These students	could	draw on the experience and the skills when
237	L1-6.docx	for their education. If possible, the lecturers and students	could	exchange experiences regarding useful web resources for teaching
238	L1-2.docx	that they had used MTS frequently while the students	could	expect more frequency use of such strategies than
239	L1-3.docx	were also available in the class Moodle, and students	could	get the information about the tasks to be
240	L1-20.docx	Apparently, the important thing for her was her students	could	have a good moral and strong religious creed
241	L1-3.docx	they could easily access. He hoped that his students	could	improve their skills by exploring the links to
242	L1-10.docx	and maximise the use of body language. All students	could	interact actively and communicatively. After all, students were
243	L1-10.docx	benefit from the class from which teachers and students	could	maintain or improve their English (T2, T9, T20,
244	L1-6.docx	also remarked that he needed to ensure that students	could	manage the determined baseline of showing progress he
245	L1-12.docx	and writing conference. The teachers were afraid that students	could	misunderstand their written feedback so conducting writing conferences
246	L1-11.docx	and explanations in Bahasa Indonesia, a number of students	could	perform this task well [HR_GD1]. This finding
247	L1-2.docx	might be due to the fact, firstly, the students	could	reflect on their own L2 use compared to
248	L1-6.docx	the textbook (L5). Further, L1 explicitly remarked that students	could	select and evaluate YouTube videos to complete their
249	L1-6.docx	doubt about what they had learned at home, students	could	share their problems in face-to-face meetings
250	L1-6.docx	phones in the classroom. However, he believed that students	could	work properly and focus on completing their search
251	L1-6.docx	reliably modelled the native speaker teaching experience, something he	could	not provide. <^^^> (L2, Univ B, Sept 2016). L3 also
252	L1-10.docx	but Dutch language had, curatele. For this reason, he	could	not explain it well in English, but Bahasa
253	L1-10.docx	expressing it in English it could be hampered, he	could	not be able to answer it". Therefore, he
254	L1-12.docx	content was more difficult than on grammar and he	could	not easily make students understand (Gie, personal communication 2, 2016).
255	L1-15.docx	unhappy and disappointed with himself. He thought that he	could	not engage his students well in class ("I'
256	L1-15.docx	for him to communicate in the classroom as he	could	not articulate very well what he meant. He
257	L1-17.docx	intensive training for one full month, during which he	could	not earn any salary. At first, he was
258	L1-17.docx	from the other teachers because he felt that he	could	not understand the jargon they used in their
259	L1-20.docx	successfully took notes in the classroom observation, still he	could	not capture all the prominent aspects of the
260	L1-17.docx	activities such as in singing and drama where he	could	use and further develop his ability to speak
	L1-17.docx	hotel) would have a set of materials that he	could	use similar to when he joined EF or
	L1-17.docx	often taught the same level of students so he	could	use the same materials for some classes at
	L1-17.docx	as an announcer at a radio station. There he	could	use his habitus to translate articles from English
	L1-15.docx	school and studied hard in school so that he	could	be accepted into a university to learn more
	L1-17.docx	Anji felt that he needed to prove that he	could	be as fluent in English and as good
	L1-17.docx	compared to the other new recruits and that he	could	be confident with his ability to teach using

File	Left context	Node	Right context
L1-6.docx	online on the Facebook group. In this way, he	could	help students and provide explanations of assignments given
L1-15.docx	encouraged to improve his English proficiency so that he	could	help his students to learn. <^^^> Feeling accepted as
L1-17.docx	understand the language." (Willy, Interview). Willy believed that he	could	help his students to learn English the way
L1-6.docx	summarise. He found it a worthwhile challenge because he	could	practice note- taking as well as paraphrasing. <^^^> (S77,
L1-17.docx	in various English competitions and extracurricular activities where he	could	practice his English; his activities included reading English
L1-17.docx	articles or stories from his school textbook so he	could	practice speaking in English. He also invested his
L1-15.docx	did not give up. According to Aska, what he	could	do was to keep moving forward. This indicated
L1-17.docx	former colleagues back there. He hoped that someday he	could	do his master's degree in London and
L1-4.docx	did not work for some students and what he	could	have done differently. From the two different reflections,
L1-17.docx	professional credential by getting a master's degree, he	could	have a better opportunity to get a job
L1-17.docx	he thought that they had good English and he	could	learn from them. This situation caused Yanni to
L1-17.docx	of a community of practice (Wenger, 1998) from which he	could	learn from other teachers to further improve his
L1-17.docx	salary, he accepted it because he felt that he	could	relate to and care for the students and
L1-17.docx	learn English. Coming from a similar family background, he	could	relate to them. Moreover, Willy realised the power
L1-17.docx	asked the Human Resources (HR) staff there if he	could	see the training materials used in the past,
L1-17.docx	an English teacher at school. For Darren, however, he	could	see that studying in the English teaching department
L1-8.docx	problematic. What made him awkward was hugging practice. He	could	understand the ignorance of his female friend when
L1-17.docx	CELTA course. He believed that one way that he	could	understand and participate in the teachers' conversations was
L1-17.docx	teacher at Riau, 'emptied his head' so that he	could	absorb all the materials given by the CELTA
L1-10.docx	to speak English even "they use mix language". He	could	accept students who use LOTE or mixed language
L1-17.docx	Additionally, having a degree in teaching meant that he	could	always be an English teacher should he fail
L1-15.docx	encouragement for him. It made him aware that he	could	become a good teacher as his students understood
L1-17.docx	to find a new community, he felt that he	could	build a new identity as a respected man
L1-8.docx	first encounter with his supervisor, he asked if he	could	call him Prof. X rather than by his
L1-17.docx	knowledge about recent movies and music so that he	could	connect with his students. By doing this Yanni
L1-17.docx	wanted to work in a company so that he	could	earn enough money for a living. He did
L1-17.docx	be available all the time. In other words, he	could	enact relevant practices in photography or music when
L1-3.docx	that, based on his experience, by writing pantun, he	could	freely express his disagreements on or concerns about
L1-17.docx	help him develop his English skills so that he	could	get a job in tourism. Additionally, having a
L1-3.docx	his teacher, Haryo, after class and asked if he	could	give him detailed feedback, and he did. Similarly,
L1-6.docx	Facebook, he mentioned that he was satisfied that he	could	implement blended learning, help students ask' questions and
L1-17.docx	to write them letters in English so that he	could	improve his writing skills. Yanni's initiative to
L1-17.docx	in English and would memorize the lyrics so he	could	increase his vocabulary and bank of expressions. The
L1-10.docx	of English. In addition, T7 was aware that he	could	make use all of his linguistic resources as
L1-17.docx	became more 'in tune' with his colleagues because he	could	now speak the same 'language' with them. He
L1-17.docx	because in his mind, he thought that if he	could	read and speak in English, he would also
L1-6.docx	that this strategy was good for him because he	could	save time and focus more on students who
L1-17.docx	teaching English at EF, Arbo was confident that he	could	start his own PELI. He created the curriculum
L1-18.docx	it offered a broadcasting-related English course. Therefore, he	could	still learn at least part of the subject
L1-17.docx	tourism industry, and Darren saw another route that he	could	take which would still open the opportunity to
L1-17.docx	twice. He was convinced that with his CELTA he	could	teach anywhere in the world as is advertised
L1-17.docx	capital: by possessing a high English proficiency level, he	could	turn his life around and become the head
L1-17.docx	to a vocational school with the hope that he	could	work as a technician once he completed the
L1-17.docx	the teens' favourite movies and songs so that he	could '	talk' to them. Finally, with his adult students,
L1-10.docx	This way, he hopes by using both languages he	could "	avoid miss understanding about the subject." Bahasa Indonesia

L1-17.docx	the policy by observing as many teachers as he	could.	He said that he did not try to
L1-3.docx	was that the process of creativity could fluctuate. It	could	be enhanced with practice but could also be
L1-3.docx	what he meant by "better", he explained that it	could	be better in function or appearance. Moreover, he
L1-4.docx	more effective learning delivery for their students. Therefore, it	could	be understood that these teachers understand the culture
L1-4.docx	observed their classes (each from a different university), it	could	be seen that they emphasized the importance of
L1-6.docx	of the school's curriculum and explained how it	could	be used as a reference for their project
L1-9.docx	embedded in home and target language-and-cultures. It	could	be argued that how the Indonesian EFL teachers
L1-10.docx	about the project and thanked again before greetings. It	could	be clarified in the following excerpt. Excerpt 5. 20 <^^^> In
L1-10.docx	was mentioned with its translation in direct way. It	could	be LOTE first followed by English or vice
L1-10.docx	within or outside the sentence. Similar with mirroring it	could	be LOTE first followed by English or vice
L1-10.docx	website documents of IUP in the university 1 above, it	could	be inferred that the IUP highlighted international mobility,
L1-10.docx	it in excerpt 7.31. Excerpt 6.28 <^^^> From T7 remarked above, it	could	be clarified that IUP graduates had excellent prospects
L1-10.docx	term English as language of instruction (ELI). Therefore, it	could	be a stepping point to do evaluation or
L1-11.docx	it was preceded only by a brief trial, it	could	be expected that some evidence of compromised practices
L1-14.docx	purpose (Loerts and Heydon, 2017). In the video-frame, it	could	be said that the visual element offers more
L1-16.docx	stakeholders who support the necessity of curriculum changes, it	could	be implied that the curriculum change is not
L1-16.docx	teachers and school principals and also classroom observations, it	could	be seen that the teacher has shifted focus
L1-16.docx	however, the provision of proper infrastructure is overlooked. It	could	be because in most developing countries like Indonesia,
L1-17.docx	their limited economic resources and low social status. It	could	be said that Yanni's identity has many
L1-17.docx	to develop a new training programme from scratch. It	could	be said that Anji had an inaccurate assumption
L1-17.docx	learn English the way he had learnt it. It	could	be said that Willy realised that he had
L1-17.docx	he was the main teacher at the place. It	could	be said that Nada's identity as an
L1-17.docx	describe learning at PELI <***> <^^^> (Claire) From the script it	could	be implied that Claire enjoyed her time studying
L1-17.docx	developing teaching skills and credentials <&&&> Notes: <^^^> From Table 6.1 it	could	be seen that almost all the participants (24 out
L1-17.docx	sees teaching: from his experience teaching at school, it	could	be inferred that he has a genuine interest
L1-17.docx	Yulia noted that, <^^^> (Yulia, Interview) From the script, it	could	be seen that Yulia criticized the candidate for
L1-17.docx	such as may, should, can, or could. Moreover, it	could	be observed that Yulia had a prejudice against
L1-17.docx	a particular PELI, 'EF', for being 'fun' oriented. It	could	be interpreted that Yulia positioned her PELI differently
L1-10.docx	linguistic resources was suitable for regular class as it	could	motivate students to practice English. This disagreement was
L1-10.docx	linguistic resources was suitable for regular class as it	could	motivate students to practice English. This disagreement was
L1-17.docx	felt was best for her and her students. It	could	also because of her familiarity with PELI as
L1-17.docx	to teach English was to generate some income, it	could	also be seen as an investment in developing
L1-14.docx	both national and provincial levels, is more possible, it	could	become an important area for future research; accommodating
L1-17.docx	aspects of non-NESTs identities in Indonesia, because it	could	cover more variety of socio-economic environment of
L1-3.docx	mini-C creativity of each individual, and that it	could	develop into little-C as well as more
L1-3.docx	was meaningful to the creator him/herself; then, it	could	gain a broader recognition and become meaningful to
L1-17.docx	not advised to give too much feedback because it	could	hinder students' fluency. This did not mean that
L1-2.docx	use of L1 is important in L2 learning, it	could	impede the L2 use (Rolin-Ianziti &Varshney, 2008) in
L1-16.docx	group interview) From the student's statement above, it	could	inferred that students use different platform of social
L1-12.docx	while providing written feedback was not always linear. It	could	move forward and backward between the three decision-
L1-6.docx	several minutes to work on the problem. When it	could	not be fixed, he changed the teaching mode
L1-16.docx	as it functions as international language in which it	could	open many opportunities for students to compete in
L1-4.docx	positive impact to the students' participation and how it	could	overcome students' anxiety. She described how she was
L1-9.docx	to kompetensi profesional (professional competency). In this regard, it	could	therefore be argued that language education in general
L1-3.docx	some extent, more innate", he also affirmed that it	could "	be learned and practised". In the end, he

L1-3.docx	their distinctive sets of skills when producing something, this	could	be	a way to differentiate their products or
L1-4.docx	showed an openness towards the student-centred learning. This	could	be	a positive indication and starting point of
L1-6.docx	Univ B, Oct 2016). L2 seemed to realise that this	could	be	a recurring problem. He said he felt
L1-6.docx	to explain or discuss the resources they used. This	could	be	because L1's course was closely related
L1-6.docx	theoretical, rather than being employed in real practice. This	could	be	due to the purpose of their lessons,
L1-6.docx	When lecturers and students go beyond traditional learning, this	could	be	considered a partial reshaping of educational practices.
L1-10.docx	students condition before moving on to the lesson. This	could	be	seen from the following excerpt. Excerpt 5.14 <^^^> The
L1-10.docx	called for praying and recited a short dua. This	could	be	seen from the following two excerpts. Excerpt 5.15 <^^^>
L1-10.docx	seemed English words were not economical to use. This	could	be	seen from the excerpt below, respectively. Excerpt 5.32 <^^^>
L1-10.docx	sentence, it just went by without any constraints. This	could	be	clarified in T1's accounts below. Excerpt 5.35 <^^^>
L1-11.docx	formative assessment practices, no negative propositions were identified. This	could	be	taken as evidence that all of the
L1-16.docx	by the government due to yearly curriculum changes. This	could	be	a strong obstacle for school to complete
L1-16.docx	inappropriate implementation on the part of the teachers. This	could	be	due to the lack of knowledge, understanding,
L1-20.docx	even though what he taught was English though. This	could	be	seen when he taught in an English
L1-2.docx	be aware of the usefulness of English and this	could	explain	why the students' vision of learning English
L1-16.docx	conducting and reporting the result of students' achievements. This	could	explain	teachers' negative reaction to the authentic assessment
L1-4.docx	Part I, Section 4.1.4), however, it is possible that this	could	have	emerged from the questionnaire that I gave
L1-11.docx	the importance of assessment literacy among teachers and this	could	have	been promoted not only during in-service
L1-6.docx	small number of lecturers participating in the study; this	could	affect	opportunities for gaining a wider perspective on
L1-16.docx	ones, would suffer as the class became larger. This	could	also	adversely affect student participation in the group
L1-10.docx	female teachers in their participation in this study. This	could	avoid	the possibility of having bias gender in
L1-6.docx	might be compared to universities with unlimited access. This	could	contribute	a new perspective as to the actual
L1-5.docx	attention to focus on the picture card and this	could	elicit	interest in the bored children (Bambaeeroo & Shokrpour, 2017).
L1-6.docx	she had searched on the internet before, therefore this	could	help	them collaborate and discuss the topic in
L1-16.docx	thus, by reducing the time allotted to it, this	could	lead	to insufficient English competence for students as
L1-2.docx	Courses/Modules in which the classroom observations conducted. This	could	probably	be much lower compared to individual use
L1-6.docx	also enjoyed accessing text online in other courses. This	could	suggest	that she preferred or was motivated to
L1-3.docx	God's gift), but also as an ability that	could	be	learned and developed (Ariel, interview). Correspondingly, Syifa
L1-3.docx	plagiarism and that their university had Turnitin software that	could	be	used to check (Observation note, UCN#3). He
L1-4.docx	able to make a list of priority codes that	could	be	elaborated further. The codes were then grouped
L1-6.docx	to show students a Web Page Maker template that	could	be	used with the Hot Potatoes authoring software. <^^^> (
L1-6.docx	L5 also introduced students to an educational website that	could	be	used as a reference for their multimedia
L1-6.docx	and online reading texts and standardised listening tests that	could	be	uploaded or contained in the World Wide
L1-6.docx	types of technology tools, applications and classroom methodologies that	could	be	employed in limited- technology contexts. Those who
L1-20.docx	when there was a topic in his lesson that	could	be	related to the history of Aceh, he
L1-15.docx	pre-service teachers viewed teaching as a profession that	could	balance	work and life in terms of the
L1-14.docx	and blue in artefact 1 represent no obvious meaning that	could	contribute	to the cohesiveness and unity of the
L1-11.docx	student and teacher readiness as well as resources that	could	enable	them to perform assessment innovation, but evidence
L1-3.docx	by both students and teachers as a trait that	could	enhance	one's creativity. Further review of literature
L1-5.docx	Vik is quite practical. She chose the kindergarten that	could	fulfill	her needs. Vik realises that she cannot
L1-11.docx	that they lacked access to more updated training that	could	give	them detailed information about the recent amendment
L1-6.docx	to the internet in the classroom and access that	could	help	them enhance the course learning. Data collected
L1-15.docx	suggested that teaching practicum was a major factor that	could	influence	novice teachers' sense of preparedness to teach.
L1-19.docx	compounded with teachers' difficulties in arranging teaching procedures that	could	integrate	language ability with critical thinking. The teaching
L1-16.docx	look after itself but not with Indonesian language that	could	lose	its function as the national pride and

File	Left context		Right context
L1-14.docx	teaching session was carried out to accomplish activities that	could	not be covered in the first session, particularly
L1-19.docx	their lesson plans largely failed to incorporate activities that	could	raise the level of students' critical thinking. The
L1-11.docx	education. Nevertheless, teachers also identified some potential opportunities that	could	support them in using AfL as prescribed by
L1-3.docx	the previously discussed students, his observations were resources that	could	trigger ideas for his creative expressions. A few
L1-11.docx	the respondents were those associated with assessment practices that	could	yield learning evidence suitable for use as a
L1-20.docx	faith, Hanum paid attention to a contradictory issue that	could	contaminate the heart of her students. Here, for
L1-14.docx	serving teachers' programme. With this approach, pre-service teachers	could	be expected to have good conceptual and practical
L1-15.docx	it was not easy to decide how close teachers	could	be to their students: Rumi's close relationships
L1-15.docx	teacher candidates who were intrinsically motivated to become teachers	could	be categorised as 'highly engaged persisters' and they
L1-17.docx	colleagues, etc. Therefore, the participants' reluctance to become teachers	could	be a result of these observations. Moreover, three
L1-12.docx	where the feedback could be co-constructed. The teachers	could	make feedback decisions with the help of the
L1-16.docx	stated in the 2013 Curriculum. By accepting the changes, teachers	could	make sense the new changes in the curriculum
L1-17.docx	the classrooms are already set up for them; teachers	could	make changes to the arrangement, but rarely would
L1-9.docx	crucial role that Yanti and the local EFL teachers	could	play in an interculturally-informed EFL classroom within
L1-9.docx	suspects arrested (Faisol, 2018; Rofiq, 2018). In this regard, EFL teachers	could	play a positive role given the fact that
L1-16.docx	downloaded on the official website of at least teachers	could	download them per chapter for each meeting and
L1-12.docx	strictly control the teachers' feedback practices. Thus, the teachers	could	exercise their agency, relying on their beliefs (as
L1-19.docx	to teaching resources and training through which EFL teachers	could	gain more ideas and insights. This would support
L1-11.docx	teaching methodologies and assessment. This reaction among the teachers	could	have been disempowering, which explains lack of their
L1-12.docx	and the expert support. Calderhead (1996) noted that many teachers	could	hold quite conflicting beliefs that created problems in
L1-16.docx	with students' needs in the classroom so that teachers	could	maximize their role as the agent of change.
L1-11.docx	transcripts, they were rare and implicit, and the teachers	could	not clearly articulate the conceptual differences between these
L1-7.docx	that they learnt from their mistakes when mentor teachers	could	point out their missteps and provide corrections. This
L1-7.docx	supervision process at school. Others indicated that preservice teachers	could	reach them at any time if they encountered
L1-19.docx	work on. This finding explains how the EFL teachers	could	respond to, cope with, and adjust their roles
L1-15.docx	instructional strategies and knowledge proficiency, where pre-service teachers	could	sense their level of professional self-efficacy. Self-
L1-3.docx	creative writing were seen as important resources that teachers	could	use when teaching creative writing. Specific knowledge in
L1-12.docx	teachers' cognitive processes because I found that the teachers	could	verbalise some written feedback points that they provide
L1-1.docx	teachers. This was so that the pre-service teachers	could	learn how to manage the classroom (Ang116), how
L1-3.docx	examples were also provided in the class Moodle, which	could	be accessed easily by students. In Tara's
L1-6.docx	inspired him to explore other types of software which	could	be useful for creating content for English learning. <^^^> (
L1-6.docx	sharing concerns on the expense of doing so, which	could	be seen in the quotes from both groups. <^^^> (
L1-6.docx	feedback had the potential to promote reflective dialogue, which	could	be why some students (S59 and S61) in
L1-17.docx	allowed for the participants to lead the conversation, which	could	be seen as putting their need to talk
L1-6.docx	other instructional formats, such as textbooks and blackboards – which	could	lead to a variety of potential applications. However,
L1-11.docx	this is prohibited and considered an illegal collection, which	could	lead to teachers and principals going to the
L1-5.docx	during the daytime. Therefore, they chose a school, which	could	accommodate their needs. They are very practical because
L1-3.docx	his memory of particular incidents in his life, which	could	become an idea for the poems or stories
L1-17.docx	to be a part of International House alumni which	could	give her prestigious status as a non-NEST.
L1-4.docx	to do with how I designed the instruments, which	could	have been sharper and more detailed in order
L1-17.docx	she needs to provide her students with feedback, which	could	help them in analysing their errors and improving
L1-6.docx	could be costly and take up students' time, which	could	make them reluctant to use it. However, she
L1-15.docx	level of anxiety and decreased their self-efficacy, which	could	negatively impact on their feeling of preparedness. This
L1-3.docx	However, she did not further explore some responses, which	could	potentially have been developed into an interesting element
L1-17.docx	have a materialized version of her symbolic capital which	could	prove her legitimacy as a professional English teacher.

File	Left context	Node	Right context
L1-17.docx	members will not be afraid of making mistakes, which	could	reduce learners' anxiety levels (Hashemi, 2011). As the result,
L1-17.docx	teacher trajectory in creating aspirations for the teachers which	could	trigger their investment. Finally, the chapter argued for
L1-6.docx	all types of laptops; had no expiry date; and	could	be flexibly used for English teaching content creation.
L1-8.docx	in Indonesia but also in other EFL countries, and	could	be the subject of international collaborative studies, including
L1-10.docx	good example of translanguaging was done by T4 and	could	be further elaborated below. Excerpt 5.46 <^^^> In this account,
L1-17.docx	and dictionaries which were bought by the university and	could	be used by the lecturers. I needed to
L1-6.docx	in different colours. The projected images became blurry and	could	not be read. The observations and interviews with
L1-17.docx	city. The students came from lower-income families and	could	not afford to go to a PELI. Moreover,
L1-20.docx	wanted his students to respect people who could and	could	not read. Another interesting point that can be
L1-12.docx	mentors who had more knowledge than their students and	could	provide accurate feedback and considered their students as
L1-12.docx	mentors who had more knowledge than their students and	could	provide accurate feedback (e.g., Sha, personal communication 1, 2016).
L1-19.docx	reflected more on the learning process they experienced and	could	acknowledge that the teachers in general applied the
L1-3.docx	provoked them to produce writings that were meaningful and	could	affect one's conscience, such as growing affection
L1-12.docx	check the error correction provided by the teachers and	could	focus on comprehending the teachers' direct feedback (Gie,
L1-6.docx	extra money buying internet quota, which is costly and	could	hinder the process of teaching and learning with
L1-2.docx	that motivates the students directly to participate more and	could	improve their results or achievement. The students, in
L1-6.docx	to monitoring, but the impacts would be obvious and	could	motivate the students to engage more in the
L1-2.docx	qualitative data also shows that the students understood and	could	recognize the importance or usefulness of English now
L1-12.docx	students had sufficient writing skills and background knowledge and	could	write correctly, but they made minor problems because
L1-7.docx	I was sorry for PTs under my supervision. I	could	not help them much in their action research.
L1-11.docx	to the questionnaire items may lack reliability, as I	could	not control how they completed the questionnaire, nor
L1-9.docx	academic and English competence. 4.2.2 Personalising classroom materials What I	could	also immediately notice in Ambar's classrooms was
L1-16.docx	do not voluntarily take part in the lessons. I	could	confirm this from my classroom observations. At the
L1-17.docx	study even after I returned to the UK; I	could	email or WhatsApp them anytime I needed some
L1-10.docx	Investment, and Financial System Course. During my observation, I	could	feel that she taught enjoyably, and students seemed
L1-16.docx	conducted in five schools in five different cities, I	could	find similarities in the teaching pattern of the
L1-10.docx	classroom observations. Through observations and my field notes, I	could	gain an insight into what twelve participants actually
L1-3.docx	student also wrote in her journal "I wish I	could	get more examples about how to write a
L1-16.docx	the students to fill in the questionnaire. Thus, I	could	help the students when they did not understand
L1-17.docx	the shared repertoire of the CoP there. Secondly, I	could	initiate more informal conversations with the teachers while
L1-17.docx	offended by her statement and, at that time, I	could	not defend myself and argue for my position
L1-16.docx	by teachers to speak up in the classroom. I	could	see similarity in all of the classroom that
L1-17.docx	his family throughout his upbringing. Later on, however, I	could	sense that his attitude changed and he would
L1-17.docx	was the only thing that I knew that I	could	use to get a job you know to
L1-10.docx	with the same participant. The only instrument that I	could	use to help providing items to confirm in
L1-17.docx	was at the 'wrong place': she said that "I	could	work at schools but things didn't work
L1-2.docx	by an individual student to use or speak English	could	be even less as the use of English
L1-10.docx	already mentioned that student's acceptance of their English	could	be seen from their effort in conveying the
L1-10.docx	accounts below. Excerpt 6.13 <^^^> Some other teachers claimed that English	could	be useful for students to wider the opportunity
L1-10.docx	employing English in the IUP. T17 claimed that English	could	be useful for students to wider the opportunity
L1-10.docx	and other communication purposes. Therefore, on certain occasion, English	could	be in tandem with Arabic only (T2 and
L1-17.docx	English language through singing, reading, and writing in English	could	be seen as an enactment of his identity (
L1-10.docx	from English". She knew that in several cases, English	could	not be exactly expressed the same sense of
L1-10.docx	with experiences, senses, and proximities, in certain condition, English	could	not play that role. Secondly, Bahasa Indonesia was
L1-10.docx	English and national identity, the study suggest that English	could	enhance national identity as English "facilitates communication, relation

File	Left context	Node	Right context
L1-9.docx	and cultural products to other people. For Wati, English	could	even be part of the students' nationalism when
L1-2.docx	that having contact with these 'better' people in English	could	motivate the students to learn the language as
L1-3.docx	and creative content. Decisions on the assessment and feedback	could	be based on the objectives of the course
L1-7.docx	teaching activities) and close the teaching episode. The feedback	could	be on the way the preservice teachers use
L1-12.docx	hand, involved the teacher and student, where the feedback	could	be co-constructed. The teachers could make feedback
L1-12.docx	superior to the comprehensive feedback and that comprehensive feedback	could	be overwhelming and perplexing for their students. However,
L1-12.docx	knowledge. They believed that providing teacher's written feedback	could	improve student's writing, and, conversely, that not
L1-12.docx	the students' L2 writing. The teachers believed that feedback	could	improve the students' writing ability (e.g., Erna,
L1-12.docx	of the teacher interviewees (n=7) believed that providing feedback	could	increase their students' motivation and confidence in writing,
L1-12.docx	pedagogic benefits. Most teachers (n=7) believed that providing feedback	could	increase their students' motivation and confidence in writing
L1-11.docx	e.g. smileys, stars, ticking, and a signature). Feedback	could	also appear in the form of giving a
L1-12.docx	Fajar) These teachers also stated that providing selective feedback	could	stimulate their students to self-check, identify, and
L1-6.docx	which are experiencing similar limitations. In addition, further research	could	be oriented to investigate how universities with limited
L1-6.docx	supporting the teaching-learning process. In particular, similar research	could	be conducted among lecturers working in disciplines other
L1-7.docx	and their justifications. My findings suggest that future research	could	explore further the attributes that I have identified
L1-10.docx	voices or experiences in the EMI settings. Future research	could	explore students' views on the internationalisation at home
L1-7.docx	exposure to participants in each research site. Future research	could	apply a sequential mixed model design to allow
L1-7.docx	and school contexts, and social-personal attributes. Further research	could	develop a more detailed survey to explore all
L1-11.docx	promotion of independent learning and learner agency. Further research	could	focus and delve deeper into a particular component
L1-11.docx	in English curricula in secondary school education. Future research	could	gain advantages from adopting reflexive practice research strategies,
L1-17.docx	of civilization including education and education industry. Future research	could	investigate how the sudden changes caused by Covid 19
L1-2.docx	current study. First, all themes found in this study	could	be found in Dörnyei's (2001) framework of motivational
L1-2.docx	means that all students in this context of study	could	be motivated to learn the language if the
L1-11.docx	jail. Teachers' modes of feedback delivery in the study	could	be categorized into direct versus delayed, individual versus
L1-16.docx	so far not been investigated in Indonesia. This study	could	be used by researchers as a sample to
L1-17.docx	in shaping someone's habitus. Therefore, a further study	could	focus on the influence of English teachers on
L1-17.docx	altered due to the pandemic. This type of study	could	further illuminate the permeability of habitus as it
L1-6.docx	With respect to impact, the findings of this study	could	inform practitioners such as lecturers, students and teachers
L1-19.docx	implementation was not included. In other words, this study	could	not explain the exact magnitude of the influence
L1-3.docx	undesirable effect on the students' creativity. The current study	could	not, however, establish this. 6.7. Chapter summary This chapter
L1-5.docx	not difficult. Even though there were some children who	could	not concentrate on receiving the English plural lesson,
L1-6.docx	to search for something on the internet, students who	could	not access the online materials in the classroom
L1-20.docx	students. Edi wanted his students to respect people who	could	and could not read. Another interesting point that
L1-10.docx	to write and argue" (T1), and "assigning lecturers who	could	articulate well was not easy" (T31). The next
L1-3.docx	as they believed Indonesians had many talented artists who	could	create an interesting and unique concept for the
L1-3.docx	they wrote. Ariel even pointed out that those who	could	get the oral feedback was lucky, as they
L1-5.docx	types at Time 1. Zai was the only child who	could	produce verbs. The results show that K2 children,
L1-7.docx	more English from the lecturers and mentor teachers who	could	provide them with adequate English teaching materials, a
L1-5.docx	mainly speaking Indonesian with them. Some family members who	could	speak English, such as siblings, grandparents, and other
L1-5.docx	by an adjective and a noun. Sometimes, the children	could	not produce the English noun phrase correctly. Sarah
L1-5.docx	to the children. Sarah also thought that the children	could	not follow the lesson. Surprisingly, after a month
L1-5.docx	for a long time". Sarah stated that the children	could	apply the singular plural forms in English to
L1-5.docx	which were not in the lesson plan. The children	could	differentiate between singular and plural in the picture
L1-5.docx	program to K1 and K2 groups. After the children	could	memorise some forms, Sarah asked them to play
L1-5.docx	in the K1 and K2 classrooms so the children	could	more easily understand the lesson. The research question

L1-5.docx	with the statement. While 16 parents indicate their other children	could	speak basic English, two parents strongly disagree and
L1-17.docx	he worked very hard to ensure that his children	could	study at university since he strongly believed that
L1-3.docx	asserted that everyone was creative, yet one's creativity	could	be more developed if the person recognised it. <^^^> (
L1-3.docx	interview) Likewise, Tara and Sari also concurred that creativity	could	be learned and practised, even though Tara recognised
L1-3.docx	et al., 2015). However, they argued that even though creativity	could	be performed by anyone, to be considered creative,
L1-3.docx	that both the students and teachers conceded that creativity	could	be developed through diligent and persistent practice. In
L1-3.docx	persistent practice. In the context of creative writing, creativity	could	be developed by consistent writing practice. In addition,
L1-3.docx	of talent. Even though all teachers agreed that creativity	could	be learned and practised, they also implied that
L1-3.docx	appreciation. Furthermore, a student underlined that one's creativity	could	develop from producing something that was meaningful only
L1-3.docx	What she meant was that the process of creativity	could	fluctuate. It could be enhanced with practice but
L1-9.docx	and conflicting schedules, four out of nine teacher participants	could	not participate in all the data collection activities
L1-17.docx	allowed the development of speaking skills. Although the participants	could	not recall the contents of the lessons that
L1-7.docx	students' targeted competence. Throughout the workshops, the PPG participants	could	access learning resources at the university such as
L1-10.docx	Looking at both tables, the features of the participants	could	be outlined. First, the number of male and
L1-10.docx	advantages of undergoing online communication are that the participants	could	come from many people from all parts of
L1-15.docx	preparedness. Self-confidence in teaching rose when the participants	could	recognise their different strengths as a teacher. Building
L1-2.docx	speak English in one lesson. For instance, the participants	could	say that the lecturers used 55% and the students 25 %
L1-2.docx	the others' (people around them) support and influence. Lecturers	could	be direct and real examples for the students
L1-6.docx	process of teaching and learning with technology. The lecturers	could	be encouraged and trained to use and be
L1-2.docx	student motivation, however, might be better if the lecturers	could	also recognise and employ appropriate MTS which are
L1-6.docx	the course assignments. To overcome this limitation, the lecturers	could	disclose, formally in writing, that their learning goals
L1-2.docx	Much or more use of English by the lecturers	could	discourage such students with low motivation to use
L1-2.docx	for example, responded: <^^^> (FG02/S5)(VLU) Thus, the lecturers	could	help the high motivation students to understand that
L1-10.docx	without any further explanation in the English sentence. Teacher	could	also use it through mirroring. It meant that
L1-3.docx	social media, such as Facebook. Whereas the other teacher	could	be said to have achieved the Pro-c
L1-17.docx	a community of practice (Wenger, 1998) where a new teacher	could	develop their teaching skills by observing other teachers
L1-10.docx	combination made by teacher also revealed language creativity. Teacher	could	make use of their linguistic resources in a
L1-10.docx	great class atmosphere. When the atmosphere is supportive, teacher	could	manage the class well and learning outcomes could
L1-7.docx	they learn from their mistakes when their mentor teacher	could	point out their mistakes and provide corrections. This
L1-2.docx	not used outside the classroom. In addition, the language	could	be not practised enough in the previous level
L1-3.docx	that writing stories and poems in a foreign language	could	be done, even though it might not be
L1-10.docx	her linguistic resources in the classroom as the language	could	come out spontaneously or intentionally. She could use
L1-2.docx	and Reading Courses/Modules. Opportunities to speak the language	could	even nil for some students particularly for those
L1-13.docx	mentioned above demonstrates that the notion of standard language	could	play a role in the transmission of mispronunciation
L1-9.docx	class monitor to lead a silent supplication. The student	could	be heard saying in English 'Before we start
L1-12.docx	communication 2, 2016). In the writing conferences, both teacher and student	could	discuss the student's writing and clarify the
L1-10.docx	note that he spoke loudly so that his student	could	hear him explaining clearly. His body languages supported
L1-12.docx	and the students identified feedback points. If the student	could	not self-identify and correct the problem, the
L1-12.docx	writing problem was severe, but she doubted the student	could	self-revise it. The interview data also indicated
L1-10.docx	matters. The following was the excerpts. Excerpt 5.26 <^^^> Teachers also	could	not avoid mentioning location of the company or
L1-17.docx	a burden to his family because his sister also	could	not finish her studies due to their financial
L1-11.docx	students' objectives might be incongruent [C2MNL]. This also	could	affect educational outcomes because students would have different
L1-10.docx	from his account below. Excerpt 5.45 <^^^> Like T10, T7 also	could	make use English and Bahasa Indonesia through a
L1-3.docx	could fluctuate. It could be enhanced with practice but	could	also be dwindling if one did not practise
L1-11.docx	not only related to the students per se, but	could	also be attributed to teachers' competence, which needs

	L1-16.docx	only of value for policy makers in Indonesia but	could	be worth considering in other countries with similar
	L1-17.docx	teachers. Anji was very disappointed about the decision but	could	not do anything about it since the principal
	L1-2.docx	classrooms observed. Students' use of English in the classroom	could	be lower and nil in the classrooms of
	L1-6.docx	the lecturers use the available online resources. The classroom	could	be equipped with Wi-Fi, which would allow
	L1-17.docx	any attempts to use English outside of the classroom	could	be seen as claiming a higher social status
	L1-13.docx	transformations of an ideological stance enacted in the classroom	could	drive a teacher to reconstruct his/her ideological
	L1-10.docx	used in highly big portions (T4), only Bahasa Indonesia	could	apply for this practice (T25), who the interlocutors
	L1-10.docx	in highly big portions (T4). Third, only Bahasa Indonesia	could	apply (T25). Fourth, interlocutors might be considered (T16).
	L1-2.docx	who are able to communicate in English in Indonesia	could	gain respect from others and have bright futures
	L1-10.docx	not explain it well in English, but Bahasa Indonesia	could.	This excerpt explicated that it was difficult for
	L1-11.docx	practices enacted in the classroom. The 21 highly racticed items	could	be grouped into three dimensions8: Learning orientation and
	L1-11.docx	and 24). On the other hand, two less-practised items	could	be linked to commentary and retrospective feedback (items 10
	L1-15.docx	were analysed. The statistical results indicated that three items	could	not be included in any factor; therefore, the
	L1-15.docx	of factor analysis also demonstrated that three survey items	could	not be loaded into any factor. They were: (1)
	L1-10.docx	that IUP and EMI was not equal because IUP	could	be seen as a program, an institutional program
	L1-10.docx	of International Undergraduate Program (IUP) Teachers' perceptions of IUP	could	be seen from two general dimensions, Institutional policy,
	L1-10.docx	position, it was hoped that the teachers of IUP	could	take part in international world. This orientation was
	L1-10.docx	better opportunities or broader experience. Therefore, principally, this IUP	could "	encourage students to learn, to develop, to have
	L1-6.docx	it was necessary to remind students that technology learning	could	be done inside and outside of the classroom,
	L1-10.docx	should not be limited by walls of classrooms. Learning	could	be doing anyplace, anywhere, and anytime. Making use
	L1-10.docx	should not be limited by walls of classrooms. Learning	could	be doing anyplace, anywhere, and anytime. Furthermore, in
	L1-11.docx	depth, ethnographic studies focusing on autonomous teaching and learning	could	shed more light on independent learning practices in
	L1-3.docx	product did not have to be useful because one	could	come up with an idea which might not
	L1-17.docx	her habit of inserting English words in conversation, one	could	conclude that she was a 'westernised' Indonesian woman.
	L1-17.docx	reflecting on Claire's journey as a teacher, one	could	notice the freedom she had with regard to
	L1-12.docx	should be provided (2016 EFL1 course syllabus, p. 18). Thus, one	could	see that there was a lack of guidelines
	L1-6.docx	With respect to instructional strategies and classroom management, practitioners	could	learn about the kinds of tasks that were
	L1-6.docx	pedagogical and methodological issues. Through this study, therefore, practitioners	could	learn which methods are effective or not as
	L1-6.docx	and students' needs. In addition, the findings suggest practitioners	could	be informed on how pre-existing materials used
	L1-7.docx	their peer teaching practice. Mentor teachers as school practitioners	could	provide complementary information for preservice teachers. While supervising
	L1-14.docx	addition to linguistic ones. The dismissal of these resources	could	make the messages less comprehensible for viewers, making
	L1-14.docx	Furthermore, some multimodal resources illustrated how non-linguistic resources	could	predominate in a multimodal composition, making language an
	L1-14.docx	the stages of MPF, particularly how non-linguistic resources	could	represent meaning in communication in the context of
	L1-14.docx	not randomly but purposively, in order that these resources	could	work together to create the unity of multimodal
	L1-6.docx	in these limited contexts, active student learning using technology	could	not be fully implemented. The policy as expected
	L1-18.docx	tasks. This section emphasises that the use of technology	could	not be separated from the framework of TBLT
	L1-18.docx	from Class 1A expressed how the use of technology	could	be a distraction: "for example, I am in
	L1-18.docx	to which students agreed that the use of technology	could	replace the use of pens, pencils and paper
	L1-1.docx	that in the case of the teaching practicum, there	could	be a disconnection between what is theoretical and
	L1-3.docx	story. <^^^> (Fani, "A Miracle of God") Even though there	could	be other influences, such as family background and
	L1-8.docx	for gathering the data would be better if there	could	be validation of the narrative data beyond the
	L1-6.docx	Facebook more because the messages and answers posted there	could	reach a wider audience, and everyone could learn
	L1-9.docx	Thus, the teachers' current conceptions of language-and-culture	could	demand more serious attention from all the educational
	L1-9.docx	the students from some "malign influence" that Western culture	could	exert. 4.6.2 EFL teachers as cultural guards How Yanti
	L1-9.docx	English and their "large culture" perspective of Western culture	could	well be impediments to adopting an intercultural stance

File	Left context	Node	Right context
L1-6.docx	to her students. She explained to students that Facebook	could	be used to post questions, post assignments, upload
L1-6.docx	discussions beyond the classroom. She understood that using Facebook	could	be costly and take up students' time, which
L1-6.docx	to pay attention to the dangers that using Facebook	could	entail. Both lecturers and students needed to be
L1-17.docx	Her father had his own construction company. Her mother	could	speak Dutch and English and she sometimes spoke
L1-17.docx	language in her family. The fact that her mother	could	speak Dutch and English shows that speaking a
L1-17.docx	father studied only through primary school and his mother	could	not finish her high school education. His father
L1-11.docx	knew what to do, or if they understood or	could	explain, or asking students to write their answers
L1-12.docx	direct one if the student did not understand or	could	not self-correct. 4.5 Summary My focus in this
L1-17.docx	type of modal, such as may, should, can, or	could.	Moreover, it could be observed that Yulia had
L1-6.docx	might be interested in employing technology in teaching practices	could	be introduced and formally coordinated with the institution.
L1-10.docx	above excerpt revealed that he doubted that multilingual practices	could	provide a scaffold for both students understanding and
L1-10.docx	express in English. He just doubted that multilingual practices	could	scaffold both students understanding and English practices. In
L1-19.docx	school managers believed that the implementation of the SA	could	help the teachers to assess the students' critical
L1-19.docx	that school managers and teachers believed that the SA	could	help the teachers to improve students' critical thinking
L1-19.docx	by themselves. T1 explains, <^^^> (Teacher 1, interview) Furthermore, the SA	could	also help the students to participate in more
L1-18.docx	their study confirmed that students' speaking and writing skills	could	be improved by peer-feedback and self-correction.
L1-11.docx	sub-categories. Firstly, checking the performance of language skills	could	involve asking students to carry out role plays,
L1-18.docx	use of technology in the teaching of writing skills	could	motivate students and improve their writing ability. The
L1-3.docx	transferrable in other domains (Baer, 2016). Although two of them	could	be categorised as polymaths as they were creative
L1-10.docx	that IUP graduates were potential as some of them	could	be employed in the prestigious company or government
L1-10.docx	Indonesia, and Javanese (local language). The rest of them	could	speak Arabic, Thai and Estonian because they had
L1-6.docx	clips to show students. She stated that YouTube videos	could	be used as models to help students work
L1-6.docx	for specific purposes and tourism provided in the videos	could	be used to conduct dynamic teaching. <^^^> (L3, Univ
L1-6.docx	L2 did not explain to the students what videos	could	help them enhance their learning. As for L3,
L1-3.docx	that remaking could be considered creative only if we	could	make the product better (Ariel, interview). When inquired
L1-7.docx	the university, but it would be good if we	could	receive it on time. I haven't received
L1-10.docx	it would be more appropriate if, for example, we	could	use all the resources we have, the languages
L1-16.docx	explanation in the classroom due to student-centred approaches	could	demotivate students to learn English. Students felt inadequately
L1-18.docx	writing, Roni, Inderawati, and Hakim (2017) found that TBLT approaches	could	improve students' writing skills regardless of their level
L1-16.docx	of coping to survive in the process of change	could	be regarded as contributions and inputs to provide
L1-16.docx	of coping to survive in the process of change	could	be regarded as contributions and input to provide
L1-18.docx	Therefore, domination in participating and volunteering in her class	could	be minimised. However, the class became chaotic when
L1-20.docx	atmosphere between him and his students in the class	could	still exist. Indeed, if Edi had kept forcing
L1-7.docx	coordinators. The employment of these forms of data collection	could	lead to a degree of subjectivity in the
L1-9.docx	longer fieldwork time frame or a longitudinal data collection	could	produce more and richer data and, in turn,
L1-6.docx	Zhu, 2017). Despite the assumption that the low-technology context	could	be categorised as a 'have not' scenario (Ferro
L1-6.docx	when technology is integrated in a low-technology context	could	be highlighted. Overall, the students appeared to be
L1-17.docx	because he used English in the class so Darren	could	practice his English with him. However, not everybody
L1-17.docx	Their decision to use English was understandable because Darren	could	speak English much better than his wife could
L1-7.docx	experience at schools. Moreover, a greater breadth of data	could	be obtained in future research attempts on the
L1-10.docx	of having gender bias in interpretation of the data	could	be avoided. Secondly, participants who hold MA and
L1-3.docx	and determined practice. This means they believed that everyone	could	be creative, hence they held 'a democratic view
L1-6.docx	posted there could reach a wider audience, and everyone	could	learn from each other's questions or concerns.
L1-9.docx	naturalistic classroom observation could be made, the more evidence	could	be gathered. This might facilitate further corroboration or
L1-11.docx	suggesting evidence of student involvement in assessment. This evidence	could	be used by students to validate the final

File	Left context	Node	Right context
L1-7.docx	schools to disseminate research findings, the teacher education faculty	could	offer to publish teachers' classroom research in the
L1-7.docx	schools to disseminate research findings, the teacher education faculty	could	offer to publish the results of their research
L1-16.docx	the chance to join the training from the government	could	keep up with the latest information regarding the
L1-14.docx	for pre- service teachers. In doing so, the government	could	work with universities and colleges to consider introducing
L1-17.docx	imagined identity as English speakers. 6.2.1 Imagined identity Imagined identity	could	be understood as the possible self that L2
L1-10.docx	and Bahasa Indonesia as a symbol of national identity	could	be "able to co-exist" (p.250). 8.2.3.2.2 Teachers' Accommodation
L1-13.docx	and practice as manifestations of an English language ideology	could	be seen as cultural tools mediating the formation
L1-13.docx	of how a manifestation of an English language ideology	could	mediate the formation of a teacher's English
L1-10.docx	when it came to expressing it in English it	could	be hampered, he could not be able to
L1-17.docx	of spending more than 10 years learning at Dago. It	could	be said that Claire's learning habitus is
L1-17.docx	major players in ELT business world; the certificate itself	could	be seen as an extended hand of CAE
L1-6.docx	also proved that pure technology-mediated learning in itself	could	not be enhanced without the lecturers' efforts of
L1-10.docx	students' languages. According to her, none of the languages	could	develop well when they were spoken discursively in
L1-10.docx	process of communication fluid but damaging". Therefore, mixing languages	could	ruin students' languages – both languages would be defective.
L1-10.docx	department, it was notified that the principles of law	could	be rooted from various sources with diverse languages
L1-10.docx	lecturer, T7 gave example of how government's law	could	impact a citizens' life. However, T7 forgot the
L1-16.docx	the wildernesses'. Among the possible ways that the MOEC	could	explicitly put teachers at the heart of the
L1-16.docx	every year, the curriculum stakeholders hope that the MOEC	could	give back the teaching hours of English subject
L1-9.docx	in their self-reports. The more naturalistic classroom observation	could	be made, the more evidence could be gathered.
L1-7.docx	my findings more robust. The use of direct observation	could	enable the researchers to gain a deeper understanding
L1-5.docx	expectations from the English L2 kindergarten program varied. Parents	could	indicate their level of expectation using five options
L1-20.docx	income or their many siblings so that their parents	could	not afford to pay their tuition fee easily.
L1-10.docx	and other languages use. In its turn, multilingual pedagogy	could	inspire teacher educators to manage all linguistics resources
L1-14.docx	and Kalantzis, 2015). It is expected that this classroom pedagogy	could	link literacy education and real-world literacy practices,
L1-2.docx	be like those presented by their lecturers. These people	could	be anybody such as (younger) students in other
L1-3.docx	also an active writer on a website where people	could	post their stories and received likes and comments,
L1-19.docx	training with experts where intensive and supervised teaching practice	could	be administered. 6.5 Recommendations for Further Research As there
L1-9.docx	biography of the companions of Prophet Muhammad. This practice	could	help avoid unfavourable impressions resulting from the use
L1-3.docx	one of these students, expounded that a creative product	could	be firstly made as a personal expression, which
L1-3.docx	that imitating a model or an existing creative product	could	be considered creative, but only a low level
L1-10.docx	degree program and the T1 made that this program	could	bring a spirit of change internally. In university 4,
L1-10.docx	and affordable for home country so that this program	could	enhance Indonesia youth's capacity to compete and
L1-7.docx	the robustness of the study. As such, future researchers	could	explore more strategies to recruit survey participants such
L1-7.docx	be applicable to all. This suggests that future researchers	could	productively investigate preservice teachers from other PPG study
L1-11.docx	scores were poor, teachers still believed that assessment results	could	be motivational provided that more support and encouragement
L1-11.docx	do. Besides motivating students, teachers reported that assessment results	could	increase their own teaching motivation. Two teachers expressed
L1-17.docx	which is constantly happening within the PELI. Formal schools	could	learn from PELIs how to initiate and nurture
L1-7.docx	preservice teachers' performance both on campus and at schools	could	possibly make my findings more robust. The use
L1-6.docx	styles (Loh & Teo, 2017). Another possible explanation regarding this situation	could	be that students' approaches to learning depended on
L1-16.docx	change planners. The challenges involved in such a situation	could	be quite daunting for the teachers. This area
L1-10.docx	Indonesia when they mentioned local terms. For example, T12	could	not avoid mentioning a local store when she
L1-10.docx	speakers in the country. As a multilingual speaker, T12	could	not refuse to speak all her linguistic resources
L1-11.docx	Two teachers stated that adjustment and modification of teaching	could	be achieved through task simplification or by downgrading
L1-15.docx	study indicated that the respondents' self-efficacy in teaching	could	possibly maintain, increase, or even decrease their commitment
L1-9.docx	and behave did not escape the teachers' attention. These	could	be seen by the learners as culturally inappropriate

	File	Left context	Node	Right context
	L1-1.docx	environment, or policies and rules that regulate practices. These	could	cause the practitioners to opt for compliance to
	L1-19.docx	from the perspective of the teachers, although critical thinking	could	be taught in an integrated way within all
	L1-19.docx	on the findings, though teaching EFL and critical thinking	could	be conducted simultaneously, the two remain separate processes
	L1-19.docx	appropriate approach for EFL classes, research on this topic	could	be enriched by studying other objectives of the
	L1-16.docx	write a dissertation and realised that the right topic	could	lead me straight into the research for my
	L1-10.docx	the interview showed that teachers' perception of English use	could	be further elaborated into the orientation of using
	L1-2.docx	more because the lecturer's quantity of L2 use	could	stimulate the students' L2 use (Frohm, 2009) and particularly
	L1-3.docx	observation was a form of research that a writer	could	do before writing. <^^^> (Tara, interview, my translation). Similarly,
	L1-3.docx	instance, had similar ideas and plot patterns, a writer	could	improve, combine or create different 'spices', such as
	L1-2.docx	and the students' L2 use shown in Figure 6.2 above	could	indicate several things. One interpretation of the findings
	L1-11.docx	to repeat an answer. All of these feedback activities	could	be classified as corrective feedback, through which teachers
	L1-9.docx	incident as an example of how effective the activity	could	be in involving the affective dimension of teaching
	L1-6.docx	the specific requirements of the tools needed. The administration	could	initiate regular monitoring of the maintenance of technological
	L1-5.docx	there was insufficient lexical material on which grammatical agreement	could	be predicated. It follows that the almost total
	L1-1.docx	evaluating and reviewing the courses. Including input from alumni	could	also inform the program designers of what constituents
	L1-9.docx	discussing the topic of expressing care and sympathy, Ana	could	be seen as saying: <^^^> (Observation note on Ana'
	L1-17.docx	to respond to the question carefully, because my answer	could	have been taken as an expert evaluation of
	L1-19.docx	though thorough interviews were conducted, some questions and answers	could	only provide limited knowledge about the situation and,
	L1-10.docx	and TOEFL ITP/TOEFL IBT/IELTS Certificate (if any)	could	be attached. Similar wordings are used this university
	L1-17.docx	like the key to the world." (Darren, Interview). As	could	be implied from the above explanation, understanding how
	L1-17.docx	degree in applied linguistics in London. Again, such aspiration	could	only be made possible if you have great
	L1-11.docx	assessment concepts and procedures. Their conceptual understanding of assessment	could	be considered limited to generic ideas about tests
	L1-10.docx	build a hello-effect so that the class atmosphere	could	keep running well. The teacher realised that sometimes
	L1-6.docx	of relying on problems reported by lecturers. Furthermore, authorities	could	facilitate the practice of lecturers informally sharing their
	L1-18.docx	dictionary. As Devina emphasised, students from the Class 1B	could	not resist using technology. While they were limited
	L1-9.docx	a local tribe or ethnic group, for example Baduy,	could	therefore be interesting and rewarding: <^^^> (Interview with Ambar, 4/11/15)
	L1-20.docx	that in doing so and hoped that such behaviours	could	be followed by his students. This is shown
	L1-4.docx	Skinner's Behaviourism theory assumed that a human being	could	be trained using a system of reinforcement (Catania, 1980).
	L1-18.docx	to enrol in the English Department), so that both	could	be analysed separately. Both the results from the
	L1-14.docx	other visual resources, particularly the interlocutors and dialogue bubbles,	could	not simply be ignored. These resources were intentionally
	L1-6.docx	use the Google classroom for teaching online. The budget	could	also be used to facilitate sharing and discussion
	L1-19.docx	complete and comprehensive. The Indonesian government, in this case,	could	arrange more comprehensive dissemination accompanied by more intensive
	L1-11.docx	students' performance in applying reasoning skills. The third category	could	be associated with assessment practices to promote the
	L1-17.docx	to do CELTA. He became curious about what CELTA	could	do for him. Moreover, he was also aware
	L1-11.docx	the promotion of system changes rather than individual changes	could	help teachers to establish and sustain the reform
	L1-2.docx	findings presented in one section in the previous chapter	could	be discussed across several RQs because they are
	L1-3.docx	then thinking about writing a story where the characters	could	finally love each other beyond their make-up
	L1-17.docx	be a housewife again, at least until her child	could	go to school. The significance of pregnancy as
	L1-1.docx	enacts in the field, by realizing that the choice	could	influence her teaching practicum grade; a choice that
	L1-17.docx	Coming from a well-off family meant that Claire	could	afford spending money on her hobbies, one of
	L1-13.docx	articulating their ideological views on English in the classroom,	could	express the ideologies of English underpinning their views
	L1-17.docx	grammar-based teaching at schools. Her inclination towards CLT	could	be seen as a manifestation or embodiment of
	L1-6.docx	the lecturer taught her some coding. Although challenging, coding	could	be applicable when she wanted to create other
	L1-3.docx	also participants in this study, hence the data collected	could	be triangulated. 6.5.1.1. Tara From the classroom observations, some
	L1-11.docx	students' work is mainly in the form of comments)	could	be included in this group, despite fewer teachers

	File	Left Context	Node	Right Context
	L1-10.docx	terms of research setting, students' contact through online communication	could	be further developed for future research. This mode
	L1-17.docx	in their everyday lives. Imagined identity and imagined community	could	also be ignited by the need to solve
	L1-12.docx	third benefit reported by the teachers wasthat writing conferences	could	create closer relationships with the students (e.g.,
	L1-17.docx	see themselves as a professional English teacher and consequently	could	shape their practice (Miguel, 2019; Xu, 2012). PELI teachers although
	L1-14.docx	resources such as pictures in some product-label contexts	could	be more dominant in delivering messages to readers.
	L1-13.docx	the present study illustrates that an ideology-related contradiction	could	lead to a transformation of a teacher's
	L1-13.docx	in Chapter 9, Figure 9.1, findings showed that ideology-related contradictions	could	lead to a transformation of an English language
	L1-10.docx	outside the country but how teachers of home country	could	be taking an essential role in international community
	L1-17.docx	other hand, his experience in taking the CELTA course	could	be seen as the process of developing Arbo'
	L1-3.docx	writing, what piece of writing do you consider creative?	Could	you give examples?" (Appendix 7). The 11 students of Universitas
	L1-3.docx	questions, such as "In your opinion, what is creativity?	Could	you give (further) examples of creativity/creative outcomes?
	L1-12.docx	reading the text and gave Dana a question. Dana	could	not answer her questio n, so Ayu provided
	L1-17.docx	she pursued a degree in international relations. This decision	could	be seen as a kind of investment toward
	L1-6.docx	institution so that any issues of availability and deficiency	could	be reviewed and solved. The findings showed that
	L1-13.docx	Wiley & Lukes, 1996, see also Chapter 4, Table 4.3, for the definition)	could	also exist in locally published textbooks. When this
	L1-10.docx	challenge to choose diction so that what he delivered	could	be understood by students. T23 pointed out that
	L1-3.docx	pointed out that grief, misery, anxiety, trauma, and despair	could	spark more inspiration. <^^^> (Dea, interview, my translation). Similarly,
	L1-10.docx	settings, ELF-based assessment, and ELF-based material development	could	be the alternative. In terms of method, focussing
	L1-18.docx	the use of pens, pencil, paper and printed dictionaries	could	replace the use of computer technology. Interestingly, the
	L1-9.docx	speaking, non-Muslim Western culture" and that the difference	could	be a threat to local Eastern/Asian or
	L1-20.docx	an example of how speaking English as NES does	could	build her confidence even though it would be
	L1-3.docx	only those closely related to the creative writing domain -	could	be useful when teaching EFL creative writing. Another
	L1-17.docx	who did not have a degree in English education	could	teach better than him and were more fluent
	L1-17.docx	family. Moreover, his investment in learning English at EF	could	be seen as nearly identical with Claire's
	L1-1.docx	It has to be admitted, though, that these efforts	could	arguably inform the study program of the professional
	L1-13.docx	that appears to represent a certain variety of English)	could,	in the long term, shape the way an
	L1-3.docx	social problems. He asserted that sensitivity to surrounding environment	could	incite inspiration for stories or poems. His short
	L1-10.docx	showed that they were of high potential. One excerpt	could	clarify this below. Excerpt 6.25 <^^^> In his accounts, T14
	L1-3.docx	being motivated, given examples and a lot of exercises,	could	write and develop. Hence, the element of hard
	L1-17.docx	on a handout" (Andrew, Interview). However, these negative experiences	could	serve as examples of ineffective and boring teaching
	L1-10.docx	tunai, apa asuransi kita sekarang? In English, this expression	could	be said it used to be a direct
	L1-9.docx	English. For the students, some English concepts and expressions	could	be more easily understood when equivalents in the
	L1-14.docx	intended to produce more robust research, because the findings	could	be triangulated not only across data sources but
	L1-17.docx	the other hand, their inability to speak English fluently	could	influence student motivation in learning English from that
	L1-11.docx	K13 reform. NPT or a similar change effectiveness framework	could	have provided a useful framework for planners and
	L1-15.docx	her motivation grew as she said "if my friends	could	do it (speaking), I also had to learn
	L1-10.docx	them in Bahasa Indonesia directly. There was a gap,	could	be short and long, between two of them.
	L1-9.docx	appeared to provide potentially rich data. A "generation gap"	could	be at play here. The novice teacher seemed
	L1-17.docx	full-timers. The special treatment that CELTA teachers get	could	be seen as a mark of legitimation from
	L1-9.docx	with local knowledge and practices. For Yanti, this goal	could	be achieved by identifying differences between Muslim or
	L1-6.docx	keywords when exploring broader websites because searching on Google	could	distract her focus. This was possible because S105
	L1-10.docx	his accounts, T14 expressed that a qualified IUP graduate	could	be employed in the prestigious company or government
	L1-1.docx	curriculum also lists four other roles that the graduates '	could'	assume: <^^^> (ELE Curriculum, 2016, p. 5) The graduate profiles paint
	L1-10.docx	of the Output of EMI Outcomes of IUP graduates	could	be seen from two aspects, English language proficiency
	L1-6.docx	the students in the earlier semester. This Facebook group	could	be used as a medium of monitoring and

File	Left context		Right context
L1-17.docx	real English environment." (Anji, Interview). The term 'real' here	could	mean that he used English all the time
L1-17.docx	teacher at a PELI in 2006 when she said, "How	could	you teach English it you do not have
L1-10.docx	included. This information was important to hold as I	could	observe teachers in their teaching environment. Table 5. 1 Demographic
L1-10.docx	program and class. In this respect, ELI or IC	could	be considered as localised-EMI. Attitude toward the
L1-3.docx	he underlined that merely imitating existing products or ideas	could	not yet be considered as a really creative
L1-17.docx	function as all of them. Arbo's professional identities	could	also be understood from this perspective. Like the
L1-17.docx	of an English-speaking community. This kind of imagination	could	be seen through Norton's (2013) concept of identity
L1-19.docx	the school principal also believed that the SA implementation	could	train students to be more creative, collaborative, critical,
L1-6.docx	learning. One reason for some students being less independent	could	be their social identity, in that they were
L1-10.docx	use mother tongue, fairly contented teaching with Bahasa Indonesia,	could	do improvisation and more relaxed, the course taught
L1-9.docx	supplication that was being made in Arabic and Indonesian	could	be heard from centralised school loudspeakers. The supplication
L1-10.docx	partners to take courses at their university. This information	could	be further elaborated in the excerpt below. Excerpt 6.3 <^^^> 6.3.1.2
L1-6.docx	requirements for the teaching- learning process. Provision of infrastructure	could	be supported by the universities through a centralised
L1-3.docx	experience. The process of writing a story, for instance,	could	be inspired by our personal experience or our
L1-9.docx	to the teaching and learning of culture and interculturality	could	draw more serious attention to the expected dual
L1-18.docx	authentic texts from unlimited samples available on the Internet	could	help students to build up their cognitive and
L1-17.docx	the language (Darvin & Norton, 2015). English learners' return of investment	could	be in the realization of their imagined identity
L1-17.docx	other than Indonesian. This realisation is important because Irama	could	imagine being part of such a community herself.
L1-20.docx	they were a child, so when Nisa saw kids	could	not recite Quran, she then considered it a
L1-15.docx	teaching, which included pedagogical knowledge and subject content knowledge,	could	be sources of self- efficacy in teaching. Some
L1-13.docx	Section 6.3.3.2). Budi learned how the use of students' L1	could	promote student learning. In terms of debates on
L1-3.docx	local language) and L2 (English and other foreign languages),	could	benefit from their bilingual skills and be more
L1-6.docx	that communication and collaboration with the institution's leadership	could	result in remedying limited access. In addition, requirements
L1-6.docx	been done online under the guidance of the lecturer,	could	not be conducted. As reported by L1, this
L1-11.docx	Among the codes that emerged across the transcribed lessons, 31 (3.03%)	could	be linked to this category and most of
L1-3.docx	and to show them that simple things in life	could	be inspirations for stories or poems. She also
L1-6.docx	and skills in using the available resources. The links	could	then be introduced to students to help them
L1-11.docx	perceived by the teachers as having better assessment literacy,	could	not be avoided. One teacher in the observation
L1-10.docx	remind the students to speak English. For her, LOTE	could	be used for informal situation outside the classroom.
L1-3.docx	lyrics and music as sources of inspiration. Song lyrics	could	be used "to fish" ideas, because they were
L1-3.docx	this case referring to stories, poems, and song lyrics,	could	be produced by combining bits of information or
L1-2.docx	and the actual use in the classroom observations (M=33%)	could	be considered relatively very low against the time
L1-20.docx	the observation, indeed, it was only Edi and Mahdi	could	be considered as those who performed the role
L1-6.docx	example, emotional barriers, time and organizational constraints. Policy makers	could	be educated about the barriers which are commonly
L1-7.docx	and good at mentoring. They suggested the PPG management	could	maintain mentor quality by selecting mentors with a
L1-10.docx	To be more practical option, the top-level managers	could	design an international class from which all students
L1-3.docx	a few students concurred that a product's meaningfulness	could	also develop later. Gita (interview), one of these
L1-20.docx	other people. However, here, the knowledge that she meant	could	change human character was not her English knowledge,
L1-17.docx	not. The superiority of a mentor over the mentee	could	lead to exploitation by the mentor teachers as
L1-6.docx	the code categories devised to investigate the classroom methodologies	could	be useful not only for those researchers working
L1-17.docx	how a language speaker's community deals with mistakes	could	influence the learning process. Logically, if a community
L1-9.docx	or NNSs of English. In her opinion, the models	could	be either NSs or NNSs but in terms
L1-17.docx	immersed in a fully English environment for one month	could	improve the language learning process and therefore may
L1-2.docx	that MTS is related with student motivation. Student motivation	could	be enhanced by the frequent use of strategies
L1-17.docx	where they could start a new life. This move	could	be seen as a way in which Darren

	File	Left context	Node	Right context
	L1-3.docx	guided journal). Another student pointed out that watching movies	could	help him recall and reflect on his experience.
	L1-10.docx	future research seeking to explore ELF, EMI, and multilingualism	could	be presented. In terms of topic, language ideology
	L1-17.docx	of PELIs. Thirdly, a longitudinal study of non-NESTs	could	give more comprehensive account to habitus formation of
	L1-17.docx	He was confident that with his CELTA, he now	could	deliver teacher training programmes. He in fact had
	L1-12.docx	fuller perspective on the overall activity system in operation	could	usefully include the perspectives of students (e.g.,
	L1-9.docx	of the NSs of English, in Yanti's opinion,	could	be more significant in the light of the
	L1-7.docx	stakeholders needed to understand their responsibilities and the orientation	could	be a moment to synchronise their understanding of
	L1-10.docx	teacher could manage the class well and learning outcomes	could	finally be achieved. In addition, teachers also applied
	L1-3.docx	Could you give (further) examples of creativity/creative outcomes?	Could	you explain why you think the product or
	L1-3.docx	of going to a mall in a modest outfit	could	incite an idea to write a story. <^^^> (Nadia,
	L1-3.docx	story outline and only after she approved the outlines	could	the students proceed to the next step of
	L1-5.docx	L2 at home varied, as shown in Table 42. Parents	could	choose one option from never, occasionally, a few
	L1-11.docx	than being receivers of the proposed changes. Active participation	could	only be maintained if teachers believe that their
	L1-3.docx	the meeting's topic and aim, a recurrent pattern	could	be identified. From the classroom observations, triangulated with
	L1-17.docx	acquainted with the various English programmes that a PELI	could	offer to students. At this PELI, she taught
	L1-17.docx	indicator for being a 'good' English teacher. Her perception	could	be linked to her negative experience with her
	L1-18.docx	respect. 5.4.1.4 Feedback The literature recorded that motivation and performance	could	be enhanced by feedback by combining it with
	L1-18.docx	Comparison to other studies on this Language Focus phase	could	not be made due to the limited study
	L1-6.docx	their problem when they said that their mobile phones	could	not access the internet (Obs.2). He suggested they
	L1-5.docx	K1 children acquired about English lexical and phrasal plural	could	be retained over the medium to long-term
	L1-10.docx	more effective use of English (T14). Teachers' individual policy	could	be seen from the way teachers assess students'
	L1-6.docx	tools could offer, as appropriate recognition of their potential	could	influence their 'techno-pedagogical competence' (Haines, 2015, p. 166) and
	L1-10.docx	Bahasa Indonesia, Javanese (local language), Thai, and Malay (pp.78-89)	could	not be ignored. Although the average percentage was
	L1-11.docx	learning process assessment practices The learning process assessment practices (8.24%)	could	be linked to the assessment practices that are
	L1-14.docx	cases 2 and 3, also demonstrated that the meaning-making process	could	occur through visual and aural resources in addition
	L1-17.docx	CELTA as a fully market driven teacher training programme	could	be seen as producing a certain kind of
	L1-6.docx	monitoring on the progress of L1's course project	could	have been improved by utilizing the Facebook group
	L1-6.docx	the class. During the classroom observation, the LCD projector	could	not display the image. L2 then asked the
	L1-10.docx	in Bahasa Indonesia showed possessive. In English, possessive pronoun	could	be added to one word to show possessive.
	L1-7.docx	their field placement in the second semester, the PTs	could	complete the action research and provided a final
	L1-16.docx	the proposed change so that the third research question	could	be anwered. Thus, this section will discuss the
	L1-19.docx	knowledge about the situation and, therefore, in-depth questioning	could	have also been conducted to other parties such
	L1-3.docx	level, and to send a universalised message that readers	could	relate to in the form of story (Arif,
	L1-11.docx	C2MNL and C4LH]. 7.2.3 Teacher readiness Teacher readiness	could	be defined as teachers reporting positive and negative
	L1-10.docx	long, between two of them. These type or rebounding	could	be seen in the T10 following excerpts. Excerpt 5.58 <^^^> 5.4.6.7
	L1-17.docx	to do that work. The praise that he received	could	be seen as a confirmation of his English
	L1-16.docx	Sullivan (2002) in the Namibian context found that the reform	could	not be properly implemented because of insufficient resources.
	L1-3.docx	action of remaking a creative product, saying that remaking	could	be considered creative only if we could make
	L1-20.docx	solidarity to the student or in order the reprimand	could	be really felt by the heart of the
	L1-15.docx	agree with 36% for each. It indicates that the respondents	could	not convincingly agree with the statement. The results
	L1-2.docx	student motivation was not very strong or significant (rs= .345)	could	be explained by the qualitative findings. Based on
	L1-6.docx	guidance from lecturers was critical, which according to S61	could	be seen as a model for them to
	L1-11.docx	Promoting Student Agency in Assessment Processes (SAAP) Promoting SAAP	could	be defined as making learning objectives and assessment
	L1-9.docx	For Aris, the school's different socio-educational setting	could	even contribute to the development of the students'
	L1-17.docx	next activity even though it may mean that she	could	not cover all of the materials that she

File	Left context	Node	Right context
L1-17.docx	at a public university near her house because she "	could	not go a private university to take international
L1-17.docx	like those at banks and offices. With this, Shofia	could	be seen as someone who was trying to
L1-14.docx	to expressions of hopes, wishes and congratulations. Another similarity	could	also be seen from the structure in presenting
L1-20.docx	contemplation. For example, she told her students that sincerity	could	not be judged through the claim that we
L1-9.docx	more culturally and professionally diverse participants and research sites	could	offer more diverse experiences and perspectives was confirmed
L1-16.docx	in such a limited time. The large class size	could	hinder the effective communicative methodology imposed by the
L1-6.docx	trainee teachers missing critical information about how the software	could	be used to support them in designing multimedia
L1-17.docx	with high social and economic status. Therefore, if someone	could	speak English and used English in their communication,
L1-17.docx	might encounter in real-life situations. Listening to songs	could	also help learners with their pronunciation as they
L1-6.docx	the accents of non-American or non-British speakers	could	be interesting. When the lecturer played the recordings
L1-10.docx	identity and necessity (T5). Finally, as multilingual speakers, spontaneity	could	not be avoided (T15, T16, and T25). The
L1-10.docx	identity and necessity (T5) and as multilingual speakers, spontaneous	could	not be avoidable (T15, T16, and T25). Although
L1-15.docx	Having good relationships with other teachers and school staff	could	support pre-service teachers to understand the school
L1-16.docx	and its implementation in EFL contexts. While curriculum stakeholders	could	express their opinions through the questionnaire and the
L1-17.docx	Dago, Arbo decided to take CELTA course. This step	could	be taken as a sign of commitment to
L1-2.docx	learning. Lee (2017) argues that ineffective use of motivational strategies	could	give an explanation why some students experience static
L1-6.docx	took control by directing students' interactions. This teaching style	could	be seen as a combination of the instructionism
L1-17.docx	Basalama & Machmud, 2018). Their mastery of English and teaching styles	could	be an inspiration for students. On the other
L1-7.docx	leadership supports, and preservice teachers' reflective practice. The survey	could	have also been more focussed on the breadth
L1-10.docx	Bahasa Indonesia and Javanese and leads students' Presentation . T3	could	communicate with her students in English well. All
L1-10.docx	English translation for these terms. In this situation, T6	could	use local, Bahasa Indonesia, or Dutch but the
L1-3.docx	giving feedback for improvement. With 16 students in class, Tara	could	read and give feedback on weekly basis. Likewise,
L1-6.docx	using the internet for learning purposes. The search task	could	enhance their mastery of content learning and help
L1-18.docx	that came up in the writing stage (Main Task),	could	be another important point to discuss in the
L1-1.docx	grade. Through the arguments of the experienced mentor, Tasya	could	see why her choice of storytelling technique may
L1-17.docx	Yanni saw that his profession as an English teacher	could	make a difference in his students' lives. From
L1-5.docx	forms when they made errors. This suggests the teacher	could	have provided more opportunities for the children to
L1-12.docx	studies have reported that concurrent think-aloud protocol techniques	could	provide richer data about the subjects' thinking processes
L1-10.docx	Daerah (DPD) or the Regional Representatives Council. These terms	could	be elaborated from T6 accounts below. Excerpt 5.36 <^^^> 5.4.4 Purpose
L1-14.docx	in the video-song as a multimodal composition (text)	could	be delivered more successfully to viewers. Hence, all
L1-2.docx	promote significant improvement in their skills. The lecturers, then,	could	observe and evaluate the students' enthusiasm and/or
L1-2.docx	higher education classroom in Indonesia (Weda & Sakti, 2018). Lecturers, therefore,	could	reduce students' anxiety and boost their motivation to
L1-12.docx	writing conferences. They selected a prompt which they thought	could	help the student to understand the feedback points.
L1-5.docx	children had already graduated from the kindergarten and three	could	not be contacted. <&&&> It can be seen from
L1-10.docx	Therefore, she did not deny that her mother tongue	could	come out spontaneously in any event of communication
L1-17.docx	wanted to boost the students' confidence that they too	could	achieve great things even though they come from
L1-6.docx	were explicitly told about the pedagogical roles the tools	could	offer, as appropriate recognition of their potential could
L1-11.docx	understanding A number of propositions in the interview transcripts (28.16%)	could	be interpreted as teachers' pedagogic understanding, which is
L1-10.docx	T4 also demonstrated that as a multilingual speaker, translanguaging	could	possibly be practiced. Talking about nation and identity
L1-11.docx	applicable in this school' [C5HB]. Teachers' pedagogic understanding	could	also be related to the acknowledgement of the
L1-10.docx	of view, the patterns of how LOTE was used	could	be further observed. The observation was still done
L1-3.docx	teachers raised was that a product's creative value	could	be appraised by the individual creator, by outsiders,
L1-9.docx	language of wider communication. Socio-cultural and economic values	could	be generated simultaneously with the acquisition of vocational
L1-11.docx	the questionnaire into Bahasa and using the translated version	could	have avoided unnecessary misunderstanding. Secondly, the semi-structured
L1-10.docx	English influenced him over fluidity and humour. His view	could	be further elaborated in the following excerpt. Excerpt 6.20 <^^^>

	L1-9.docx	data shows that the implications of the teachers' views	could	be wide-ranging, from the ways the teachers
	L1-17.docx	what is expected from us (Mahboob, 2017; Toohey, 2017). However, what	could	also be concluded here is that his CELTA
	L1-17.docx	Darren could speak English much better than his wife	could	speak Indonesian. This is similar to one of
	L1-17.docx	to give an explanation to support their answers. Willy	could	only do the first part; as for the
	L1-10.docx	the spirit of cooperation in which a communal work	could	be done easier when all majority of the
	L1-16.docx	to the findings of the study, the teacher workload	could	be concluded as one of the hindering factors
	L1-6.docx	traditional curriculum classrooms, such as textbooks, handouts and worksheets,	could	be creatively modified through the use of a
	L1-17.docx	singing and reading poetry, and with his English Yanni	could	enjoy an enormous number of English songs, poems,
	L1-6.docx	such as ' I like your video, but perhaps you	could	make the voice clear', and minimise the use

Epistemic Modal Verb: Could not

No.	File	Left context	Hit
1	L1-1.docx	after observation (Ang124), but before teaching independently. However, she	could not
2	L1-3.docx	afternoon breeze. It was a hot day and she	could not
3	L1-3.docx	she kept the original Sumbanese word "kabeala" as she	could not
4	L1-5.docx	DMFonF program, she was nervous and worried that she	could not
5	L1-10.docx	local language with dominant speakers in the country. She	could not
6	L1-12.docx	illustrated how Sha postponed a feedback decision because she	could not
7	L1-15.docx	challenging experience. Her anxiety level was very high; she	could not
8	L1-17.docx	world. Due to her lack in Indonesian language, she	could not
9	L1-17.docx	challenging for her to understand the lessons and she	could not
10	L1-17.docx	than her classmates. Moreover, she was embarrassed whenever she	could not
11	L1-17.docx	which were not part of her teaching practicum. She	could not
12	L1-17.docx	logically would require her to work long hours. She	could not
13	L1-18.docx	was affected by her classmates. According to Shintia, she	could not
14	L1-20.docx	this. Firstly, it was because she felt that she	could not
15	L1-20.docx	In another occasion, Hanum stated in interview that she	could not
16	L1-6.docx	reliably modelled the native speaker teaching experience, something he	could not
17	L1-10.docx	but Dutch language had, curatele. For this reason, he	could not
18	L1-10.docx	expressing it in English it could be hampered, he	could not
19	L1-12.docx	content was more difficult than on grammar and he	could not
20	L1-15.docx	unhappy and disappointed with himself. He thought that he	could not
21	L1-15.docx	for him to communicate in the classroom as he	could not
22	L1-17.docx	intensive training for one full month, during which he	could not
23	L1-17.docx	from the other teachers because he felt that he	could not
24	L1-20.docx	successfully took notes in the classroom observation, still he	could not
25	L1-6.docx	and presenting it in front of the class, they	could not
26	L1-11.docx	limited comprehension of vocabulary items, which meant that they	could not
27	L1-13.docx	very limited level of English ability (Post- Interview 1). "They	could not
28	L1-13.docx	the students' English ability was so limited that they	could not
29	L1-14.docx	the teachers perceived the usefulness of multimodal resources, they	could not
30	L1-17.docx	that their English was not good enough because they	could not
31	L1-17.docx	Cindy as the academic team leader. Realising that they	could not
32	L1-17.docx	teaching beliefs and practices. There were times when they	could not
33	L1-18.docx	follow the stages of the task-based cycle, they	could not
34	L1-4.docx	presentations with 10 minutes for each presenter however, eight students	could not
35	L1-12.docx	teachers which began using an implicit strategy. If students	could not
36	L1-18.docx	writing tasks. However, in the actual learning context, students	could not
37	L1-18.docx	the use of technology affected their learning. The students	could not
38	L1-18.docx	last findings from the qualitative results show that students	could not
39	L1-6.docx	in different colours. The projected images became blurry and	could not
40	L1-17.docx	city. The students came from lower-income families and	could not

41	L1-20.docx	wanted his students to respect people who could and	could not
42	L1-7.docx	I was sorry for PTs under my supervision. I	could not
43	L1-11.docx	to the questionnaire items may lack reliability, as I	could not
44	L1-17.docx	offended by her statement and, at that time, I	could not
45	L1-10.docx	matters. The following was the excerpts. Excerpt 5.26 <^^^> Teachers also	could not
46	L1-17.docx	a burden to his family because his sister also	could not
47	L1-5.docx	by an adjective and a noun. Sometimes, the children	could not
48	L1-5.docx	to the children. Sarah also thought that the children	could not
49	L1-10.docx	from English". She knew that in several cases, English	could not
50	L1-10.docx	with experiences, senses, and proximities, in certain condition, English	could not
51	L1-15.docx	were analysed. The statistical results indicated that three items	could not
52	L1-15.docx	of factor analysis also demonstrated that three survey items	could not
53	L1-9.docx	and conflicting schedules, four out of nine teacher participants	could not
54	L1-17.docx	allowed the development of speaking skills. Although the participants	could not
55	L1-19.docx	implementation was not included. In other words, this study	could not
56	L1-3.docx	undesirable effect on the students' creativity. The current study	could not,
57	L1-10.docx	Indonesia when they mentioned local terms. For example, T12	could not
58	L1-10.docx	speakers in the country. As a multilingual speaker, T12	could not
59	L1-6.docx	in these limited contexts, active student learning using technology	could not
60	L1-18.docx	tasks. This section emphasises that the use of technology	could not
61	L1-5.docx	not difficult. Even though there were some children who	could not
62	L1-6.docx	to search for something on the internet, students who	could not
63	L1-18.docx	dictionary. As Devina emphasised, students from the Class 1B	could not
64	L1-14.docx	other visual resources, particularly the interlocutors and dialogue bubbles,	could not
65	L1-17.docx	teachers. Anji was very disappointed about the decision but	could not
66	L1-12.docx	reading the text and gave Dana a question. Dana	could not
67	L1-3.docx	he underlined that merely imitating existing products or ideas	could not
68	L1-6.docx	several minutes to work on the problem. When it	could not
69	L1-6.docx	also proved that pure technology-mediated learning in itself	could not
70	L1-20.docx	they were a child, so when Nisa saw kids	could not
71	L1-6.docx	been done online under the guidance of the lecturer,	could not
72	L1-11.docx	perceived by the teachers as having better assessment literacy,	could not
73	L1-17.docx	father studied only through primary school and his mother	could not
74	L1-12.docx	direct one if the student did not understand or	could not
75	L1-20.docx	income or their many siblings so that their parents	could not
76	L1-18.docx	Comparison to other studies on this Language Focus phase	could not
77	L1-6.docx	their problem when they said that their mobile phones	could not
78	L1-10.docx	Bahasa Indonesia, Javanese (local language), Thai, and Malay (pp.78-89)	could not
79	L1-6.docx	the class. During the classroom observation, the LCD projector	could not
80	L1-16.docx	Sullivan (2002) in the Namibian context found that the reform	could not
81	L1-15.docx	agree with 36% for each. It indicates that the respondents	could not
82	L1-17.docx	next activity even though it may mean that she	could not
83	L1-17.docx	at a public university near her house because she "	could not
84	L1-20.docx	contemplation. For example, she told her students that sincerity	could not

85	L1-10.docx	identity and necessity (T5). Finally, as multilingual speakers, spontaneity	could not
86	L1-10.docx	identity and necessity (T5) and as multilingual speakers, spontaneous	could not
87	L1-12.docx	and the students identified feedback points. If the student	could not
88	L1-11.docx	transcripts, they were rare and implicit, and the teachers	could not
	L1-14.docx	teaching session was carried out to accomplish activities that	could not
	L1-5.docx	children had already graduated from the kindergarten and three	could not

Right context
overrule the headmaster's decision, as the
think of any idea for the short
find the most appropriate English word for
teach English plural structures to the children.
avoid making use of her mother tongue
judge the use of 'in hopes' phrase
even make eye contact with her peer
join a regular class for the first
have deep conversation with her friends. This
answer her teacher's questions which were
say no to her mentor because "as
do that because she had other responsibilities
continue her writing because of the noise
properly teach English to her students, especially
be so hospitable to her students but
provide. <^^^> (L2, Univ B, Sept 2016). L3 also
explain it well in English, but Bahasa
be able to answer it". Therefore, he
easily make students understand (Gie, personal communication 2, 2016).
engage his students well in class ("I'
articulate very well what he meant. He
earn any salary. At first, he was
understand the jargon they used in their
capture all the prominent aspects of the
only practice their English but also gain
express their thinking in English in a
even answer a question like 'What's
even answer when being asked for their
employ them consistently in every teaching process,
speak and write like native English speakers.
work well together, she resigned from her
teach in line with their beliefs such
avoid the parts involving giving and receiving
present due to their lack of preparation.
identify the error, the teachers then followed
be restricted from translating longer sentence(s)
be separated from the use of technology.
stop themselves from accessing internet resources to
be read. The observations and interviews with
afford to go to a PELI. Moreover,

read. Another interesting point that can be
help them much in their action research.
control how they completed the questionnaire, nor
defend myself and argue for my position
avoid mentioning location of the company or
finish her studies due to their financial
produce the English noun phrase correctly. Sarah
follow the lesson. Surprisingly, after a month
be exactly expressed the same sense of
play that role. Secondly, Bahasa Indonesia was
be included in any factor; therefore, the
be loaded into any factor. They were: (1)
participate in all the data collection activities
recall the contents of the lessons that
explain the exact magnitude of the influence
however, establish this. 6.7. Chapter summary This chapter
avoid mentioning a local store when she
refuse to speak all her linguistic resources
be fully implemented. The policy as expected
be separated from the framework of TBLT
concentrate on receiving the English plural lesson,
access the online materials in the classroom
resist using technology. While they were limited
simply be ignored. These resources were intentionally
do anything about it since the principal
answer her questio n, so Ayu provided
yet be considered as a really creative
be fixed, he changed the teaching mode
be enhanced without the lecturers' efforts of
recite Quran, she then considered it a
be conducted. As reported by L1, this
be avoided. One teacher in the observation
finish her high school education. His father
self-correct. 4.5 Summary My focus in this
afford to pay their tuition fee easily.
be made due to the limited study
access the internet (Obs.2). He suggested they
be ignored. Although the average percentage was
display the image. L2 then asked the
be properly implemented because of insufficient resources.
convincingly agree with the statement. The results
cover all of the materials that she
go a private university to take international
be judged through the claim that we

be avoided (T15, T16, and T25). The	
be avoidable (T15, T16, and T25). Although	
self-identify and correct the problem, the	
clearly articulate the conceptual differences between these	
be covered in the first session, particularly	
be contacted. <&&&> It can be seen from	

Epistemic Modal Verb: May

No.	File	Left context	Hit	Right context
1	L1-1.docx	service teachers in fully utilizing the technologies that they	may	have the competences to use, and the mentor
2	L1-1.docx	skills required to enact certain practices, or that they	may	have a certain degree of experience with the
3	L1-1.docx	the process of developing employable teacher professional identities, they	may	have multiple identities (Beijaard et al., 2004); the one
4	L1-2.docx	good grader were not necessarily highly motivated for they	may	have cheated in the examinations or they were
5	L1-11.docx	supervisors were unsure about what to advise as they	may	have had similar misunderstanding or lack of assessment
6	L1-15.docx	in class practices tended to be low and, they	may	have later felt less prepared to be teachers.
7	L1-19.docx	tasks to accomplish. If they do not, then they	may	have poor student performance (Kayode, 2015) – this was also
8	L1-7.docx	accountable for their dispositions during a school placement, they	may	be more prone to develop good dispositions in
9	L1-8.docx	the courage to introduce Islamic greetings to others. They	may	be reluctant and show some level of resistance,
10	L1-11.docx	these teachers may lack autonomy and confidence, or they	may	be skeptical about the extent to which their
11	L1-13.docx	ideologies prevalent among teachers in the ELT context, they	may	be rigid and may not capture the dynamism
12	L1-13.docx	types of ideologies prevalent in the ELT context, they	may	be overly rigid and may not capture the
13	L1-15.docx	so that they have their own identity. Therefore, they	may	be able to connect and engage themselves with
14	L1-6.docx	allow them to discuss and share ideas that they	may	not have had time for in the classroom.
15	L1-8.docx	as I understand it is okay. At first, they	may	not understand but if they understand they may
16	L1-9.docx	the NSs' meanings and their own everyday life, they	may	not be held hostage to particular values and
17	L1-15.docx	it may influence their teaching in class. Furthermore, they	may	not be able to create an effective learning
18	L1-16.docx	funding availability and local priorities; as a result, they	may	not sufficiently take into account considerations of educational
19	L1-8.docx	wear different outfits to accommodate seasonal weather changes. They	may	also consider fashion recommendation and individual style (Abugabah,
20	L1-8.docx	other group members by mirroring dominant group members. They	may	also assimilate wishes practice with other co-cultural
21	L1-6.docx	from the analytical categories investigated in this study. They	may	adopt and adapt the categories for both limited
22	L1-16.docx	go through in a curricular change process, wherever they	may	be. 5.1. Demographic information from the questionnaires 5.1.1 Teacher questionnaire
23	L1-8.docx	communication, they may opt for another approach, or they	may	continue to use the selected practice, until the
24	L1-8.docx	they engage in linear communication direction, of which they	may	critically appraise the messages being communicated by book
25	L1-17.docx	time when she taught them, in the future they	may	end up in high positions and they would
26	L1-6.docx	the students, and my own observations indicated that they	may	face a situation where internet access is not
27	L1-1.docx	as students in the program, would be that they	may	fail the courses and eventually their training. However,
28	L1-15.docx	as well as guiding them and giving feedback, they	may	feel more encouraged to do better. However, disappointment
29	L1-8.docx	system, regardless of their country of origin. However, they	may	find it problematic if this Islamic teaching about
30	L1-8.docx	wishes, particularly faith of the dominant group culture. They	may	get along with every day wishes with other
31	L1-15.docx	possibly teach as their former teachers taught them. They	may	imitate their former teachers' strategies that they think
32	L1-13.docx	student learning. Reflecting on (language) ideologies and how they	may	impact language instruction is essential because "classroom lessons
33	L1-4.docx	that in their future practice as a teacher, they	may	integrate it in the development of their own
34	L1-1.docx	of this community comes in two ways. Firstly, they	may	look at students' achievement as their point of
35	L1-13.docx	I don't provide them with words that they	may	need. I encourage them to consult the dictionary.
36	L1-8.docx	consider that the selected practice may impede communication, they	may	opt for another approach, or they may continue
37	L1-15.docx	student teachers' understanding of real teaching conditions, which they	may	possibly face in the future. Having the ability
38	L1-16.docx	lead to insufficient English competence for students as they	may	rarely find communities in which they can use
39	L1-1.docx	what being a professional means. In this step, they	may	realize that they have no knowledge and skills
40	L1-8.docx	Yet, if the foreign practice embeds cultural issues, they	may	separate from the practice and opt for their
41	L1-8.docx	no cultural issues with respect to foreign practice, they	may	simply assimilate the practice with assertive or aggressive
42	L1-8.docx	they may not understand but if they understand they	may	use it. And if Muslims commit to using

43	L1-1.docx	and Responsibilities, Student Teacher, p. 2) From these responsibilities, it	may	be inferred that the skill of designing lesson
44	L1-1.docx	the ground, actual supervision comes from the mentor. It	may	be safely concluded from her answer that the
45	L1-1.docx	the classroom because learning outdoor was not effective. It	may	be concluded that whatever plan Tasya has for
46	L1-1.docx	thereby acquire the qualification of a competent teacher. It	may	be safely assumed that adaptability, as an essential
47	L1-1.docx	reached a satisfactory level of enacting certain competences. It	may	be interpreted that in the case of the
48	L1-5.docx	lexical plurals (three times out of 25 plural contexts). It	may	be worthwhile making a few specific points at
49	L1-6.docx	and time consuming, it was interesting and fun. It	may	be assumed that introducing the use of technology
50	L1-6.docx	made with caution, as other possible explanations apply. It	may	be that the students benefitted from attributes such
51	L1-6.docx	the students' technological needs. From the research findings, it	may	be inferred that the lecturers in this study
52	L1-9.docx	make sense of new perspectives and practices. Thus, it	may	be hardly surprising that the IHS students were
53	L1-11.docx	workplace. Given the multiple facets of grade inflation, it	may	be suggested that grade inflation appeared to be
54	L1-16.docx	them to solve problems during the implementation process. It	may	be assumed that this is due to the
55	L1-4.docx	highly motivated and approved of this view since it	may	also be one of the qualities that a
56	L1-8.docx	office, presentation room, or the students' research office. It	may	also happen in the street while waiting for
57	L1-8.docx	from Afi and Andri's bargaining strategy. However, it	may	also result from shared interests among communicants. While
58	L1-8.docx	event statements or Inshaa Allah expression. In addition, it	may	also improve the effect of the communicative approach
59	L1-14.docx	an organic and/or environment-friendly product, or it	may	also carry a meaning of hope: that drinking
60	L1-20.docx	Canagarajah, 2012; Ben Said & Zhang, 2013; Barnawi & Le Ha, 2014; Pennington, 2015). It	may	also lead them to localise some views, values
61	L1-15.docx	an important point for teachers to consider as it	may	affect the learning process in class. This implies
62	L1-15.docx	social and economic backgrounds cannot be ignored as it	may	affect the success of the teaching and learning
63	L1-15.docx	an effective connection between teacher and student, as it	may	affect learning success. This research suggests that meaningful
64	L1-5.docx	Oranges in (1c) looks like a plural but it	may	not be counted as such because it is
65	L1-11.docx	to be effective for promoting and monitoring teaching, it	may	not necessarily be complemented by matching teacher beliefs
66	L1-5.docx	environment at home need to be appreciated. However, it	may	take a longer period to acquire English in
67	L1-15.docx	the complexity of teaching (Darling-Hammond et al. 2010), it	may	take substantial time to develop such teaching quality.
68	L1-8.docx	the attendee are involved in transactional communication. Yet, it	may	become interactional communication when the question raised includes
69	L1-9.docx	with monolithic values. In this line of argument, it	may	come as no surprise if English continues to
70	L1-8.docx	responds to his/her supervisor's questions; yet, it	may	develop into interactional communication when both parties are
71	L1-4.docx	noted that he agreed to the extent that it	may	facilitate the success of students' outputs. He is
72	L1-13.docx	English language ideologies presented in Chapter 2, Section 2.5, since it	may	fall somewhere in between. While such categories are
73	L1-4.docx	or informal needs analysis process and investigate how it	may	have an impact on the development of teachers'
74	L1-4.docx	his peers was important and he sensed how it	may	help him to participate actively. The students said
75	L1-8.docx	the Inshaa Allah practice with his supervisors because it	may	hinder communication when other dominant group members were
76	L1-15.docx	self-efficacy in content knowledge mastery is low, it	may	influence their teaching in class. Furthermore, they may
77	L1-8.docx	in the street while waiting for public transport. It	may	involve conversing with a single interactant with similar
78	L1-1.docx	lead to the problem of "reductionism" (Roberts, 2016) as it	may	lead the pre-service teachers, mentors, and supervisors
79	L1-17.docx	before moving to the next activity even though it	may	mean that she could not cover all of
80	L1-5.docx	materials such as mobile phones, iPad, storybooks, etc. It	may	prove that Aep's daughter is very interested
81	L1-1.docx	However, the term 'public' (masyarakat) is vague as it	may	refer to the community or the nation as
82	L1-12.docx	teachers or students) act within a context, so it	may	significantly contribute to the understanding of whether teacher
83	L1-9.docx	to Western cultural values (Gandana, 2014; Zacharias, 2003, 2014a, 2014b). It	may	well be that this paradox has in one
84	L1-9.docx	idea that concedes the importance of national structures which	may	influence people differently and recognises underlying cultural abilities
85	L1-12.docx	research question which endeavours to investigate the factors which	may	influence the teachers' feedback practices. The data to
86	L1-15.docx	they were good at and what they lacked, which	may	influence their perceived preparedness for teaching. The following
87	L1-17.docx	variety of socio-economic environment of the PELI, which	may	influence the values or practices of PELIs. Thirdly,
88	L1-8.docx	deals with the way the outcome is accomplished, which	may	be non-assertive, assertive, or aggressive (Orbe, 1998; Orbe &

#	File	Text	may	Continuation
89	L1-8.docx	of prayer "Assalamu'alaikum" (peace be upon you) which	may	be offered to Muslims and non-Muslims alike.
90	L1-11.docx	students would have different learning objectives, many of which	may	be below the curriculum targets [C1MHL]. Given
91	L1-8.docx	verbal codes or a combination of both (Firth, 1972), which	may	include hands-free to full hug observance (Fernandez, 2009).
92	L1-15.docx	important influences on the student teachers' professional development; which	may	include their professional efficacy and, in the end,
93	L1-17.docx	to allow for a wider range of participants which	may	include teachers from other cities in Indonesia. A
94	L1-15.docx	effects of cognition on their academic self-efficacy, which	may	later influence commitment to obtain intended goals. Further,
95	L1-15.docx	pre-service teachers experience various kinds of connectedness, which	may	later influence other aspects, including their motivation and
96	L1-6.docx	is a necessary contribution towards forming positive attitudes which	may	lead to an expected change of beliefs in
97	L1-16.docx	effect on the ease of making the lessons, which	may	lead to a shortcut of simply taking suitable
98	L1-1.docx	criteria for a graduate of teacher education programs, which	may	mean that in order to receive the professional
99	L1-17.docx	come to the PELI after their school hours which	may	mean that they are already tired and find
100	L1-6.docx	from him, instead of simply relying on technology, which	may	not be sufficient to teach students everything they
101	L1-8.docx	consciousness. Avoidance Unlike the verbal code of greeting which	may	not render a conflicting cultural value to Muslim
102	L1-8.docx	The only difference is the dominant group culture which	may	affect the practice selection. As communication took place
103	L1-8.docx	whereas hope is usually referred to as something which	may	come true. Wishes for everyday wellbeing can be
104	L1-5.docx	parents' perceptions of the children learning English L2, which	may	complement the linguistic results. CHAPTER 6. TEACHER AND PARENT
105	L1-12.docx	Several pedagogical implications emerge from the current study, which	may	contribute to the improvement in teacher feedback on
106	L1-11.docx	it is believed to have a deterrent effect, which	may	force students to demonstrate effort to complete the
107	L1-17.docx	e "epistemic dependency" (Kumaravadivelu, 2012, p. 15) among Indonesian scholars which	may	further self-marginalization amongst non-NESTs in Indonesia. 7.2.3
108	L1-15.docx	when they came to putting them into practice, which	may	have affected their feeling of preparedness. The gap
109	L1-15.docx	a very natural process in teachers' professional development, which	may	impact on pre-service teachers' decision to pursue
110	L1-17.docx	non-NESTs This section discusses teachers' professional trajectories which	may	include "strategic upwards, downwards and/or sideways moves" (
111	L1-12.docx	class. When we provide feedback, we collect information … which	may	increase the effectiveness of our teaching. I know
112	L1-1.docx	describes the dire condition of the multimedia room, which	may	indicate that the school did not purposely set
113	L1-9.docx	quality and competitive edge necessary for the competition which	may	involve foreign workers. As Wati said: <^^^> (Interview with
114	L1-19.docx	convey their inability in front of their peers which	may	make them feel uncomfortable and decrease their confidence (
115	L1-6.docx	taught, as well as privacy concerns, both of which	may	play a central role in lecturers' decisions about
116	L1-9.docx	of politeness between Indonesian/Javanese and English expressions, which	may	reflect different values and worldviews, were also compared.
117	L1-9.docx	the basic units with which language classrooms work, which	may	result in 'reductionist overgeneralization and otherization of "foreign"
118	L1-2.docx	context (Alrabai, 2011) in creating a pleasant climate (Shousha, 2018). This	may	be understandable as (HE EFL) classroom situations in
119	L1-5.docx	group, produced no contexts for lexical plural (Stage 2). This	may	be due to a lack ofcontext at the
120	L1-5.docx	lexical types of production, but some have not. This	may	be because the children in both groups did
121	L1-5.docx	in Sessions 1 and 2 in both K1 and K2. This	may	be because she was focused on teaching the
122	L1-5.docx	mean that they speak English in daily life. This	may	be because they only speak Indonesian and cannot
123	L1-5.docx	the family member, as well as the relative. This	may	be because English is quite familiar in this
124	L1-6.docx	al., 2015; Hockly & Dudeney, 2018; Tawil, 2018). A possible explanation for this	may	be the fact that the lecturers in this
125	L1-11.docx	been used by English teachers to aid learning. This	may	be indicative of a lack of agency or
126	L1-11.docx	believed that the quality of learning also increases. This	may	be related to strong and dominant perceptions about
127	L1-18.docx	motivation between groups might have occurred and that this	may	be an important factor worthy of investigation in
128	L1-2.docx	the language, unlike the students with high motivation. This	may	indicate that both students at moderate and low
129	L1-5.docx	morphological development with rare and narrowly confined exceptions. This	may	indicate that solely communicative learning by itself may
130	L1-11.docx	teacher supervisors for teachers to follow the reform. This	may	indicate that the supervisors were unsure about what
131	L1-16.docx	I learnt in class to my daily life". This	may	indicate that English teachers give an assessment that
132	L1-16.docx	what the teachers claimed previously in the interview. This	may	indicate that probably not all English teachers use
133	L1-11.docx	the intended information did not always come out. This	may	also have been due to a lack of
134	L1-19.docx	lack of vocabulary and a lack of confidence. This	may	also have been reinforced by the dominant characteristics

#	File	Left context	may	Right context
135	L1-11.docx	a few students actively and iteratively proposed queries. This	may	explain the prevalent role of teachers' agency in
136	L1-15.docx	along with the sense of preparedness for teaching. This	may	explain some of the results with pre-service
137	L1-2.docx	the lecturers': lower, with mean scores between 3.12 and 3.97. This	may	suggest that the students' perceptions of the frequency
138	L1-5.docx	flow in the classroom (Lyster, Saito & Sato, 2013; Nassaji, 2015). This	may	suggest R feedback category is important for language
139	L1-1.docx	teachers have for doing the practicum, and how this	may	affect their enactment and development of certain competences,
140	L1-1.docx	When the students respond well to their teaching, this	may	become a signal that they are competent. As
141	L1-1.docx	nature of real students "unpredictable" (Anto34), and that this	may	challenge the pre-service teachers in the practicum.
142	L1-1.docx	definition of a "professional teacher" includes all competences. This	may	create pressure for teachers to tick all the
143	L1-11.docx	having led to some grade inflation practices (Arrafii, 2019). This	may	have occurred prior to 2013, but there is no
144	L1-1.docx	as constituents of worker and teacher professional identities. This	may	invite either potential confusion over the categories, or
145	L1-1.docx	pre-service teachers not using technologies in teaching. This	may	need to be crosschecked with the mentors' answers
146	L1-1.docx	graduate. By avoiding teaching in a challenging class, this	may	not offer an opportunity for the pre-service
147	L1-18.docx	study in order to understand in what ways this	may	offer a solution to improve motivation and writing
148	L1-5.docx	however, it is a lack of formal variation. This	may	well signal that the learner has only one
149	L1-1.docx	special needs, Arti concludes that the pre-service teachers	may	not be able to manage the class well.
150	L1-1.docx	nullify this competence altogether because the pre-service teachers	may	not be able to enact this competence well
151	L1-1.docx	or impossible to enact. As the pre-service teachers	may	not yet have sufficient experience and resourcefulness to
152	L1-1.docx	practicum program with good grades. The pre-service teachers	may	not personally believe in or agree with aspects
153	L1-16.docx	teaching quality has been deteriorating. Meanwhile, in reality teachers	may	not always follow what they have written in
154	L1-6.docx	exploring the pedagogical strategies used by lecturers or teachers	may	benefit from the analytical categories investigated in this
155	L1-7.docx	school mentors. On the other hand, the mentor teachers	may	benefit from knowledge sharing when they are involved
156	L1-7.docx	school mentors. On the other hand, the mentor teachers	may	benefit from knowledge sharing when they are involved
157	L1-4.docx	context. Furthermore, the current study has shown how teachers	may	access students' voices through their cultures of learning.
158	L1-15.docx	eveloping their professionalism. Furthermore, interactions with more experienced teachers	may	also enhance pre-service teachers' experiential knowledge as
159	L1-15.docx	consolidation. This is a phase where pre- service teachers	may	be able to do self-assessment and decide
160	L1-16.docx	by change administrators and teacher educators so that teachers	may	become better equipped to reconcile beliefs and practices,
161	L1-4.docx	actions, judgments, and teaching strategies in the classroom. Teachers	may	bring different elements of teaching, such as their
162	L1-1.docx	the HE institution expect from the pre-service teachers	may	carry normative and legal power, but the expectations
163	L1-11.docx	levels of assessment literacy among Indonesian and Spanish teachers	may	contribute to this conceptual difference about assessment purposes.
164	L1-15.docx	strategies, the pre-service teachers and early-career teachers	may	expect that they will be able to achieve
165	L1-1.docx	suggests to the headmistress that the pre-service teachers	may	give an alternative gift (and the books). As
166	L1-11.docx	These propositions indicate evidence of reflexive practice. The teachers	may	have been pragmatic about assigning grades/ticks to
167	L1-13.docx	by Farrell and Bennis (2013) and Zheng (2015) stating that teachers	may	hold competing or inconsistent beliefs at the same
168	L1-11.docx	JPR and B5SHR]. This implies that these teachers	may	lack autonomy and confidence, or they may be
169	L1-4.docx	put forward their voices in the classroom, the teachers	may	look at ways of how to involve students
170	L1-1.docx	process of crafting the professional identities, pre- service teachers	may	need to develop more than just the human
171	L1-15.docx	lessen a commitment to teaching, moreover pre-service teachers	may	think that teaching is not right for them.
172	L1-6.docx	lesson and enhance students' learning. Reinders (2010) suggests that teachers	may	use mobile phone features such as the camera,
173	L1-4.docx	any culture may have different approaches to learning that	may	be influenced by their current study behaviour, intellectual
174	L1-6.docx	processes of teaching and learning, certain pedagogical strategies that	may	be usefully implemented when technology is integrated in
175	L1-8.docx	be aware of address terms used by DGMs that	may	be problematic due to cultural differences between DGCs
176	L1-15.docx	in Indonesia has already illustrated teachers' extensive responsibilities that	may	be unexpected by the pre-service teachers or
177	L1-1.docx	of developing professional identities and the contextual factors that	may	affect this journey are being scrutinized. Brown et
178	L1-15.docx	of perceived preparedness for teaching and the factors that	may	affect this feeling of preparedness across different fields.
179	L1-5.docx	although both had the same program. One factor that	may	have given some advantage to KI is that
180	L1-9.docx	age, gender, aptitude, motivation, training, and so on that	may	have a direct bearing on the effectiveness of

181	L1-15.docx	experiences. Such expressions indicate their level of anxiety that	may	actually cause lower self-efficacy, as shown in
182	L1-15.docx	service teacher has his or her dominant factors that	may	demonstrate different strengths of influence on their feelings
183	L1-8.docx	both Islamic and dominant group culture on discourse that	may	embed Islamic perspective and practice. Future reference and
184	L1-8.docx	The arrows show the direction of the process that	may	generate diverse communicative practices. As intercultural communication often
185	L1-4.docx	their own preferences and have implied certain things that	may	help improve their learning, as well as receiving
186	L1-15.docx	teacher's resilience to cope with challenges (Doney, 2013), that	may	impact on pre-service teachers' sense of preparedness
187	L1-4.docx	section 2.3.4., the students' voice is an important tool that	may	improve the quality of the teaching and learning
188	L1-8.docx	rituals are one of the salient cultural features that	may	include verbal and non-verbal codes. People who
189	L1-4.docx	classroom and most of them indicated several issues that	may	make them feel more comfortable to ask questions.
190	L1-6.docx	learning materials such as '… learn[ing] some problems that	may	occur when we 'download' (S41) and gaining benefits
191	L1-4.docx	voices such as designing multiple focus group methods that	may	present an alternative approach to engaging the student
192	L1-9.docx	of the Indonesian EFL teachers' concept of culture that	may	relate to a broader issue in ELT/EFL
193	L1-20.docx	conflicts, especially when prioritising one identity over another that	may	result in identity dilemma or identity struggle (Barkhuizen, 2017;
194	L1-1.docx	suggest, learners' characteristics are one of the variables that	may	shape the teacher's professional identities, and this
195	L1-9.docx	has a set of cultural and ideological baggage that	may	be different from home values and thus regarded
196	L1-1.docx	to teach the Year 1 students, realizing that her students	may	not have the level of English that enables
197	L1-2.docx	do not use appropriate strategies in teaching, the students	may	not have achieved good results. 5.6 Research question 4 A.
198	L1-6.docx	score for the course. L4 mentioned that the students	may	not all be able to access the internet
199	L1-6.docx	p. 183). Therefore, it is possible to assume that students	may	not be able to conceptualise activities that involve
200	L1-15.docx	the next quotes. <^^^> (Alamanda) <^^^> (Amarilis) <^^^> (Melati) Facing real students	may	not be easy for some pre-service teachers.
201	L1-2.docx	city for further education. This means that these students	may	have relatively low self confidence in the classroom
202	L1-4.docx	courses but also content-based ones. Therefore, the students	may	have various views, but in the end, it
203	L1-6.docx	lectures refer to the impact of technology use students	may	have in the future. Both students and lecturers
204	L1-11.docx	as the teacher's responsibility. The teacher and students	may	have perceived the assessment as solely the teacher'
205	L1-2.docx	students with low motivation in this study. These students	may	feel supported and become more motivated to learn
206	L1-2.docx	the high motivation students in this study. The students	may	feel motivated when they could see their lecturers'
207	L1-3.docx	and constraints related to the tasks assigned to students	may	also enhance or restrain creativity. Haryo, in the
208	L1-2.docx	learn English. This shows that MTS preference by students	may	be different in similar context i.e., Indonesian
209	L1-6.docx	the effect it has on the opportunities the students	may	gain due to the incorporation of technology into
210	L1-6.docx	classroom was important for L5. He understood that students	may	get distracted when allowed to use phones in
211	L1-11.docx	responses from students. Instead of delving into misconceptions students	may	hold about the tasks or questions, teachers sought
212	L1-9.docx	voiced concern over a possibility that the local students	may	imitate or think and behave like different "Others"
213	L1-17.docx	even when teaching general English courses. Knowing our students	may	include knowing about their preferred activities when learning,
214	L1-15.docx	demonstrated that relationships between pre-service teachers and students	may	influence the process of teaching and learning in
215	L1-2.docx	other institutions, classmates or other people that the students	may	or not know personally. The lecturers' presenting real
216	L1-13.docx	in the ELT context, they may be rigid and	may	not capture the dynamism and fluidity of teachers'
217	L1-13.docx	the ELT context, they may be overly rigid and	may	not capture the fluidity of the teachers' ideological
218	L1-15.docx	lack knowledge and skills, their self-efficacy decreases and	may	not be ready to become teachers. In line
219	L1-6.docx	of students are familiar with internet- based applications and	may	have little difficulty when these applications are included
220	L1-13.docx	A teacher may be aware of a contradiction and	may	have attempted to solve it. However, whether or
221	L1-8.docx	be viewed as intervening in a private affair, and	may	also result in discrimination (DePaulo, September 21, 2017). However, people
222	L1-1.docx	voice of the employers is at best implicit, and	may	be formally missing altogether, at the meso-level
223	L1-15.docx	may undermine teachers' sense of competence and efficacy and	may	cause teachers to leave the teaching profession. The
224	L1-15.docx	a good, as well as bad, teacher is and	may	develop an intention to enter the same profession.
225	L1-4.docx	judgments. Therefore, their practices were very much contextualized and	may	differ depending on their interests or attitudes towards
226	L1-6.docx	perhaps result in limited, status-quo, less creative and	may	even ignorant use of the facility. Although this

227	L1-6.docx	using social media', were some of the examples and	may	explain this trend of confidence. Part C consists
228	L1-1.docx	the teaching practicum program is not always successful, and	may	lead to confusion. In one particular memory, she
229	L1-6.docx	useful for applying in their own teaching contexts, and	may	learn how to select those technologies most suitable
230	L1-9.docx	a proper degree of formality, respect and politeness, and	may	reflect certain cultural values of the speakers. Likewise,
231	L1-1.docx	may not always be harmonious (Beijard et al., 2004) and	may	result in identities changing. Consistent with the review
232	L1-4.docx	in their daily practices and consider it important and	may	support students' learning. Although teachers agreed and understood
233	L1-8.docx	was something amazing, and she anticipated that such practice	may	be applicable in her culture with some adaptation
234	L1-8.docx	will negotiate with and educate others so their practice	may	be recognised and even shared by others. This
235	L1-8.docx	for everyday wishes. But an exchange of wishing practice	may	be modified with Islamic teaching, when group members
236	L1-8.docx	simple head nod to bowing. The non-touching practice	may	also include gathering two-hand palms on the
237	L1-8.docx	emphasis of commonality is observed among interlocutors. Mirroring practice	may	also be adopted due to familiarity of educators
238	L1-8.docx	more appropriate. While the decoding process of foreign practice	may	end up assimilating, accommodating, or separating foreign practice,
239	L1-8.docx	gender while becoming acquainted (Afi, L97). Such bargaining practice	may	end up with the admission that the host
240	L1-8.docx	culture. She also anticipated that offering an alternative practice	may	cause confusion to DGMs. Abi also offered an
241	L1-8.docx	familiar with English practice. In addition, the selected practice	may	ease further communication when emphasis of commonality is
242	L1-8.docx	group members consider that their own future reference practice	may	hinder communication with the dominant group member. Therefore,
243	L1-8.docx	of communication. If they consider that the selected practice	may	impede communication, they may opt for another approach,
244	L1-8.docx	practice in greeting their fellow Muslims. Islamic greeting practice	may	include Salam (peace) or assalamu'alaikum (peace be
245	L1-8.docx	Her stance in using rationalisation for future pedagogical practice	may	indicate intercultural awareness. Such awareness, while inconclusive, may
246	L1-17.docx	although the opportunity to put these dispositions onto practice	may	not be available all the time. In other
247	L1-8.docx	collocutors do not share similar practice, or the practice	may	result in confusion for others. Nisa recounted her
248	L1-8.docx	up assimilating, accommodating, or separating foreign practice, foreign practice	may	retain the decoded practice or pragmatically shift to
249	L1-1.docx	for the pre-service teachers, as the mentor teacher	may	not share the same view with them about
250	L1-13.docx	school. This finding appears to suggest that a teacher	may	not be able to bring about an immediate
251	L1-13.docx	be an immediate resolution to a contradiction. A teacher	may	be aware of a contradiction and may have
252	L1-13.docx	of the divergence, the finding shows that a teacher	may	believe in doing what he or she does
253	L1-1.docx	the peers and the mentors. A pre-service teacher	may	consider the practice of peers to be inferior
254	L1-1.docx	not common, it depicts a struggle that a teacher	may	face in real life, i.e., the power
255	L1-1.docx	fact, important in developing teacher professional identities. A teacher	may	go through a process of negotiating, constructing, enacting,
256	L1-5.docx	This suggests that more feedback categories from the teacher	may	promote second language development. The next chapter presents
257	L1-13.docx	mutual intelligibility. This finding illustrates how an English teacher	may	take for granted dominant conversations taking place around
258	L1-8.docx	speakers. A range of encounters with English-speaking culture	may	be straightforward without reflective thinking, while other contacts
259	L1-8.docx	as ignorance of either the home or host culture	may	be disastrous. In the Indonesian context, teaching and
260	L1-8.docx	when they get married (Koffler, 2015). People from another culture	may	confuse marriage-related names and even fall into
261	L1-8.docx	discrimination (DePaulo, September 21, 2017). However, people from a different culture	may	consider knowing someone's marital status is worthy
262	L1-9.docx	absence of an explicit teaching and learning of culture	may	deprive students of a heightened awareness of and
263	L1-4.docx	their writing and reading competency. Students in any culture	may	have different approaches to learning that may be
264	L1-8.docx	evening). While greetings among members of the same culture	may	indicate recognition and respect, offering greetings, particularly those
265	L1-8.docx	of the communication. Practice Selection People from another culture	may	use the communicative practice of other cultures by
266	L1-4.docx	universities from two regions in Indonesia, therefore, this study	may	be used as a guideline draft for teachers
267	L1-4.docx	interview questions and observation notes in the current study	may	be used or developed by teachers in order
268	L1-11.docx	Another feature of classroom assessment practices in the study	may	be associated with assessment as learning (AaL) (Earl, 2003),
269	L1-12.docx	students' L2 writing. Thus, the results of this study	may	not be transferable to other L2 teaching contexts.
270	L1-13.docx	these two limitations, the findings of the present study	may	not represent the dynamic interplay of (English) language
271	L1-8.docx	For others who prospectively interact with Muslims, this study	may	encourage them to comparatively seek Muslim culture and
	L1-17.docx	teachers from other cities in Indonesia. A survey study	may	provide new insights to some aspects of non-

File	Left context	Node	Right context
L1-9.docx	and interculturality. The cases reported in the present study	may	then help spark a more extensive discussion on
L1-9.docx	etc., and to various subcultures to which such people	may	belong within their own communities (Kramsch, 1998; Nunan, 2013). Secondly,
L1-8.docx	Recognition of certain criteria for certain groups of people	may	create confusion among other cultural group members. Unlike
L1-17.docx	teacher trainer. Arbo's narrative shows us that people	may	have more than one identity; there is multiplicity
L1-8.docx	not contain any religious association. However, some religious people	may	include terms that mark their connection with a
L1-3.docx	is subjective and personal, and even though other people	may	not consider the product or idea as being
L1-8.docx	shared by the culture where Anne lives. Western people	may	perceive that discrimination should not exist due to
L1-8.docx	everyday wishes may be similar across cultures, some people	may	see perspective variations. In addition, faith-related wishes
L1-11.docx	inconsistent or even contradict the reform expectations. AfL practices	may	have been promoted, maintained or neglected dependent on
L1-16.docx	the new curriculum and their views, understanding and practices	may	have changed over the course of the study.
L1-8.docx	interpersonal and intrapersonal communication as well. The communication practices	may	confirm or extend the existing practices, or novel
L1-8.docx	or practices meet, one of the perspectives or practices	may	either be converted, accommodated, or contested (Bennett, 2013a;
L1-8.docx	conflicting practices is admissible, giving recognition to other practices	may	encourage a just and responsible relationship (Sorrells & Nakagawa, 2008).
L1-3.docx	works (i.e. novels, movies, songs, photos). These practices	may	not be distinctively done only by Indonesians, yet
L1-8.docx	and respect of difference. While recognition of different practices	may	vary due to positional variation in a society,
L1-4.docx	be separated from teachers' responsibility and that these cultures	may	also be a barrier to effective teaching. The
L1-9.docx	Holliday et al., 2010), this highlights the idea that cultures	may	be seen as 'varied, subjective and power-based
L1-9.docx	DeCapua & Wintergerst, 2016; Jackson, 2014). Conversely, members of M-time cultures	may	have a more elastic perception of time, clinging
L1-8.docx	those involving religious association, to members of other cultures	may	invite various responses from people with the same
L1-9.docx	teacher shuttled between home and target language- and-cultures	may	showcase the skills of interpreting and relating (savoir
L1-8.docx	gender. Different practices regarding greeting rituals between two cultures	may	affect how educators select appropriate practice while interacting
L1-9.docx	is, the teaching and learning and use of English	may	change students' cultural or religious character and identity
L1-8.docx	future reference. Indonesian Muslims who learn and speak English	may	experience problems. A lexical feature of English future
L1-2.docx	moderate levels of motivation, successful people in learning English	may	inspire the students to succeed in learning English
L1-10.docx	socially divisive nature of EMI because instruction through English	may	limit access from lower socio-economic groups and/
L1-13.docx	Thus, her view of the superiority of British English	may	only serve as a mask that covers her
L1-13.docx	as equally important is his concern about how English	may	threaten the future of Indonesian and indigenous languages
L1-8.docx	opt to suspend the expression from practice. Still others	may	simply blend with the host culture. Figure 5. 3 Practice
L1-8.docx	adopt such practice when they interact with Muslims. Others	may	simply continue to adapt to the context. 5.3.4 Observing
L1-8.docx	in their mind for fearing of offending others. Others	may	simply ignore it due to the issue of
L1-8.docx	maintain local practice, including the form of address. Others	may	consider the use of English practice as language
L1-8.docx	Allah to her supervisor and her friend. But others	may	consider that the use of the expression may
L1-8.docx	are sincere about offering this greeting, acceptance from others	may	follow. The following factors include experience and ability
L1-13.docx	ideological literacy among pre-service teachers. Additionally, future research	may	need to investigate if, how, and to what
L1-13.docx	secondary schools in the West Java Province. Future research	may	need to include teachers in secondary schools outside
L1-13.docx	light of the findings of this thesis, future research	may	need to explore related issues such as the
L1-17.docx	as the main source of data . However, future research	may	be conducted as a mixed-method research to
L1-12.docx	between these terms (see Appendix I),but future research	may	consider combining some sub-categories or forming new
L1-7.docx	teachers' professional learning during their professional experience. Future research	may	investigate the nature of effective mentoring features considering
L1-8.docx	she recognises English culture, which signifies time relations. She	may	also assume that time relations might be insufficient
L1-8.docx	Allah expression is exclusively applicable to Muslims, but she	may	also learn that others from different faiths may
L1-20.docx	from their mother might behave strangely or improperly. She	may	also implies that, however, the care and love
L1-13.docx	fact that Dina said "some say" suggests that she	may	have heard the idea of British English being
L1-15.docx	teach. During the teaching practicum, she felt that she	may	not have been sufficiently exposed to common problems
L1-5.docx	the future may be heightened. This means that she	may	think English has value so that she prepares
L1-12.docx	distinct categories. In addition, I acknowledge that the findings	may	be skewed towards certain categories of language use

File	Left context	Node	Modal	Right context
L1-18.docx	versa. Positive and negative reactions were recorded. These findings	may	help us to understand that motivational issues are
L1-2.docx	were: <^^^> (FG02/S5)(POS) <^^^> (FG03/S7)(POS) These findings	may	indicate that the lecturers and some students perceive
L1-16.docx	schools in one province in Indonesia. Thus, the findings	may	not generalizable to schools from other areas in
L1-6.docx	findings, why it happened and what implications the findings	may	suggest. Chapter 6: Conclusion and Implications 6.1. Introduction The overall
L1-11.docx	he most desirable performance criterion (Stiggins, 2005; Azis, 2014). Consequently, learning	may	be considered solely an individual competition rather than
L1-4.docx	purpose (Shi, 2006). This shows that learners' views on learning	may	influence the way they learn in the classroom
L1-4.docx	has been explained how identifying students' cultures of learning	may	neglect the students' individual agency (Yuan and Xie, 2013),
L1-16.docx	observe in such limited time (Wiyono, 2017). Student-centred learning	may	nonetheless be reflected in the reality of how
L1-4.docx	It was argued that recognizing students' cultures of learning	may	to some extent benefit the students so they
L1-2.docx	people since they come from developed countries. The lecturers	may	also think that having contact with these 'better'
L1-2.docx	always encourage students to speak the language as lecturers	may	become an important source of L2 and immediate
L1-2.docx	by the lecturers in this study because the lecturers	may	feel that the students become more motivated when
L1-6.docx	use but not necessarily for classroom teaching. Therefore, lecturers	may	have to buy extra internet quotas to access
L1-10.docx	to continue their Master program on campuses where lecturers	may	not be accepted. They can enroll at that
L1-11.docx	a degree of incoherence, an initial aspect of NPT (	May &	Finch, 2009), between teachers' perception and curriculum expectation in
L1-11.docx	a key sub-category of cognitive participation in NPT (	May &	Finch, 2009), in regard to their teaching performance, which
L1-11.docx	discussion of the reform and AfL implementation uses NPT (	May &	Finch 2009) as the framework, which will refer to
L1-11.docx	the reform to ensure the coherence aspect of NPT (	May &	Finch, 2009) is achieved prior to national instigation of
L1-11.docx	changes and ensure normalization (May & Finch, 2009). Drawing on NPT (	May	and Finch 2009), we can conclude that sustainable embedding
L1-1.docx	worry that not pleasing the stakeholders in the school	may	influence how they are treated on a day-
L1-15.docx	how factors in the students' environment outside of school	may	influence their life and learning' appeared to be
L1-17.docx	This is because what they have learnt at school	may	be different to reality. Therefore, teaching requires teachers
L1-16.docx	has been found to be effective in one school	may	not have the same intended outcome in other
L1-1.docx	this common practice of giving gifts to the school	may	potentially jeopardize the chance of getting good grades.
L1-8.docx	address their supervisor using their first name. Yet, supervisors	may	assume that educators are unwilling to adopt the
L1-1.docx	is the HE supervisors. Like the mentors, the supervisors	may	directly evaluate the pre-service teachers' performance in
L1-1.docx	differences of beliefs between the mentors and the supervisors	may	influence the mentoring that they provide to the
L1-15.docx	teaching. Conversely, less constructive guidance and feedback from supervisors	may	possibly lessen their professional self- efficacy, and sense
L1-1.docx	identities is bias and inconsistency (Roberts, 2016). Mentors and supervisors	may	use their own beliefs and tend not to
L1-9.docx	into his RPPs and teaching and learning materials. What	may	be particularly intriguing is that Aris expressly stated
L1-9.docx	how mediation is at play in this situation. What	may	escape our attention and is thus worth further
L1-7.docx	inconsistencies and differences between what participants perceived and what	may	have occurred in the classrooms. Triangulation by employing
L1-9.docx	this line of reasoning, the cultural significance of what	may	look basic, simple or familiar within and outside
L1-1.docx	teaching, although it is against her evaluation of what	may	work for her students. The recognition from the
L1-8.docx	practice for particular reasons. However, offering faith-related wishes	may	be approached in another way, as elaborated in
L1-8.docx	in Figure 5.5. The figure indicates that although everyday wishes	may	be similar across cultures, some people may see
L1-8.docx	as God's son and offering "Merry Christmas" wishes	may	denote the joy of the birth. Therefore, exchanging
L1-8.docx	may see perspective variations. In addition, faith-related wishes	may	further divide the ways people from different faiths
L1-8.docx	by Goldberg et al. (2009). Language for expressing such wishes	may	include I wish, I hope, or I want.
L1-4.docx	negative effect on the students. Power in the classroom	may	actually improve students' learning repertoires (Richmond, McCroskey and
L1-5.docx	another language, the use of L1 in the classroom	may	play a significant role in facilitating language learning,
L1-5.docx	that some form of DMFonF intervention in the classroom	may	promote L2 lexical and grammatical development. The delayed
L1-9.docx	was used as reference material in the observed classroom	may	suggest that such an approach has a direct
L1-8.docx	and other members of the host culture. The communication	may	also take place between international students and those
L1-8.docx	the anticipation of cost and reward for maintaining communication	may	contribute to mirroring practice. Although mirroring practice is
L1-8.docx	take turns in generating ideas. Similarly, student--supervisor communication	may	literally be transactional when the student mainly responds

L1-8.docx	and exchange ideas. This general view of intercultural communication	may	occur in international conferences, on campus, in classrooms,
L1-11.docx	al. (2019) argued, although conceptions of assessment in different contexts	may	be measured by similar instruments, teachers' conceptions of
L1-15.docx	respect to parents. This finding confirms that social contexts	may	contribute to pre- service teachers' reasons to join
L1-6.docx	in investigating the use of technology in limited contexts	may	find the information of the types of technology
L1-9.docx	of Javanese that students generally share, different social contexts	may	require different vocabulary, grammar or intonation. Differences in
L1-8.docx	A range of encounters with English practice by educators	may	end up in the adoption of various communicative
L1-8.docx	when Christmas wishes are all pervasive. Therefore, some educators	may	feel bewildered when their colleagues, supervisors, and others
L1-8.docx	features of both the host and cultural reference, educators	may	seize the opportunity and introduce blended practice as
L1-8.docx	L679). <^^^> (Dewi, L213) Dissociating practice Some of the educators	may	use Islamic greetings inconsistently depending on the context.
L1-4.docx	aves, 1996; Bodegas, 2007; Nation and Macalister, 2010). Therefore, these different factors	may	also contribute to the different choices of teaching
L1-4.docx	a study using a purposive sampling because certain factors	may	hinder the involvement of the sample that fulfil
L1-8.docx	in the dominant English- speaking culture. The considered factors	may	include context, anticipating cost and reward, and faith.
L1-8.docx	culture: <^^^> (Dewi, L279) <^^^> (Wina, L352) <^^^> (Anto,.L679) Several factors	may	stimulate selection of their Islamic practice in the
L1-3.docx	one's creativity (Kaufman & Beghetto, 2009). The kind of feedback	may	encourage or discourage creativity. As reported in the
L1-11.docx	e.g. Ruiz-Primo & Li, 2013). These kinds of feedback	may	give an indication about the current state of
L1-11.docx	task. Teachers claimed that individual face-to-face feedback	may	reduce students' hesitation to express their ideas [A3
L1-12.docx	significantly contribute to the understanding of whether teacher feedback	may	result in the students' L2 development or not
L1-6.docx	students' positive involvement through motivation and encouragement. This motivation	may	be influenced by the affective component of emotional
L1-11.docx	studies e.g. Takahashi (2018). A lack of intrinsic motivation	may	explain the phenomenon that despite the fact that
L1-2.docx	motivating L2 classroom environment (Chang, 2014). Students with high motivation	may	lose their interest or experience motivation decrease and
L1-18.docx	current study agrees with Gardner (2007) that classroom- learning motivation	may	promote the acquisition of individual elements of the
L1-7.docx	in classrooms where PPG is being enacted, future researchers	may	address this issue as a critical aspect to
L1-7.docx	aspect to improve PPG preservice teachers' pedagogical practices. Researchers	may	also wish to explore the long-term effects
L1-4.docx	learning and the pedagogy of curriculum enactment. Other researchers	may	experiment on how to use the cultures of
L1-13.docx	an area for future LTC research. For example, researchers	may	need to conduct studies investigating how ELTE programs
L1-1.docx	suggests that the actual use of technology in teaching	may	be reduced to almost none. As the focus
L1-15.docx	teachers' feeling of preparedness for teaching. In fact, teaching	may	become their second choice of profession, as reported
L1-11.docx	enacted as frequent practice. This finding suggests that teaching	may	focus on finishing the curriculum and rely heavily
L1-15.docx	teachers in Indonesia, as exemplified in this quote: "Teaching	may	not be interesting but still important." This quote
L1-8.docx	when they return home. Rather, the intercultural communication experience	may	extend and strengthen future related application. Nisa conceded
L1-8.docx	of stories about their experiences. However, one specific experience	may	generate a more thorough and deeper understanding of
L1-11.docx	assessment tradition, which emphasizes grading and comparison. This experience	may	have influenced their current assessment views. In addition,
L1-8.docx	with a definite co-communicator, this exchange of ideas	may	be mediated through audio and/or visual aids
L1-9.docx	of them and shows their connections. The above ideas	may	further underline not only how deeply ingrained cultural
L1-9.docx	authenticity of language use rigidly to NS-based ideas	may	not only make EFL teachers and learners lose
L1-1.docx	al., 2005). A teacher who is developing his professional identities	may	assume more than one sub-identity, and these
L1-1.docx	of prior research that noted how teacher professional identities	may	constantly shift across both time and space (Trent, 2014;
L1-1.docx	profession and what the teachers value themselves. These identities	may	not be always in agreement with each other (
L1-2.docx	Western Indonesia (Azzizah, 2015); Students in eastern provinces of Indonesia	may	be more dependent on their lecturers in learning
L1-9.docx	particular the teaching and learning of English in Indonesia	may	cast light on the official language ideology. The
L1-11.docx	This study found that the AfL reforms in Indonesia	may	have suffered from the inconsistency and paradox of
L1-1.docx	standards of teachers' academic qualifications and competences. Thus, one	may	speculate that this regulation's subjects have understood
L1-1.docx	he wrote: <^^^> By referring to Harmer's perspective, one	may	speculate that the curriculum's take on the
L1-12.docx	communication of ideas and logical sequencing (rhetorical arrangement).One	may	find it hard to distinguish 'paragraph organisation' from '
L1-7.docx	of EFL teacher education programs, the results may or	may	not be applicable to all. This suggests that
L1-13.docx	for international communication where native English speakers may or	may	not be involved (Jenkins, 2009; Mauranen, 2003; Seidlhofer, 2005; Sung, 2016). Accordingly,

File	Left context	Node	Right context
L1-1.docx	are treated on a day-to-day basis, or	may	affect the image of all pre-service teachers
L1-6.docx	role when technology is integrated in the learning process	may	arise with some lesson activities. However, activities in
L1-1.docx	complex, dynamic, and personal, the outcomes of the process	may	be contextualized and individual, depending on the contexts
L1-8.docx	to mirror the English practice. However, the decoding process	may	undergo some changes when further factors are taken
L1-1.docx	national association of study programs and HE study program	may	imply that the voice of the employers is
L1-5.docx	finding indicates that a communicative meaning-based English program	may	promote lexical learning but not grammatical learning. b.
L1-10.docx	to him, the typical international name of "the program	may	take place more on the language of instruction
L1-11.docx	change elements to suit the context of the reform (	May &	Finch, 2009). In this sense, modification and adaptation of
L1-11.docx	teachers' active participation and collective actions of the reform (	May &	Finch, 2009) are difficult to locate. These findings are
L1-11.docx	explains lack of their cognitive participation of the reform (	May &	Finch, 2009). The principal implication of this situation is
L1-12.docx	teachers to reflect on their feedback practices. Teaching situation	may	dynamically change over time within one course or
L1-6.docx	be more understandable to the whole class. This situation	may	have been enabled by the fact that she
L1-6.docx	even ignorant use of the facility. Although this situation	may	seem to trigger the lecturers to creatively provide
L1-8.docx	the meaning and values of the expression. However, some	may	express the expression in their mind for fearing
L1-8.docx	those who do not share Islamic cultural reference. Some	may	overtly negotiate the practice and teach others the
L1-2.docx	be mostly motivated to learn the language though some	may	perceive it otherwise (i.e., Al-Sharief, 2013). Therefore,
L1-1.docx	The danger of differences in beliefs among the stakeholders	may	also inhibit collaboration, because of the differences in
L1-1.docx	From the perspective of practice architectures theory, these stakeholders	may	be influential in enabling or constraining the process
L1-1.docx	the employment context, in this case, the schools, stakeholders	may	have a different interpretation of employability as a
L1-1.docx	concepts in describing the expectation of professional identities, there	may	be two reasons why they are presented separately.
L1-6.docx	to teach students everything they needed to learn. There	may	be much more to good teaching, such as
L1-13.docx	classroom activities accordingly. Another important finding is that there	may	not be an immediate resolution to a contradiction.
L1-6.docx	or internationally based teachers and lecturers. Other researchers who	may	be interested in exploring the pedagogical strategies used
L1-6.docx	ones, it is even more applicable for researchers who	may	be interested in investigating different types of limited
L1-11.docx	the participants and me as a doctoral researcher, who	may	have been perceived by the teachers as having
L1-9.docx	as interrelated in actual communication, and linguistic knowledge alone	may	not be enough to establish good communication. Her
L1-12.docx	this study indicates that the teachers' think-aloud alone	may	not accurately capture the teachers' cognitive processes because
L1-8.docx	foreign individuals, they should expect that their cultural backgrounds	may	either interfere with or facilitate interaction. In addition,
L1-8.docx	DGCs and their culture. Others from different ethnic backgrounds	may	encounter a similar situation. Therefore, diverse communicative practices
L1-6.docx	in teaching and learning is not only possible but	may	even become crucial to provide equal access to
L1-6.docx	al. (2003), may enhance the students' comfort for learning but	may	not encourage them to emulate the experience for
L1-13.docx	the choice of using English only in the classroom)	may	be underpinned by an ideology (i.e., English
L1-13.docx	an ideology-related contradiction occurring in an English classroom)	may	not always act as a catalyst for change
L1-12.docx	and the concurrent method employed in the writing conferences	may	inform what actually happened in the writing conferences,
L1-12.docx	could misunderstand their written feedback so conducting writing conferences	may	provide clearer information to the students (e.g.,
L1-2.docx	to learn the language. The students in this context	may	feel that practising their English with their lecturers
L1-8.docx	problem but adopting religious expression in a diverse context	may	warrant further consideration. The incident Rida is another
L1-8.docx	non-verbal codes. People who come to another country	may	find a greeting ritual is problematic when this
L1-8.docx	home. Andri anticipates that people in his home country	may	think he has been westernised if he starts
L1-16.docx	Brown (1995, p.206) expresses, "involving teachers in systematic curriculum development	may	be the single best way to keep their
L1-16.docx	voices, the outcomes of new thinking on curriculum development	may	in fact be thwarted, prolonging the dangerous situation
L1-15.docx	a conference or becoming English language tutors, for example,	may	enhance their self-confidence. 7.2.3. Future research Indonesia has
L1-8.docx	distinct expression to accompany them. English greetings, for example,	may	include an interjection, "Hi" or "Hello", or a
L1-6.docx	working individually online. Students' interactions and communications on Facebook	may	be at the surface level (Stewart, 2015). If they
L1-6.docx	is not easy. Checking posts or commenting on Facebook	may	take extra time, and he preferred not to
L1-8.docx	as containing a religious teaching practice, the faith factor	may	also be accounted for in the selected practice.

File	Left context	Node	Right context
L1-8.docx	as indicated by Dewi. In addition, the faith factor	may	be the reason for using this practice. Al-
L1-8.docx	such as Christmas wishes, practices are varied. Language features	may	be retained, but the festive meaning is averted
L1-8.docx	People who do not share lexical and perspective features	may	experience difficulty in acquiring and using another language
L1-11.docx	stakeholders will stimulate collective monitoring of the reform implementation (	May &	Finch, 2009) and give embedding a greater chance. 8.5 Inconsistencies
L1-11.docx	teachers) (May & Finch, 2009); and inadequate support for its implementation (	May &	Finch, 2009; Owston, 2007; Wood, 2017). Such incoherence may be the
L1-11.docx	the quality of teachers' responses to the questionnaire items	may	lack reliability, as I could not control how
L1-11.docx	the description. A teacher focusing on the grammatical items	may	reflect his intention in the form rather than
L1-8.docx	found in the media or used by English learners	may	generate different responses. Drawing on co-cultural theory
L1-11.docx	mixed ability classes with some strong students, anxious learners	may	lack opportunities or be reluctant to demonstrate their
L1-11.docx	support for children's learning, indicating that change monitoring (	May &	Finch, 2009) from external agents is largely missing. These
L1-11.docx	massive involvement of the reform actors, thus reflexive monitoring (	May &	Finch, 2009) from the reform actors might not be
L1-2.docx	supported by teachers; otherwise, students who are initially motivated	may	eventually lose their interest in learning the language.
L1-2.docx	On the other hand, students who are highly motivated	may	not have very good grades. Eight out of
L1-11.docx	long-term impacts and practice changes and ensure normalization (	May &	Finch, 2009). Drawing on NPT (May and Finch 2009), we
L1-11.docx	all of the agents of change to ensure normalization (	May &	Finch, 2009). In the case of the K13 reform,
L1-11.docx	Remesal, 2007). These findings indicate a lack of cognitive participation (	May &	Finch, 2009) from teachers and therefore insufficient implementation of
L1-11.docx	literacy levels in determining and directing teachers' cognitive participation (	May &	Finch, 2009) of new assessment practices. We can better
L1-8.docx	Muslims but seeing it from a socio-cultural perspective	may	offer a different understanding. Participant 18 uses a different
L1-8.docx	in many ways. Some people with a secular perspective	may	simply catch the terms that do not contain
L1-4.docx	teacher's explanation (see Part I section 4.1.1). This phenomenon	may	be influenced by the different characteristics of students,
L1-9.docx	rich source of cultural information. What this sociocultural phenomenon	may	mean is that local EFL teachers have in
L1-9.docx	one hand, the teachers' expected compliance with the policies	may	be indicative of the Government's powerful position
L1-9.docx	hand, the EFL teachers compliance with the national policies	may	reflect the State powerful position in the centralised
L1-8.docx	with persons from other faiths, a customised wishing practice	may	be possible, as a happy holyday wishing practice. 5.3.6
L1-8.docx	a symbol of religiosity, while Muslims head covering practice	may	be viewed as subservient (Williams & Vashi, 2007). In addition,
L1-4.docx	quest for a culture of learning since these preferences	may	guide teachers to understand the cultural influences on
L1-4.docx	evidences on this. Their perception of students' learning preferences	may	not have shaped how they implement learning in
L1-1.docx	Collaboration; Respect; Initiative; and Work habits. The rubrics' presentation	may	echo the macro-level regulations and the meso-
L1-1.docx	categorization of macro-level regulations). Secondly, the separate presentation	may	indicate a move from a general summary of
L1-13.docx	which an ELTE program impacts student teachers' cognitive processes	may	also depend on the student teachers' agency as
L1-16.docx	active learner requires more effort. Active student learning processes	may	take a longer time compared to learning processes
L1-15.docx	beliefs and attitudes towards teaching and the teaching profession	may	also influence their views about their self-preparedness
L1-15.docx	this study corroborates that the benefits the teaching profession	may	offer have no direct contribution to the pre-
L1-8.docx	about someone's marital status is impolite. The question	may	be viewed as intervening in a private affair,
L1-11.docx	exposure to the target language. The 'What else?' question	may	indicate an open question that explores a variety
L1-12.docx	broad to capture different language related errors, but readers	may	argue that the sub-categories of language use
L1-12.docx	true attitudes or behaviours (Driessen&Jansen, 2013). Hence, the readers	may	need to consider this issue when considering the
L1-1.docx	of their initial state of competence, sources of reflection	may	come from the human capital and social capital (
L1-13.docx	pre-service teachers conducting a teaching practicum, critical reflection	may	include reflection on how their English language ideological
L1-7.docx	specific context of EFL teacher education programs, the results	may	or may not be applicable to all. This
L1-5.docx	lexical or phrasal at Time 3. The cross-sectional results	may	skew the picture and lead to misinterpretation of
L1-8.docx	with similar or different cultural backgrounds. As greeting rituals	may	also be perceived as containing a religious teaching
L1-8.docx	the Islamic greeting is preferably adopted. These greeting rituals	may	include a peace invocation Assalamu'alaikum (peace be
L1-1.docx	teaching objectives over higher-order learning, and the rubrics	may	be too detailed but inflexible in practice. Another
L1-1.docx	pre-service teachers. The simplistic approach of the rubrics	may	lead to the problem of "reductionism" (Roberts, 2016) as
L1-8.docx	marital status, and exchanging compliments to the DEC speakers	may	not result in cultural dilemma for both parties.

	L1-13.docx	speaking English for international communication where native English speakers	may	or may not be involved (Jenkins, 2009; Mauranen, 2003; Seidlhofer, 2005;
	L1-3.docx	students' true reasons for taking the Creative Writing subject	may	indicate whether the students had passions or interests
	L1-16.docx	policy makers should rethink the assumption that English subject	may	threaten the students' proficiency in Indonesian language or
	L1-6.docx	that enabled students to gain real experiences with technology	may	have triggered their potential for productivity, executing work
	L1-6.docx	implementation of policies relating to the use of technology	may	not be applied effectively without encountering obstacles. The
	L1-1.docx	different interpretation of employability as a product, and thus	may	lead the pre-service teachers into a process
	L1-9.docx	towards the world, lifestyle and communicative behaviour, and thus	may	lead to a cultural clash when individuals familiar
	L1-9.docx	that ye may know each other (not that ye	may	despise (each other))'. Irving (1991) interprets and translates it
	L1-9.docx	an explanatory note in brackets, i.e. 'that ye	may	know each other (not that ye may despise (
	L1-9.docx	Wati, 17/11/15) While Wati's and Yanti's account above	may	suggest a perceived limited language competence and some
	L1-3.docx	split opinions. The following four excerpts of students' accounts	may	represent students' viewpoints on Haryo's oral, non-
	L1-8.docx	Allah. Missing this utterance to refer to future action	may	signify faith ignorance to some educators. Therefore, they
	L1-11.docx	understood and facilitated collectively within the networks of actors (	May &	Finch, 2009). This only can be achieved if the
	L1-4.docx	shown evidence that by looking at the students' agency	may	give a representation of what the students' voices
	L1-6.docx	This model of pedagogy, according to Russell et al. (2003),	may	enhance the students' comfort for learning but may
	L1-2.docx	similarly influenced by Self- motivation and Others. This also	may	indicate that the students' motivation is generally affected
	L1-19.docx	dependent on what students are expected to achieve and "	may	change from one activity to another, or from
	L1-8.docx	factors that underpin the practice selection, although its application	may	be exclusive to Muslims. Beside the shared faith
	L1-4.docx	receptive way (Brown, 2007, p.243), students' exposure to this approach	may	have shaped their understanding of what learning should
	L1-17.docx	focused on a specific type of modal, such as	may,	should, can, or could. Moreover, it could be
	L1-15.docx	teaching profession, in the test. This non-academic aspect	may	inform the teacher education program about general profiles
	L1-8.docx	she greets them with Islamic greetings. This similar audience	may	render a singular response as they are in
	L1-8.docx	instead. The range of wishing practice in multicultural Australia	may	enrich the educators' repertoire in encountering multicultural Indonesia.
	L1-8.docx	fashion determine what to wear (Prato et al., 2020). Australians	may	wear different outfits to accommodate seasonal weather changes.
	L1-9.docx	explains English news report Wati's conception of authenticity	may	be shaped by perceived students' needs and the
	L1-1.docx	interviews, which further confirm that this sharing of authority	may	not trickle down, in the field. Through their
	L1-6.docx	and Trinder (2015) who found that this kind of availability	may	become an appropriate contextual learning experience that probably
	L1-15.docx	demonstrated that, for some pre-service teachers, such awareness	may	lift their efforts and motivation to enhance their
	L1-8.docx	purchasing halal meat in a store several kilometres away	may	be taken to make sure that they get
	L1-4.docx	As mentioned in chapter 2 that the socio-cultural background	may	also affect the way students perceive learning. This
	L1-15.docx	preparedness to 'understand how students' family and cultural backgrounds	may	influence learning' with a mean of 4.11. The results
	L1-6.docx	focus. In the future, detailed investigation on the behaviour	may	be captured with better instruments, such as video
	L1-15.docx	in Indonesia. Further, this study highlights that this belief	may	influence pre-service teachers' feeling of preparedness to
	L1-15.docx	the program. Pajares (1993) claims that pre-service teachers' beliefs	may	affect their teaching practices and this was also
	L1-9.docx	Nasional, 2010, 2011). Ana chose Indonesian songs whose lyrics she believed	may	arouse students' nationalistic sentiment. As Ana stated: <^^^> (Interview
	L1-14.docx	visual modes, through which the interest in a body	may	be more influenced by its clothing (p188). From
	L1-13.docx	holds can be unique and thus, in some cases,	may	not be able to be described using one
	L1-8.docx	After critically functioning and considering those factors, the CCGMs	may	come up with a selected practice and strategically
	L1-8.docx	common practice used by many English speakers, personal characters	may	also determine a practice that accommodates features of
	L1-1.docx	state of flux (Darvin & Norton, 2015; Norton, 2013). Furthermore, the checklist	may	create pressure on the pre-service teachers to
	L1-6.docx	lecturers the ability to select their tools of choice	may	help them negate the digital divide produced by
	L1-6.docx	materials. For some students, bringing copies to the class	may	be expensive if they have to do so
	L1-9.docx	what they wear. She believed that the characters' clothing	may	affect student's opinion if they are perceived
	L1-8.docx	question, an interjection, or affirmation (Firth, 1972). The verbal code	may	be followed by handshaking, hugging and/or cheek
	L1-1.docx	understanding. At the same time, the nature of collaboration	may	be influenced by other factors, such as the
	L1-8.docx	Dissociating practice is when they anticipate that their collocutor	may	become confused upon hearing a unique expression and

L1-8.docx	include other faiths and if they probe that collocutors	may	acknowledge the distinct practice of future reference expression.
L1-1.docx	of the students in the enactment of the competence	may	also be correlated to the pre-service teachers'
L1-20.docx	face or hair. From this act, thus, a compliment	may	arise due to the good- looking appearances of
L1-20.docx	cultural conflicts in their teaching through contextualising. Indeed, conflicts	may	happen in ELT classroom, especially with learners, when
L1-8.docx	practice, and how to approach the orientation. Other considerations	may	also include anticipated cost and reward associated with
L1-1.docx	mentoring. As predicted, the difference in viewing prioritized constituents	may	come from the difference in conceptualizing expectations, which
L1-8.docx	may be straightforward without reflective thinking, while other contacts	may	allow some sort of cultural and or religious
L1-13.docx	in an English language classroom, an ideology-related contradiction	may	occur without being realised by the teacher. The
L1-8.docx	across language and cultural boundaries occurs. This interactional conversation	may	go beyond spatial and temporal boundaries when technology
L1-18.docx	Gilmore, 2008). Considering that having access to a large corpus	may	have helped the students in Gilmore's study
L1-12.docx	from the same L2 writing course or other courses	may	deepen our understanding of teachers' feedback activity. In
L1-6.docx	situations or contexts. Finally, researchers interested in qualitative data	may	benefit from employing this type of explorative research
L1-16.docx	process. Not involving or consulting teachers in educational decisions	may	affect teachers' performance negatively and be reflected in
L1-15.docx	such as student diversity, collegial collaborations, and professional development,	may	expand student teachers' understanding of real teaching conditions,
L1-1.docx	practicum, due to the difference in audience. This difference	may	cause the pre-service teachers to have different
L1-11.docx	conflicting perceptions, the grading practices of the behavioural dimension	may	be variable and not reliable. Having said that,
L1-8.docx	indicate lower power distance (Hofstede, 2011). The power distance dimensions	may	include age difference (Giles et al., 2003), gender, and
L1-15.docx	this study indicated that encouragement, motivation, and even disappointment	may	result from the practicum experience. The value of
L1-1.docx	the mentors in the school practice site. Such disconnection	may	influence the collaboration between the mentors and the
L1-4.docx	The students also felt that having a group discussion,	may	help them to communicate with their peers in
L1-8.docx	one another (Braun, 2012). Some societies with higher power distance	may	address their members by title and vary first
L1-10.docx	longer relevant with the current era of linguistic diversity (	May 2004,	Jenkins 2015). In the interview, teachers had indicated that
L1-1.docx	The cultural-discursive arrangements in the macro-level documents	may	have prohibited the inclusion of the 'employer's
L1-3.docx	be used to produce creative outcomes in one domain	may	not always be transferrable in other domains (Baer, 2016).
L1-13.docx	is to some extent different from others, and (2) each	may	be standard in its own right. Ana commented, "
L1-8.docx	with different meanings between well wishes. Alternatively, the educator	may	customise the wishing practice that emphasises Christmas and
L1-8.docx	in socially situated environments. Islamic Indonesian tertiary EFL educators	may	pose challenges to many individuals. Viewed from SIT (
L1-9.docx	of languages and the teaching and learning of EFL	may	be far from straightforward, such policies are mutually-
L1-16.docx	the curriculum elements will also be adjusted. These elements	may	formulate new mindset for all curriculum stakeholders in
L1-6.docx	reasoning for dominating the processes of questioning and eliciting	may	be influenced by the level of students' responses
L1-1.docx	of professional identities that the pre-service teachers enact	may	change. This confirms the conclusions of prior research
L1-8.docx	that contribute to the selection. In general, the encounters	may	result in rejection or resistance to English practice,
L1-13.docx	legitimate to speak L1-accented (Indonesian/Javanese-accented) English,	may	be viewed by some as potentially raising the
L1-18.docx	language learning and classroom learning motivation, the classroom environment	may	play an important role in strengthening language motivation.
L1-1.docx	and training students, the practices of assessing and evaluating	may	be seen as the next step of valuing
L1-8.docx	beliefs, norms, and values (Ting-Toomey, 1999a). Some events	may	result in accepting other practices or perspectives, while
L1-15.docx	that they can cope with the challenges that eventually	may	increase their perceived efficacy (Christophersen et al., 2016). Accordingly,
L1-5.docx	red and one cow white. These shreds of evidence	may	be from the Indonesian NP structure consisting of (
L1-4.docx	become teachers in the future, therefore setting good examples	may	help in shaping the students' English teaching skills.
L1-11.docx	MA, C4LH, and C5HB]. The following excerpt	may	adequately represent the improvement dimension of teachers' assessment
L1-1.docx	may carry normative and legal power, but the expectations	may	be lost in the system as the expectations
L1-15.docx	teaching. Specifically, the current findings suggest that these experiences	may	shape pre-service teachers' personal standards of a
L1-6.docx	videos provided supplemental learning materials, which lecture-based explanations	may	lack. Although L2 and L3 explicitly stated that
L1-8.docx	others may consider that the use of the expression	may	hinder communication with other group members, and therefore
L1-4.docx	implement student-centred learning. Therefore, teachers to some extent	may	be open to understanding different types of voices
L1-1.docx	and relies solely on the students' tuition; therefore, facilities	may	be limited. As she said: <^^^> However, at the

File	Left context	Node	Right context
L1-20.docx	implicit agreement in TESOL that one's religious faith	may	not "disrupt" one's professional practice (Wong, 2013a).
L1-8.docx	she may also learn that others from different faiths	may	also adopt such practice when they interact with
L1-15.docx	anxiety and low self-efficacy in teaching. This feeling	may	have affected her own beliefs about teaching, as
L1-9.docx	globally interconnected world, the following excerpt from students' FGD	may	point up the way students actually use English
L1-9.docx	information obtained from a student focus group discussion (FGD)	may	also shed some light on the discrepancy between
L1-11.docx	expressed more than half peer-assessment propositions. This finding	may	suggest that although the majority of the interviewees
L1-8.docx	good food (Mohamed, Hewedi, Lehto, & Maayouf, 2019; Paddock, 2016). Good food	may	encompass health and nutrition considerations (Sajadmanesh et al., 2017).
L1-5.docx	importance of English for their child in the future	may	be heightened. This means that she may think
L1-8.docx	maintained, the reciprocal practice of offering compliments across generations	may	result in communication awkwardness. Therefore, in the encoding
L1-1.docx	other universities. Noncompliance to the practice of giving gifts	may	affect future teaching practicum grades. <^^^> As the result
L1-9.docx	comparison between of NSs' and learners' understanding of grammar	may	also imply the sociolinguistic diversity of both NSs
L1-8.docx	factor is not specifically stated by educators, Islamic greeting	may	have been a "scripted behaviour" (Gudykunst, 2004, p. 13) or
L1-8.docx	group. In English, the common verbal practice for greeting	may	be a question, How are you? plus an
L1-8.docx	to greet others. In high contact cultures, however, greetings	may	include handshaking (most European societies), and even hugging
L1-8.docx	elite group, though underrepresented, the practice of elite group	may	be more appealing but contravening as well. Therefore,
L1-5.docx	feedback' (+FB) and 'request repetition' (RR) in both groups	may	encourage the children's output. The higher use
L1-8.docx	yet when they move to another setting, she/he	may	alter their position. Anti relates that while in
L1-9.docx	with Islamic teachings. The underlying processes at play here	may	involve the EFL teachers bringing buried cultural understandings
L1-2.docx	one lesson were calculated on the basis of how	may	minutes and seconds they were used respectively divided
L1-18.docx	improve and develop their programme of study. Others, however,	may	be defensive of their way of teaching the
L1-1.docx	or is not "good effort" here. However, the idea	may	be unclear for the pre-service teachers. A
L1-13.docx	enterprise, to be mindful of how a certain ideology	may	impact student learning, to be agents for themselves,
L1-11.docx	for teachers to develop their autonomy in its implementation.	May &	Finch (2009) argued that change implementers should have a
L1-2.docx	et al., 2012, Shousha, 2018) or what students perceive are important	may	not be implement by the teachers (Deniz, 2010; Kassing, 2011).
L1-11.docx	for its implementation (May & Finch, 2009; Owston, 2007; Wood, 2017). Such incoherence	may	be the result of the top-down approach
L1-11.docx	in the new curriculum, indicating a tension and 'incoherence' (	May &	Finch, 2009) in their perception of the value of
L1-8.docx	practice may indicate intercultural awareness. Such awareness, while inconclusive,	may	have been developed through interaction with people from
L1-11.docx	teachers reported its adoption, suggesting that promoting learning independence	may	be interpreted as a widespread practice in schools.
L1-15.docx	Shah, 2018). Further, Stites et al. (2018) underline that this indicator	may	enhance the coursework and teaching practicum program. Therefore,
L1-8.docx	due to age difference, while eastern people, including Indonesia,	may	perceive that younger--older communicative practice should observe
L1-9.docx	linked to social justice and fear of degrading Indonesianness	may	come as no surprise when the teaching and
L1-9.docx	and chose to use culturally appropriate materials, for instance,	may	stem from a conception that cultural values are
L1-6.docx	creating and maintaining a supportive culture among colleagues. Institution	may	also need to provide measures and systematic evaluation
L1-1.docx	on the contexts of their teaching practices. Such interaction	may	not always be harmonious (Beijard et al., 2004) and
L1-9.docx	cultural situatedness of Aris' EFL classroom events and interactions	may	also have to do with the concept of
L1-17.docx	this limitation, the data I received from the interviews	may	not accurately present the participant's habitus. The
L1-8.docx	a peace invocation and affirmation of brotherhood. This invocation	may	include a simple greeting such as Assalamu'alaikum (
L1-5.docx	This may indicate that solely communicative learning by itself	may	not be sufficient in promoting grammatical development. Results
L1-11.docx	hardly formative. Sadler (1989) argued that evaluative feedback and judgement	may	become formative only if the judgment helps teachers
L1-8.docx	verbal code such as handshaking, hugging, or cheek kissing	may	pose a dilemma when it involves the interlocutor
L1-9.docx	rather than compartmentalised in their minds and that L1	may	become a useful learning tool (Cook, 2001, 2007), but it
L1-2.docx	to be effective to motivate students in learning L2	may	not view so by the students (Ruesch et
L1-14.docx	context, the picture on the left of the label	may	represent an already known producer/company (Farm House)
L1-2.docx	strong. However, the students' motivation to learn the language	may	have fluctuated depending on what happened in the
L1-8.docx	While the earlier group cultures are complementary, the latter	may	pose a dilemma for many, if they fail
L1-11.docx	their own teaching practices to promote and ensure learning.	May &	Finch (2009) argue that changes appear when change actors

	File	Left context	Node	Right context
	L1-11.docx	roles in the community of new practice are legitimate (	May &	Finch, 2009). It seems that such legitimation was not
	L1-6.docx	digital-native teachers (Lei, 2009). This achievement, according to Lei,	may	refer to both familiarising students with technology use
	L1-17.docx	reminded the teachers, that students at the beginner levels	may	be discouraged if they are required to use
	L1-1.docx	the goals of teaching. These aspects of professional life	may	make teachers change their beliefs, theories, understandings, teaching
	L1-18.docx	lack of English learning motivation. This suggests a link	may	exist between motivation and English learning performance especially
	L1-11.docx	teacher argued that 'what is good in SMA 1 Mataram	may	not be relevant or applicable in this school' [
	L1-10.docx	directly greetings in Arabic. Assalamualaikum warahhmatullahi wabaraktuh, which meant "	May	the peace, mercy, and blessings of Allah be
	L1-15.docx	university-based supervisors, as well as other school members	may	elevate their sense of preparedness. Conversely, their feeling
	L1-1.docx	of mentors comes in two ways. Firstly, the mentors	may	specifically evaluate their enactment of certain competences and
	L1-4.docx	their own practices and decided that one single method	may	not be sufficient for students with different needs. 4.4.2.4.
	L1-12.docx	actually happened in the writing conferences, but these methods	may	fail to uncover the teachers' thoughts and stated
	L1-8.docx	speaking culture. Some considered factors that come to mind	may	include the experience of using greeting rituals in
	L1-8.docx	relational context in defining their practice selection. Non-Muslims	may	be perplexed hearing a foreign expression regarding this
	L1-8.docx	it might come from real experience. Yet the narrative	may	contain the participant's bias by leaving out
	L1-6.docx	technology and connecting it to update their professional needs	may	be interpreted as an awareness of trying to
	L1-8.docx	are evident. Similar head covering practice by Christian nuns	may	be viewed as a symbol of religiosity, while
	L1-8.docx	media coverage which often exhibits oppression regarding hijab observance	may	evoke solidarity among dominant group members to "liberate"
	L1-15.docx	self-efficacy in this particular teaching task, which obviously	may	lessen their feeling of preparedness for teaching. Classroom
	L1-11.docx	better to have in mind the four stages of	May	and Finch's normalization model to plan and
	L1-9.docx	through their language use and communicative behaviour. Not only	may	the values and behaviours be regarded as alien
	L1-16.docx	geographical location – that is in West Java province only –	may	not be representative of the overall EFL senior
	L1-9.docx	communication. According to Holliday et al. (2010), the "foreign others"	may	refer to any other group of people which
	L1-15.docx	Yee (1986) explain how every day administrative tasks, including paperwork,	may	undermine teachers' sense of competence and efficacy and
	L1-9.docx	argued that the local EFL teachers' "large culture" paradigm	may	easily slip into the trap of cultural prejudice
	L1-5.docx	think more broadly (Weenink, 2008). This means that the parents	may	try to teach the children to be flexible
	L1-8.docx	with people who are knowledgeable in Islam. The participants	may	assume that his Arabic close friend is knowledgeable
	L1-9.docx	English teaching and learning and English songs in particular	may	go hand in hand with character education. When
	L1-8.docx	communication studies employ secular epistemological perspectives, Muslims, in particular,	may	contribute to intercultural studies by using the Islamic
	L1-8.docx	handshaking, hugging. In addition, while the invocation of peace	may	be offered to either gender, most Islamic scholars
	L1-17.docx	him more sceptical about the good intentions his peers	may	have had. It reduced his trust in his
	L1-8.docx	countries have criminalised queer behaviour and a death penalty	may	threaten those who are committed to such behaviour.
	L1-16.docx	implementation, state that absence of teacher participation in planning	may	lead to inappropriate implementation on the part of
	L1-1.docx	good effort" to signify the revision of lesson plans	may	indicate that the mentor teacher has a clear
	L1-5.docx	The second was teaching English noun phrases. English plurals	may	include phrasal constructions. Sarah had to differentiate the
	L1-9.docx	spite of the apparently belief-practice gap, Aris' position	may	help clarify the situation as he stated that
	L1-8.docx	to her adopted sister by including the divine power (	May	Allah). Although they do not share the same
	L1-1.docx	prioritizing professional identities that conform to expectations and practices,	may	change depending on the place of employment. If
	L1-15.docx	unexpected feedback Negative feedback from supervisors during teaching practicum	may	cause feelings of disappointment for pre-service teachers.
	L1-1.docx	of minimum criteria to being recognized as a professional,	may	be challenging for the pre-service teachers, as
	L1-1.docx	s abilities to more detailed abilities. The graduate profiles	may	form the 'promise' of the ELE program, regarding
	L1-13.docx	their own indigenous languages. This means that other provinces	may	provide contexts which are different from the context
	L1-11.docx	teachers in the group discussion argued that physical punishment	may	not encourage students to learn, they believed that
	L1-9.docx	Liddicoat, 2009). Conversely, in the absence of cultural explicitness, pupils	may	be deprived of valuable information on the language-
	L1-1.docx	required learning outcomes and as minimum criteria for qualification	may	come across as a checklist, rather than describing
	L1-12.docx	practices were related to their cognition and what reasons	may	underlie their feedback practices. CHAPTER FIVE: The Teachers'
	L1-5.docx	the children produced with some formal error. The recast	may	have been limited to the wrong word or

File	Left context	Node	Right context
L1-18.docx	They confirmed that the used of bilingual hyper-references	may	benefit students compared to monolingual ones. However, the
L1-15.docx	challenges as future teachers. Research has suggested that reflections	may	elevate the student teachers' understanding of new knowledge (
L1-11.docx	reform initiative become normalised. The NPT suggests that reformers	may	not have had a clear vision as to
L1-6.docx	need to learn about learning skill and his reminder	may	solve the weakness the students encounter. <^^^> (L1, Univ
L1-13.docx	it. However, whether or not the contradiction is resolved	may	be subject to other factors. Dina's recommendation
L1-9.docx	Indonesia and Pakistan, as Kadarisman (2005) and Mahboob (2009) highlight respectively,	may	shed some light on the topic in question.
L1-17.docx	accurately present the participant's habitus. The participants' response	may	be their idealistic view of their habitus, which,
L1-1.docx	and eventually their training. However, the category of responsibilities	may	indicate the importance of a teacher's role
L1-8.docx	are usually initiated by a greeting ritual. The ritual	may	encompass verbal or non-verbal codes or a
L1-8.docx	cultural contact with English users, the English greeting ritual	may	serve as appropriate practice, particularly when they verbally
L1-1.docx	in social and cultural activities. This list of roles	may	come as a heavy expectation for the graduates,
L1-19.docx	of the SA, but also considered that the SA	may	not be compatible when implemented in communicative EFL
L1-11.docx	levels of motivation to pursue education, stating that: 'School [	may	be perceived] like a jail by students, as
L1-9.docx	enters into the teachers' instructional judgments and decisions. Schools	may	have different educational characteristics and emphases, apply different
L1-13.docx	as /tʃeŋ/ and ascribed this pronunciation to her schoolteacher	may	mean that Ana assumed her schoolteacher pronounced 'correct'
L1-4.docx	of digital technology as I described in chapter 2, section 2.1.2.5,	may	also have an effect on the way teacher
L1-6.docx	obstacles. The Indonesian government, particularly in the education sector,	may	need to build collaboration and coordination with the
L1-14.docx	or hope (Kress and van Leeuwen, 2002). So, this selection	may	be aimed at convincing readers that this product
L1-13.docx	challenges nationalism. While Ana's case, in a sense,	may	seem to support Kawai's (2007) argument, Tina's
L1-8.docx	individuals' commitment to their faith, while accommodation and separation	may	boost recognition of the Muslim world. Therefore, it
L1-8.docx	language and cultural background. Yet, interaction in intercultural settings	may	increase tension when different standards of appropriateness or
L1-11.docx	and established as an assessment culture in schools (Shepard, 2000;	May &	Finch, 2009). Longitudinal approaches to professional development, despite the
L1-15.docx	following example from an interviewee reveals how reality shock	may	influence a sense of preparedness. <^^^> (Emma) We can
L1-1.docx	Secondly, relationships between the actors at the practicum site	may	also become a source for qualifying the depicted
L1-6.docx	a problem. Other researchers who work in similar situations	may	find exploration of this question useful in their
L1-8.docx	expectations were evident among participants in this context. Some	may	expect communicative practice should maintain local practice, including
L1-8.docx	wishes is inconclusive. Therefore, situated in one context someone	may	stand on one side, yet when they move
L1-17.docx	At the time of the first data collection stage (May 2018),		all of the participants had taught for at
L1-13.docx	suggest that a teacher's English language ideological stance	may	not be rigid but can be fluid, at
L1-8.docx	other cultures take when engaging with 'otherness'. This stance	may	be a separation of foreign practice or merely
L1-1.docx	want, their "knowing-why competences" (Defillippi & Arthur, 1994). The step	may	result in the realization that they have, or
L1-8.docx	As an educator in Islamic institutions, a negative stereotype	may	be addressed to them, as Dewi anticipated in
L1-3.docx	though a new creative product, such as a story "	may	seem like it's from another story", what
L1-2.docx	mistakes) and their encouragement to use L2. These strategies	may	boost the students with low degrees of motivation
L1-8.docx	acceptance of others and their cultural practices. This strategy	may	be manifested by juxtaposing certain features of cultural
L1-12.docx	writing by providing information about what to improve…. Students	may	be open to receiving feedbackif feedback is personally
L1-11.docx	real practice of teacher classroom assessment. Hence, these studies	may	lack ecological validity. In contrast, my study addressed
L1-11.docx	to actively engage in learning is challenging, which subsequently	may	reduce opportunities to learn. More importantly, EFL teachers
L1-8.docx	in English. In addition, although lack of political support	may	not impede educators in navigating their cultural frame
L1-4.docx	the classroom. The teachers believed that following the syllabus	may	guide them also in deciding the materials and
L1-1.docx	pre-service teachers and the stakeholders in the system	may	affect their success in crafting a professional self.
L1-6.docx	the tasks assigned in the course she was taking	may	have sharpened her skills, especially selecting or evaluating
L1-11.docx	argued that different types of assessment formats and tasks	may	serve a complementary function alongside others [A4PS
L1-11.docx	towards the reform among the reform implementers (especially teachers) (	May &	Finch, 2009); and inadequate support for its implementation (May &
L1-1.docx	Tasya could see why her choice of storytelling technique	may	not work in the teaching situation. She also
L1-8.docx	experience problems. A lexical feature of English future tense	may	not pose a problem but adopting religious expression

	L1-20.docx	views, values and practices in their teaching, which then	may	shape their local identity. This local identity can
	L1-17.docx	month could improve the language learning process and therefore	may	have a significant impact on the participant's
	L1-9.docx	the teaching and learning materials. As Yanti noted, these	may	include the biography of the companions of Prophet
	L1-8.docx	respected culture. People who are new to such tradition	may	experience confusion and embarrassment concerning the marital status
	L1-16.docx	supports Thornbury's assertion that "the effects of training	may	be only superficial" (Thornbury, 1996:284). In addition, the study
	L1-16.docx	feeding approaches in the previous curriculum. These students' traits	may	have resulted from the traditional educational philosophies and
	L1-7.docx	to develop their English competency accordingly. However, each university	may	design some additional workshops to develop preservice teachers'
	L1-9.docx	the case of English, its global spread and use	may	further complicate how it is taught and learned
	L1-16.docx	of the topic. I would argue that this view	may	have partly been the result of spoon- feeding
	L1-15.docx	teachers who do not know the subject matter well	may	not be able to teach well. Accordingly, the
	L1-9.docx	in Pennycook 1994) says that the word barat (the West)	may	trigger positive and negative reactions, presenting both good
	L1-5.docx	the adjective (e.g., star yellow, star blue), which	may	be transferred from the Indonesian NP structure as
	L1-8.docx	to cultural and contextual accounts. Therefore, a Christmas wish	may	be reciprocated by the educator in question with
	L1-8.docx	worldwide. Yet, faith-associated wishes such as Christmas wishes,	may	pose a dilemma for people from different faiths.
	L1-1.docx	interesting", "help"(ful), and "minor" are used. These words	may	become problematic for the pre-service teachers, as
	L1-9.docx	works in English commonly associated with the secular world	may,	consciously or not, become the norm. A similar
	L1-9.docx	be understood by looking into how language and worldview	may	shape the thoughts and identities of Muslims. Echoing
	L1-9.docx	gives a supplementary information in square brackets: "so you	may	recognize [and cooperate with] one another." In a

Epistemic Modal Verb: Might

No.	File	Left context	Hit
1	L1-2.docx	mentioned by the students above suggest, first, the students	might
2	L1-3.docx	s local beliefs in ghosts and supernatural beings. Students	might
3	L1-3.docx	posted on their poems or stories were important. Students	might
4	L1-4.docx	a competent learner. Two teachers explained that the students	might
5	L1-4.docx	and shared in their new classroom community, the students	might
6	L1-6.docx	explain that the technological skills acquired by the students	might
7	L1-9.docx	confident in intercultural contacts and learning opportunities her students	might
8	L1-11.docx	level. Alternatively, it can be interpreted that the students	might
9	L1-18.docx	on the theory of Language Learning Motivation (LLM), students	might
10	L1-18.docx	feedback and revising their writing. In this situation, students	might
11	L1-20.docx	explained those things in English, some of his students	might
12	L1-2.docx	use of English here was per class. Some students	might
13	L1-2.docx	might not practice what they perceived, and the students	might
14	L1-2.docx	for the students to use the language. Motivated students	might
15	L1-4.docx	classroom. Teacher C seemed to understand that her students	might
16	L1-4.docx	U5, Interview, November 6, 2017) Another teacher claimed that the students	might
17	L1-4.docx	involve the students in the classroom instructions, the students	might
18	L1-7.docx	English for the whole classroom session because the students	might
19	L1-10.docx	When using the term, a community service program, students	might
20	L1-18.docx	it was expected that a small number of students	might
21	L1-2.docx	with friends or classmates. For this reason, the students	might
22	L1-3.docx	course can therefore be identified as in Table 12. Students	might
23	L1-4.docx	in using these types of technology is that students	might
24	L1-18.docx	the task cycle affected the learning. Less motivated students	might
25	L1-2.docx	no data underpin the hypothesis that more motivated students	might
26	L1-6.docx	limitations for lecturers to assess in-depth how students	might
27	L1-18.docx	get disheartened and lose motivation. In contrast, other students	might
28	L1-2.docx	motivate them and speak the language more. These students	might
29	L1-9.docx	interview show that the unpredictability of question that students	might
30	L1-2.docx	themselves or their students. On one hand, the students	might
31	L1-3.docx	were also non-native speakers of English, thus, students	might
32	L1-18.docx	of PCs and the non-PCs group) that students	might
33	L1-2.docx	might have an impact on their identity. These students	might
34	L1-3.docx	to hurt others' feelings. Considering this cultural influence, students	might
35	L1-2.docx	Ought-to Selves were above .60. This suggests some students	might
36	L1-18.docx	It was evident that in the first semester students	might
37	L1-2.docx	and lives to lift up their motivation. The students	might
38	L1-2.docx	the capital city), rural areas or villages. The students	might
39	L1-12.docx	pt 6.5). <^^^> (Nida, personal communication 2, 2016) The teachers believed that students	might

40	L1-2.docx	students from their actual use of L2 use. This	might
41	L1-2.docx	by Own Ought-to English Self-motivation component. This	might
42	L1-2.docx	such as newspapers, newsletters, brochures, documentary, or movies. This	might
43	L1-2.docx	teaching while the lecturers did not mention them. This	might
44	L1-3.docx	diligence as highly valued characteristics in learning, and this	might
45	L1-3.docx	freedom to some extent. One possible reason for this	might
46	L1-3.docx	as well (e.g. Tika, Ariel, Hana, interviews). This	might
47	L1-4.docx	people to encourage them to use the language. This	might
48	L1-4.docx	said, <^^^> (Student 4_U1, Interview, October 09, 2017) In my view, this	might
49	L1-5.docx	with her mother such as please and look. This	might
50	L1-6.docx	of using it as a teaching tool (Hsu, 2011). This	might
51	L1-10.docx	of speaking Bahasa Indonesia. A possible explanation for this	might
52	L1-11.docx	upon securing students' understanding, scaffolding learning and how this	might
53	L1-16.docx	learning as being more than test scores (Levin, 2000). This	might
54	L1-18.docx	two types of motivation. A possible explanation for this	might
55	L1-18.docx	TBL approach did not follow the framework thoroughly. This	might
56	L1-18.docx	be able to develop their cognitive skills, and this	might
57	L1-18.docx	writing skills have not been developed since then. This	might
58	L1-2.docx	of their use of English when teaching as this	might
59	L1-4.docx	learning is being competent in the language skills. This	might
60	L1-2.docx	lecturers to 'push' them to speak the language. This	might
61	L1-4.docx	teacher (p = .002), and having a classroom discussion (p =.002). This	might
62	L1-18.docx	might also contribute to higher levels of motivation. This	might
63	L1-3.docx	overly concerned with social reputation" (Puccio & Gonzalez, 2004, p.418). This	might
64	L1-9.docx	be made, the more evidence could be gathered. This	might
65	L1-5.docx	to support the children learning English at home. This	might
66	L1-3.docx	and local traditions to always uphold morality and this	might
67	L1-14.docx	from the perspective of an English teaching practitioner. This	might
68	L1-16.docx	level and scope of change they could generate. This	might
69	L1-9.docx	orientation informs our ways of seeing and doing. This	might
70	L1-6.docx	the students and groups participating in the course. This	might,
71	L1-5.docx	that the world out there should be explored. It	might
72	L1-5.docx	an international outlook and to engage with others. It	might
73	L1-5.docx	survive in the future". He also adds that "it	might
74	L1-10.docx	all teachers used PowerPoints (PPTs) when they taught. It	might
75	L1-10.docx	T25). Fourth, interlocutors might be considered (T16). Fifth, it	might
76	L1-10.docx	that students and teachers have. Through this policy, it	might
77	L1-10.docx	who the interlocutors are might be considered (T16), it	might
78	L1-11.docx	not assigned strong priority by the teachers. However, it	might
79	L1-13.docx	teach English using English no matter how challenging it	might
80	L1-17.docx	EF, the PELI where he had studied before. It	might
81	L1-17.docx	those who planned to stay as teachers although it	might
82	L1-3.docx	way of thinking was different from others. However, it	might

83	L1-3.docx	a foreign language could be done, even though it	might
84	L1-10.docx	she spoke English of her own, in which it	might
85	L1-18.docx	had a very high level of motivation. However, it	might
86	L1-18.docx	had integrative or intrinsic motivation for learning English, it	might
87	L1-2.docx	was not sufficient to support students in learning, it	might
88	L1-11.docx	disappointed with the organisation of the training as it	might
89	L1-11.docx	of K13 reform was not as successful as it	might
90	L1-9.docx	may become a useful learning tool (Cook, 2001, 2007), but it	might
91	L1-10.docx	that: "Yes, if it was made in percentage, it	might
92	L1-8.docx	methods, the narrative might be made up or it	might
93	L1-14.docx	yellow as an alert/warning were applied here, it	might
94	L1-11.docx	not advocated in the new curriculum (MOE, 2016b), it	might
95	L1-4.docx	lecturers in the classroom. Seven teachers stated that it	might
96	L1-5.docx	more feedback categories the teacher uses the more it	might
97	L1-14.docx	it might contradict the whole text unity, or it	might
98	L1-12.docx	stand against the institution's feedback policy because it	might
99	L1-4.docx	going. The teachers might have extra plans, or they	might
100	L1-4.docx	when students enter their learning community in schools, they	might
101	L1-6.docx	enthusiasm to study or further discuss the information they	might
102	L1-11.docx	motivation and suffered from 'language anxiety' (Horwitz, 2010), as they	might
103	L1-12.docx	and to clarify any misunderstanding or confusion that they	might
104	L1-18.docx	were not used to expressing their comments openly. They	might
105	L1-4.docx	students might not want to be involved because they	might
106	L1-4.docx	negotiating the syllabus. However, one teacher explained that they	might
107	L1-4.docx	an influence on students' attitudes and beliefs which they	might
108	L1-18.docx	have been aware of their timeline, and that they	might
109	L1-18.docx	are limited to samples from the lecturers' materials, they	might
110	L1-10.docx	daily language, it was language for life, therefore they	might
111	L1-10.docx	daily language, it was language for life, therefore they	might
112	L1-20.docx	other subjects are not addressed that way although they	might
113	L1-2.docx	enough since they have backgrounds in English, or they	might
114	L1-8.docx	limitations for this study are presented and how they	might
115	L1-4.docx	of students being silent in the class, for they	might
116	L1-20.docx	the cultural and religious values taught by Nisa, they	might
117	L1-19.docx	as required by the curriculum. For this reason, they	might
118	L1-12.docx	feedback based on each student's progress and they	might
119	L1-17.docx	The students are exposed to authentic materials which they	might
120	L1-2.docx	out of town, villages or small cities, suggesting they	might
121	L1-7.docx	to teach their own friends on campus while they	might
122	L1-2.docx	the other programme (e.g. Ngo, et al., 2017), they	might
123	L1-3.docx	containing English words and their Indonesian meanings that they	might
124	L1-6.docx	activities that involve interactions with communication technologies, as they	might
125	L1-4.docx	practices (influenced by issues of hierarchies, obedience) that they	might

126	L1-6.docx	value of participating in online discussions via Facebook, they	might
127	L1-10.docx	English only policy but at the other sides teachers	might
128	L1-10.docx	English only policy but at the other sides teachers	might
129	L1-11.docx	practice of peer correction was identified, suggesting that teachers	might
130	L1-17.docx	room with other teachers, comparison is often unavoidable. Teachers	might
131	L1-4.docx	order to keep the classroom teaching going. The teachers	might
132	L1-11.docx	one and zero mentions, respectively, implying that these teachers	might
133	L1-16.docx	programs are also crucially demanded so that the teachers	might
134	L1-7.docx	role of teaching at a school. The preservice teachers	might
135	L1-11.docx	the teachers in my sample avoided this practice. Teachers	might
136	L1-20.docx	community. Here, as the identity maintenance of English teachers	might
137	L1-11.docx	student input, the washback might be aggregating, and teachers	might
138	L1-15.docx	teachers' professional development. From former experiences, pre-service teachers	might
139	L1-11.docx	strategies (Brown et al, 2011; Fulmer et al, 2015). Thus, teachers	might
140	L1-15.docx	revealed the respondents' positive opinions (72%) about the salary teachers	might
141	L1-9.docx	As Richards notes: <^^^> Wati and other Indonesian EFL teachers	might
142	L1-14.docx	process particularly how well or how poor the teachers	might
143	L1-12.docx	of written feedback on a writing problem, the teachers	might
144	L1-2.docx	perceiving a lack of intrinsic motivation from students, teachers	might
145	L1-16.docx	to the 2013 Curriculum were made annually; consequently, some teachers	might
146	L1-3.docx	have close guidance and detailed, directive written feedback, which	might
147	L1-4.docx	shown their actual views on ways of learning which	might
148	L1-4.docx	to their training, experience and the students' needs, which	might
149	L1-6.docx	this study hoped to contribute knowledge and insight which	might
150	L1-11.docx	of assessment relates to the measurement of effectiveness, which	might
151	L1-11.docx	to the acknowledgement of the national examination washback, which	might
152	L1-11.docx	curriculum change was more of a political commodity, which	might
153	L1-14.docx	and problems in the implementation of the policy which	might
154	L1-17.docx	the potential to reveal unexpected data or information which	might
155	L1-3.docx	feel. […] That is a created world, a world which	might
156	L1-4.docx	explored how the teachers applied their classroom instruction which	might
157	L1-5.docx	appears to have no definite or indefinite quantifiers, which	might
158	L1-19.docx	in the standard competencies set in the curriculum which	might
159	L1-11.docx	of assessment literacy and competence regarding the reform which	might
160	L1-15.docx	a challenging situation for the pre-service teachers, which	might
161	L1-3.docx	because one could come up with an idea which	might
162	L1-3.docx	The table below summarises six of these practices, which	might
163	L1-18.docx	task. Students did not expect to explore logic, which	might
164	L1-3.docx	it was acceptable to have a creative work that	might
165	L1-6.docx	both their teaching goals and the learning opportunities that	might
166	L1-9.docx	miss some opportunity to dwell on certain issues that	might
167	L1-9.docx	the sociolinguistic, cultural, educational, political and religious elements that	might
168	L1-10.docx	therefore, they believed English was the only language that	might

169	L1-14.docx	represent an already known producer/company (Farm House) that	might
170	L1-20.docx	it as a sense of their global identity that	might
171	L1-15.docx	understanding of the influence of those significant factors that	might
172	L1-19.docx	for Further Research As there are many variables that	might
173	L1-14.docx	aimed at anticipating any potential problems and challenges that	might
174	L1-7.docx	for principal components to identify any latent variables that	might
175	L1-11.docx	practices. In Indonesia, these influences surprisingly trigger malpractices that	might
176	L1-4.docx	be distracted and use them for other purposes that	might
177	L1-2.docx	very frequently used respectively. This suggests that the lecturers	might
178	L1-2.docx	to occasionally used. The findings suggest that the lecturers	might
179	L1-2.docx	classrooms of courses not using English much. Therefore, lecturers	might
180	L1-6.docx	improvements would need to be undertaken. For example, lecturers	might
	L1-6.docx	for presenting downloaded learning materials. This suggests that lecturers	might
	L1-2.docx	by the classroom observations. This suggests that the lecturers	might
	L1-2.docx	including IT in the classroom. In addition, the lecturers	might
	L1-2.docx	as frequent as those by the lecturers. The lecturers	might
	L1-2.docx	language anxiety and pleasant circumstances suggesting that the lecturers	might
	L1-6.docx	that use technology. Communities of practice among lecturers who	might
	L1-6.docx	could be employed in limited- technology contexts. Those who	might
	L1-6.docx	employed by lecturers working in limited contexts. Researchers who	might
	L1-6.docx	of concrete learning with technology suggested for students who	might
	L1-11.docx	a common phenomenon that there are some students who	might
	L1-18.docx	asking peers, the teaching staff, or other parties who	might
	L1-20.docx	other English teachers graduating from non-Islamic university who	might
	L1-20.docx	teaching (see chapter 3). Perhaps, only few of them who	might
	L1-6.docx	with the listening test components, to anticipate those who	might
	L1-4.docx	The way the 10 teachers view this type of learning	might
	L1-4.docx	that the teachers' understanding of students' ways of learning	might
	L1-11.docx	HB]. This implies the conception that teaching and learning	might
	L1-11.docx	a single dimension and believed that teaching and learning	might
	L1-4.docx	at how teachers' views on students' ways of learning	might
	L1-18.docx	contexts were not supportive, their motivation for the learning	might
	L1-18.docx	be affected. Therefore, the goals of the language learning	might
	L1-11.docx	She perceived that the beneficial impacts of autonomous learning	might
	L1-4.docx	Another indication of how students' ways of learning English	might
	L1-9.docx	behaviours associated with English and the NSs of English	might
	L1-10.docx	T32); English was for capacity development and therefore English	might
	L1-10.docx	was formal setting. On the ground of that, English	might
	L1-10.docx	T32); English was for capacity development and therefore English	might
	L1-2.docx	necessarily speak English more and lecturers' use of English	might
	L1-10.docx	T21 were happy that familiarity with English made English	might
	L1-2.docx	their high motivation; their confidence in learning the language	might
	L1-10.docx	policy, teachers expressed that English was the only language	might

	L1-10.docx	and therefore, they believed English was the only language	might
	L1-14.docx	also through different multimodal resources. In this context, language	might
	L1-2.docx	amount or purpose, the students' use of the language	might
	L1-18.docx	integrative/intrinsic. However, motivation to learn a new language	might
	L1-6.docx	watching media or hearing expressions in the target language	might
	L1-3.docx	be based on the objectives of the course and	might
	L1-11.docx	the teachers' pedagogic statements, but this lacked exploration and	might
	L1-18.docx	writing tasks would be very challenging for students and	might
	L1-20.docx	the students will not obey the teachers anymore and	might
	L1-20.docx	the described person (the praised person) become proud and	might
	L1-11.docx	of assessment are not suitable for all schools and	might
	L1-2.docx	in class determine the students' L2 use. Student motivation	might
	L1-18.docx	& Lambert, 1972; Gardner & MacIntyre, 1991; Gardner, 2004). Equally, the same motivation	might
	L1-2.docx	the classrooms. In other words, students with stronger motivation	might
	L1-2.docx	or experience motivation decrease and those with low motivation	might
	L1-18.docx	VOCATIONAL HIGHER EDUCATION 4.1 Introduction As explained in Chapter 1, motivation	might
	L1-2.docx	of motivation. Students at the moderate level of motivation	might
	L1-18.docx	to technical issues such as Wi-Fi disconnection, she	might
	L1-1.docx	as points of reference in deciding what practices she	might
	L1-9.docx	difference of tense to illustrate her point. Here, she	might
	L1-6.docx	her skills, especially selecting or evaluating the websites she	might
	L1-8.docx	from different cultures she should observe politeness. However, she	might
	L1-9.docx	or "compensation for unwanted situation." In this way, she	might
	L1-2.docx	learn will not necessarily have good grades or there	might
	L1-3.docx	to having such a learning style. In addition, there	might
	L1-7.docx	perceptions and my own interpretations (Markauskaite et al., 2011). There	might
	L1-19.docx	Reflecting on this finding, this study suggests that there	might
	L1-20.docx	English knowledge that she taught them. Secondly, because there	might
	L1-11.docx	We would expect at this initial stage that there	might
	L1-9.docx	a number of potential reasons, and some of these	might
	L1-11.docx	upon securing students' understanding and performance and how these	might
	L1-9.docx	the English language or the NSs of English. These	might
	L1-9.docx	local settings into his instructional judgments and decisions. These	might
	L1-2.docx	the one lesson time was almost not used. These	might
	L1-11.docx	that change was limited and somewhat inconsistently applied; what	might
	L1-14.docx	observation. I took notes during the observation on what	might
	L1-4.docx	because they know precisely what best work and what	might
	L1-6.docx	what works under the conditions (Webster & Son, 2015) and what	might
	L1-4.docx	that allows room to explore their thinking about what	might
	L1-3.docx	from people around them. Other students in this study	might
	L1-18.docx	factors that are not fixed (Dörnyei, 2003; 2001a). This study	might
	L1-18.docx	much better during her study in Semester 3. This study	might
	L1-17.docx	the lens to see teacher's identity this study	might

	L1-4.docx	pointed at the students, they seemed anxious. The teacher	might
	L1-4.docx	English skills and also their fear that the teacher	might
	L1-4.docx	teacher was. If they felt that a certain teacher	might
	L1-7.docx	was assigned by the school principal. One mentor teacher	might
	L1-10.docx	supportive to achieve the learning outcomes. Otherwise, the class	might
	L1-10.docx	was "not made exclusive". Both international and regular class	might
	L1-2.docx	common or peculiar in Indonesia; speaking English in class	might
	L1-9.docx	Yanti's understandings of culture and particularly Western culture	might
	L1-9.docx	others and to see how people from different culture	might
	L1-3.docx	scholars affirm that instead of restraining it, tight culture	might
	L1-10.docx	was not much benefited. Far more than that IUP	might
	L1-10.docx	benefited. According to him, far more than that IUP	might
	L1-10.docx	been learnt since elementary school, using English in IUP	might
	L1-17.docx	developed their identities, having more participants from each PELI	might
	L1-17.docx	PELI. Their initial motivation for going to a PELI	might
	L1-17.docx	learning more and more and that working at PELI	might
	L1-3.docx	their initial ideas. It is possible that this practice	might
	L1-15.docx	example indicates the challenge to link theories to practice	might
	L1-11.docx	and non-achievement, when awarding final grades; this practice	might
	L1-18.docx	results to their writing tasks. This copy-paste process	might
	L1-6.docx	context where using technology in the teaching-learning process	might
	L1-3.docx	out ideas (interview). Haryo also asserted that creativity process	might
	L1-14.docx	process, collaborative data analysis involving two or more researchers	might
	L1-7.docx	richer data collections for each study case. Specifically, researchers	might
	L1-18.docx	challenging skill to develop rapidly, I conclude that researchers	might
	L1-10.docx	that as the setting was in Indonesia, and teaching	might
	L1-17.docx	the field. In fact, she now thought that teaching	might
	L1-15.docx	found that some pre-service teachers thought that teaching	might
	L1-18.docx	conducted. It was hypothesised that the utilisation of technology	might
	L1-6.docx	to investigate how universities with limited access to technology	might
	L1-18.docx	and lecturer's responses affected their motivation negatively. Technology	might
	L1-9.docx	etc., so that 'what is authentic in one context	might
	L1-9.docx	what is real, genuine or appropriate in one context	might
	L1-11.docx	well as the above-mentioned strengths, the research design	might
	L1-7.docx	Had it been possible, a sequential mixed method design	might
	L1-20.docx	Baurain (2013) believes that "elements of [a teacher's] faith	might
	L1-20.docx	believes, that is, elements of a teacher's faith	might
	L1-9.docx	rural areas. The socio-economic status of their family	might
	L1-5.docx	and allowing her to watch YouTube. Zai's family	might
	L1-11.docx	approach to giving feedback. Therefore, the evidence regarding feedback	might
	L1-12.docx	on all errors in language use. Giving selective feedback	might
	L1-2.docx	to enhance the student motivation particularly well. The findings	might
	L1-6.docx	experience the practical uses of the technologies. The findings	might

	L1-2.docx	cohort, it was found that student motivation by itself	might
	L1-2.docx	students in using L2. Thus, student motivation by itself	might
	L1-11.docx	a number of K13 assessment characteristics, their literacy levels	might
	L1-18.docx	mediated TBL. It was hypothesised that participants' motivational levels	might
	L1-9.docx	equivalents of such expressions, Yanti felt that the NSs	might
	L1-9.docx	comply with the social conventions, whereas plagiarizing the NSs	might
	L1-6.docx	With respect to English Language Teaching (ELT), this option	might
	L1-18.docx	writing tasks chosen by fifty-two students (42%). This option	might
	L1-17.docx	English teaching as his major at university. His parents	might
	L1-17.docx	required to be taught at primary schools, some parents	might
	L1-2.docx	as questions 55 and 56 of the questionnaire; therefore, some participants	might
	L1-17.docx	situation. More thorough and complete observations of all participants	might
	L1-3.docx	was indeed a learnable skill, even though some people	might
	L1-17.docx	communication without having to worry about what other people	might
	L1-20.docx	of belonging. In fact, with imagination only, a person	might
	L1-3.docx	remarked that what was considered creative for one person	might
	L1-19.docx	the SA on students' critical thinking. Therefore, future research	might
	L1-19.docx	on students' performance and achievement/attainment. Moreover, further research	might
	L1-17.docx	which is a Eurocentric concept to understand eastern society	might
	L1-3.docx	and what was creative for people in a society	might
	L1-6.docx	technology by producing technology-based learning resources. This strategy	might
	L1-2.docx	used more often in Indonesian EFL classrooms. This strategy	might
	L1-18.docx	strategies that students used to approach their writing tasks	might
	L1-18.docx	Repeated activities involving drafting and submitting the writing tasks	might
	L1-9.docx	classroom constraints as heavy teaching load and limited time	might
	L1-20.docx	that colours their family life for a long time	might
	L1-19.docx	student interviews. In addition, limited access to relevant training	might
	L1-14.docx	access to multimodal/ multiliteracies pedagogy training. Moreover, LPMP training	might
	L1-2.docx	reported lecturers' English use and reported students' English use	might
	L1-2.docx	student motivation (rs = -.009; p = .914), indicating that lecturers' L2 use	might
	L1-11.docx	thus reflexive monitoring (May & Finch, 2009) from the reform actors	might
	L1-3.docx	participants' conception that creative process involved synthesising and adapting	might
	L1-6.docx	in the study programme. Before purchasing equipment, the administration	might
	L1-11.docx	that pedagogic and assessment practices linked to students' agency	might
	L1-2.docx	what they can do (to build self-confidence) also	might
	L1-14.docx	interesting to consider in the future. Collaborative data analysis	might
	L1-17.docx	opening for me." (Anji, Interview). In that situation, Anji	might
	L1-8.docx	shown in Figure 5.3. The figure indicates that hijab apparel	might
	L1-18.docx	benefits the Indonesian education. The utilisation of this approach	might
	L1-4.docx	who should be speaking, hence the reason these approaches	might
	L1-17.docx	had developed. At this point of his life, Arbo	might
	L1-10.docx	apply for this practice (T25), who the interlocutors are	might
	L1-16.docx	In sum, the teachers' difficulties in applying authentic assessment	might

	L1-9.docx	and thus inconsistent with local values. These general attitudes	might
	L1-12.docx	she just taught about derivation in class, but Austine	might
	L1-11.docx	national examination, the additional attempt to facilitate teacher autonomy	might
	L1-15.docx	pre-service teachers. Problems, such as students' unexpected behaviours,	might
	L1-9.docx	the relationship between language and culture, although this belief	might
	L1-12.docx	teachers' belief change and found that student teachers' beliefs	might
	L1-12.docx	teachers' beliefs about which type of feedback was beneficial	might
	L1-11.docx	Brown's model but expressed some doubts (which Brown	might
	L1-14.docx	is necessary and essential; multimodality is also necessary but	might
	L1-9.docx	with developing students' competitiveness and nationalism. Wati's case	might
	L1-19.docx	students believed that the language barrier and student characteristics	might
	L1-19.docx	the activities designed by the teachers. This adverse circumstance	might
	L1-2.docx	English (or self-determined motivation), using English with classmates	might
	L1-2.docx	use of English by the lecturers in the classroom	might
	L1-14.docx	the multimodal label text as a whole. The composition	might
	L1-12.docx	on 1, 2016; Sha, personal communication 1, 2016).Sha commented that writing conferences	might
	L1-6.docx	peers and lecturers (Medina, 2018). This face-to-face contact	might
	L1-6.docx	interested in finding effective strategies in their teaching contexts	might
	L1-14.docx	oatmeal bread) with a guarantee of quality that customers	might
	L1-9.docx	by Western culture]') and its English equivalence 'contaminate[-d]'	might
	L1-17.docx	with their friends or relatives who live abroad. Darren	might
	L1-6.docx	it when needed. A possible explanation of this decision	might
	L1-2.docx	opportunities. Therefore, good relationships with lecturers at English Department	might
	L1-11.docx	is a very rudimentary concept of language, the dialogue	might
	L1-4.docx	not out (SD = .339) compared to U5 (SD = .681). This difference	might
	L1-7.docx	Nevertheless, they acknowledged that not all of these duties	might
	L1-9.docx	from the perspective of each, and see how each	might
	L1-2.docx	perceptions on most strategies (9 out of 16 strategies) analysed earlier	might
	L1-11.docx	are not well integrated. For some parents, formal education	might
	L1-11.docx	of moderation among teachers or by local university educators	might
	L1-15.docx	note that feelings of anxiety or low self-efficacy	might
	L1-3.docx	Tara, who focused on the story content or elements,	might
	L1-5.docx	at home by accommodating the child's needs. Eli	might
	L1-4.docx	of silent behaviour in the classroom. Fear of embarrassment	might
	L1-9.docx	skills and prepare them for further study. Different emphases	might
	L1-17.docx	more or deeper interview questions which, in the end,	might
	L1-6.docx	was not very clear to her. Her active engagement	might
	L1-2.docx	languages among them. Students with low proficiency in English	might
	L1-6.docx	motivated him to create other educational games. His enthusiasm	might
	L1-4.docx	use of technology for learning in the digital era,	might
	L1-9.docx	are incompatible with the local societies' values. Another example	might
	L1-7.docx	and Four indicated that clear motivations and teaching experience	might
	L1-3.docx	or the classroom area. Explorations of feelings and experiences	might

	L1-11.docx	to encourage my students to give reasons and explanations)	might
	L1-18.docx	skills. However, this current research noted that this factor	might
	L1-7.docx	partnerships. As one mentor teacher stated: <^^^> (MTU6*1). Various factors	might
	L1-3.docx	in their prior school environments, as well as families,	might
	L1-2.docx	English discussed earlier. In this context, it seems 'forcing'	might
	L1-20.docx	greetings such as good morning, hello and so forth	might
	L1-3.docx	Maley & Kiss, 2018), prior school environment, and society in general	might
	L1-3.docx	representatives of: <^^^> (Darmawan, 2016) The artistic expression of Wregas' generation	might
	L1-12.docx	their students' corrected drafts. The shift in teachers' goals	might
	L1-18.docx	This study acknowledges that changes in motivation between groups	might
	L1-4.docx	and vocabulary, speaking, and grammar. One of the groups	might
	L1-17.docx	the books that she read. Claire's reading habits	might
	L1-17.docx	PELI in constructing teachers' identities. How Willy described Harvey	might
	L1-10.docx	made use of the most effective terms contextually. He	might
	L1-2.docx	also suggest that the use of MTS observed here	might
	L1-9.docx	of culture, however long or short the teaching hours	might
	L1-2.docx	across three classroom observations. Enhancement of student motivation, however,	might
	L1-13.docx	ideologies embedded within the society and how these ideologies	might
	L1-14.docx	resources, particularly what the green colour and leaf images	might
	L1-11.docx	values towards the learning improvement function of assessment, improvement	might
	L1-4.docx	beliefs in the students being able to learn independently,	might
	L1-18.docx	this case, exposure to English outside of classroom interaction	might
	L1-10.docx	Third, only Bahasa Indonesia could apply (T25). Fourth, interlocutors	might
	L1-16.docx	smartphone can download it for learning. Although this is	might
	L1-3.docx	context, clear understanding related to plagiarism and copyright issues	might
	L1-7.docx	in Malaysia demonstrated that language teachers' use of L1	might
	L1-2.docx	Appropriate amount and quality of lecturers' use of L2	might
	L1-6.docx	sufficient internet access, as employed by L2 and L3,	might
	L1-11.docx	embarrassment [C1MHL]. This so-called perception of laziness	might
	L1-7.docx	postgraduate) preservice teacher professional education (PPG) program, several limitations	might
	L1-17.docx	the PELI is interesting to observe because such mechanisms	might
	L1-3.docx	feedback is presented in section 6.5.2. Even though each meeting	might
	L1-17.docx	make mistakes in their learning processes, then the members	might
	L1-20.docx	children who usually receive less attention from their mother	might
	L1-2.docx	HE EFL context. Regarding location, the preferences of MTS	might
	L1-8.docx	be achieved through multiple data gathering methods, the narrative	might
	L1-20.docx	wife come from different regions throughout Indonesia, their nationalism	might
	L1-4.docx	be a part of students' learning cultures. The needs	might
	L1-9.docx	the EFL teachers' recognition of language-and-culture nexus	might
	L1-9.docx	imposing a NS-based concept of authenticity on NNSs	might
	L1-10.docx	analysed the transcripts of observations later, the manual notes	might
	L1-11.docx	targets, the links between the curriculum and students' objectives	might
	L1-4.docx	the classroom because the students were not prepared or	might

L1-3.docx	and convey values are more favourable. The same perception	might
L1-4.docx	of students from other major studies besides education perspectives	might
L1-9.docx	profound respect, portraying them as unsung heroes. Javanese philosophy	might
L1-3.docx	interview) She further explained that even though a poem	might
L1-9.docx	and interactions in this study. Another case in point	might
L1-10.docx	point T10 was made that using English only policy	might
L1-14.docx	area for future research; accommodating the perspectives of policymakers	might
L1-3.docx	them to capture realities and personal values. The practices	might
L1-17.docx	CLT to more English for specific purposes (Exam preparation),	might
L1-11.docx	data-driven conclusions. Although such a strategy of presentation	might
L1-19.docx	in-depth observations and interviews found that such problems	might
L1-10.docx	at a broader level. In other words, this program	might
L1-3.docx	as family background and cultural upbringing, the teachers' prompts	might
L1-20.docx	familiar with American pronunciation, including Nisa, the Australian pronunciation	might
L1-12.docx	methods. Some L2 scholars claimed that think-aloud protocols	might
L1-12.docx	writing conferences),but the teachers' behaviours in feedback provision	might
L1-8.docx	thought about these responses and inferred that the question	might
L1-17.docx	or are even aware of its existence. The reasons	might
L1-11.docx	innovation, collective actions towards substantive implementation of the reform	might
L1-8.docx	time relations. She may also assume that time relations	might
L1-9.docx	in Ana's classes and what the students reported	might
L1-3.docx	giving feedback to the students in class. This resource	might
L1-10.docx	classroom was inevitable. In other words, all linguistic resources	might
L1-3.docx	a little help from the teacher, whereas the rest	might
L1-2.docx	speak less, the students will do more. The results	might
L1-18.docx	enthusiastically in their task-based learning. This in return	might
L1-9.docx	Also, the EFL teachers of the three different schools	might
L1-9.docx	knowledge of NESTs' linguistic norms in grammar and semantics	might
L1-4.docx	explained that the students' lack of knowledge and skill	might
L1-18.docx	and these in turn affect poor test performance. Some	might
L1-9.docx	s the content of the song' , etc. The songs	might
L1-17.docx	talked to a native speaker as the native speakers	might
L1-2.docx	grades or good English skills possibly like in Speaking	might
L1-17.docx	encountered in their lives because, in total, a student	might
L1-2.docx	Language and Literature programme, two institutions in this study,	might
L1-3.docx	students' creative writing skills. Those who had the talent	might
L1-18.docx	book to continue completing her writing. This way, Tatiana	might
L1-16.docx	the classes observed, the picture described in this thesis	might
L1-3.docx	stories and fables. Many scholars believe that cultural tightness	might
L1-15.docx	was the gateway through which different futures, including travel,	might
L1-17.docx	their idealistic view of their habitus, which, in turn,	might
L1-3.docx	The students understood originality in different nuances. Their understanding	might
L1-1.docx	This reference results in the qualification of what 'utilization'	might

	L1-17.docx	was developed from a non-religious point of view	might
	L1-16.docx	In the interview, teachers assumed that the limited vocabularies	might
	L1-4.docx	may give a representation of what the students' voices	might
	L1-11.docx	For schools with a lower student input, the washback	might
	L1-17.docx	contrasting PELI teachers' identities with school teachers' identities, we	might
	L1-3.docx	of a novel as a creative product. The writer	might
	L1-3.docx	appeared that the teachers' personal practice of creative writing	might,
	L1-9.docx	language and cultural "superiority" to the English NSs, Yanti	might

Right context
have perceived that their and peer's enthusiasm
have particular ways to recall their experiences, yet
have similar feelings about their poems and stories
have a misconception of what a competent English
have unconsciously erased their cultural traits because of
have reflected the strategies employed by the lecturers,
have in the use of information and communication
have understood the concept but when applied in
have integrative (e.g., to get connected to
have been aware of their timeline, and that
have misunderstood him because of his own mistakes
not even use any time for speaking at
not have received what they thought. In addition,
not be fluent in the language if there
not be comfortable if they only listened to
not want to be involved because they might
not contribute at all. The teachers also felt
not understand their explanations. Therefore, they often used
not be able to connect it directly with
not respond accordingly. However, this finding had been
be reluctant to use the L2. To avoid
be driven by both intrinsic and extrinsic motivations,
be distracted and use them for other purposes
be affected negatively. Baskoro also reported the same
use the L2 more. Instead, results in this
use the technology tools and applications introduced in
use it as a stimulus to work harder
also feel that if they had more opportunities
ask and the NNSs' pronunciation or expression of
benefit the lecturers' use of English in the
develop confidence that they could do the same
disagree with the statement. This expectation was due
feel that they would be considered as 'others'
hold back certain comments for the sake of
interpret the items in the latter as more
need a bit time to become familiar with
perceive that real models of successful people in
see themselves as people who have the ability
understand better through the combination of written and

be due to the fact, firstly, the students
be due to the fact that these students
be because such materials usually use English which
be because the lectures did not realize that
be one of the reasons why most students
be because students were accustomed to having such
be because most Asian students, including Indonesians, tended
be as a result of how Indonesian language
be the cause of why, in one of
be because Aep's daughter felt excited about
be interpreted as a good sign in responding
be related to what he stated in above
be enhanced, mirroring AfL intentions. The study further
be the result of the complexity of numerous
be that the majority of research observed motivation
be because there was no research reported which
also result in boredom and repetition in their
also be due to the complex nature of
have negative relations to student motivation and the
have affected the way they learn in the
indicate that the young adult students are more
indicate the importance of teacher's pedagogical roles
contribute to the fact that English in Indonesia
explain why it is so important to gain
facilitate further corroboration or validation of the teachers'
happen because these parents try to build the
limit one's creative expressions. Yet Indonesia is
open up the possibility that subjectivity intervened in
relate to their own capacity for change due
be because the process of learning one's
of course, require the lecturer to devote more
be that because she is an English teacher,
be because Lis is an entrepreneur who likes
be in the future she would have some
be agreed that in terms of classroom facilities,
be contextual- based use of language (T8). Sixth,
be possible to develop a multilingual education, which
be contextual-based use of language (T8), it
be an issue of concern that 59% teachers used
be in the classroom (Section 5.2.2.5). This finding advocates
be that his student made a judgement about
be at a different school to where they
not be useful for other people. Another student,

not be easy. Moreover, the teachers were also
not be as excellent as native English speakers.
not be reflected in their classroom attitude toward
not be reflected in their attitude to participating
have an impact on the students e.g.
have involved corruption and manipulation. Teachers reported that
have been. Planners of the curriculum change would
also highlight the crucial role that Yanti and
be 90%". Other languages were spoken but they were
come from real experience. Yet the narrative may
contradict the whole text unity, or it might
indicate that teachers have made a limited adjustment
just be the personal character of the student,
promote L2 acquisition. In summary, DMFonF instruction and
represent the owner/factory being cautious during the
risk their job (Lee, 2008). The teachers in this
have different methods which come spontaneously to mind
have bring with them their cultural resources, however,
have learned online, as well as provided free
have had a negative experience of learning English
have regarding the feedback. In scaffolding the students,
have chosen this option for a neutral position
not know what would be the best option,
not be able to change the teaching materials
not have previously taken into account. During my
not have be able to obtain their score
not be able to develop their cognitive skills,
speak their first or heritage language outside the
speak their first or heritage language outside the
speak English as well. This is because they
be the experts in the language compared to
be addressed in future studies. Finally, recommendations for
also indicate boredom, a monotonous teacher-centred method,
become obedient and moral individuals so that they
benefit from attending more training courses where they
change their feedback type depending on the student'
encounter in real-life situations. Listening to songs
even use their local or ethnic group language
experience big gaps in skills and knowledge in
find it rather difficult to speak English spontaneously
need when writing stories or poems (Fani, interview).
struggle to understand new concepts if they only
try to adapt or even resist Studies on

understand its potential or affordances in the course
be dealing with students' lower ability in English.
be deal with students' lower ability in English.
be aware of the importance of peer assessment
be encouraged to develop their skills by attending
have extra plans, or they might have different
have considered evaluation and grading not to be
have solutions quickly whenever they face difficulties. 6.3 Curriculum
find it easy to teach their own friends
find this task impractical and overwhelming due to
also affect their teaching practices, it is important
attempt to find ways to mitigate the possibility
believe that they know what a good, as
conceive of assessment practices linked to students' agency
earn with other responses including 'slightly agree' (52%) to '
give an equal weight to all the many
performance in the English classroom. Moreover, the findings
stop to comment on the student's L2
tell students what to do or motivate them
well have still been trying to adjust and
be an influence of culture. Even though the
be affected by literature or their pedagogical knowledge
be a part of students' learning cultures. The
be useful in a situation identified as low
be associated with the accountability purpose of assessment (63.3%).
be different from one school to another with
be replaced by another curriculum following the substitution
be relevant to address by the policy makers
be important for the research process. Moreover, conversational
also be experienced by readers. I think creativity
also be affected by their understanding of students
have helped them grasp the plurality feature in
have affected the EFL teachers' assessment designs. While
lead them to be uncertain about the power
lower their sense of self-efficacy and their
not be useful for others. <^^^> (Tika, FGD, my
represent other similar practices in ESL/EFL contexts.
require advanced vocabulary and the use of complex
be similar to the one which already existed,
be gained by students in enhancing their knowledge
be problematic in terms of different cultural practices
be simultaneously at play, unique to Indonesia's
be practiced in the classroom. The teachers' perceptions

be well known for its product reputation, and
be also constructed in their pedagogical practices. Therefore,
influence a pre-service teacher's sense of
influence whether the SA is the appropriate approach
emerge during research data collection. The selected school
have indicated groups within participating preservice teachers. Furthermore,
jeopardise the quality and effectiveness of the educational
not relate to their learning. An example can
need more support in practicing the MTS to
need further support to implement the MTS expected
need to give opportunities for students to use
have to examine in advance the purpose for
have to actively collaborate with one another for
not practice what they perceived, and the students
not have an evaluation on the strategies in
also view that the use of some strategies
use similar strategies on MTS to motivate the
be interested in employing technology in teaching practices
be interested in investigating the use of technology
be interested in finding effective strategies in their
become teachers in the future (Valtonen et al., 2013)
have mastered the content of the lesson, e.
know English better, 6) taking benefits from online feedback
not care about this issue by saying that, "
see that way, one of which is found
want to continue study overseas. <^^^> (L4, Univ A,
have shown how their perception of students' cultures
have affected the way they use these teaching
have a linear relationship. Teachers used verbs such
have a linear association. When the quality of
affect the way they involve students in their
be affected. Therefore, the goals of the language
not be reached. 6.4.2 Contributions to Technology-Mediated TBL
only benefit students in higher education. <^^^> [B1EW]
be influenced by their exposure to certain language
be different from or inconsistent with students' cultural
be practiced but first or heritage language was
be used exclusively in the formal setting. Another
be practiced but first or heritage language was
not motivate students to use the language. • The
not be a constraint anymore; Students' English ability
be due to their interest in learning the
be of practicing in the classroom and LOTE

be of practicing in the classroom. The teachers'
be the primary source of meaning in communication
not have been increased. • There were different perceptions
not solely be either instrumental or integrated but
encourage students to take more risks and practise
be influenced by the teachers' educational background. Even
be tacit. In terms of students' abilities, teachers
cause demotivation. The tasks that students performed in
do what is forbidden by the teachers. In
not enter paradise since in Islam a person
only be applicable in schools with a high
have a relationship with L2 achievement (e.g.
have contributed to the reason why a student
not use or speak English more. 5.5.1.3 Relationship between
not increase their motivation to learn English if
be a factor in improving EFL learning in
find this strategy useful in particular as they
be distracted from the task cycle as a
explore. <^^^> <^^^> <^^^> These quotes illustrate her process of crafting
imply culturally-shaped differences in time perceptions between
need to support her content learning. Quotes from
not be aware of how politeness regarding the
reveal her perceptions of 'inherent' cultural values of
be other aspects that influence their learning achievement
be an influence from the culture, in which
be inconsistencies and differences between what participants perceived
be noticeable distinctions between teaching a language and
be her behaviours or expressions that were inappropriate
have been incoherence between the reform and implementers'
be closely related to the context of teaching
be enhanced. Nine assessment practice items in ALIC (
concern ones that are absent in or alien
range from the national education goals and EFL
suggest that the lecturers and the students perceive
be described as a blend of old and
be important to ask in the interview. Hence,
not work in improving their English language competences.
practically work is critical because they consider the
work for them and give teachers views in
also have done this in other contexts, yet
not have measured motivation related to a specific
only identify the first layer of Gardner's
overlook a very important area. Moreover, in the

have realised this, therefore he made a little
judge them or give a negative response to
make them feel comfortable and interested in the
supervise one-to-three preservice teachers. Mentor teachers
be tense and not be conducive to learning.
be well integrated. Besides classroom-based perspectives, teachers
have an impact on their identity. These students
be problematic. She tended to oversimplify and over-
consider their religious, secular, ethical, philosophical or pragmatic
promote creativity (Chua, Roth, & Lemoine, 2014). Maley and Kiss (2018,
be driven to create an ecology. A transformational
be driven to create an ecology. A transformational
not be a constraint anymore; Students' English ability
enrich the discussion about the role of a
have been to help them catch up with
not be suitable to cater her curiosity for
hinder the enhancement of the students' creative capacity. 5.6.
influence pre-service teachers' motivation, sense of self-
involve grade inflation and associated malpractices. Whilst the
also be referred to as a cognitive strategy.
be rarely implemented, the lecturers' involvement in transferring
involve adding or improving existing products to make
be interesting to consider in the future. Collaborative
benefit from the discussions of the initial results
tend to avoid researching further on the teaching
be of interactive type and a two-way
be her calling. Her career trajectory seemed quite
offer a good quality of life in terms
affect the changes of motivation and writing proficiency (
be compared to universities with unlimited access. This
ease their tasks, but human factors influenced their
be inauthentic in another' (Kramsch, 1998, p. 81). A NS-
not be so in another. Authenticity and appropriateness
also suffer from some limitations. Due to its
have been stronger. The more illuminative qualitative component
affect classroom decision-making, relationships with students, professional
influence his or her relationships with students and
be largely classified into a middle-low one.
try to build an English environment in this
be argued to be hardly formative. Sadler (1989) argued
improve students' understanding of English and reduce the
also suggest that the use of MTS observed
explain that the technological skills acquired by the

not	have strong relations on the students' speaking
not	have strong affection on their speaking English (
be	considered basic because their descriptions solely embraced
be	affected positively by the introduction of technology-
be	the only recourse. As Yanti explained: <^^^> (Interview
devalue	one's authentic self as a learner.
have	been driven by their belief that they
have	been chosen considering the instructions provided by
have	imagined that it would be a great
not	see the necessity of sending their children
have	lost enthusiasm in completing it. In addition,
inspire	more or deeper interview questions which, in
have	the innate ability and were able to
say	about them. Even though to the general
have	a sense of belonging to a community
not	be creative for others, and what was
broaden	this explanation by obtaining more forms of
look	at how the SA is implemented at
further	advocate "epistemic dependency" (Kumaravadivelu, 2012, p. 15) among Ind
not	be creative for those in other societies.
be	relevant to encourage the alignment of theory
support	the understanding of learners of the language
also	differ. According to Oxford (1990), the higher one'
become	boring activities. In contrast, the emphasis on
account	for her lack of cultural explicitness. Cultural
influence	her personality as well. As a result,
have	also contributed to the teachers' performance in
work	only as a short-term programme because
be	able to be explained further in the
not	relate to students' motivation in learning English
not	be holistically captured. This research facilitates teachers'
be	related to the common understanding of creativity
consult	the head of the programme about the
be	considered 'irrelevant' to the work of teachers
help	them to participate more in the classroom
improve	the thoroughness of data interpretation by minimising
be	thinking that his investment in developing his
be	viewed differently between dominant group members and
alter	the Indonesian students' learning habits; swapping learning
have	been carried on into today's classroom.
have	thought that he was as legitimate as
be	considered (T16), it might be contextual-based
be	caused by lack of teachers' comprehensive understanding

be closely related to the teachers' static view
have forgotten it (Mary, think-aloud protocol 3, Austine).
be through the omission of, or at least
occur during the class. This becomes a challenging
not be explicitly translated into actual classroom practices.
change during the period of teaching practicum due
change over time. In the second interview, most
see as 'irrelevant' conceptions) about the value of
not yet be as essential as language. The
portray the sheer diversity of how English and
also be factors hampering success. Students' limited lexical
be associated with the inconsistent standard competencies set
also be an issue since speaking English is
help students to communicate in English naturally (Rolin-
refer to an unpleasant-pleasant juxtaposition, representing one'
stimulate the students to participate in class activities
explain why the students felt that they still
also find this research focus adaptable to their
be waiting for. It is also noted that
be different, that is the Indonesian kontaminasi is
be the one who will actually live abroad
be the nature of content taught, as well
be more favoured by the students in the
indicate poor competency of the students in English
be influenced by the social and academic characteristics,
be carried out and the nature of each
look from the other perspective. Not only do
be an explanation for why the students' motivation
be considered to be exclusively the responsibility of
be an alternative strategy to judge and monitor
occur when a participant has doubts about their
be influenced by her literature background. Tara's
encourage her son to speak English by entering
not be the only cause of students being
be placed on various study programmes in VHS.
provide a richer data set for analysis. As
be connected to her familiarity with learning with
be 'forced' to use L1 (Mohebbi & Alavi, 2014) to
also be supported by his ownership of a
then, in the upcoming years create a new
be a NS-preoccupied idea of language competence
contribute to preservice teachers' readiness to teach English
not be new to students of UCN, since

be grouped into this category as, by definition,	
apply to any subject that Shintia and other	
influence mentors' intentions and willingness to mentor and	
build confidence in their present creative ability. This	
be necessary to boost the student motivation to	
be considered weird or non-Muslim, respectively. So,	
affect the growth of one's confidence in	
not be accepted by other Indonesians for moralistic	
be influenced by the abovementioned factors. In addition,	
have occurred and that this may be an	
felt grammar, speaking, and pronunciation and vocabulary to	
contribute to the development of her English skills	
not be shared by other teachers at his	
use English, Dutch, Bahasa Indonesia, and even local	
be unrepresentative due to one time of data	
be. Fundamental to this view is that cultures	
be better if the lecturers could also recognise	
have shaped their beliefs about English. For pre-	
represent. Indeed, the withdrawal of multimodal meaning resources	
the most important purpose of assessment because no	
have encouraged them to involve the students. They	
also contribute to higher levels of motivation. This	
be considered (T16). Fifth, it might be contextual-	
be discriminatory as not all Indonesian kids have	
need to be ensured. This is because there	
be associated with students' vocabulary knowledge and to	
have positive and strong relationships with the students'	
prove that communication and collaboration with the institution'	
be attributed to apprehension about speaking in class	
affect the conclusions of the study. These limitations	
be duplicated in other settings such as a	
require different techniques related to the meeting's	
be discouraged to try out using the target	
behave strangely or improperly. She may also implies	
be due to socio-economic conditions. Socio-economic	
be made up or it might come from	
become high and priority for them for the	
be influenced by the fact that these particular	
not be explicitly translated into practices. Such a	
devalue the sense of self, constrain their autonomy,	
have failed to capture all prominent aspects of	
be incongruent [C2MNL]. This also could affect	
not have had the competency. The teachers used	

also influence the students' views on creativity and
have different perspectives on learning depending on their
be behind this view, informing that a guru (
use words similar to an already existing poem,
be when a student participant of the FGD
look at many considerations such as student' language
counterbalance the perspectives of policy actors at school
also be related to the collectivist nature of
be caused by her involvement as an IELTS
involve redundancy, I found this approach helpful as
be associated with students' insufficient command of English
give students an opportunity to open their horizons
contribute to the content of the stories and
sound like a wrong pronunciation to them. Nevertheless,
have a reactivity effect because the act of
vary between teachers. This chapter aims to present
be impolite in the English-speaking culture. To
be because of the expensive course fee, the
be difficult to locate and identify. Collective action
be insufficient without the invocation. Therefore, in terms
refer to a strategic deployment of existing linguistic
not be owned by teachers who are not
be used in the classroom as long as
need more assistance and efforts. This view corresponds
also reveal the typical teaching method or practice
have affected their motivation in completing the writing
raise the same issues of cultural authenticity and
be counterbalanced by the EFL teachers' pedagogic competences.
be the cause of their passivity. It was
get disheartened and lose motivation. In contrast, other
be in Indonesian, but the question-and-answer
not understand them due to using - wrong words
be strongly motivated to better their English. The
interact with teachers 12 or so years during their
feel less confident about what they would do
thrive with just a little help from the
need more time to complete her tasks, as
not reflect fully what is happening in every
hinder creativity (e.g. Kwang, 2001; Loh & Teo, 2017), but
be accessed. This information is important for the
be different to their 'real' or 'in practice'
have been influenced by prevalent conceptions in the
mean in actual terms, and what competences are

not be applicable for an Indonesian context since
be caused by not using English as a
be (chapter 4, part III, section 4.3.1). As it has
be aggregating, and teachers might attempt to find
achieve more holistic understanding about the construct of
intend to entertain, inspire, or give information to
to a certain degree, influence their view on
overlook the abilities to navigate through, shuttle and

Epistemic Modal Verb: Must

No.	File	Left context	Hit	Right context
1	L1-1.docx	are depicted as ones that the pre-service teachers	must	be able to enact. The social capital acquired
2	L1-1.docx	Anto81), CDs (Anto84) and the devices that the teachers	must	be able to operate, i.e., LCD projector (
3	L1-7.docx	To teach non- native English learners, the preservice teachers	must	be proficient in English before, during, and after
4	L1-7.docx	settings. As professional English teacher candidates, PPG preservice teachers	must	be introduced to various pedagogical tasks, such as
5	L1-16.docx	change in South Africa, found similar results that teachers	must	be directly involved in proposals of change and
6	L1-16.docx	happens: It must be actively pursued…we as teachers	must	be our own [and first] sources of renewal
7	L1-17.docx	not feel scared to come to class, and teachers	must	be creative to make the lessons interesting. Therefore,
8	L1-17.docx	second language learning (A. H. Lee & Lyster, 2016; Loewen, 2013), teachers	must	be careful that the ways they give feedback
9	L1-19.docx	implementation of the SA, the researcher argues that teachers	must	be able to design lessons that can enhance
10	L1-19.docx	language in the classroom, which means that the teachers	must	be flexible and willing to utilise alternative roles
11	L1-1.docx	deciding the teaching practices that the pre-service teachers	must	perform, to be recognized as competent teachers. One
12	L1-1.docx	specifies the expected tasks that the pre-service teachers	must	perform, under roles and responsibilities. For instance, for
13	L1-19.docx	that these are the standard policies to which teachers	must	adhere (meaning these are what teachers use to
14	L1-13.docx	English users, both verbally and in writing. Therefore, teachers	must	attempt to speak correct and good English] (Wachidah,
15	L1-16.docx	of time management, organisational skills and prioritizing tasks. Teachers	must	comply with the administrative paperwork requirements associated with
16	L1-1.docx	educational contexts (Turner-Bisset, 2013) that the pre-service teachers	must	consider in enacting the competence. This knowledge – the
17	L1-19.docx	students in each of the activities. Furthermore, EFL teachers	must	create activities that can enhance the students' cognitive
18	L1-7.docx	is an important factor in student engagement, and teachers	must	develop abilities and skills to stimulate interest in
19	L1-1.docx	The last personal quality that the pre-service teachers	must	enact is social skills. Elly articulates these as
20	L1-11.docx	learning objectives are prescribed by the curriculum and teachers	must	follow them [A1BD, A4PS, B4MA,
21	L1-15.docx	more understanding and awareness about the actual duties teachers	must	fulfil. The current research has demonstrated that, for
22	L1-17.docx	to her identity (Christiansen, 1999). She also mentioned that teachers	must	have good knowledge about the English language so
23	L1-20.docx	well is the professional specialisation that any English teachers	must	have, here they struggle to speak English dominantly
24	L1-20.docx	moral role model is a teacher identity that teachers	must	have. Regarding Edi, it can be illustrated in
25	L1-19.docx	s argument regarding this expectation is that EFL teachers	must	not only be able to design an integrated
26	L1-11.docx	cognitive participation to emerge in the reform implementation, teachers	must	place themselves as agents of change, who enroll
27	L1-1.docx	with the specific courses that the pre-service teachers	must	take and pass to achieve the recognition of
28	L1-13.docx	by Tina, for example, it is stated that teachers	must	try to speak correct and good English. "Bagi
29	L1-17.docx	high scores in school or national exams. School teachers	must '	help' their students to achieve or pass the
30	L1-17.docx	it had for him. Yani believed that a teacher	must	be friendly to his students and always have
31	L1-17.docx	different ways that students communicate, and so a teacher	must	be attentive to the ways that students voice
32	L1-17.docx	attending his/her class. Secondly, a good English teacher	must	be adaptive to classroom dynamics including understanding how
33	L1-17.docx	use it effectively in communication. Secondly, a good teacher	must	be able to explain things clearly so that
34	L1-17.docx	games critically to help students learn effectively. 6.4.4 A teacher	must	be adaptive Being adaptive is very important for
35	L1-20.docx	Mr – or Miss for the female one, that teacher	must	be an English teacher. In addition, this also
36	L1-20.docx	with that of parents of students (so the teacher	must	be also respected as parents are respected), teacher'
37	L1-19.docx	controller. Harmer (2007 in Renandya, 2012, p.67) adds that "the teacher	must	act as a controller when introducing a new
38	L1-19.docx	are many occasions during a lesson where the teacher	must	act as a controller, as previously explained by
39	L1-1.docx	human being. It is not enough that a teacher	must	have and display these values. Even APSPBI (the
40	L1-1.docx	statements made in macro-level documents, that a teacher	must	have certain abilities. To be specific, learning outcomes

			must	
41	L1-1.docx	working abilities is student-focused, and so the teacher	must	pay attention to various types of students (Teacher,
42	L1-1.docx	the curriculum is focused on the students, the teacher	must	pay attention to the various types and backgrounds
43	L1-1.docx	of the schools. The perspective remains that a teacher	must	assume the role of a model and a
44	L1-20.docx	well is indeed a specialisation that an English teacher	must	have, especially in front of their students. This
45	L1-20.docx	is a kind of ability that an English teacher	must	have. Even, for Edi, he considers that his
46	L1-17.docx	good command of English, he believed that a teacher	must	master the language. What he meant by 'master '
47	L1-1.docx	service teacher. To be specific, a pre-service teacher	must	publish an academic article on the website of
48	L1-4.docx	their differing preconceptions of what's happening. The teacher	must	take on the role to 'develop learner's
49	L1-17.docx	learning process at a PELI. Therefore, an effective teacher	must	think of ways to maintain their student's
50	L1-13.docx	to communicate. [My orientation goes] in that direction. They	must	be able to communicate" (Post-Interview 2, p. 3). The
51	L1-13.docx	to communicate. [My orientation goes] in that direction. They	must	be able to communicate" (Post-Interview 2, p. 3). On
52	L1-19.docx	approach in teaching, there must be sufficient training. They	must	be informed on what steps should be included
53	L1-19.docx	which I develop according to the syllabi, and they	must	also meet the students' needs and basic competencies
54	L1-19.docx	with critical thinking immersed throughout the subject, but they	must	also be able to create teaching procedures that
55	L1-20.docx	model of English for their students so that they	must	become a good English speaker, who, for them,
56	L1-20.docx	is the one who rewards for it, so they	must	instil this important character in themselves. In short,
57	L1-17.docx	teaching. They need to have the knowledge and they	must	know what the students need" (Yulia, Interview). All
58	L1-1.docx	These expectations indicate the expected human capital that they	must	possess. However, the depiction of these expected competences
59	L1-10.docx	if we use strict indicator standards, for example they	must	speak 100% English that is a bit problematic, especially
60	L1-1.docx	pre-service teachers, and the specific courses that they	must	take to be recognized as professional teachers. In
61	L1-9.docx	time parents" whom students trust and whose behaviours they	must	follow, that is by manut lan miturut (to
62	L1-1.docx	tasks of being forced to develop a personality that	must	be excellent in their cultural and social contexts,
	L1-10.docx	this international class. I am burdened with targets that	must	be achieved, if it cannot be achieved it
	L1-11.docx	a preliminary assignment related to the learning topic that	must	be completed before the class begins. These preliminary
	L1-16.docx	the world. Thus, time is a critical resource that	must	be managed effectively in the curriculum as an
	L1-19.docx	concluded that the SA is a fixed procedure that	must	be conducted in an orderly manner. On the
	L1-19.docx	No. 36/2018, 2018), is described as an assessment of tasks that	must	be completed by students within specific periods of
	L1-20.docx	parent. However, here, mother is the first person that	must	be more properly respected by a child so
	L1-20.docx	Teaching and Learning (CTL) method as the method that	must	be used by English teachers in Indonesia today (
	L1-1.docx	of appropriateness, the mentor teacher is the one that	must	decide on the specifics. However, the rubric used
	L1-11.docx	a checklist. These grading contributors are important because students	must	achieve the KKM grades in each of the
	L1-11.docx	in the group discussion [GD2] proposed that, if students	must	achieve a certain level of KKM to be
	L1-16.docx	to short-term, surface learning. For deep understanding, students	must	actively construct knowledge for themselves. Constructing knowledge means
	L1-13.docx	to communicate" (Post-Interview 2, p. 3). The idea that students	must	be able to communicate links to her ideological
	L1-10.docx	was that as a part of the program, students	must	comply with the rule to speaking English and
	L1-11.docx	students must submit their work and get marks … students	must	have scores' [A1BD]. This teacher believed that
	L1-17.docx	schools, Mary believed that learning must be enjoyable, students	must	not feel scared to come to class, and
	L1-11.docx	the most important thing for me is that students	must	submit their work and get marks … students must
	L1-10.docx	T6 remarked, "If they cannot explain it correctly, it	must	be wrong because the language of the law
	L1-10.docx	had no Relationship with intellectuality but familiarity. Therefore, it	must	be familiarised. The first year was usually stressful
	L1-16.docx	professional development is not something that just happens: It	must	be actively pursued…we as teachers must be
	L1-16.docx	of non- mechanistic phenomena, flexibility, and, most difficultly, it	must	allow for the fact that reductionism will not
	L1-10.docx	term in Arabic, yes, use Arabic, but yes, it	must	be translated into English. So, they know 'oh
	L1-10.docx	for the children of this nation, not foreigners. We	must	help children of this nation so that they

File	Left context	Node	Right context
L1-20.docx	ban le beu ta peumulia, which means that we	must	respect the three people. The three people here
L1-10.docx	want to know "even though we both struggle, we	must	speak in English". It seemed that T3 set
L1-15.docx	To ensure the future development of quality teachers, we	must	take into account a prospective teachers' sense of
L1-20.docx	role means that English teacher is indeed someone who	must	speak English. This role will be deeply explored
L1-20.docx	that an English teacher is indeed the one who	must	speak English fluently and properly in class. Some
L1-20.docx	teachers, namely an English teacher is a person who	must	speak English well. This study also shows that
L1-20.docx	supervisor of the student council at the school, who	must	supervise properly all students who come to him
L1-17.docx	CELTA way of teaching' has become the norm and	must	be followed by the teachers if they want
L1-19.docx	series of activities must be done sequentially, systematically, and	must	be structured and measurable (Kemendikbud/Permen No. 103, 2014). Furthermore,
L1-16.docx	must be directly involved in proposals of change and	must	develop ownership of change if they are to
L1-17.docx	brought back a lot of sweet memories, although I	must	admit that I was feeling a bit 'rusty'
L1-10.docx	T23 said that "I have a principle that I	must	communicate with students. It means I am not
L1-15.docx	he had to work harder as he said "I	must	learn more and more". Yet, he stayed in
L1-13.docx	a mandate conveying the idea that all the materials	must	be delivered) as a rule to observe, Dina
L1-13.docx	curriculum (i.e., the idea that all the materials	must	be delivered within the allotted time), the second
L1-13.docx	curriculum (i.e., the mandate saying that all materials	must	be delivered within the allotted time) considered as
L1-17.docx	On the other hand, in recruiting new teachers, schools	must	ensure that the candidates have a sufficient command
L1-17.docx	The fact that she went to Australian primary schools	must	have helped her to figure out what an
L1-16.docx	case in the first year of implementation. Consequently, schools	must	struggle on their own budget to improve learning
L1-16.docx	Gunawan's (2017) finding that highlighted excessive administrative paperwork which	must	be completed by the teacher to meet requirements
L1-17.docx	understanding of the numerous learning styles and needs which	must	be considered in lesson planning. In this study,
L1-19.docx	steps are incorporated as opposed to science classes which	must	follow them more rigidly. Therefore, it was commonly
L1-1.docx	he views the ability to use technology as "a	must	for a teacher nowadays" (Anto40). He views the
L1-8.docx	future reference is something beyond their control and a	must.	Therefore, removing Islamic teaching from their future reference
L1-19.docx	Indeed, the 2013 curriculum emphasises that a series of activities	must	be done sequentially, systematically, and must be structured
L1-19.docx	of experimenting (step 3) and communicating (step 4). Therefore, learning activities	must	be set as flexibly as possible to support
L1-10.docx	the circumstances (T15). The next aspect was using English	must	be done in all aspects of teaching including
L1-10.docx	of these varied views, all participants agree that English	must	be facilitated by universities to give a rich
L1-1.docx	skills are the specific working abilities that each graduate	must	acquire, according to the subject of their HE
L1-1.docx	skills are the general working abilities that each graduate	must	have according to the level of education (ranging
L1-7.docx	years teaching experience. Mentor teachers, on the other hand,	must	hold a professional teaching certificate and have at
L1-7.docx	years' teaching experience. Mentor teachers, on the other hand,	must	meet the following requirements: hold a professional teaching
L1-17.docx	Anto, 2018), getting a job offer from such an institution	must	have been taken as a confirmation of his
L1-17.docx	teaching skills. Being accepted into a well-known institution	must	have boosted his confidence in teaching and English.
L1-7.docx	to supervise PTs during their school placement. Supervising lecturers	must	fulfil two criteria: a master's or doctoral
L1-7.docx	lecturers and mentor teachers (RISTEKDIKTI, 2017f). The university lecturers	must	fulfil two criteria: a master's or doctoral
L1-20.docx	she views herself as such model so that she	must	be able to speak English well. Furthermore, Nisa
L1-17.docx	abroad. Looking at the frustration that Mary shared, she	must	have tried to use her English at school
L1-19.docx	teachers to implement the new approach in teaching, there	must	be sufficient training. They must be informed on
L1-19.docx	the teachers' design of learning objectives and assessments. There	must	be conformity in applying HOTS thoroughly at all
L1-1.docx	the documents, the expected professional identities that a worker	must	have and display are presented as a list
L1-1.docx	this is a checklist of abilities that a worker	must	have to be considered as a professional. Table 4.4
L1-17.docx	why CELTA was promoted among its teachers as a '	must	have' qualification. Reflecting on her experience taking CELTA,
L1-20.docx	English teacher not only must speak English, but also	must	be able to make his or her students

File	Left context		Right context
L1-19.docx	references regarding the standard competencies, learning objectives, and assessment	must	be designed carefully as these directly influence how
L1-19.docx	a bridge between teaching and learning. Thus, HOTS assessments	must	be initiated or based on HOTS teaching and
L1-4.docx	Rizal, 2009), and Christian (Wenas, 2017) teachings explain how human beings	must	make an effort and to seek knowledge as
L1-6.docx	cted (Başaran & Rukundo, 2018; Jones & Soltren, 2005; Ohman & Aggarwal, 2019). Caution	must	be applied, especially with respect to establishing a
L1-10.docx	establishment of IUP in Indonesia, these questions and concerns	must	be addressed by policy makers in the macro
L1-20.docx	their reference to behave so that what teachers do	must	be in line with what teachers say. Then,
L1-16.docx	es and infrastructure, 6) Management, 7) Finance, 8) Educational assessment. All education	must	be improved systematically and continuously based on these
L1-8.docx	in the English-speaking country, Islamic Indonesian EFL educators	must	use English for communication. A number of communicative
L1-13.docx	So the instruction, the way how to communicate, everything	must	be in English" (Pre-Interview, p. 11). He believed
L1-1.docx	In addition, he enforces initially that teachers, in general,	must	be "be able to do all" (Anto43) in
L1-1.docx	are expressed as the learning outcomes that HE graduates	must	achieve, and these learning outcomes are the basis
L1-17.docx	now believed that the instructional time that she had	must	be used to provide more focus and direct
L1-20.docx	to his students with Islamic view, namely everything happens	must	be due to the determination of Allah. In
L1-1.docx	amplified in the use of the word "must have", "	must	display" or "is required to have" in the
L1-17.docx	he worked at the Canadian embassy in Jakarta. He	must	have set an example for her around working
L1-13.docx	learning and achievement). According to Waters (2009), "language teaching ideas"	must	be based on "pedagogical values" rather than "ideological
L1-1.docx	a recognition by the ELE program that these identities	must	be expressed in a real practice setting with
L1-20.docx	teacher identity explained above, where the teachers' Islamic identity	must	take precedence over their English teacher identity, happens
L1-19.docx	comprehensive training programmes that focus on the SA implementation	must	include the implementation of the syllabi, lesson plans,
L1-1.docx	s cultural and social context. A teacher in Indonesia	must	have and display the values of religiosity, humanism,
L1-13.docx	going to senior secondary school, Ana asserted that Indonesian	must	remain as the national lingua franca. She commented, "
L1-10.docx	T1 agreed with IUP I as long as "Institutions	must	make good policies". IUP was indeed considered as
L1-10.docx	few international students apply for this program. This issue	must	be a great challenge for these universities in
L1-10.docx	must be wrong because the language of the law	must	be clear". The next sub-section describes the
L1-11.docx	target competencies, in order to be considered competent, learners	must	achieve the KKM scores for all of the
L1-17.docx	childhood experience at Australian schools, Mary believed that learning	must	be enjoyable, students must not feel scared to
L1-17.docx	career as a teacher, she believed that a lesson	must	be fun, so she always incorporated games in
L1-13.docx	But anyway the curriculum demands that all the lessons	must	be delivered" (Post-Interview 1, p. 6). Besides, Dina perceived
L1-10.docx	there should be a combination that the curriculum map	must	also accommodate what is applicable at the level
L1-20.docx	it as a time reminder as well. As Muslims	must	pray five times a day, the call is
L1-13.docx	If one is unable to speak English, the obstacle	must	be the vocabulary" (Post-Interview 3, p. 4). It is
L1-20.docx	speakers. Finally, for Edi, an English teacher not only	must	speak English, but also must be able to
L1-20.docx	towards his or her children, in which a parent	must	love and want to help each of his
L1-20.docx	do this worship well. Finally, as in Islam parents	must	be highly respected by children, Mahdi also considered
L1-20.docx	weird or non-Muslim, respectively. So, as Acehnese people	must	be Muslim, they should get used to giving
L1-1.docx	in order to receive the professional qualification, a person	must	be evaluated as meeting every learning outcome. To
L1-17.docx	in Australia, and therefore living in a new place	must	have required her to develop a new set
L1-16.docx	look at common problems in governance and reform. Policies	must	move from one-size fits all solutions to
L1-4.docx	particularly speaking and listening, since students listening to presentations	must	be given some kind of listening task too -
L1-10.docx	imply at least two things. Firstly, Indonesian EMI program	must	change their orientation especially in terms of the
L1-10.docx	a good policy". However, T28 warned that this program "	must	be managed properly so that there is no
L1-13.docx	classroom practice. Therefore, in educating teacher candidates, ELTE programs "	must	play an important role in transmitting the professional
L1-1.docx	competences a professional teacher (a graduate of the programs)	must	display. The presentation of identities as a list
L1-7.docx	mandate the minimum number of days that PPG providers	must	allocate to PTs' professional experiences. The allocation is

	L1-13.docx	explanation of a phenomenon in social and psychological realms	must	rest on an analysis of its origins and
	L1-11.docx	order to increase the quality of teaching, teachers' salaries	must	be raised, although not all teachers agreed about
	L1-5.docx	want their children to learn English, but the school	must	be close to their homes. It can be
	L1-17.docx	action: that to be a good English teacher, someone	must	put in the work to construct their identity.
	L1-12.docx	of the study Several shortcomings of the current study	must	be acknowledged. Four main methodological limitations of the
	L1-11.docx	for these qualities, suggesting that some elements of subjectivity	must	be involved in this measurement and grading process.
	L1-16.docx	that any curriculum change in order to be successful	must	take into account the pedagogical realities of that
	L1-15.docx	support pre-service teachers' professional learning and confidence; supervisors	must	be engaged. The connections with the school community
	L1-4.docx	preferences of two different societies have shown that this	must	be derived from a culture that they both
	L1-10.docx	one of state Universities with Legal Entity, this university	must	reach a top 500-world ranking. Therefore, he personally
	L1-1.docx	outcomes is amplified in the use of the word "	must	have", "must display" or "is required to have"
	L1-1.docx	factors over which individuals have very little control yet	must	still adapt to. In Indonesia's teacher employment
	L1-13.docx	a question, that is, "Do you agree if you	must	speak English at school?" (Classroom Observation 3, Video 1, minutes 2.50 – 3.07)

Epistemic Modal Verb: Should

No.	File	Left context	Hit	Right context
1	L1-3.docx	role as a facilitator is the idea that teachers	should	be models for students. The four teachers interviewed
2	L1-7.docx	In this sense, selective admissions for PPG preservice teachers	should	be complemented with the students' exchange program to
3	L1-10.docx	but not to teachers. Therefore, academic support for teachers	should	be made to balance as they taught content
4	L1-15.docx	amount of content and pedagogical knowledge with which teachers	should	be proficient, for that reason this factor is
5	L1-15.docx	role in supporting young people's futures. Therefore, teachers	should	be respected and appreciated. Following are some excerpts
6	L1-15.docx	the whole process of teaching and learning. Generally, teachers	should	be able to fully understand the goals and
7	L1-15.docx	profession and people commonly have a view that teachers	should	be role models. Historically, teachers in Indonesia were
8	L1-16.docx	motivator for students to seek information out there. Teachers	should	be able to motivate students to ask questions,
9	L1-16.docx	cope with the new curriculum. As Bantwini (2010) argues, teachers	should	be provided with adequate time, resources, and opportunities
10	L1-16.docx	I would like to support the notion that teachers	should	be trained to be able to deal with
11	L1-17.docx	field has variations in its practice and English teachers	should	be aware of it and be ready to
12	L1-20.docx	to be imitated by students, according to Edi, teachers	should	be like a good actor. They need to
13	L1-20.docx	moral learning for the students (Kurniawan & Bastomi, 2017). Thus, teachers	should	be always aware of what they are doing
14	L1-7.docx	Smith, 2011). A systematic reflective practice suggests that mentor teachers	should	have a set of technical, pedagogical, and interpersonal
15	L1-11.docx	positive value to the idea that schools and teachers	should	have full authority to pass students and considered
16	L1-11.docx	innovation and accommodate these values in implementation policies. Teachers	should	have a clear vision towards the nature of
17	L1-15.docx	through the interview and open-ended survey that teachers	should	have and obviously has an impact on pre-
18	L1-15.docx	noted by Yani below. <^^^> (Yani) According to Yani, teachers	should	have good knowledge of the subjects they are
19	L1-15.docx	preparedness for teaching. Research suggests that pre- service teachers	should	have a good mastery of knowledge for teaching,
20	L1-11.docx	active participation of students, the professional development of teachers	should	also include training on teaching methods, focusing not
21	L1-19.docx	revision 2017, the lesson plans which are made by teachers	should	also incorporate the following four points: • PPK (Penguatan
22	L1-15.docx	monthly is not comparable to the responsibilities that teachers	should	perform in educating the young generations. 4.2.2.2. Factor analysis
23	L1-20.docx	she clearly stated that the role model that teachers	should	perform is that in line with Islamic deeds.
24	L1-15.docx	disagreement regarding expertise on the skills and knowledge teachers	should	acquire. This implies that some respondents did not
25	L1-15.docx	language and teaching capabilities. This implies that student teachers	should	actively engage in improving their own teaching competencies.
26	L1-15.docx	quote describes teachers' routine duties. It shows that teachers	should	always be considerate in planning and implementing, as
27	L1-12.docx	is not a once-off/stable activity. Thus, teachers	should	anticipate and learn to cope with changes. The
28	L1-4.docx	discussed in Chapter 2, section 2.4.1, in a negotiated syllabus teachers	should	consider the needs analysis process where they gather
29	L1-20.docx	speaking, English speaker is an identity that English teachers	should	construct for themselves. Besides, which is no less
30	L1-12.docx	in the mutual, dynamic interaction of feedback provision, teachers	should	hear students' voices regarding feedback provision, as well
31	L1-2.docx	perspectives. While it is true that lecturers or teachers	should	know better what teaching practice, they would implement
32	L1-17.docx	target language, thus hindering effective learning processes. Therefore, teachers	should	make sure that their students feel safe to
33	L1-15.docx	two items were associated with the knowledge proficiency teachers	should	master as professionals. Therefore, this factor is labelled
34	L1-1.docx	through instilling the knowledge that the pre-service teachers	should	possess. This finding is consistent with the study
35	L1-7.docx	and mentor teachers indicated their agreement that English teachers	should	predominantly apply English in their classroom instruction. <^^^> (SLU3*1).
36	L1-12.docx	essential component of L2 writing instruction, so the teachers	should	prepare well, plan carefully, and implement their activity
37	L1-17.docx	proficient in English was very important, and that teachers	should	show it off to their students. She emphasized
38	L1-7.docx	all school regulations. In a secondary public school, teachers	should	stay at school officially for approximately eight hours
39	L1-7.docx	conceptual knowledge of effective English teaching. The preservice teachers	should	understand not only how to design instructional materials
40	L1-11.docx	assessment (MOE, 2016a). Specifically, the reform mandates that teachers	should	use a combination of assessment for, of and
41	L1-10.docx	for IUP. Not only were students, but the teachers	should	also come from various countries (T27). Some other

42	L1-9.docx	focus of concern on learners and non-native teachers	should	therefore remain on "what they are" and "what
43	L1-2.docx	English in speaking. In addition, Lecturer 03 suggested that students	should	be rewarded when speaking English actively and be
44	L1-2.docx	hardly found in the previous studies. In Indonesia, students	should	be encouraged to use spontaneous English in particular.
45	L1-3.docx	the purpose of creating stories or poems. Hence, students	should	be encouraged to understand and identify their skills
46	L1-3.docx	intellectual resources, such as their bilingual skill. Hence, students	should	be encouraged to recognise their own skills and
47	L1-6.docx	competence. <^^^> (L1, Univ A, Sept 2016). L1 believed that students	should	be able to communicate with one another. Classroom
48	L1-6.docx	who had finished their projects. L2 mentioned that students	should	be able to measure their own capabilities when
49	L1-6.docx	rest was up to them. She believed that students	should	be given the responsibility to enhance their course
50	L1-6.docx	and engage. In order to do this, individual students	should	be given feedback, along with opportunities to actively
51	L1-13.docx	by the ELF perspective, Budi argued that the students	should	be familiar with the accent of a local
52	L1-13.docx	be followed, but we have, say, that these students	should	be able to communicate. [My orientation goes] in
53	L1-13.docx	want students to have English skills. At least, students	should	be able to perform basic forms of communication" (
54	L1-13.docx	in English. As mentioned earlier, Tina noted, "these students	should	be able to communicate. [My orientation goes] in
55	L1-16.docx	had about the difficulty in assessing behaviour as students	should	be assessed and observed individually in a long
56	L1-16.docx	for learning English" (Zheng et al., 2009, p. 205). Furthermore, students	should	be explicitly encouraged to use technology for literacy
57	L1-17.docx	studying. Therefore, the ways teachers relate to their students	should	be adapted according to the students' background, to
58	L1-2.docx	learn from their mistakes; in other words, the students	should	not feel worried about making mistakes in learning.
59	L1-4.docx	teachers have, but at the same time the students	should	not use that as a reason to not
60	L1-6.docx	al.'s (2010) and Martin and Evans' (2018) arguments that students	should	not be left alone to collaborate and share
61	L1-6.docx	of content and technology is still important, and students	should	not be encouraged to work fully on their
62	L1-17.docx	to develop their communicative skills. She said that students	should	not worry so much about making mistakes as
63	L1-3.docx	Fostering mutual appreciation In a supportive learning environment, students	should	feel comfortable and valued, thus, mutual appreciation needs
64	L1-17.docx	outside of the classroom. Moreover, she believed that students	should	feel safe to make mistakes when they are
65	L1-4.docx	they still insist that the main skill that students	should	have is independence in learning. Looking at the
66	L1-16.docx	this lack of student input and asserts that students	should	have a role in curriculum design; they should
67	L1-2.docx	Correcting mistakes is important in learning and the students	should	accept it positively for improvement if the lecturers
68	L1-11.docx	per se, but rather broader expectations about how students	should	behave as members of the community. However, in
69	L1-12.docx	that the writing process was important and the students	should	follow the writing process, as shown in the
70	L1-13.docx	first time they learn English. Tina noted, "actually students	should	get used to pronouncing English correctly from the
71	L1-3.docx	be an influence from the culture, in which students	should	highly respect teachers and teachers are perceived as
72	L1-11.docx	and ask queries. Ideally, to promote student agency, students	should	know the learning targets they need to achieve
73	L1-14.docx	align with the expectation of SLM policy that students	should	learn, understand and develop their multimodal literacy. Although
74	L1-6.docx	tasks were in the form of suggesting that students	should	log in, read the posts, and comment on
75	L1-3.docx	feedback. In addition, she emphasised that when writing, students	should	maintain their identity. <^^^> (Tara, interview). Besides feedback about
76	L1-11.docx	under the provision of grades and an 'all students	should	pass policy' tended to assign passing grades, despite
77	L1-6.docx	lecturers and the trainee teachers. The expectation that students	should	play a more active role when technology is
78	L1-4.docx	November 15, 2017) The teacher implied that even though the students	should	respect their teacher, it should not hinder them
79	L1-3.docx	creativity. The selection of models to use with students	should	serve the teachers' purpose. Mansoor (2013), for example, preferred
80	L1-13.docx	also played a role in determining which dictionary students	should	use. Dina stated that the dictionary owned by
81	L1-1.docx	expectations of the pre-service teachers' competences: that they	should	be able to understand the characteristics of the
82	L1-1.docx	first considered separately, to explicate with clarity how they	should	be manifested in actual teaching. However, they also
83	L1-2.docx	students claimed that English is used widely, and they	should	be able to use the language otherwise they
84	L1-2.docx	claimed that if students do not speak English, they	should	be punished by paying some money. For example,
85	L1-4.docx	I, Section 4.1.2 and 4.1.3), the teacher still thought that they	should	be more involved in steering the students towards
86	L1-6.docx	blogs, and corpus-based language teaching and how they	should	be used in real-life teaching scenarios. In

87	L1-7.docx	PPG national English competency tests was indicative that they	should	be provided with more structured opportunities to improve
88	L1-7.docx	PPG national English competency test also suggests that they	should	be provided with more structured opportunities to improve
89	L1-8.docx	settings. Coming to English-speaking culture as foreigners, they	should	be aware of address terms used by DGMs
90	L1-11.docx	the 'learning' dimension of assessment (MOE, 2016a, 2016b), they	should	be given autonomy and agency to conduct classroom
91	L1-15.docx	Evaluation can also be challenging for teachers, as they	should	be able to construct reliable assessments, analyse them
92	L1-15.docx	adds more challenges for English language teachers for they	should	be able to motivate their students to learn
93	L1-16.docx	students should have a role in curriculum design; they	should	be actors not just be acted upon. Therefore,
94	L1-7.docx	put much effort into preparing the lesson plans, they	should	also learn to be more flexible and prudent
95	L1-8.docx	interactants are diverse involving local and foreign individuals, they	should	expect that their cultural backgrounds may either interfere
96	L1-20.docx	respectively. So, as Acehnese people must be Muslim, they	should	get used to giving the greeting when they
97	L1-6.docx	if they faced problems with the new software, they	should	go back to using Hot Potatoes. As found
98	L1-16.docx	topic. They believed that in the 2013 English Curriculum they	should	lessen their portion of lecturing or explaining in
99	L1-15.docx	not consider the pre-service teachers as people they	should	listen to and respect. <^^^> (Anti) To address this
100	L1-20.docx	when someone spoke to them in the class, they	should	listen. Here, obviously, such moral guidance is merely
101	L1-6.docx	Students need to participate in using it, but they	should	not need to spend a great deal of
102	L1-7.docx	specialised in English language and /or English pedagogy. They	should	possess a qualification as a professional lecturer, issued
103	L1-15.docx	feel less confident and less prepared about when they	should	practise their teaching skills during their teaching practicum. <^^^> (
104	L1-20.docx	others. That is, when they see others' shortcomings, they	should	present others' weaknesses in front of their eyes.
105	L1-8.docx	culture where commitment is manifested in certainty statements, they	should	reconcile home and host cultures in practice that
106	L1-15.docx	obtain a Bachelor of Education degree. On average, they	should	take 18-20 credits per semester, so they can finish
107	L1-7.docx	reason for quality mentor teachers. A quality mentor teacher	should	be able to point out the mistakes and
108	L1-7.docx	reflected: <^^^> (FGU3*3). They believed that a good mentor teacher	should	be able to provide assessment fairly. The process
109	L1-7.docx	that every classroom is unique so a good teacher	should	be creative to adapt his or her teaching
110	L1-15.docx	students. <^^^> (Ami) The quote above emphasises that a teacher	should	be able to understand that students' social and
111	L1-15.docx	behave and act perfectly. For her, an ideal teacher	should	be able to comfort students in any situation,
112	L1-16.docx	those textbooks are published by the government, the teacher	should	be able to evaluate, adapt, and supplement for
113	L1-20.docx	is part of his Islamic belief that a teacher	should	be a parent of his or her students.
114	L1-4.docx	student, two of them believed that a good teacher	should	also teach students how to learn, and that
115	L1-20.docx	and deal with contradictory issues in materials. A teacher	should	also demonstrate the example of what he or
116	L1-3.docx	Most teachers mentioned that an EFL creative writing teacher	should	have enough knowledge and experience in creative writing,
117	L1-17.docx	of teaching beliefs, Anji believed that a good teacher	should	have two main qualities. Firstly, a good teacher
118	L1-4.docx	U1 (mean 3.54) think that their relationship with a teacher	should	take the role of parent-child (60.7%). While U5
119	L1-4.docx	in the teaching and learning process and the teacher	should	take the role of facilitator (Özmen, 2012). Based on
120	L1-4.docx	learning include students' views on how a good teacher	should	be. To know and appreciate students' perceptions of
121	L1-15.docx	mentioned in the interview. According to Rumi, a teacher	should	behave and act perfectly. For her, an ideal
122	L1-7.docx	Chapter 3.3.2). In an EFL classroom, the ideal mentor teacher	should	demonstrate mastery in English subject matter knowledge and
123	L1-17.docx	for two equally important habitus that an English teacher	should	have: habitus as English speaker and habitus as
124	L1-17.docx	meant that he could always be an English teacher	should	he fail to work in the tourism industry.
125	L1-7.docx	established standards for mentor teachers' recruitment. Eligible mentor teacher	should	hold a professional teaching certificate, an assessor licence
126	L1-20.docx	directly stated that the role model that a teacher	should	perform here was that in line with Islamic
127	L1-13.docx	for the sake of learning by doing. A teacher	should	thus guide the students to improve. However, as
128	L1-17.docx	power over the student teacher; therefore, a student teacher	should	try their best to please their mentor. Unfortunately
129	L1-15.docx	expert on the subject. In this case, the teacher	should	understand the subject very well. So, the teacher
130	L1-17.docx	should have two main qualities. Firstly, a good teacher	should '	make sure' that his/her students learn something
131	L1-1.docx	is known in regards to something (a course). It	should	be noted, though, that the word 'intelligence' (kepandaian)

132	L1-1.docx	of the MOEC Guidebook on HE Curriculum Development. It	should	be noted that MORTHE 2017 on Teacher Education Standards,
133	L1-1.docx	ideas and practices between the school and HE. It	should	be noted that the term 'final' identities does
134	L1-3.docx	than perceiving this as a sign of incompetence, it	should	be seen as an act of translanguaging - "how
135	L1-6.docx	the data that they shared and know that it	should	be controlled (Başaran & Rukundo, 2018). Another implication related to
136	L1-9.docx	understandable" and her pronunciation or speaking is "intelligible", it	should	be acceptable. This also applies to students' general
137	L1-10.docx	the international students registered were not significance. Therefore, it	should	be main concern to be evaluated. This criticism
138	L1-11.docx	innovation, how they carry it out, and how it	should	be evaluated. Such a reform framework has been
139	L1-11.docx	to be set up b) during implementation, how it	should	be evaluated. 5. The study is likely the first
140	L1-12.docx	content, and organisation in writing) aspects of writing. It	should	be noted that this conclusion only related to
141	L1-12.docx	L2 writing Before discussing the second research question, it	should	be noted that many studies on teachers' feedback
142	L1-20.docx	them in interviews, namely speaking Indonesian language. However, it	should	be noted here to what extend they used
143	L1-20.docx	it cannot be ignored as a finding. Instead, it	should	be recognised as well. Second, it is impossible
144	L1-20.docx	of tolerance with what other people believe. However, it	should	be done very carefully in order everything becomes
145	L1-4.docx	but also their family (Braje and Hall, 2016). However, it	should	also be taken into consideration what King (2013) pointed
146	L1-18.docx	should be given to the teaching of vocabulary. It	should	be "unplanned" as vocabulary should be taught unsystematically.
147	L1-16.docx	that the curriculum forms a coherent learning programme. It	should	comprise and reflect a selection of knowledge, skills,
148	L1-20.docx	the experiences of the teachers in this study, it	should	inspire language teacher educators to have a strong
149	L1-7.docx	the study about EFL school curriculum and how it	should	look like in classrooms where PPG is being
150	L1-4.docx	even though the students should respect their teacher, it	should	not hinder them to put forward their voices
151	L1-3.docx	does not have to be totally new", but it	should	show a difference from other products. He exemplified
152	L1-15.docx	pre-service teachers' feeling of preparedness for teaching. It	should,	then, be prioritised in preparing future teachers. It
153	L1-2.docx	not be similarly perceived by the students. Therefore, lecturers	should	be aware of such differences between them and
154	L1-2.docx	in the classroom. This means, first, that the lecturers	should	be able to convince students that they are
155	L1-2.docx	to learn, the use of English by the lecturers	should	be the basis of the classroom instructions. The
156	L1-2.docx	of L2 above, the findings also suggest that lecturers	should	be aware of their use of English when
157	L1-18.docx	help each other in their learning process. Meanwhile, lecturers	should	be made aware that technology is merely a
158	L1-2.docx	according to the students revealed in the findings, lecturers	should	use effective teaching strategies to motivate the students
159	L1-2.docx	findings, according to the students in all institutions, lecturers	should	use efficient teaching strategies to motivate the students
160	L1-6.docx	learning is still limited. To minimise these limitations, lecturers	should	carefully evaluate how they prepare and inform the
161	L1-6.docx	contained in the World Wide Web (L4, L5)—lecturers	should	communicate or explain their needs to the institutional
162	L1-2.docx	One interpretation of the findings would be that lecturers	should	create more opportunities for their students to speak
163	L1-2.docx	strategy, a strategy to speak English. Thus, the lecturers	should	decrease their L2 use to increase the students'
164	L1-7.docx	of schoolteachers. It was determined that the supervising lecturers	should	discuss and collaborate with the school mentor about
165	L1-2.docx	ease speaking English with their peers. Therefore, the lecturers	should	have paid more attention to their students' L2
166	L1-18.docx	accordingly, as instructed. Therefore, arising from these findings, lecturers	should	implement a combination of strategies to create a
167	L1-6.docx	learning environment to make effective use of resources, lecturers	should	inform their students of different ways of evaluating
168	L1-6.docx	phones. This strategy reflected Krajka's (2010) argument that lecturers	should	make efforts to provide for their own logistical
169	L1-18.docx	their attitude to participating in writing classes. Therefore, lecturers	should	not rely on the utilisation of a technology-
170	L1-6.docx	the argument that when Facebook was used, the lecturers	should	pay meaningful attention to students who were using
171	L1-6.docx	al., 2015; Stewart, 2015). This finding raised the possibility that lecturers	should	possess sufficient skills for organising social interactions among
172	L1-2.docx	to learn English. In regard to this, the lecturers	should	put priority to use materials for teaching and
173	L1-2.docx	more both individually and as a group. The lecturers	should '	train' the students majoring in English to practise
174	L1-3.docx	suggestions or explications, such as the moral values that	should	be conveyed in the stories and fables. Many
175	L1-7.docx	supervising lecturers' visits was one of the issues that	should	be addressed to improve the quality of preservice
176	L1-9.docx	character traits of 'democratic and responsible' Indonesian citizen that	should	be instilled into students and thus incorporated into

177	L1-15.docx	Teaching is challenging. It looks like [a] skill that	should	be practised more and more" (Anggrek). This awareness
178	L1-16.docx	is the main aspect in the 2013 English Curriculum that	should	be possessed by students and according to the
179	L1-16.docx	the 2013 Curriculum. The National Education Standards establish standards that	should	be met in national education in regards to
180	L1-16.docx	incongruence between beliefs and practice is an issue that	should	be addressed by change administrators and teacher educators
181	L1-19.docx	Basic Competences (it refers to certain/specific competences that	should	be achieved by the students) and Indicators (it
182	L1-19.docx	this situation, monitoring and evaluations are essential actions that	should	be conducted regularly and comprehensively by the school
183	L1-20.docx	in line with the guidelines. Another important point that	should	be noted is Mahdi was not only concerned
184	L1-20.docx	mentioned in line 137-139, namely teacher is a person that	should	be highly respected by children after their mother
185	L1-20.docx	considered this Islamic tradition to be a culture that	should	be instilled in her female students. That is
186	L1-20.docx	et al., 2005). One of the most important backgrounds that	should	be understood is their culture. Indeed, teachers intentionally
187	L1-20.docx	journal) From the excerpt above, another important point that	should	be noted is for Edi, connecting contextually English
188	L1-20.docx	faith emphasises that teacher is the third person that	should	be respected by students after their own mother
189	L1-20.docx	later. Simply speaking, learners have their own realities that	should	be recognised here (Thongrin, 2018). However, if related to
190	L1-16.docx	change seemed to be one of the significances that	should	be explored from the curriculum stakeholders' points of
191	L1-11.docx	this practice as part of the learning process that	should	not be graded. However, teachers who advocated memorisation
192	L1-2.docx	others. This is very important to highlight that there	should	be other aspects affecting motivated students in speaking
193	L1-2.docx	Then, this is very important to highlight that there	should	be other aspects affecting motivated students in speaking
194	L1-4.docx	role in culture because Asians commonly consider that there	should	be a type of relationship that bonds a
195	L1-4.docx	type of relationship with her students, but that, there	should	be a distance between them that the students
196	L1-4.docx	academic platform. However, one teacher mentioned that although there	should	be respect between the teacher and the student,
197	L1-4.docx	engagement between the teacher and the student, however, there	should	be willingness from both, to work collaboratively because
198	L1-5.docx	ambition for the children that the world out there	should	be explored. It might be that because she
199	L1-10.docx	to curriculum, T29 proposed that, "Ideally, I think there	should	be a combination that the curriculum map must
200	L1-13.docx	students need to practise speaking a lot. "Ideally, there	should	be more practices when learning a language" (Post-
201	L1-13.docx	to practise speaking a lot. Dina commented, "Ideally, there	should	be more practice when learning a language" (Post-
202	L1-16.docx	learning was revealed by students. They believed that there	should	be a balanced portion when teachers encouraged learning
203	L1-20.docx	their Vietnamese identity is their core identity. Thus, there	should	be a consideration of combining two identity theories
204	L1-4.docx	elements revolve around the teacher and student relationship, there	should	not be any necessity to categorize the teacher –
205	L1-17.docx	mentioned above, in that during the class time there	should	not be any kind of explicit teaching of
206	L1-4.docx	had not prepared themselves to present in class. There	should	have been 10 presentations with 10 minutes for each presenter
207	L1-8.docx	an asset, time should be invested and saved and	should	not be wasted without valid reasons: "Behaviour that
208	L1-8.docx	faith issue. Rather, it is a social issue and	should	not cause disharmony in multicultural Indonesia. Accommodating practice
209	L1-9.docx	that English proficiency representing the professional competency cannot and	should	not be regarded as the only contributory factor
210	L1-17.docx	believed wearing a hijab was a personal decision and	should	not necessitate guilt emotions if she chose not
211	L1-17.docx	the tutor directed the trainees about what should and	should	not be included in their lesson. The trainees
212	L1-2.docx	with L2 cultural products is viewed as useful and	should	be used more often in Indonesian EFL classrooms.
213	L1-15.docx	contribution to society; therefore, their lesson is valuable and	should	be obeyed. However, the present finding has also
214	L1-3.docx	which means (someone) who should be respected, obeyed, and	should	become a model/exemplar. Therefore, the creative writing
215	L1-14.docx	NLG, 1996). Moreover, alignment with the MPF is essential, and	should	become a valuable planning tool in instruction, in
216	L1-9.docx	longer be associated with a particular sociocultural context and	should	therefore be considered as culturally neutral. In this
217	L1-9.docx	discourse of 'othering,' EFL classrooms in Indonesia can and	should	therefore serve as fertile ground for the dissemination
218	L1-3.docx	a good story or poem should be meaningful, and	should	contain values that can be learned by readers (
219	L1-17.docx	of their economic status, they have the right and	should	develop English ability. More broadly, he also encouraged
220	L1-2.docx	in this study because these students are independent and	should	know which MTS work best for them to
221	L1-20.docx	instilled in her female students. That is why she	should	be a role model for her female students

222	L1-20.docx	her class behaved differently from what he or she	should	be, she checked it by asking the student
223	L1-15.docx	One day, her tutor in English language suggested she	should	consider taking an entrance test for an English
224	L1-15.docx	did not matter how hard the responsibilities were, she	should	not regret the training but finish it. The
225	L1-8.docx	aware that in engaging people from different cultures she	should	observe politeness. However, she might not be aware
226	L1-15.docx	to teach other student teachers. Celline realised that she	should	persevere with all the challenges she faced in
227	L1-12.docx	course and IELTS preparation course) and commented that she	should	provide comprehensive feedback in the EFL1 course (see
228	L1-17.docx	small PELI for six months, Nada decided that she	should	try to work at a bigger PELI, so
229	L1-1.docx	teaching technique, her mentor also decides which technologies she	should	use to teach. This is illustrated by an
230	L1-3.docx	responsibility to be an exemplar. Tara emphasised that she	should "	walk the talk"- showing students that she also
231	L1-2.docx	Pavelescu (2019) revealed that the feeling of love in English	should	be supported by teachers; otherwise, students who are
232	L1-2.docx	the students to learn and to use the English	should	be effective to allow the students to use
233	L1-9.docx	English, and that the teaching and learning of English	should	be about the teaching and learning of the
234	L1-10.docx	their bases of the reasons. For these participants, English	should	be taken place after Bahasa Indonesia and consequently
235	L1-10.docx	settings from making use of languages other than English	should	be changed by promoting English and other languages
236	L1-13.docx	they also shaped how Ana viewed the way English	should	be taught, that is, either teaching English through
237	L1-13.docx	school shaped the student's belief about how English	should	be taught. For example, Budi stated that he
238	L1-10.docx	development" in the global world. In this respect, English	should	not be considered as a threat as English
239	L1-19.docx	Kemendikbud/Permen No. 54/2013, 2013a). In other words, learning English	should	not be limited only to activities like making
240	L1-4.docx	even confusion in the classroom. Thus, a further research	should	be implemented to identify further these causes. The
241	L1-4.docx	formation of culture in the classroom. However, further research	should	be made. The teachers' actual views of the
242	L1-12.docx	should be highlighted in the future research. Future research	should	also include data collected from other core participant
243	L1-20.docx	less classroom observation data related to it, future research	should	consider doing classroom observation many times, such as
244	L1-12.docx	of this study. First, as previously mentioned, future research	should	explore other EFL contexts and participant groups and
245	L1-7.docx	my findings suggested that workshops on classroom action research	should	involve all prospective mentor teachers as the study
246	L1-13.docx	g., ideological beliefs about English). This means that research	should	not only focus on how learning experience (including
247	L1-12.docx	participants would have enriched the study. Additionally, future research	should	use a range of data collection instruments, including
248	L1-13.docx	form of answer to the idea that LTC research	should "	aim to reveal cognitions in action" (Lim, 2016a,
	L1-8.docx	of people from diverse language and cultural backgrounds. He	should	be familiar with the cultural practices of Sydneysiders
	L1-18.docx	that, one student performed before the class. S/he	should	be presenting about the writing that s/he
	L1-20.docx	considered their indiscipline acts as normal things that he	should	deal with and it is his duty to
	L1-8.docx	that when other non-Muslim supervisors were around, he	should	emphasise commonality with the dominant group practice as
	L1-3.docx	criticism was often considered inappropriate. Hence, he believed he	should	facilitate his students to have the freedom to
	L1-6.docx	Rukundo, 2018). L2 revealed a similar perspective, stating that he	should	focus more on the aspects of explaining or
	L1-17.docx	was seen as a handicap and reason that he	should	not have been promoted to a teacher trainer
	L1-3.docx	to one of the student participants, Ariel, that he	should	take inspiration from observing real, daily life. The
	L1-10.docx	principles include teaching is a two-way communication, learning	should	be beyond classroom walls, learning was not about
	L1-11.docx	GD1] argued that the affective domain in language learning	should	be related to specific classroom engagement and behaviours,
	L1-18.docx	findings Chapelle (2001) suggested that any proposed technology-mediated learning	should	be evaluated for its 1) language learning potential, 2) learner
	L1-10.docx	communication was the key. Meanwhile, T1 indicated that learning	should	not be limited by walls of classrooms. Learning
	L1-10.docx	a two-way communication, while T1 believes that learning	should	not be limited by walls of classrooms. Learning
	L1-18.docx	unplanned" as vocabulary should be taught unsystematically. The learning	should	arise as students experience problems with vocabulary to
	L1-4.docx	approach may have shaped their understanding of what learning	should	be. Although students in the current study still
	L1-19.docx	with the expectation of the government requiring that learning	should	involve high-level thinking skills (Kemendikbud/Permen No.
	L1-11.docx	theory, the association between conceptions and practices of assessment	should	be framed as multidimensional and complex, involving an
	L1-11.docx	kind of consensus that any conceptualisation of formative assessment	should	be integrated into a broader theory of pedagogy (

File	Left context	Node	Right context
L1-11.docx	their perceived purposes of assessment emphasised that classroom assessment	should	be used to improve and measure the quality (
L1-16.docx	the curriculum. As in 2013 Curriculum, new student authentic assessment	should	be applied. Therefore, this section discusses the new
L1-19.docx	and presentation of data. It means that the assessment	should	cover lower and higher cognitive levels. In relation
L1-11.docx	and learning, those prioritizing accountability beliefs perceived that assessment	should	mainly serve as an external measurement tool to
L1-19.docx	or based on HOTS teaching and learning. An assessment	should	not be detached from the learning activities. Therefore,
L1-3.docx	writing stories in English. Likewise, Arif concurred that feedback	should	be focused on the content. He stated: <^^^> (Arif,
L1-3.docx	it was emphasised by Haryo, the teacher, that feedback	should	be constructive but also encouraging. It was important
L1-6.docx	the feedback' (Cakir & Atmaja, 2015, p. 155). These opportunities for feedback	should	be sustainable, in order to stimulate meaningful learning
L1-12.docx	second and third draft. The teachers believed that feedback	should	be personalised and feedback decisions should be made
L1-6.docx	and peers. It was also argued that effective feedback	should	promote students to develop self-regulated learning, especially
L1-3.docx	Moodle. Students whose work did not get direct feedback	should	reflect on the general feedback given by the
L1-12.docx	Course Syllabus listed aspects of writing that the feedback	should	target but it did not specifically mention the
L1-3.docx	acronym) for digugu lan ditiru, which means (someone) who	should	be respected, obeyed, and should become a model/
L1-4.docx	of the class, even when to speak and who	should	be speaking, hence the reason these approaches might
L1-6.docx	activities among her friends. They learned to decide who	should	be doing what task based on their abilities. <^^^> (
L1-15.docx	words convey the meaning that teachers are people who	should	be able to provide examples, who are listened
L1-20.docx	of his global identity as the Islamic missionary who	should	guide people towards good deeds. In short, due
L1-20.docx	teacher is a person who is honourable one who	should	have proper behaviour and personality and perform a
L1-20.docx	it can be concluded that, for Nisa, those who	should	speak English with their own accent are influential
L1-12.docx	feedback, the amount and the type of feedback which	should	be provided (2016 EFL1 course syllabus, p. 18). Thus, one
L1-16.docx	to provide guidelines regarding their expectations and needs, which	should	be included in the school curriculum. Adams and
L1-16.docx	a threat in terms of workload and effort which	should	be put into it. Nevertheless, the resistance gradually
L1-16.docx	to provide guidelines regarding their expectations and needs, which	should	be included in the school curriculum. The third
L1-18.docx	finding indicates an expected motivation for language learning, which	should	be the most important factor for successful learning,
L1-6.docx	the classroom. Direct practice with the learning software, which	should	have been done online under the guidance of
L1-2.docx	Time management and learning scheme for each classroom activities	should	be planned and organised well to ensure adequate
L1-7.docx	can be seen in Table 4.1. the PPG program activities	should	be accomplished in two semesters. In the first
L1-9.docx	teaching and learning processes and classroom materials and activities	should	be consistent with the prevailing policies. b) Character
L1-19.docx	on what steps should be included and what activities	should	be accomplished at every stage of teaching. The
L1-2.docx	use of English and pair or group work activities	should	not only motivate the students to learn but
L1-11.docx	at the initial stage of a reform, the government	should	consider the values that teachers assign to innovation
L1-19.docx	can work to accommodate those differences. Crucially, the government	should	consider reviewing certain aspects in the curriculum that
L1-16.docx	Curriculum so fully change was not needed. The government	should	have just revised it instead of replacing it
L1-11.docx	the teachers stated that they believed that the government	should	regulate teachers, and that those who did not
L1-11.docx	a context similar to theirs were absent. The government	should	select schools on a voluntary basis to pilot
L1-16.docx	programme, I changed my mind. I felt that I	should	choose topic that was inquisitive – especially for me
L1-11.docx	these 14 participants should be removed from analysis. Also, I	should	have been in attendance when they were completing
L1-4.docx	viva, the internal and external examiners decided that I	should	involve more teachers in the study to add
L1-16.docx	in learning English is not just for school. I	should	learn English for my future, perhaps I will
L1-12.docx	the writing conferences effectively, what approach and strategy I	should	use … It can help mapping students' profiles. (Erna,
L1-13.docx	Second, for communication among Indonesians, Budi stated that people	should	be proud to use Indonesian and their own
L1-13.docx	languages. <^^^> (Pre-Interview, p. 6) <^^^> (Pre- Interview, p. 7) Third, people	should	choose which language to speak based on the
L1-20.docx	of his teaching activities. In short, ideally, Acehnese people	should	give the Islamic greeting to each other in
L1-13.docx	for international communications. However, he maintained that Indonesian people	should	not view Indonesian as inferior to English. Budi
L1-13.docx	also shaped Budi's view on how Indonesian people	should	speak English. Identifying himself as an Indonesian, Budi

	File	Left context	Node	Right context
	L1-8.docx	She understood that the student moderator's English practice	should	be respected as acceptable in the context where
	L1-8.docx	should be taken into account when deciding what practice	should	be adopted. When the context is exclusive, with
	L1-13.docx	is nothing neutral about our practices, so reflective practice	should	also include a close critical examination of the
	L1-8.docx	participants in this context. Some may expect communicative practice	should	maintain local practice, including the form of address.
	L1-8.docx	including Indonesia, may perceive that younger--older communicative practice	should	observe courtesy and filial piety (Giles et al., 2003).
	L1-7.docx	curricula and developing their knowledge of effective English teaching	should	be done on a regular basis to nurture
	L1-10.docx	our children get something good from us, and teaching	should	be active, interactive, mutual interaction, and engagement. However,
	L1-12.docx	a bit of autonomy, but broader autonomy in teaching	should	be given to the teachers to enable them
	L1-20.docx	moral (Widodo et al., 2018). Thus, professionalism in language teaching	should	be also oriented to a new perspective, namely "
	L1-18.docx	training was needed. They only knew that the teaching	should	utilise activities performed by the students without teaching
	L1-20.docx	him, we should do what we say and we	should	avoid what we forbid (see excerpt 17). Indeed, it
	L1-20.docx	really had to do so. According to him, we	should	do what we say and we should avoid
	L1-20.docx	of Islam because she added, "in our culture we	should	not over-praise" and indeed the prohibition of
	L1-11.docx	regard to K13 conceptual understanding and application. However, we	should	remain cautious about teachers' practical implementation of the
	L1-8.docx	something great or something that really interests us, we	should	say 'Subhanallah' or 'Masyaallah'" (Anne L57). Although she
	L1-3.docx	example, to be deemed creative, a piece of writing	should	be able to illuminate readers with knowledge, to
	L1-6.docx	in groups. He mentioned that students learning English writing	should	be encouraged and motivated to help them personalise
	L1-12.docx	and personal characteristics to gauge what aspects of writing	should	be the focus in their feedback provision and
	L1-3.docx	creativity. Haryo, in the interview, stated that creative writing	should	give freedom of expression. Tara also indicated the
	L1-12.docx	on feedback focus (i.e. what aspects of writing	should	receive feedback),and type of feedback to use (
	L1-8.docx	interactants sharing a similar cultural background, the local culture	should	be properly maintained. However, when the context is
	L1-9.docx	behaviours bring up another key issue of how culture	should	be addressed in language teaching and learning. An
	L1-8.docx	and other cultures. Selected practices emanating from either culture	should	consider factors that facilitate recognition and respect of
	L1-8.docx	she realises that adopting such practice in her culture	should	take some considerations such as context, experience, preferred
	L1-3.docx	order to be deemed creative, a product or idea	should	be new. The idea of newness was understood
	L1-3.docx	of UKN concurred that a creative product or idea	should	be meaningful and/or useful, at least, to
	L1-3.docx	degree of difference – how different a product or idea	should	be from the existing ones - was not so
	L1-3.docx	ambiguous idea on how different a product or idea	should	be from the existing one, it is plausible
	L1-10.docx	language, and English. In other words, the policy makers	should	accommodate all linguistic resources that students and teachers
	L1-16.docx	Dillon, 2009). On the whole, the government as policy makers	should	involve the curriculum stakeholders in formulating new curricula
	L1-16.docx	knowledge. The government as policy makers and decision makers	should	listen to school principals', teachers', and students' views
	L1-16.docx	In this case, I would argue that policy makers	should	rethink the assumption that English subject may threaten
	L1-20.docx	in Islam there are also guidelines on how Muslims	should	associate and make up. So, because Islamic values
	L1-20.docx	one to enter the hell. That is why Muslims	should	be also concerned with their mistakes towards human
	L1-8.docx	is important to gain recognition. She contends that Muslims	should	have the courage to introduce Islamic greetings to
	L1-20.docx	students, he firstly explained some Islamic etiquettes that Muslims	should	perform on Fridays to his students (line 249-252). However,
	L1-6.docx	in the framework of technology, or if existing practices	should	be repurposed in ways that reflect the context
	L1-11.docx	focusing principally on improvement purposes, thought that assessment practices	should	be utilised internally for the improvement of teaching
	L1-11.docx	agency; it has been strongly advocated that these practices	should	be embedded as normalised practices of classroom pedagogy (
	L1-14.docx	concept and its usefulness in today's communication practices	should	be taken into accounts. Currently, it appears that
	L1-16.docx	In order to overcome the difficulties, effective training programs	should	be held, and intensive training programmes should cover
	L1-7.docx	requirements such as the university and the study programs	should	obtain A or B accreditation status and be
	L1-7.docx	Menristekdikti (MOEC, 2013a; RISTEKDIKTI, 2017f) mandated that PPG programs	should	organise a six-month professional field experience for
	L1-13.docx	using L1. In educating pre-service teachers, ELTE programs	should	therefore not only focus on transmitting the knowledge
	L1-7.docx	whether the use of mother tongue in EFL classes	should	be avoided or welcomed has been longstanding. Previous

File	Left context	Node	Right context
L1-18.docx	taught without utilising PCs, the significant difference in classes	should	be exposed (see Table 5.6 for the details). <&&&> Interestingly,
L1-9.docx	materials used in GHS English classrooms including her classes	should	address general topics rather than specialized or vocational
L1-11.docx	as adopted recently. The implementation of the new curriculum	should	be conducted incrementally and with consideration of the
L1-13.docx	curriculum and her ideological stances. Tina commented, "The curriculum	should	be followed, but we have, say, that these
L1-19.docx	again that the standard competencies design of the curriculum	should	be subject to careful review – in this case,
L1-9.docx	to all learning contexts', and that 'all pedagogical decisions	should	be made in reference to local language needs
L1-9.docx	bear direct relevance to students' lives, all pedagogic decisions	should	be made in reference to the language demands
L1-12.docx	believed that feedback should be personalised and feedback decisions	should	be made based on each student's L2
L1-15.docx	pre-service teachers' feeling of preparedness. Additionally, teacher educators	should	be aware of the influence of connectedness on
L1-15.docx	education to prepare future teachers. In practice, teacher educators	should	create conditions that enable student teachers to learn
L1-15.docx	and contextual for the student teachers. Then, teacher educators	should	facilitate student teachers to recall, feel, and imagine
L1-11.docx	The teacher insisted on arguing that the national examinations	should	be removed from the education system because they
L1-11.docx	this in mind, I argue that centralised national examinations	should	be removed from the Indonesian education system. The
L1-11.docx	teachers expressed that the results of the national examinations	should	not be a requirement for the purposes of
L1-9.docx	as such the students' home knowledge, languages and experiences	should	be used as a productive classroom resource (Gay, 2010;
L1-15.docx	and thorough understanding. This means that the learning experiences	should	be meaningful and contextual for the student teachers.
L1-16.docx	still be created by using collaborative learning. The experiences	should	arise not only from the whole class, but
L1-4.docx	it is their misconception of what a competent learner	should	be. In the next section, I will present
L1-4.docx	have a misconception of what a competent English learner	should	be. The following teacher said, <^^^> (Teacher B_U1,
L1-4.docx	of the students' misunderstanding of what a competent learner	should	be and related to the students' characteristics. I
L1-2.docx	the English Department where English learning and teaching materials	should	be as authentic as possible. This finding is
L1-20.docx	what McDonough, Shaw and Masuhara (2013) argue that ELT materials	should	be designed by considering the contextual factors of
L1-9.docx	ability of the students, EFL teaching and learning materials	should	develop their sensitivity to people of different backgrounds
L1-18.docx	in a certain skill for getting a job) motivation	should	be working together to create a successful learning
L1-18.docx	be engaged with their students. The classroom learning motivation	should	be designed to enable cooperation and collaboration between
L1-18.docx	is investigated in the future, each type of motivation	should	be investigated in separate studies. For example, one
L1-18.docx	this current study made that the main task phase	should	be adapted to fit the needs for writing
L1-18.docx	the needs for writing skill development. The report phase	should	be replaced by re-writing phase (Figure 5.16). Therefore,
L1-11.docx	evaluate the change. For example, the cognitive participation phase	should	have aimed at building on teachers' conceptions and
L1-3.docx	video, and highlighting the idea that a creative product	should	be different and, thus, appealing. <^^^> (Putri, interview) It
L1-3.docx	products or ideas. However, how different a new product	should	be from the existing ones was not clear.
L1-3.docx	importance of context and emphasise that a creative product	should	be contextual for "a particular time, place, audience,
L1-2.docx	the quality of their English use in the programme	should	also be adequate and good enough since they
L1-6.docx	understanding within the context of the teacher education programme	should	be more enhanced to achieve a cohort of
L1-16.docx	and the making of school reports. Such training programme	should	involve all of the teachers, not just selected
L1-7.docx	requirements for the school partners. First, the host schools	should	be accredited with a minimum B-level accreditation
L1-7.docx	accreditation status. It was also stipulated that the schools	should	be supported by certified mentor teachers who had
L1-7.docx	are available to mentor preservice teachers. The targeted schools	should	provide PTs with a diversity of students and
L1-8.docx	However, she maintains that in this context, the student	should	adopt the practice of using Ibu before the
L1-6.docx	be successful when taking a listening test, a student	should	also learn some tricks. Before that, she relied
L1-4.docx	students how to learn, and that a good student	should	be independent. For example a teacher said, <^^^> (Teacher
L1-2.docx	p. 366). While the group of students in this study	should	be intrinsically motivated compared to those majoring in
L1-20.docx	linguistics, ideally the topic of identity in this study	should	be also related to language so that the
L1-2.docx	Thai context (Forman, 2013). Therefore, the lecturers in this study	should	use L2 more because the lecturer's quantity
L1-6.docx	technology activity inside and out of the classroom. This	should	be made relevant especially if the expected outcomes

	L1-20.docx	religion are highly salient on the teachers. Thus, this	should	be an issue of interest for many ELT
	L1-19.docx	had shifted from teacher-centred to learner-centred. This	should	have indicated that the teacher is not the
	L1-3.docx	This teacher (Arief) further explicated that a meaningful work	should	affect the readers' feelings and provoke their thoughts.
	L1-6.docx	lecturers find salient to the needs of their work	should	be taken into consideration. Furthermore, Manca & Ranieri (2016) stated
	L1-11.docx	and evaluate education quality. The accountability of teachers' work	should	not be determined by external agents through mass
	L1-16.docx	Therefore, any attempts to evaluate the new program changes	should	certainly involve teachers who undergo these changes in
	L1-16.docx	they are not doing a good job. Curricular changes	should	not be based on a deficit model, rather,
	L1-3.docx	skills and be more creative. EFL creative writing class	should	encourage learners to use all the language skills
	L1-3.docx	agreement in her English department that Creative Writing class	should	focus on the content, rather than on the
	L1-10.docx	do scoring both on content and language as content	should	be clearly through English. Another issue related to
	L1-10.docx	do scoring both on content and language as content	should	be clearly through English. Teachers also evaluate students'
	L1-16.docx	of students and at the same time, serious efforts	should	be made to reduce class sizes into 30-35 students
	L1-6.docx	and sharing on their teaching practices. However, these efforts	should	not be done in isolation. The institution should
	L1-16.docx	teacher (Richards & Renandiya, 2002). When asked about the way EFL	should	be taught, the characteristic of the EFL learning
	L1-19.docx	Voke (2018) points out that teachers' strategies in teaching EFL	should	integrate some of the most pertinent skills such
	L1-9.docx	idea that time is flowing and as such focus	should	be placed on the here and the now
	L1-20.docx	be competent English users is inappropriate. Ideally, the focus	should	be on how their learners become both competent
	L1-11.docx	lacks conceptual underpinning and framework on how the implementation	should	be applied and appraised which had impacted on
	L1-11.docx	their practices of assessment, the path to successful implementation	should	be started from understanding, first of all, and
	L1-11.docx	far outweighed that of opportunities. To ensure change, implementers	should	be able to make a reconfiguration of change
	L1-11.docx	in its implementation. May & Finch (2009) argued that change implementers	should	have a shared understanding of the nature and
	L1-18.docx	suggested that writing modules in higher education in Indonesia	should	be conducted in smaller classes. In this way,
	L1-13.docx	three points. First, the status of English in Indonesia	should	remain as a foreign language. He noted, "English
	L1-13.docx	and the Philippines, and believed that English in Indonesian	should	have the same status as it does in
	L1-13.docx	accent and prosody. He pointed out that an Indonesian	should	speak English in an Indonesian way. 9.3 Ideology in
	L1-4.docx	best for the students. When knowledge is built learners	should	be involved actively in the teaching and learning
	L1-16.docx	is oriented toward what the competencies of the learners	should	own. However, it is challenging for teachers to
	L1-20.docx	when one does not fulfil their rights as one	should	or when one does wrong things to them,
	L1-20.docx	Namely, in certain contexts, Nisa also agreed if one	should	speak English with one own regional accent, such
	L1-3.docx	interview, my translation). Arif highlighted that a creative outcome	should	affect people's feelings, and incite their thoughts
	L1-3.docx	In brief, most students argued that a creative outcome	should	be useful or meaningful for other people, while
	L1-15.docx	It is strongly recommended that the teacher education program	should	expose student teachers to real situations of school
	L1-10.docx	of the program offered. For example, Indonesian EMI program	should	think of building a unique program from which
	L1-6.docx	understanding of the course content knowledge. The guidelines provided	should	be balanced with the intention of fostering the
	L1-18.docx	by performing a series of tasks, the feedback provided	should	have been delivered positively. According to Busse (2014), informational
	L1-12.docx	their objects. The teachers' training on effective feedback provision	should	also encourage teachers to reflect on their feedback
	L1-12.docx	s roles as another main actor in feedback provision	should	be highlighted in the future research. Future research
	L1-4.docx	constructivist and metacognition of learning. In addition, their relationship	should	also put the teacher in the authority position
	L1-8.docx	that in her cultural context, where the hierarchical relationship	should	be maintained, the reciprocal practice of offering compliments
	L1-4.docx	learning depending on their students' needs. However, further studies	should	be made to provide evidences on this. Their
	L1-12.docx	view, traditions, interests, and interactions"(Lektorsky, 2009, p. 79). Future studies	should	consider adopting this model of activity which include
	L1-11.docx	most teachers, who later requested that the description task	should	be made simpler. Responding to this aspiration, the
	L1-18.docx	sentences following the English language patterns. Thus, the task	should	follow the process of writing development, revising, and
	L1-11.docx	stated that the selection of assessment formats and tasks	should	also consider the coverage of the content to
	L1-11.docx	teachers stated that the best assessment formats and tasks	should	match the learning targets and help teachers to

File	Left context	Node	Right context
L1-15.docx	the respondents' concerns about the amount of work teachers	should	perform. For some of them, teaching demanded hard
L1-7.docx	in their assessment systems, some participants suggested mentor teachers	should	work collaboratively with the supervising lecturers because they
L1-10.docx	that the establishment of IP was complex. Many things	should	be considered. English alone was not sufficient. Therefore,
L1-10.docx	establishment of IP was complex and therefore many things	should	be considered and well-prepared. English alone was
L1-9.docx	language skills, give good examples to students, and thus	should	be imitated. Regarding the possibility of using materials
L1-11.docx	years) as they are new to English and thus	should	be equipped with an adequate number of vocabulary
L1-12.docx	and intervention from experienced tutors and lecturers. The training	should	also include metacognitive skills, such as evaluating students'
L1-11.docx	by external and foreign agents, in-service teacher training	should	be conducted more professionally, involving external specialists and
L1-9.docx	the framework of the character education, the recommended values	should	be incorporated into the classroom materials and inculcated
L1-9.docx	the mandated character education, cultural, moral and religious values	should	be directly integrated into the teaching and learning
L1-3.docx	the freedom of expression aspect, the students' creative writings	should	be meaningful for other people. This teacher (Arief)
L1-3.docx	in this study concurred that feedback on students' writings	should	focus on the content. Yet one of them,
L1-8.docx	to their home culture, the experience of living abroad	should	provide a better view and improve their English
L1-8.docx	behaving. Simultaneously, they are Muslims whose thoughts and actions	should	confirm the Islamic frame of reference. Both references
L1-19.docx	tools to assess students' cognitive abilities during learning activities,	should	also contribute to students developing their thinking skills
L1-8.docx	it problematic if this Islamic teaching about future activity	should	confront the dominant group member perspective. The interview
L1-12.docx	as a system (Lektorsky, 2009). As a system, feedbackprovision activity "	should	be seen in relation to other activity systems
L1-20.docx	in students reflect their perspectives on how character actually	should	be based on. It can be seen clearly
L1-13.docx	Interview 3, p. 3) The skills the students learn, he added,	should	be applicable in real-life settings "because they
L1-8.docx	opposite sex. It is widely believed that Islamic adherents	should	not touch members of the opposite sex unless
L1-15.docx	The example above highlights that the burden of administration	should	not detract from the role and purpose of
L1-4.docx	that the interpersonal circle of teachers (Wubbels et al., 2006)	should	also be taken into consideration if wanting to
L1-8.docx	and recognizing the Divine power manifested in Inshaa Allah	should	always be practiced. Therefore, drawing on the Islamic
L1-17.docx	teacher need to know English grammar, but he also	should	be able to use it effectively in communication.
L1-4.docx	and Fahrurrozi, 2015). Studies have shown what a needs analysis	should	encompass, however, what is lacking is in the
L1-11.docx	pupils of such terms as 'think', 'because', 'would' and '	should'' (	Black & Wiliam, 2018, p.559). These kinds of responses from
L1-12.docx	in their feedback provision and what effective feedback approach	should	be used. Erna called this action 'student profiling',
L1-11.docx	of teachers' valuing of assessment. Other words such as	should,	would, and wish, which reflect teachers' thinking about
L1-19.docx	specified in Indonesian 2013 Curriculum. Therefore, these kinds of assessments	should	provide teachers with opportunities to measure student learning
L1-13.docx	which a dominant ideology is disseminated; but this assumption	should	not go unquestioned" (p. 34). It is important to
L1-19.docx	that each school experiences different challenges. Furthermore, more autonomy	should	be given to the teachers, especially to the
L1-8.docx	also offered an account that anticipating any communicative barrier	should	be put on top as stated in the
L1-1.docx	legal consequences that the pre-service teachers would bear	should	they fail in their tasks as a teacher.
L1-11.docx	have great anxiety about speaking performance, safe supportive behaviour	should	be promoted and maintained to encourage learners to
L1-15.docx	who are listened to and whose attitudes and behaviours	should	be examples for others, as identified in the
L1-13.docx	In the second lesson, Ana explained the difference between	should	and shouldn't in English (Classroom Observation 2, Minutes 4.21 – 4.42).
L1-9.docx	texts. That is, other national and local historic buildings	should	be explored as part of the discussions about
L1-7.docx	dynamic and negotiated. This suggests that professional language candidates	should	be trained to be curriculum developers who are
L1-11.docx	Finally, the assessment curriculum in the teacher training centres	should	be re- structured to give more prominent emphasis
L1-2.docx	environment or a pleasant learning atmosphere (e.g. Chang, 2014)	should	motivate the students to learn English in this
L1-11.docx	of having a clear vision of how the change	should	be implemented. The literature on teachers' conceptions of
L1-3.docx	be the facilitator who, instead of dominating the class,	should	give the students "more freedom and initiatives". He
L1-18.docx	learning process. Therefore, Matlal's attitude in the classroom	should	not be understood as being demotivated. As he
L1-20.docx	to communicate effectively in interactions, a two-way communication	should	be established, that is, communication between teacher and
L1-15.docx	the complex process of becoming a teacher, academic competencies	should	not be the only source of consideration. It

File	Left context	Node	Right context
L1-6.docx	into teaching and learning. They believed that students' conditions	should	be taken into account in such integration. <^^^> (L3,
L1-1.docx	legal term. Such definitions, therefore, imply serious legal consequences	should	a person fail to meet expectations. However, there
L1-8.docx	in adopting foreign practice. In her mind, the context	should	be taken into account when deciding what practice
L1-17.docx	said that he loved his teaching job. This contradiction	should	not be seen as being uncertain about his
L1-7.docx	In this sense, the supervising lecturers and program coordinators	should	improve their roles to facilitate preservice teachers' professional
L1-18.docx	stage. During this session, feedback and suggestions for correction	should	be articulated. The lecturer then reviewed the feedback
L1-11.docx	education system. The quality of education across the country	should	not be evaluated solely by a single standardized
L1-11.docx	of pre-service training. Consequently, teacher professional development courses	should	provide equal balance of content and emphasis with
L1-3.docx	Hence, he concluded that a product that was creative	should	have an influence on readers, such as sharpening
L1-3.docx	only be for ourselves, but also for others. Creativity	should	provide benefits for people around us, and inspire
L1-17.docx	English teacher although she also would not necessarily decline	should	there be an opportunity for her to teach
L1-2.docx	findings in this study, lecturers at the English Department	should	be able to find the right teaching strategies
L1-3.docx	as there is some difference. How big the difference	should	be, however, remains blurry. This is exactly the
L1-9.docx	English as a natural result of its global diffusion	should	be encouraged. Wati's understanding of "English as
L1-8.docx	where Anne lives. Western people may perceive that discrimination	should	not exist due to age difference, while eastern
L1-19.docx	language and conducting a scientific experiment, and those distinctions	should	be diligently considered when determining how to best
L1-1.docx	level discourse of the teaching practicum program, the document	should	be the basis for the supervisors and the
L1-15.docx	It implies that, importantly, the cognitive and affective domains	should	work together to obtain an effective learning environment
L1-15.docx	education program. It means that students of teacher education	should	be committed to their learning in order to
L1-16.docx	infrastructure for implementation of reforms. Altogether, a serious effort	should	be made to find efficiencies in the school
L1-13.docx	skills from a teacher to the students. Rather, ELT	should	be viewed not only as a sociocultural activity (
L1-10.docx	T13, T14 T25, T34) pointed out the academic engagement	should	unlikely be manage as tourist travellers but more
L1-8.docx	the audience was Indonesian. She cautioned, though, that everyone	should	observe the use of language relevant to the
L1-7.docx	that an effective teaching practicum or professional field experience	should	allow preservice teachers to simultaneously experience being teachers
L1-18.docx	and foreign language learning, Seal (1991) suggested that minimum exposure	should	be given to the teaching of vocabulary. It
L1-4.docx	decision-making process. The question is to what extent	should	teachers practice power, and on the other hand,
L1-8.docx	a compliment contains religious teaching, she considers that faith	should	be observed in giving and responding to compliments.
L1-2.docx	motivate them to learn English. Tasks in different formats	should	break monotonous activities leading to motivation increase. Regarding
L1-10.docx	criteria, international and objective of the class. The former	should	be representative of students who were coming from
L1-12.docx	than content and organisation because they believed language forms	should	receive the most attention. Regarding the type of
L1-18.docx	worked on. Presenting the error that s/he found	should	be the next stage. During this session, feedback
L1-18.docx	local TBLT practices. Further investigation on this proposed framework	should	be conducted in future research. Furthermore, the report
L1-16.docx	This study also revealed that change leaders in general	should	be sensitive and aware of the feelings and
L1-11.docx	a single standardized test; rather, each region (provincial government)	should	be given more autonomy to improve and evaluate
L1-20.docx	in formal events in Aceh, including teaching, the greeting	should	be given as an opening and closing in
L1-8.docx	greetings, she practices what she preaches: that Islamic greetings	should	be offered to Muslim and non-Muslim audiences
L1-13.docx	reflection groups, the design and organisation of the groups	should	therefore be contextualised, relevant to the teachers' need,
L1-17.docx	teachers at his institution, therefore his account about Harvey	should	be viewed as Willy's personal account of
L1-6.docx	and discussion among students. The interaction, according to him,	should	be carefully planned and structured. A guide book
L1-12.docx	discussion. Ayu thought that a question as a hook	should	be used in the introductory paragraph, not in
L1-18.docx	the point of what talks show about, but how	should	I say it as she responded like that
L1-20.docx	identity and morality, the limitations of this study however	should	be recognised. First, as this study is also
L1-18.docx	teacher feedback for improving students' motivation. The feedback, however,	should	be a positive. In this current study, 34% of
L1-20.docx	believe that Allah knows whatever they do, they ideally	should	avoid all visible or invisible evil deeds, including
L1-17.docx	and wife was the dominant identity that other identities	should	align with. Therefore, being a part-time English

	File	Left context	Node	Right context
	L1-13.docx	as the lens. Questions regarding how English language ideologies	should	inform ELT and how such ideologies can help
	L1-19.docx	the SA and other obstacles which arose during implementation	should	also take priority. The final chapter will proceed
	L1-19.docx	the purpose of the curriculum. As such, any improvements	should	aim to fulfil the 21st century competencies, which
	L1-20.docx	an English speaker is the role that they indeed	should	construct in their teaching. However, two of them,
	L1-7.docx	developing their inner capacities to be creative and innovative	should	be officially scheduled in SSP workshops to enhance
	L1-6.docx	efforts should not be done in isolation. The institution	should	provide support for professional development generally by providing
	L1-6.docx	money on buying internet quotas suggested that the institutions	should	prioritise the provision of free internet access. Bielaczyc (2006)
	L1-8.docx	the additional title Ibu for adult female respected interactant	should	be properly observed. Therefore, the missing title Ibu
	L1-10.docx	his ideal curriculum in which both local and international	should	be combined. In terms of pedagogy, teaching delivery
	L1-6.docx	attitude towards using technology for learning. This caution interpretation	should	be taken into account as writing skill as
	L1-11.docx	in secondary education and urged that a strong intervention	should	be applied in disciplining teachers with a lack
	L1-11.docx	have avoided unnecessary misunderstanding. Secondly, the semi-structured interviews	should	have allowed the participants to expand on their
	L1-10.docx	that IUP is a good university policy, but is	should	be well-managed and avoid bad impact on
	L1-8.docx	First Name. Similarly, future reference or action in Islam	should	include God recognition articulated as Inshaa Allah. Missing
	L1-10.docx	extent influence their perception. Therefore, in T3 perception, IUP	should	hold international standards in the sense of "systems,
	L1-11.docx	that those who did not pass the teaching KKM	should	not be allowed to teach [GD2]. Besides pedagogic
	L1-9.docx	and the prominence of the national and local languages	should	be maintained. On similar grounds, the international-standard
	L1-2.docx	pyramid The figure above suggests that MTS to learn	should	encourage the students to use L2; motivational strategies
	L1-18.docx	analysis differently. While Willis' framework identified that the lecturer	should	lead the analysis, this study proposes a student-
	L1-2.docx	teacher), tasks, participation and self-evaluation. Therefore, the lectures	should	consider their students' perceptions of their teaching techniques
	L1-17.docx	CLT and so that the flow of the lesson	should	be smooth. However, in Block and Gray's (2016)
	L1-17.docx	had on the way she sees what English lessons	should	be like. <^^^> (Claire, Interview) Inserting a 'fun' element
	L1-6.docx	electronic tools, such as the LCD projector and loudspeakers,	should	be communicated to the logistics department at the
	L1-11.docx	the national examination items for professional schools, if maintained,	should	be kept separate from those of the general
	L1-16.docx	the curriculum stakeholders with the government as policy maker	should	be intensively carried out to understand their needs
	L1-19.docx	or not. Leaders, in this case the school managers,	should	also consider in that evaluation why such a
	L1-10.docx	of instruction, but also teaching delivery, curriculum and material	should	be modified for IP". For T27, teaching delivery
	L1-17.docx	on a specific type of modal, such as may,	should,	can, or could. Moreover, it could be observed
	L1-10.docx	teaching delivery and materials (learning process and lecturing mechanism)	should	be modified for international class atmosphere (T6, T34).
	L1-16.docx	correcting students' work, in-service training and staff meetings	should	also be taken into account when analysing the
	L1-8.docx	contended that both the student and the panel member	should	have acknowledged the context. She was aware that
	L1-2.docx	a low level of motivation viewed that making mistakes	should	not discourage or stop the students from learning.
	L1-9.docx	NNSs. Providing further confirmation of whether or not models	should	be NSs, Wati added: <^^^> (Interview with Wati, 17/11/15) Such
	L1-2.docx	the students (especially at a low level of motivation)	should	take part in learning more and learn from
	L1-10.docx	with Pak. While in UK, the use of Mr.	should	be followed by family name. When it was
	L1-14.docx	committed to implementing the policy, the integration of multimodality	should	be considered an integral part of, rather than
	L1-8.docx	relied on her cultural perspective, that married related names	should	be respected: <^^^> (Ria L159) As a result of
	L1-20.docx	Holliday, 2011, 2013; Menard-Warwick, 2014; Baker, 2015). Thus, the concept of nationality	should	be also under the discussion of cultural identity.
	L1-2.docx	the students to use the language. Therefore, lecturers obviously	should	have given more opportunities and assigned tasks for
	L1-13.docx	In the third lesson, Ana explained the usage of	should	and shouldn't, I suggest, how about/what
	L1-18.docx	should be investigated in separate studies. For example, one	should	only measure the effect of technology-mediated TBL
	L1-9.docx	and materials for classroom discussions, in Ambar's opinion,	should	be related as much as possible to efforts
	L1-9.docx	basis on which students make evaluative responses to others	should	be made explicit, allowing them to be aware
	L1-3.docx	the five UCP students, Hana, asserted that creative outcomes	should	not only be for ourselves, but also for
	L1-9.docx	geographical blocks. Instead, a non-essentialist "small culture" paradigm	should	be advocated under which "culture" is viewed as '

L1-11.docx	and accuracy of the analysis and interpretation, these 14 participants	should	be removed from analysis. Also, I should have
L1-7.docx	diversity of students and facilities. Third, the school partners	should	encompass secondary public schools including sekolah menengh pertama (
L1-3.docx	the outcome. In the case of writing, the person	should	have the freedom to use the words to
L1-17.docx	to be understood as a musician, magician, and photographer	should	be understood in his active involvement and practices
L1-17.docx	successful, the values and practices at the new place	should	not have been too different to the teacher'
L1-7.docx	the day of their classroom teaching. This teaching plan	should	be developed based on the analysis of the
L1-3.docx	students also perceived that a good story or poem	should	be meaningful, and should contain values that can
L1-3.docx	ending. Furthermore, he said that writing stories and poems	should	not only be about the language and writing
L1-12.docx	of the relevant episodes. They selected which feedback points	should	be discussed in the writing conferences and they
L1-10.docx	by having mostly home students, the language education policy	should	alter local language, national language, and English. In
L1-12.docx	investigation which cannot reveal such findings. Thus, L2 practitioners	should	consider the dynamic of teaching- learning over time
L1-6.docx	of using Facebook and other social media platforms, precautions	should	be taken on this issue as users' privacy
L1-4.docx	be a question and answer session where the presenters	should	answer questions from their peers related to the
L1-6.docx	If the universities were given a substantial budget, priority	should	be placed on helping the lecturers use the
L1-19.docx	expectation of the government requiring that the learning process	should	involve higher-order thinking skills (Kemendikbud/Permen No. 36/2018, 2018).
L1-9.docx	stresses that although a threshold level of English proficiency	should	be reached in order to teach English well,
L1-16.docx	training programs should be held, and intensive training programmes	should	cover the content of 2013 English Curriculum – the learning,
L1-13.docx	TPD programs According to Kuncahya and Basikin (2020), TPD programs "	should	consider and meet the teachers' professional needs" (p. 111).
L1-6.docx	and tasks. Students were also informed what their projects	should	look like. For example, L1 remarked that it
L1-19.docx	with performance-based and project-based assessment, the questions	should	cover all cognitive levels (C1 to C6) of
L1-12.docx	section was lengthy and lazy and wrote that Rafif	should	paraphrase the section. <^^^> (Gie – think-aloud protocol 3, Rafif). 6.2.2
L1-17.docx	seen as being uncertain about his life but rather	should	be understood as the wealth of his habitus
L1-11.docx	inaudible' or 'unclear'. An additional add-on audio recorder	should	have been attached to the teacher to mitigate
L1-7.docx	participants, in particular those from outside Java's regions	should	receive more opportunities to improve their English subject
L1-9.docx	as Leganger-Krogstad (2011) writes, the double role of religion	should	be highlighted in that it can serve both
L1-17.docx	earn some pocket money, so his mother's request	should	be understood as her way of giving him
L1-7.docx	competence. Furthermore, they revealed that some supervising lecturers' responsibilities	should	be improved due to their infrequent attendance at
L1-9.docx	lesson plans) for which the teachers are individually responsible	should	be in line with the national curriculum, its
L1-9.docx	longer be assumed. In students' cultural exploration, teachers' role	should	include guidance and support and promoting culture learning
L1-19.docx	the roles chosen by the EFL teachers, the roles	should	facilitate the students in efficiently learning language in
L1-9.docx	that the teachers wish to include in the RPPs	should	be chosen in reference to the nationally- and
L1-19.docx	changes made in the curriculum, including how the SA	should	be implemented considering that this approach is newly
L1-5.docx	According to Hatch & Lazaraton (1991, p. 210), the coefficient of scalability	should	be over 90% before an implicational analysis can be
L1-7.docx	collaboration agreement letter with the university. Second, the school	should	be assisted by mentor teachers who have professional
L1-11.docx	record of students' learning during the years of schooling	should	be the main basis for graduation [GD1]; they
L1-12.docx	two. She asked if Nadhira knew where the sentence	should	be split and Nadhira replied to her question
L1-11.docx	model for students on how the words and sentences	should	be pronounced and read. Whole class drilling was
L1-18.docx	was no national standard for how English writing skills	should	be taught in higher education; it is a
L1-18.docx	was performed partially. Based on Willis' framework, three stages	should	take place (see Section 2.2.2): the task, the planning,
L1-19.docx	sufficient training. They must be informed on what steps	should	be included and what activities should be accomplished
L1-19.docx	make their own decisions in term of what strategies	should	be employed to achieve the curriculum objectives given
L1-13.docx	correct' and 'incorrect' pronunciation. Tina commented, "Well, actually students	should	get used to correct pronunciation since the beginning" (
L1-6.docx	although relevant to the verbatim quotes of the students,	should	be made with caution, as other possible explanations
L1-2.docx	in the classroom; accordingly, teachers (lecturers in this study)	should	be responsible to support the students' motivation (Song, 2015)
L1-11.docx	school students are prepared as skilled workers, the syllabus	should	be designed to be more practical than theoretical

	File	Left context	Node	Right context
	L1-12.docx	based studies suggest that contradictions in the activity system	should	be viewedas a source of development and transformationrather
	L1-18.docx	is suggested that the implementation of technology-mediated TBL	should	follow the adjusted TBL framework for English writing
	L1-1.docx	asked "to go the toilet" (Anto31), where the teacher "	should	help" (Anto31) and possibly "clean something" (Anto31). In
	L1-20.docx	such as how she, as a female Muslim teacher,	should	also dress according to Islamic teachings since she
	L1-12.docx	not prescribe the type of feedback that the teachers	should	provide. The frequency of the teachers' written feedback
	L1-6.docx	study suggests that knowledge of the affordance of technology	should	be implemented not only on a theoretical basis
	L1-11.docx	internship programmes during their school years. Consequently, the test	should	be more practical and authentic and have a
	L1-19.docx	As per Kemendikbud/Permen No. 59 year 2014, revised 2018, "…written tests	should	require the students to remember, understand, organize, implement,
	L1-19.docx	talked about the design of the lesson plans that	should	meet the expected basic competencies as required in
	L1-4.docx	at this, the teacher believed that the students themselves	should	take the initiatives and be responsible for their
	L1-2.docx	the students interested in the tasks, the lecturers, then,	should	prepare relatively interesting tasks with various activities using
	L1-20.docx	beliefs into their teaching in this study, perhaps, they	should	not be considered the same as those evangelical
	L1-8.docx	an asset" (Jones & Brown, 2005, p. 306). As an asset, time	should	be invested and saved and should not be
	L1-8.docx	Bapak (adult male title). She maintained that these titles	should	be properly observed if the interactants are Indonesian.
	L1-20.docx	Hanum, actually the most important thing is teachers today	should	do self-introspection before blaming the parents who
	L1-6.docx	they all agreed that the selection of these tools	should	not incur a financial burden. In other words,
	L1-11.docx	the training delivery. According to the teachers, professional training	should	focus on a specific subject, facilitated by a
	L1-8.docx	before asserting certain future events, awareness of future uncertainty	should	always be observed, and recognizing the Divine power
	L1-12.docx	guidance, intervention, and monitored practice in feedback provision. Universities	should	provide future teachers with explicit instruction or trainingin
	L1-10.docx	Therefore, teachers and top decision makers in the university	should	be aware of these factors and not make
	L1-2.docx	in the classroom (e.g. Thompson, 2006); teachers' L2 use	should	encourage and inspire their students to use the
	L1-6.docx	L5 were concerned that the type of technology used	should	not exceed students' financial capability. They wanted to
	L1-13.docx	that and give suggestion at least 2 sentences by using	should,	suggest, why don't, how about" (Classroom Observation 3,
	L1-2.docx	multicollinearity/very high correlations (r > .8) with the other variable	should	be discarded (Field, 2014; Kinnear & Gray, 2009). Following the inspection, 6
	L1-2.docx	teaching to motivate the students to learn, students' views	should	be considered thoughtfully particularly for adult students like
	L1-18.docx	teaching of vocabulary. It should be "unplanned" as vocabulary	should	be taught unsystematically. The learning should arise as
	L1-17.docx	is that the tutor directed the trainees about what	should	and should not be included in their lesson.
	L1-8.docx	that, for the sake of social cohesion, similar wishes	should	also be given, as quoted: <^^^> (Anti, L283) Avoidance
	L1-7.docx	As such, they suggested that the quality of workshops	should	be improved by creating more engaging and rewarding
	L1-5.docx	They want to teach their children that the world	should	be explored (Weenink, 2008). One parent, Net, displays a
	L1-3.docx	the students highlighted that the story or poem written	should	demonstrate a difference from other stories or poems.

Epistemic Modal Verb: Should not

No.	File	Left context	Hit	Right context
1	L1-8.docx	an asset, time should be invested and saved and	should not	be wasted without valid reasons: "Behaviour that
2	L1-8.docx	faith issue. Rather, it is a social issue and	should not	cause disharmony in multicultural Indonesia. Accommodating practice
3	L1-9.docx	that English proficiency representing the professional competency cannot and	should not	be regarded as the only contributory factor
4	L1-17.docx	believed wearing a hijab was a personal decision and	should not	necessitate guilt emotions if she chose not
5	L1-17.docx	the tutor directed the trainees about what should and	should not	be included in their lesson. The trainees
6	L1-2.docx	learn from their mistakes; in other words, the students	should not	feel worried about making mistakes in learning.
7	L1-4.docx	teachers have, but at the same time the students	should not	use that as a reason to not
8	L1-6.docx	al.'s (2010) and Martin and Evans' (2018) arguments that students	should not	be left alone to collaborate and share
9	L1-6.docx	of content and technology is still important, and students	should not	be encouraged to work fully on their
10	L1-17.docx	to develop their communicative skills. She said that students	should not	worry so much about making mistakes as
11	L1-10.docx	development" in the global world. In this respect, English	should not	be considered as a threat as English
12	L1-19.docx	Kemendikbud/Permen No. 54/2013, 2013a). In other words, learning English	should not	be limited only to activities like making
13	L1-10.docx	communication was the key. Meanwhile, T1 indicated that learning	should not	be limited by walls of classrooms. Learning
14	L1-10.docx	a two-way communication, while T1 believes that learning	should not	be limited by walls of classrooms. Learning
15	L1-4.docx	elements revolve around the teacher and student relationship, there	should not	be any necessity to categorize the teacher –
16	L1-17.docx	mentioned above, in that during the class time there	should not	be any kind of explicit teaching of
17	L1-2.docx	use of English and pair or group work activities	should not	only motivate the students to learn but
18	L1-8.docx	opposite sex. It is widely believed that Islamic adherents	should not	touch members of the opposite sex unless
19	L1-15.docx	The example above highlights that the burden of administration	should not	detract from the role and purpose of
20	L1-19.docx	or based on HOTS teaching and learning. An assessment	should not	be detached from the learning activities. Therefore,
21	L1-13.docx	which a dominant ideology is disseminated; but this assumption	should not	go unquestioned" (p. 34). It is important to
22	L1-16.docx	they are not doing a good job. Curricular changes	should not	be based on a deficit model, rather,
23	L1-18.docx	learning process. Therefore, Matlal's attitude in the classroom	should not	be understood as being demotivated. As he
24	L1-15.docx	the complex process of becoming a teacher, academic competencies	should not	be the only source of consideration. It
25	L1-17.docx	said that he loved his teaching job. This contradiction	should not	be seen as being uncertain about his
26	L1-11.docx	education system. The quality of education across the country	should not	be evaluated solely by a single standardized
27	L1-8.docx	where Anne lives. Western people may perceive that discrimination	should not	exist due to age difference, while eastern
28	L1-6.docx	and sharing on their teaching practices. However, these efforts	should not	be done in isolation. The institution should
29	L1-11.docx	teachers expressed that the results of the national examinations	should not	be a requirement for the purposes of
30	L1-17.docx	was seen as a handicap and reason that he	should not	have been promoted to a teacher trainer
31	L1-4.docx	even though the students should respect their teacher, it	should not	hinder them to put forward their voices
32	L1-11.docx	that those who did not pass the teaching KKM	should not	be allowed to teach [GD2]. Besides pedagogic
33	L1-18.docx	their attitude to participating in writing classes. Therefore, lecturers	should not	rely on the utilisation of a technology-
34	L1-2.docx	a low level of motivation viewed that making mistakes	should not	discourage or stop the students from learning.
35	L1-3.docx	the five UCP students, Hana, asserted that creative outcomes	should not	only be for ourselves, but also for
36	L1-13.docx	for international communications. However, he maintained that Indonesian people	should not	view Indonesian as inferior to English. Budi
37	L1-17.docx	successful, the values and practices at the new place	should not	have been too different to the teacher'
38	L1-3.docx	ending. Furthermore, he said that writing stories and poems	should not	only be about the language and writing
39	L1-13.docx	g., ideological beliefs about English). This means that research	should not	only focus on how learning experience (including
40	L1-15.docx	did not matter how hard the responsibilities were, she	should not	regret the training but finish it. The
	L1-11.docx	this practice as part of the learning process that	should not	be graded. However, teachers who advocated memorisation
	L1-6.docx	Students need to participate in using it, but they	should not	need to spend a great deal of

	L1-20.docx	beliefs into their teaching in this study, perhaps, they	should not	be considered the same as those evangelical
	L1-6.docx	they all agreed that the selection of these tools	should not	incur a financial burden. In other words,
	L1-6.docx	L5 were concerned that the type of technology used	should not	exceed students' financial capability. They wanted to
	L1-20.docx	of Islam because she added, "in our culture we	should not	over-praise" and indeed the prohibition of
	L1-11.docx	and evaluate education quality. The accountability of teachers' work	should not	be determined by external agents through mass

Epistemic Modal Verb: Would

No.	File	Left context	Hit	Right context
1	L1-2.docx	such differences between them and the students, so they	would	be able to view and be expected to
2	L1-2.docx	data by the lecturers. The students responded that they	would	be motivated to use L2, speak English in
3	L1-2.docx	on their identity. These students might feel that they	would	be considered as 'others' if they use English
4	L1-2.docx	students' L2 use. However, the students claimed that they	would	be motivated to speak the L2 with strategies
5	L1-4.docx	them feel comfortable and interested in the classroom, they	would	be more likely to ask questions. A student
6	L1-17.docx	need to worry about preparing teaching materials because they	would	be ready for use. Moreover, teaching at a
7	L1-17.docx	that students were afraid of making mistakes because they	would	be bullied by other students. Career trajectory She
8	L1-17.docx	better their understanding of the words, the better they	would	be able to use them in the end.
9	L1-17.docx	to become a lecturer. Twelve participants imagined that they	would	be teacher trainers either for their existing PELI
10	L1-20.docx	perhaps there would have been a possibility that they	would	be passive during teaching and learning so that
11	L1-2.docx	classmates had not responded to them in English, they	would	have been discouraged from using the language and
12	L1-2.docx	and if their lecturers spoke English to them they	would	have responded them in English as well (i.
13	L1-6.docx	do for their lesson activities, the expectation that they	would	have to actively participate and collaborate in group
14	L1-6.docx	wanted to discuss. Once the decision was made, they	would	have to stick to it. L2 saw the
15	L1-7.docx	used in general secondary schools. However, they indicated they	would	have less anxiety if they had been prepared
16	L1-20.docx	would not have understood what he said, or they	would	have thought that Edi was just practicing speaking
17	L1-2.docx	and low motivation in this study about what they	would	like to do with their English in the
18	L1-2.docx	witnessed the lecturers spoke English in the classroom, they	would	like to be like their lecturers, capable of
19	L1-7.docx	and the students during their professional experience because they	would	like to obtain positive feedback and high results.
20	L1-11.docx	student-centred, technology-aided instruction. Teachers stated that they	would	like schools to apply admission selection processes more
21	L1-12.docx	input from the students about the feedback that they	would	like to receive. As an inseparable actor in
22	L1-2.docx	this study, might feel less confident about what they	would	do after studying the language at university level
23	L1-3.docx	according to her feedback, she stated that usually they	would	do as suggested, even though a few students
24	L1-6.docx	about the goal of the lesson, the tasks they	would	do for their lesson activities, the expectation that
25	L1-11.docx	were known not to check the completed tasks, they	would	make no effort to complete the upcoming tasks
26	L1-17.docx	They also corrected each others' mistakes so that they	would	make less and less mistakes in the future.
27	L1-20.docx	Islamic teachings, while when building character in students, they	would	make morality and Islamic teachings as their reference.
28	L1-10.docx	universities overseas with English speaking environment, at least they	would	feel the same environment". Therefore, this atmosphere was
29	L1-20.docx	opinion of anyone at any age in order they	would	feel that their opinions were also heard so
30	L1-1.docx	and their expectations of what activities and competences they	would	gain during the program. Secondly, the qualification of
31	L1-17.docx	the English language, done with the intention that they	would	gain something in return once they have mastered
32	L1-2.docx	the study, for instance, the students mentioned that they	would	learn and participate more if the teachers stimulate
33	L1-7.docx	FGU3*2 stated: <^^^> All focus group participants agreed that they	would	learn more English from the lecturers and mentor
34	L1-10.docx	contrary, teachers who had open mindedness on multilingualism, they	would	manage to accommodate all linguistic resources. In addition,
35	L1-10.docx	contrary, teachers who had open mindedness on multilingualism, they	would	manage to accommodate all linguistic resources. In addition,
36	L1-13.docx	languages are taught at schools, Dina believed that they	would	not become extinct. <^^^> (Pre-Interview, p. 5) On the
37	L1-20.docx	students staying up so late at night that they	would	not be able to get up at dawn
38	L1-2.docx	their lecturer's ability in the language and they	would	try to respond to them in English as
39	L1-2.docx	this case reluctance in using the language so they	would	try to reduce their anxiety to speak by
40	L1-17.docx	themselves teaching as lecturers at a university although they	would	also not stop teaching at PELI if time

41	L1-11.docx	with general descriptions of the learning aspects that they	would	assess, though these were delivered orally to students [
42	L1-20.docx	and building character in students. When giving advices, they	would	base their advices according to Islamic teachings, while
43	L1-15.docx	on their mastery of the English language because they	would	benefit from it in the future. This situation
44	L1-20.docx	was part of their English lesson. However, then they	would	clarify to their students why the topic was
45	L1-6.docx	their projects and the type of learning materials they	would	create for the project. L1 gave them suggestions
46	L1-18.docx	the whole paragraph in English. Students confirmed that they	would	cross-check the results they obtained from doing
47	L1-10.docx	teachers, when students answered it with Bahasa Indonesia, they	would	cut the score. One excerpt below showed this
48	L1-17.docx	dispositions and the required dispositions of the field, they	would	develop new dispositions or alter their existing dispositions (
49	L1-1.docx	teaching practicum in regards to which professional personae they	would	enact before the stakeholders are highly pragmatic, as
50	L1-18.docx	time they worked on re- writing their narrative. They	would	fail to provide feedback for their peers if
51	L1-18.docx	beginning of the semester they were informed that they	would	gather points from volunteering for the analysis. It
52	L1-2.docx	and low levels of motivation. Students said that they	would	get extra marks if they spoke English otherwise
53	L1-2.docx	or teachers should know better what teaching practice, they	would	implement in their teaching to motivate the students
54	L1-17.docx	Len's teachers to make an agreement that they	would	levy a financial fine on teachers who spoke
55	L1-2.docx	students with low motivation to use the language. They	would	lose their confidence in L2 use and use
56	L1-4.docx	them came up with different ideas of how they	would	most likely have wanted it to be. They
57	L1-3.docx	and thus, it is necessary to ensure that they	would	not "lose face" or feel embarrassed because of
58	L1-16.docx	to resist or question the curriculum policy. Nonetheless, they	would	obey and ensure any instructions are carried out
59	L1-15.docx	means the respondents were aware of the benefits they	would	obtain when they adequately acquire the language for
60	L1-17.docx	as the British Council because he thought that they	would	pay him fairly regardless of his identity as
61	L1-7.docx	result, by the end of the school placement, they	would	rarely be able to demonstrate skills in any
62	L1-20.docx	or issues, as demanded by the lesson itself, they	would	relate them to their religious views, which is
63	L1-15.docx	could be categorised as 'highly engaged persisters' and they	would	remain in the teaching profession. The results of
64	L1-17.docx	they may end up in high positions and they	would	remember her and perhaps offer her contracts to
65	L1-8.docx	he and his supervisor were about to depart they	would	say "jargon-jargon bahasa kultural Islam itu ya
66	L1-9.docx	KTSP (School-based Curriculum) to Year 12 students because they	would	sit an approaching KTSP-based national examination, and
67	L1-3.docx	Tika, guided journal). After the students were ready, they	would	start drafting. For fiction writing – short story for
68	L1-18.docx	using computer-aided facilities, the students thought that they	would	still be interested in completing their writing. However,
69	L1-20.docx	committed by their students in front of them, they	would	straightway advise them to behave properly according to
70	L1-18.docx	from the use of computers in their learning, they	would	swap the functions to their smartphones. This is
71	L1-20.docx	to give warnings and explain things in detail, they	would	switch their English language to Indonesian language straightway.
72	L1-7.docx	a preliminary study at the partner school where they	would	undertake their professional field experience. It was expected
73	L1-10.docx	teachers wanted to be closed with the interlocutor, they	would	use local terms of address such as Mbak (
74	L1-18.docx	were externally motivated to get good academic scores. They	would	utilise different ways to meet their needs for
75	L1-17.docx	He believed that if the students liked him, they	would	want to learn from him. Mary, on the
76	L1-1.docx	one of the constituents of professional identities that she	would	like to develop during the teaching practicum, the
77	L1-8.docx	However, for the sake of students' global competence, she	would	like to teach them, particularly those who are
78	L1-13.docx	compromised the aim by changing the skill that she	would	like to focus from speaking to writing skills (
79	L1-13.docx	of the skill (other than speaking) on which she	would	like to focus as well as the indicator
80	L1-17.docx	Mary, Interview). She explained that for her future, she	would	like to become an IELTS examiner at a
81	L1-17.docx	that although she really enjoyed working at Len, she	would	like to develop her career as an academic.
82	L1-1.docx	to not use the multimedia room, knowing that she	would	not be able to control the classroom, but
83	L1-5.docx	She was anxious during the first interview that she	would	not be able to deliver the program successfully
84	L1-17.docx	last conversation with her she told me that she	would	not only focus on developing her teaching career,

85	L1-17.docx	if she did not teach at Len because she	would	not use it anymore. She claimed that teaching
86	L1-17.docx	class, whereas if she worked as a lecturer she	would	not be required to speak English. Chapter conclusion
87	L1-17.docx	only followed such rigid and prescribed teaching strategies, she	would	not retain the attention of her students because
88	L1-10.docx	her class. However, she was not consistent because she	would	use Bahasa Indonesia when she wanted to underline
89	L1-10.docx	she would explain a certain phenomenon in Indonesia, she	would	use Bahasa Indonesia. On another occasion, she would
90	L1-10.docx	she would use Bahasa Indonesia. On another occasion, she	would	use Arabic-English. She would use the Arabic
91	L1-10.docx	On another occasion, she would use Arabic-English. She	would	use the Arabic terms followed by an explanation
92	L1-10.docx	her class. However, she was not consistent because she	would	use Bahasa Indonesia when she wanted to underline
93	L1-13.docx	wrong' and is used colloquially, Dina asserted that she	would	still have changed it. She believed that the
94	L1-17.docx	as a teacher at Riau. She mentioned that she	would	still be teaching at Riau because her examiner
95	L1-17.docx	of the interview (April 2018) Irama said that although she	would	still be teaching at Dago, she wanted to
96	L1-17.docx	that although the students often reply in Indonesian, she	would	continue the conversations in English. She believes that
97	L1-17.docx	identity as a PELI teacher. She said that she	would	continue teaching at Len as a part-time
98	L1-8.docx	starts using first name culture. Nisa states that she	would	never think of importing first name culture to
99	L1-8.docx	are applicable in Australia to her Muslim friends, she	would	never carry out such practice back home in
100	L1-10.docx	Meanwhile, T27 added that there were conditions where she	would	accommodate Bahasa Indonesia, particularly when it was "usually
101	L1-10.docx	knew there were Arabic students in her classroom, she	would	adjust her explanation in Arabic. One final consideration
102	L1-10.docx	To allow her to interact without language barriers, she	would	allow students to use Bahasa Indonesia. She expressed
103	L1-17.docx	become a teacher. She did not think that she	would	apply to an international organisation again. She thought
104	L1-5.docx	with a wide network of people so that she	would	be an independent child with an outward-looking
105	L1-17.docx	and culture. By doing this, she thought that she	would	conform with the majority of her classmates and
106	L1-10.docx	by T19. Evaluating the type of the course, she	would	determine of which language spoken beside English based
107	L1-18.docx	considered an important stage for her; from this she	would	develop her ideas in order to complete her
108	L1-10.docx	noticed students speak Bahasa Indonesia in the classroom, she	would	directly warn or remind the students to speak
109	L1-17.docx	who works in London made her think that she	would	do anything (as a job) as long as
110	L1-17.docx	so much so that she did not think she	would	ever be able to realize her imagined identity
111	L1-10.docx	what topic was delivered on what occasion. If she	would	explain a certain phenomenon in Indonesia, she would
112	L1-10.docx	she insisted on using English in whatever situation she	would	face in the classroom. She clearly argued that
113	L1-17.docx	CELTA training because she knew the reward that she	would	get once she completed the course. Additionally, when
114	L1-6.docx	course to be fun and dynamic and that she	would	guide students on incorporating technology into the course.
115	L1-5.docx	adds that "it might be in the future she	would	have some friends from other countries who can
116	L1-3.docx	and eavesdropping bits of people's conversations. Then, she	would	imagine and build a story around them. Often,
117	L1-17.docx	he recalled: "my mother, whenever she is angry she	would	just burst in English she always uses English,
118	L1-10.docx	English. Besides terms, T19 would consider students' background. She	would	look at who were her students in the
119	L1-10.docx	of local-related to Javanese cultures or events, she	would	make use her Javanese language. Likewise, Thai was
120	L1-17.docx	to rethink her future trajectory. She realised that she	would	need to be a housewife again, at least
121	L1-12.docx	the student many times. Thus, Ayu responded that she	would	only give implicit clues to Dana (see excerpt 6.19
122	L1-10.docx	class activity conducted by T9 was students' Presentation . She	would	open the class and explained what to do
123	L1-3.docx	to the whole class. She further explained that she	would	prefer the students write in class rather than
124	L1-17.docx	another profession in London although she said that she	would	probably accept if there was an opportunity for
125	L1-10.docx	comply with the rule to speaking English and she	would	say NO to any request from students to
126	L1-10.docx	the following excerpt. Excerpt 5.7 <^^^> This excerpt indicated that she	would	speak English all the Time with clarification that
127	L1-20.docx	Hanum is a frank person. That is why she	would	admonish her students directly if she found them
128	L1-10.docx	seemed aware of being non-native English speakers he	would	not speak as perfect as native English speakers.

129	L1-15.docx	standard, he was very upset and thought that he	would	not be a good teacher. Hanes, in this
130	L1-17.docx	Therefore, once a new teacher joins a PELI, he	would	not need to worry about preparing teaching materials
131	L1-17.docx	circumstances changed in his PELI, he realised that he	would	not be able to afford CELTA training. He
132	L1-17.docx	was very useful; especially as a new teacher he	would	not have accumulated any sort of teaching materials.
133	L1-10.docx	he made in the excerpt above was that he	would	use LOTE for certain purpose of his teaching.
134	L1-10.docx	indicated in the following excerpt. Excerpt 5.12 <^^^> In addition, he	would	use Bahasa Indonesia for several reasons. The first
135	L1-10.docx	to speak Bahasa Indonesia. For his personal reason, he	would	use Bahasa Indonesia for several reasons such as
136	L1-17.docx	his major. He thought that during his study, he	would	use English in his communication with his classmates
137	L1-6.docx	student groups had to show efficient progress; otherwise, he	would	need to regularly monitor them and remind them
138	L1-17.docx	tourism business, making it the most valuable capital he	would	need in order to enter the tourism industry.
139	L1-17.docx	Yanni was trying to memorize English song lyrics, he	would	need to listen to the song repeatedly and
140	L1-6.docx	it necessary to come and talk to him, he	would	allow them to do so. <^^^> (L1, Univ A,
141	L1-6.docx	minds and decided to use a different application, he	would	allow it as long as they could finish
142	L1-10.docx	who were considered having low proficient of English, he	would	also tolerate it. For his own sake, T8
143	L1-17.docx	if he could read and speak in English, he	would	also be able to teach English. His confidence
144	L1-20.docx	English words by giving examples from Acehnese words, he	would	do so, which also means that he was
145	L1-20.docx	could be related to the history of Aceh, he	would	do so. This is what can be found
146	L1-6.docx	to try other software programmes besides Hot Potatoes. He	would	only monitor students' progress on the projects. If
147	L1-17.docx	not transparent. He said that in the future, he	would	only participate in a similar process after he
148	L1-17.docx	his being. Yanni's other trajectory was that he	would	still be teaching at Riau while running some
149	L1-17.docx	initiate any discussions in the staff room, though he	would	still respond if other teachers needed his opinions
150	L1-17.docx	at a senior high school. Darren said that he	would	take up any opportunity that he encountered. Darren
151	L1-17.docx	Anji mentioned that when he was teaching children, he	would	take a position as their parent; however, when
152	L1-10.docx	When students did not understand specific terms mentioned, he	would	accommodate to use BI or his mother tongue
153	L1-6.docx	projects the students created and to prevent tardiness. He	would	always remind students about the goal of the
154	L1-17.docx	for an institution such as the British Council, he	would	be treated the same as NESTs. Darren constructed
155	L1-17.docx	course and through becoming a CELTA-qualified teacher, he	would	become a full member of the CoP. Another
156	L1-17.docx	to communicate in English and in the future, he	would	begin his professional teaching career at this same
157	L1-6.docx	to complete their projects. L1 reminded them that he	would	check their work on a weekly basis, and
158	L1-17.docx	I could sense that his attitude changed and he	would	come to see himself more as a teacher
159	L1-17.docx	he did not have any particular job that he	would	enjoy doing; he just needed a job to
160	L1-6.docx	remind students about the goal of the course. He	would	give them clues for creating the project, explain
161	L1-17.docx	friend and would avoid giving too many instructions; he	would	instead talk to them as he would talk
162	L1-17.docx	he positioned himself as an older brother, so he	would	learn about the teens' favourite movies and songs
163	L1-10.docx	that although in the observationT7 spoke English predominantly, he	would	look at student's situation. When he noticed
164	L1-10.docx	teachers said expression in Bahasa Indonesia and then he	would	mention the English version indirectly. T7, for example,
165	L1-8.docx	colleague by their first name was a mistake he	would	never repeat, and this mistake made him feel
166	L1-17.docx	position as their parent; however, when teaching teenagers, he	would	position himself as their big brother in the
167	L1-6.docx	use the Facebook group. ; he only said that he	would	post on Facebook and asked students to check
168	L1-10.docx	accept when students spoke all in Bahasa Indonesia. He	would	prefer his students to try to speak English
169	L1-10.docx	that he was very strict in the classroom. He	would	remind his students to speak English when he
170	L1-3.docx	usually gave feedback orally during weekly class discussions. He	would	select some students' writings to be discussed, either
171	L1-10.docx	terms that had no English translation version. Therefore, he	would	speak the origin language. It can be Dutch,
172	L1-10.docx	the students did not understand specific terms mentioned, he	would	switch from English to BI. In other words,

#	File	Left context		Right context
173	L1-17.docx	instructions; he would instead talk to them as he	would	talk to his friends. Career trajectory Anji did
174	L1-17.docx	of the high salary offered. He thought that he	would	teach English for specific purposes. In reality, Anji
175	L1-10.docx	and informal situations. Discussion belonged to informal one. He	would	tolerate students to use Bahasa Indonesia when they
176	L1-10.docx	to consolidate between the answers and the English he	would	use. He understood the content, but he needed
177	L1-17.docx	teaching profession. He was not really sure if he	would	work at Dago in the future. What he
178	L1-2.docx	the use of English to communicate orally between students	would	be more possible. This is particularly relevant with
	L1-6.docx	they entered the classroom. It was assumed that students	would	be able to express their ideas better because
	L1-6.docx	to accommodate the needs of both lecturers and students	would	be used in the future (Delfino et al., 2008).
	L1-10.docx	from university. I believed by using this term, students	would	be familiar with the concept of doing KKN
	L1-10.docx	use English in daily communication. In its turn, students	would	be ready to have a communication using English.
	L1-10.docx	terms of perspectives and practices. T5 believed that students	would	be able to enhance their English through practicing
	L1-13.docx	p. 10). By so doing, Budi hoped that the students	would	be brave to practise speaking: "To make them
	L1-17.docx	casually with his students, Yanni hoped that the students	would	be relaxed and like him. He believed that
	L1-17.docx	retain the attention of her students because the students	would	be emotionally disengaged, getting bored of doing the
	L1-20.docx	interview 3) As in line 232-233, the reason why her students	would	be attracted if she used English as NES
	L1-2.docx	all lecturers. The lecturers stated that high motivated students	would	have good grades and vice versa. Lecturer 02 particularly
	L1-6.docx	to the class, L3 clarified the vocabulary work students	would	have to do. She distributed printouts of vocabulary
	L1-11.docx	MNL]. This also could affect educational outcomes because students	would	have different learning objectives, many of which may
	L1-17.docx	the 1990s), it was very unlikely that the students	would	have been able to develop sufficient skills in
	L1-20.docx	explained those things in English, some of his students	would	have misunderstood what he said due to his
	L1-20.docx	had done so by using English, those sleeping students	would	have not felt that she was seriously annoyed
	L1-2.docx	highlight the factors that explain why highly motivated students	would	not always get good grades. In this sense,
	L1-6.docx	access to the Internet. Therefore, the lecturers and students	would	not need to spend extra money buying internet
	L1-10.docx	Indonesia in IUP classroom would be problematic as students	would	not find people speaking Bahasa Indonesia in the
	L1-13.docx	Interview 1, p. 6). In addition, she reported that the students	would	not understand explanations given in English (especially explanations
	L1-18.docx	In this narrative paragraph, it was expected that students	would	not really have to expend too much effort
	L1-20.docx	if he had expressed it in English, the students	would	not have understood what he said, or they
	L1-6.docx	L3, Univ A, Sept 2016). Further, L3 believed that students	would	find Facebook useful for learning because of its
	L1-9.docx	ensure its language is not complex so that students	would	find it easy to understand. As with the
	L1-10.docx	he forced himself to speak in English, the students	would	get nothing. He realised that delivering legal material
	L1-17.docx	grammar teaching, and thus the most frequent feedback students	would	get was in the form of their test
	L1-12.docx	For example, All the teachers predicted that many students	would	make many errors related to the mechanics of
	L1-20.docx	spoke in front of their students since their students	would	make these things as their reference. Even, for
	L1-11.docx	that failing to share their assessment results with students	would	affect students' motivation to complete the next assignments
	L1-2.docx	for not speaking English. In this way the students	would	be 'forced' to use English in speaking. In
	L1-3.docx	centred approach (English Language Education Study Program, 2016), the students	would	become more independent as well as autonomous because
	L1-2.docx	L2 use: when lecturers used English more the students	would	do the opposite. In this regard, the measurement
	L1-2.docx	materials. It is important to note that the students	would	feel motivated to learn if the tasks or
	L1-6.docx	specific instructions on how to manage the materials students	would	find. She gave them a clue, but the
	L1-20.docx	her advices in the form of stories, her students	would	indirectly read the advices inserted in the stories.
	L1-15.docx	what he meant. He was worried that his students	would	misunderstand him. In this situation, it seemed that
	L1-12.docx	sheregarded English as a foreign language, so her students	would	mostly make more errors in language use than
	L1-2.docx	accepting mistakes strategies in teaching. The low motivation students	would	perhaps feel motivated when their lecturers show their
	L1-18.docx	vocabulary-seeking tools. It was assumed that the students	would	prefer the use of technology rather than pens,

	File	Left context	Node	Right context
	L1-6.docx	efficiency: L4 thought she could ensure that all students	would	receive the printed copies, focus on the listening
	L1-10.docx	class was designed to use English so that students	would	speak English fluently. However, when it had to
	L1-3.docx	and to incite ideas for the story that students	would	write later. Another method she used was assigning
	L1-2.docx	motivating them to learn. This suggests that the students	would,	perhaps, be motivated to learn the language as
	L1-3.docx	inspire, or give information to the readers. Nonetheless, it	would	be up to the readers, whether they enjoyed
	L1-3.docx	was creative and genuine. Yet, he said that it	would	be even more creative if the TV station
	L1-3.docx	their chores. She stated in her journal that "it	would	be nice to have a little field trip
	L1-6.docx	However, she believed that if everyone cooperated then it	would	be easy for her to integrate Facebook into
	L1-7.docx	amount of the incentive from the university, but it	would	be good if we could receive it on
	L1-7.docx	not help them much in their action research. It	would	be great if we received some trainings about
	L1-8.docx	married?" question to everyone she met. She thought it	would	be helpful for her to address them appropriately.
	L1-8.docx	home in Indonesia as in the Indonesian context, it	would	be awkward to use such kinship address terms. 5.3.3
	L1-10.docx	T2, T6, T14, T21, T29, and T32). Secondly, it	would	be highly prioritised when they were PhD holder
	L1-10.docx	a measuring mechanism for students' English progress. However, it	would	be problematic for the program as they concentrate
	L1-10.docx	of doing the assessment. In relation to ideology, it	would	be started by looking at the language requirement
	L1-10.docx	was possible. Furthermore, T24 pointed out that "So, it	would	be more appropriate if, for example, we could
	L1-10.docx	use when they answer the exam questions as it	would	be consideration of reducing the score (T19, T29).
	L1-10.docx	policy of IUP establishment was strongly top down. It	would	be interesting to explore how teachers harmonise his
	L1-13.docx	spoke Javanese-accented English in the classroom (Section 6.3.2.1), it	would	be interesting to see (1) how teachers of other
	L1-14.docx	as enshrined in the English teaching curriculum. Therefore, it	would	be misleading to observe the ways the teachers
	L1-16.docx	by dividing students into group works so that it	would	be easier for teachers to control students during
	L1-16.docx	that for the curriculum change to be successful it	would	be oversimplifying to draft a policy considering that
	L1-16.docx	need and appropriateness of a language curriculum change. It	would	be of great value to explore these perceptions
	L1-17.docx	of the Cosby family. He also imagined what it	would	be like to be a member of an
	L1-17.docx	took her word for it and thought that it	would	be a smooth process. In the end, another
	L1-17.docx	was not possible to keep her job because it	would	be too risky for her to travel to
	L1-17.docx	at university. His parents might have imagined that it	would	be a great idea for Darren to become
	L1-17.docx	focus of this study was PELI teachers. However, it	would	be interesting to compare the data about their
	L1-18.docx	the English Department. She was also convinced that it	would	be good for financial reasons during her study
	L1-19.docx	level(s) that they wanted to measure. Thus, it	would	be difficult for them to measure the students'
	L1-20.docx	he still has to speak Indonesian. After all, it	would	be difficult for these students if during consultation
	L1-20.docx	NES does could build her confidence even though it	would	be different from common English uses in her
	L1-20.docx	to their students while teaching English was found, it	would	be coded as religiosity but in the theme
	L1-10.docx	set up in the beginning. What was more, it	would	give student opportunity to speak more Bahasa Indonesia
	L1-10.docx	set up in the beginning. What was more, it	would	give student opportunity to speak more Bahasa Indonesia
	L1-11.docx	and resources. In a wider context of Indonesia, it	would	not necessarily be important or useful to inclusively
	L1-13.docx	time was not sufficient in the sense that it	would	not allow her to deliver all the materials
	L1-8.docx	and professional practice in teaching and learning English. It	would	also be beneficial for preparation of tertiary academics
	L1-17.docx	feedback because if we give too many feedback, it	would	discourage the students to use the language" (Anji,
	L1-10.docx	it had to be mixed with Bahasa Indonesian, it	would	distract students' English. Accommodating Bahasa Indonesia in this
	L1-17.docx	her questions in front of other students because it	would	expose her weaknesses. As a teacher, Triana was
	L1-17.docx	expressions into Indonesian language because he thought that it	would	get the students in trouble when they talked
	L1-20.docx	not like that of NES (excerpt 25 line 224) because it	would	just make her feel ashamed (excerpt 25 line 226) before
	L1-17.docx	no fixed or agreed-upon dates for when it	would	occur. Yanni, for instance, has been working as

L1-9.docx	international language … belongs to no single culture, then it	would	seem that it is not necessary for language
L1-17.docx	chose English language as his major, thinking that it	would	still enable him to enter the tourism business
L1-9.docx	reason for doing so: 'Before starting our lesson, I	would	like to play a song, a national song,
L1-10.docx	have a visitor, my colleague Pak Nizam" (T3), "I	would	like to introduce you Mr. Nizam" (T12) and "
L1-14.docx	their perspectives and experiences in multimodal communication. So, I	would	like to leave this as a gap to
L1-14.docx	the sake of teaching practicality. At the end, I	would	like to reflect my own learning and experiences
L1-16.docx	of implementing curriculum change. In this section below, I	would	like to discuss how curriculum stakeholders at school
L1-16.docx	there are discipline issues to be dealt with. I	would	like to support the notion that teachers should
L1-16.docx	Curriculum. However, to make curriculum reform a success, I	would	like to suggest that teachers need to put
L1-16.docx	that still need to be explored and that I	would	like to consider in my future research projects.
L1-17.docx	schools but things didn't work out because I	would	like the students to be able to use
L1-17.docx	operated in its day-to-day business. Finally, I	would	like to end this thesis by responding to
L1-16.docx	students lacked a clear knowledge of the topic. I	would	argue that this view may have partly been
L1-16.docx	changes positioned school principals as change agents; however, I	would	argue that school principals do not have a
L1-16.docx	other than to do as the curriculum stipulates. I	would	argue that discussion among the curriculum stakeholders with
L1-16.docx	main curriculum stakeholders. However, within the 2013 English curriculum, I	would	argue that students are positioned as curriculum product
L1-16.docx	in secondary curricula (Panggabean, 2015, Sukyadi, 2015). In this case, I	would	argue that policy makers should rethink the assumption
L1-15.docx	I highly respected including my parents told me I	would	be a good teacher' indicated the pre-service
L1-15.docx	I highly respected (including my parents) told me I	would	be a good teacher; and Teaching gives me
L1-15.docx	I highly respected including my parents told me I	would	be a good teacher." In other words, the
L1-10.docx	term was easy to recognise by the teachers. I	would	contextualise teachers' perception of IUP with the English-
L1-18.docx	In support of Edmodo as a learning platform, I	would	describe Edmodo solely as a tool. It is
L1-17.docx	scared to go to school and every morning I	would	hide because I didn't want to go
L1-13.docx	offer and sell [my products] to foreigners and I	would	make more profits (Pre-Interview, p. 5). Taking the
L1-13.docx	gaining some advantages. "If I were a businessperson, I	would	offer and sell [my products] to foreigners and
L1-10.docx	students in the classroom communicating in Bahasa Indonesia, I	would	say 'please use English in every Time, okay'''.
L1-17.docx	her lessons. "So after CELTA I thought that I	would	start again from zero. Like I…I learned
L1-11.docx	embedding of a change. NPT offers one framework, I	would	suggest and perhaps before implementation a framework like
L1-2.docx	L2 use in EFL classrooms? Students majoring in English	would	be mostly motivated to learn the language though
L1-5.docx	minded person and she hopes her child's English	would	be better. Lis explains her motivation for the
L1-6.docx	in particular for tasks where exposure to authentic English	would	be especially effective. The lecturers' decisions to expose
L1-10.docx	teachers who were assumed to be able speak English	would	be included in the list (T2, T7, T13,
L1-2.docx	L2. Students who were more motivated in learning English	would	not necessarily report to speak English more than
L1-2.docx	Figure 5.3) suggesting students who were motivated to learn English	would	not necessarily speak English more than others. Then,
L1-13.docx	with her previous statement on the reason why English	would	not threaten Indonesian and indigenous languages. First, the
L1-10.docx	multilingualism positively. For her, using languages other than English	would	make students confused and distracted. Therefore, she did
L1-10.docx	multilingualism positively. For her, using languages other than English	would	make students confused and distracted. Accommodating Bahasa Indonesia
L1-10.docx	did not consider the students' lower ability in English	would	refute of using languages other than English. On
L1-10.docx	did not consider the students' lower ability in English	would	refute of using languages other than English. On
L1-2.docx	that having contact with a native speaker of English	would	boost their motivation to learn the language. The
L1-17.docx	She said that she was afraid that her English	would	deteriorate if she did not teach at Len
L1-10.docx	teachers said that only through practicing English, students' English	would	develop. Therefore, they were very strict with using
L1-17.docx	whether in English or not, students believed that English	would	help them in their future professions. However, in
L1-2.docx	on Tasks Tasks that require students to use English	would	motivate and make the students to use or

L1-7.docx	six months of intensive English pedagogical workshops, preservice teachers	would	be ready to implement their knowledge and skills
L1-14.docx	By integrating this recommendation into the main curriculum, teachers	would	be expected to take on more responsibility, and
L1-10.docx	students had low proficiency of English (T24). Thirdly, teachers	would	allow the use Bahasa Indonesia in activities such
L1-17.docx	and teaching their students. During needs analysis, the teachers	would	ask what the specific goals were that the
L1-1.docx	of the legal consequences that the pre-service teachers	would	bear should they fail in their tasks as
L1-19.docx	activities involving HOTS. In this regard, the EFL teachers	would	certainly benefit from face-to-face training with
L1-10.docx	using language. Meanwhile, represented by T6, some other teachers	would	do scoring both on content and language. T6
L1-12.docx	the writing conferences. I initially expected that the teachers	would	gradually decrease their participation in the discussion as
L1-19.docx	attitudes towards the SA. In addition, the EFL teachers	would	have implemented the SA better if the government
L1-3.docx	on the teachers' (creative) writing-related potentials, and teachers	would	most likely comply to teach whatever subject was
L1-17.docx	be the academic team leader so that the teachers	would	respect her more. Mike, Darren, Maya, and Claire
L1-10.docx	did score of content alone. For others, two teachers	would	see what language students use when they answer
L1-7.docx	The average scores from supervising lecturers and mentor teachers	would	then be sent to the PPG management unit
L1-10.docx	terms Referring to my notes, they revealed that teachers	would	use Bahasa Indonesia when they mentioned local terms.
L1-10.docx	and students had low proficiency of English (T24). Teachers	would	Presentation (T29). The findings of this study, particularly
L1-1.docx	figure, determining the evaluation of her lesson plans, which	would	be included in the overall grade of the
L1-5.docx	can help develop their children's English knowledge, which	would	be useful for their future life. 6.3 Semi-structured
L1-17.docx	the class. The observer also made a report which	would	be used for the teacher's performance appraisal
L1-17.docx	also responsible for the development of teaching materials which	would	be used in all six Harvey branches. But
L1-6.docx	for learning because of its online chat feature, which	would	allow them to discuss and share ideas that
L1-6.docx	The classroom could be equipped with Wi-Fi, which	would	allow access to the Internet. Therefore, the lecturers
L1-17.docx	would allow him to develop the linguistic capital which	would	enable him to be part of an English-
L1-17.docx	order to acquire and develop the appropriate capital which	would	enable them to claim or retain their positions
L1-17.docx	although she could have done it in Malaysia which	would	have been cheaper. She wanted to do it
L1-17.docx	able to develop sufficient skills in English language which	would	have enabled them to communicate in the language.
L1-7.docx	showed the shortcomings of the current PPG program, which	would	appear to inspire further empirical research. In addition,
L1-3.docx	wanted to have detailed feedback and close guidance, which	would	certainly limit their freedom to some extent. One
L1-1.docx	strategically adapt their lesson plan format to one which	would	ensure approval and better grades, either from the
L1-17.docx	Darren saw another route that he could take which	would	still open the opportunity to work in tourism
L1-15.docx	very poor. Ita thought that she had failed and	would	not be a good teacher. <^^^> Ita's previous
L1-20.docx	in order they were aware about this warning and	would	not complicate the affairs of others anymore. Advising
L1-17.docx	adult students, he positioned himself as a friend and	would	avoid giving too many instructions; he would instead
L1-4.docx	of their classes would have the questionnaire distributed and	would	be observed. The students were selected based on
L1-9.docx	defined by the imagined characteristics of the culture and	would	behave in similar ways (Holliday, 2011, 2013). English was sometimes
L1-6.docx	did not want to teach students in detail and	would	let them go by their own learning pace.
L1-8.docx	linguistic and cultural backgrounds while residing in Australia and	would	likely continue to grow for years to come.
L1-17.docx	that he loved listening to songs in English and	would	memorize the lyrics so he could increase his
L1-5.docx	parent chose "very little". Twelve (60%) parents expected their children	would	acquire good reading skills in English to some
L1-5.docx	from the program to some extent, that their children	would	be able to write in English, while five (25%)
L1-5.docx	one (5%) chose "very little". Twelve (60%) parents expected their children	would	develop good English "to some extent" and eight (40%)
L1-5.docx	program in different ways. Most parents believe their children	would	learn more about the basic language skills in
L1-5.docx	grammar to the children. Sarah was worried the children	would	need longer to understand the grammatical concepts. Surprisingly,
L1-5.docx	early age. Having gained some linguistic capital, the children	would	then potentially also have more opportunities to heighten
L1-5.docx	parent responded, "very little". Eleven (55%) parents expected their children	would	understand spoken English from the English L2 program

File	Left context	Node	Right context
L1-5.docx	When asked to what extent they expected their children	would	learn English vocabularies from the English L2 program,
L1-2.docx	as global language and low proficiency in the language	would	also limit our capacity to explore places respectively.
L1-15.docx	knowledge of teaching and mastery of the English language	would	benefit her future employment whether or not she
L1-2.docx	futures and careers. Those graduating from the English language	would	have various options for their career paths such
L1-13.docx	convey that only if English were a second language	would	it threaten Indonesian and indigenous languages. Nonetheless, Dina
L1-2.docx	their and peer's enthusiasm to speak the language	would	motivate them and speak the language more. These
L1-2.docx	without opportunities for the students to speak the language	would	not be enough to make the students use
L1-15.docx	that all of them believed that the English language	would	support them overseas. Accordingly, the responses formed an
L1-13.docx	Section 1.2.2.1). A designation of English as a second language	would	therefore be ideologically problematic. This finding demonstrates how
L1-17.docx	programme because there were few other routes available that	would	allow them to continue studying the English language.
L1-19.docx	challenging to design, maximise, and develop learning activities that	would	allow the students to work on HOTS due
L1-8.docx	t mention it" (Abi, L326). Therefore, for them, that	would	be fine if anyone simply assimilated or mirrored
L1-18.docx	learning. Students were projected to learn English skills that	would	be useful in their future employment. Therefore, this
L1-19.docx	operative words to determine the required cognitive levels that	would	become the learning objectives. Based on the findings,
L1-7.docx	participants discussed the potential value of action research that	would	lead them to future changes. Two participants from
L1-7.docx	but giving little indication of the assessment process that	would	take place in the schools. Similarly, some mentor
L1-2.docx	English in Speaking but lecturer 04 only suggested that this	would	be an effective strategy to make the students
L1-2.docx	participants would relate the answers to their experiences. This	would	enrich findings on the quantitative data which listed
L1-6.docx	to spend money on printing the worksheets. Because this	would	inhibit their listening practice, L4 decided to print
L1-11.docx	and researchers (James & Pedder, 2006a; Black et al, 2004). This	would	need to be conducted sustainably to promote long-
L1-11.docx	which are perceived by teachers as too excessive. This	would	provide a wider space for teachers and students
L1-20.docx	would be tempted to confront him so that this	would	provoke an active discussion between him and the
L1-19.docx	EFL teachers could gain more ideas and insights. This	would	support the EFL teachers, on a pragmatic level,
L1-17.docx	India constructed her identity as an honest teacher who	would	assess her students fairly. However, her identity was
L1-17.docx	practicum, the host school would provide a mentor who	would	give guidance and direction for the student teacher
L1-17.docx	language, competent users of English are successful learners who	would	inspire other English learners to follow their strategies
L1-17.docx	In this case, Darren imagined himself as someone who	would	need English in the future, either as an
L1-17.docx	some of them were acting as grammar police who	would	pick up on their mistakes. Triana said that "
L1-10.docx	give international atmosphere for students, especially for those who	would	take a double degree. For that purpose, the
L1-17.docx	a part-time teacher or a substitute teacher who	would	teach only when the class teacher called in
L1-8.docx	encounters, maintaining the boundary of the home cultural practice	would	be favourable 4.4 Summary Despite minimal contact with English
L1-8.docx	An effort of halal perspective recognition through bargaining practice	would	be a plausible strategy. As Andri identified himself
L1-8.docx	greeting practice is inevitably precious, yet assuming exclusive practice	would	be problematic. Participant 16 argues that assuming his greeting
L1-8.docx	practice and maintains the Indonesian feature of salutation practice	would	also be favoured. Communication with fellow CCGMs offers
L1-8.docx	be problematic. Participant 16 argues that assuming his greeting practice	would	generate problems, as stated in the following excerpt: "
L1-8.docx	defines selected practice. Furthermore, as assuming an alternative practice	would	likely cost the flow of interaction, adopting standard
L1-4.docx	papers in English for around 20-30 minutes, after which there	would	be a question and answer session where the
L1-4.docx	the students' cultures of learning. In this way, there	would	be evidence of how cultures of learning can
L1-16.docx	the group work and pair work activities, as there	would	be lack of monitoring by the teachers. Xu (2001)
L1-4.docx	a school community, where there are interactions involved, there	would	always be (1) respect from the students to their
L1-2.docx	its staff to be able to speak English. There	would	be, L02 gave examples, more opportunities to work
L1-20.docx	while their English proficiency was that low, perhaps there	would	have been a possibility that they would be
L1-10.docx	the IUP for a main reason that IUP class	would	be a place to maintain or to improve
L1-6.docx	themselves. For some students, bringing copies to the class	would	cost money, especially if they had to do

File	Left context	Node	Right context
L1-17.docx	socioeconomic status because only people from this social class	would	had been able to develop the ability to
L1-3.docx	essential. Both concurred that writing with students in class	would	motivate students to write. Tara explicated: <^^^> (Tara, interview)
L1-20.docx	intimacy between the teacher and students in the class	would	not come true. Lastly, Edi spoke the students'
L1-10.docx	his view, giving more chance to use Bahasa Indonesia	would	affect students English, especially when they were undertaking
L1-10.docx	his view, giving more chance to use Bahasa Indonesia	would	affect students' English, especially when they were undertaking
L1-10.docx	found difficult to express themselves in English, Bahasa Indonesia	would	a great alternative. Turn now to consideration of
L1-10.docx	classroom, [[I made rules]]. [[Students who speak]] Bahasa Indonesia	would	pay fine for 10,000 rupiah. [[The money is]] put
L1-17.docx	and people from middle and upper classes in Indonesia	would	use it in conversation with their peers. Claire
L1-2.docx	competence in using it, then, is necessary as lecturers	would	be able to integrate technology into teaching using
L1-7.docx	argued that having more frequent contact with supervising lecturers	would	benefit the preservice teachers as they had a
L1-2.docx	this study did not consider good relationships with lecturers	would	motivate them to learn English. This shows that
L1-2.docx	motivating the students to learn English by the lecturers	would	not be similarly perceived by the students. Therefore,
L1-17.docx	twice a week and during these meetings, her mentor	would	help her with her lesson planning and the
L1-17.docx	al. further elaborated that an experienced and cooperative mentor	would	help a student teacher to gain the skills
L1-17.docx	was assigned to his or her school. The mentor	would	monitor and assess the performance of the trainee
L1-17.docx	senior teacher to be his/her mentor. The mentor	would	train the new teacher to write his/her
L1-17.docx	to other people. With good interpersonal skills, a teacher	would	be able to position themselves in their relationships
L1-10.docx	tried to accommodate that through easing their English. Teacher	would	facilitate students with anything that encouraged them, ranging
L1-15.docx	The following respondent reported the heavy workload a teacher	would	have, which demotivated her to become a teacher.
L1-17.docx	and informal (unscheduled) observations. After the observations, the teacher	would	receive some feedback from the observer (senior teacher
L1-15.docx	that 4% of the respondents did not think that teaching	would	be advantageous for character growth. The respondents' perceptions
L1-2.docx	suggests that (frequent) lecturers' use of strategies in teaching	would	enhance student motivation as previously indicated in other
L1-15.docx	perceptions. The results indicated that the respondents believed teaching	would	give them an opportunity to work with the
L1-15.docx	remaining 11% of the respondents did not think that teaching	would	integrate them with the school community. In response
L1-11.docx	establish and sustain the reform agenda (Fullan, 2006). This also	would	help an innovation to be appraised individually and
L1-17.docx	identity as a professional English teacher although she also	would	not necessarily decline should there be an opportunity
L1-10.docx	impact upon Indonesian national identity" (p.252), and English also	would	potentially devastate national identity. Although the author realised
L1-2.docx	classroom. Second, lecturers' use of L2 in the classroom	would	always encourage students to speak the language as
L1-17.docx	her to figure out what an elementary school classroom	would	be like in Canada. This is not to
L1-10.docx	as he asserted, using Bahasa Indonesia in IUP classroom	would	be problematic as students would not find people
L1-2.docx	English 'community' in the class or within the Department	would	allow motivated students to speak English voluntarily and
L1-2.docx	Frohm, 2009) and particularly the students at the English Department	would	possibly enjoy learning the language more in English
L1-17.docx	could see that studying in the English teaching department	would	still help him develop his English skills so
L1-10.docx	English (30%) and for Communication Studies Program, English language instruction	would	be used for selected subjects only. Likewise, university 1,
L1-10.docx	School of Communication Science in which English language instruction	would	be used for selected subjects only. Furthermore, foundation
L1-6.docx	related to the idea that guided and focus instruction	would	save students in searching time, give them time
L1-17.docx	American cultures, non-NESTs can judge which teaching materials	would	be appropriate for the Indonesian context. 6.1.2 CoP as
L1-2.docx	amount of work, difficulty, variety, and familiarity of materials	would	enhance effectiveness of strategy use (Lee. 2017); this suggests
L1-9.docx	argument, an authenticity of the teaching and learning materials	would	therefore be more reliably measured against the NSs
L1-12.docx	the EFL teachers),the voices of other core participants	would	have enriched the study. Additionally, future research should
L1-10.docx	English as medium instruction. The last group of participants	would	prefer to combine English and Bahasa Indonesia as
L1-2.docx	the latter reason, it was hoped that the participants	would	relate the answers to their experiences. This would
L1-10.docx	distract students' English. Accommodating Bahasa Indonesia in this program	would	undermine the concept that they had set up
L1-10.docx	confused and distracted. Accommodating Bahasa Indonesia in this program	would	undermine the concept that they had set up

L1-15.docx	parents agreed encouraging Ita because they thought the program	would	give their daughter a bright future. Even though
L1-10.docx	focussing the research on grounded study for future research	would	be worth doing. In my study, I acknowledged
L1-18.docx	against each other. Given this limitation, this current research	would	benefit from further research. As explained in the
L1-13.docx	different language and language-in-education policies. Such research	would	advance our understanding of issues in (English) language
L1-2.docx	using English with speakers of English especially native speakers	would	boost the students' motivation to learn the language.
L1-2.docx	the users of the language particularly the native speakers	would	boost their motivation to learn English. Table 5. 21 Lecturer
L1-13.docx	being able to speak English like its native speakers	would	warrant mutual intelligibility. This finding illustrates how an
L1-4.docx	has also given them sufficient knowledge to decide what	would	be most applicable in classroom learning from their
L1-4.docx	to be involved because they might not know what	would	be the best option, which is caused by
L1-4.docx	it to be. They expressed their thoughts about what	would	make them more comfortable in asking questions, the
L1-11.docx	adequate professional support. Another possible approach to achieving change	would	be to introduce the reform incrementally (Shepard, 2000) and
L1-11.docx	it might have been. Planners of the curriculum change	would	have done better to have in mind the
L1-9.docx	stated that the character education in the EFL classes	would	be best implemented in implicit ways in the
L1-4.docx	teacher and I negotiated which one of their classes	would	have the questionnaire distributed and would be observed.
L1-20.docx	As a result, those students who disliked his club	would	be tempted to confront him and finally both
L1-20.docx	Consequently, the students who did not favour the club	would	be tempted to confront him so that this
L1-8.docx	the educators' stance in communication with the queer community	would	be less likely to change. Aligning with the
L1-20.docx	his students and even people beyond his professional community	would	recognise him as an English teacher (someone who
L1-20.docx	not related to any religion other than Islam, Edi	would	accept it and talk about it in his
L1-20.docx	religion other than Islam such as the Easter, Edi	would	ignore it. This kind of identities negotiation and
L1-3.docx	student to go to the toilet where the ghost	would	kill her and make her a ghost. This
L1-3.docx	kill her and make her a ghost. This ghost	would	then lure another newly arrived female student in
L1-17.docx	expected to look after her children and her husband	would	function as the breadwinner. She was occupied by
L1-17.docx	as a wife, and she said that her husband	would	not approve of her working such long hours.
L1-7.docx	to accept mentorship roles and responsibilities, adequate financial incentives	would	be beneficial to accomplish their mentoring tasks. For
L1-7.docx	For instance, some supervising lecturers indicated that financial incentives	would	support them with transportation expenses to visit preservice
L1-10.docx	Therefore, mixing languages could ruin students' languages – both languages	would	be defective. She illustrated the damages of practicing
L1-13.docx	language for intra-ethnic interactions, Indonesian and indigenous languages	would	not be endangered. "I think people still preserve
L1-17.docx	tourism industry. Darren thought that taking an English major	would	allow him to develop the linguistic capital which
L1-17.docx	I think that by taking English as my major	would	still enable me to work in the tourism
L1-6.docx	to establishing a specific purpose for how social media	would	be used, with instructional designs to improve the
L1-8.docx	content accessed and displayed via print and electronic media	would	likely be scrutinised to conform to common norms
L1-2.docx	their level of motivation to learn, how the MTS	would	be effective in motivating students in terms of
L1-2.docx	important for the frequency and appropriateness use of MTS	would	lead to the learning success including L2 use (
L1-20.docx	so that her students, especially the female Muslim ones,	would	obey her instruction to do so since she
L1-16.docx	with some groups of pupils, particularly the shy ones,	would	suffer as the class became larger. This could
L1-17.docx	to be quite adamant about what activities would or	would	not be effective in a class. In this
L1-20.docx	Edi was just practicing speaking English to them, or	would	not have felt the sense of Edi's
L1-17.docx	keeping her job at Pascal. However, teaching at PELI	would	allow them to continue practicing their teaching beliefs
L1-17.docx	think that their PELI or working at a PELI	would	be good enough for their future. In addition,
L1-10.docx	of monolingual ideology. Promoting English and other language practices	would	not be easy yet challenging. Finally, for academic
L1-10.docx	matter of fact, promoting English and other languages practices	would	not impact on the label international for marketing
L1-16.docx	curriculum change and its implementation in senior high school	would	enable me to cogently build my case in
L1-17.docx	on work. During her teaching practicum, the host school	would	provide a mentor who would give guidance and

L1-2.docx	how frequently the lecturers had used the motivational strategies	would	have influenced the students' motivation and their engagement
L1-2.docx	in teaching and the frequency use of such strategies	would	motivate the students to learn English. 5.5.1.2 Relationship between
L1-7.docx	and structural uniqueness of each participating university, my study	would	have benefitted from a longer exposure to participants
L1-18.docx	learners acquired through 'incidental learning'), such a longitudinal study	would	seek to address these and similar aspects of
L1-10.docx	followed by an explanation in English. Besides terms, T19	would	consider students' background. She would look at who
L1-10.docx	and understand the terminology well. Therefore, which language T19	would	use would be determined by what topic was
L1-10.docx	insight from academia. Globally, the findings of this thesis	would	be giving Contribution and implication particularly in multilingualism
L1-18.docx	writing task Therefore, the first point that this thesis	would	like to contribute is that Willis' TBL framework (
L1-11.docx	hoped for a situation in which teachers' professional training	would	be more accountable and not involve any kind
L1-19.docx	times (in 2014, 2015 and 2018). They justifiably expected that the training	would	be held annually so that they could optimize
L1-11.docx	described as a blend of old and new. We	would	expect at this initial stage that there might
L1-15.docx	This has implications for training teachers – in that we	would	like to have more pre-service teachers who
L1-8.docx	the joy of the birth. Therefore, exchanging Christmas wishes	would	be understood as the recognition of God's
L1-8.docx	touch the opposite sex outside the family. Christmas wishes	would	pose another dilemmatic expression for many Indonesian Muslims.
L1-17.docx	speaking English; thus, any doubts about her English ability	would	be seen as a threat to her identity (
L1-6.docx	Bielaczyc (2006) argues that rectifying the lack of internet access	would	help to engage students, as would giving them
L1-15.docx	when teachers' abilities increase, the students' level of achievement	would	increase. Regarding their perceived subject content proficiency, the
L1-8.docx	queer declaration. In the hope that her new acquaintance	would	cease telling his private life story to others,
L1-17.docx	tutors seemed to be quite adamant about what activities	would	or would not be effective in a class.
L1-5.docx	linguistic capital, specifically learning English from an early age,	would	heighten their children's social and cultural capital
L1-3.docx	plot progressed. She asserted that feedback on grammar alone	would	intimidate the students. Even though in her opinion
L1-18.docx	identified, it was expected that insights addressing the area	would	emerge and potentially contribute to this gap. These
L1-6.docx	of internet access would help to engage students, as	would	giving them access to learning materials that are
L1-6.docx	the course would be conducted, what tasks and assignments	would	be given, and what level of participation was
L1-7.docx	new part in Indonesian education programs, supervising lecturers' assistance	would	strengthen and fosters preservice teachers' reflective practice. Providing
L1-10.docx	build a good rapport so that the class atmosphere	would	be supportive to achieve the learning outcomes. Otherwise,
L1-3.docx	and published independently. The accomplishment of having an audience	would	very likely increase the student writers' confidence. Revisiting
L1-17.docx	citizens in Indonesia. Consequently, students from low socioeconomic backgrounds	would	not have exposure to the English language in
L1-8.docx	food with other Muslims friends, despite their ethnic backgrounds,	would	be likely retained, communicating the halal perspective to
L1-11.docx	use by pupils of such terms as 'think', 'because', '	would'	and 'should'" (Black & Wiliam, 2018, p.559). These kinds of
L1-17.docx	learners to make the necessary investment that they believe	would	reward them with the social or cultural capital
L1-15.docx	and Anis, supporting them in understanding their students better	would	eventually improve the learning activities in class as
L1-17.docx	position. She also said that working at two branches	would	double her responsibilities and logically would require her
L1-7.docx	some supervising lecturers indicated that financial incentives from campus	would	support them effectively in handling expenses related to
L1-2.docx	efforts or were more interested in their future career	would	not get good grades. A student also claimed
L1-17.docx	They believed that their teaching abilities and CELTA certificate	would	enable them to pursue careers in another country
L1-5.docx	outward-looking attitude. This social capital for her child	would	enable her to engage in social arenas that
L1-5.docx	practically all the plural stimuli in English. Most children	would	respond to the stimulus often in Indonesian or
L1-5.docx	extent" from the program. Eleven (55%) parents expected their children	would	gain good basic conversation "to some extent" from
L1-17.docx	speak English because she was afraid that her classmates	would	make fun of her and think that she
L1-17.docx	what had happened in her lesson so her colleague	would	be informed about the class, such as student
L1-8.docx	before making an assertive statement for future event commitment	would	create a practice when communication involving Muslims This
L1-11.docx	that they require a huge financial investment and commitment,	would	avoid teachers giving up practising the new initiatives,
L1-9.docx	interrelationship. Take, for instance, Ana's conviction that communication	would	be ineffective unless speakers know the culture of

L1-8.docx	Muslims and retaining the greeting faith feature in communication	would	be recommended. Likewise, salutation is culturally specific practice
L1-8.docx	Bringing forward Islamic practice to non-Muslim co-communicators	would	be problematic; yet, it can create a sense
L1-10.docx	In education domain, many terms that represented local concept	would	be spoken by teachers through original words, Bahasa
L1-3.docx	are on the right track. Such encouragements and confirmations	would	increase the students' confidence that they were doing
L1-17.docx	by making a set of goals that the CoP	would	achieve through learning from each others' practices and
L1-6.docx	course when she informed students about how the course	would	be conducted, what tasks and assignments would be
L1-3.docx	by ensuring its good influence on others, our creativity	would	not be in vain. She reasserted the same
L1-8.docx	the situational context of which immersing in host culture	would	be the appropriate way to assume the host
L1-16.docx	numerous positive achievement of the new syllabus, the curriculum	would	also benefit from more bottom-up input so
L1-17.docx	his parents, it was easy to imagine that Darren	would	be an English teacher at school. For Darren,
L1-8.docx	retrospective narratives as the basis for gathering the data	would	be better if there could be validation of
L1-13.docx	students (Section 7.3.3.1). Had the curriculum not said so, Dina	would	have focused on teaching speaking, instead of writing
L1-13.docx	time, including with their peers during group tasks/discussions,	would	prevent them from active participation and influence the
L1-3.docx	if the furniture comes to life? As they do,	would	some of them fly around? Will there be
L1-9.docx	and religious values within the framework of character education	would	be better conducted in an indirect or implicit
L1-17.docx	and imagined that in a way, working at EF	would	be quite similar to working at an international
L1-8.docx	English-speaking countries. On the pedagogical level, these encounters	would	likely raise awareness of multicultural perspectives when they
L1-20.docx	not paid the tuition fee yet, here Hanum even	would	care for him much since this student seemed
L1-6.docx	was to monitor their progress and ensure that everyone	would	start thinking about and designing the project. She
L1-2.docx	for them to use L2. The lecturers, for example,	would	perhaps be concerned about the student's language
L1-8.docx	culture. Combining English and Islamic practice regarding complimentary exchanges	would	likely be more welcomed in an Islamic environment
L1-15.docx	the dynamics of the class. Therefore, lacking teaching experience	would	apparently affect their feeling of unpreparedness for teaching
L1-11.docx	curriculum changes to other members. Ideally, such an explanation	would	have been accessed at a training event. However,
L1-8.docx	Awat and Abi argue that omitting the Islamic expression	would	bring no faith consequences, as stated in the
L1-8.docx	on particular communicative acts, selected practice and considered factors	would	also be worthwhile to shape this relatively new
L1-15.docx	teachers' progress were reliable sources. Furthermore, their constructive feedback	would	helped her feel more prepared for the teaching
L1-15.docx	did not recommend it as she thought this field	would	not suit her daughter. One day, her tutor
L1-2.docx	could indicate several things. One interpretation of the findings	would	be that lecturers should create more opportunities for
L1-19.docx	to engage with. Crucially, they believed that more flexibility	would	provide more opportunities to actively participate in the
L1-9.docx	some familiarity with the food so that the focus	would	be on the language skill rather than on
L1-8.docx	one particular cultural practice in English as lingua franca	would	pose a dilemma to others. However, if the
L1-11.docx	plus c'est la meme chose, as the French	would	say. Having this in mind, I argue that
L1-2.docx	about the reason for learning English for their future	would	motivate them to use the language more be
L1-6.docx	In reference to the situation mentioned above, the government	would	need to understand that implementation of policies relating
L1-10.docx	the several aspects. Firstly, teachers who were overseas graduates	would	have a privilege to teach (T2, T6, T14,
L1-6.docx	every week. She announced that participation in the group	would	be valued similarly to regular attendance of in-
L1-16.docx	be necessary to facilitate curriculum implementation. One safe guide	would	be to choose an approach or combination of
L1-3.docx	go from one place to another, and my hand	would	write it in words" (Sella, guided journal). Two
L1-20.docx	among his siblings in line 133-134. In sum, here, Hanum	would	like to imply that she cared about her
L1-17.docx	account of his institution. Including more teachers from Harvey	would	improve my understanding about the institution and how
L1-17.docx	tourism "because he thought that working in a hotel	would	be like just being a waiter or room
L1-17.docx	inaccurate assumption in thinking that the institution (the hotel)	would	have a set of materials that he could
L1-6.docx	time to manage tasks, and (5) informing students about how	would	be assessed. Further, this category highlights how lecturers
L1-17.docx	participants who stated that one of their imagined identities	would	be teaching and living abroad; they had started

File	Left context	Node	Right context
L1-19.docx	What is the video about?", "What do you imagine	would	have happened to our country if we never
L1-6.docx	to devote more time to monitoring, but the impacts	would	be obvious and could motivate the students to
L1-6.docx	and formally coordinated with the institution. One possible improvement	would	be to encourage lecturers to actively join online
L1-6.docx	was not fully applicable in such circumstances. Further improvements	would	need to be undertaken. For example, lecturers might
L1-6.docx	to ask questions inside the classroom, and the inbox	would	help them. He mentioned that no student contacted
L1-3.docx	arrived female student in school and the same incident	would	repeat again and again. Amel's, Sella's,
L1-17.docx	songs as effective media to learn English, which indirectly	would	shape the English learning habitus of his students.
L1-11.docx	empowerment for teachers. I believe that all curriculum innovations	would	fail if teachers are disempowered. This emphasizes the
L1-16.docx	for professional development courses abroad, among others. Teachers' input	would	ensure that teachers' participation is incorporated at the
L1-17.docx	sharing a class with another teacher, Nada for instance	would	add to her teaching notes what had happened
L1-2.docx	the students L2 use. Teachers' provision of L2 (instructions)	would	be a model for the students to participate
L1-8.docx	rituals. The range of greeting rituals with associated interlocutors	would	likely be continually adopted for the rest of
L1-9.docx	pilgrim welcoming ceremony), where either formal or informal invitation	would	normally be made. When practising making appointment and
L1-20.docx	the permission of Allah, Edi felt that this issue	would	mislead his students who were indeed Muslims. Therefore,
L1-13.docx	English language proficiency, and so on. Examining these issues	would	advance our understanding of the role that English
L1-10.docx	not economical if it was explained in English. It	would	be a long explanation. Therefore, rather than taking
L1-10.docx	with global insight". In brief, she pinpointed that IUP	would	familiarise students with English and provide students with
L1-17.docx	as a trainer at a large hotel in Jakarta	would	enable him to be a specialist in teaching
L1-17.docx	her to create the types of lessons she knew	would	be fun and beneficial for her students. Case 6.
L1-6.docx	S13 and S22, Univ A, Dec 2016) commented that L1	would	allocate in- class time to give tutorials on
L1-2.docx	proficiency (e.g. Thompson, 2006) and significant use of L2	would	decrease L1 use (Mayo & Hidalgo, 2017) in the classroom
L1-2.docx	the students succeed in learning and using the language?	Would	highly motivated students have good grades or high
L1-6.docx	suggested that students who did not have a laptop	would	need to be paired with a peer who
L1-6.docx	laptop, and those who felt less confident operating laptops	would	need to be paired with a peer who
L1-15.docx	that the pre-service teachers strongly believed that leadership	would	be one benefit of the teaching profession. The
L1-2.docx	their interest in participation. He pointed out that learners	would	interact and motivate each other when working as
L1-13.docx	that was expected. As a result, the students' learning	would	be negatively impacted. Budi's decision about using
L1-7.docx	See Chapter 4.3. about mentors' selections). Each appointed supervising lecturer	would	arrange with the preservice teachers to visit the
L1-17.docx	at two branches would double her responsibilities and logically	would	require her to work long hours. She could
L1-11.docx	and modelling strategies for implementation, as teachers in Lombok	would	psychologically resist the innovation if the preliminary evidence
L1-8.docx	behaviour including the address term practice, the panel member	would	expect to be addressed by a combination of
L1-15.docx	Dekkers (2010) suggest that effective interactions between mentors and mentees	would	enhance pre-service teachers' professional growth. Highlighting the
L1-3.docx	imaginative, active mind when writing. She expounded "My mind	would	go from one place to another, and my
L1-2.docx	students to feel not anxious like when making mistakes	would	motivate students to speak the language. Lecturer's
L1-2.docx	the people, the students with high and moderate motivation	would	perhaps be self-motivated and able to use
L1-10.docx	the benefits of [[practicing multilingualism]]? She believed that multilingualism	would	damage both languages. When speaking Bahasa Indonesia, their
L1-16.docx	Teacher/interview) Moreover, a total of 76 % teacher respondents (n=38)	would	consider the new assessment system to be valid
L1-11.docx	professional development, which is protracted and collaborative in nature,	would	most help teachers in this context to implement
L1-20.docx	assert that conforming to an English variety of NES	would	increase her confidence in speaking English since the
L1-9.docx	awareness) (Byram, 2015). The privileged cultural knowledge of the NESTs	would	be redressed by the EFL teachers' privileged knowledge
L1-20.docx	like that. In short, by giving this example, Nisa	would	like to assert that conforming to an English
L1-17.docx	see the participants' habitus in action, more class observation	would	provide a more complete picture of the participants'
L1-17.docx	a habitus of an English teacher which later on	would	influence his decision with regards to his future
L1-17.docx	to be embarrassed when making mistakes because no one	would	laugh at them. In terms of teaching methods,

File	Left context	Node	Right context
L1-6.docx	ones referred by the lecturer to decide which ones	would	best fit their need. Like this, they become
L1-18.docx	their peer's writing to the class. This opportunity	would	be a rewarding act that will increase motivation.
L1-3.docx	her skills and knowledge to create something, the outcome	would	be unique because one's skills and knowledge
L1-16.docx	considering that concentrating on the goals, practices and outcomes	would	bring about the required change. There is clearly
L1-7.docx	and complete the survey from their location. Greater participation	would	likely have improved the robustness of the study.
L1-7.docx	the preservice teachers. However, they indicated that adequate payment	would	be beneficial for their mentoring hours. For example,
L1-6.docx	and to elaborate on them so that their peers	would	receive better feedback. In face-to-face meetings,
L1-17.docx	of teaching materials and the classroom setup. All PELIs	would	have a set of teaching materials ready for
L1-17.docx	speak English and used English in their communication, people	would	infer that the person came from a high
L1-2.docx	future boosting their motivation to learn as this perhaps	would	give them clear directions or purposes to learn
L1-1.docx	are often pragmatic, involving an assessment of which persona	would	gain most recognition of their professional identities from
L1-8.docx	Accommodating practice Acknowledging Christmas wishes from a religious perspective	would	be problematic for many Muslims but seeing it
L1-1.docx	the students, they both expected that the teaching practicum	would	provide firsthand information on the nature of the
L1-17.docx	they 'realised' that once they got married, their priority	would	be to be good housewives. This perspective makes
L1-15.docx	studies (see Suryani, 2017). It was noted that this profession	would	enable them to manage their work-life and
L1-1.docx	the pre-service teachers, as students in the program,	would	be that they may fail the courses and
L1-6.docx	introducing the use of technology for a course project	would	trigger students' curiosity to create and develop their
L1-10.docx	native English speakers. Therefore, he realised that his pronunciation	would	sound local as an Indonesian native speaker. This
L1-9.docx	divine origin, a Muslim scientist inspired by the Quran	would	maintain a connection of science with spirituality. The
L1-17.docx	teachers could make changes to the arrangement, but rarely	would	they need to prepare the chairs or whiteboard
L1-17.docx	reading only English texts. She strongly believed that reading	would	help her students to have better awareness of
L1-11.docx	K13 reform, design, monitoring and evaluation of the reform	would	probably have been insufficient. Piloting took place but
L1-14.docx	More specifically, the teacher expected that employing multimodal resources	would	enhance the process of English instruction, particularly in
L1-15.docx	the open-ended survey, it was anticipated that respondents	would	mention academic and non- academic programs that they
L1-7.docx	it is possible that patterns in preservice teachers' responses	would	generate a more fine- grained scale and so
L1-6.docx	were important for another course. For example, sometimes S77	would	get distracted and extend the search, which led
L1-19.docx	in EFL classes and, therefore, they felt the SA	would	work more effectively in subjects other than languages
L1-17.docx	students' scores so that the school's average score	would	improve. She recalled her experience of having a
L1-2.docx	students' 30%, the total of English use in one session	would	be 90%. In this case, the L2 use by
L1-10.docx	the lecturers who argued that formal and informal settings	would	determine which language to speak. Excerpt 7.1 <^^^> The response
L1-5.docx	a little anxious about the program and concerned she	would	not be able to follow the instructions as
L1-11.docx	teachers' valuing of assessment. Other words such as should,	would,	and wish, which reflect teachers' thinking about the
L1-20.docx	others. Finally, Nisa also told the students that sincerity	would	not be recorded by angel and in fact
L1-3.docx	were intrinsically motivated to enhance their creative writing skills	would	be willing to invest time in the process
L1-6.docx	to use smartphones as a presentation tool because smartphones	would	restrict them in visualising their project plans (Obs.8). <^^^> (
L1-17.docx	a reputable university did not necessary mean that someone	would	become a better teacher than those without a
L1-8.docx	food with dubious non-halal ingredients. Furthermore, this stance	would	be unlikely to change in any given context
L1-8.docx	inserting titles for addressing collocutors with higher social status	would	feel awkward when they address their supervisor using
L1-1.docx	her mentor's reasoning of why such a strategy	would	not work. From then on, Tasya decides to
L1-5.docx	picture cards. Thus, a card depicting a single strawberry	would	be shown to the child before, or after,
L1-14.docx	at which the expected goals were that the students	would	use relevant expressions and identify appropriate prepositions related
L1-17.docx	a forum in which teachers of the same subject	would	meet on a regular basis and create a
L1-10.docx	policy is how teachers assess students' language development. T16	would	witness students' language development in the event of
L1-10.docx	sense of feeling with Bahasa Indonesia. In addition, T22	would	use Bahasa Indonesia when she maintained the class

L1-10.docx	she referred to outside the EMI classroom. Therefore, T3	would	allow students to speak other languages than English
L1-10.docx	comfortable to use English and Bahasa Indonesia. Meanwhile, T32	would	feel more secure using mixed language because "For
L1-10.docx	concepts or terms that seemed difficult and important, T4	would	use Bahasa Indonesia. In other words, Bahasa Indonesia
L1-10.docx	one consideration of reducing the score (T19, T29). T6	would	do scoring both on content and language as
L1-10.docx	of reducing the score (T19, T29). One teacher (T6)	would	do scoring both on content and language as
L1-10.docx	a specific proposition about English and other languages, T7	would	observe his students first, especially when he taught
L1-10.docx	would also tolerate it. For his own sake, T8	would	also use words or a fragment of sentence
L1-3.docx	Tara recognised that some people who had the talent	would	flourish more easily, while others needed more effort. <^^^> (
L1-18.docx	that the aids they used for their writing tasks	would	be different. <&&&> Table 5.10 presents a breakdown of the
L1-18.docx	English writing skills were required. Implementing ESP writing tasks	would	be very challenging for students and might cause
L1-11.docx	propositions. Two teachers admitted that the post-remedial tests	would	automatically award the expected grades to the students [
L1-14.docx	and visual resources, so that relying on only textbooks	would	have missed out the other meaning resources – the
L1-6.docx	the universities through a centralised mechanism or policy that	would	encourage lecturers to employ the technology into their
L1-20.docx	tempted to confront him and finally both of them	would	have a discussion of it in the class.
L1-11.docx	criteria explicit to the students and explain how these	would	be graded. However, C2MNL did not conduct
L1-10.docx	of data, theories, or images. When they explained, they	would	refer to the slide displayed. Lastly, the classes
L1-9.docx	are in accordance with the nationally-stipulated character traits	would	be better conducted in an implicit manner rather
L1-13.docx	book" (Classroom Observation 2, Video 2, Minute 17.26). Tina believed that translations	would	help the students to understand English and thus
L1-10.docx	the terminology well. Therefore, which language T19 would use	would	be determined by what topic was delivered on
L1-2.docx	students to learn i.e., lecturer's L2 use,	would	motivate the students to speak the L2 as
L1-2.docx	by using qualitative data while those concerning frequently used	would	be answered by both quantitative and qualitative data.
L1-2.docx	relating to strategies perceived to be the most useful	would	be answered by using qualitative data while those
L1-5.docx	follows that the almost total absence of lexical verbs	would	make it impossible to get on to the
L1-6.docx	L4 added that, the points made in the videos	would	help students understand the topic better than if
L1-6.docx	students that their level of engagement with the website	would	be evaluated. Students were expected to respond to
L1-2.docx	mentioned that putting learners in pair or group work	would	generate their interest in participation. He pointed out
L1-3.docx	English that had "Indonesian elements" so that the world	would	know about Indonesian culture (Hana, interview). Sella, Amel,
L1-10.docx	or woman in Indonesia. Once you had married, you	would	be prisoner of parents in law. This joke

Epistemic Modal Verb: Would not

No.	File	Left context	Hit	Right context
1	L1-1.docx	to not use the multimedia room, knowing that she	would not	be able to control the classroom, but
2	L1-5.docx	She was anxious during the first interview that she	would not	be able to deliver the program successfully
3	L1-17.docx	last conversation with her she told me that she	would not	only focus on developing her teaching career,
4	L1-17.docx	if she did not teach at Len because she	would not	use it anymore. She claimed that teaching
5	L1-17.docx	class, whereas if she worked as a lecturer she	would not	be required to speak English. Chapter conclusion
6	L1-17.docx	only followed such rigid and prescribed teaching strategies, she	would not	retain the attention of her students because
7	L1-2.docx	highlight the factors that explain why highly motivated students	would not	always get good grades. In this sense,
8	L1-6.docx	access to the Internet. Therefore, the lecturers and students	would not	need to spend extra money buying internet
9	L1-10.docx	Indonesia in IUP classroom would be problematic as students	would not	find people speaking Bahasa Indonesia in the
10	L1-13.docx	Interview 1, p. 6). In addition, she reported that the students	would not	understand explanations given in English (especially explanations
11	L1-18.docx	In this narrative paragraph, it was expected that students	would not	really have to expend too much effort
12	L1-20.docx	if he had expressed it in English, the students	would not	have understood what he said, or they
13	L1-10.docx	seemed aware of being non-native English speakers he	would not	speak as perfect as native English speakers.
14	L1-15.docx	standard, he was very upset and thought that he	would not	be a good teacher. Hanes, in this
15	L1-17.docx	Therefore, once a new teacher joins a PELI, he	would not	need to worry about preparing teaching materials
16	L1-17.docx	circumstances changed in his PELI, he realised that he	would not	be able to afford CELTA training. He
17	L1-17.docx	was very useful; especially as a new teacher he	would not	have accumulated any sort of teaching materials.
18	L1-2.docx	L2. Students who were more motivated in learning English	would not	necessarily report to speak English more than
19	L1-2.docx	Figure 5.3) suggesting students who were motivated to learn English	would not	necessarily speak English more than others. Then,
20	L1-13.docx	with her previous statement on the reason why English	would not	threaten Indonesian and indigenous languages. First, the
21	L1-13.docx	languages are taught at schools, Dina believed that they	would not	become extinct. <^^^> (Pre-Interview, p. 5) On the
22	L1-20.docx	students staying up so late at night that they	would not	be able to get up at dawn
23	L1-3.docx	and thus, it is necessary to ensure that they	would not "	lose face" or feel embarrassed because of
24	L1-15.docx	very poor. Ita thought that she had failed and	would not	be a good teacher. <^^^> Ita's previous
25	L1-20.docx	in order they were aware about this warning and	would not	complicate the affairs of others anymore. Advising
26	L1-11.docx	and resources. In a wider context of Indonesia, it	would not	necessarily be important or useful to inclusively
27	L1-13.docx	time was not sufficient in the sense that it	would not	allow her to deliver all the materials
28	L1-17.docx	to be quite adamant about what activities would or	would not	be effective in a class. In this
29	L1-20.docx	Edi was just practicing speaking English to them, or	would not	have felt the sense of Edi's
30	L1-10.docx	of monolingual ideology. Promoting English and other language practices	would not	be easy yet challenging. Finally, for academic
31	L1-10.docx	matter of fact, promoting English and other languages practices	would not	impact on the label international for marketing
32	L1-17.docx	identity as a professional English teacher although she also	would not	necessarily decline should there be an opportunity
33	L1-17.docx	citizens in Indonesia. Consequently, students from low socioeconomic backgrounds	would not	have exposure to the English language in
34	L1-2.docx	efforts or were more interested in their future career	would not	get good grades. A student also claimed
35	L1-20.docx	intimacy between the teacher and students in the class	would not	come true. Lastly, Edi spoke the students'
36	L1-3.docx	by ensuring its good influence on others, our creativity	would not	be in vain. She reasserted the same
37	L1-15.docx	did not recommend it as she thought this field	would not	suit her daughter. One day, her tutor
38	L1-17.docx	as a wife, and she said that her husband	would not	approve of her working such long hours.
39	L1-2.docx	without opportunities for the students to speak the language	would not	be enough to make the students use
40	L1-13.docx	language for intra-ethnic interactions, Indonesian and indigenous languages	would not	be endangered. "I think people still preserve
41	L1-2.docx	motivating the students to learn English by the lecturers	would not	be similarly perceived by the students. Therefore,

L1-5.docx	a little anxious about the program and concerned she	would not	be able to follow the instructions as
L1-20.docx	others. Finally, Nisa also told the students that sincerity	would not	be recorded by angel and in fact
L1-1.docx	her mentor's reasoning of why such a strategy	would not	work. From then on, Tasya decides to

Epistemic Modal Verb: Will

No.	File	Left context	Hit	Right context
1	L1-1.docx	of teachers' professional identities. In the following section, I	will	discuss the individual constituents of identities that the
2	L1-1.docx	the research questions. For the first research question, I	will	discuss the interaction of the three discourse levels
3	L1-4.docx	a help (mean = 3.81) compared to U5 students (mean = 3.52). I	will	discuss this in detail in chapter 5. Summary of
4	L1-4.docx	and voice-as-difference (see chapter 4, part III). I	will	discuss this in detail in the next section. 5.4.
5	L1-7.docx	of productive action research. In the next chapter, I	will	discuss some key findings and present implications for
6	L1-9.docx	and target language-and-culture. In what follows, I	will	discuss the nature of the EFL teachers' conception
7	L1-9.docx	and target-language communities. In the next section, I	will	discuss from an intercultural perspective several emergent themes
8	L1-18.docx	question deals with the objective of the study. I	will	discuss new things I have learnt as a
9	L1-15.docx	best definition of the factors with one question – 'I	will	have a chance to earn a good salary
10	L1-17.docx	is so high so I don't think I	will	have the energy for that." (Anji, Interview). In
11	L1-17.docx	hope that as I complete my doctoral studies, I	will	have gained more capital and developed habitus which
12	L1-18.docx	I type, like that, first when I have, I	will	have to type in a computer that makes.
13	L1-4.docx	competent learner should be. In the next section, I	will	present data detailing how teachers considered this to
14	L1-4.docx	the learning preferences that they were comfortable with. I	will	present the data in the next section. 4.3.1.2. Students'
15	L1-4.docx	it as a barrier to effective learning, which I	will	present the data in the following main section. 4.3.3.
16	L1-4.docx	students' attitudes and their interaction in the classroom. I	will	present the data of students' issues in detail
17	L1-15.docx	of perceived efficacy in response to the item 'I	will	always be able to answer students' questions about
18	L1-15.docx	the various methods to teach English effectively' and 'I	will	always be able to answer students' questions about
19	L1-15.docx	a mean of 5.35. The responses to the item 'I	will	continually improve my skills to teach English' revealed
20	L1-15.docx	the teacher has exerted a little extra effort. I	will	continually improve my skills to teach English. Effective
21	L1-16.docx	implementing the 2013 English curriculum. In the subsequent section, I	will	elaborate on the curriculum stakeholders and the change
22	L1-16.docx	implementation of curriculum change. In the subsequent section, I	will	elaborate on managing the process of change into
23	L1-9.docx	carry with them (Holliday, 1999). In the following section, I	will	examine the complexity of socio-educational context within
24	L1-12.docx	final writing conference. Thus, in the following chapter I	will	examine the teachers' cognition and decision- making processes
25	L1-1.docx	but personal professional 'self'. In the next chapter, I	will	move to the meso-discourse level of employable
26	L1-1.docx	pupils with special needs). In the next chapter, I	will	move to how the pre-service teachers actually
27	L1-12.docx	making in providing written feedback on L2 writing, I	will	report the findings regarding the teachers' actual decision-
28	L1-18.docx	that students used to complete their writing task, I	will	report the findings from the quantitative and qualitative
29	L1-4.docx	should be and related to the students' characteristics. I	will	show the evidence of this from the data
30	L1-4.docx	for using multiple teaching methods in the classroom. I	will	show the evidence in the next sub section. 4.4.2.3.
31	L1-15.docx	responses to two survey items, 'I am worried I	will	teach ineffectively' and 'The low subject achievement of
32	L1-15.docx	into any factor. They were: (1) I am worried I	will	teach ineffectively; (2) The low subject achievement of students
33	L1-15.docx	efficacy <&&&> The responses to the item 'when teaching, I	will	usually welcome students' questions' indicate a very high
34	L1-15.docx	responsible for the achievement of students. When teaching, I	will	usually welcome the students' questions. All loaded items
35	L1-4.docx	are not focusing on the lesson any longer, I	will	ask them to put aside the telephone'. Despite
36	L1-15.docx	a teacher: "If there's no other choice, I	will	be a teacher." Arsa is an example of
37	L1-8.docx	articulates future reference in assertive statements such as 'I	will	come at 3 pm' or 'I am going to
38	L1-10.docx	t know how to convey it in English, I	will	facilitate them by using Bahasa [[Indonesia]]". Move now
39	L1-10.docx	achieved, if it cannot be achieved it means I	will	get a red report for that". Another consideration
40	L1-17.docx	I am not gonna learn anything new, then I	will	just gonna stop I'm gonna quit I
41	L1-18.docx	final scores in writing modules. In what follows I	will	look at the correlation between motivation and final
42	L1-16.docx	I should learn English for my future, perhaps I	will	need it to get a job sometime in

43	L1-17.docx	s not a sin to use Indonesian, but I	will	only use it as the last resort." (Darren,
44	L1-10.docx	speaking English. For her "while in the classroom, I	will	push 100% [[to use English]]. She did want to
45	L1-4.docx	classroom discussion and PowerPoint presentations as a concern. I	will	reveal the data in the next two main
46	L1-4.docx	p value is ≥ .05 or not statistically significant. Therefore, I	will	treat them as one population. Part I: The
47	L1-8.docx	to say that it is important and hopefully I	will	wear this [hijab] for the rest of my
48	L1-10.docx	first semester students are already strict in English, they	will	be stressed". In the next section that follows,
49	L1-10.docx	that being forced but in the second year they	will	be happy." To be consistent with his explanation,
50	L1-15.docx	trained to identify common problems in class, so they	will	be more prepared to cope with problems in
51	L1-15.docx	teachers and early-career teachers may expect that they	will	be able to achieve success in their teaching
52	L1-15.docx	socially (see López Solé et al, 2018; Trent, 2014; Willemse, 2017). They	will	be able to adapt to the new environment
53	L1-20.docx	Muslims to celebrate because if Muslims celebrate it, they	will	be included in the group that usually celebrates
54	L1-20.docx	other words, when students always obey the teachers, they	will	be easily managed by the teachers. More importantly,
55	L1-20.docx	if they are stopped when speaking English wrongly, they	will	be reluctant to speak English again next time. 5.7.1.2
56	L1-5.docx	basic English before entering elementary school so that they	will	not feel surprised". Similar responses were found in
57	L1-15.docx	study and work harder to achieve success so they	will	not disappoint their parents. The evidence underlines that
58	L1-17.docx	that if the situation in this industry worsens, they	will	not be able to make ends meet. In
59	L1-17.docx	observe more senior teachers. The idea is that they	will	learn how the PELI teachers run their classes.
60	L1-19.docx	students will accomplish during the lesson and how they	will	learn it". In accordance with the 2013 Curriculum revision 2017,
61	L1-5.docx	to repeat what she said. Sarah assumed that "they	will	remember the lesson for a long time". Sarah
62	L1-17.docx	her best 'service' to her students so that "they	will	remember their experience with me" (Nada, Interview). Andara
63	L1-1.docx	capital, and self-awareness of their professional self. They	will	also need the competence to adapt to the
64	L1-1.docx	in line with their prior knowledge or beliefs, they	will	automatically comply or adapt. The reasons for compliance
65	L1-2.docx	places live in the city for further study, they	will	bring and use their local languages among them.
66	L1-20.docx	they find the issues in their English lessons. They	will	clarify to their students about what is wrong
67	L1-16.docx	Thus, if school principals agree with the change, they	will	create such an atmosphere of change so that
68	L1-20.docx	or when one does wrong things to them, they	will	demand one in the hereafter before Allah. As
69	L1-20.docx	to advise their students in relation to morality, they	will	do so. For example, when they saw a
70	L1-17.docx	to build good rapport with them so that they	will	engage in the learning process. Some teachers treat
71	L1-18.docx	students have unlimited access to the internet technology; they	will	find a solution to get back to accessing
72	L1-20.docx	it will be so helpful for her because they	will	like to learn English from her. In the
73	L1-15.docx	not have adequate abilities to perform one action, they	will	likely have lower perceived self- efficacy. Consistent with
74	L1-2.docx	should be able to use the language otherwise they	will	lose good opportunities. The perceptions were: <^^^> (FG01/S1)(
75	L1-1.docx	program (Ely89, 92-94). To craft the necessary human capital, they	will	need to adapt to the format used in
76	L1-15.docx	aware of their strengths to perform one action, they	will	possibly have a high level of self-efficacy
77	L1-11.docx	that we keep recording and sharing their marks, they	will	prepare themselves for learning … scores can motivate them' [
78	L1-1.docx	themselves to have failed in enacting certain identities, they	will	reflect on the enactment by referring to feedback
79	L1-20.docx	might become obedient and moral individuals so that they	will	respect what Nisa says to them. As a
80	L1-2.docx	L1. Generally, when the students speak English more, they	will	speak less native language and vice versa. Lecturers
81	L1-4.docx	their peers' presentation. Most of them admit that they	will	take strict actions, for example teacher H said, '
82	L1-13.docx	about that [in Indonesian or Javanese] and then they	will	talk and talk and talk and more, more
83	L1-13.docx	delivered. She commented, "When repeated again and again, they	will	understand" (Post-Interview 1, p. 3). Nonetheless, she maintained that
84	L1-13.docx	should be applicable in real-life settings "because they	will	use the language not in the classroom but
85	L1-1.docx	English. Similar to the section on Lintang, this section	will	discuss Tasya's personal journey in developing her
86	L1-1.docx	deciding which professional identities to enact. The next section	will	discuss the reference points, when reflecting which professional
87	L1-1.docx	hold actual power in the field. The next section	will	discuss the step of reflecting and revising the
88	L1-2.docx	context have been discussed above and now this section	will	discuss the student motivation and its relationship with

89	L1-16.docx	third research question could be anwered. Thus, this section	will	discuss the aspects that affect the implementation of
90	L1-18.docx	points throughout the three task cycles. The next section	will	discuss the findings of both research questions and
91	L1-10.docx	they use ELF code-switching/ mixing, the next section	will	elaborate the patterns. 5.4.6.1 Embedded code-mixing Embedded here
92	L1-17.docx	specialized institutions for ELT in Indonesia. The next section	will	elaborate the participants' experiences in investing in learning
93	L1-17.docx	influenced their teaching practice and beliefs. The next section	will	elaborate how the participants develop their teaching habitus
94	L1-17.docx	and informally) made throughout their lives. This sub-section	will	elaborate on the investments the participants made which
95	L1-17.docx	Wacquant, 2014) (See detail in Chapter Three). The next section	will	elaborate the journey of these teachers and how
96	L1-17.docx	the values upheld by their institution. The following section	will	elaborate the various routes the participants took to
97	L1-1.docx	of research, technology, and higher education. <***> The next section	will	present the constructs of professional teachers, and the
98	L1-1.docx	the mentor in the school setting. The next section	will	present the analysis results on the teaching practicum
99	L1-4.docx	to steer the students' learning. The next sub section	will	present finding of teacher's involvement in students'
100	L1-14.docx	make them competent in multimodal literacy. Hence, this section	will	present data regarding the students' engagement with multimodality
101	L1-20.docx	students to be her own children. The next section	will	highlight how these Acehnese English teachers construct a
102	L1-20.docx	her children regardless of their circumstances. The next section	will	highlight the role that the Acehnese English teachers
103	L1-20.docx	identity, directs them to do so. The next section	will	highlight what this study contributes to ELT. 8.4 Contributions
104	L1-17.docx	to take CELTA or DELTA qualifications. The next section	will	look closely at the various investments made by
105	L1-17.docx	practices as non-NESTs in Indonesia. The next section	will	look at habitus as the accumulation of knowledge,
106	L1-1.docx	a process of crafting these constituents. The following section	will	categorize the constituents of teacher professional identities and
107	L1-20.docx	goes beyond that kind of limitation. The next section	will	describe the implications of this study as well. 8.5
108	L1-10.docx	the findings of themes (see table 4.5). The following section	will	display demographic information of the research participants. 6.2 Demographic
109	L1-17.docx	a new vision for their career. The next section	will	explore the participants' future trajectories and how they
110	L1-7.docx	learners through regular self-reflective practice. The following section	will	focus on reflective practice as a source of
111	L1-20.docx	identities that mediate their teaching practices. The next section	will	provide the discussion of how some values in
112	L1-18.docx	English Department from the student perspective, the next section	will	report the findings with respect to students' experience
113	L1-1.docx	subjective preferences of supervisors and (as the following section	will	show) mentors also play a significant role, and
114	L1-10.docx	able to answer it". Therefore, he insisted that "It	will	be more effective for student to convey it
115	L1-12.docx	Salsa's second draft. She wrote a comment, " It	will	be complete your paragraph if you can give
116	L1-12.docx	contexts and participant groups and involve more participants. It	will	be interesting to investigate teachers' feedback practices and
117	L1-15.docx	complete their responsibility. Without strong perseverance and resilience, it	will	be very hard for them to complete all
118	L1-15.docx	and more in-depth findings. In the future, it	will	be essential to investigate larger samples across different
119	L1-15.docx	of the complete processes across the professional journey. It	will	be important for further research to follow the
120	L1-16.docx	every semester or maybe every week, of course, it	will	be stressful for the teachers. However, to cope
121	L1-17.docx	that "If you are close to your students it	will	be easier to influence your students… I want
122	L1-18.docx	to explore its conclusions. It is expected that it	will	be a wake-up call to the lecturers
123	L1-20.docx	of the third sub- research question below, however, it	will	be answered in the next chapter. Finally, the
124	L1-20.docx	attracted due to her NS-like English, surely it	will	be so helpful for her because they will
125	L1-20.docx	as he does with the first one. Perhaps, it	will	be more convincing if he does it. The
126	L1-20.docx	Wong, 2013a; Mahboob & Courtney, 2018). Whereas, Vandrick (2018) argues that it	will	be very difficult to affirm that our gender,
127	L1-20.docx	teacher identity and cultural identity in actual teaching, it	will	be better if their actual teaching is also
128	L1-20.docx	in the same city (i.e., Banda Aceh), it	will	be more interesting for further research to explore
129	L1-16.docx	findings and discusses their practical and theoretical implications. It	will	also incorporate my personal reflections acquired through the
130	L1-19.docx	chapter will proceed to provide conclusions and recommendations. It	will	also present the limitations of this research study
131	L1-4.docx	the student-centred methods, the teachers felt that it	will	assist students' discovery in learning that the government
132	L1-16.docx	in English subject. They are all aware that it	will	create a more negative impact that will be
133	L1-20.docx	This chapter presents the summary of the study. It	will	describe the overview of the study and highlight
134	L1-18.docx	It is hoped that in the long run, it	will	impact on the production of teaching materials and

135	L1-20.docx	is very important to take into account since it	will	influence the way they teach their students (Goh, 2015).
136	L1-13.docx	do not take any benefit at all. Because it	will	make them [find it] hard to understand English
137	L1-1.docx	the curriculum and the teaching practicum handbook. Then it	will	move to the interviews with the supervisors, followed
138	L1-8.docx	diverse people in regard to future reference expression, it	will	unlikely change how educators' adoption of the expression
139	L1-5.docx	the usefulness and the difficulties of the program that	will	be discussed in the next subsection. The benefits
140	L1-13.docx	towards completion of a lesson for a reason that	will	be elaborated in a designated section (Section 7.3.3.1). Accordingly,
141	L1-16.docx	that it will create a more negative impact that	will	be resulted in students' competence in English. The
142	L1-16.docx	encouraged to develop creative ideas in implementing learning that	will	be more appropriate to the specificity of the
143	L1-16.docx	founded upon authentic assessment. There are four competencies that	will	be measured in the authentic assessment as follows:
144	L1-18.docx	deals with the learning outcome (task-as-outcome) that	will	be measured by final scores in the writing
145	L1-18.docx	do provide insights into the specific local context that	will	be of value to practitioners and researchers. This
146	L1-20.docx	contexts. In this section, however, the local identity that	will	be described is that related to the regional
147	L1-7.docx	made during their teaching practices and provide corrections that	will	lead to improvements. Having a mentor teacher who
148	L1-7.docx	the key areas of effective professional field experience that	will	lead to better EFL graduate teachers for Indonesian
149	L1-16.docx	presented, they are more likely to adopt strategies that	will	lead to deeper levels of learning (Curaj & Scott, 2012). 5.4.5
150	L1-7.docx	the student, for the purposes of giving feedback that	will	support reflection, professional learning, growth and transformation. Summative
151	L1-15.docx	was the period when the participants learn theories that	will	support them to become future teachers, while teaching
152	L1-7.docx	This better relationship will lead to effective roles that	will	assist student teachers during their school placement periods. 4.4.4.
153	L1-1.docx	of the sayings on certain aspects of teaching that	will	become decisive factors when making certain teaching approaches
154	L1-8.docx	action facilitates the individual to think about experiences that	will	benefit different situational, temporal and relational contexts. Across
155	L1-1.docx	The choices are leaning toward the professional personae that	will	best present their identities before the stakeholders in
156	L1-18.docx	class. This opportunity would be a rewarding act that	will	increase motivation. Field note 3 indicated that students were
157	L1-1.docx	ensure that they display and enact the competences that	will	meet the needs of the students. Within the
158	L1-19.docx	policy in curriculum reform needs an appropriate system that	will	monitor and evaluate whether the implementation is achieved
159	L1-10.docx	is unequal. Moving now on the next section that	will	present attitude of multilingualism. 7.2.2 Perceptions of using languages
160	L1-18.docx	classroom behaviour will reflect a positive learning motivation that	will	show students' persistence in following the task cycles. 4.4
161	L1-9.docx	of competence and the job competition that the students	will	be facing upon graduation. English is seen as
162	L1-15.docx	class atmosphere and the level at which the students	will	be enthusiastic and engaged in the classroom. Self-
163	L1-17.docx	reduce learners' anxiety levels (Hashemi, 2011). As the result, students	will	be more willing to practice their speaking skills
164	L1-20.docx	next section, how these teachers build character in students	will	be deeply explored. 5.3.1.2 Building character in students Of
165	L1-19.docx	outlines the teacher's objectives for what the students	will	accomplish during the lesson and how they will
166	L1-10.docx	and Economics & Finance". In this university, "all IUP students	will	also gain experience of being part of the
167	L1-2.docx	the classrooms or when lecturers speak less, the students	will	do more. The results might also reveal the
168	L1-8.docx	as Dewi anticipated in the following excerpt, "Sometimes students	will	easily classify us as liberal teachers" (Dewi, L175).
169	L1-11.docx	to find ways to mitigate the possibility that students	will	fail or obtain poor grades in the national
170	L1-4.docx	November 06, 2017) The teachers indicated the output quality that students	will	gain if they are highly motivated and approved
171	L1-2.docx	that the higher motivation the better skills competence students	will	gain. Therefore, they all claimed that student motivation
	L1-4.docx	facilitate and teach students how to learn because students	will	go through several stages of learning where they
	L1-20.docx	teacher is after that of father and mother. Students	will	hear what teachers say as they hear what
	L1-17.docx	a positive impact on the learning process because students	will	learn easily through engaging in a relaxed and
	L1-20.docx	If teachers commit what they forbid, then the students	will	not obey the teachers anymore and might do
	L1-20.docx	to students as an excuse, for example, the students	will	often make their sickness as an excuse in
	L1-15.docx	to the family (Pickett, Gardner, & Knowles, 2004). Consequently, the students	will	study and work harder to achieve success so
	L1-20.docx	does not do what she instructs, her female students	will	think that they do not get justice. For
	L1-1.docx	that by the end of her teaching, her students	will	understand her lesson. <^^^> She later picks this competence,
	L1-20.docx	chapter. Finally, the conclusion and summary of this chapter	will	be presented in the last section of this

File	Left context	Node	Right context
L1-20.docx	next section, the conclusion and summary of this chapter	will	be provided. 5.9 Conclusion and summary When defining themselves
L1-20.docx	codes. Finally, the conclusion and summary of this chapter	will	be provided at the end of this chapter.
L1-20.docx	materials. Next, the conclusion and summary of this chapter	will	be provided. 6.6 Conclusion of summary The Acehnese English
L1-20.docx	well. Finally, the conclusion and summary of this chapter	will	be drawn from the important points of this
L1-20.docx	next section, the conclusion and summary of this chapter	will	be presented. Table 7.1 Values in 2013 Curriculum contained in
L1-1.docx	her than her supervisor's suggestions. The next chapter	will	discuss the answers to my research questions, specifically
L1-12.docx	written form and in the conferences. The following chapter	will	discuss the main findings of this study and
L1-17.docx	in the future: their professional trajectories. The next chapter	will	discuss the results of the thematic analysis of
L1-1.docx	interviews with the mentors at the schools. The chapter	will	begin with the document analysis of the ELE
L1-4.docx	choices teachers make when enacting the curriculum. This chapter	will	begin with the representation of the context of
L1-1.docx	of teachers, teacher education, and workforce employability. This chapter	will	first present a historical trace of the documents
L1-17.docx	as discussed in the previous chapter. Therefore, this chapter	will	first explore the roles of PELIs in the
L1-15.docx	the statistical analysis results presented in Chapter 4, this chapter	will	address the current research questions by presenting the
L1-4.docx	on Students' Classroom Learning Part III of this chapter	will	answer the third research question: How does cultures
L1-16.docx	is expected that the results presented in this chapter	will	contribute to the research literature and to a
L1-4.docx	in the current study. Part I of this chapter	will	display the findings from the questionnaire data and
L1-19.docx	during implementation should also take priority. The final chapter	will	proceed to provide conclusions and recommendations. It will
L1-12.docx	Ayu, personal communication 2, 2016). Three inconsistencies investigated in this study	will	be discussed further in Section 7.5.1. The teachers' feedback
L1-15.docx	to teach. Accordingly, the results of the descriptive study	will	be elaborated in the next chapter, Chapter 5, where
L1-16.docx	study where the implications and recommendations of the study	will	be drawn from a critical perspective of the
L1-17.docx	roles of the community of practice in this study	will	be analysed in two contexts: CoP as community
L1-17.docx	Barnatt et al., 2017). Therefore, the summary of the study	will	be presented in the form of answers to
L1-20.docx	that are relevant with the analyses in this study	will	be highlighted as well. Finally, the conclusion and
L1-20.docx	Besides, the contributions and the implications of the study	will	be also explored. Furthermore, the limitation of the
L1-20.docx	messages deriving from the central points of this study	will	be included at the end of the chapter. 8.2
L1-20.docx	In the next section, the limitations of this study	will	be also included. 8.6 Limitations of the study Although
L1-16.docx	in this setting. Simultaneously, I expect that this study	will	contribute to the existing body of research on
L1-5.docx	it is hoped the recommendations made by this study	will	help improve kindergarten English programs, thus contributing to
L1-18.docx	researcher is confident that the results of this study	will	influence the national policy on the implementation of
L1-8.docx	practices varies. Therefore, other researchers interested in this study	will	need to reflect further on different levels of
L1-18.docx	reference to the specific processes that enriched this study	will	provide a contribution to the existing body of
L1-16.docx	implementation stage of an EFL curriculum. Hopefully this study	will	shed light on extending the research literature so
L1-1.docx	of teaching that the pre-service teachers experience. This	will	be presented in detail with the discussion of
L1-4.docx	may also affect the way students perceive learning. This	will	be discussed in detail in chapter 5. 4.1.4. Teacher and
L1-4.docx	is not necessary to direct their own learning. This	will	be discussed in detail in the next chapter.
L1-20.docx	i.e., English teacher as an English speaker. This	will	be further described as follow. 5.8.1 English teacher as
L1-20.docx	namely the construction of cultural identity, is highlighted. This	will	be briefly described in the section below. 6.3 Cultural
L1-20.docx	students- another teacher identity that the participants constructed. This	will	be elaborated further in the next paragraphs. About
L1-20.docx	these three cultural identities is in their teaching. This	will	be discussed in the next sections. 7.3.1 Regional identity
L1-14.docx	gap to fill in further research. I believe this	will	become an interesting opportunity for future research to
L1-20.docx	with 'different people' and learn about 'others'. Certainly, this	will	develop the idea of tolerance with what other
L1-1.docx	good grades is highly strategic. She realizes that this	will	ensure a higher grade in her professional performance
L1-6.docx	beliefs in using technology in teaching (Cartner & Hallas, 2017).This	will	eventually influence the lecturers' level of motivation to
L1-11.docx	assessment courses (not relying on the standardised assessments). This	will	initially help teacher trainees to have a greater
L1-15.docx	influence overall confidence for self-efficacy in teaching. This	will,	at a later stage, influence their teaching practices.
L1-15.docx	effective and creative teaching. It also means that teaching	will	be successful if teachers have creative ways to

File	Left context	Node	will	Right context
L1-20.docx	study perceive their cultural identity construction in their teaching		will	be explored. However, their cultural identity here will
L1-20.docx	construction of these three cultural identities in their teaching		will	be elaborated in the next sections. Nevertheless, among
L1-20.docx	English teachers construct their regional identity in actual teaching		will	be explored. Here, some of the points explained
L1-20.docx	teachers construct their national identity in their actual teaching		will	be explored as well. 6.4.2 National identity construction During
L1-20.docx	study perceive their cultural identity construction in their teaching		will	be presented. Section 3: Data analyses from teacher journal
L1-20.docx	teachers perceive their cultural identity construction in their teaching		will	be also provided. 7.3 Cultural identity construction The examination
L1-20.docx	study perceive their national identity construction in their teaching		will	be also highlighted. Although the relationship between nationality
L1-20.docx	study perceive their global identity construction in their teaching		will	be discussed as well. As stated in chapter 2,
L1-1.docx	she needs to carefully calculate that her actual teaching		will	fit the slot. This is an understandable consideration
L1-15.docx	understanding of student teachers' sense of preparedness for teaching		will	uncover a range of factors and dimensions. It
L1-16.docx	to meet many difficulties, the most revolutionary of which		will	be to change their mind-set from within;
L1-16.docx	results will serve to inform the support systems which		will	be necessary to facilitate curriculum implementation. One safe
L1-17.docx	used in the thematic analysis of this study which		will	be presented in consecutive chapter. These stories are
L1-4.docx	from other regions and ethnic groups in Indonesia, which		will	give a variety of sampling that is representative
L1-15.docx	to improve their proficiency in the English language, which		will	give them broader opportunities in the future, while
L1-9.docx	open, explicit and early-on discussion of cultures which		will	avoid delayed or misleading cultural information and raise
L1-4.docx	fear of making mistakes or asking silly questions which		will	create judgements or assumptions from their teacher and
L1-1.docx	the meso-discourse level of employable teacher identities, which		will	discuss the discourses of employable teacher professional identities
L1-15.docx	and resilient in order to overcome the challenges, which		will	make them feel prepared to become a teacher.
L1-11.docx	implementation uses NPT (May & Finch 2009) as the framework, which		will	refer to the stages identified in NPT: coherence,
L1-15.docx	affects teachers ability to promote a learning atmosphere, which		will	then influence students' achievement. Accordingly, this condition applies
L1-1.docx	powerful stakeholder in the school, in deciding which teachers		will	be sent on such professional development programs. As
L1-1.docx	section, the headmaster has a say about which teachers		will	be sent on professional development programs run by
L1-17.docx	course which incorporates practical elements, so that student teachers		will	be equipped not only with pedagogical and philosophical
L1-15.docx	commitment to the profession or whether they remain teachers		will	add to the literature in this research area.
L1-15.docx	associated with the teachers' own performance. Therefore, efficacious teachers		will	always make efforts to improve their competencies to
L1-1.docx	is process-oriented, as Harmer believes that all teachers		will	go through a process of learning their craft.
L1-14.docx	institutes as professional development providers, so that all teachers		will	have more access to multimodal/ multiliteracies pedagogy training.
L1-15.docx	to teaching, pre-service teachers or early-career teachers		will	possibly teach as their former teachers taught them.
L1-1.docx	constituents of professional identities that the pre-service teachers		will	produce. Cranmer (2006) has pointed out in his UK
L1-10.docx	curriculum is apportioned to the two languages? Which teachers		will	teach what? He also argues that when teachers
L1-1.docx	is prominent in other aspects of teaching practicum, as		will	be discussed in the next section. 5.4.1.2 Headmasters and
L1-11.docx	they represent a sound understanding of the reform, as		will	be described later in chapter 6. 5.3.3.2 Pedagogic understanding A
L1-11.docx	interviews and very few episodes in the observations, as		will	be discussed in detail in section 6.3.2. 6.3.1.1.2 Learning improvement
L1-12.docx	identity as authoritative mentors and the time pressure, as		will	be discussed in response to the third research
L1-12.docx	Hyland, 2006, 2019) and broader contextual factors (see Lee, 2008, 2009b), as		will	be discussed in the following section. 7.5 Factors influencing
L1-13.docx	the student teachers' agency as learners of ELT (as		will	be elaborated in Section 9.2.2.1). English language school In
L1-5.docx	which has an English program. He also says, "English		will	be a mandatory subject at school so that
L1-8.docx	the English-speaking country, it is inevitable that English		will	be used to exchange ideas. The exception is
L1-10.docx	teachers realise that asking students to speak a 100% English		will	be a bit problematic for students. It is,
L1-10.docx	teachers realise that asking students to speak a 100% English		will	be a bit problematic for students. It is,
L1-20.docx	view themselves as a teacher in relation to English		will	be also explored under the section of English
L1-16.docx	assumed that with fewer teaching hours in school English		will	look after itself but not with Indonesian language
L1-10.docx	a fear that the first language or national identity		will	be undermined. In conjunction with teachers' individual policy,
L1-20.docx	in their teaching in relation to their professional identity		will	be also explored. 5.4 Role in relation to professional
L1-20.docx	identity that is also part of their cultural identity		will	be also presented. 6.3.2 National identity construction From the

	L1-20.docx	Then, the relationship between teacher identity and cultural identity	will	be explained. In addition, some of the 18 values
	L1-20.docx	as a parent of students as their teacher identity	will	be also discussed. 7.2.2 Teacher as a parent of
	L1-20.docx	by the Acehnese English teachers as their teacher identity	will	be also discussed, namely teacher as a moral
	L1-1.docx	She expresses this expectation of in-situ knowledge she	will	gain with a sense of curiosity. This includes
	L1-15.docx	if a highly- motivated person succeeds, he or she	will	gain satisfaction and happiness and vice versa. This
	L1-20.docx	Islam, whosoever imitates a group then he or she	will	be included in that group by Allah. That
	L1-20.docx	a right time to guide her students' morality, she	will	do so, not only during her teaching in
	L1-10.docx	also considered to make use of which language she	will	employ. Meanwhile, T22 focussed on interaction in which
	L1-1.docx	in the mentor's hands. She decides that she	will	only submit the lesson plans approved by the
	L1-10.docx	English only for up to 80% before mid-exam and	will	be increasing it up to 90% after mid-exam.
	L1-2.docx	is hoped that this phenomenon will be changed and	will	bring the English major in Indonesia into good
	L1-20.docx	long as they help others in this world and	will	complicate them in the hereafter if they complicate
	L1-12.docx	first body. Finding another reason will be better and	will	enrich your argumentative writing." (see excerpt 4.16). (4.15) <^^^> (Ayu – Dana
	L1-11.docx	whether they had the theoretical underpining that guides and	will	evaluate implementation, and whether curriculum planners have a
	L1-20.docx	English speaker, respectively. How they perform all these roles	will	be examined deeply in the next sections. In
	L1-20.docx	or her students in terms of morality. These roles	will	be elaborated in the following sections, respectively. 5.3.1 Teacher
	L1-20.docx	and teacher as a parent of students. These roles	will	be further explained in the following sections, respectively. 5.7.1
	L1-20.docx	English teacher. A detailed discussion of the four roles	will	be presented in the next sections, respectively. 7.2.1 Teacher
	L1-1.docx	manifest in several different ways, and the following sections	will	discuss how professional identities are being evaluated against
	L1-18.docx	writing tasks completion are clearly identified. The following sections	will	discuss this in more detail. 5.4.2.1.1 Vocabulary-searching tool
	L1-14.docx	p1639; Khan and van Wynsberghe, 2008). Hence, the following sections	will	elaborate the results of cross-case analysis comparing
	L1-1.docx	the government bodies in this system. The next sections	will	present the constructs of a professional teacher and
	L1-1.docx	qualifying the constituents of professional identities. These two themes	will	be discussed in turn. 5.3.1 Power Struggle: Whose Authority
	L1-1.docx	qualify the constructs of professional identities. These two themes	will	be discussed in turn. 5.4.1 Other Stakeholders are Powerful
	L1-1.docx	macro- and meso-level discourses (sayings). These three themes	will	be discussed in turn. 7.1.1 The Authority in Defining
	L1-17.docx	construction of their identities. More details about these themes	will	be explained in Chapter 6. Because of the similarities
	L1-16.docx	of curriculum change does not always guarantee that there	will	be better learning materials for teaching and learning
	L1-16.docx	learning when dealing with large class sizes as there	will	be too many students to observe in such
	L1-16.docx	for the fact that reductionism will not work – there	will	be no single right answer, no single particle
	L1-12.docx	into a sentence by adding future tense form 'there	will	be'. (4.1) Feedback on tense and verb form errors <^^^> (
	L1-17.docx	more realistic because once we become a lecturer we	will	get more money." (Andrew, Interview). Shofia, on the
	L1-13.docx	Tina translated what she said as follows. "Today, we	will	learn about this is me. Okay sekarang kita
	L1-10.docx	t start from the class, then from where we	will	start? Because [[the only opportunity to meet]] face
	L1-18.docx	the writing task: "When we use the Edmodo, we	will [	complete] the writing task easier" (Lulu, FGD 1). As
	L1-16.docx	out large- scale teacher training to reach those who	will	implement this Curriculum. The training strategy used is
	L1-16.docx	and then given the responsibility to train teachers who	will	implement Curriculum 2013 directly. End-user teachers are given
	L1-17.docx	who live abroad. Darren might be the one who	will	actually live abroad because of the likelihood of
	L1-1.docx	also recognized the mentor as a powerful figure who	will	decide on her teaching practicum grade. Therefore, she
	L1-20.docx	the affairs of others in the world then Allah	will	complicate his or her affairs" (see excerpt 2). This
	L1-20.docx	namely "whosoever facilitates the affairs of others then Allah	will	facilitate his or her affairs in the hereafter.
	L1-8.docx	advised to insert Inshaa Allah (literally meaning, if Allah	will)	to mark future references and the recognition of
	L1-15.docx	themes and sub-themes emerging from the thematic analysis	will	be presented. Chapter 5 Descriptive Analysis 5.1. Overview of the
	L1-15.docx	of the key themes emerging from the thematic analysis	will	be elaborated in the following sections. 5.2. Potential factors
	L1-15.docx	understanding of the research, the results of this analysis	will	be merged with those of the statistical analysis
	L1-10.docx	milieu (Kirkpatrick, Subhan, and Wilkinshaw, 2016). The final section below	will	summarise the key message from this study. 8.6 Key
	L1-20.docx	a multicultural and multilingual region. The last section below	will	summarise the key messages from this study. 8.8 Key

File	Left context		Right context
L1-1.docx	In order to explore this detail, the sections below	will	follow the categories of expected professional identities derived
L1-5.docx	to learn English. Net said, "I want my children	will	be successful like studying abroad". This means that
L1-5.docx	an early age. Therefore, in the future, the children	will	be able to master English and be successful
L1-5.docx	the choice of kindergarten, she said "well, the children	will	have a broader knowledge and also their English
L1-1.docx	comes from that community, and conforming to the community	will	bring personal benefits.
L1-15.docx	to increase social sensitivity. Being part of the community	will	help them shape their perceptions of the teaching
L1-20.docx	point of view that being part of the community	will	result in a sense of belonging. In fact,
L1-1.docx	social skills. After presenting the critical incidents, the discussion	will	shift toward her process of crafting her identities,
L1-1.docx	of instruction. After presenting the critical incidents, the discussion	will	shift toward her process of development, the stakeholders
L1-1.docx	the learning outcomes stated under each category. The discussion	will	be organized around the constituents of professional identities
L1-1.docx	the teaching practicum program for three years. The focus	will	be on analyzing critical incidents that the supervisors
L1-1.docx	as a mentor teacher for nine years. The focus	will	be on analyzing critical incidents that the mentors
L1-1.docx	to one of these pre-service teachers. The focus	will	be on analyzing critical incidents that the pre-
L1-1.docx	teaching practicum experiences. Therefore, the presentation of her journey	will	be structured around the critical incidents that emerge
L1-1.docx	from her practicum experiences. The presentation of her journey	will	be structured around the critical incidents that emerge
L1-15.docx	teaching. Therefore, this aspect of pre-service teachers' journey	will	be elaborated further in the following section. 5.2.1.2. Teaching
L1-18.docx	paradigms from lecturer-dependence to independent learning. Consequently, lecturers	will	be able to appreciate how they can allocate
L1-18.docx	feedback and attention from the lecturers. Moreover, the lecturers	will	be able to provide motivating feedback and be
L1-18.docx	to be reformed. It is recognised that many lecturers	will	readily accept change and, therefore, improve and develop
L1-20.docx	question by specifically answering the third sub-research question	will	be presented as well. Cultural identity construction of
L1-8.docx	preference. Therefore, it is unlikely that educators in question	will	change their hijab practice in Australia and their
L1-18.docx	a necessity for English writing modules. The fifth question	will	now be addressed. In order to answer the
L1-10.docx	excerpt. Excerpt 5.3 <^^^> This indicated that T1 had a strong	will	to practice English because in daily life students
L1-15.docx	to become a teacher. However, he had a strong	will	to complete his study (formation) because of his
L1-15.docx	to change her mindset, to survive) demonstrated her strong	will	not disappoint her parents. She was very determined
L1-1.docx	teacher is required to display. The organization of these	will	be based on the agreed constituents of professional
L1-1.docx	the outcomes of the process of identity formation. These	will	be discussed in turn in the next sections. 7.2.1
L1-4.docx	activity and a process of an autodidact learning. These	will	be explained in detail in the next sections. 4.4.1.1.
L1-20.docx	advising students and building character in students. These activities	will	be explored in detail in the next sections,
L1-20.docx	students and dealing with contradictory issues. These two activities	will	be described in the following sections, respectively. 5.7.1.1 Building
L1-20.docx	as mentioned in chapter 2, how teachers view they are	will	affect the way they teach their students (Goh, 2015).
L1-20.docx	a teacher or what kind of teachers they are	will	be explored based on the analysed data gained
L1-16.docx	below. The results related to each of these categories	will	be presented below. <***> Figure 5.4. Themes related to curriculum
L1-16.docx	below. The results related to each of these categories	will	be presented below. Figure 5.5. Themes related to Curriculum
L1-5.docx	through learning English. Fin can see that her child	will	gain both knowledge and social networks. That is,
L1-5.docx	her child to be good so that the child	will	not lose his identity. Due to the focus
L1-20.docx	cultural identity in reality, i.e., in their classroom,	will	be described. Section 2: Data analyses from classroom observation
L1-6.docx	with lecturers as the main users of the classroom,	will	perhaps result in limited, status-quo, less creative
L1-7.docx	that the faculty and the university publish. This collaboration	will	promote a learning culture in engaging preservice teachers
L1-7.docx	were published or rewarded by the university. This collaboration	will	promote a collaborative learning culture that engages the
L1-1.docx	in clarity each of the constituents, and these constituents	will	be later used in the invisible complex process
L1-1.docx	of the supervisors and mentors in prioritizing which constituents	will	become the focus of their mentoring. As predicted,
L1-20.docx	teachers construct as their teacher identity in journal data	will	be also presented. Section 3: Data analyses from teacher
L1-20.docx	identity constructions together with the excerpts from interview data	will	be explored in the next sections, respectively. 6.3.1 Regional
L1-1.docx	more specific but simplified ones. Each of these findings	will	be discussed in turn, in the following sections. 5.2.1
L1-18.docx	question was extracted. A general conclusion of the findings	will	be discussed in relation to the literature. 5.4 Discussion 5.4.1

File	Left context		Right context
L1-9.docx	serious competition in the job market that the graduates	will	be entering as work force. Here, English is
L1-2.docx	and working for international companies and organizations. The graduates	will	increase their chance to get good jobs if
L1-17.docx	practice. The participants' investments in developing their teaching habitus	will	be seen from their experiences in getting a
L1-17.docx	in Indonesia. Therefore, in this section, the participants' habitus	will	be discussed in several aspects according to the
L1-17.docx	high status and many middle and upper class Indonesians	will	use English for peer interaction" (p. 41). Smith further
L1-17.docx	high status and many middle and upper class Indonesians	will	use English for peer interaction" (p.41) Not all
L1-18.docx	is discussed here. All the stakeholders in the institution	will	benefit from this study. These include the researcher,
L1-18.docx	this topic of research. The lecturers in the institution	will	learn that the way they implement the technology-
L1-5.docx	have a broader knowledge and also their English knowledge	will	be more advanced". As an entrepreneur mother, who
L1-5.docx	social capital, as she believes that having English knowledge	will	help her child have more opportunities to obtain
L1-13.docx	people" (Pre- Interview, p. 5). English, Indonesian, and indigenous languages	will	co-exist. 8.2.2.2 Instrumental stance While those taking an
L1-13.docx	languages, as Dina mentioned earlier, was conditional. Those languages	will	exist together because English is only a foreign,
L1-2.docx	that the students who are highly motivated to learn	will	have good grades. However, most students claimed that
L1-2.docx	suggests that students who are highly motivated to learn	will	not necessarily have good grades or there might
L1-13.docx	Table 6.2). To the students, Budi said that "the lesson	will	be in English, full English. However, he did
L1-16.docx	of materials used as a basis for the lesson	will	have a decisive effect on the ease of
L1-20.docx	next section, the data analyses generated from classroom observation	will	be presented for the sake of answering the
L1-20.docx	performed by one of the teachers during classroom observation	will	be explored, namely teacher as a parent of
L1-16.docx	critical perspective. Accordingly, a more democratic language education policy	will	be adopted in the future.
L1-17.docx	ELT as it is widely believed that this policy	will	immerse students in an English environment to help
L1-8.docx	home country, it is unlikely that their hijab practice	will	change. Figure 5. 4 Practice selection on hijab observance <***> 5.3.5 Wishes
L1-8.docx	likely cost the flow of interaction, adopting standard practice	will	obviously facilitate intercultural communication. However, mirroring is not
L1-18.docx	doing the revision based on the feedback from readers	will	develop students' metacognitive ability and language creativity. It
L1-7.docx	some limitations and suggested possibilities for further research. Readers	will	recall that this study rested on responses to
L1-17.docx	Indonesian non-NESTs' identities. Other limitations of this research	will	be briefly mentioned below. First, there were an
L1-14.docx	based instructional goals. What the findings of the research	will	show is more to elaborate how the integration
L1-10.docx	English. Through regular practices in the class, their skills	will	be sharpened up. They were accustomed to use
L1-13.docx	s useful is self-introduction, speaking skills. Speaking skills	will	be used" (pre-interview, p. 10). Accordingly, she was
L1-4.docx	are asked to be involved since not every student	will	feel that it is necessary to do so,
L1-18.docx	conducted in smaller classes. In this way, each student	will	have an opportunity to receive adequate feedback and
L1-12.docx	interviews with the teachers. The findings of such studies	will	increase our understanding of the teachers' decision-making
L1-18.docx	of internet technology. It is hoped that future studies	will	seek to build on this approach by measuring
L1-5.docx	the forms being introduced. In the end, the teacher	will	continue to do whatever she does in the
L1-20.docx	that who teachers see they are as a teacher	will	influence how they teach their students (Goh, 2015), whereas
L1-20.docx	in which" (Kumaravadivelu, 2003, p. 544) it is embedded. Only then	will	language teaching become more effective and right on
L1-9.docx	deliberate effort for the teachers and pupils. Only then	will	the EFL teachers and students be able to
L1-10.docx	any institutions is that PhD holders from overseas universities	will	automatically be assigned to teach in IUP. The
L1-10.docx	policy. Through this policy, PhD holders from overseas universities	will	automatically be assigned to teach in IUP as
L1-9.docx	will, or that only God knows for sure what	will	happen in the future, which is different from
L1-4.docx	the digital era and teachers' reflective beliefs about what	will	work best for their students (see chapter 4, part
L1-13.docx	to the dialogue, alright, listen to the dialogue. You	will	listen, you will listen... three dialogues, listen three
L1-13.docx	alright, listen to the dialogue. You will listen, you	will	listen... three dialogues, listen three dialogues and choose
L1-19.docx	the improvement of students' English and critical thinking abilities	will	be given further consideration and is elaborated upon
L1-9.docx	as Indonesia, as Yanti's account particularly shows above,	will	be specifically discussed in the following section 5.5 on
L1-15.docx	hers, or 'vicarious experience' (Bandura, 1977, 1982), when performing expected actions	will	strengthen their endeavours. Mohamed, Valcke, and De Wever (2017)
L1-20.docx	we are truly sincere or not. Even, His angel	will	not know if we are sincere or not.

File	Left context	Node	Right context
L1-18.docx	the classroom environment that utilises technology-mediated TBL approach	will	synchronically build the motivation to persist and retain
L1-3.docx	As they do, would some of them fly around?	Will	there be more people coming in and out
L1-9.docx	as well. These included the classics Whatever will be,	will	be (Que sera, sera) by Doris Day and
L1-18.docx	is included, it is expected that the classroom behaviour	will	reflect a positive learning motivation that will show
L1-5.docx	a form of cultural capital. Some forms of capital	will	bring benefit for their child because of learning
L1-3.docx	out of the coffee shop? Or maybe the chairs	will	be serving me my snacks?” (Sella, journal). Sella
L1-1.docx	The critical incidents that are relevant to these challenges	will	be discussed in turn. 6.2.2 Dealing with Students Tasya’
L1-10.docx	gives benefits for them because students in regular class	will	be motivated to talk. But in IP, I
L1-16.docx	of view on issues. Shared authority in the classroom	will	allow critical dialogue to emerge between teacher and
L1-10.docx	and loose rule of practicing English in the classrooms	will	be described in the sections below respectively. 6.3.2.2.5.1 Teachers’
L1-8.docx	commodate diverse people indicates such awareness. Their intercultural communication	will	likely impact their personal and pedagogical practices. On
L1-1.docx	and their individual learning needs, and that these competences	will	influence how the pre-service teachers can successfully
L1-16.docx	social attitude, knowledge, and skill. Each of the competencies	will	be measured by means of different techniques of
L1-18.docx	learn from their written mistakes: “Yeah, mistake, the computer	will	make something like a line, so make easier
L1-4.docx	see chapter 2, section 2.2.1). The typical students that they conceptualize	will	determine how they implement their pedagogical practices. The
L1-16.docx	expected transformation in the national education system. These concerns	will	be addressed in the last chapter of the
L1-20.docx	issues. The examination of how this practice is conducted	will	be presented in the next section. 5.3.1.3 Dealing with
L1-20.docx	identity construction of these teachers, namely global identity construction,	will	be also explored. 6.3.3 Global identity construction All the
L1-12.docx	essential in an essay as a change in content	will	influence overall essay. Thus it needs to be
L1-18.docx	influencing English learning in the vocational higher education context	will	be analysed in Chapter 5. Similar to this chapter,
L1-9.docx	Holliday, 2011, p. 197), and ‘that all people from that culture	will	behave in that way’ (Holliday, 2016, p. 34). In contrast,
L1-20.docx	example, if their national identity (such as national cultures)	will	contradict their Muslim identity (Islamic culture/teachings), then
L1-15.docx	very thick. After planning, the teaching and learning cycle	will	be completed by implementation and evaluation. Evaluation can
L1-20.docx	codes, together with the excerpts retrieved from interview data,	will	be presented in the following sections. 5.3 Roles in
L1-14.docx	More specific roles of learners in the instructional design	will	be addressed in the following section about the
L1-17.docx	a system of thought and practice, habitus, once developed,	will	remain a part of someone’s identity, although
L1-20.docx	here. If the condition is already like this, devil	will	clap his hands with pleasure because he has
L1-18.docx	emerge and potentially contribute to this gap. These differences	will	be discussed further by focussing on each stage
L1-15.docx	respondents’ perceptions. Later in this chapter, all the dimensions	will	be combined to seek the correlations among them
L1-18.docx	fits the TBLT framework is now needed. Considerable diplomacy	will	be required, and adequate time set aside to
L1-16.docx	be settled in time and the advantages and disadvantages	will	be observed after 3-4 years study. During the first
L1-15.docx	Therefore, pre- service teachers who have strong, resilient dispositions	will	be able cope with these personal and social
L1-9.docx	expressing one’s submission to or belief in Divine	Will,	which is one of the fundamental tenets in
L1-20.docx	in front of their students because what they do	will	be followed by their students as reference. Regarding
L1-20.docx	students during the class, then the specialisation mentioned earlier	will	slowly disappear from the teachers. Second, it is
L1-18.docx	write some paragraph, if we make a mistake, Edmodo	will	help with, for example, the English rule requires
L1-16.docx	change takes place, the content of the curriculum elements	will	also be adjusted. These elements may formulate new
L1-1.docx	are absent, she can ensure that the teaching (Ely349)	will	be effective. The third personal quality is being
L1-11.docx	extent to which their criticism of the national examinations	will	be heard by the government. Four other teachers
L1-19.docx	EFL teachers’ lesson plans). Data description and interview excerpts	will	be presented to support the emergence of themes
L1-15.docx	supervisors is not enough to guarantee the practicum experience	will	support pre-service teachers’ professional learning and confidence;
L1-15.docx	as we know that this means student-learning experience	will	be enhanced and teachers are more likely to
L1-8.docx	if its ingredients satisfy his religious criteria. Similar experiences	will	be presented in the next chapter. Andri’s
L1-18.docx	the policies were integrated into the study, an explanation	will	be given of how this study helped the
L1-10.docx	thick accent like I speak Bahasa Indonesia @@@. Because foreigners	will	hear it strange “(T16). It seemed that T16
L1-8.docx	the country that everyone is invited to have free	will,	whatever they want and then, sometimes we afraid

File	Left context	Node	Right context
L1-18.docx	language learning by Golonka, Bowles, Frank, Richardson, and Freynik, (2014)	will	be used to analyse the data. Classification of
L1-17.docx	a member of the English community in the future	will	invest in developing his or her competence in
L1-20.docx	religion, i.e., Islam. As Muslims believe that God	will	help them in the hereafter as long as
L1-17.docx	that if I did not cooperate then my grade	will	be low" (Shofia, Interview). Her experience of teaching
L1-1.docx	The profiles also describe what abilities that the graduate	will	have or will be able to perform upon
L1-20.docx	in the field, with the hope that the harvest	will	be successful. However, regarding Easter, Edi did not
L1-1.docx	heavy expectation on the graduate. As a teacher, he	will	bear the consequences if the classroom quality and
L1-10.docx	avoided (T15, T16, and T25). The next sub- heading	will	present the last issue of this section. 7.3.4 Teachers'
L1-20.docx	teaching will be explored. However, their cultural identity here	will	be divided into three categories, that is, their
L1-7.docx	provide quality experience for preservice teachers. This perception however	will	be elaborated further in section 5.4. concerning preservice teachers'
L1-16.docx	elicited during the interviews. In the subsequent section, I	will	elaborate on the curriculum elements in the implementation
L1-1.docx	are placed in a different workplace context, these identities	will	continue to undergo a process of reinvention, depending
L1-20.docx	identities here, i.e., regional identity and Acehnese identity,	will	be mentioned interchangeably. Generally, these Acehnese English teachers
L1-4.docx	pattern of Indonesian students' cultures of learning. Part II	will	present the findings from the interview data source
L1-4.docx	teachers' perceptions of students' cultures of learning? Part III	will	display the findings of the third research question:
L1-1.docx	the needs of the employers, determine whether an individual	will	get or maintain a job. Thijssen et al. (2008)
L1-4.docx	Holliday (2013) explained that after the process of routinisation, individuals	will	experience the process of rituals, reification, and dualities (
L1-15.docx	Having the bigger picture of teacher education in Indonesia	will	potentially provide more comprehensive profiles of the programs,
L1-20.docx	their global identity construction is not found. That information	will	be provided in the following sections, respectively. 6.4.1 Regional
L1-7.docx	to provide high quality feedback and assessments. This issue	will	be discussed further in the following section. 5.3.2. Mentors'
L1-4.docx	of learning affect students' practices of learning? Part IV	will	answer the fourth question: How do teachers' perception
L1-2.docx	When they graduate, their proficiency in speaking the language	will	have been established or at least they have
L1-13.docx	Indonesia. She noted, "They [English, Indonesian, and indigenous languages]	will	coexist. It's likely that they are not
L1-14.docx	students' real-life literacy practices so that the learners	will	be able to understand and competently use how
L1-17.docx	or watching movies in English. These modes of learning	will	be elaborated on in much more detail below.
L1-10.docx	English proficiency. This requirement is necessary because all lectures	will	be conducted in English. Prospective students' English proficiency
L1-15.docx	foreign language (it is expected that all English lessons	will	be delivered by pre-service teachers in the
L1-15.docx	the activities outside classrooms. Early exposure to school life	will	give them more time to prepare themselves psychologically
L1-17.docx	by its members during the learning process, the members	will	not be afraid of making mistakes, which could
L1-1.docx	teaching. As a result, she thinks that the mentors	will	assess them in terms of creativity and the
L1-20.docx	of students and teacher as a moral role model,	will	be presented as well, respectively. 5.3.2 Teacher as a
L1-2.docx	hypothesis stating that Lecturers' and students' appreciation of MTS	will	differ from lecturers and students' perceptions on MTS
L1-8.docx	And if Muslims commit to using it non- Muslims	will	understand it" (Fie, L84). Practice selection and considerations
L1-20.docx	respectively). This fact confirms what Llurda (2018) states that NNESTs	will	feel a sense of inadequacy and a lack
L1-11.docx	that any collective action (the third stage of NPT)	will	be based on less than solid foundations of
L1-9.docx	Even behaving in the same way as the NSs	will	not guarantee a recognition by or an easy
L1-20.docx	praise she meant above. Then as in Islam one	will	not enter paradise if there is a little
L1-15.docx	teachers with low self- efficacy. Furthermore, the teachers' openness	will	influence the class atmosphere and the level at
L1-16.docx	participation is incorporated at the appropriate time. This opportunity	will	serve to ensure that teachers gain access to
L1-1.docx	describe what abilities that the graduate will have or	will	be able to perform upon graduation. The learning
L1-16.docx	individual coping strategies with the change process, among others,	will	be analysed, as well. It is expected that
L1-10.docx	in the class was in accordance with his own	will.	Besides English, the table 5.2 also displays the average
L1-5.docx	English at home, another way in which a parent	will	sponsor the learning of English is through the
L1-17.docx	higher position than the teacher. Consequently, students or parents	will	have more power than the teacher in the
L1-20.docx	this study, the national identity construction of its participants	will	be examined through these three ways in the
L1-10.docx	Contributions, and implications of this study to EMI pedagogy	will	be presented in the next section. 8.5 Implications The

	File	Left context	Node	Right context
	L1-16.docx	his or her ability to change, and that people	will	want to change if they understand the reasons
	L1-10.docx	was accumulated with English mixed with LOTE the percentage	will	be even higher than previously. However, the emergence
	L1-20.docx	might not enter paradise since in Islam a person	will	not enter paradise if there is a proud
	L1-1.docx	signals from the stakeholders, and selecting which professional personae	will	offer more benefits for them in the final
	L1-2.docx	after the studies. It is hoped that this phenomenon	will	be changed and will bring the English major
	L1-1.docx	the ELE program, and thus submitting good lesson plans	will	ensure that she successfully passes the course, which
	L1-18.docx	generated from this study, the lecturers at the PNP	will	be able to explore its conclusions. It is
	L1-8.docx	the English-speaking country. The range of selected practice	will	likely affect their greeting practice in their home
	L1-15.docx	now know that the lack of perception of preparedness	will	influence overall confidence for self-efficacy in teaching.
	L1-16.docx	Altun and Buyukozturk (2014), which outlined that the change process	will	be settled in time and the advantages and
	L1-14.docx	carry a meaning of hope: that drinking this product	will	bring a hopeful and peaceful mind. Despite such
	L1-15.docx	considered insufficient. These negative perceptions of the teaching profession	will	impact on their feeling of preparedness to teach.
	L1-7.docx	teachers who perceive themselves as weak in English proficiency	will	have lack confidence in their teaching ability (Renandya
	L1-10.docx	will be conducted in English. Prospective students' English proficiency	will	be measured through the Diponegoro English Test (DET)
	L1-20.docx	for attracting students and building confidence (these two purposes	will	be examined in the next paragraphs). In addition,
	L1-12.docx	the end of your first body. Finding another reason	will	be better and will enrich your argumentative writing." (
	L1-8.docx	Muslims who are obliged to observe a halal recommendation	will	also source their meat in halal outlets across
	L1-16.docx	principals have the same opinion regarding the time reduction	will	create a domino effect on the English teaching
	L1-16.docx	difficultly, it must allow for the fact that reductionism	will	not work – there will be no single right
	L1-1.docx	A rubric is also offered for how this reflection	will	be evaluated. The individual process of crafting identities
	L1-11.docx	locomotive of change. Success or failure of the reform	will	be determined by the ability and readiness of
	L1-15.docx	Gu & Day, 2007). According to Pickett et al (2004), social relatedness	will	lead to perseverance and persistence to complete their
	L1-7.docx	to support preservice teachers' professional growth. This better relationship	will	lead to effective roles that will assist student
	L1-20.docx	a least during the whole semester, so that researcher	will	gain rich and insightful data about the teachers'
	L1-8.docx	outlets across the country. Furthermore, people with less restriction	will	easily find their staple food of choice. Recognition
	L1-16.docx	to more creative, dynamic, and innovative ones. Such results	will	serve to inform the support systems which will
	L1-20.docx	is indeed someone who must speak English. This role	will	be deeply explored in the following section. 5.4.1 English
	L1-9.docx	expected because everything works and happens under God's	will,	or that only God knows for sure what
	L1-16.docx	main barrier. This shows that change initiatives in school	will	not be sufficiently successful unless supported by the
	L1-18.docx	of time constraints. Observing the learning for a semester	will	provide a further advantage to future research. It
	L1-8.docx	of expressing future activity. English uses auxiliary verbs, shall,	will	or be going to (Declerck, 2015; Michaelis, 2020) to indicate
	L1-20.docx	so-called regional identity. Besides, this regional identity sometimes	will	be also mentioned as Acehnese identity here as
	L1-15.docx	students, school- practicum supervisors, other teachers, and other staff)	will	accept them. However, interviewees reported the friendliness and
	L1-1.docx	the pre-service teachers' developing social capital. Each stakeholder	will	be discussed in turn. 5.4.1.1 Education Office and the
	L1-11.docx	suggested innovations. Active participation of external-to-school stakeholders	will	stimulate collective monitoring of the reform implementation (May &
	L1-1.docx	teachers in my research went through, and each step	will	be discussed in turn. At the first step,
	L1-17.docx	built the secondary habitus of teaching English. The stories	will	explore some of the critical events or relations
	L1-20.docx	the teachers, namely teacher as a parent of students,	will	be also explored. 5.7.2 Teacher as a parent of
	L1-18.docx	research findings, and the lessons learnt from this study,	will	be helpful to other EFL practitioners and researchers
	L1-1.docx	Qualification Framework). It is expected that the IQF system	will	encourage the development of skills in workers, facilitate
	L1-8.docx	several things during a talk, Inshaa Allah my talk	will	include blab bla and bla or a commitment
	L1-16.docx	n=143) agreed they know how a particular assessment tasks	will	be marked. Although the rate of disagreement is
	L1-15.docx	the feelings of having the insufficient capability to teach	will	lessen readiness to teach and possibly lessen a
	L1-20.docx	How these two actions are related to Islamic teachings	will	be explained in the next paragraphs. Yet, these
	L1-16.docx	elements. It seemed that the inner motivation and the	will	to become better teaching professionals by pursuing continuous
	L1-16.docx	change has just started. I hope that this thesis	will	encourage other researchers, particularly in Indonesia, to further

	L1-15.docx	may imitate their former teachers' strategies that they think	will	work well in their own class. By doing
	L1-1.docx	two school sites, Lintang and Tasya. The chapter thus	will	be presented into two sections, each dedicated to
	L1-17.docx	become a freelance teacher trainer and his CELTA training	will	be useful in helping him design training programmes
	L1-8.docx	the future reference expression. Individuals with strong personal traits	will	negotiate with and educate others so their practice
	L1-20.docx	influence their decision-makings in teaching, which in turn	will	affect their students' learning itself (see Goh, 2015). Thus,
	L1-20.docx	their cultural identity. How the relationship between the two	will	be discussed further in chapter 7. In addition, this
	L1-12.docx	to the effectiveness of corrective feedback. Any feedback type	will	fail if the students are not dedicated to
	L1-18.docx	from the focus group discussions. Firstly, the tools used	will	be presented followed by the reasons and how
	L1-20.docx	his or her students both verbally and non-verbally	will	become a part in their moral assessment in
	L1-9.docx	were selected as well. These included the classics Whatever	will	be, will be (Que sera, sera) by Doris
	L1-6.docx	become digitally literate. Attending formal professional seminars or workshop	will	benefit lecturers not only on knowledge but also
	L1-15.docx	year of initial teacher education until the final year	will	provide a perspective and view of the complete

Epistemic Modal Verb: Will not

No.	File	Left context	Hit	Right context
1	L1-5.docx	basic English before entering elementary school so that they	will not	feel surprised". Similar responses were found in
2	L1-15.docx	study and work harder to achieve success so they	will not	disappoint their parents. The evidence underlines that
3	L1-17.docx	that if the situation in this industry worsens, they	will not	be able to make ends meet. In
4	L1-20.docx	we are truly sincere or not. Even, His angel	will not	know if we are sincere or not.
5	L1-5.docx	her child to be good so that the child	will not	lose his identity. Due to the focus
6	L1-2.docx	suggests that students who are highly motivated to learn	will not	necessarily have good grades or there might
7	L1-17.docx	by its members during the learning process, the members	will not	be afraid of making mistakes, which could
8	L1-9.docx	Even behaving in the same way as the NSs	will not	guarantee a recognition by or an easy
9	L1-20.docx	praise she meant above. Then as in Islam one	will not	enter paradise if there is a little
10	L1-20.docx	might not enter paradise since in Islam a person	will not	enter paradise if there is a proud
11	L1-16.docx	difficultly, it must allow for the fact that reductionism	will not	work – there will be no single right
12	L1-16.docx	main barrier. This shows that change initiatives in school	will not	be sufficiently successful unless supported by the
13	L1-15.docx	to change her mindset, to survive) demonstrated her strong	will not	disappoint her parents. She was very determined
14	L1-20.docx	If teachers commit what they forbid, then the students	will not	obey the teachers anymore and might do

Epistemic Noun: Assumption

No.	File	Left context	Hit	Right context
1	L1-2.docx	before assessing the relationships between the two variables. The	assumption	of normality of student motivation and reported MTS
2	L1-2.docx	the p value is under .005 (p = .000), suggesting that the	assumption	of normality was violated, or data was not
3	L1-2.docx	that p value was below .05 (p = .000), confirming that the	assumption	of normality was violated, or data of lecturers'
4	L1-2.docx	plots show in Figure 5 in Appendix B that the	assumption	of normality was not violated, or data were
5	L1-1.docx	teachers because "they didn't ask" leads to the	assumption	that although the headmaster did assign other teachers
6	L1-6.docx	with technology (Brooks & Young, 2015; Medina, 2018; Zhang & Zhu, 2017). Despite the	assumption	that the low-technology context could be categorised
7	L1-16.docx	process of curriculum innovation and change abounds with the	assumption	that change is a difficult, often a painful
8	L1-16.docx	I would argue that policy makers should rethink the	assumption	that English subject may threaten the students' proficiency
9	L1-15.docx	chi-square of 2982.038 and p<0.01. In this case, the	assumption	to run a factor analysis is met. The
10	L1-20.docx	she considered them to be her own children. This	assumption	can be seen through the way she addressed
11	L1-20.docx	to teach the language to others (Llurda, 2018). With this	assumption	in mind, it is rather logical to contend
12	L1-18.docx	the intensity of the motivation is more crucial. This	assumption	is in line with Gardner (2007) in that classifying
13	L1-11.docx	often followed by a change of curriculum' [GD1]. This	assumption	made the teachers less engaged with the K13
14	L1-13.docx	by which a dominant ideology is disseminated; but this	assumption	should not go unquestioned" (p. 34). It is important
15	L1-15.docx	and workload. Some participants agreed that there was an	assumption	that teaching is a job for females and
16	L1-17.docx	It could be said that Anji had an inaccurate	assumption	in thinking that the institution (the hotel) would
17	L1-3.docx	supposedly had freedom in choosing this course. My initial	assumption	was that the students taking this course had
18	L1-2.docx	was below .05 (p = .025, Shapiro-Wilk), suggesting that the normality	assumption	was violated, or data of the variables were
19	L1-2.docx	are included below. • Items of reported MTS use Preliminary	assumption	testing indicated in Table 5.7 that p value for
20	L1-20.docx	just can teach the language formally. This people's	assumption	is normal because English teachers spent several years

Epistemic Noun: Believe

No.	File	Left context	Hit	Right context
1	L1-1.docx	good' and 'uninterested' teachers seems to come from the	belief	that each person has an intrinsic motivation in
2	L1-9.docx	a case in point by alluding it to the	belief	that the future can turn out not as
3	L1-9.docx	among some Muslim parents are due largely to the	belief	that their children can become westernised or secularised
4	L1-9.docx	and to diversity viewed through an Islamic lens. The	belief	that seeking knowledge is highly encouraged or even
5	L1-9.docx	events and interactions for various reasons. These include the	belief	that the discussion of cultural, moral and religious
6	L1-15.docx	note that positive perceptions about this profession and the	belief	that teaching can lead to a better life
7	L1-15.docx	preparedness for instructional strategies and professional engagement. Second, the	belief	that teaching is demanding work has also affected
8	L1-19.docx	EFL teachers' adverse perceptions of the SA, including the	belief	that the SA is too rigid to be
9	L1-17.docx	the practical ways to learn English but also the	belief	about how to learn English effectively. Claire commented
10	L1-1.docx	role in the academic matter of transferring knowledge. The	belief	is reflected in choices made in her day-
11	L1-15.docx	for teaching (see Figure 4.1). The first factor is the	belief	of gender relatedness. This factor shows its influence
12	L1-8.docx	when they involve interaction with people who share the	belief	system, regardless of their country of origin. However,
13	L1-9.docx	also likely to be so deeply entrenched in the	belief	systems that can make people resistant to change (
14	L1-17.docx	as the last resort." (Darren, Post-observation interview). The	belief	that 'practice makes perfect' is very common within
15	L1-15.docx	impact, especially on preparedness regarding instructional strategies. Third, the	belief	in gender relatedness appears to provide influence on
16	L1-9.docx	values was lacking. The other EFL teachers explained the	belief-	practice divergence as a consequence of a limited
17	L1-9.docx	and time constraint as the main reasons for the	belief-	practice gap. In this way, the students were
18	L1-1.docx	their children's achievement in class. She explains her	belief	in having the authority in the classroom to
19	L1-1.docx	of technology as a motivational tool strongly reflects her	belief	in providing enjoyment to students, which she, in
20	L1-3.docx	school had built her confidence in writing and her	belief	in her creative skills. Sella, another student who
21	L1-13.docx	this case, Ana's experience going abroad consolidated her	belief	in the need for mastering English imbued by
22	L1-13.docx	that such a pronunciation was not underpinned by her	belief	in British English as Standard English. In other
23	L1-13.docx	the classroom, Ana did not seem to change her	belief	in English monolingualism. In terms of how Ana'
24	L1-13.docx	important to learn English is quite pragmatic. Following her	belief	in the importance of learning English for international
25	L1-1.docx	in the school and found these conflicted with her	belief	that lessons can be done outside the classroom.
26	L1-1.docx	At the beginning of the interview, Tasya expresses her	belief	that using technology for teaching is "very important" (
27	L1-1.docx	very important" (Tas266). Her reasoning is referenced against her	belief	that using technology can ease her teaching in
28	L1-6.docx	café. This fact seemed to be supported by her	belief	that learning with internet enabled her to learn
29	L1-8.docx	factors are taken into consideration. Being aware of her	belief	that such a compliment contains religious teaching, she
30	L1-9.docx	Pancasila (Kementerian Pendidikan Nasional, 2010, 2011). For example, Ambar asserted her	belief	that the singing together of patriotic and/or
31	L1-1.docx	techniques, including: her knowledge of students and materials; her	belief	of what is appropriate for students and the
32	L1-1.docx	against her own knowledge of the students and her	belief	of what works for the students, and her
33	L1-13.docx	linguacultural backgrounds in English. Such an experience reinforced her	belief	as illustrated in the following comment. <^^^> (Pre-Interview,
34	L1-5.docx	on the interview data. Dedicated cosmopolitan parents have a	belief	that the world is open and needs to
35	L1-8.docx	opine that offering Christmas wishes signals approval of a	belief	that violates the Islamic creed, and thus offering
36	L1-11.docx	variety of learning tasks and exercises. This implies a	belief	that frequent exposure to the English tasks improves
37	L1-9.docx	might not be explicitly translated into practices. Such a	belief	can instead be taken as a positive point
38	L1-13.docx	found that in some EFL contexts there is a	belief	in the superiority of British English over other

#	File	Left context	Node	Right context
39	L1-13.docx	to learn English faster (Section 6.3.2.4). Ideologically speaking, such a	belief	reflects English monolingualism (Mori, 2014; Wiley & Lukes, 1996), that is
40	L1-15.docx	evidence presented in this sub-section demonstrates that a	belief	about gender- relatedness is considered important in the
41	L1-9.docx	sense of and engaging with different cultural concepts and	belief	systems embedded in the English language (Buttjes, 1991). As
42	L1-9.docx	awareness and understanding of one's own values and	belief	systems provides an important basis for comparing and
43	L1-9.docx	in this study has revealed that religious values and	belief	systems permeate the teaching and learning processes and
44	L1-9.docx	the local society to other people's values and	belief	systems and mediating differing perspectives. However, some EFL
45	L1-3.docx	also highlighted that creative people had the confidence and	belief	in their capability to produce something creative. Hence,
46	L1-3.docx	was important to help students develop self-confidence and	belief	in their own abilities to write stories or
47	L1-17.docx	s CoPs are heavily influenced by their commitment and	belief	in the supremacy of the CELTA-way as
48	L1-6.docx	ELT), this option might have been driven by their	belief	that they needed to provide exposure to the
49	L1-7.docx	SD) of mean scores below 1.00. The results demonstrated their	belief	that the nature of professional field experience in
50	L1-12.docx	Another belief that guided the teachers' feedback was their	belief	about their roles as teachers. Five (out of
51	L1-15.docx	teachers have a key role in students' success, their	belief	has no significant influence on their preparedness for
52	L1-15.docx	a standard deviation of 0.79 for their teaching methods. Their	belief	in the ability, 'I know the various methods
53	L1-9.docx	society and even perceived as a threat to their	belief	systems and behaviours. By realising the danger of
	L1-4.docx	this cannot be interpreted as a part of their	belief.	Although teachers views about their students are derived
	L1-1.docx	There is a gap in the mentor's positive	belief	and the actual instructional practices of technology use
	L1-7.docx	on mentors' quality (See Table 5.1.) demonstrated preservice teachers' positive	belief	and attitudes toward their teacher mentors and supervising
	L1-7.docx	mean score of 3.82, the results still suggest a positive	belief	in a five-point Likert scale. The responses
	L1-7.docx	losely approached agreement (3.98 - 4/5) supporting the suggestion of participants' positive	belief	in their English knowledge and teaching skills during
	L1-7.docx	with mentor teachers and supervising lecturers indicated their positive	belief	of PPG preservice teachers' pedagogical competence which encompassed
	L1-7.docx	process, the majority of mentor teachers indicated a positive	belief	that the PPG preservice teachers possessed behaviours and
	L1-12.docx	cation 1, 2016; Fajar, personal communication 1, 2016).Excerpt 5.15below illustrates Fajar's	belief	about the benefit of selective corrective feedback compared
	L1-13.docx	at a private English school shaped the student's	belief	about how English should be taught. For example,
	L1-17.docx	violence" (Bourdieu & Passeron, 1990, p. 1) when he denounced Yanni's	belief	about teaching. A mentor always has more power
	L1-13.docx	of teaching English using only English shaped Budi's	belief	in the effectiveness of English- only instruction and
	L1-16.docx	highlighted by Calabrese (2002), who argues that each person's	belief	system is directly connected to his or her
	L1-9.docx	about, open towards and tolerant of other people's	belief	systems and behaviours we are. In the case
	L1-20.docx	world, Hanum tried to remind the students about this	belief	in order they were aware about this warning
	L1-15.docx	especially in Indonesia. Further, this study highlights that this	belief	may influence pre-service teachers' feeling of preparedness
	L1-9.docx	acknowledged the relationship between language and culture, although this	belief	might not be explicitly translated into actual classroom
	L1-17.docx	learning environment and to foster students' engagement. However, this	belief	was challenged when he was doing his CELTA
	L1-10.docx	through practicing or speaking only English. Because of this	belief,	she was unsure about the idea of practicing
	L1-12.docx	of providingaccurate feedback and their students as novices. This	belief,	together with the time pressure, motivated the teachers
	L1-17.docx	to reduce his talking time and to review his	belief	about building friendship with his students. It was
	L1-1.docx	in teaching. On the one hand, Anto expresses his	belief	in the benefits of using technology for teaching: <^^^>
	L1-1.docx	the school. Another source of qualification comes from his	belief	that the competence in using technology does not
	L1-15.docx	such as his motivation to please his parents, his	belief	towards the teaching profession, and his self-efficacy
	L1-17.docx	subordinate position, Yanni did not argue or defend his	belief.	Instead, he did what he was supposed to
	L1-20.docx	in fact is not only triggered by their Islamic	belief	but also their Acehnese culture itself. This is
	L1-9.docx	connect with new concepts that come with English. Islamic	belief	systems enter into the actual use of English
	L1-20.docx	Edi, in fact, it is part of his Islamic	belief	that a teacher should be a parent of

File	Left context	Node	Right context
L1-15.docx	social status,' the responses indicated a moderate level of	belief	with a mean of 4.06. The respondents appeared to
L1-15.docx	all positive responses formed an absolutely high level of	belief	with a mean of 5.06 on a six-point
L1-4.docx	there is still much argument about the diversity of	belief	factors about language learning (Mori, 1999). An issue that
L1-15.docx	can overcome students' diverse background knowledge' is a common	belief	about teaching among the respondents of this study.
L1-4.docx	harmonious and respectful relationship with their teacher, a common	belief	that has been inherited from generation to generation (
L1-7.docx	teachers from the six participating universities indicated their consistent	belief	of possessing desirable personal and social attributes as
L1-7.docx	mentors' selection of .782 was also indicative of participants' consistent	belief	on the quality of their mentors. The subsequent
L1-9.docx	by the introduction of undesirable elements to "our" local	belief	systems. As such, the ways Yanti made social
L1-3.docx	door suddenly opened by itself. According to the local	belief,	the toilet was haunted and this scary incident
L1-9.docx	vernaculars as Javanese and Madurese as well as Muslim	belief	systems. Yanti and the students at varying degrees
L1-8.docx	may not render a conflicting cultural value to Muslim	belief,	the non-verbal code such as handshaking, hugging,
L1-8.docx	of saying, I mean, I won't lose my	belief	on me" (Awat, L220) and "it is not
L1-10.docx	ages (see sections 5.3.1, 5.3.1.1, 5.3.1.2, 5.3.2.3, 5.4.1., 5.4.2, and 5.4.3). This reinforced my	belief	that it seemed difficult for teachers to only
L1-15.docx	The current research findings strongly argue that a negative	belief	about the teaching profession is likely to have
L1-10.docx	Program (IUP), personal perception toward English and personal negative	belief	on multilingualism. Meanwhile, the influencing factors for external
L1-9.docx	meaning. Rather than expressing one's submission to or	belief	in Divine Will, which is one of the
L1-11.docx	urban areas. Teachers were agitated by a concern or	belief	that rural school students are better taught using
L1-15.docx	pre- service teachers' motivation for teaching and their self-	belief	about teaching. Observing teaching practices by an expert
L1-11.docx	range of possible reasons e.g. lack of self-	belief	or uncertainty about what to do. Besides motivating
L1-1.docx	the beginning of the interview, Lintang expresses a strong	belief	in the usefulness of technology in her teaching.
L1-1.docx	more efficiently. In sum, although Tasya expresses a strong	belief	in the benefits of using technology for teaching,
L1-7.docx	was labelled as 'Pedagogical Competence to reflect preservice teachers'	belief	and attitudes on the pedagogical aspects in seven
L1-3.docx	had the opportunity once in one semester. Despite teachers'	belief	that it is a good thing to do,
L1-4.docx	cultures of learning. As stated by Borg (2001, p.186) that	belief	is a strong conviction of what is to
L1-9.docx	with local beliefs and behaviours. In line with that	belief,	they sought to ensure that classroom materials are
L1-8.docx	understood as the recognition of God's son, a	belief	that contradicts the Islamic creed. This study revealed
L1-15.docx	for teaching is elaborated in the following sections. a.	Belief	about gender-relatedness In the teacher education program
L1-12.docx	with their students (e.g., Gie, personal communication 2, 2016). Another	belief	that guided the teachers' feedback was their belief
L1-9.docx	examination-centric education system. In spite of the apparently	belief-	practice gap, Aris' position may help clarify the
L1-15.docx	as demonstrated by the path analysis (see Figure 4.1). b.	Belief	about teaching as a demanding job <^^^> (Nindi) The
L1-15.docx	subject matter, curriculum, and student development (see Table 4.1). c.	Belief	about teachers' social status Teachers' social status is
L1-9.docx	identity. Here, what is intriguing is that the cultural	belief	affects the way Ana approached professional competence and
L1-17.docx	shows how the native-speakerism is still a dominant	belief	amongst the non-native English teachers. In Wong'
L1-13.docx	originated. For example, Ana's instrumental stance (i.e.,	belief	in the importance of English and the need
L1-11.docx	the teachers in my study expressed a strong, explicit	belief	in the value and importance of performance and
L1-13.docx	not view any potential issue arising from his ideological	belief.	For him, speaking L1-accented English is what
L1-20.docx	do. Besides, such conformity is triggered by their implicit	belief,	that is, they are a linguistic and communicative
L1-6.docx	reason for using Facebook for teaching was the lecturers'	belief	that students commonly used this social networking site.
L1-8.docx	one common driving factor: faith. This factor draws on	belief	of the existence of the divine power, Allah
L1-9.docx	and how she put such beliefs into classroom practices. 4.2.3	Belief-	practice gap Ambar acknowledged the importance of exploring
L1-20.docx	and the teachers themselves indeed share the same religious	belief	with the students (appropriate context). Regarding the third
L1-16.docx	or accepted the curriculum change due to their strong	belief	that the 2013 English Curriculum impacted significantly upon the

L1-13.docx	the present study argues that a divergence between teacher	belief	and practice can also be caused by an
L1-12.docx	EFL teaching using Cabaroglu and Roberts' (2000) framework of teachers'	belief	change and found that student teachers' beliefs might
L1-15.docx	program (motivation) What preconceived beliefs they had about teaching (	belief)	What challenges they faced during their learning process
L1-9.docx	and identity as they are exposed to new values,	belief	systems and behaviours that come with such a

No.	File	Left context	Hit	Right context
1	L1-8.docx	Situated in English culture where commitment is manifested in	certainty	statements, they should reconcile home and host cultures

Epistemic Lexical Verb: Suggest

No.	File	Left context	Hit	Right context
1	L1-2.docx	Kassing, 2011) in which the students mentioned that giving a	chance	to perform (speaking skills) motivated them to learn
2	L1-4.docx	related to compound/complex sentences before giving students a	chance	to do exercises from the module. Similar to
3	L1-4.docx	November 10, 2017) The teacher seemed to give the students a	chance	to work collaboratively but to be autodidactic in
4	L1-6.docx	learning. He seemed so proud of being given a	chance	to create such a project. This experience motivated
5	L1-7.docx	mentor on campus is valuable as they have a	chance	to observe and provided inputs for preservice teachers.
6	L1-10.docx	for certain T's and C's. Giving a	chance	to use Bahasa Indonesia did not mean that
7	L1-12.docx	useful for students because they did not have a	chance	to revise the draft (e.g., Interview 2 Fajar).
8	L1-12.docx	The teachers stated that writing conferences gave them a	chance	to encourage and motivate students to learn to
9	L1-12.docx	feedback. The students in these conferences were given a	chance	to negotiate and to clarify any misunderstanding or
10	L1-15.docx	In response to the item 'teaching gives me a	chance	to make an impact on society', the descriptive
11	L1-15.docx	the factors with one question – 'I will have a	chance	to earn a good salary as a teacher' –
12	L1-15.docx	issues in the educational system; Teaching gives me a	chance	to make an impact on society; I like
13	L1-15.docx	Celline) For Celline, her teaching practicum gave her a	chance	to learn more about the teaching profession. She
14	L1-16.docx	ability, and 42% (n= 147) concurred that teachers give them a	chance	to say on the assessment tasks. In agreement
15	L1-17.docx	be understood as her way of giving him a	chance	to earn some money and gain some work
16	L1-17.docx	their participation in this research the participants had a	chance	to reflect on their journeys as teachers and
17	L1-18.docx	was considered helpful in this respect. Lastly, having a	chance	to receive peer feedback was considered motivating, "I
18	L1-11.docx	into error. However, there was no evidence of a	chance	being given to the students to internalize and
19	L1-4.docx	to be very relaxed because they were given the	chance	to discuss a task with their friends. The
20	L1-6.docx	English, but since joining the class, she got the	chance	to discuss with friends. She also practiced more
21	L1-16.docx	implemented at the school. They did not have the	chance	to like or dislike toward the new curriculum.
22	L1-16.docx	change process. For most of the participants, having the	chance	to share perspectives and seek solutions to common
23	L1-16.docx	change. As a result, teachers who had not the	chance	to join the training from the government could
24	L1-1.docx	giving gifts to the school may potentially jeopardize the	chance	of getting good grades. Lintang speaks at length
25	L1-17.docx	she could support her husband. She realized that the	chance	of her teaching English in London was slim,
26	L1-8.docx	member resentfully showed her response. When she had the	chance	to give comment the presentation, the first thing
27	L1-4.docx	them understand the material and give them a greater	chance	to engage in the classroom were preferable. Another
28	L1-11.docx	reform implementation (May & Finch, 2009) and give embedding a greater	chance. 8.5	Inconsistencies in embedding AfL due to contextual influences
29	L1-10.docx	understanding and English practices. In his view, giving more	chance	to use Bahasa Indonesia would affect students English,
30	L1-10.docx	understanding and English practices. In his view, giving more	chance	to use Bahasa Indonesia would affect students' English,
31	L1-17.docx	again, he replied, "I don't need the second	chance	you need the second chance. I never applied
32	L1-17.docx	t need the second chance you need the second	chance.	I never applied for the position, they asked
33	L1-17.docx	test courses. These, additionally, help the students measure their	chance	of being accepted for their major of choice,
34	L1-2.docx	international companies and organizations. The graduates will increase their	chance	to get good jobs if they have skills
35	L1-8.docx	Allah in Indonesian Muslim culture is understood as a 50:50	chance	of occurring or as an excuse to violate
36	L1-13.docx	change as /tʃeŋ/. Explaining different pronunciations between change and	chance,	Ana said the following. "Change [/tʃeŋ/] like this
37	L1-17.docx	had to ensure that all students had the equal	chance	to speak and develop their communicative skills. She
38	L1-8.docx	from the common Indonesian perspective of a fifty-fifty	chance	to almost a hundred (Nisa, L180). The most

39	L1-1.docx	lesson plans approved by the mentor to secure her	chance	of getting good grades from the mentor as
40	L1-17.docx	follow their tutor's guidance and had very little	chance	to give their opinion. This is also what
41	L1-13.docx	because we want to change]? Maksudnya [Did you mean]	chance?	Change [/tʃeŋ/] or chance?" (Classroom Observation 1, Video 1, Minutes 6
42	L1-10.docx	with my students [[was]] there. So, it is my	chance	to provide support, provide opportunities, give them hope
43	L1-10.docx	takings. However, in line with limitedness, there was no	chance	for me to do Transcription and analyse it
44	L1-13.docx	that she simply imitated her teacher's pronunciation of	ance. <^^^	Post-Interview 1, p. 4) There were indeed internal and
45	L1-17.docx	students in Indonesia, ELT at school is the only	chance	they have to learn English. Moreover, as was
46	L1-13.docx	change]? Maksudnya [Did you mean] chance? Change [/tʃeŋ/] or	chance?"	Classroom Observation 1, Video 1, Minutes 6.16 - 6.31). Learning how to
47	L1-13.docx	English as Standard English. In other words, Ana pronounced	chance	as /tʃans/ not because of her preference for
48	L1-13.docx	For example, there was an occasion when Ana said "	chance" (	Classroom Observation 1, Video 1, Minute 6.14, 6.29, 6.30, & 6.34). When
49	L1-6.docx	online sources. Eleven out of fourteen students shared that	chance	due to the task assigned by the lecturer,
50	L1-13.docx	used Indonesian to express the meaning of the word	chance,	twice, and abuse as follows. In the first
51	L1-13.docx	Observation 1, Video 1, Minute 6.14, 6.29, 6.30, & 6.34). When Ana pronounced the word "	chance"	as /tʃans/ in a way that was relatively

Epistemic Noun: Claim

No.	File	Left context	Hit	Right context
1	L1-13.docx	this study argues that the relationship between Ana's	claim	and actual practice can be termed using the
2	L1-13.docx	illusion to refer to the dissonance between Ana's	claim	and actual classroom practice. 9.4 Ideology in activity: From
3	L1-13.docx	did. Another example was a contradiction between Ana's	claim	about teaching British English and non-knowledge of
4	L1-18.docx	a particular matter. This current study validates Dörnyei's	claim	as it approaches motivation in a very specific
5	L1-18.docx	or persuasive writing. This study, therefore, support Conor's	claim	for the L2 writing task Therefore, the first
6	L1-18.docx	the writing classes. This also connected with Gardner's	claim	on classroom-learning (Gardner, 2007). To pass the module
7	L1-18.docx	and teaching approaches. However, this study confirms Golonka's	claim	that the use of the vocabulary searching tools
8	L1-17.docx	the context he or she is in, Arbo's	claim	to be understood as a musician, magician, and
9	L1-16.docx	and applied in the classroom. This confirms Nation's	claim (2009)	that the source of materials used as a
10	L1-11.docx	confidence in promoting peer assessment in their classroom. This	claim	is supported by the result of a deeper
11	L1-18.docx	writing task completion in the technology-mediated TBL. This	claim	is made by analysing the motivation from the
12	L1-18.docx	is the physical product of the learning itself. This	claim	is supported by the results from this study'
13	L1-20.docx	and primarily moral in nature" (p. 13) (see chapter 3). This	claim	is not always true because, as ELT is
14	L1-8.docx	maintaining one's identity requires a committed effort. This	claim	applies to Fie. Considering some factors regarding greetings,
15	L1-18.docx	for dependence on the use of electronic dictionaries. This	claim	was found valid in this current study. The
16	L1-11.docx	adjusting the next lesson (item 8 of ALIC) supports this	claim.	In this respect, it is likely that the
17	L1-9.docx	in English language textbooks, gives some evidence for the	claim	that English has been linguistically and culturally adapted
18	L1-19.docx	the main reason for implementing the SA was the	claim	that students have not yet reached HOTS. This
19	L1-20.docx	students that sincerity could not be judged through the	claim	that we made because sincerity itself was only
20	L1-13.docx	further elaborated in Section 5.3.3.3). 5.3.2.3 Standard language ideological stance: The	claim	and the actual practice The first classroom observation
21	L1-18.docx	motivation in a certain skill). This agreement with the	claim	was made because of the inconsistent findings recorded
22	L1-17.docx	teacher straight after completing the course. This confirmed the	claim	what 'everybody' (at Dago said about CELTA: that

Epistemic Noun: Doubt

No.	File	Left context	Hit	Right context
1	L1-10.docx	of the alumni was their English. It was no	doubt	that English was a powerful instrument for graduates
2	L1-10.docx	of the idea of practicing multilingualism. It was no	doubt	that perspectives and practices were conflicting. In addition,
3	L1-10.docx	the reason of practicing her multilingualism. It was no	doubt	that she was making use of her multilingual
4	L1-10.docx	of the idea of practicing multilingualism. It was no	doubt	that perspectives and practices were conflicting. In addition,
5	L1-10.docx	commonly used in teachers' daily communication. It was no	doubt	that the influenced of Islamic tradition came into
6	L1-4.docx	elicit students participation because these technological media are no	doubt	has become a large part of the students'
7	L1-6.docx	outside of the classroom or at home. When in	doubt	about what they had learned at home, students
8	L1-8.docx	any greeting. These different perspectives leave many Muslims in	doubt	in relation to offering Islamic greetings to non-
9	L1-9.docx	whose language accuracy (grammar, word choice, pronunciation) is beyond	doubt.	Wati's pedagogic beliefs and classroom practices in
10	L1-8.docx	in articulating such wishes there is no self-faith	doubt.	Meanwhile, avoidance practice occurs when the educators return
11	L1-17.docx	Arbo, claimed that during the CELTA course, his initial	doubt	about the quality of the course was erased
12	L1-17.docx	course led to a period of struggle and self-	doubt.	His confidence was crushed for much of the
13	L1-18.docx	On Item 6, the option "undecided" was not given. The	doubt	was recorded by choosing "Somewhat Agree" (8%) and "Somewhat
14	L1-15.docx	in a large class, and this caused her to	doubt	her preparedness to teach. During the teaching practicum,

Epistemic Noun: Evidence

No.	File	Left context	Hit	Right context
1	L1-4.docx	Thus, involving more teachers not only have enriched the	evidence	of my first data collection, it has helped
2	L1-4.docx	related to the students' characteristics. I will show the	evidence	of this from the data in the following
3	L1-11.docx	move the learning forward. This is supported by the	evidence	of the larger number of codes associated with
4	L1-11.docx	using AfL as prescribed by the curriculum, but the	evidence	of barriers far outweighed that of opportunities. To
5	L1-15.docx	to teach (see Lee & Yuan, 2014; Rots, Kelchtermans, & Aelterman, 2012). The	evidence	of this research suggests that feedback is a
6	L1-17.docx	repertoire Another key element of a CoP is the	evidence	of a shared repertoire which is developed by
7	L1-4.docx	teaching methods in the classroom. I will show the	evidence	in the next sub section. 4.4.2.3. Teacher-directed Approach
8	L1-11.docx	students' behaviours reported by other teachers or students. The	evidence	in general takes the form of scores and
9	L1-11.docx	that there is a degree of congruence in the	evidence	in relation to the teachers' reported and observed
10	L1-15.docx	this profession, as shown in the quote above. The	evidence	from this exploratory study highlights the significant influence
11	L1-18.docx	writing task completion. After presenting and discussing all the	evidence	from both the quantitative and qualitative data, the
12	L1-5.docx	feedback. A further contribution of the study is the	evidence	that parents' support and motivation for their children
13	L1-7.docx	teachers and individual interviews with mentor teachers provided the	evidence	that although they were aware of the importance
14	L1-11.docx	appeared in the form of marking tasks, although the	evidence	was scarce (0.59%). Marking practice is associated with teachers
15	L1-14.docx	case 2, although integration covered the first two stages, the	evidence	was very minimal, such as the response to
16	L1-11.docx	the classroom, focusing on extreme, extraordinary cases only. The	evidence	collected was mostly in the form of comments
17	L1-7.docx	earning English, responses included: <^^^> (FGU1*2). <^^^> (FGU6*1) <^^^> (FGU2*3) The	evidence	drawn from the responses above reveal the preservice
18	L1-15.docx	extremely important for pre-service teachers' professional practice. The	evidence	emerging from this study has demonstrated that learning
19	L1-5.docx	Kia systematically achieves phrasal plural agreement, and here the	evidence	is weak. Prompted by the researcher to count,
20	L1-9.docx	a predominantly Muslim country as Indonesia ineluctably cross. The	evidence	obtained in this study has revealed that religious
21	L1-15.docx	administered six days of teaching and learning schooling. The	evidence	presented in this sub-section demonstrates that a
22	L1-11.docx	specificity in their approach to giving feedback. Therefore, the	evidence	regarding feedback might be argued to be hardly
23	L1-14.docx	and the application of modes in real communication. The	evidence	related to this is shown in the classroom
24	L1-15.docx	teachers to the complexities and challenges of teaching. The	evidence	revealed that pre-service teachers' positive experiences with
25	L1-15.docx	In the context where this investigation was undertaken, the	evidence	strongly suggests that within the Indonesian contexts, social-
26	L1-9.docx	Wati's RPP on Teks Deskriptif (descriptive text) The	evidence	suggests that what the Indonesian EFL teachers think,
27	L1-15.docx	success so they will not disappoint their parents. The	evidence	underlines that motivation to serve others (including to
28	L1-11.docx	reasoning and argumentation skills. There is a lack of	evidence	regarding teachers' questioning to elicit the answer that
29	L1-11.docx	not entirely harnessed by teachers. Given the lack of	evidence	regarding cognitive participation among teachers coupled with the
30	L1-14.docx	video-song was employed, there was a lack of	evidence	regarding the alignment of its utilisation with any
31	L1-4.docx	separately because of the importance of the weight of	evidence	that arose about those themes. As I have
32	L1-19.docx	triangulating data, the researcher can provide "a confluence of	evidence	that breeds credibility" (Eisner, 1991, in Bowen, 2009, p.28). The
33	L1-16.docx	change is necessary. I can see a lot of	evidence	especially myself. I feel that my English skill
34	L1-5.docx	bags red and one cow white. These shreds of	evidence	may be from the Indonesian NP structure consisting
35	L1-9.docx	the research processes, drawing on the multiple forms of	evidence	obtained from the different data collection methods. The
36	L1-11.docx	and lessons recorded by video. Given this body of	evidence,	I argue that AfL practices (e.g. engaging
37	L1-7.docx	teacher respondent made further claims: <^^^> (MTU6*1). These comments provided	evidence	that establishing strong university and school partnerships by
38	L1-7.docx	groups with some preservice teachers from each university provided	evidence	that some participants, in particular those from outside
39	L1-18.docx	task cycle. The results from focus group discussions provided	evidence	that the tools, which students used for their
40	L1-19.docx	EFL Class <***> The way T4 implemented the SA provided	evidence	that the steps of the SA in EFL

41	L1-20.docx	empirical information about it. Here, this study has provided	evidence	that the religious faith of English teachers cannot
42	L1-11.docx	nor the two subsequent lessons of A2KM provided	evidence	of the teacher paying further attention to this
43	L1-11.docx	how this influences their practices. However, the study provided	evidence	showing that teachers had low levels of assessment
44	L1-11.docx	three teachers. Excerpt 3. <^^^> From the three extracts above, some	evidence	of teacher feedback, which is a significant element
45	L1-11.docx	enhanced, mirroring AfL intentions. The study further discovered some	evidence	of teachers' reflexive practice, a key sub-category
46	L1-11.docx	a brief trial, it could be expected that some	evidence	of compromised practices feature in their efforts. To
47	L1-7.docx	student achievement. Specifically, my study's findings provide some	evidence	that mentors' quality is a crucial element to
48	L1-11.docx	GD1, GD2 and GD3]. In addition, there was some	evidence	that teachers' descriptions regarding the K13 assessment were
49	L1-9.docx	theses but also in English language textbooks, gives some	evidence	for the claim that English has been linguistically
50	L1-7.docx	discussed by all mentor teachers across the institutions. Some	evidence	noted by the respondents was as follows: <^^^> (MTU1*2).
51	L1-11.docx	document, suggesting evidence of student involvement in assessment. This	evidence	could be used by students to validate the
52	L1-11.docx	learning and motivation, as observed below: <^^^> [C2MNL] This	evidence	of the use of comparative feedback on students'
53	L1-6.docx	by the speakers in the video clips (Silviyanti, 2014). This	evidence	supported findings by Trinder (2015, p.93) who investigated students'
54	L1-6.docx	expectation of teacher education programmes in Indonesia (Section 2.5.4). This	evidence	supports Sahin and Thomson's (2007) argument that the
55	L1-16.docx	in the class is an obstacle to teaching. This	evidence	was also supported by 13 teachers who were interviewed
56	L1-11.docx	was made to the whole class based on this	evidence [	A1BD, B2JPR, and C3WYN]. Teachers
57	L1-11.docx	understanding through sampling their understanding and generalizing from this	evidence.	For example, three teachers randomly selected 3-5 students and
58	L1-5.docx	advanced of the K1 children but there is no	evidence	of systematic and productive use of the structure (
59	L1-11.docx	context, they lapsed into error. However, there was no	evidence	of a chance being given to the students
60	L1-14.docx	the classroom English learning design. Accordingly, there was no	evidence	from these documents that students had been provided
61	L1-5.docx	the K1 children, except for Kin, there was no	evidence	manifesting phrasal development. The next, the Categorial stage,
62	L1-14.docx	such as drawing clock hands (case 2), there was no	evidence	that the tasks were intended to engage the
63	L1-14.docx	the employment of images and a website, where no	evidence	was found relating to each stage of multiliteracies
64	L1-17.docx	final examination (Lie, 2007; Musthafa, 2001). In addition, teachers' stories provide	evidence	for some of the claims that they make
65	L1-17.docx	speaker teachers (NESTs). As mentioned earlier, these stories provide	evidence	for the development of the participants' learning and
66	L1-7.docx	professional teacher. <^^^> (FGU3*2). The preservice teachers' comments above provide	evidence	that the workshops, regular peer teaching and internal
67	L1-7.docx	comments are indicative: <^^^> (MT U6*1). These mentors' feedbacks provide	evidence	that though they were aware of the importance
68	L1-17.docx	the CoP. In summary, the participant's narratives provide	evidence	of the various events and processes in the
69	L1-19.docx	achieve the goals stated in the curriculum and provide	evidence	to highlight both strengths and areas to work
70	L1-1.docx	display of accumulated work experiences can be seen as	evidence	of a teacher's ability in putting his
71	L1-5.docx	however, do not allow counting this form variation as	evidence	of plural marking since the plural form is
72	L1-17.docx	was a norm in her family as well as	evidence	of her family high social status (Basalama & Machmud, 2018).
73	L1-11.docx	negative propositions were identified. This could be taken as	evidence	that all of the teachers perceived formative assessment
74	L1-18.docx	to use any technological assistance, except printed dictionaries. As	evidence	was drawn from these two students of the
75	L1-11.docx	thinking about the improvement purposes of assessment. There is	evidence	of this kind of washback in countries where
76	L1-15.docx	experience a school situation. Arsa's academic journey is	evidence	of the interrelatedness between personal characteristics, such as
77	L1-11.docx	about teachers' practical implementation of the reform. There is	evidence	that although teachers reported high self-efficacy in
78	L1-15.docx	lack of English language proficiency. Further, this excerpt is	evidence	that self-efficacy is context-specific and ungeneralisable (
79	L1-11.docx	a strong emphasis on the behaviourist tradition with little	evidence	of learner agency. 6.3.1.2 Testing and grading orientations (TGO)
80	L1-11.docx	dimensions in class (see table 23). However, there was little	evidence	of the use of students' scores in summative
81	L1-11.docx	some preferences to maintain behaviourist pedagogic practices and little	evidence	of innovation, collective actions towards substantive implementation of
82	L1-11.docx	the lesson, a kind of flipped classroom input. Little	evidence	was obtained from the interviews or the group
83	L1-5.docx	framework (Pienemann, 1998, 2005a; Pienemann, et al, 2005). It also provides	evidence	on the development of plural marking in English
84	L1-15.docx	men and women (see Table 4.4), the thematic analysis provides	evidence	on the stronger relationship between females and teaching,

#	File	Left context	Node	Right context
85	L1-7.docx	preservice teachers' professional teaching development. This understanding also provides	evidence	about the important role of mentor teachers and
86	L1-5.docx	for instructed SLA, particularly Processability Theory. First, it provides	evidence	for the effect of DMFonF instruction and feedback (
87	L1-11.docx	Directions for future research The current study has discovered	evidence	about multiple facets of Indonesian teachers' assessment thinking
88	L1-11.docx	spontaneous rather than planned activities. The analysis also discovered	evidence	of how teachers implemented the prescribed assessment practices
89	L1-19.docx	the SA in the EFL classroom, the researcher discovered	evidence	that at the beginning of the SA implementation,
90	L1-11.docx	revealed. Even when observing the videos to find further	evidence	of the practice, it remained rare in the
91	L1-14.docx	interview, as indicated below. <^^^> (Teacher's interview, case 2). Further	evidence	regarding the focus on print-based teaching materials
92	L1-19.docx	the implementation of the SA. This finding provides further	evidence,	which concurs with what was found regarding the
93	L1-11.docx	on teachers' accounts of their practices and lacked supporting	evidence	from actual classroom observation. This study provides a
94	L1-11.docx	Watkins, 2003), a practice that received a lot of supporting	evidence	in my study. The dominance of the behaviourist
95	L1-4.docx	from the second data collection only contribute as supporting	evidence	to the current findings from the first data
96	L1-20.docx	see Hall, 1996; Dolby, 2000), this study however has shown an	evidence	that core identity does exist, which is in
97	L1-16.docx	the findings obtained in this study do offer an	evidence-	based view of how the curriculum change is
98	L1-4.docx	learning. Even so, the current study cannot provide any	evidence	regarding whether the views about learning of the
99	L1-13.docx	an ideology. It was quite difficult to find any	evidence	that Ana, at least in terms of, for
100	L1-11.docx	their assessments of the affective domains relied on collecting	evidence	of students' spiritual competencies, daily observed habits and
101	L1-11.docx	TGO) TGO refers to assessment practices associated with collecting	evidence	of student learning (e.g. grades) through tests
102	L1-11.docx	tended to be strongly negative, consistent with the earlier	evidence	of teachers' thinking about the practice reform mandated
103	L1-11.docx	et al, 2008; Eren, 2010; Warwick et al, 2015). Replicating the earlier	evidence (	James & Pedder, 2006; Warwick et al, 2015), the teachers in
104	L1-7.docx	competencies in English proficiency and teaching performance provides field	evidence	for further content curriculum improvement in EFL teacher
105	L1-7.docx	knowledge with the university lecturers. My study provided field	evidence	that establishing strong university and school partnerships by
106	L1-11.docx	and practices, the findings appeared to offer only preliminary	evidence	and generic features in terms of the explanation
107	L1-11.docx	Lombok would psychologically resist the innovation if the preliminary	evidence	of success in a context similar to theirs
108	L1-1.docx	of her own competence (Lin141, 146) This again seems to	evidence	awareness that her development of professional identities cannot
109	L1-11.docx	incremental approaches to the reform implementation With regards to	evidence	of a shallow approach regarding the implementation of
110	L1-5.docx	Indonesian kindergarten children in instructed English L2, contributes valuable	evidence	to the field of SLA. Second, this study
111	L1-5.docx	setting, specifically, an Indonesian kindergarten classroom, which contributes valuable	evidence	to the field of instructed SLA. Thus, the
112	L1-11.docx	and believed that these practices lead to less accurate	evidence	of students' learning [A1BD, B1EW, C1
113	L1-9.docx	a carrier of "non-Muslim Western cultural values". Also,	evidence	suggests that in the observed EFL classrooms at
114	L1-18.docx	In the subsections that follow, I present details and	evidence	recorded from the focus group discussions. Firstly, the
115	L1-8.docx	diverse communication practices for a given communication act are	evidence	that they are aware of self and of
116	L1-4.docx	cultures of learning. In this way, there would be	evidence	of how cultures of learning can be practiced
117	L1-11.docx	that could enable them to perform assessment innovation, but	evidence	for the barriers outweighed the opportunities. The admission
118	L1-11.docx	in more detailed assessment protocols to facilitate and capture	evidence	of higher order thinking skills and performance (MOE, 2017
119	L1-11.docx	are required to do meticulous assessment procedures to capture	evidence	of student attainment in several domains against a
120	L1-18.docx	will be analysed in Chapter 5. Similar to this chapter,	evidence	analysed in Chapter 5 was gathered from a mixed
121	L1-9.docx	represent culture and interculturality in the local EFL classrooms.	Evidence	obtained in this study also shows that the
122	L1-17.docx	them paying for her service. This phenomena provides clear	evidence	of commodification of the English language (Heller, 2003, 2010) and
123	L1-11.docx	if it is not followed by efforts to collect	evidence	of a change in individual learners' understanding and
124	L1-8.docx	the practices of ingroup members. These diverse strategic communications	evidence	the educators' standpoint in enacting and negotiating their
125	L1-11.docx	whereby multiple research methods were utilised to discover comprehensive	evidence	of teachers' conceptions and practices of assessment. The
126	L1-5.docx	after the post-test. Since there was two contradictory	evidence	to the sequence in this study, the coefficient
127	L1-6.docx	student cohorts also seems to have influenced his decision.	Evidence	of its personal benefits and students'' technological preferences
128	L1-11.docx	LPAI suggests that teachers have strong concerns about discovering	evidence	of learning and how this can be improved.

129	L1-9.docx	the local EFL classrooms. In reference to the emergent	evidence	obtained in this study, some contextual and situational
130	L1-11.docx	than promoted. Although an intention to promote and emerging	evidence	of student agency were reported and observed, the
131	L1-13.docx	instruction is founded on ideology (Auerbach, 1993) and lacks empirical	evidence (	Tollefson, 2007). In terms of the source of influence,
	L1-11.docx	K13 requirements The second and third research questions explored	evidence	of teacher assessment practices and the integration of
	L1-11.docx	the data to promote and help students' learning, extending	evidence	of the surface level implementation of the educational
	L1-9.docx	as intercultural mediators, iv) EFL, Islam and interculturality. First,	evidence	shows that the Indonesian EFL teachers conception of
	L1-11.docx	assessment formats and tasks used in classroom to gather	evidence	of learning. This category was developed based on
	L1-11.docx	to, or a substitute for a test to gauge	evidence	of students' daily achievements [B1EW, A3PS,
	L1-11.docx	g. Postareff, et al., 2012), while other research has identified	evidence	of inconsistency (e.g. Lee, 2007; Davison, 2004). However, a
	L1-11.docx	to its exploratory purposes, although the study grasped important	evidence	and broader facets of teachers' assessment conceptions and
	L1-11.docx	of some aspects of assessment and pedagogy. This includes	evidence	of teachers' assessment literacy; assessment in pedagogy; misconceptions
	L1-11.docx	extracts illustrate. <^^^> [C5HB] <^^^> [DAR_GD1] These propositions indicate	evidence	of reflexive practice. The teachers may have been
	L1-11.docx	a test). This finding is in line with international	evidence	of teachers' inadequate level of assessment literacy (Maclellan, 2004;
	L1-14.docx	Structures in Student Learning Journals <&&&> These journals also lacked	evidence	regarding the students' engagement with multimodality, because the
	L1-11.docx	those associated with assessment practices that could yield learning	evidence	suitable for use as a reference to plan
	L1-11.docx	limited to the topic and content of the lesson.	Evidence	of an engaging and interactive dialogue was restricted
	L1-11.docx	summative (AoL) and formative assessment, complemented by only limited	evidence	of a focus on promoting students' autonomy. However,
	L1-14.docx	also failed to fulfil the multiliteracy pedagogy, although minimum	evidence	was found in the experiencing and analysing stages.
	L1-11.docx	the relationship between assessment conceptions and practices, yielding mixed	evidence	of congruence. Some research has indicated consistency (e.
	L1-9.docx	more naturalistic classroom observation could be made, the more	evidence	could be gathered. This might facilitate further corroboration
	L1-4.docx	their relationship with their teacher. There is not much	evidence	to show which type of relationship that they
	L1-5.docx	and learning. First, this study contributes to obtaining new	evidence	on a longitudinal study of English lexical and
	L1-14.docx	different multimodal meaning resources. Moreover, there was no observable	evidence	that the use of multimodality addressed any stages
	L1-5.docx	The purpose of identifying parental perceptions is to obtain	evidence	relating their support for the children to learn
	L1-16.docx	collaborate, solve problems, and make sound decisions based on	evidence (	DiMartino, Castameda, & Miles, 2007). In sum, the teachers' difficulties
	L1-11.docx	have occurred prior to 2013, but there is no published	evidence	of the pre-2013 trends. In addition, the study
	L1-11.docx	planned formal and informal assessment practices that yield quantitative	evidence	of students' learning against prescribed basic competencies in
	L1-11.docx	Measurement of learning refers to teachers collecting and recording	evidence	of students' cognitive achievement, behaviours, and performance in
	L1-11.docx	of the propositions in this domain. These features replicate	evidence	identified in the survey phase. Indonesian secondary EFL
	L1-11.docx	experiences with students' courage and curiosity, teachers also reported	evidence	of high curiosity and resilience among students in
	L1-11.docx	the K13 assessment and pedagogy, the analysis also revealed	evidence	of teachers' literacy in regard to the general
	L1-9.docx	to serve as a trainer: <^^^> To conclude this section,	evidence	suggests that how Ambar approached culture and interculturality
	L1-11.docx	on the interview findings, checking understanding referred to seeking	evidence	about the extent to which students had understood
	L1-13.docx	a teacher's English language ideological stances. Findings showed	evidence	that many of English language ideological stances held
	L1-4.docx	basically not the issue because this study has shown	evidence	that by looking at the students' agency may
	L1-11.docx	their values and attitudes towards the reform. This shows	evidence	of 'incoherence' between teachers' and government's perspectives
	L1-11.docx	it was notable that the three observed teachers sought	evidence	of factual and classroom context knowledge related to
	L1-14.docx	by the video-songs. Moreover, there was no specific	evidence	of the multimodal-based instruction being intended to
	L1-11.docx	no deeper discussion. Included in this category was storing	evidence	of students' behaviours reported by other teachers or
	L1-13.docx	tudies (e.g., Debreli, 2012; Mattheoudakis, 2007; Peacock, 2001; Wong, 2010) found strong	evidence	of such impact. Borg et al. (2014) point out
	L1-11.docx	and thinking. For example, although saturated but less substantial	evidence	of practices of peer and self- assessment in
	L1-11.docx	achievements and completed work as a compiled document, suggesting	evidence	of student involvement in assessment. This evidence could
	L1-8.docx	their diverse practice selections. The narratives function as support	evidence	as to how critical thinking and practice selection
	L1-6.docx	Indonesian motivated them to speak more. This finding supported	evidence	in the literature that social aspects of the

L1-8.docx	to encourage intercultural teaching in higher education is surely	evidence	that such policies (in both Indonesia and perhaps	
L1-20.docx	identity is the most influential identity in their teaching.	Evidence	for this is derived from the fact that	
L1-11.docx	reliance on drilling and memorizing practices. This expands the	evidence	of the challenges to adopting soft 'technology', e.	
L1-11.docx	s feedback to improve their learning, nor was there	evidence	that showed that the teacher tried to ensure	
L1-11.docx	learning (13 propositions) refers to teachers storing, copying, or transferring	evidence	of students' learning in the score book or	
L1-11.docx	to contribute to their final grades. Moreover, there was	evidence	of a weak relationship between AfL and student	
L1-3.docx	song lyrics she composed (Fig.19). All of these were	evidence	of her creativity. <***> Figure 19 Sella's guided journal	

Epistemic Noun: Fact

No.	File	Left context	Hit	Right context
1	L1-1.docx	Not only does the room provide limited facilities, the	fact	that there is only one multimedia room for
2	L1-1.docx	extensively in her interview. The incident started with the	fact	that the mentor was on maternity leave during
3	L1-1.docx	stakeholders, to gain recognition of being a professional. The	fact	that in the interview the pre-service teachers
4	L1-2.docx	Self-motivation component. This might be due to the	fact	that these students were majoring in English, therefore,
5	L1-2.docx	confidence in learning the language particularly due to the	fact	that English is the most popular foreign language
6	L1-2.docx	and focus-group discussions respectively on MTS use. The	fact	that the relationship between the MTS and student
7	L1-3.docx	enabled teachers to respond and stimulate ideas Despite the	fact	that these teachers did not have formal qualifications
8	L1-3.docx	to write poems and stories was important, considering the	fact	that not all of his students were really
9	L1-3.docx	for Sari, and she could manage it, despite the	fact	that she had almost twice as many students
10	L1-3.docx	it more challenging to evaluate poetry, and revealed the	fact	that she hardly ever wrote poetry as the
11	L1-3.docx	s feedback nurtures or harms students' creativity. Despite the	fact	that the students loved Tara's feedback, there
12	L1-4.docx	two group of students can be understood by the	fact	that most Asian students expect a harmonious and
13	L1-4.docx	answer (p = .229). Although U1 students agree more on the	fact	that asking questions is a part of an
14	L1-4.docx	of lessons. In addition, two teachers focused on the	fact	that students are more comfortable to learn English
15	L1-4.docx	participation, however, they placed the main emphasis on the	fact	that they have to speak in front of
16	L1-4.docx	importance of taking students' needs into consideration, especially the	fact	that students learn English for different purposes. The
17	L1-4.docx	influenced by their social cultures were affected by the	fact	that the learning of English in Indonesia emphasizes
18	L1-4.docx	ways of learning from the two universities, despite the	fact	that they share totally different beliefs, traditions, and
19	L1-4.docx	learning cultures. The needs might be influenced by the	fact	that these particular students were student-teachers. As
20	L1-6.docx	also a part of promoting self-regulated learning. The	fact	that the lecturers fostered self-regulated learning was
21	L1-6.docx	class. This situation may have been enabled by the	fact	that she had searched on the internet before,
22	L1-6.docx	both groups. <^^^> (L1, Univ A, Sept 2016). <^^^> (S107) <^^^> (S122). The	fact	that both the lecturers and students were reluctant
23	L1-6.docx	Tawil, 2018). A possible explanation for this may be the	fact	that the lecturers in this study were being
24	L1-7.docx	mixed languages in the classroom is supported by the	fact	that preservice teachers are still lack of English
25	L1-7.docx	positive self-image of professional teacher candidates despite the	fact	that they were still unclear whether they could
26	L1-7.docx	pedagogical aspects. My qualitative findings indicated that despite the	fact	that most assigned supervising lecturers complied with the
27	L1-8.docx	that's why" (Rida, L238). When confronted with the	fact	that this selected practice is not widely used
28	L1-8.docx	reference. The reason for adopting this practice includes the	fact	that educators and their interlocutors have shared and
29	L1-9.docx	moving between host and target languages and cultures. The	fact	that Ana as a local EFL teacher shuttled
30	L1-9.docx	general knowledge first before working with the topic. The	fact	that Aris and local EFL teachers can make
31	L1-9.docx	the fluidity and hybridity of English, but also the	fact	that it has been de-nationalised and de-
32	L1-9.docx	the teachers' instructional decisions on culture and interculturality. The	fact	that public schools formally start the school hours
33	L1-9.docx	cultural, political and economic agenda. Take, for example, the	fact	that English was removed from primary school curriculum
34	L1-9.docx	or another to the different perception of time. The	fact	that In Shaa Allah is used not only
35	L1-9.docx	its process, and write a "procedure text." Despite the	fact	that no local food was used as an
36	L1-9.docx	with Yanti, 18/11/15) Despite Yanti's mitigating recognition and the	fact	that the figurative sense of the Indonesian word "[
37	L1-9.docx	addition, NS-based notions are hardly tenable given the	fact	that English as an international language is now
38	L1-9.docx	EFL teachers could play a positive role given the	fact	that English in Indonesia is officially sanctioned as

39	L1-10.docx	monolingual ideology perspective. Meanwhile, T21 were confident with the	fact	that English had been learnt since elementary school,
40	L1-10.docx	and double-language strategy (T18). Having aware of the	fact	that students' achievements are not the same, they
41	L1-10.docx	was insufficient. These teachers tend to agree with the	fact	that they speak English normally like they speak
42	L1-10.docx	was insufficient. These teachers tend to agree with the	fact	that they speak English normally like they speak
43	L1-11.docx	related findings from the three group discussions, despite the	fact	that group respondents paid relatively little attention to
44	L1-11.docx	propositions [A2KM and C2MNL] respectively. Despite the	fact	that the feedback propositions varied across the teachers
45	L1-11.docx	seeking additional teaching roles in multiple schools, despite the	fact	that these additional workloads did not significantly address
46	L1-11.docx	final grading e.g. to report to parents. The	fact	that the surveyed teachers reported a less frequent
47	L1-11.docx	delving into their perception and experience. However, considering the	fact	that teachers' experience with the K13 reform is
48	L1-11.docx	intrinsic motivation may explain the phenomenon that despite the	fact	that Indonesian students learn English from junior secondary
49	L1-11.docx	pass policy' tended to assign passing grades, despite the	fact	that the students were low achievers (Arrafii, 2019) Beyond
50	L1-11.docx	learning' orientation and independent from formative practices despite the	fact	that it was perceived as important. However, unsurprisingly,
51	L1-11.docx	student learning (MOE, 2017a). This indicates that despite the	fact	that summative tests and the national examination system
52	L1-11.docx	student-centred pedagogy and assessment practices, regardless of the	fact	that teachers assumed these practices important. This finding
53	L1-11.docx	was later actually observed in the class, despite the	fact	that this strategy was a kind of add-
54	L1-11.docx	May & Finch, 2009). Longitudinal approaches to professional development, despite the	fact	that they require a huge financial investment and
55	L1-13.docx	the textbook/dictionary and ended up writing "license". The	fact	that Ana took the word license for granted
56	L1-13.docx	bat sehat lima sempurna" (Classroom Observation 1, Video 1, Minutes 39.35 – 39.42). The	fact	that Ana made use of some Indonesian reshaped
57	L1-13.docx	English for use in real-world settings (Section 6.3.1). The	fact	that Budi believed in the idea of learning
58	L1-13.docx	main factors. The first was her perception of the	fact	that English, in Indonesia, is taught as a
59	L1-13.docx	casual. I prefer British English" (Pre- Interview, p. 6). The	fact	that Dina said "some say" suggests that she
60	L1-13.docx	those planning to study abroad. <^^^> (Pre-Interview, p. 5) The	fact	that Tina mentioned "not so important" and that
61	L1-13.docx	ealizeddd of English language teaching itself (i.e., the	fact	that English is taught as a mandatory subject
62	L1-13.docx	other languages including Indonesian is simply based on the	fact	that English is taught as a compulsory subject
63	L1-13.docx	underpinned by an ideology (i.e., English monolingualism). The	fact	that Budi believed in the effectiveness of teaching
64	L1-13.docx	to the students in class (Section 7.3.2.1 & Section 8.3.2.1). First, the	fact	that all the teachers verbally articulated their ideological
65	L1-13.docx	idea of British English as the Standard English. The	fact	that Ana pronounced the word change as /tʃeŋ/
66	L1-14.docx	communication environment (Ditjendikdasmen, 2017, 2018). This policy is based on the	fact	that communication and representation in the current digital
67	L1-14.docx	in the second session. This was due to the	fact	that the second teaching session was carried out
68	L1-14.docx	on print-based teaching materials was confirmed from the	fact	that use of multimodality during the classroom instructional
69	L1-14.docx	throughout the instruction process. This was evidenced by the	fact	that the utilisation of these resources did not
70	L1-16.docx	claimed that "Conceptually, it is necessary. Due to the	fact	that the goal is to equalize the students'
71	L1-16.docx	implementation, their responses seemed so negative due to the	fact	that they did not really grasp the content
72	L1-16.docx	within the process of implementing Curriculum 2013 due to the	fact	that it is difficult and complicated to be
73	L1-16.docx	to their own capacity for change due to the	fact	that they do not have any option to
74	L1-16.docx	betterment of its education quality. However, due to the	fact	that teachers had no authority in curriculum change
75	L1-16.docx	their needs and challenges. This calls attention to the	fact	that any curriculum change in order to be
76	L1-16.docx	affected the teaching in the classroom due to the	fact	that it is not conducive to cater for
77	L1-16.docx	umahlatu, Huliselan, Takaria, 2016; Yulianti, 2017). Many researchers have overlooked the	fact	that lack of resources can hinder the success
78	L1-16.docx	flexibility, and, most difficultly, it must allow for the	fact	that reductionism will not work – there will be
79	L1-16.docx	that change leaders need to be aware of the	fact	that recognition for teachers' work, efforts, experience and
80	L1-16.docx	beliefs in their practices in the classroom, demonstrating the	fact	that beliefs are a complex and a multi-

81	L1-17.docx	most of her colleagues had CELTA qualification. Furthermore, the	fact	that Dago was also a CELTA centre explains
82	L1-17.docx	to be a part-time teacher there. Given the	fact	that this institution was and still probably is
83	L1-17.docx	perform well and enjoy her time in Canada. The	fact	that she went to Australian primary schools must
84	L1-17.docx	her exposure to English language in her family. The	fact	that her mother could speak Dutch and English
85	L1-17.docx	someone's habitus is never foundational due to the	fact	that it operates on the basis of ideas
86	L1-17.docx	English as the language in his marriage was the	fact	that English as a cultural capital in ELT
87	L1-17.docx	working at Len. As mentioned earlier, she acknowledged the	fact	that she gained understanding about the theories in
88	L1-17.docx	in the staff room with fellow teachers. However, the	fact	that they reflect on their teaching practice or
89	L1-17.docx	wrote their lesson plans was very beneficial. Furthermore, the	fact	that they could ask other teachers about the
90	L1-17.docx	siblings. Two things can be observed here: first, the	fact	that her mother worked abroad provided an example
91	L1-17.docx	they had passed the survival period (C. Kirkpatrick, 2007). The	fact	that all of the participants were 'second stage'(
92	L1-17.docx	Assessment English, 2021). Their confidence was also strengthened by the	fact	that two former colleagues were already teaching abroad.
93	L1-17.docx	lens to understand teachers' identities in spite of the	fact	that it was developed from a non-religious
94	L1-18.docx	them. However, this finding was weak due to the	fact	that the questionnaire item was not designed to
95	L1-18.docx	with the statement. This expectation was due to the	fact	that the students studied their writing module with
96	L1-18.docx	NVivo word frequency count from Class 1B supported the	fact	that Google Translate was the most preferred tool
97	L1-18.docx	types of the motivational construct was possible. Therefore, the	fact	that students showed a different attitude in their
98	L1-18.docx	higher levels of motivation. This might contribute to the	fact	that English in Indonesia was considered as a
99	L1-20.docx	their teaching. Evidence for this is derived from the	fact	that this regional identity is always present in
100	L1-9.docx	the policies shaping the teachers' conceptions of culture, the	fact	remains that the Indonesian EFL teachers demonstrated an
101	L1-16.docx	use Indonesian language as a medium of instruction. The	fact	remains that English is taught as a foreign
102	L1-11.docx	poor competency of the students in English despite the	fact	they had had 3 years English learning experience at
103	L1-2.docx	of L2 use. This might be due to the	fact,	firstly, the students could reflect on their own
104	L1-9.docx	threatening" simply because it is Arabic (W. Ali, 2016). In	fact,	the topic of future possibility, which is also
105	L1-16.docx	senior high school students in West Java Province. In	fact,	the top-down approach of curriculum change does
106	L1-17.docx	consequently influences the shape of its teachers' identities. In	fact,	the role of the PELI in influencing the '
107	L1-18.docx	Therefore, students of this class also utilised technology. In	fact,	the use of technology became their preference. However,
108	L1-20.docx	journal collected from each participant are presented. Here, in	fact,	the emergent sub-themes, codes and sub-codes
109	L1-20.docx	which causes identity struggle or dilemma on themselves. In	fact,	the notion of NES is the valid speaker
110	L1-20.docx	Kaur & Fook, 2018; Thongrin, 2018), especially in that in Indonesia. In	fact,	the lack of a moral perspective in language
111	L1-3.docx	class, she was willing to learn (Tara, interview). In	fact,	she liked to challenge herself to learn new
112	L1-15.docx	she shared in her interview. According to her, in	fact,	she never wanted to study the English language
113	L1-17.docx	she had a 'real' career in the field. In	fact,	she now thought that teaching might be her
114	L1-18.docx	technology-aided tools for the writing task completion. In	fact,	she used Google Translate, which was on her
115	L1-20.docx	Translation, Interview 2) In relation to her teaching practice, in	fact,	she often writes specific articles and short stories
116	L1-9.docx	an "intrinsic superiority" of the NSs of English. In	fact,	in the IHS EFL classrooms it seemed unavoidable
117	L1-17.docx	Anji, Interview). Valerie also stated that <^^^> (Valerie, Interview) In	fact,	in all of the class observations that I
118	L1-20.docx	they have the right to say something right. In	fact,	in the context of language education like this,
119	L1-17.docx	an economic value that he needed to pursue. In	fact,	he learned English because he enjoyed having conversations
120	L1-17.docx	teacher or senior teacher position at the institution. In	fact,	he had been offered to a position as
121	L1-15.docx	teach developed and improved as she received support. In	fact,	her experiences teaching in school ameliorated her previous
122	L1-15.docx	a very understanding school supervisor and cooperative partner. In	fact,	her experiences teaching in school cured her disappointment

#	File	Left context	Tag	Right context
123	L1-7.docx	still not familiar with this personal professional development. In	fact,	a general trend of teacher professional development (PD)
124	L1-17.docx	her future trajectory working at an international organisation. In	fact,	after she graduated from university, her imagined identity
125	L1-17.docx	more senior teachers and receiving feedback from them. In	fact,	as a quality control procedure, Harvey runs two
126	L1-20.docx	used the national language in their real teaching. In	fact,	based on the observations, all of them often
127	L1-20.docx	as follow. Excerpt 38 <^^^> (Hanum, English translation, teacher journal) In	fact,	complimenting and describing people are the same two
128	L1-17.docx	for me to work at my 'old' desk. In	fact,	during the data collection at Dago, I was
129	L1-17.docx	which contributed to the development of her English. In	fact,	English was not only a part of her
130	L1-17.docx	they are eligible to apply to be lecturers, in	fact,	Erica had already started teaching at a private
131	L1-3.docx	Haryo and Tara, also used models or examples. In	fact,	from the interviews and FGDs, students also expressed
132	L1-5.docx	in English received by K2 children before DMFonF. In	fact,	half of the K2 children are on the
133	L1-17.docx	their stories because I was one of them. In	fact,	I still feel that I am a PELI
134	L1-1.docx	interaction between a person and a context is, in	fact,	important in developing teacher professional identities. A teacher
135	L1-19.docx	the process of change, resistance can normally and, in	fact,	inevitably occur. As such, implementation, as part of
136	L1-20.docx	in terms of the parental visit. Regarding Edi, in	fact,	it is part of his Islamic belief that
137	L1-17.docx	English songs as a way to learn English. In	fact,	learning through songs has long been proven to
138	L1-2.docx	could improve their results or achievement. The students, in	fact,	mentioned that their lecturers did implement offering rewards
139	L1-5.docx	level of phrasal agreement than the KI group. In	fact,	nine children out of 10 produced phrasal level operations,
140	L1-2.docx	L2 together with classmates and the lecturers'. Secondly, in	fact,	overall, the use of L2 in class by
141	L1-17.docx	reveal a discouraging prospect for those at PELI. In	fact,	some of the participants lost more than half
142	L1-19.docx	classes rather than an inability to think critically. In	fact,	students could do this using their L1 or
143	L1-15.docx	English language teachers' feeling of preparedness for teaching. In	fact,	teaching may become their second choice of profession,
144	L1-20.docx	this study. 7.4 Values of national curriculum in teaching In	fact,	there are nine of 18 values in the 2013 Curriculum
145	L1-20.docx	teachings (see excerpt 2). Regarding building character in students, in	fact,	they make not only Islamic values but also
146	L1-17.docx	will not be able to make ends meet. In	fact,	two participants, Irama and Tracy, resigned from their
147	L1-6.docx	the YouTube videos he showed to the class. In	fact,	when asked to reflect on his use of
148	L1-20.docx	community will result in a sense of belonging. In	fact,	with imagination only, a person might have a
149	L1-20.docx	it can be concluded that language teacher identity in	fact	is also social (see Norton, 2017), which is formed,
150	L1-20.docx	by the Acehnese English teachers in this study in	fact	is not only triggered by their Islamic belief
151	L1-20.docx	development, and overall pedagogy" (p.27). Besides, this finding in	fact	is also supported by that of the study
152	L1-20.docx	that there was a broom in it and in	fact	it was there. Hanum advised them directly perhaps
153	L1-20.docx	regard to the unclean conditions in Aceh. Thus, in	fact	it has been a habit for the teachers
154	L1-20.docx	sincerity would not be recorded by angel and in	fact	it was rewarded directly by Allah himself. By
155	L1-20.docx	do not care". Thus, here, his academic identity in	fact	also takes part in shaping his teacher identity
156	L1-20.docx	conjunction with this study, the four Acehnese NNESTs in	fact	also sought to construct that kind of identity
157	L1-20.docx	with regard to how they construct this identity in	fact	can be clearly observed in their actual teaching
158	L1-20.docx	that the global personal interests of English teachers in	fact	can also constitute their global identities that mediate
159	L1-10.docx	spoken predominantly by all teachers, and it was in	fact	that English was a major language used as
160	L1-13.docx	using English when you communicate with your parents, in	fact	that your parents speak Bahasa Jawa [Javanese], for
161	L1-9.docx	may mean is that local EFL teachers have in	fact	a good basis and valuable classroom resources for
162	L1-20.docx	and interests. Besides, these three contextualising practices are in	fact	aligned with one of the three parameters of
163	L1-20.docx	For Edi and Mahdi, their global identity is in	fact	an identity shaped by their membership of a
164	L1-16.docx	outcomes of new thinking on curriculum development may in	fact	be thwarted, prolonging the dangerous situation that teachers,

#	File	Left context	Node	Right context
165	L1-9.docx	experience mentioned above points to what they could in	fact	contribute to the findings. Not only did the
166	L1-9.docx	within one speech community or national society are in	fact	diverse, depending on the many different contextual factors,
167	L1-9.docx	to confirm or otherwise what their teachers were in	fact	doing in the classrooms. Apart from stressing the
168	L1-17.docx	he now could deliver teacher training programmes. He in	fact	had an opportunity to taste what it was
169	L1-20.docx	inserted in the stories. This kind of method in	fact	has been proven effective, which was known by
170	L1-18.docx	motivating factor by 10% of the students; this was in	fact	higher at 7% than the demotivating findings. The participants
171	L1-20.docx	the researcher observed the other two classes, where in	fact	more students did enter them. In this section,
172	L1-14.docx	in society. As literacy practices in society are in	fact	multimodal rather than print-based, it becomes imperative
173	L1-20.docx	journals. It is found here that these participants in	fact	perform some roles as their teacher identity in
174	L1-15.docx	persistence in activities that are subjectively threatening but in	fact	relatively safe produces, through experiences of mastery, further
175	L1-18.docx	low level of English proficiency (First, 2012). It is in	fact	the lowest among the twelve provinces. As the
176	L1-7.docx	regular junior and senior high school students while in	fact	they could also teach in secondary vocational schools.
177	L1-10.docx	speak some other foreign and local languages. Therefore, this	fact	was important to elaborate whether multilingual speakers had
178	L1-18.docx	having a very high willingness to learn English. This	fact	was also supported by the reason for choosing
179	L1-10.docx	than other participants of this study. She clarified this	fact	by arguing that she taught the first-year
180	L1-10.docx	dominantly in his class, not to say a 100%. This	fact	can be seen from two sessions of observation.
181	L1-20.docx	the expected NS standard (see excerpt 24 and 25, 26, 43, respectively). This	fact	confirms what Llurda (2018) states that NNESTs will feel
182	L1-20.docx	a social situation- it is a religious faith. This	fact	goes beyond the authors whose ideas about morality
183	L1-6.docx	solved by accessing the internet in the café. This	fact	seemed to be supported by her belief that
184	L1-10.docx	English class with English as language of instruction. This	fact	showed that they established the program far earlier
185	L1-10.docx	have not been formally translated in English". Considering this	fact,	he was open with using all his linguistic
186	L1-20.docx	themselves and how they teach. Therefore, based on this	fact,	it constitutes an identity that is also important
187	L1-10.docx	when teaching seemed to be in contrast with this	fact.	Furthermore, students' English ability and teacher's fluency
188	L1-10.docx	teachings. The percentage in the quantification tables reveals this	fact.	The average percentage of using English alone is
189	L1-10.docx	use of all their linguistics resources. It was a	fact	that English was the major language teachers spoke
190	L1-18.docx	a higher intensity of motivation among its members, a	fact	that was supported by their English proficiency levels.
191	L1-18.docx	s) using Google Translate and accessing YouTube videos, a	fact	frequently observed during the classroom sessions. Regina from
192	L1-16.docx	engaged in the classroom discussions. As a matter of	fact,	I assumed teachers tried to create a situated
193	L1-10.docx	promoted English-within-multilingual practices. As a matter of	fact,	promoting English and other languages practices would not
194	L1-16.docx	on the internet for teaching." As a matter of fact, 39 %		of students (n=137) believed that the Internet can
195	L1-17.docx	their English but more often it was ignited by	fact	that they enjoyed using English when communicating or
196	L1-20.docx	study, such two facets of teacher-student relation in	fact	are found in the role performance of teacher
197	L1-10.docx	the European countries. I did believe that the latter	fact	was the primary cause. Therefore, besides encouraging home
198	L1-18.docx	sentences of up to a paragraph. Interestingly, a similar	fact	was shown by students from Class 1B (see

No.	File	Left context	Hit	Right context
1	L1-16.docx	research journey regarding curricular change has just started. I	hope	that this thesis will encourage other researchers, particularly
2	L1-17.docx	is common in my university's social space. I	hope	that as I complete my doctoral studies, I
3	L1-8.docx	thing and it's mandatory for Muslim, so I	hope	to say that it is important and hopefully
4	L1-8.docx	for expressing such wishes may include I wish, I	hope,	or I want. Hollet (2018) clarifies the difference between
5	L1-8.docx	suspended her denial of the queer declaration. In the	hope	that her new acquaintance would cease telling his
6	L1-17.docx	Instead, he continued to a vocational school with the	hope	that he could work as a technician once
7	L1-20.docx	starting to plant rice in the field, with the	hope	that the harvest will be successful. However, regarding
8	L1-1.docx	provided tips to handle a bully (Lin600-604). In the	hope	of becoming a good teacher, Lintang reflects on
9	L1-17.docx	to become a good teacher trainer. It sparked a	hope	or expectation in her that she could be
10	L1-8.docx	I want. Hollet (2018) clarifies the difference between wish and	hope	to express particular wishes. Wish is usually expressed
11	L1-10.docx	feeling was also expressed by T21, and she did	hope	that they could invite international students in the
12	L1-16.docx	change and its chaos among teachers, it was my	hope	that addressing issues related to English curriculum change
13	L1-14.docx	product, or it may also carry a meaning of	hope:	that drinking this product will bring a hopeful
14	L1-14.docx	Green is often associated with environment-friendliness (Peterson, 2003) or	hope (	Kress and van Leeuwen, 2002). So, this selection may
15	L1-16.docx	revising this piloted 2013 curriculum every year, the curriculum stakeholders	hope	that the MOEC could give back the teaching
16	L1-13.docx	deemed able to produce 'correct' sentences. For example, teaching	hope	and wish in the first lesson (Classroom Observation 1),
17	L1-10.docx	my chance to provide support, provide opportunities, give them	hope	that they can, if they try". Not only
18	L1-4.docx	teachers made their point that in general, what they	hope	by building a good relationship with the students
19	L1-8.docx	and carries the magical meaning of unreal possibility, whereas	hope	is usually referred to as something which may

Epistemic Lexical Verb: Suggest

No.	File	Left context	Hit	Right context
1	L1-1.docx	Model, Working Abilities #1 and #2). At the same time, the	idea	of learning that is reflected in the working
2	L1-1.docx	interviews, and the identities that she develops, namely the	idea	of a good teacher, dealing with students, creating
3	L1-1.docx	enacting the identities. 6.1.1 What is a Good Teacher? The	idea	of being a good teacher is a theme
4	L1-1.docx	as her fellow pre-service teachers object to the	idea	of buying the gift because it is costly,
5	L1-1.docx	constituents of professional identities that she develops, namely the	idea	of a good teacher, dealing with students, giving
6	L1-1.docx	her professional identities. 6.2.1 What is a Good Teacher? The	idea	of being a good teacher is the first
7	L1-1.docx	guide his students in the learning context. As the	idea	of learning that is promoted in the curriculum
8	L1-3.docx	creative, a product or idea should be new. The	idea	of newness was understood as having an additional
9	L1-3.docx	mineral water bottles. Her conception of creativity includes the	idea	of creating something different from old stuff. Another
10	L1-3.docx	literature, the students and teachers also brought up the	idea	of usefulness when talking about creative products. Literature
11	L1-3.docx	however, were culturally interpreted, with the emphasis on the	idea	of not plagiarising others' works. Third, creativity entailed
12	L1-3.docx	when abroad to describe the setting. She added the	idea	of exorcism from a movie she watched. In
13	L1-3.docx	of creative process in Indonesian culture also involves the	idea	of combining, adapting, and adding new elements to
14	L1-6.docx	Therefore, it can be interpreted – with caution – that the	idea	of using technology to enhance teaching practices in
15	L1-7.docx	or field experience practice needs a shift from the	idea	of students' teaching practice to the concept of
16	L1-8.docx	culture in the context. Afi came up with the	idea	of the academic title "Prof" as stated the
17	L1-9.docx	watch a video featuring English NSs Wati related the	idea	of authenticity and native-speakerness to accuracy, which
18	L1-9.docx	for accusing and making invitation in English and the	idea	of making eye- contact during conversation respectively. Among
19	L1-10.docx	people in the community did that work together. The	idea	of gotong royong was not economical if it
20	L1-10.docx	T17 also supported IUP on the grounds that "the	idea	of school toward internationalisation is in line with
21	L1-10.docx	Because of this belief, she was unsure about the	idea	of practicing multilingualism. She misconceived the practice of
22	L1-10.docx	seemed to be misplaced and was unaware of the	idea	of practicing multilingualism. It was no doubt that
23	L1-10.docx	to express in English, especially when they lost the	idea	of what to say in English. She also
24	L1-10.docx	Considerations of Using LOTE Generally, teachers agreed with the	idea	of practicing multilingualism in their classrooms by considering
25	L1-10.docx	seemed to be misplaced and was unaware of the	idea	of practicing multilingualism. It was no doubt that
26	L1-10.docx	cynical with multilingualism, some of them agreed with the	idea	of multilingualism with some terms and conditions applied. 8.4
27	L1-10.docx	of other languages than English, they agreed with the	idea	of accommodating other languages than English to use
28	L1-11.docx	associated with the accountability purposes of assessment and the	idea	of promoting learners' autonomy and agency. Teachers perceived
29	L1-13.docx	Green, 2012, see also Table 4.3, for the definition), especially the	idea	of British English as the Standard English, through
30	L1-13.docx	s cognitive processes so that she believed in the	idea	of teaching English through English. In the classroom,
31	L1-13.docx	year of his undergraduate study, Budi believed in the	idea	of teaching English through English. He noted, "When
32	L1-13.docx	quickly" (Pre-Interview, p. 11). Accordingly, Budi disagreed with the	idea	of teaching English using students' L1 or native
33	L1-13.docx	settings (Section 6.3.1). The fact that Budi believed in the	idea	of learning English for using it in real
34	L1-13.docx	some say" suggests that she may have heard the	idea	of British English being the 'Standard English' from
35	L1-13.docx	others. Findings show that Tina currently believed in the	idea	of speaking 'correct' English and sounding like a
36	L1-13.docx	mentioned in Section 2.6.3, the Government Regulation No. 59/2014 mandates the	idea	of learning by practising. In a section articulating
37	L1-13.docx	more international stature (Dardjowidjojo, 1998; Lauder, 2008). In other words, the	idea	of English as the first foreign language in
38	L1-13.docx	Budi also reported that he had believed in the	idea	of English as a key for success in
39	L1-13.docx	notion of instrumentalism, an ideological view manifested in the	idea	of English as an instrument for mastering the
40	L1-13.docx	is a second language (Section 1.2.2.1). According to Fadilah (2018), the	idea	of promoting ESL in Indonesia appears to devalue

41	L1-13.docx	above (Section 9.2.1.1, Secondary education), Budi had believed in the	idea	of English as an instrument for success in
42	L1-13.docx	Besides, Budi reported that he previously believed in the	idea	of British English as the Standard English. However,
43	L1-13.docx	disassociated himself from native speakers' norms, and favoured the	idea	of speaking L1-accented English (i.e., Indonesian-
44	L1-13.docx	For example, Budi stated that he believed in the	idea	of teaching English through English as this assists
45	L1-13.docx	to Budi as the student. This finding corroborates the	idea	of how a manifestation of an English language
46	L1-13.docx	According to Milroy and Milroy (2000), people believe in the	idea	of speaking English correctly even though they themselves
47	L1-13.docx	of influence. According to Modiano (2001), the origins of the	idea	of British English as the Standard English can
48	L1-13.docx	ideology (Lippi-Green, 2012; Wiley & Lukes, 1996), in this case, the	idea	of British English as the standard variety (Rose &
49	L1-13.docx	While her English teacher laid the foundation of the	idea	of British English as the Standard English (see
50	L1-13.docx	different communicative purposes. While Ana and Dina supported the	idea	of ESL in Indonesia (Section 9.2.1.1), exposure to ESL
51	L1-13.docx	in speaking Indonesian and local languages, and favoured the	idea	of speaking a language based on its function (
52	L1-13.docx	participants is that Ana and Dina believed in the	idea	of British English as the Standard English as
53	L1-13.docx	s case, it was the curriculum (i.e., the	idea	of learning communicative skills) that formed the object
54	L1-13.docx	her English teacher said in the classroom, including the	idea	of British English as the Standard English. The
55	L1-13.docx	discussed earlier (Section 9.2.1.1, English language school), believed in the	idea	of teaching English through English as an 'effective'
56	L1-13.docx	language ideological stance so that she believed in the	idea	of British English as the Standard English (Section 7.2.2.4;
57	L1-13.docx	from native speakers' norms as well as from the	idea	of Standard English (Section 6.2.2.3). In addition to Budi,
58	L1-13.docx	SAT perspective needs to pay more attention to the	idea	of how tensions taking place in the classroom
59	L1-16.docx	reform negatively because they did not believe in the	idea	of the intended CLT reforms. Handler (2010) also found
60	L1-16.docx	for teachers and students. Some participants were against the	idea	of curriculum change because they believed that the
61	L1-17.docx	practice teaching at a school for six months. The	idea	of the teaching practicum programme was to equip
62	L1-20.docx	and learn about 'others'. Certainly, this will develop the	idea	of tolerance with what other people believe. However,
63	L1-3.docx	she found in an Instagram video, and highlighting the	idea	that a creative product should be different and,
64	L1-3.docx	his opinion. He said: <^^^> (Ariel, interview) He highlighted the	idea	that the attempt of the TV station to
65	L1-3.docx	creative people from the rest. The students shared the	idea	that creative individuals had different and particular ways
66	L1-3.docx	Contained within the role as a facilitator is the	idea	that teachers should be models for students. The
67	L1-6.docx	This result was likely to be related to the	idea	that guided and focus instruction would save students
68	L1-9.docx	perfect (Byram et al., 2002). In the light of the	idea	that cultural values are in a constant flux
69	L1-9.docx	appropriateness of language use. Fundamental to ILTL is the	idea	that culture in some ways shapes and is
70	L1-9.docx	ones (Jackson, 2014). P-time culture is associated with the	idea	that time is linear or sequential. P-time
71	L1-9.docx	a more elastic perception of time, clinging to the	idea	that time is flowing and as such focus
72	L1-9.docx	contrast, a non-essentialist "small culture" paradigm entertains the	idea	that concedes the importance of national structures which
73	L1-9.docx	have reported can also draw our attention to the	idea	that language learners' needs and priorities, the purpose
74	L1-9.docx	opposition to colonial discourses. Mahboob (2009, p. 188) asserts that: <^^^> The	idea	that English can be used to embody values
75	L1-9.docx	cohesive behaviour (Holliday, 1999; Holliday et al., 2010), this highlights the	idea	that cultures may be seen as 'varied, subjective
76	L1-9.docx	certain religious foundations, primarily Muslim and Christian organisations. The	idea	that more culturally and professionally diverse participants and
77	L1-11.docx	The group discussion members assigned positive value to the	idea	that schools and teachers should have full authority
78	L1-13.docx	his instrumental stance Budi no longer believed in the	idea	that English is a key for success in
79	L1-13.docx	as a global contact language. Budi disagreed with the	idea	that one native variety is a Standard English
80	L1-13.docx	English, Budi used English 'his way'. Budi conveyed the	idea	that he and his students can use a
81	L1-13.docx	is, an English language ideological stance premised on the	idea	that people need English as an instrument for
82	L1-13.docx	competency. Considering the curriculum (particularly a mandate conveying the	idea	that all the materials must be delivered) as
83	L1-13.docx	language ideological stance Tina had not believed in the	idea	that there is only one standard variety, among
84	L1-13.docx	must be able to communicate" (Post-Interview 2, p. 3). The	idea	that students must be able to communicate links

#	File	Left context	Node	Right context
85	L1-13.docx	be in the classroom (Section 5.2.2.5). This finding advocates the	idea	that ideologies, including language ideologies, are rooted in
86	L1-13.docx	object was shaped by the curriculum (i.e., the	idea	that all the materials must be delivered within
87	L1-13.docx	activity is arguably a form of answer to the	idea	that LTC research should "aim to reveal cognitions
88	L1-18.docx	agreement with the use of internet technology and the	idea	that this made their learning of English writing
89	L1-20.docx	teacher identity construction, this aim is based on the	idea	that who teachers see they are as a
90	L1-20.docx	the cultural identity construction, it is according to the	idea	that language-teaching is not neutral but the
91	L1-3.docx	her Guided Journal how she came up with the	idea	for the poem she wrote and recited in
92	L1-3.docx	in her short story. <^^^> (Putri, interview) Putri got the	idea	for her story from one incident in the
93	L1-3.docx	some love story movies to help her develop the	idea	for the story and describe a romantic atmosphere.
94	L1-3.docx	F. Noya (2014). Heri explained the process of getting the	idea	for his short animation Keripik Sukun Mbok Darmi (
95	L1-3.docx	expresses feelings, like in the examples. To get the	idea	for the poem, he advised students to reflect
96	L1-3.docx	the students' poems in the Moodle, he said "the	idea	is cool, just the grammar needs revision" (Observation
97	L1-9.docx	to their own needs and interests'. Central to the	idea	is that language learners retain control of their
98	L1-17.docx	given the opportunity to observe more senior teachers. The	idea	is that they will learn how the PELI
99	L1-3.docx	learn (Suroso, 2011). Niteni, literally means observing and carries the	idea	of "inquiry" by looking closely to identify the
100	L1-13.docx	by two German scholars, Herder and Humboldt, ealizedd the	idea	of "national language as the embodiment of the
101	L1-15.docx	where to continue his education after high school. The	idea	came from his own reflections. He realised that
102	L1-3.docx	on the student's idea, such as how the	idea	flowed, whether the conflict was interesting, whether the
103	L1-3.docx	with her imagination. She explained how she developed the	idea	for "The Princess and the Bus Driver", her
104	L1-11.docx	arose in their perceptions of the compatibility of the	idea	in relation to the dominant perceived importance of
105	L1-1.docx	is or is not "good effort" here. However, the	idea	may be unclear for the pre-service teachers.
106	L1-20.docx	mostly occurs due to the Anglophone ideology and the	idea	NES is better that the NNESTs themselves adopt
107	L1-13.docx	Tina's standard language ideological stance. This supports the	idea	of teaching resources (Tollefson, 2007) or textbooks (Modiano, 2001) acting,
108	L1-15.docx	from a teaching family (both parents were teachers), the	idea	of becoming a teacher did not derive from
109	L1-13.docx	contradiction between Dina's instrumental stance (i.e., the	idea	of advancing the students' English competency by improving
110	L1-13.docx	competence, the latter led her to focus on the	idea	of 'correct' English and pronouncing English like a
111	L1-13.docx	English language ideological stances that were premised on the	idea	that (1) English is superior to other languages including
112	L1-13.docx	vis-à-vis Indonesian. Tina reported believing in the	idea	that, within the Indonesian borders, English is superior
113	L1-18.docx	cognitive process takes place. Students work on transferring the	idea	they have in their mind into English vocabulary (
114	L1-10.docx	meaning of it was peg on earth, yet the	idea	was quite dissimilar. Therefore, to make it meaningful
115	L1-11.docx	lack of teacher conceptual and practical understanding of the	idea,	lack of resources and support as well as
116	L1-3.docx	Ariel, interview) The incident tickled him and inspired an	idea	for the short movie he made for a
117	L1-3.docx	how a movie titled Paranormal Activity gave her an	idea	for the horror story she was writing. <^^^> (Tika,
118	L1-3.docx	particular incidents in his life, which could become an	idea	for the poems or stories he wrote. Watching
119	L1-5.docx	second language. To overcome this matter, Sarah had an	idea	for K1 children "to give them some games
120	L1-3.docx	to ride in his car. Then, he got an	idea	to create a Twitter account to reduce the
121	L1-3.docx	a mall in a modest outfit could incite an	idea	to write a story. <^^^> (Nadia, interview) Nadia wrote
122	L1-20.docx	identity findings of this study can give them an	idea	to consider designing appropriate teaching materials for their
123	L1-5.docx	English environment in this family because they have an	idea	of transnational language learning (Solé, 2013). This family has
124	L1-17.docx	valued his CELTA experience as it gave him an	idea	of what it was like to study (and
125	L1-3.docx	a little research on lakes around the world, an	idea	from a movie she watched, and weaved them
126	L1-3.docx	be useful because one could come up with an	idea	which might not be useful for others. <^^^> (Tika,
127	L1-13.docx	colleagues, including those in her MGMP, reinforced such an	idea.	Feeling uninformed by her undergraduate teacher education program,
128	L1-3.docx	and she looked so lazy. Then, I had an	idea." (	Syifa). Another student was also fond of observing

129	L1-3.docx	in order to be deemed creative, a product or	idea	should be new. The idea of newness was
130	L1-3.docx	students of UKN concurred that a creative product or	idea	should be meaningful and/or useful, at least,
131	L1-3.docx	the degree of difference – how different a product or	idea	should be from the existing ones - was not
132	L1-3.docx	students' ambiguous idea on how different a product or	idea	should be from the existing one, it is
133	L1-3.docx	though other people may not consider the product or	idea	as being creative, it is very important and
134	L1-3.docx	Could you explain why you think the product or	idea	is creative? How do you understand creativity in
135	L1-3.docx	by anyone, to be considered creative, a product or	idea	needed other people's acknowledgement or appreciation. Furthermore,
136	L1-3.docx	even though the creator intended his/her product or	idea	to be useful and creative, it was beyond
137	L1-3.docx	novelty value. The difference from the existing product or	idea	was what made it creative. This idea was
138	L1-3.docx	and showing a difference from any existing product or	idea.	One of the students, Hana, stated "Being new
139	L1-3.docx	only copied small parts of the original product or	idea;	they did not know that there was a
140	L1-3.docx	product or idea was what made it creative. This	idea	was underlined by the students who asserted that
141	L1-13.docx	of teaching English through English. In the classroom, this	idea	was enacted as a classroom rule aimed at
142	L1-9.docx	serious problems in Muslims societies. Shafi (ibid.) furthers this	idea	by connecting the secular/religious knowledge split to
143	L1-9.docx	possibility of being secularised, westernized or even proselytised. This	idea	concurs with what Pennycook (1994, p. 208) has pointed out: <^^^>
144	L1-9.docx	Byram et al., 2002; Corbett, 2003; Liddicoat & Scarino, 2013). Central to this	idea	is the ability to navigate through and shuttle
145	L1-3.docx	a ride, or to share a taxi ride. This	idea	matches the advice given by Wregas Bhanuteja, a
146	L1-10.docx	T16 was one of teachers who believed in this	idea.	She said that English was a language of
147	L1-10.docx	meaningful, she still disagreed. She did not have any	idea	of practicing multilingualism because she applied no Bahasa
148	L1-10.docx	meaningful, she still repudiated. She did not have any	idea	of practicing multilingualism because she applied no Bahasa
149	L1-3.docx	hot day and she could not think of any	idea	for the short story assignment. Suddenly, she remembered
150	L1-15.docx	the participants said that they did not have any	idea	where to continue their studies after completing high
151	L1-6.docx	foster students' understanding of the course content. The central	idea	of mindful guidance is to help students mindfully
152	L1-7.docx	experience model, the preservice teachers' learning becomes the central	idea	of the whole process (Cornu, 2015; Le Cornu & Ewing, 2008;
153	L1-7.docx	professional learning, reflective practice did not become a central	idea	in the mentoring process. A majority of current
154	L1-10.docx	were conflicting. In addition, T23 also had no clear	idea	about multilingualism as she perceived it as only
155	L1-10.docx	were conflicting. In addition, T23 also had no clear	idea	about multilingualism as she perceived it only as
156	L1-1.docx	may indicate that the mentor teacher has a clear	idea	of what is or is not "good effort"
157	L1-9.docx	of her teaching and learning materials and connected her	idea	about it primarily with the cultural content of
158	L1-3.docx	Sella, who did a small research to support her	idea	for the horror story she was writing. <^^^> (Sella,
159	L1-3.docx	is considered creative" (Ariel, interview). Another student illustrated her	idea	of newness by referring to a unique wooden
160	L1-3.docx	would not be in vain. She reasserted the same	idea	during the focus-group discussion and drew an
161	L1-3.docx	it (Dea, interview; Fani, interview; Putri, interview). The same	idea	was expressed by Tika in terms of an
162	L1-3.docx	give freedom of expression. Tara also indicated the same	idea.	In practice, however, there were constraints, such as
163	L1-6.docx	instructing students to work in groups. She said that	idea	sharing was likely to occur when students searched
164	L1-10.docx	T15, T16, and T25). Although they agreed with that	idea,	it seemed that teachers were in their Fifth-
165	L1-10.docx	in EMI classroom, he did not agree with that	idea.	According to him, by doing so, it inhibited
166	L1-9.docx	educational situation. Another crucial point pertinent to Wati's	idea	of English as a "globalising tool" is the
167	L1-3.docx	giving feedback, she always concentrated on the student's	idea,	such as how the idea flowed, whether the
168	L1-15.docx	different characteristics of teachers, which have then shaped their	idea	of a good teacher. Some teachers had been
169	L1-10.docx	to express in English, especially when they lost their	idea	what to say in English. 5.3.10 Teacher 10 (T10) Profile
170	L1-3.docx	or different is something?" (p.21). With the students' ambiguous	idea	on how different a product or idea should
171	L1-6.docx	to work in pairs to practice word matching and	idea	sharing. They were encouraged to ask and answer
172	L1-9.docx	the thoughts and identities of Muslims. Echoing Al-Attas'	idea,	Mohd-Asraf argues that language can reflect the

173	L1-18.docx	completed their tasks in this study was governed by	idea	development through vocabulary search. Regardless of the use
174	L1-3.docx	Boden (2004) that the originality and novelty of a creative	idea	or artefact can be generated by blending, exploring
175	L1-3.docx	of originality-plagiarism that happened in Indonesia. This different	idea	about originality was reflected in the opinion of
176	L1-12.docx	indirect feedback on two repeated content issues (i.e.	idea	and logic) in the third essay draft. In
177	L1-12.docx	feedback increased over three written feedback sessions, except for	idea	and logic where the teachers provided slightly less
178	L1-18.docx	the standard writing procedure, from thinking of the general	idea	of the theme of her writing to specific
179	L1-17.docx	might have imagined that it would be a great	idea	for Darren to become a teacher, probably because
180	L1-3.docx	creative outcome can be achieved by "reiterating a known	idea	in a new way" and "leading to an
181	L1-10.docx	use it when they were deadlock and had no	idea	to express in English. Talking this issue, T1
182	L1-3.docx	and being creative in your opinion? What kind of	idea	or product do you consider creative? In the
183	L1-12.docx	each writing conferences session, the teachers mostly focused on	idea	and logic problems in the two first writing
184	L1-17.docx	tourism business. He therefore did not reject his parents'	idea	for him to take English teaching as his
185	L1-9.docx	societies' values. Another example might be a NS-preoccupied	idea	of language competence and cultural authenticity. This implies
186	L1-3.docx	also use the constraints principle (Maley & Kiss, 2018). The primary	idea	of this principle is "to impose tight constraints"
187	L1-9.docx	countries and the NSs of English. Echoing Smith's (1976)	idea	of an international auxiliary language, McKay (2011, 2018) argues that
188	L1-9.docx	orientations. In this respect, echoing Hall and Hall's (1990)	idea	of polychronic (P-time) and monochronic (M-time)
189	L1-3.docx	Sella, FGD) Eight other students also stated a similar	idea	that going out of the class once in
190	L1-3.docx	used to support creativity in writing. Fourth, the students'	idea-	generating strategies and the capacities they used to
191	L1-3.docx	page length of the fable (4). Even though the underlying	idea	of the focus on content was based on
192	L1-3.docx	students understood originality in a rather narrow and vague	idea	such as in "not plagiarising others' works". Yet
193	L1-18.docx	skills using TBL by making an adjustment to Willis'	idea (	Figure 5.23). <***> Figure 5.23 Left: Willis' TBLT Framework (1996a; 2000; 1998), Ri
194	L1-10.docx	Table 7.1 above reveals that teachers' attitudes who agreed with	idea	of using other languages, both in their perceptions

Epistemic Noun: Indication

No.	File	Left context	Hit
1	L1-1.docx	study on graduate early years practitioners, there is an	indication
2	L1-4.docx	U1 seems to perceive an active participation as an	indication
3	L1-4.docx	by the teacher as acceptable and understandable is an	indication
4	L1-4.docx	language competences. Although this can be argued as an	indication
5	L1-4.docx	discussed in sections 5.2-5.3 of this chapter. It is an	indication
6	L1-10.docx	was their owned or local English. This is an	indication
7	L1-4.docx	active participants in their own learning adventure, are an	indication
8	L1-4.docx	between cultures of learning and teacher perception is an	indication
9	L1-16.docx	perceive the changes offered in the 2013 Curriculum as an	indication
10	L1-11.docx	Primo & Li, 2013). These kinds of feedback may give an	indication
11	L1-1.docx	person fail to meet expectations. However, there is no	indication
12	L1-4.docx	I presented in chapter 4, part I, there is no	indication
13	L1-14.docx	learning in which multimodal resources were used gave no	indication
14	L1-14.docx	tables. However, these artefacts did not provide a clear	indication
15	L1-18.docx	a positive and motivated attitude. It gave a clear	indication
16	L1-7.docx	it primarily highlighted final assessment results and gave little	indication
17	L1-7.docx	for primarily highlighting the assessment results but giving little	indication
18	L1-4.docx	preferable for students form U1 (mean = 3.65). There is an	indication
19	L1-4.docx	learn English in the classroom. Table 4. 4. Learning Preferences <&&&> Another	indication
20	L1-4.docx	the classrooms that I observed, there was not much	indication
21	L1-4.docx	the student-centred learning. This could be a positive	indication
22	L1-4.docx	teacher created and decided for the classroom, with some	indication
23	L1-20.docx	Hanum, English translation, interview 3) From the excerpt 15 above, the	indication

Right context
of power imbalance in the practice settings, in
of a good student (mean = 3.81) having their responses
of the teacher's ability to notice their
of Indonesian students being collectivist (Hofstede, 1986), the similar
of how these views have become a part
of using Indonesian ELF (INDELF) in their teaching
that the implementation of student-centred learning is
that teachers actually know about students' cultures but
that Indonesia is working towards the betterment of
about the current state of students' learning, but
in the curriculum of the legal consequences that
of differences in students' ways of learning from
that the students were provided ample opportunities to
that the integration of multimodality was also designed
that she felt motivated in her learning. Furthermore,
of the day-to day process carried out
of the assessment process that would take place
of a high-power distance relationship where the
of how students' ways of learning English might
of teachers' giving the students space to work
and starting point of how Indonesian students' metacognitive
of them not becoming involved in the process.
that Hanum acted as a parent of students

No.	File	Left context	Hit	Right context
1	L1-16.docx	new curriculum. Here as a teacher, Nina voiced her	opinion	on school support, <^^^> (Nina/Teacher/interview) Muflihah (2013) sugge
2	L1-18.docx	social media. A first-year student, Olga, described her	opinion	on this matter in the following quote: <^^^> (Olga,
3	L1-3.docx	of creativity, not just in writing. She exemplified her	opinion	by using her experience when learning to play
4	L1-3.docx	alone would intimidate the students. Even though in her	opinion	her students' English was quite good, she learned
5	L1-3.docx	the grammar. <^^^> (Hana, interview) Hana added that in her	opinion	Tara was a good teacher because she always
6	L1-3.docx	read and do some research first. She exemplified her	opinion	using her own experience of writing stories. <^^^> (Sari,
7	L1-3.docx	slang words of the current generation (Hana, FGD). Her	opinion	was disputed by another student, Tika, who argued
8	L1-3.docx	essential determinant of their works' originality. Nadia expressed her	opinion	when talking about poetry as a product of
	L1-3.docx	that the door was creative (Putri, interview). In her	opinion,	the swing door was a creative product because
	L1-9.docx	they are NSs or NNSs of English. In her	opinion,	the models could be either NSs or NNSs
	L1-9.docx	can "contaminate" students' cultural beliefs and behaviours. In her	opinion,	it is part of Indonesian EFL teachers' duties
	L1-17.docx	her students' speaking and listening skills, which, in her	opinion,	required the teacher to give feedback to the
	L1-20.docx	a teacher anymore, for example. Because sometimes, in her	opinion,	teachers themselves today including herself are not worthy
	L1-1.docx	qualities, and motivation for doing the practicum. <^^^> In her	opinion,	those with a real passion for teaching are
	L1-3.docx	plot of a Korean drama she watched. In her	opinion,	what she did was still considered creative because
	L1-10.docx	did not match with the reality. He elaborated his	opinion	in his account as follow. Excerpt 6.8 <^^^> There was
	L1-10.docx	force his students to imitate NESs. He clarified his	opinion	in this account," I usually apply easy listening
	L1-4.docx	U5, Interview, November 15, 2017) I asked teacher E about his	opinion	on the students' view that learning is about
	L1-6.docx	access available in the classroom and gave students his	opinion	on their participation and reminded them to post
	L1-3.docx	show a difference from other products. He exemplified his	opinion	using a kind of poetry called Found Poetry,
	L1-3.docx	suggested by two other students. The first related his	opinion	with an article revealing that J.R. Tolkien'
	L1-3.docx	was the meaningfulness of a creative product. In his	opinion,	usefulness and meaningfulness were not the same. He
	L1-3.docx	one of the Indonesian television broadcasters to explicate his	opinion.	He said: <^^^> (Ariel, interview) He highlighted the idea
	L1-20.docx	has issued a child protection law. In Hanum's	opinion,	apparently, this law is created because of the
	L1-9.docx	material used in her English classes. In Wati's	opinion,	authentic materials are ones that are used by
	L1-9.docx	presence of the NSs of English, in Yanti's	opinion,	could be more significant in the light of
	L1-9.docx	Topics and materials for classroom discussions, in Ambar's	opinion,	should be related as much as possible to
	L1-9.docx	English and speaking skills in particular. In Ana's	opinion,	there is no need to imitate the NS
	L1-12.docx	taken from Ayu's second interview, reflected Ayu's	opinion	about students' different motivation in essay writing. <^^^> (Ayu,
	L1-9.docx	believed that the characters' clothing may affect student's	opinion	if they are perceived as culturally inappropriate. As
	L1-3.docx	their creative writing skills. Arif concurred with Tara's	opinion	when he stated that he also gave examples
	L1-13.docx	a professional community to another. Ana was of the	opinion	that people need English and English is therefore
	L1-13.docx	L1 accents when speaking English. He was of the	opinion	that people living and learning English in, for
	L1-13.docx	used" (pre-interview, p. 10). Accordingly, she was of the	opinion	that the students need to practise speaking a
	L1-13.docx	an impediment to learning English. Dina was of the	opinion	that there is no problem using L1 (i.
	L1-20.docx	school, where most of its students likely follow the	opinion	that song is forbidden in Islam. Here, she
	L1-20.docx	Therefore, here, Edi taught his students to respect the	opinion	of anyone at any age in order they
	L1-3.docx	This different idea about originality was reflected in the	opinion	of some students that it was acceptable to

File	Left context	Node	Right context
L1-18.docx	noticed changes in their English writing abilities and their	opinion	about the reason for the changes. Item 9 was
L1-6.docx	He decided on Facebook after asking students for their	opinion	directly and distributing a short survey. The survey
L1-4.docx	quiet and not respond when the teacher asked their	opinion	of the topics under discussion. For example in
L1-3.docx	from the interviews and FGDs, students also expressed their	opinion	that it was necessary to have model poems
L1-4.docx	to be appreciated by their teacher for giving their	opinion.	A student said, <^^^> (Student 3_U1, Interview, October 9, 2017) It
L1-18.docx	students to grow their confidence to speak out their	opinion.	The target for this subsection is to develop
L1-17.docx	guidance and had very little chance to give their	opinion.	This is also what I experienced when I
L1-11.docx	on how to assess students' learning and asked my	opinion	about his teaching practice in the observed lessons,
L1-19.docx	know the answer and I want to give my	opinion	or thought, but the problem is, I find
L1-15.docx	showed their positive perceptions of the item 'In my	opinion	teaching requires specific expertise' with a mean score
L1-13.docx	Indonesian as inferior to English. Budi noted, "in my	opinion,	between Bahasa Indonesia and English, they are equal.
L1-10.docx	Using English to lecture in IP class, in my	opinion,	neither easy nor difficult. From the lecturer's
L1-16.docx	Tito claimed, <^^^> (Tito/Student) However, Hana had a different	opinion	regarding the student-centred activity in the teaching
L1-16.docx	Toni stated, <^^^> (Toni/Teacher/interview) Anton has slightly different	opinion	regarding the impact of the 2013 English Curriculum, <^^^> (Anton/
L1-16.docx	stated, <^^^> (Anton/Teacher) Another teacher, Adi, has a different	opinion	somehow, He pointed out, <^^^> (Adi/Teacher) Tia has
L1-18.docx	classmate had a lack of discipline. However, a different	opinion	was expressed by her classmate, Halimah, to counter
L1-3.docx	improving existing products to make something different (interview). This	opinion	was similar to Sari's explanation during the
L1-3.docx	the output. It is interesting to note that this	opinion	was what Bakhtin denoted in his concept of "
L1-11.docx	perceived formative assessment practices as very important, though this	opinion	was often weakened by grading practice and grade
L1-3.docx	based on what we see". She further explicated this	opinion	in the focus group discussion: <^^^> (Sella, FGD) Eight
L1-3.docx	Hanna and Syifa, FGD). They also had the same	opinion	that it was acceptable to have a creative
L1-3.docx	interview). 4.3.3. Creative individuals The four teachers had the same	opinion	that everyone was creative in their own ways,
L1-18.docx	might be affected negatively. Baskoro also reported the same	opinion "	So, I think it's hard for me
L1-9.docx	you think about this song?'; 'Please give me your	opinion	about this song, [student]'; 'What is in your
L1-3.docx	were queried with some questions, such as "In your	opinion,	what is creativity? Could you give (further) examples
L1-3.docx	questions "What is creativity and being creative in your	opinion?	What kind of idea or product do you
L1-11.docx	objectivity [A1BD]. Two teachers did not express an	opinion	about the importance of any assessment formats and
L1-18.docx	questionnaire item indicated that students did not have an	opinion	about how they wanted to learn English writing
L1-3.docx	said, <^^^> (Dea, interview). The other student having a similar	opinion	regarding his own creativity was Ariel. Ariel was
L1-18.docx	her learning and completion of the tasks. A similar	opinion	was expressed by six students from the group
L1-3.docx	to write as in those models. Cross- checking students'	opinion	on this matter, this study found that that
L1-12.docx	daily activities, education, and the internet, and inviting students'	opinion	or questions. This stage was mostly teacher-led.
L1-18.docx	she got from using technology in her learning. Another	opinion	for a technology-aided learning preference was stated
L1-9.docx	Figure 20: Students in Aris' class complete tasks In Aris'	opinion,	students' level of English ability and the strength
L1-20.docx	their English conversation. Thus, Nisa actually has a contradictory	opinion	with regard to proper English use. In excerpt 25,
L1-10.docx	the teacher was disagreement. This is the only dissenting	opinion	made by teacher. The only teacher who disagreed
L1-19.docx	in the dialogues into categories (expression of asking for	opinion,	giving opinion and responses). The researcher then categorized
L1-19.docx	dialogues into categories (expression of asking for opinion, giving	opinion	and responses). The researcher then categorized this activity
L1-2.docx	actual use of MTS and L2 to the lecturers'	opinion	of their use of MTS and L2 use (
L1-19.docx	classroom 4, the students did not give any answer or	opinion	in response to the EFL teacher's questions/

L1-10.docx	at all, but from the beginning, in my own	opinion,	I didn't have to be an Englishman
L1-6.docx	management This management strategy was characterised by lecturers' perceived	opinion	of how to deal with possible problems during
L1-16.docx	group interview) Similarly, the school principals have the same	opinion	regarding the time reduction will create a domino
L1-3.docx	these responses are in contrast with their own shared	opinion	that everyone was creative and that everyone was
L1-11.docx	by the government (Hargreaves, 2004). Out of 428 propositions about teachers'	opinion	of the K13 assessment, 265 propositions in the individual

Epistemic Noun: Possibility

No.	File	Left context	Hit	Right context
1	L1-6.docx	manage their own tools. L1 cautioned them about the	possibility	of technical problems, such as those that had
2	L1-6.docx	she did not deny that there was always the	possibility	of experiencing internet connection problems. To circumvent the
3	L1-6.docx	for him to remind them that he monitored the	possibility	of plagiarism among the students. Using technology enabled
4	L1-6.docx	the lecturers in this study. Furthermore, it offered the	possibility	of increasing students' satisfaction and improving learning and
5	L1-9.docx	to students, and thus should be imitated. Regarding the	possibility	of using materials produced by or featuring NNSs,
6	L1-9.docx	learning and use of English are linked to the	possibility	of being secularised, westernized or even proselytised. This
7	L1-10.docx	their participation in this study. This could avoid the	possibility	of having bias gender in interpretation of the
8	L1-10.docx	teachers in their participation in this research. Therefore, the	possibility	of having gender bias in interpretation of the
9	L1-14.docx	digitally based sources such as YouTube also provided the	possibility	of representing more meaning resources, rather than simply
10	L1-17.docx	He was so disappointed that when asked about the	possibility	of him taking the role if he were
11	L1-17.docx	clear, however, was that he wanted to pursue the	possibility	of becoming a teacher trainer. Arbo's narrative
12	L1-17.docx	worked abroad provided an example for her of the	possibility	of being a part of a wider international
13	L1-17.docx	grade, and two requiring lower ones thus maximizing the	possibility	of them being accepted at a public university.
14	L1-17.docx	than £1,500): it lasts for just one month and the	possibility	of failing the course makes it daunting for
15	L1-17.docx	considered competitors; therefore, it is difficult to see the	possibility	of having an inter-PELI teacher group or
16	L1-6.docx	learning (Dyson et al., 2015; Stewart, 2015). This finding raised the	possibility	that lecturers should possess sufficient skills for organising
17	L1-11.docx	teachers might attempt to find ways to mitigate the	possibility	that students will fail or obtain poor grades
18	L1-14.docx	an English teaching practitioner. This might open up the	possibility	that subjectivity intervened in the analysis such as
19	L1-17.docx	teaching at public schools offered job security and the	possibility	to earn extra by doing additional teaching after
20	L1-18.docx	in their manual portfolio books, did not have the	possibility	to copy and paste the exact vocabulary items
21	L1-9.docx	when it affords a social or political group the	possibility	to organise society as a whole and shape
22	L1-9.docx	therefore counterproductive. The teachers also voiced concern over a	possibility	that the local students may imitate or think
23	L1-18.docx	of the technology-mediated TBL approach. There was a	possibility	that the pilot study was used by the
24	L1-20.docx	was that low, perhaps there would have been a	possibility	that they would be passive during teaching and
25	L1-15.docx	teaching practicum made him think that there was a	possibility	of becoming a teacher: "If there's no
26	L1-20.docx	to the other two, the parameter of practicality and	possibility (	see chapter 3). As known, the parameter of particularity
27	L1-9.docx	Arabic (W. Ali, 2016). In fact, the topic of future	possibility,	which is also concerned with the Islamic concept
28	L1-9.docx	English language education. In this regard, a more intriguing	possibility	is to examine the nation's implicit and
29	L1-20.docx	theories by themselves as well. Regarding the parameter of	possibility,	since it empowers and liberates the learners (Kumaravadivelu, 2005)
30	L1-2.docx	suggested by one of the students is also one	possibility	related to these two strategies to increase the
31	L1-8.docx	formal situations and carries the magical meaning of unreal	possibility,	whereas hope is usually referred to as something

Epistemic Noun: Tendency

No.	File	Left context	Hit	Right context
1	L1-6.docx	tools they use. Their teaching orientation showed that the	tendency	of using technology was likely due to their
2	L1-12.docx	of EFL teachers' written feedback (N=1275 feedback points) <***> The	tendency	of the teachers to provide more feedback on
3	L1-16.docx	quality in the classroom. As argued by Mansour (2006), the	tendency	of government and decision makers regarding class size
4	L1-18.docx	replaced by pens, pencils, and paper. In addition, the	tendency	for being uncertain was also indicated by 19% of
5	L1-3.docx	of creativity also indicates the context dimension since the	tendency	is to imitate, adapt, and integrate old and
6	L1-1.docx	s competences as process-oriented, sits differently from the	tendency	within the government regulations to treat teacher's
7	L1-12.docx	the type of writing problem. However, there was a	tendency	for the teachers to use more explicitoral prompts
8	L1-18.docx	people with lower reading proficiency and there was a	tendency	for dependence on the use of electronic dictionaries.
9	L1-1.docx	employability (Forrier et al., 2009; Defillippi and Arthur, 1994), with a	tendency	leaning toward human capital and social capital. 5.1.2 The
10	L1-11.docx	from this excerpt that cultural factors (e.g. a	tendency	to compromise rather than argue) and limited mastery
11	L1-4.docx	I talked to the students, they reflected a strong	tendency	to save their "face" in front of their
12	L1-4.docx	benefited from the classroom discussion. In addition, their strong	tendency	to save "face" had brought them negative attitudes
13	L1-9.docx	arts and crafts, and classroom teachers–have an alarming	tendency	towards intolerant and exclusive attitude (Bhaskara, 2018). One of
14	L1-4.docx	as powerful or common as the students with collectivist	tendency.	As I have discussed in Chapter II, section 2.1.3.4,
15	L1-12.docx	On the one hand, the teachers showed a general	tendency	to follow a relatively similar procedure of feedback
16	L1-18.docx	in Class 1B compared to Class 1A. The greater	tendency	for using more technology was noted in the
17	L1-8.docx	the practice. The decoding process ends up with her	tendency	to mirror the English practice. However, the decoding
18	L1-9.docx	Western culture]", "our" or "their" culture, and "[concern over]	tendency	to imitate [Western culture] can be cases in
19	L1-1.docx	importance of agency of the pre-service teachers; their	tendency	to make pragmatic choices in presenting the professional

Epistemic Noun: View

No.	File	Left context	Hit	Right context
1	L1-7.docx	workshops to enhance preservice teachers 'pedagogical (content) knowledge. This	view	was also noted by one of supervising lecturers
2	L1-10.docx	low English proficiency (T6, T17, T19, and T32). This	view	was pointed out by T17 in his accounts
3	L1-10.docx	be tense and not be conducive to learning. This	view	was conveyed by T11 in the following accounts.
4	L1-10.docx	for student to convey it in English too". This	view	was also typical of monolingual perspectives when seeing
5	L1-10.docx	English in the teaching content through English classrooms. This	view	was also typical of monolingual perspectives when seeing
6	L1-16.docx	encourages students to contribute to society as well. This	view	also supported by Sinta, <^^^> (Sinta/Teacher/Interview) Moreover,
7	L1-16.docx	change as positive after three years of implementation. This	view	also confirmed the findings of the study on
8	L1-19.docx	the subjects were still largely two separate domains. This	view	also comes from the classroom observations; to develop
9	L1-3.docx	students to write, but they themselves also wrote. This	view	is in line with Maley and Kiss (2018) who
10	L1-9.docx	short the teaching hours might be. Fundamental to this	view	is that cultures are constantly changing and that
11	L1-12.docx	needs, and progress (e.g., Erna, personal communication 1, 2016). This	view	is in line with some L2 writing scholars (
12	L1-1.docx	cognitive processes for each skill in the courses. This	view	of teacher's competences as process-oriented, sits
13	L1-3.docx	expressive intention" (Bakhtin, 1981, p. 294). The students who had this	view	of creativity valued the true intention of writing,
14	L1-8.docx	and capriciously toward time is punished" (Jones & Brown, 2005). This	view	of time is known as monochronic orientation. People
15	L1-3.docx	creating something that was meaningful for other people. This	view	corresponds with Kaufman and Beghetto (2009), and Runco (2014), who
16	L1-3.docx	the rest might need more assistance and efforts. This	view	corresponds with studies reviewed by Bereczki and Karpati (2018)
17	L1-9.docx	maintain one's own accent and speaking style. This	view	seemed to help Ana to see herself as
18	L1-11.docx	for students NOT in this school' [A1BD]. This	view	seemed to be influenced by the intention to
19	L1-13.docx	it is now in Malaysia" (Pre-Interview, p. 4). This	view	appears to be inconsistent with her previous statement
20	L1-9.docx	and homogenous, imagined, single culture' (Holliday, 2011, p.5). Instead, this	view	attaches "culture" to all types of social activities
21	L1-9.docx	legitimate source of language competence and cultural authenticity. This	view	can easily overlook the legitimacy and "authentic selves"
22	L1-3.docx	value was beyond the creator's decision emerged. This	view	indicates the students' awareness of the influence of
23	L1-16.docx	knowledge of the topic. I would argue that this	view	may have partly been the result of spoon-
24	L1-3.docx	value, which reflects a form of cultural relativism. This	view	mirrors some scholars' views regarding context. Beghetto, Kaufman
25	L1-13.docx	English-only instruction (Auerbach, 2016; Tollefson, 2007). While supporters of this	view	perceive the monolingual approach to ELT as 'the
26	L1-3.docx	not be creative for those in other societies. This	view	shows that the students and teachers were aware
27	L1-4.docx	if they are highly motivated and approved of this	view	since it may also be one of the
28	L1-7.docx	supervising lecturer from University Three critically noted: <^^^> (SLU3*2). This	view	suggested that PPG preservice teachers need to be
29	L1-9.docx	as unsung heroes. Javanese philosophy might be behind this	view,	informing that a guru (teacher) is one to
30	L1-9.docx	the notion of a culturally appropriate pedagogy. In this	view,	Kramsch and Sullivan (1996) conceptualise an appropriate ELT/EFL
31	L1-9.docx	expanded view' of language proposed by Shohamy (2006). In this	view,	language is understood as 'an open, free, dynamic,
32	L1-19.docx	VP) of curriculum affairs, <^^^> (Vice Principal, interview) Alongside this	view,	one teacher (T4) and the school principal also
33	L1-9.docx	if communication is to proceed smoothly' (p. 409). In this	view,	pragmatic appropriateness needs to be redefined, negotiated and
34	L1-7.docx	University Three for instance noted: <^^^> (FG U3*4). Supporting this	view,	the third participant said: <^^^> (FG U3*3). These views
35	L1-9.docx	should therefore be considered as culturally neutral. In this	view,	there is no reason for English learners to
36	L1-3.docx	enhancement of creativity in writing stories and poems. This	view,	which was reflected in the assessment rubric developed
37	L1-15.docx	teachers are valued by society'. From the point of	view	of the respondents, teaching is a profession that
38	L1-16.docx	learning process. <^^^> (Hana/Student) Tio offered different point of	view	of communicative competence in the teaching and learning
39	L1-16.docx	Wadesango, Hove and Kurebwa (2017). Moreover, from the point of	view	of the teachers, large class size is seen
40	L1-16.docx	pointed out, <^^^> (Adi/Teacher) Tia has different point of	view	on the teaching and learning process of the 2013
41	L1-16.docx	the space to voice their understanding or point of	view	on issues. Shared authority in the classroom will

#	File	Left context	KWIC	Right context
42	L1-11.docx	a subject- specialist trainer. <^^^> [C1MNL] This point of	view	about the professional training was confirmed and agreed
43	L1-15.docx	criteria that is considered ideal from their point of	view	because they are commonly high achievers (Dweck, 1986; Hooper &
44	L1-15.docx	helped her to view teaching from different points of	view	contributed to her increasing motivation towards teaching. <^^^> (Ama)
45	L1-10.docx	assessing exam. Teachers perceive IUP in different point of	view	from generic to visionary one. Drawing on the
46	L1-16.docx	should be explored from the curriculum stakeholders' points of	view	in curriculum change. Based on the interviews, the
47	L1-17.docx	it was developed from a non-religious point of	view	might not be applicable for an Indonesian context
48	L1-18.docx	Almutairi (2009) whom observed task cycle from the point of	view	of 'task-as-workplan', 'task-in process', and '
49	L1-19.docx	data from the interviews, there were different points of	view	regarding the implementation of the SA in EFL
50	L1-20.docx	imagination' mode of Hanum refutes Xu's (2017) point of	view	that being part of the community will result
51	L1-18.docx	students' ability and motivation from the lecturers' point of	view	was able to confirm the results of the
52	L1-10.docx	these patterns. Excerpt 5.53 <^^^> From embedded and separated point of	view,	the patterns of how LOTE was used could
53	L1-12.docx	L2 writing Following Engeström's (1987, 2001, 2016) Activity Theory point of	view,	the teachers' feedback provision activity reflects a mutual
54	L1-15.docx	to higher education. From the children's point of	view,	the action to do what their parents suggest
55	L1-16.docx	things became difficult" From the school principals' point of	view,	the introduction of the 2013 Curriculum was a year
56	L1-16.docx	to guide us thoroughly." From school principals' point of	view,	the curriculum change viewed is as a centralized
57	L1-16.docx	to support teacher professional development. From students' points of	view,	the strategies to cope with the 2013 English Curriculum
58	L1-8.docx	quite weird" (Dewi L137). From her religious point of	view,	being around those who are viewed as committing
59	L1-18.docx	completing their writing task. From the motivation point of	view,	enthusiasm indicates motivation. Interesting findings generated from the
60	L1-11.docx	and abilities in English. From a negative point of	view,	four teachers expressed that most students had low
61	L1-16.docx	universities planned the curriculum change. From my point of	view,	Indonesia need to apply this strategy where local
62	L1-10.docx	easy nor difficult. From the lecturer's point of	view,	it can be helped by making maximum preparations
63	L1-16.docx	very limited in teaching. From the student point of	view,	most of them took a positive stance toward
64	L1-16.docx	method she uses, <^^^> (Desy/Teacher) From students' point of	view,	teaching and learning process in the 2013 English curriculum
65	L1-12.docx	as multivoiced, including a community of multiple points of	view,	traditions, interests, and interactions"(Lektorsky, 2009, p. 79). Future studies
66	L1-10.docx	Furthermore, T11 pointed out learning from qualitative point of	view.	In his view, learning was not about numerical
67	L1-15.docx	used to be, especially from the economic point of	view.	Indonesian teachers' take-home income is still considered
68	L1-11.docx	HB]. One teacher further expressed a radical point of	view.	The teacher insisted on arguing that the national
69	L1-14.docx	mode over the others. From a multimodal point of	view (	Kress and van Leeuwen, 2006), it was found out
70	L1-19.docx	responses were also revealed from the students' points of	view.	Another example of resistance shown by the EFL
71	L1-13.docx	professional community to another. Analysis revealed that Ana's	view	on English appears to be shaped by standard
72	L1-13.docx	superior. <^^^> (Pre-Interview, p. 5, emphasis added) While Tina's	view	on the superiority of English over other world
73	L1-13.docx	key for success in the globalisation era, Tina's	view	on whether or not it is important to
74	L1-13.docx	of ealizeddd were the roots from which Tina's	view	on the superiority of English over other world
75	L1-13.docx	Chapter 6, Section 6.2.2.3 illustrates how nationalism also shaped Budi's	view	on how Indonesian people should speak English. Identifying
76	L1-13.docx	at an undergraduate teacher education program shaped Dina's	view	about the status and role of English in
77	L1-19.docx	some barriers: <^^^> (Teacher 4, interview) The above EFL teacher's	view	about the challenges in implementing the SA matched
78	L1-1.docx	something else such as simple audiovisual aids. <^^^> <^^^> Priska's	view	of the relationship between the pre-service teachers
79	L1-9.docx	intercultural communication in a way concurs with Ana's	view	of cultural identity. Here, what is intriguing is
80	L1-16.docx	tried to capture the uniqueness of each participant's	view	as well as a collective interpretation of the
81	L1-13.docx	way to his own students (Section 6.2.2.4; Section 9.2.1.1). Budi's	view	did not change until he reflected on his
82	L1-13.docx	languages of Indonesia. As mentioned in Section 9.2.1.1, Ana's	view	is rooted in what her schoolteacher said about
83	L1-13.docx	illustrates the pragmatic nature of her attitude. Tina's	view	seems to be underpinned by her perception of
84	L1-18.docx	this case, this study has shaped the researcher's	view	that a process-oriented approach to writing skills
85	L1-9.docx	over time in their classroom teaching. In Kohler's	view,	it is important that foreign language teachers: <^^^> (2015, p. 194).
86	L1-9.docx	and behaviours rooted in Islamic teachings. In Yanti's	view,	it is imperative that Indonesian EFL teachers explain

87	L1-9.docx	linguistic expressions in daily social interactions. In Yanti's	view,	it is culture rather than linguistic properties that
88	L1-9.docx	joining the skilled workforce. As such, in Ambar's	view,	the materials used in GHS English classrooms including
89	L1-1.docx	discusses this process, focusing on Beijaard et al.'s	view.	In the process of crafting the constituents of
90	L1-1.docx	said then that the Pres IQF 2012 embraces both the	view	of employable professional identities as a product, and
91	L1-1.docx	or maintain a job in that profession. In the	view	of employability as a product, prior research attempts
92	L1-1.docx	way to getting or maintaining a job. In the	view	of employability as a process, research is instead
93	L1-1.docx	the stages in developing the curriculum and adopting the	view	of Harmer (2004, 2007) as justification for translating the learning
94	L1-13.docx	language in Indonesia appears to be driven by the	view	of English as an international and a superior
95	L1-16.docx	in-depth explanation of this matter based on the	view	of the students. Talking about English assessment, Luki
96	L1-3.docx	an outcome's creative value. <^^^> (Tika, FGD) Again, the	view	that a product's creative value was beyond
97	L1-3.docx	the new and the old" (275). In addition to the	view	that the ability to synthesise information indicates a
98	L1-9.docx	Daud (cited in Pennycook 1994), Batchelor (2015) and Maarif (2015), take the	view	that there is no clear-cut distinction not
99	L1-12.docx	feedback practices, the participants (N=9) were unanimous in the	view	that they provided feedback on students' L2 writing
100	L1-16.docx	concept of Language curriculum elements added weight to the	view	that change implementation is a multifaceted and a
101	L1-18.docx	were exposed to the use of technology, expressed the	view	that technology-based learning was very helpful for
102	L1-4.docx	most important aspects of cultures of learning is the	view	on learning itself. Traditionally, learning is a process
103	L1-16.docx	of professional identity (Day, 2002). Carl (2005, p.228) is of the	view	that "by ignoring teachers' voices, the outcomes of
104	L1-13.docx	the way native speakers do. In the classroom, the	view	was ractice in the acts of 'correcting' the
105	L1-9.docx	of culture, two crucial issues seem to surround the	view,	i.e. the language-culture nexus and the "
106	L1-3.docx	conducted by Tin, Manara, and Ragawanti (2009) also confirms the	view.	The research that involved Indonesian students and teachers
107	L1-10.docx	short term or dual degree program. He stated his	view	in the following excerpt. Excerpt 6.5 <^^^> While the above
108	L1-10.docx	by T5, T18, T25, and T29. T34 conveyed his	view	in the following accounts. Excerpt 6.19 <^^^> Other constraints emerged
109	L1-13.docx	classroom resource. However, Budi seemed to be changing his	view	as discussed in Section 6.3.2.2 below. 6.3 Microgenetic analysis: Budi'
110	L1-10.docx	that English influenced him over fluidity and humour. His	view	could be further elaborated in the following excerpt.
111	L1-3.docx	are more interested in the meaning, the message". His	view	is also reflected in the class activity he
112	L1-3.docx	likely, practices. Haryo, for example, when inquired about his	view	on creativity and creative products or ideas, asserted "
113	L1-3.docx	s interpretation of creativity can be inferred from his	view	that creative stories or poems were the ones
114	L1-10.docx	for both students understanding and English practices. In his	view,	giving more chance to use Bahasa Indonesia would
115	L1-10.docx	scaffold both students understanding and English practices. In his	view,	giving more chance to use Bahasa Indonesia would
116	L1-10.docx	he accommodated students to use Bahasa Indonesia. In his	view,	class atmosphere was divided into formal and informal
117	L1-3.docx	difference' and 'freedom'. He explained: <^^^> (Haryo, interview) In his	view,	creativity entailed the action of producing something different,
118	L1-9.docx	GHS and VHS influenced his classroom actions. In his	view,	high school EFL classes are aimed at allowing
119	L1-10.docx	out learning from qualitative point of view. In his	view,	learning was not about numerical numbers because statistic
120	L1-16.docx	competence in English. Regarding this issue, Anton described his	ew, <^^^>	Anton/Teacher/Interview) It can be verified from
121	L1-2.docx	and the students, so they would be able to	view	and be expected to practise appropriate strategies to
122	L1-6.docx	internet data accessible to L5 was used primarily to	view	and check students' participation in the Facebook group
123	L1-17.docx	teaching gave him the best return. Arbo seemed to	view	his career as a teacher primarily from an
124	L1-20.docx	due to this global identity, Mahdi is able to	view	his bad students from a different perspective and
125	L1-10.docx	native [[English]] speaker". The factors that influenced teachers to	view	their orientation was students' English proficiency in the
126	L1-14.docx	own world (Mason and Danby, 2011) and involving them to	view	their own world potentially captures more authentic data
127	L1-11.docx	contextual constraints they faced. This leads some teachers to	view	assessment practices related to learner agency as 'irrelevant' (
128	L1-6.docx	All groups were self-formed, but L1 seemed to	view	control over group formation necessary for particular cases,
129	L1-3.docx	eager to learn" (Exley, 2005, p.4-5). Indonesian people seemed to	view	hard-working, persistence, and diligence as highly valued
130	L1-17.docx	Limitations Overall, this study offers an alternative means to	view	non-NESTs' identities through the use of habitus
131	L1-15.docx	with a very encouraging supervisor and, helped her to	view	teaching from different points of view contributed to

132	L1-17.docx	them. In terms of teaching methods, he seemed to	view	that the 'CELTA-way 'was the best teaching
133	L1-9.docx	of "othering." As previously discussed, the teachers tended to	view	the culturally different English-speaking West through an
134	L1-13.docx	The second was a dissonance between the stated ideological	view	and classroom practice (Section 9.3.2.5). In Ana's case,
135	L1-13.docx	also found that a teacher's English language ideological	view	can have its origin in a former schoolteacher'
136	L1-13.docx	of her activity. Microgenetic analysis revealed that the ideological	view	led Tina to focus on pronunciation because she
137	L1-13.docx	views reflect Pan's (2015) notion of instrumentalism, an ideological	view	manifested in the idea of English as an
138	L1-13.docx	and classroom practice. This is when a certain ideological	view	tended to drive a teacher to behave in
139	L1-13.docx	view. In Dina's case, the teacher's ideological	view,	albeit compromised, was still there and still played
140	L1-13.docx	audio CD) that he considered incompatible with his ideological	view,	Budi created a new tool for modelling the
141	L1-13.docx	notion illustrates the fluidity of a teacher's ideological	view,	especially in the classroom setting. Besides, ideology-in-
142	L1-13.docx	Post-Interview 2, p. 3). Driven by her standard language ideological	view,	Tina wanted the students, when communicating in English,
143	L1-13.docx	this case, the formation of an English language ideological	view.	Dina reported that her view on the superiority
144	L1-13.docx	However, it does not remove the teacher's ideological	view.	In Dina's case, the teacher's ideological
145	L1-13.docx	different linguacultural backgrounds when she was abroad strengthened her	view	on the importance of (and the need for)
146	L1-13.docx	of international communication on the media, especially television, her	view	on Indonesian appeared to be underpinned by the
147	L1-13.docx	an English language ideological view. Dina reported that her	view	on the superiority of English over other languages
148	L1-13.docx	media including online media. Similarly, Tina reported that her	view	on the superiority of English over other languages (
149	L1-8.docx	member's concern of the incident. She contended her	view	of the importance of the Indonesian title as
150	L1-9.docx	linguistic and professional competence, but it also informs her	view	of students' "authentic selves" as learners and the
151	L1-13.docx	know much about the history of English. Thus, her	view	of the superiority of British English may only
152	L1-3.docx	creative people) produce something … something original" (Amel, interview). Her	view	that being original was important was also expressed
153	L1-9.docx	skill and accents with speaking intelligibility. She reiterated her	view	that speaking grammatically correct English fluently is important.
154	L1-13.docx	to English. Findings demonstrated that Tina observed, and her	view	was substantially shaped by, the Indonesian constitution and
155	L1-10.docx	was important to elaborate whether multilingual speakers had positive	view	on multilingual practices or the reverse. Furthermore, data
156	L1-10.docx	found difficulties in speaking English. T8 had a positive	view	on multilingualism. He said that multilingual practices were
157	L1-10.docx	LOTE Majority of the teachers (24 of 34) expressed a positive	view	on the use of English and LOTE. Through
158	L1-10.docx	who perceived English and multilingualism have indicated their positive	view	on it. They articulated their perspectives by welcoming
159	L1-10.docx	found difficult to speak English. Meanwhile, T8 had positive	view	on multilingualism as it was natural practices in
160	L1-10.docx	LOTE Majority of the teachers (24 of 34) expressed a positive	view	on the use of English and LOTE. Through
161	L1-10.docx	as native English speakers. Although she has a positive	view	of her own English, she did not allow
162	L1-15.docx	student learning', most of the respondents had a positive	view	of their ability with 85% identifying themselves as well
163	L1-10.docx	second corresponded with pedagogical skills. T32 has a positive	view	toward IUP because he gains benefit to use
164	L1-11.docx	two-thirds of the value propositions (63.85%) represented a positive	view,	while the remaining (36.15%) indicated a negative perspective. However,
165	L1-4.docx	study have a slight similarity in the way they	view	their relationship with their teacher. There is not
166	L1-4.docx	beliefs about the classroom depend on the way they	view	their students. He added that teachers practically construct
167	L1-17.docx	what motivated them to take the course, how they	view	their identities as an English teacher, and what
168	L1-17.docx	habitus as English language learners influences the way they	view	their practice as an English language teacher. Since
169	L1-4.docx	students have a significant difference in the way they	view	a good student as being active (p =.000). U1
170	L1-4.docx	students and classrooms, and most importantly on how they	view	and respond to students' cultures of learning in
171	L1-4.docx	that they have over the classroom and what they	view	as effective teaching in revealing their actual views
172	L1-4.docx	this study indicated a unique learning pattern where they	view	learning as an active engagement and expect teachers
173	L1-20.docx	Acehnese English teachers is to teach English, how they	view	themselves as a teacher in relation to English
174	L1-4.docx	acquisition, a social activity and autodidactic. The way they	view	these types of learning is due to their
175	L1-1.docx	other words, the documents pertinent to HE and teachers	view	the employable teacher professional identities as a product,
176	L1-20.docx	regard to her study, some of her participant teachers	view	the popular culture that comes into contact with

#	File	Left context	View	Right context
177	L1-20.docx	stated in chapter 2, in language teaching, how language teachers	view	themselves as a teacher is very important to
178	L1-20.docx	they teach their students (Goh, 2015). As these English teachers	view	themselves as the four roles above, definitely how
179	L1-4.docx	Chapter 4 Part IV, I have shown that the teachers	view	learning as a knowledge acquisition, a social activity
180	L1-16.docx	support This question seeks to explore the English teachers	view	on the support that they received from the
181	L1-20.docx	data, it is found that the Acehnese English teachers	view	their national identity identical with Indonesian language and
182	L1-20.docx	identity. In addition, as mentioned in chapter 2, how teachers	view	they are will affect the way they teach
183	L1-4.docx	Teacher C_U1, Interview, October 11, 2017) The way the 10 teachers	view	this type of learning might have shown how
184	L1-13.docx	English as an international language abroad, Budi did not	view	any potential issue arising from his ideological belief.
185	L1-13.docx	important to note that the present study does not	view	any correspondence between a stated ideological stance and
186	L1-13.docx	the monolingual approach to teaching English. She did not	view	the use of Indonesian as an impediment to
187	L1-15.docx	as well as 11% 'slight agreement'. The remaining 5% did not	view	the learning opportunity offered by teaching as a
188	L1-13.docx	time promoted ESL in Indonesia. Similarly, Dina did not	view	English as a threat to Indonesian and indigenous
189	L1-13.docx	communications. However, he maintained that Indonesian people should not	view	Indonesian as inferior to English. Budi noted, "in
190	L1-10.docx	use Bahasa Indonesia in her classroom, she did not	view	multilingualism positively. For her, using languages other than
191	L1-2.docx	effective to motivate students in learning L2 may not	view	so by the students (Ruesch et al., 2012, Shousha, 2018)
192	L1-4.docx	listening, reading and writing. With regard to the students'	view	on learning as a knowledge transferring, there was
193	L1-16.docx	English assessment in student questionnaire <&&&> Meanwhile looking at students'	view	on the new assessment system in Table 5.10, the
194	L1-16.docx	implement changes in the curricula and also the students'	view	on the implementation of the new curriculum and
195	L1-4.docx	questionnaire data and six teachers agreed with the students'	view	that learning English is about practicing the language
196	L1-4.docx	asked teacher E about his opinion on the students'	view	that learning is about practicing the language and
197	L1-3.docx	da, 2013; Maley, 2009; Zhao, 2014, 2015). Another different conception from the students'	view	is the aspect of talent. Even though all
198	L1-4.docx	element of students' cultures of learning is the students'	view	of a good teacher and a good student.
199	L1-16.docx	quite low in this English assessment section in students'	view,	it was essential to investigate the reasons for
200	L1-4.docx	understanding students. It is necessary to know how students	view	the characteristics of a good student because there
201	L1-4.docx	students' views in this regard. Table 4.8 shows how students	view	the characteristics of a good student. Table 4. 8. Good
202	L1-4.docx	as presented in chapter 4 part I indicated that students	view	learning as an active engagement where it is
203	L1-4.docx	devotion, which was not seen in how the students	view	learning, because most of them consider learning English
204	L1-4.docx	be said to have affected the way the students	view	learning. Christian and Hinduism views emphasize that learning
205	L1-4.docx	is to give teachers an understanding of how students	view	teaching and their learning preferences in the classroom.
206	L1-6.docx	not to burden students. Instead, he suggested that students	view	YouTube video clips again at home and reflect
207	L1-11.docx	them was more discouraging than encouraging, leading to a	view	that they did their job with limited support
208	L1-15.docx	a highly respected profession and people commonly have a	view	that teachers should be role models. Historically, teachers
209	L1-3.docx	logical that both students and teachers had such a	view	as it corresponds with the characteristics that are
210	L1-3.docx	facilitated students' writing. It is possible that such a	view	is guided by one of the educational philosophies
211	L1-13.docx	in the following excerpt. <^^^> (Pre-Interview, p. 3) Such a	view	was based on two main factors. The first
212	L1-13.docx	community. The finding also shows that Ana held a	view	which reflects English monolingualism (Mori, 2014; Wiley & Lukes, 1996). While
213	L1-1.docx	the perspective of employability, moving from the product-oriented	view	at the macro-level, to a more process-
214	L1-1.docx	at the macro-level, to a more process- oriented	view	at the meso-level of discourse. The different
215	L1-1.docx	stakeholders of the study program. 5.1.1 The Curriculum Product-Oriented	View	toward Identities The curriculum lists several references (Table 5.1)
216	L1-1.docx	human capital and social capital. 5.1.2 The Curriculum Process-Oriented	View	toward Identities That the curriculum also addresses the
217	L1-1.docx	different macro-level documents referred to. The process-oriented	view	is reflected in its stages of development and
218	L1-1.docx	Identities That the curriculum also addresses the process-oriented	view	of producing graduates is reflected in the curriculum'
219	L1-10.docx	multilingualism. Meanwhile, the influencing factors for external were teachers'	view	on students, EMI classrooms, IUPs, and university policies.
220	L1-16.docx	support This section seeks to explore the English teachers'	view	on the support that they receive from their
221	L1-10.docx	different from my reflective note of observation. These teachers'	view	of their owned English does not seem as

#	File	Left context		Right context
222	L1-7.docx	Richards, 2010, 2017). In this sense, exploring how EFL student teachers'	view	their competencies in English proficiency and teaching performance
223	L1-3.docx	by adding, adapting, and synthesising. Meaningfulness, in the teachers'	view,	refers to the quality of the work to
224	L1-15.docx	their abilities to teach effectively, as well as their	view	about the important roles of teachers on students'
225	L1-10.docx	The answer of teachers toward my question about their	view	of the establishment of IUP seemed to be
226	L1-3.docx	creative writing might, to a certain degree, influence their	view	on what is considered creative, in this case
227	L1-10.docx	English. Because of this reason, they insisted on their	view	that allowing Bahasa Indonesia to use in IUP
228	L1-16.docx	revision was needed to update the curriculum in their	view.	Both arguments were reasonable as they were influenced
229	L1-1.docx	as the mentor teacher may not share the same	view	with them about which material is 'easy', 'interesting',
230	L1-10.docx	terms of perspectives and practices. They had the same	view	with teachers who insisted on English policy that
231	L1-10.docx	colleague under the same faculty, T6 shared the same	view	about multilingual practices. He gave an example of
232	L1-10.docx	T3, T9, T13 and T27 also expressed the same	view.	They considered that speaking English in the classrooms
233	L1-11.docx	have had a negative experience of learning English and	view	learning a foreign language as difficult (Lamb, 2002). This
234	L1-15.docx	until the final year will provide a perspective and	view	of the complete processes across the professional journey.
235	L1-13.docx	hold an overly positive attitude towards British English and	view	other varieties such as American, Australian, and Indian
236	L1-16.docx	centred learning explained by Adi, <^^^> (Adi/Teacher/interview) Another	view	of the necessity of change to improve character
237	L1-3.docx	by the students. The current study also reveals another	view	that being original was identified as an important
238	L1-10.docx	and accommodated his students to use Bahasa Indonesia. Another	view	was coming from T13. She did not agree
239	L1-3.docx	components theory (1996, 2012). Both students and teachers held "the democratic	view	of creativity" (Bereczki and Karpati, 2018), that everyone is
240	L1-3.docx	Bereczki and Karpati (2018) that teachers commonly supported "a democratic	view	of creativity" which means everybody can be creative,
241	L1-3.docx	everyone could be creative, hence they held 'a democratic	view	of creativity' (Bereczki & Karpati, 2018). Yet, the participants also
242	L1-16.docx	teaching and learning process <^^^> (Tio/Student) Additionally, a different	view	offered based on the students' questionnaire on English
243	L1-16.docx	principal/interview) On the other hand, Ade has different	view	on the early years of implementation. He claimed, <^^^> (
244	L1-16.docx	On the other hand, the teacher has a different	view	regarding the training from the government. Edi claimed, <^^^> (
245	L1-9.docx	general and of their English skills in particular. In	view	of the mandated policies, Wati mentioned the National
246	L1-9.docx	the existence and importance of local languages, especially in	view	of the economically, politically and culturally dominant position
247	L1-9.docx	actions are context-bound, interactive, and mutually-informing. In	view	of the particularities of the EFL teachers' beliefs,
248	L1-10.docx	line with Dewi's (2018) study in which the participants	view	the presence of English in tertiary education positively.
249	L1-17.docx	implied from the above explanation, understanding how the participants	view	the CELTA course before attending it gives insight
250	L1-17.docx	due to a stroke. In conclusion, how the participants	view	their positions (past, present, and future) or their
251	L1-8.docx	event commitment, educators likely do not share a similar	view	and use the practice randomly. The use of
252	L1-3.docx	anger (Dea, interview). <^^^> (Dea, interview, my translation) A similar	view	was suggested by two other students. The first
253	L1-8.docx	L303). Nisa, Wina, and Andri also share a similar	view	when addressing their friends except those who share
254	L1-9.docx	you) before starting and ending the lesson. In Aris'	view,	the Islamic supplication, the singing together of patriotic
255	L1-9.docx	rather than verbally communicated or explicitly stated. In Aris'	view,	within the framework of the character education, the
256	L1-18.docx	in terms of the time consideration factor. A common	view	amongst the FGD participants was that their motivation
257	L1-4.docx	the students from the two institutions. The most common	view	is that learning is a practical activity (x^2 = .525;
258	L1-9.docx	locked in geographical places (Holliday, 1999, 2005, 2016). According to this essentialist	view	of culture, all members of a particular national
259	L1-13.docx	her sense of nationalism. According to Kawai (2007), the essentialist	view	of the relationship between national language and nationalism
260	L1-20.docx	approach as the research method and adopting an integrative	view	of identity as the theoretical framework, this study
261	L1-20.docx	structuralist view to identity, which is so-called 'integrative	view	of identity' (Vignoles et al., 2011), since core identity
262	L1-4.docx	were affected by their religious beliefs. Also, the Islamic	view	that learning is a serious devotion, which was
263	L1-20.docx	thing by explaining it to his students with Islamic	view,	namely everything happens must be due to the
264	L1-7.docx	preservice teachers in these studies developed a generally negative	view	of their professional field experience because of their
265	L1-10.docx	English regularly. The only teacher who has a negative	view	of IUP is T18. He criticises the policy
266	L1-14.docx	implement the SLM policy into pedagogical practice. I personally	view	that the teachers have put their endeavors and

267	L1-14.docx	the integration of multiliteracies/ multimodality into pedagogy, I personally	view	that multiliteracies/ multimodality becomes the challenge faced by
268	L1-10.docx	University with Legal Entity in 2016. Finally, in the practical	view,	teachers perceived IUP was merely an EMI class.
269	L1-17.docx	to understand the business world from a more practical	view.	In addition, through his experience as a staff
270	L1-9.docx	to–local values and especially to the Islamic world	view	as the language was linked to Christianity and
271	L1-9.docx	country, the paths of EFL pedagogy and Islamic world	view	inevitably cross. Indonesia's education policy incorporates religiosity
272	L1-10.docx	Bahasa Indonesia and English to ensure comprehension. The first	view	was represented by T19, T20, T21 and T22.
273	L1-10.docx	to be mixed English and Bahasa Indonesia. The first	view	was represented by T19, T20, T21 and T22.
274	L1-4.docx	is an implicit picture of how the teachers actually	view	the culture of their students within the classroom.
275	L1-2.docx	as those by the lecturers. The lecturers might also	view	that the use of some strategies was quite
276	L1-16.docx	obtained in this study do offer an evidence-based	view	of how the curriculum change is represented within
277	L1-8.docx	the experience of living abroad should provide a better	view	and improve their English practice regarding future event
278	L1-9.docx	understanding 'language as social practice' serves as a broader	view	of language to transcend ideas of a fixed
279	L1-20.docx	found in the journal data, the four participants clearly	view	that English teacher as an English speaker is
280	L1-8.docx	to almost a hundred (Nisa, L180). The most common	view	of the Inshaa Allah expression is exclusively applicable
281	L1-16.docx	appropriate for students' level, but Nina has a contradictory	view	on the textbook as it is too low
282	L1-16.docx	As Yeung (2009) stated, it is opposed to the conventional	view	that knowledge is to be delivered to them
283	L1-8.docx	join a conversation in real time. Beyond this conversational	view	where messages are directly shared with a definite
284	L1-10.docx	Likewise, T33 also consider the students from home country	view.	According to him "IUP is actually benefited for
285	L1-9.docx	misunderstandings can occur insofar as members of some culture	view	members of another culture who do not subscribe
286	L1-8.docx	perspective on time and time-related behaviour. Some cultures	view	time as an "inherited value and it is
287	L1-20.docx	always concerned with her students' morality because Nisa does	view	herself as a moral guide, as previously examined
288	L1-3.docx	Lubart and Georgsdottir (2004) who affirm that in the 'Eastern'	view,	the novelty of a creative outcome can be
289	L1-20.docx	above, it can be seen that Mahdi and Edi	view	that an English teacher is a person who
290	L1-17.docx	how 37 primary school teachers from six schools in England	view	increased responsibility and salary. The participants stated that
291	L1-20.docx	participants of this study, namely Acehnese teachers of English,	view	themselves as a teacher or what kind of
292	L1-9.docx	in Indonesia and Pakistan, strongly resonates with an 'expanded	view'	of language proposed by Shohamy (2006). In this view,
293	L1-8.docx	and cultural backgrounds meet and exchange ideas. This general	view	of intercultural communication may occur in international conferences,
294	L1-9.docx	the data shows, Yanti's simplistic and over-generalising	view	of "culture" not only makes "Western culture" perceived
295	L1-13.docx	interesting to see (1) how teachers of other ethnic groups	view	themselves, their own languages, Indonesian, and English, and (2)
296	L1-8.docx	The overarching intercultural communication Going beyond the commonly held	view	that sees intercultural communication as the communication between
297	L1-17.docx	s habitus. The participants' response may be their idealistic	view	of their habitus, which, in turn, might be
298	L1-10.docx	in English. It showed that T8 has an inconsistent	view	of using Bahasa Indonesia and all linguistic resources.
299	L1-3.docx	defined feminism" (Arimbi, 2009, p.94). On one side, many Indonesians	view	that the emergence of Fragrant Literature has enriched
300	L1-13.docx	and the object. Analysis revealed that Dina's instrumental	view	mediated between her and the object of her
301	L1-6.docx	teaching approaches seemed to be based on the lecturers'	view	of their students' familiarity and experience in using
302	L1-17.docx	She had a pet dog which implied her liberal	view	of Islam. She believed wearing a hijab was
303	L1-9.docx	promoting so-called "standard English" that implies a monolithic	view	of English as well as a perceived cultural
304	L1-4.docx	A student said, <^^^> (Student 4_U1, Interview, October 09, 2017) In my	view,	this might be the cause of why, in
305	L1-4.docx	values. This shows that only a few students nowadays	view	teachers as a source of knowledge who need
306	L1-15.docx	However, the present finding has also identified an opposing	view	about teachers in Indonesia, as exemplified in this
307	L1-10.docx	from outbound perspectives. Meanwhile, T4 viewed it from opposite	view.	He remarked, "Conceptually, the program at UII is
308	L1-4.docx	students' cultures of learning, but also have their own	view	of learning that they consider more effective in
309	L1-13.docx	Instrumental stance While those taking an instrumental stance (Pan, 2015)	view	English as a key for success in the
310	L1-8.docx	perceived differently in Indonesia. The majority of Indonesian people	view	queer behaviour as conflating standard social and religious
311	L1-16.docx	implementation of the new curriculum and the school principals'	view	as the leader of the change in school.

312	L1-1.docx	stakeholders of the schools in accordance to the 'process'	view.	As Brooke (1994) puts it, being a professional teacher
313	L1-1.docx	an employable, professional self in accordance to the 'product'	view,	and the one that they deem as workable
314	L1-15.docx	integrated in pre-service teachers' experiences offers a realistic	view	of the significance of those factors that relate
315	L1-15.docx	of the respondents felt fully prepared, 25% and 53% of respondents	view	themselves as very well and well prepared respectively,
316	L1-17.docx	course. As I mentioned earlier (Figure 6.5), Dago and Riau	view	CELTA as a requirement if a teacher wants
317	L1-16.docx	with Brown (1995) concept of language curriculum elements. Brown's (1995)	view	is that curriculum development is ongoing as it
318	L1-20.docx	butand-Marin, 2003; Pennycook & Makoni, 2005; Varghese & Johnston, 2007). The scholars	view	that these English teachers try to impose their
319	L1-9.docx	attitudes might be closely related to the teachers' static	view	of language-and-culture and rigid link to
320	L1-9.docx	and behaviours; - identify and explain potential areas of stereotypicalized	view,	dysfunction and misunderstanding; - negotiate the cultural distance and
321	L1-2.docx	and focus-group, suggesting that students of English still	view	their lecturers as models and source of L2
322	L1-20.docx	research as well, i.e., post-structuralist and structuralist	view	to identity, which is so-called 'integrative view
323	L1-4.docx	this is considered relatively low compared to those that	view	learning as an active classroom engagement, and who
324	L1-12.docx	et al., 2011; Yu&Lee, 2016).Following Engeström's Activity Theory	view,	the teachers' feedback activity is constructed by some
325	L1-20.docx	the English teacher as an English speaker role, they	view	that an English teacher is indeed the one
326	L1-6.docx	attention to the projected image. They were asked to	view	posts or comments that were relatively short, brief,
327	L1-4.docx	the result that most students from U1 and U2	view	a good student as having high motivation (U1
328	L1-20.docx	and other factors do not affect the way we	view	others and us, so it is also reasonable
329	L1-8.docx	from other groups. ObIP Despite a few people who	view	the hijab as a threat to a secular

Epistemic Lexical Verb: Appear

No.	File	Left context	Hit	Right context
1	L1-15.docx	sense of preparedness for teaching. Interestingly, the experiences in practicum	appear	to be a significant factor. The interviews, open-ended
2	L1-11.docx	MHL]. At the same time, the improvement dimension of assessment	appeared	to be a prominent construction of teachers' conceptions, as
3	L1-11.docx	of grade inflation, it may be suggested that grade inflation	appeared	to be a common phenomenon in the interviews, although
4	L1-15.docx	for the sake of her parents, especially her mother. Perseverance	appeared	to be a strong personal characteristic for the participants
5	L1-15.docx	of preparedness to teach. When undertaking teacher preparation, learning experiences	appeared	to be a crucial factor. It was the first
6	L1-15.docx	Table 5.1 shows that in addition to theoretical knowledge, teaching practicum	appears	to be a significant component that contributes to the
7	L1-15.docx	as presented in Table 4.10. This result indicates that altruistic motivation	appears	to be a major aspect that affects the respondents.
8	L1-15.docx	scale (see Table 4.4). This positive perception of teaching and teachers	appears	to be a common situation in Indonesia (see Fahriany, 2016;
9	L1-15.docx	felt discouraged and this decreased her motivation to teach. This	appears	to be a very common problem as revealed by
10	L1-15.docx	sense of preparedness for teaching. Within the Indonesian contexts, teaching	appears	to be a less interesting profession compared to other
11	L1-9.docx	s broad conception of "culture" and "English-speaking, Western culture"	appeared	to be the impetus behind her indicating the need
12	L1-13.docx	the job market. The influence of her English-only stance	appeared	to be the most evident and readily noticeable in
13	L1-15.docx	the scatter plot and pattern matrix, the five factors extracted	appeared	to be the most reasonable among the other extracted
14	L1-18.docx	while Mrs Rina Yulitri, the second lecturer for Writing 1 classes,	appeared	to be the least able at creating an interesting
15	L1-11.docx	impacted on teachers' cognitive participation and collective action. 4. This study	appears	to be the first research in education that used
16	L1-11.docx	rather than profound engagement of learners. The practice did not	appear	to be driven by an explicit pedagogic awareness and
17	L1-13.docx	idea of English as the first foreign language in Indonesia	appears	to be driven by the view of English as
18	L1-13.docx	the status and role of English and Indonesian in Indonesia	appears	to be driven by a clash of ideologies, that
19	L1-9.docx	and instilling values implicitly. 4.4.1 Setting EFL contextually Aris' teaching practices	appear	to be highly contextualised in which a number of
20	L1-15.docx	teaching among the respondents of this study. The accepted responses	appeared	to be highly positive with a mean of 5.03 on
21	L1-15.docx	my linguistics coursework has positively affected my confidence for teaching'	appeared	to be highly positive as well. The descriptive statistics
22	L1-12.docx	making processes in the writing conferences The teachers' decision-making	appeared	to be in an ordered but not necessarily linear
23	L1-12.docx	Weiss reported that the instructors' in- class corrective feedback decision	appeared	to be in an ordered but not necessarily linear
24	L1-13.docx	by the textbooks that she used during her teaching experience,	appeared	to be in the process of shifting towards viewing
25	L1-3.docx	to teach the courses. 6.3. Teachers' motivation The teachers' motivations also	appeared	to be an important factor in the decision to
26	L1-1.docx	that the pre-service teachers make are subject to what	appears	to be an objective framework for assessment, defined by
27	L1-13.docx	for the students] to choose" (Post-Interview 1, p. 2). Nonetheless, Budi	appeared	to be aware of the difference between variations and
28	L1-15.docx	work' indicated a high agreement among the respondents. The respondents	appeared	to be aware of the diverse roles of teachers.
29	L1-15.docx	ssional supports, including discussions, suggestions, constructive feedback, and mentoring,	appear	to be important for pre-service teachers and can
30	L1-11.docx	findings from the interview. Similarly, neither peer nor self-assessment	appeared	to be important themes across the group discussions. Another
31	L1-18.docx	whom they identified as a negative feedback provider. Demotivating factors	appeared	to be more dominant in this study. 34% of the
32	L1-15.docx	current research, a sense of self-efficacy in teaching commonly	appears	to be more obvious after the participants conducted their
33	L1-15.docx	profession (r= 0.298); and expertise (r= 0.375). Furthermore, the last factor, expertise,	appeared	to be significantly correlated with all the other sub-
34	L1-15.docx	r= 0.380; p<0.01). Furthermore, the factor of social and psychological influences	appeared	to be significantly correlated with work-life balance (r= 0.575;
35	L1-11.docx	Lee, 2011; Lee et al, 2012). In my sample, teachers' assessment literacy	appeared	to be acknowledged - although it was not explicitly expressed
36	L1-11.docx	something at the end and quite separate. Meanwhile, students' agency	appeared	to be alienated from the 'learning' orientation and independent
37	L1-13.docx	case, this ideology stimulated different actions. Dina's instructional practice	appeared	to be aligned to a type of grammar instruction
38	L1-15.docx	and China (Ping, 2015) <^^^> Third, this research found teachers' administrative work	appeared	to be another challenge for some participants. Yuan and
39	L1-15.docx	the actual teaching tasks. Therefore, reality shock or unrealistic optimism	appears	to be common among them (Weinstein, 1988). Prior studies (see
40	L1-15.docx	that can be identified from the excerpt above. The respondent	appears	to be confident in their ability to understand students,

41	L1-15.docx	the model conveys that pre-service teachers' perseverance and resilience	appear	to be crucial in building their preparedness for teaching.
42	L1-15.docx	interest in teaching after doing their teaching practicum, while others	appeared	to be demotivated. The data collected from the survey
43	L1-13.docx	e., teaching English through English/ no L1 in the classroom)	appears	to be different from her English-only stance in
44	L1-13.docx	English through English or not using L1 in English instruction)	appears	to be distinct from the compromised version (i.e.,
45	L1-15.docx	sense of self-efficacy in teaching and commitment to teaching	appear	to be dominant factors in this phase for those
46	L1-15.docx	though the survey of the current research shows that teaching	appears	to be equally suitable for men and women (see
47	L1-15.docx	address special learning needs and/or learning' of the respondents	appeared	to be fair, albeit lower than previous skills. The
48	L1-18.docx	Term Test Scores (U = 243, p = .370). In addition, this variable also	appeared	to be having different results in a mean rank.
49	L1-3.docx	are Fani, Putri, Gita, Amel, Hana, Syifa, and Tika, who	appeared	to be hesitant about their own creativity ability. These
50	L1-15.docx	the correlation between this item and the non-curricular program	appeared	to be high with r= 0.715; p<0.01. The linguistic coursework
51	L1-13.docx	it is now in Malaysia" (Pre-Interview, p. 4). This view	appears	to be inconsistent with her previous statement on the
52	L1-13.docx	her and each other. Across the three lessons observed, Ana	appeared	to be interactive including when explaining grammatical aspects. In
53	L1-15.docx	and economic factors (Chang et al., 2014; Suryani, 2017). Consequently, teacher education	appears	to be less interesting than other disciplines for high
54	L1-15.docx	r= 0.508; p<0.01). They were all moderately correlated. Similarly, teaching practicum	appeared	to be moderately correlated to the coursework on language
55	L1-11.docx	orientations: learning, testing, and student agency. The first two orientations	appeared	to be most significant. These findings indicate a degree
56	L1-6.docx	a low-technology context could be highlighted. Overall, the students	appeared	to be motivated by the tasks and enjoyed the
57	L1-15.docx	this present study. The gap between theory and practice frequently	appears	to be one problem shared among student teachers and
58	L1-2.docx	some students experience static L2 motivation and their learning performance	appears	to be poor or less successful. Lee's research (2017),
59	L1-15.docx	environment outside of school may influence their life and learning'	appeared	to be positive. The descriptive statistics demonstrated a moderate
60	L1-11.docx	orientations of assessment. Whilst concern for formative orientations of assessment	appeared	to be prevalent, learning orientations in both the observations
61	L1-11.docx	opposed to allowing students to set their own learning objectives	appeared	to be related to the inadequacy of teachers' pedagogic
62	L1-13.docx	to another. Analysis revealed that Ana's view on English	appears	to be shaped by standard language ideology (Lippi-Green, 2012,
63	L1-18.docx	did not show a positive attitude toward English learning. He	appeared	to be sleeping in the class as recorded in
64	L1-13.docx	Ana's mind of the teacher's talk about English	appeared	to be so profound that even after being an
65	L1-11.docx	in the activity being evident, the practice of peer assessment	appeared	to be spontaneous rather than planned and took the
66	L1-4.docx	in the classroom. In the level of affiliation, the teachers	appeared	to be steering, friendly, understanding, complying but balancing them
67	L1-15.docx	non-teaching professions as well as international travels. These reasons	appeared	to be stronger than the other factors under the
68	L1-13.docx	communication on the media, especially television, her view on Indonesian	appeared	to be underpinned by the Indonesian constitution and government
69	L1-15.docx	a challenge commonly encountered in class. However, pre-service teachers	appear	to be unprepared to deal with this situation due
70	L1-12.docx	prompts (feedback provision and follow-up). The graduated oral prompts	appeared	to be used in an ordered pattern: The teachers
71	L1-11.docx	of assessment practices linked to the promotion of learners' agency	appeared	to be varied, limited and insubstantial, which led teachers
72	L1-15.docx	prepared to help students become self-motivated and self-directed'	appeared	to be very positive. The pre-service teachers showed
73	L1-15.docx	r= 0.233; p<0.05). Nevertheless, in this study, this factor did not	appear	to have a correlation with demanding work. The second
74	L1-15.docx	Indonesia. Furthermore, this research sheds light on those factors that	appear	to have a greater impact on this construct of
75	L1-15.docx	growth. The current research shows that three interrelated personal characteristics	appear	to have a strong impact on pre-service teachers'
76	L1-15.docx	and passion for the English language, while identified, do not	appear	to have a significant influence on the participants' feelings
77	L1-15.docx	teaching gives me the opportunity to demonstrate leadership', the respondents	appeared	to have a moderate to a low level of
78	L1-15.docx	theories in practice. Self-efficacy is a personal characteristic that	appeared	to have an important role in pre- service teachers'
79	L1-15.docx	females and teachers' work is overloaded. Next, self-efficacy also	appears	to have an influence on the pre-service teachers'
80	L1-11.docx	their understanding of the reform, but efforts to do this	appear	to have been limited, which then impacted on the
81	L1-11.docx	and limited training. In addition, follow-up evaluation and monitoring	appear	to have been limited. This reinforces the argument for
82	L1-7.docx	practice in English, it was common that some of them	appeared	to have difficulties in providing clear instructions or explanations
83	L1-7.docx	practice in English, it was common that some of them	appeared	to have difficulties in providing clear instructions or explanations
84	L1-13.docx	outside" (Post-Interview 3, p. 7). It is therefore clear that instrumentalism	appeared	to have shaped Ana's mental processes so that
85	L1-13.docx	the object. <^^^> (Post-Interview 1, p. 1) This demonstrates that English monolingualism	appeared	to have shaped Ana's cognitive processes so that

86	L1-13.docx	generations. As a secondary school student (Section 9.2.1.1, Secondary education), Ana	appeared	to have taken for granted the accuracy of what
87	L1-13.docx	Feeling not informed by her undergraduate teacher education course, she	appears	to have taken for granted what she had heard
88	L1-15.docx	moderate level of belief with a mean of 4.06. The respondents	appeared	to have doubts about this issue even though positive
89	L1-9.docx	her perception of professional competence as a local EFL teacher	appeared	to have driven her to see that the NNESTs
90	L1-13.docx	not mentioned, favouring British English and misjudging American English, Dina	appeared	to have internalised what she had heard from others.
91	L1-15.docx	is not used in their daily life, some school-students	appear	to have lack of interest in learning this language.
92	L1-15.docx	finding frequently occurs among non-native English language teachers, who	appear	to have low self- efficacy in linguistic aspects of
93	L1-15.docx	a mean of 4.18. Next, this survey demonstrated that the respondents	appeared	to have moderate positive responses to the item 'I
94	L1-5.docx	for the noun category and so, like Zah in K1,	appears	to have no definite or indefinite quantifiers, which might
95	L1-13.docx	his bachelor's degree. <^^^> (Pre-Interview, p. 7) Accordingly, undergraduate education	appears	to have played a substantial role in shaping Budi'
96	L1-15.docx	teaching. It is interesting to find out that personal factors	appear	to have significant contribution to pre-service teachers' professional
97	L1-13.docx	did not make any response. Accordingly, this contradiction did not	appear	to drive any change and development. <***> Figure 5.2 An example
98	L1-13.docx	subject) and the object of his activity. The ELF stance	appeared	to drive Budi to teach ELF-based communication. Besides,
99	L1-13.docx	of verbal and practical actions. For examples, standard language ideology	appeared	to drive Dina and Tina to organise activities oriented
100	L1-13.docx	communicative skills) in the sense that his pro ELF stance	appeared	to drive him to teach ELF-based communications to
101	L1-11.docx	the K13 assessments. Insufficient understanding of AfL and K13 requirements	appeared	to drive the teachers to express views about its
102	L1-13.docx	in that the media played a role, but did not	appear	to play a crucial role, in the transmission of
103	L1-15.docx	gence <&&&> The participants' perseverance and resilience during their academic journey	appear	to play a significant role in their feelings of
104	L1-13.docx	teachers' English language ideologies Analysis also revealed other factors that	appeared	to play a role in shaping and reshaping the
105	L1-13.docx	all these cases, a teacher's English language ideological stance	appeared	to play a role in shaping the object or
106	L1-15.docx	Accordingly, the research findings have demonstrated that these two factors	appear	to play an important role in pre-service teacher'
107	L1-15.docx	that the teaching profession is seen as highly demanding, which	appears	to influence some participants' sense of preparedness for teaching,
108	L1-12.docx	these factors when making feedback decisions. The individual factors which	appeared	to influence the teachers' feedback practices were the teachers'
109	L1-15.docx	teaching. The level of confidence in teaching competencies and practices	appears	to influence their self-perceptions. The analysis of the
110	L1-3.docx	Except for Hanauer's (2010) and Iida's (2011), the other practices	appeared	to provide explicit models for students to learn from.
111	L1-15.docx	preparedness regarding instructional strategies. Third, the belief in gender relatedness	appears	to provide influence on preparedness on instructional strategies and
112	L1-9.docx	novice teacher at a VHS with around three years' experience,	appeared	to provide potentially rich data. A "generation gap" could
113	L1-13.docx	t feed them too much" (Post-Interview 3, p. 1). These instances	appear	to suggest that despite some compromises she made, Dina
114	L1-13.docx	van Dijk, 2006, p. 116). However, the findings discussed in this section	appear	to suggest that a teacher's English language ideological
115	L1-13.docx	relied on the dictionary owned by the school. This finding	appears	to suggest that a teacher may not be able
116	L1-12.docx	writing conferences sessions. During the task definition procedure, the teachers	appeared	to frequently evaluate students' writing ability, describe their writing
117	L1-12.docx	profiles. Most teachers participating in think-aloud protocol procedures (n=5)	appeared	to frequently take into account the students' writing profiles
118	L1-7.docx	critical component in preparing high quality teachers. All the respondents	appeared	to fully appreciate the current management of preservice teachers'
119	L1-7.docx	critical component in preparing high quality teachers. All the respondents	appeared	to fully appreciate the current management of preservice teachers'
120	L1-13.docx	through English and mentioned his English teacher as the influencer	appears	to indicate a transfer of ideology (i.e., English
121	L1-6.docx	Brown, 2012). Lecturers' decisions to make use of videos on YouTube	appeared	to indicate that they deemed that exposure to native-
122	L1-13.docx	to achieving the object of activity <&&&> Practically, this ideological stance	appeared	to motivate Tina to emphasise speaking skills and shape
123	L1-13.docx	a particular way (Sections 9.3.2.1 to 9.3.2.4). For example, standard language ideology	appeared	to motivate Tina to 'correct' the students' pronunciation and
124	L1-11.docx	broader facets of teachers' assessment conceptions and practices, the findings	appeared	to offer only preliminary evidence and generic features in
125	L1-5.docx	higher use of {R, CUE verbal and EC (+)} in K1	appears	to offer the difference in the teacher's feedback
126	L1-13.docx	in Table 6.1), his pro-ELF stance and English-only stance	appeared	to shape his classroom practice. Budi's ELF stance
127	L1-13.docx	as an ideology, and English monolingualism (or English-only ideology)	appeared	to shape the teachers' classroom practices across the three
128	L1-13.docx	activity. However, the data showed otherwise. Her uses of Indonesian	appeared	to support herself and the students to convey ideas
129	L1-3.docx	These personality attributes, even though not directly related to creativity,	appear	to support the students' continual practice, at least in
130	L1-11.docx	reported to be frequently racticed in class, the two teachers	appeared	to think that feedback and questioning and classroom dialogue

131	L1-13.docx	to assume that native speakers' English is somewhat monolithic. She	appeared	to think that native speakers of English pronounce English
132	L1-8.docx	so-called customised practice in addressing his fellow non-DEC	appears	to accommodate the shared feeling of being minority and
133	L1-13.docx	of the curriculum in operation. To some extent, this pledge	appears	to align with the Government Regulation No. 59/2014 saying that
134	L1-13.docx	and readily noticeable in Ana's actions. For example, Ana	appeared	to attempt to speak English all the time. There
135	L1-2.docx	such teaching materials. Most classrooms in this context of study	appear	to be 'old' fashioned' or with minimum interactive teaching
136	L1-13.docx	may seem to support Kawai's (2007) argument, Tina's case	appears	to challenge it. Chapter 6, Section 6.2.2.3 illustrates how nationalism also
137	L1-13.docx	s decision about using some L1 in the classroom also	appeared	to change his attitude towards the monolingual ideology ontologically (
138	L1-13.docx	with other [sic] from other countries" (Pre-Interview, p. 6). Ana	appears	to convey that not having English mastery equals illiteracy.
139	L1-13.docx	According to Fadilah (2018), the idea of promoting ESL in Indonesia	appears	to devalue the status of Indonesian as the national
140	L1-2.docx	the L2 mastery particularly in oral communication. Yet, many students	appear	to encounter challenges to use the language when learning.
141	L1-11.docx	of learning. After presenting their description, the students did not	appear	to engage in improving their work. As this performance
142	L1-13.docx	one). At a certain point in time, their ideological views	appeared	to fall somewhere in between. Therefore, while the categories
143	L1-9.docx	Indonesian could be heard from centralised school loudspeakers. The supplication	appeared	to formally commence the teaching hours, although as a
144	L1-13.docx	Concerning which English variety to teach to the students, Dina	appeared	to hold a standard language ideological stance (see Lippi-
145	L1-13.docx	they can understand each other" (Pre- Interview, p. 7). Additionally, Dina	appeared	to idealise the native-speakers' norm. She did not
146	L1-15.docx	no intention of becoming a teacher. This respondent's motivation	appears	to increase because of her experiences with her teaching
147	L1-7.docx	showed the shortcomings of the current PPG program, which would	appear	to inspire further empirical research. In addition, considering the
148	L1-11.docx	however, engaged in a detailed discussion about grade inflation and	appeared	to make use of the group meeting as an
149	L1-7.docx	letting them carry out independent teaching. However, some mentor teachers	appeared	to misunderstand their supervisory roles and responsibilities at school.
150	L1-13.docx	testing, etc." (Mirhosseini & Babu, 2020, p. 19). Emphasis on these issues have	appeared	to overshadow the socio-cultural (and ideological) aspect of
151	L1-1.docx	personality. However, the themes that emerge from comparing the documents	appear	to paint a professional identity of personal qualities that
152	L1-7.docx	as a compulsory subject that they had to pass. They	appeared	to possess strong desire and a positive self-image
153	L1-13.docx	international] communication become easier" (Pre-Interview, p. 5). Adopting EFL, Budi	appeared	to promote egalitarianism among those speaking English as a
154	L1-13.docx	when necessary" (Post-Interview 1, p. 4). Although using some L1, Budi	appeared	to push the students to speak English. He strongly
155	L1-11.docx	assigning grades/ticks to qualities like motivation, but they did	appear	to reflect on their teaching in relation to the
156	L1-13.docx	surface features of the writing such as the spelling (that	appears	to represent a certain variety of English) could, in
157	L1-15.docx	This example shows that pre-service teachers with high motivation	appear	to set a high self-standard of performance criteria
158	L1-4.docx	teachers agreed and understood the students' learning approaches, the data	appears	to show that the teachers still have to steer
159	L1-3.docx	the students' preparation stage of writing. The motivation component also	appeared	to significantly influence the writing process, especially at the
160	L1-7.docx	mentor teacher from University Six revealed that some preservice teachers	appeared	to speak most of the time rather than offering
161	L1-13.docx	Observation 1, Field Notes, p. 1). Across the three lessons observed, she	appeared	to stick to her English-only rule. Ana spoke
162	L1-11.docx	them prepare for the speaking or writing task. Students also	appeared	to take it for granted and delegated assessment formats
163	L1-15.docx	job. "Teaching is not easy" is a response that frequently	appeared	to this question. The data demonstrate that the teaching
164	L1-5.docx	two monkeys, two pencil to refer to five pencils, thus	appearing	to use 'two' as a kind of generic classifier
165	L1-11.docx	g. smileys, stars, ticking, and a signature). Feedback could also	appear	in the form of giving a physical punishment, such
166	L1-11.docx	level of understanding and the desired standards. Feedback practice also	appeared	in the form of marking tasks, although the evidence
167	L1-1.docx	The category of responsibilities is the category that does not	appear	in the macro- level documents; therefore, the construct of
168	L1-1.docx	teacher's human capital. This is a theme that consistently	appears	in the macro- and meso-levels of discourse. In
169	L1-11.docx	describe peer assessment as a planned activity, although this activity	appeared	in the class (see appendix H). Moreover, substantial elements
170	L1-20.docx	key analysis frame in this study. First, this identity frequently	appears	in the interview data in relation to how the
171	L1-11.docx	any questions? In contrast to knowledge checks, most understanding checks	appeared	in the middle and last sections of the first
172	L1-20.docx	T-shirt. When the photo of the Portuguese T-shirt	appeared	in the news, Christian Ronaldo felt sympathy for him.
173	L1-1.docx	of the accumulation of working experiences, the word 'competences' also	appears	in the Pres IQF 2012 as 'work competence qualification' and '
174	L1-20.docx	Muslim identity of the participants in this study that often	appears	in and overlaps with both their teacher identity and
175	L1-2.docx	relevant for the students to build up their confidence as	appearing	in Dörnyei's framework of motivational strategies (2001a) included

176	L1-2.docx	in teaching mentioned by students with high and low motivation	appears	in Indonesian context (Khasbani, 2018) and on the top rank
177	L1-2.docx	was due to incomplete questionnaires. The section on L2 use	appeared	in part 3 of student questionnaire after MTS use and
178	L1-11.docx	the teacher tried to ensure that these errors did not	appear	in subsequent stages of learning. After presenting their description,
179	L1-14.docx	s communication practices should be taken into accounts. Currently, it	appears	that the Educational Quality Assurance Council (LPMP) is the
180	L1-19.docx	in the classroom. According to the researcher's observations, it	appeared	that the teachers mostly acted as 'controllers' who directed
181	L1-3.docx	short stories and poems in newspapers and anthologies. Therefore, it	appeared	that the teachers' personal practice of creative writing might,
182	L1-15.docx	intention of becoming a teacher when she was younger, it	appeared	that Ami's disappointment in what she identified as
183	L1-9.docx	view that speaking grammatically correct English fluently is important. It	appears	that Ana wanted to set the sociolinguistic norms, the
184	L1-9.docx	the classroom practices. As Yanti said: <^^^> (Interview with Yanti, 18/11/15) It	appears	that IHS as the immediate context of the teaching
185	L1-11.docx	were more likely to be undermined rather than promoted. It	appears	that learner agency is an independent dimension of assessment
186	L1-16.docx	collaborative online reading, discussion, and writing (Li et. al, 2015). It	appears	that online experiences in this way can be an
187	L1-5.docx	perceptions of the English L2 program at the kindergarten. It	appears	that teacher and parental perceptions of the English L2
188	L1-15.docx	teach is affected by a number of interrelated factors. It	appears	that these factors are interdependent from the commencement of
189	L1-11.docx	to promote and ensure learning. May & Finch (2009) argue that changes	appear	when change actors are able to develop skill of
190	L1-8.docx	close to him] (Anto, L461) Another customised practice of address	appears	when interaction involves collocutors with the same religious background.
191	L1-15.docx	to become a teacher was one of the sub-themes	appearing	when respondents were asked to describe their reasons for
192	L1-17.docx	aspirations, with most aspiring to become teacher trainers. This step	appeared	as a natural progression in their careers if they
193	L1-11.docx	new students meet the academic requirements for acceptance. However, tensions	appeared	as teachers were aware that these aspirations often run
194	L1-5.docx	lexical items are few and far between but, interestingly, these	appear,	at T1, in the two lexically most advanced children.
195	L1-5.docx	contexts. Mixed lexical and phrasal forms in the NP also	appeared	at Time 3 in two children, Niz from K1 and
196	L1-13.docx	the future of Indonesian and indigenous languages of Indonesia. Budi	appeared	to anticipate any possible threats of English by promoting
197	L1-13.docx	that Ana held (Table 5.1), her instrumental and English-only stances	appeared	to shape her classroom practice. Driven by her instrumental
198	L1-3.docx	positive learning environments for their students. Having the passion, it	appeared,	also impelled their own personal creative writing practices. These
199	L1-7.docx	mentor teachers also confirmed that while some preservice teachers still	appeared	anxious when conducting their professional experience, most preservice teachers
200	L1-2.docx	intrinsic while some others as more extrinsic. Therefore, the dimensions	appear	between intrinsic and extrinsic ultimately conceptualising the extrinsic-intrinsic
201	L1-20.docx	national identity in his teaching even though his regional identity	appears	by itself. Nonetheless, there seems to be a contradiction
202	L1-15.docx	nervous, difficulties and lack, as shown in the example above,	appear	frequently when research participants share their prior teaching experiences.
203	L1-7.docx	an 'option unit' at either side of agreement (0.35/5). Female students	appeared	happier with the clarity of the Professional Experience assessment
204	L1-11.docx	B2JPR, B5SHR, C1MHL, and C4LH]. This	appeared	implicit in the interviews with others, suggesting that this
205	L1-7.docx	in the previously designed quantitative instrument. Some of the questions	appeared	inadequate to address components of effective professional field experience
206	L1-15.docx	into account a prospective teachers' sense of preparedness as it	appears	it is a crucial factor in a teachers' professional
207	L1-11.docx	and self-assessment and promoting learner autonomy) was implicit and	appeared	limited, which also characterised teachers' understanding and implementation of
208	L1-20.docx	this in this study. However, interestingly, the value of religiosity	appears	most frequently in the data analysis among the other
209	L1-16.docx	After three years of implementation, it seems that the teachers	appear	not to be sure about the reasons why the
210	L1-8.docx	in orderly social categories (Tajfel, 1974). These individual and social attributions	appear	obvious when intergroup interaction takes place. In response to
211	L1-1.docx	the level of authority of the documents; when two documents	appear	on the same level, the next level of organization
212	L1-7.docx	could find a teaching position after graduation. They tried to	appear	professional when they were at school, with their mentors,
213	L1-2.docx	motivation to learn English. The means suggest that the students	appear	relatively similarly influenced by Self- motivation and Others. This
214	L1-3.docx	passionate about creative writing in the first place. However, it	appeared	that, in reality, this was not the case. The
215	L1-19.docx	lesson plans with the stated purpose of the 2013 Curriculum. There	appears	to be a mismatch between the actual curriculum that
216	L1-4.docx	them less confident to participate in classroom instructions. The teacher	appeared	to "force" the students to participate. Summary of Part
217	L1-2.docx	materials (Lee, 2017). In addition, the study found that some students	appeared	unmotivated by strategies generating interest and supporting enhancement of

Epistemic Lexical Verb: Argue

No.	File	Left context	Hit	Right context
1	L1-11.docx	in the group discussions [e.g. HS, DD, AN - GD1]	argued	that the affective domain in language learning should be
2	L1-11.docx	students use English. Two teachers [B2JPR and C4LH]	argued	that the curriculum places too much emphasis on reading
3	L1-11.docx	C4LH]. Most teachers in the individual and group interviews	argued	that the detailed, thorough, and demanding procedures of assessment
4	L1-4.docx	and the emphasis is on student-centred learning. It is	argued	that the different ways of learning are a product
5	L1-11.docx	was not given a strong priority. 9.5.2 The research process I	argue	that the distinct quality of this study with regard
6	L1-19.docx	development but also its results. On this basis, the researcher	argues	that the EFL teachers' beliefs and choices in choosing
7	L1-13.docx	perspective (see Pennycook, 2012). This is in line with Sewell (2013) who	argues	that the ELF paradigm is a form of "counter-
8	L1-16.docx	that it is difficult and complicated to be implemented. They	argued	that the implementation of assessment involves multiple instruments that
9	L1-20.docx	in their context as well. In addition, Morgan and Clarke (2011)	argue	that the important development in the research of language
10	L1-3.docx	writings to be "a counter discourse" to the Fragrant Literature,	argued	that the language that "sees sex as open and
11	L1-11.docx	as evidenced in previous studies (e.g. Thair & Treagust, 2004). I	argue	that the lesson study approach to professional development, which
12	L1-9.docx	section 5.5 on EFL, interculturality and Islam. It can however be	argued	that the local EFL teachers' "large culture" paradigm may
13	L1-9.docx	the lived experience of being an intercultural mediator. Similarly, Kohler (2015)	argues	that the mediation dimension of ILTL is built around
14	L1-17.docx	which were only be done as a rote learning. He	argued	that the most important type of repetition was related
15	L1-11.docx	expressed a radical point of view. The teacher insisted on	arguing	that the national examinations should be removed from the
16	L1-13.docx	ideological beliefs) and practice. Drawing on these findings, this study	argues	that the need for engagement in critical reflection as
17	L1-19.docx	the range of lower-order thinking levels (LOTS). The researcher	argues	that the prevalence of LOTS occurred because of the
18	L1-16.docx	worlds civilization. Those who are against the necessity of change	argued	that the previous curriculum is better than the 2013 English
19	L1-11.docx	an unequal quality of education across the regions. I personally	argue	that the previous localized curriculum (School-Based Curriculum [KTSP])
20	L1-10.docx	the international academic exposure called a double degree program, T21	argued	that the prominent aims of establishing international undergraduate program (
21	L1-13.docx	her knowledge is, to some extents, illusory. Therefore, this study	argues	that the relationship between Ana's claim and actual
22	L1-19.docx	the classroom and the needs of the learners. Harmer (2001, p.57)	argues	that the roles of a teacher are dependent on
23	L1-1.docx	professional identities. This is in line with Zembylas & Chubbuck (2018) who	argue	that the social operation of power, discourses and social
24	L1-13.docx	while reading the textbook. Motivated by the ELF perspective, Budi	argued	that the students should be familiar with the accent
25	L1-12.docx	broad to capture different language related errors, but readers may	argue	that the sub-categories of language use errors, including
26	L1-6.docx	et al. (2019). With regard to ELT, Ogwu (2016) and Tawil (2018) both	argue	that the supplementary use of communication technologies enhances both
27	L1-19.docx	speak in English. In terms of student learning, the researcher	argues	that the teachers applied different strategies for student learning:
28	L1-19.docx	historical approaches to teaching a foreign language. Molina et al. (2015)	argue	that the teacher's personal and professional ideas of
29	L1-3.docx	FGD). Her opinion was disputed by another student, Tika, who	argued	that a creative product did not have to be
30	L1-3.docx	creating it. She explained: <^^^> (Sella, FGD). In brief, most students	argued	that a creative outcome should be useful or meaningful
31	L1-3.docx	of the student participants recognised the mini-c creativity when	arguing	that a creative product can be creative and useful
32	L1-13.docx	the teacher was not aware of them. Accordingly, this study	argues	that a contradiction (especially an ideology-related contradiction occurring
33	L1-13.docx	Borg, 2006). Adding to the above-mentioned factors, the present study	argues	that a divergence between teacher belief and practice can
34	L1-15.docx	attached to the teaching profession. The current research findings strongly	argue	that a negative belief about the teaching profession is
35	L1-15.docx	by the participants in this formation phase. Juuti et al (2018)	argue	that a supervisor's feedback is an important factor
36	L1-9.docx	secular/Western and religious/Islamic knowledge. As Pennycook (1994) explains, some	argue	that a unidimensional, Western secular theory is a direct
37	L1-10.docx	T6, T10, T16, T19, T20, T27). From global aspect, they	argued	that English was needed as a big dream to
38	L1-10.docx	IUP. They either agreed or supported it. Those who agreed	argued	that English was obliged in this program (T11, T27),
39	L1-10.docx	T10, T16, T19, T20, T27). From the global aspect, teachers	argued	that English was needed to interact and communicate with
40	L1-10.docx	the use of English in IUP. Those who were agreed	argued	that English was obliged in this program (T11, T27),
41	L1-9.docx	Echoing Smith's (1976) idea of an international auxiliary language, McKay (2011, 2018)	argues	that English can no longer be associated with a
42	L1-13.docx	literacy among pre-service and in-service teachers. This study	argues	that this can be an area for future LTC

43	L1-11.docx	and interpretation processes of establishing and embedding new practice. I	argue	that this framework is useful to examine change in
44	L1-19.docx	specific and attached to the subjects or disciplines. It is	argued	that this two- pronged approach can motivate the students
45	L1-16.docx	students lacked a clear knowledge of the topic. I would	argue	that this view may have partly been the result
46	L1-10.docx	those who supported the use of English in this program	argued	that this was international class therefore it made sense
47	L1-11.docx	the concepts of responsiveness, equality, collaboration, compassion and fairness. Teachers	argued	that students are individually unique in terms of their
48	L1-6.docx	finding seemed consistent with that of Ginaya et al., (2018), who	argue	that students learning to use the technology needed to
49	L1-11.docx	Black and Wiliam (1998) and others e.g. Nicol & MacFarlane-Dick (2006),	argue	that students need to learn how to self and
50	L1-2.docx	grades and motivation in learning have no relationships. The students	argued	that students who get good grader were not necessarily
51	L1-19.docx	al., 1998) believe is not conducive to learning. Notwithstanding, one can	argue	that there are many occasions during a lesson where
52	L1-5.docx	talk about global capital, this subsection draws on Weenink (2008) who	argues	that there are two types of cosmopolitan parents: dedicated
53	L1-11.docx	and qualitative findings Based on the findings described above, I	argue	that there is a degree of congruence in the
54	L1-11.docx	of the K13 and AfL practices in class. The study	argues	that there is an urgent need to amend the
55	L1-6.docx	teaching and to facilitate student learning (Hsu, 2011). Hora and Holden (2013)	argue	that when analysing educational practices that incorporate instructional technology,
56	L1-11.docx	and that for learning as two separate roles (Remesal, 2011). Remesal	argued	that when assessment is believed to be effective for
57	L1-10.docx	of idioms or proverbs, even sentences, and making jokes. He	argued	that when he made jokes in English, it did
58	L1-10.docx	the two languages? Which teachers will teach what? He also	argues	that when teachers are assigned based on language ability,
59	L1-7.docx	teaching skills regardless of age and academic qualification. Preservice teachers	argued	that having quality mentor teachers enable them to receive
60	L1-7.docx	supportive personality regardless of age and academic qualification. Preservice teachers	argued	that having quality mentor teachers enabled them to receive
61	L1-7.docx	rare contact with them at school. <^^^> (MTU2*1) Some teacher mentors	argued	that having more frequent contact with supervising lecturers would
62	L1-13.docx	how these potentially affect students' learning and achievements. It is	argued	that in order to be effective, a TPD program "
63	L1-18.docx	achieving the true mastery of a certain language. This thesis	argues	that in the vocational higher education context, learning is
64	L1-19.docx	Miraman & Tisman (1988) and Suhor (1984, as cited in Shirkhani & Fahim, 2011) who	argue	that in typical school settings, language learning and thinking
65	L1-4.docx	study still feel comfortable using book/textbook in learning, I	argue	that it is not due to the traditional (Confucius, 2000)
66	L1-10.docx	a big opportunity to market (T1). Meanwhile, those who supported	argued	that it was made sense of using English as
67	L1-20.docx	005; Morgan, 2009; Wong, 2013a; Mahboob & Courtney, 2018). Whereas, Vandrick (2018)	argues	that it will be very difficult to affirm that
68	L1-11.docx	active involvement in dialogue and argumentation around their learning. Teachers	argued	that these characteristics stemmed from a fear of making
69	L1-13.docx	Ana's and Dina's cases above, the present study	argues	that these two teachers' ambivalent views on the future
70	L1-19.docx	by the teachers (in written and verbal forms), the researcher	argues	that these types of tests were designed by the
71	L1-7.docx	the school mentor predominantly take the lead in supervision. They	argued	that they had met the mentor teachers at the
72	L1-7.docx	for preservice teachers' barriers in writing their reflection systematically. They	argued	that they were busy with various workloads from their
73	L1-7.docx	mentoring roles and assessor roles. To some extent, mentor teachers	argued	that they work every day with preservice teachers for
74	L1-13.docx	are still open to review and discussion. The present study	argues	that an ELTE program, during either undergraduate or graduate
75	L1-13.docx	pedagogical tools used in the classroom). Accordingly, the present study	argues	that an English language ideological stance that a teacher
76	L1-10.docx	EMI classrooms. This policy was taken into emphasised as they	argued	that by giving students all English exposures, sooner than
77	L1-1.docx	case, she puts forward team teaching as a situation. She	argues	that by having a teaching partner, an LCD projector
78	L1-17.docx	in developing the English teachers at primary school, because he	argued	that each category of teacher required a unique development
79	L1-16.docx	of such effects upon change is highlighted by Calabrese (2002), who	argues	that each person's belief system is directly connected
80	L1-20.docx	This is in line with what McDonough, Shaw and Masuhara (2013)	argue	that ELT materials should be designed by considering the
81	L1-13.docx	a school is an educational ISA. Therefore, the present study	argues	that ELT policy and practice as manifestations of an
82	L1-10.docx	whatever situation she would face in the classroom. She clearly	argued	that EMI classroom was a formal setting and therefore,
83	L1-10.docx	LOTE was totally not allowed to be spoken. These teachers	argued	that EMI education was formal setting. On the ground
84	L1-9.docx	and identities of Muslims. Echoing Al-Attas' idea, Mohd-Asraf	argues	that language can reflect the nature of truth and
85	L1-9.docx	profesional (professional competency). In this regard, it could therefore be	argued	that language education in general and ELT/EFL in
86	L1-10.docx	like circle situations. Misconception of multilingual practices lead teachers to	argue	that multilingualism had no advantages for students. Monolingual perspectives
87	L1-10.docx	like circle situations. Misconception of multilingual practices lead teachers to	argue	that multilingualism had no advantages for students. Monolingual perspectives
88	L1-11.docx	home. Some participants in the group discussion [GD2 and GD3]	argued	that parents' ignorance stemmed from economic disabilities and their

89	L1-11.docx	had no deterrent effect for 'non-conformist' teachers. Lastly, teachers	argued	that parents' investment and support for their children's
90	L1-4.docx	others' culture without losing their own identity. In addition, researchers	argued	that active involvement of students in educational development has
91	L1-8.docx	the identity boundary reason for enacting the address term. She	argues	that adopting the practice serves as a cohesive device
92	L1-11.docx	lessons recorded by video. Given this body of evidence, I	argue	that AfL practices (e.g. engaging classroom dialogue and
93	L1-10.docx	a form of commitment with the offer to public. T31	argued	that allowing Bahasa Indonesia use in IUP classrooms contravened
94	L1-11.docx	the effectiveness of English instruction in junior high school and	argued	that although students had studied English for three years
95	L1-19.docx	in English and improve their critical thinking abilities, the researcher	argues	that appropriate teaching strategies are urgently needed to achieve
96	L1-11.docx	the curriculum syllabus and educational purposes. Professional high school teachers	argued	that as professional school students are prepared as skilled
97	L1-8.docx	inevitably precious, yet assuming exclusive practice would be problematic. Participant 16	argues	that assuming his greeting practice would generate problems, as
98	L1-16.docx	stressed by others (e.g. Hazratzad & Gheitanchian, 2009; Mowlaie & Rahimi, 2010), who	argue	that attitudes are such important factors that they can
99	L1-8.docx	vocative address term 'brother' when calling his fellow Muslims. He	argues	that because they are Muslim, "we have the same
100	L1-7.docx	the change in the education ministry authority systems in 2014. They	argued	that before 2014, the lecturers from the teacher education faculty
101	L1-7.docx	work with students at the vocational senior school level. They	argued	that better preparation is needed to meet the specific
102	L1-9.docx	and contextual variables even in one national society. Similarly, Cook (1999, 2017)	argues	that bi-/multilingual L2 speakers are different from monolingual
103	L1-11.docx	teachers to develop their autonomy in its implementation. May & Finch (2009)	argued	that change implementers should have a shared understanding of
104	L1-11.docx	own teaching practices to promote and ensure learning. May & Finch (2009)	argue	that changes appear when change actors are able to
105	L1-11.docx	this evidence [A1BD, B2JPR, and C3WYN]. Teachers	argued	that checking students' understanding individually was impossible due to
106	L1-15.docx	professional development of pre-service teachers. Ball, Thames, and Phelps (2008)	argue	that content knowledge is foundational for teachers. Further, they
107	L1-4.docx	are two important concepts that overlap with one another. I	argue	that cultures of learning is an acceptable concept to
108	L1-7.docx	contradictory feedback from mentor teachers and supervising lecturers. They further	argued	that current assessment methods needed to be improved for
109	L1-11.docx	readiness, and the availability of resources and support. Two teachers	argued	that different types of assessment formats and tasks may
110	L1-16.docx	other than to do as the curriculum stipulates. I would	argue	that discussion among the curriculum stakeholders with the government
111	L1-11.docx	their agency in relation to the curriculum reform. Furthermore, I	argue	that educational reform in Indonesia is too much focused
112	L1-6.docx	received both from their lecturers and peers. It was also	argued	that effective feedback should promote students to develop self-
113	L1-1.docx	in the analysis of the teaching practicum handbook. Employability research	argues	that employment-based training and experiences can provide a
114	L1-13.docx	as 'the most effective way' to achieve English proficiency, challengers	argue	that English-only instruction is founded on ideology (Auerbach, 1993)
115	L1-11.docx	regarding feedback might be argued to be hardly formative. Sadler (1989)	argued	that evaluative feedback and judgement may become formative only
116	L1-3.docx	being creative (Kaufman & Beghetto, 2009 in Beghetto, et al., 2015). However, they	argued	that even though creativity could be performed by anyone,
117	L1-7.docx	student teachers' creativity and innovation during their classroom teaching. He	argued	that every classroom is unique so a good teacher
118	L1-15.docx	profession (see Ell et al., 2019). Moses, Berry, Saab, and Admiraal (2017)	argue	that exploring pre-service teachers' intentions to go into
119	L1-11.docx	results of the national examination [GD1 and GD2]. They also	argued	that finishing the curriculum and forcing students to achieve
120	L1-10.docx	following extracts represent well the accounts of the lecturers who	argued	that formal and informal settings would determine which language
121	L1-11.docx	the adjustment of their teaching. Building on these findings, I	argue	that formative and summative modes of assessment are common
122	L1-15.docx	well as social interactions (see Balli, 2014; Yuan & Zhang, 2017). Accordingly, Palmer (2007)	argues	that good teachers are expected to work with their
123	L1-11.docx	learning … scores can motivate them' [A1BD]. Four teachers also	argued	that grades are important for students as a motivation
124	L1-8.docx	that contains no faith values, such as weather greeting. Participant 16	argues	that he prefers to use various options for English
125	L1-9.docx	in home and target language-and-cultures. It could be	argued	that how the Indonesian EFL teachers addressed culture and
126	L1-17.docx	teaching which made her lessons became boring and mundane. She	argued	that if a teacher only followed such rigid and
127	L1-12.docx	feedback was important to support their students' learning. The teachers	argued	that in-class writing instruction was insufficient and that
128	L1-12.docx	reported that she provided 95% indirect feedback and 5% direct feedback. She	argued	that indirect feedback was more beneficial for her students
129	L1-13.docx	change the teacher participants' ideological views and practices. This study	argues	that Indonesia, in particular, needs more studies exploring English
130	L1-3.docx	TERS: INDONESIAN STUDENTS' CREATIVE WRITING PRACTICES 5.1. Introduction This thesis	argues	that Indonesian students possess idiosyncratic cultural-intellectual assets and
131	L1-2.docx	learning and the effectiveness MTS use in their learning. Lee (2017)	argues	that ineffective use of motivational strategies could give an
132	L1-6.docx	of educational practices. Crook (2008, as cited in Bennet et al., 2012)	argues	that integrating technology to support interactions that fit certain
133	L1-10.docx	what is applicable at the level of international standards". He	argued	that IUP students had to learn their own curriculum,
134	L1-7.docx	teacher who rarely spoke English in the classroom. The teacher	argued	that junior high students had limited English proficiency, so

135	L1-6.docx	effective language learning that Egbert and Yang (2004) proposed. The authors	argued	that learners need to have opportunities to interact socially
136	L1-6.docx	observed in an earlier study by Gikandi and Morrow (2016), who	argue	that lecturers needed to give feedback as a scaffold
137	L1-15.docx	ontinuously monitored and evaluated. Despite its complexity, Thomson and Hillman (2019)	argue	that measuring the quality of teacher preparation is strongly
138	L1-10.docx	of teachers toward bilingual or multilingual practices. Most of teachers	argued	that mixing languages had no advantage for students. Meanwhile,
139	L1-7.docx	schools year 7 and 8 and senior high school year 10 and 12. They	argued	that most participants were bored with the workshop activities
140	L1-8.docx	in the following excerpt: <^^^> (Abi, L346) Furthermore, Awat and Abi	argue	that omitting the Islamic expression would bring no faith
141	L1-6.docx	low-technology context or a 'less privileged context' (Jenkins, 2016, p. 348)	argues	that paper-based resources are important to help teachers
142	L1-9.docx	each other's culture or civilisation. Maarif goes on to	argue	that part of another verse (Al- Baqara [The Cow] 2:148)
143	L1-11.docx	word [GD1]. Whilst these two teachers in the group discussion	argued	that physical punishment may not encourage students to learn,
144	L1-16.docx	in secondary curricula (Panggabean, 2015, Sukyadi, 2015). In this case, I would	argue	that policy makers should rethink the assumption that English
145	L1-8.docx	Furthermore, participant 16 offers a unique consideration regarding Islamic greeting. He	argued	that practising Islamic teaching, including Islamic greeting, is a '
146	L1-7.docx	participants indicated positive attitudes toward the workshop instructional strategy. They	argued	that prior to joining the PPG programs, the teaching
147	L1-15.docx	teachers' feeling of preparedness to teach. Further, Kim and Cho (2014)	argue	that reality shock has a correlation with pre-service
148	L1-4.docx	skill might be the cause of their passivity. It was	argued	that recognizing students' cultures of learning may to some
149	L1-6.docx	institutions should prioritise the provision of free internet access. Bielaczyc (2006)	argues	that rectifying the lack of internet access would help
150	L1-16.docx	arise regarding class reduction in developing countries. It has been	argued	that reducing class size in many schools in developing
151	L1-8.docx	she willingly called her supervisors by their first names. She	argues	that respect, the main reason for negotiation, can manifest
152	L1-15.docx	learn practical teaching experiences in class. Further, Lockwood and Kunda (1997)	argue	that role models possibly influence self- perceptions when they
153	L1-16.docx	changes positioned school principals as change agents; however, I would	argue	that school principals do not have a voice to
154	L1-10.docx	other participants of this study. She clarified this fact by	arguing	that she taught the first-year students with inadequate
155	L1-11.docx	implementing the K13 requirements. In the literature review chapter, I	argued	that since the publication of Black & Wiliam's seminal
156	L1-12.docx	especially repeated errors, were caused by student's carelessness. They	argued	that some students had sufficient writing skills and background
157	L1-20.docx	in Hanum's teaching as well because some Islamic scholars	argue	that song is also prohibited in Islam. For such
158	L1-13.docx	and comprehensibility (see, for the definitions, Munro & Derwing, 1995). It is	argued	that speaking L1-accented English in cross-cultural communication
159	L1-15.docx	see Dicke et al., 2015; Poznanski, Hart, & Cramer, 2018). Christophersen et al. (2016)	argue	that students' misbehaviour in class affect pre- service teachers'
160	L1-19.docx	in EFL through the implementation of the SA, the researcher	argues	that teachers must be able to design lessons that
161	L1-11.docx	paid very low wages. Given such a situation, the teachers	argued	that teachers' salaries, especially for those with non-government
162	L1-17.docx	English and develop a habit of using English. Anji further	argued	that the PELI was probably the only place that
163	L1-8.docx	last name address form in English-speaking culture, the participant	argued	that title + first name address form in her context
164	L1-9.docx	social contexts. In this line of argument, Liddicoat and Scarino (2013; 2009)	argue	that understanding 'language as social practice' serves as a
165	L1-12.docx	Gie, provided handwritten feedback on his students' first draft. Gie	argued	that using pen and paper helped him to be
166	L1-17.docx	This chapter discussed the major findings of the research. It	argued	for the use of habitus as a construct to
167	L1-17.docx	the teachers which could trigger their investment. Finally, the chapter	argued	for the use of habitus as a lens to
168	L1-17.docx	task from school. In the area of ELT, some studies	argue	for the benefit of reading in helping learners with
169	L1-17.docx	this understanding of the formation of participants' habitus, this study	argues	for the formative role of a PELI in shaping
170	L1-17.docx	Third, in the area of English teacher education, this study	argues	for the importance of a discussion around English language
171	L1-17.docx	settings such as a school or university. The present study	argues	for the role of PELI as an institution which
172	L1-19.docx	categories of level 4 (such as analyse) and level 5 (such as	argue).	For example: • <^^^> (analyse, C4) • <^^^> (argue, C5) Thus, during the
173	L1-17.docx	and, at that time, I could not defend myself and	argue	for my position as an English teacher because I
174	L1-17.docx	and linguistics to be accepted as school teachers. This study	argues	for two equally important habitus that an English teacher
175	L1-11.docx	can get there (Wiliam & Thompson, 2007). Thus, teacher feedback is hardly	argued	to be a practice to bring learning forward. In
176	L1-17.docx	become in the future (Norton & Toohey, 2011). Moreover, it has been	argued	to be a significant factor directing learners to make
177	L1-4.docx	as pointed out in chapter 2, section 2.1.3.2, the shift can be	argued	to be due to the condition that, in current
178	L1-11.docx	to giving feedback. Therefore, the evidence regarding feedback might be	argued	to be hardly formative. Sadler (1989) argued that evaluative feedback
179	L1-11.docx	mixture of English abilities among students, a situation that was	argued	to be less supportive for a student-centred pedagogy
180	L1-11.docx	teachers. Likewise, support and involvement of parents in education was	argued	to be minimal. Financial insecurity among parents and relatively

#	File	Left context	Node	Right context
181	L1-7.docx	environment (MOEC, 2013b; Ristekdikti, 2017a). Nevertheless, this concept has been	argued	to be no longer sustainable for current teacher education
182	L1-11.docx	is interesting that while comment-only feedback (item 22) has been	argued	to be the most effective feedback to improve performance (
183	L1-11.docx	McMillan et al, 2002; Duncan & Noonan, 2007; Guskey & Link 2018). This practice is	argued	to lead to grade inflation (Arrafii, 2019). Besides summative orientation,
184	L1-4.docx	towards their own understanding of teaching and their students. As	argued	in chapter 2 section 2.2, the teacher's perception is in
185	L1-4.docx	the issue of respect in the teacher-student relationship. As	argued	in chapter 2 section 2.2.2, there are five types of power,
186	L1-4.docx	might be (chapter 4, part III, section 4.3.1). As it has been	argued	in chapter 2 section 2.3.4., the students' voice is an important
187	L1-4.docx	Indonesian TESOL context. 5.1. What are students' cultures of learning? As	argued	in chapter 2, cultures of learning refers to the ways
188	L1-4.docx	are very much concerned about "losing face". As I have	argued	in chapter 2, section 2.1.2, Indonesia's social culture is shaped
189	L1-4.docx	extend, adapt or adopt new approaches (Cortazzi and Jin, 2013). As	argued	in chapter 2, section 2.3.2, the process of an individual's
190	L1-10.docx	were required to speak English only in the classroom. They	argue	by giving exposures to student with English, sooner than
191	L1-16.docx	have the right to educational quality in the classroom. As	argued	by Mansour (2006), the tendency of government and decision makers
192	L1-11.docx	students need to have to use the target language. As	argued	by teachers, vocabulary memorisation and recognition serve as the
193	L1-17.docx	could further illuminate the permeability of habitus as it is	argued	by Yang (2014). 7.2.4 Implications The findings of this study have
194	L1-10.docx	they were difficult to understand the materials, when they were	arguing,	or when they did not know the words in
195	L1-10.docx	they were difficult to understand the materials, when they were	arguing,	or when they did not know the words in
196	L1-17.docx	than a trainee. Understanding his subordinate position, Yanni did not	argue	or defend his belief. Instead, he did what he
197	L1-10.docx	the point of teachers' questions, difficult to understand the materials,	arguing,	or did not know the words in English, b)
198	L1-17.docx	her and ask any questions outside of class hours. She	argued	that "If you are close to your students it
199	L1-8.docx	experience, situational context, and anticipation of cost and reward. Anti	argues	that "Karena dia orang Indonesia" [because they are Indonesian] (
200	L1-19.docx	an orderly manner. On the contrary, Gauch (2013 in Ningrum, 2019, p. 11)	argued	that "the scientific [approach] is often misrepresented as a
201	L1-20.docx	that they make as positionings in their teaching. As Fairclough (2003)	argues	that "what you commit yourself to is a significant
202	L1-4.docx	in improving their English language competences. Although this can be	argued	as an indication of Indonesian students being collectivist (Hofstede, 1986),
203	L1-10.docx	in which English was used with any other LOTE were	argued	as legitimise variable English use as they shiyed their
204	L1-8.docx	have in greeting fellow Muslims, as participants Awat and Abi	argued.	As this practice has been socialised and internalised throughout
205	L1-11.docx	as the French would say. Having this in mind, I	argue	that centralised national examinations should be removed from the
206	L1-16.docx	main curriculum stakeholders. However, within the 2013 English curriculum, I would	argue	that students are positioned as curriculum product instead of
207	L1-7.docx	main reasons for redesigning content of SSP workshops. First, they	argued	that the current SSP workshops were apparently focused on
208	L1-11.docx	reflection on her personal experience of learning autonomy, one teacher	argued	that, considering students' readiness, it is not necessarily important
209	L1-8.docx	take place when she is given the wishes and she	argues	that, for the sake of social cohesion, similar wishes
210	L1-9.docx	legitimate site for the missionary work. They go on to	argue	that, on the one hand, the use of English
211	L1-16.docx	teachers struggled to cope with the new curriculum. As Bantwini (2010)	argues,	teachers should be provided with adequate time, resources, and
212	L1-15.docx	suggests that self-efficacy is extremely crucial for teachers. Ashton (1984)	argues	teachers with high self-efficacy tend to be more
213	L1-11.docx	important. One teacher riticized the primacy of grading provision and	argued	that 'scores do not reflect [deep] understanding … and high
214	L1-11.docx	applied them in the classroom without adequate adaptation. The teacher	argued	that 'what is good in SMA 1 Mataram may not
215	L1-13.docx	native variety, Budi distanced himself from native speakers' norms by	arguing	about the ownership of English. Budi did not want
216	L1-20.docx	NNESTs (LIurda, 2016) although many scholars, as mentioned in chapter 3, have	argued	against this unrealistic ideology (e.g., Holliday, 2005; Cook, 2007; Bernat, 2008;
217	L1-11.docx	an interplay and a competing relationship. As Brown et al. (2019)	argued,	although conceptions of assessment in different contexts may be
218	L1-11.docx	cultural factors (e.g. a tendency to compromise rather than	argue)	and limited mastery of English vocabulary items seemed to
219	L1-11.docx	with sensitivity, showing a high teaching commitment, as one teacher	gued: <^^^	B4MA]. <^^^> [B4MA] However, the VAK theory is
220	L1-10.docx	would tolerate students to use Bahasa Indonesia when they were	arguing	because they were digging up information. When students finished
221	L1-11.docx	to teachers' and students' readiness to change their practices, as	argued	by several researchers (e.g. Brown et al, 2011; Kennedy, 2007).
222	L1-6.docx	interpretation should be taken into account as writing skill as	argued	by (Canning-Wilson & Wallace, 2020) was an active rationale process
223	L1-19.docx	analyse) and level 5 (such as argue). For example: • <^^^> (analyse, C4) • <^^^> (	argue,	C5) Thus, during the questioning activity, the teachers had
224	L1-9.docx	the NSs. In an era of globalization, as Kramsch (2013b)	argues,	communities can be so hybrid and complex that they
225	L1-16.docx	it instead of replacing it with a new one. Desy	gued, <^^^	Desy/Teacher/interview) Interestingly, a student named Delia had
226	L1-20.docx	to challenge them. Whereas teachers in the past, as Hanum	argued,	did perform a moral role model for their students

227	L1-11.docx	interviews with half of the fifteen teachers. Moreover, as Arrafii (2019)	argued,	grading practices and grade inflation, evident in the study,
228	L1-10.docx	their comprehension, or the explanation was confusing and students were	arguing,	he accommodated students to use Bahasa Indonesia. In his
229	L1-20.docx	them. This is in line with what Johnston and Buzzelli (2008)	argue, "	Like any relations between human beings, relations between a
230	L1-15.docx	low motivation in teaching (for more detail see section 2.4). Bandura (1977)	argues, "	persistence in activities that are subjectively threatening but in
231	L1-11.docx	limitations of the research: some reflections 9.5.1 The research design I	argue	some strengths related to the design of the study.
232	L1-16.docx	based on the value and national characters of Indonesia. Susi gued, <^^^	Susi/Teacher/Interview) Teachers' lack of clear knowledge on
233	L1-10.docx	T29), "the biggest obstacle is the ability to write and	argue" (	T1), and "assigning lecturers who could articulate well was
234	L1-10.docx	still local (T29), and students' low ability to write and	argue (	T1). Teaching content through English was also challenging. T34
235	L1-1.docx	a holistic but more personal professional 'self'. As Turner-Bisset (2013)	argues,	teaching cannot be seen merely as "a list of
236	L1-10.docx	use of her linguistic resources in the EMI classroom. T16	argued	that it was from the beginning the class was
237	L1-17.docx	security; seven participants wanted to teach in higher education. Andrew	argued	that "We have to be more realistic because once
238	L1-11.docx	benefits teachers in understanding students from a formative perspective. She	argued	that: <^^^> [B1EW] It is clear from these two
239	L1-10.docx	arguing because they were digging up information. When students finished	arguing,	they had to use English again. They came back

Epistemic Lexical Verb: Assume

No.	File	Left context	Hit	Right context
1	L1-6.docx	digital tools that were being used. It can therefore be	assumed	that the lecturers felt required to highlight aspects of
2	L1-18.docx	of stages which were different to Willis' framework. It was	assumed	that the lecturers did not fully understand TBLT approach
3	L1-6.docx	study was considered basic (Egorov et al., 2007). It was therefore	assumed	that the students were not yet trained to assess
4	L1-18.docx	utilised smartphones to access the vocabulary-seeking tools. It was	assumed	that the students would prefer the use of technology
5	L1-16.docx	raised concerns about the assessment system of the 2013 Curriculum. They	assumed	that the assessment system was excessive, complicated, time consuming,
6	L1-7.docx	be a professional teacher than those in-service teachers. They	assumed	that the length of preparation was the main factor
7	L1-16.docx	challenge before in the previous curriculum. In the interview, teachers	assumed	that the limited vocabularies might be caused by not
8	L1-5.docx	inviting a native speaker of English. The other three parents	assumed	that the program was more than enough; they just
9	L1-7.docx	the first day when the PTs were at school. They	assumed	that the PTs knew their roles and responsibilities when
10	L1-18.docx	an overview of the t-test results. The t-test	assumes	that the standard deviations are the same (less than 4.0).
11	L1-12.docx	ry said in excerpt 6.2: <^^^> (Mary, personal communication 2, 2016) These teachers even	assumed	that the task to provide feedback on L2 writing
12	L1-11.docx	context to another (Holliday, 1994). In addition, while Brown's study	assumed	that the three purposes of assessment were distinctive conceptions,
13	L1-2.docx	what has to be learned to the students' everyday life,	assuming	that data are normally distributed (Allen, et al., 2014). Table 5.5
14	L1-2.docx	zs and zk were within ±1.96 for both lecturers and students	assuming	that data are normally distributed (Allen, Bennett & Heritage, 2014). Table 5.6
15	L1-6.docx	offline activities (Zhang & Quintana, 2012, p. 183). Therefore, it is possible to	assume	that students may not be able to conceptualise activities
16	L1-6.docx	textbook at home before they entered the classroom. It was	assumed	that students would be able to express their ideas
17	L1-4.docx	Indonesian classrooms were through audiolingual methods. Skinner's Behaviourism theory	assumed	that a human being could be trained using a
18	L1-1.docx	the qualification of a competent teacher. It may be safely	assumed	that adaptability, as an essential component of employability, is
19	L1-10.docx	T15, T16, T17, T20, T21, T26, T29). The policy makers	assumes	that all materials use English as the language of
20	L1-14.docx	to include multimodality in their English teaching materials. The teachers	assumed	that alternative references were beneficial in supplementing multimodal resources
21	L1-10.docx	BI or his mother tongue in his teachings. T7 have	assumed	that as students were freshers so that they had
22	L1-8.docx	address their supervisor using their first name. Yet, supervisors may	assume	that educators are unwilling to adopt the equality and
23	L1-14.docx	teaching was based on the print-oriented curriculum, all teachers	assumed	that employing multimodal resources available in the textbooks was
24	L1-5.docx	suggest R feedback category is important for language teaching, which	assumes	that feedback promotes form-meaning integration (Gass, 2005; Williams, 2005) and
25	L1-8.docx	with people who are knowledgeable in Islam. The participants may	assume	that his Arabic close friend is knowledgeable in Islam
26	L1-6.docx	time consuming, it was interesting and fun. It may be	assumed	that introducing the use of technology for a course
27	L1-13.docx	same" (Pre-Interview, p. 8). By so saying, Dina seemed to	assume	that native speakers' English is somewhat monolithic. She appeared
28	L1-19.docx	SA. As derived from the interview data, the school managers	assumed	that one of the most significant challenges in implementing
29	L1-13.docx	know where is coming from" (Pre-Interview, p. 13). Nonetheless, she	assumed	that there are varieties and each variety (1) is to
30	L1-19.docx	that HOTS were side-lined throughout implementation. Again, it is	assumed	that these findings reflect the basic competencies stated in
31	L1-16.docx	to solve problems during the implementation process. It may be	assumed	that this is due to the intensive and contextually-
32	L1-16.docx	and the English only policy in the classroom (33%, n=117). I	assume	that those issues are divisive as different teachers in
33	L1-8.docx	recognises English culture, which signifies time relations. She may also	assume	that time relations might be insufficient without the invocation.
34	L1-16.docx	the Indonesian language. Sukyadi (2015) also believed that many policy makers	assumed	that with fewer teaching hours in school English will
35	L1-10.docx	universities (T6, T20, and T29). Thirdly, teachers who were	assumed	to be able speak English would be included in
36	L1-1.docx	lack of facilities that the school provides (and this is	assumed	to be decided by the headmaster) is also influential
37	L1-9.docx	race or ethnicity (Holliday, 1999, 2005). Members of a certain culture are	assumed	to be homogenous and lumped together as if they
38	L1-9.docx	s EFL context often associated with cultural values and behaviours	assumed	to be inconsistent with home knowledge and practices, but
39	L1-11.docx	the most reliable assessors of students' learning, as they are	assumed	to be more knowledgeable than other parties regarding the
40	L1-10.docx	to teach in IUP. The reason is obvious. They are	assumed	to speak English fluently and have no problem to
41	L1-10.docx	automatically be assigned to teach in IUP as they are	assumed	to speak English fluently and have no problem to
42	L1-8.docx	using common English greetings. Rather, faith-related greetings are also	assumed	to accompany dominant greeting practice, for example, <^^^> (Ayat, L84) <^^^> (

43	L1-1.docx	She exercises her agency by carefully choosing the persona she	assumes	to assure that she pleases and appeases the school
44	L1-6.docx	the argument by Kirschner (2015) that the creation of Facebook is	assumed	to be, and functions as, a network of connectedness
45	L1-20.docx	show the existence of core identity, an identity that structuralists	assume	to exist (see Le Ha, 2008). Even though post-structuralists
46	L1-12.docx	is the accuracy of the data. All collected data were	assumed	to reflect the teachers' feedback practices, beliefs, and goals.
47	L1-8.docx	of title + first name form in addressing her. Once he	assumed	the practice and did not notice any refusal from
48	L1-8.docx	and an unwelcomed response, she ended up recognizing and selectively	assuming	the practice of foreign/English culture when meeting people
49	L1-8.docx	immersing in host culture would be the appropriate way to	assume	the host culture. She also anticipated that offering an
50	L1-1.docx	of the schools. The perspective remains that a teacher must	assume	the role of a model and a guide for
51	L1-8.docx	the equality and familiarity perspective. Bargaining Bargaining occurs when educators	assume	the standard of politeness in their home culture, if
52	L1-2.docx	Table 5.12) was also significant, thus non equal variances can be	assumed.	The t test was statistically significant (Table 5.11), with the
53	L1-8.docx	older people are both respected and feared, and hierarchy is	assumed	as the existential inequality. This sort of society is
54	L1-8.docx	Perspective and practice of the dominant group culture are often	assumed	as the standard norm of communication practice while underrepresented
55	L1-18.docx	In the case of low level of motivation that is	assumed	as having instrumental motivation, the classroom environment that utilises
56	L1-20.docx	and practice in classroom are (Pennington, 2015), makes it logical to	assume	it as a sense of their global identity that
57	L1-16.docx	daily life. In relation to that, 58% of teacher respondents (n=29)	assumed	it encourages students to contribute to society as well.
58	L1-14.docx	Mrs. Dina was confused about the concept of multimodality, and	assumed	it was another term for media and ICT. Despite
59	L1-19.docx	and 'motivator'. The curriculum requires that the teacher does not	assume	a dominant role in the class as the only
60	L1-9.docx	In this line of argument, there is no reason to	assume	a priori that the NESTs are better qualified to
61	L1-8.docx	speaking culture, situational context also defines selected practice. Furthermore, as	assuming	an alternative practice would likely cost the flow of
62	L1-1.docx	general, the curriculum lists five expected roles that the graduates	assume:	an English teacher; a model of an English language
63	L1-16.docx	by Toni who said that, <^^^> (Toni/Teacher/Interview) We can	assume	from the findings above that teachers feel the freedom
64	L1-16.docx	started their answers, which was usually with expressions like: "I	assume…	From what I have heard…", "perhaps….", etc. As a
65	L1-13.docx	ascribed this pronunciation to her schoolteacher may mean that Ana	assumed	her schoolteacher pronounced 'correct' English representing standard British English.
66	L1-20.docx	her attitudes like this to her students is because she	assumes	her students as her own children, so that she
67	L1-8.docx	negotiation is unlikely to occur, separation strategies by avoiding or	assuming	Islamic Indonesian reference were necessarily taken. Homophobic issue, hugging
68	L1-8.docx	Rukin emphasise shared Islamic cultural reference that encourages them to	assume	Islamic practice outside the DGC. Second, shared religious association
69	L1-9.docx	Yanti implied a lack of language and cultural competence and	assumed	an "intrinsic superiority" of the NSs of English. In
70	L1-6.docx	used by the lecturers and students were likely to be	assumed	and categorised as new technologies and were, in general,
71	L1-1.docx	personae before the stakeholders; and the multiple identities that they	assume	at the end of the process. 7.2.3 Pragmatic Choices of
72	L1-16.docx	an unnecessary and unproductive workload. To some extent, the paperwork	assumed	by some teacher overly bureaucratic as mostly what happened
73	L1-8.docx	mirroring the host culture, dissociating, censoring self, avoiding, emphasising commonality,	assuming	co-cultural practice, and selective practice. Mirroring Mirroring is
74	L1-5.docx	cosmopolitanism regarding early foreign language education for their children. Parents	assume	cosmopolitanism as a form of cultural and social capital.
75	L1-1.docx	curriculum also lists four other roles that the graduates 'could'	assume: <	ELE Curriculum, 2016, p. 5) The graduate profiles paint a picture
76	L1-8.docx	However, their elite status does not afford them to freely	assume	English communication practices. Their position as underrepresented group members
77	L1-8.docx	and reward. Educators' existing greeting practice is inevitably precious, yet	assuming	exclusive practice would be problematic. Participant 16 argues that assuming
78	L1-10.docx	they are considered as able to speak English fluently and	assumed	have no problem to deliver materials through English. This
79	L1-8.docx	yet assuming exclusive practice would be problematic. Participant 16 argues that	assuming	his greeting practice would generate problems, as stated in
80	L1-20.docx	that views identity is fluid (non-essentialist) with that which	assumes	identity has sense of core (essentialist) is important in
81	L1-9.docx	all-knowing source of the correct" can no longer be	assumed.	In students' cultural exploration, teachers' role should include guidance
82	L1-9.docx	that classroom materials are culturally acceptable to the students. The	assumed	incompatibility of home cultures and cultures of English-speaking
83	L1-8.docx	their name] (Anti, L512). Rukin also voices similar considerations in	assuming	Indonesian address is a manifestation of the respect for
84	L1-1.docx	al., 2005). A teacher who is developing his professional identities may	assume	more than one sub-identity, and these sub-identities
85	L1-16.docx	statement. Toni rationalised this survey statement in his interview, I	assume	most teachers said that the new assessment is too
86	L1-4.docx	actively in the classroom. Another teacher thought that the students	assumed	one of the challenges in learning is finding someone
87	L1-16.docx	respective districts. By having participated in the training, teachers are	assumed	ready to implement the Curriculum 2013 with all the demands
88	L1-4.docx	students mentioned various words such as shy, confidence, afraid, embarrassed,	assume,	silly to describe their classroom experiences when dealing with

89	L1-16.docx	in the classroom discussions. As a matter of fact, I	assumed	teachers tried to create a situated environment for students
90	L1-5.docx	she asked the children to repeat what she said. Sarah	assumed	that "they will remember the lesson for a long
91	L1-8.docx	years of residency in the foreign culture, they tend to	assume	their first culture, particularly in the absence of outgroup
92	L1-11.docx	pedagogy and assessment practices, regardless of the fact that teachers	assumed	these practices important. This finding suggests the missing framework
93	L1-18.docx	level of .534 was above significant level. Therefore, the Equal Variance	Assumed	was used to check for the t-value (-2.712) and
94	L1-8.docx	concede the practice of the DGC. This communication strategy is	assumed	when DGM's perspective and practice is not to

No.	File	Left context	Hit	Right context
1	L1-9.docx	EFL classrooms discussed above can in the first place	attest	to a great diversity of ELT contexts around

Epistemic Lexical Verb: Indicate

No.	File	Left context	Hit	Right context
1	L1-12.docx	that were guided by their goals/motives. The interview data	indicate	that the teachers have different goals in conducting written
2	L1-14.docx	as a supplementary resource. The findings from the case studies	indicate	that the teachers in the three cases employed different
3	L1-12.docx	aspect of writing across the three feedback sessions.The findings	indicated	that the teachers focused more on local issues (language
4	L1-12.docx	indirect written feedback. 4.2.1.4.1 Direct feedback The analysis of students' drafts	indicated	that the teachers provided direct feedback on all four
5	L1-12.docx	in the third feedback session. Comparison between subsequent drafts also	indicated	that the teachers occasionally revised or changed their written
6	L1-12.docx	on recurring writing problems in the students' drafts. The analysis	indicated	that the teachers dealt with not only new writing
7	L1-12.docx	in providing written feedback <&&&> The think-aloud protocol analysis also	indicated	that the teachers often compared students' drafts when providing
8	L1-12.docx	in language use The analysis of the teachers' relevant episodes	indicated	that the teachers provided oral feedback on errors in
9	L1-12.docx	writing, consistent with the findings from the students' drafts which	indicated	that the teachers provided feedback on language use, mechanics
10	L1-12.docx	other sources. The analysis of the teachers' written feedback points	indicated	that the teachers mostly relied on their internal sources
11	L1-12.docx	sessions) <&&&> In addition to the teachers' actions, the analysis also	indicated	that the teachers in the study used three approaches
12	L1-12.docx	a writing problem but did not provide feedback. The findings	indicated	that the teachers mostly provided immediate feedback (95.6%). Figure 5.3 displays
13	L1-12.docx	on-one teacher- student writing conferences. The writing conferences data	indicated	that the teachers tended to discuss most feedback points
14	L1-12.docx	Ayu – think-aloud protocol 3, Dana) The writing conferences data also	indicated	that the teachers used more oral prompts while scaffolding
15	L1-12.docx	as described in Chapter Four. Similarly, the writing conferences data	indicated	that the teachers mostly used explicit prompts, especially direct
16	L1-12.docx	frequency of teachers' immediate feedback provision (n=6 teachers) <***> The analysis	indicates	that the teachers performed nine immediate feedback actions focusing
17	L1-7.docx	nents are indicative: <^^^> (FGU2*1). Similarly, FGU2*2 reflected: <^^^> These comments	indicated	that the preservice teachers were satisfied with their teacher
18	L1-7.docx	service teacher professional education was addressed by supervising lecturers. They	indicated	that the preservice teachers were more advanced in their
19	L1-7.docx	internal motivation to be a professional teacher, some mentor teachers	indicated	that the preservice teachers made a good impression on
20	L1-7.docx	supervisions. For instance, more than half of the supervising lecturers	indicated	that the preservice teachers' reflection process was conducted verbally
21	L1-7.docx	supported the quantitative findings where a majority of participants consistently	indicated	that the preservice teachers possessed the competencies represented in
22	L1-7.docx	an instructor or as committee members. My study findings further	indicated	that the preservice teachers' learning opportunity was primarily influenced
23	L1-7.docx	Specific Subject Pedagogy Workshops My qualitative component of my study	indicated	that the preservice teachers from the university that involved
24	L1-7.docx	cation programs (Amador & Amador, 2014; Eteokleous, 2012; Habibi, 2015). These studies	indicated	that the preservice teachers, the lecturers and mentor teachers
25	L1-2.docx	while the lecturers never mentioned them at all. The findings	indicate	that the students did not think that contact with
26	L1-4.docx	students' learning culture in the findings chapter 4 part I, section 4.1.5.,	indicated	that the students were not asking questions due to
27	L1-6.docx	merely serves to fulfil the course requirement. The findings also	indicated	that the students in this study were expected to
28	L1-18.docx	of English writing skills, motivated the students. The questionnaire results	indicated	that the students had very high levels of motivation
29	L1-18.docx	far as this study is concerned, the results from Chapter 4	indicated	that the students had a very high level of
30	L1-18.docx	indicated agreement. These differences in the findings from Items 6 and 13	indicated	that the students preferred learning English writing using the
31	L1-18.docx	around the world. Secondly, the results of this current study	indicated	that the students wanted to learn English regardless of
32	L1-9.docx	productive classroom resource (Gay, 2010; Newton, 2016). The data of this study	indicates	that the students in the local EFL classrooms readily
33	L1-3.docx	standard is used to judge? The findings of this study	indicate	that the majority of students (nine out of 11) believed
34	L1-7.docx	responsibilities need to be improved. Moreover, interviews with supervising lecturers	indicated	that the majority of supervising lecturers let the school
35	L1-7.docx	and provided a good model of English teaching. The participants	indicated	that the majority of supervising lecturers and mentor teachers
36	L1-7.docx	teaching delivery and motivation for self-study. The participants often	indicated	that the majority of their current supervising lecturers and
37	L1-7.docx	the first foreign language at school, the focus group participants	indicated	that the majority of school students were lacking in
38	L1-7.docx	and mentoring them during their school placement. My quantitative results	indicated	that the majority of preservice teachers were satisfied with
39	L1-12.docx	The analysis of relevant episodes in the writing conferences transcripts	indicated	that the teachers' approach to oral feedback on repeated
40	L1-12.docx	the student could self-revise it. The interview data also	indicated	that the teachers' beliefs about which type of feedback
41	L1-12.docx	teachers' feedback practices The interview and think-aloud protocol data	indicated	that the teachers' feedback practices were influenced and shaped
42	L1-12.docx	been briefly mentioned in Chapter Four and Five. The analysis	indicated	that the teachers' beliefs and perception of feedback provision
43	L1-12.docx	the teachers' think-aloud protocol, writing conference, and interview transcripts	indicated	that the teachers' beliefs significantly influenced their feedback practices
44	L1-12.docx	problems, and improve their writing (Gie, personal communication 1, 2016). This finding	indicated	that the teachers' preferences influenced their feedback type. Among

45	L1-15.docx	related to the two previous survey items. The responses also	indicated	that the respondents moderately to highly agreed with the
46	L1-15.docx	item 'I want to improve my English proficiency'. The responses	indicated	that the respondents had a very high intention to
47	L1-15.docx	of children' revealed the respondents' high positive perceptions. The results	indicated	that the respondents believed teaching would give them an
48	L1-15.docx	a job I am most suited for', the descriptive statistics	indicated	that the respondents had a moderate to low agreement
49	L1-15.docx	between slightly disagree and slightly agree with 36% for each. It	indicates	that the respondents could not convincingly agree with the
50	L1-15.docx	also indicated that 22% of respondents felt less prepared. The results	indicated	that the pre-service teachers had a moderate level
51	L1-15.docx	fairly-prepared', and the remaining respondents felt 'unprepared'. The results	indicated	that the pre-service teachers were not sufficiently confident
52	L1-15.docx	in their ability to 'resolve interpersonal conflict in the classroom'	indicated	that the pre-service teachers felt moderately prepared with
53	L1-12.docx	incoherent. <^^^> (Gie, think-aloud protocol 1, Almira) The above excerpt also	indicated	that the teacher compared the current draft with the
54	L1-19.docx	shifted from teacher-centred to learner-centred. This should have	indicated	that the teacher is not the only source of
55	L1-15.docx	friends, as revealed in some excerpts. <^^^> (Crysant). This survey respondent	indicates	that the teacher education program was not their first
56	L1-5.docx	and phrasal plural marking at Time 3. In summary, these results	indicate	that the DMFonF program is effective for language development.
57	L1-5.docx	quantifiers. The hypothesis of the study is supported. The results	indicate	that the DMFonF instruction in the English L2 kindergarten
58	L1-9.docx	Summary and concluding remarks The findings from the present study	indicate	that the Indonesian EFL teachers' pedagogic beliefs and classroom
59	L1-7.docx	professional English teaching competencies. These views contradict other studies which	indicated	that the Indonesian undergraduate beginner teachers required more time
60	L1-14.docx	Design of teaching and multimodal utilization <&&&> Moreover, these designed purposes	indicate	that the instruction was not intended to expand the
61	L1-14.docx	use with multiliteracies/ multimodal pedagogical framework. At first, the data	indicated	that the instruction was designed for the attainment of
62	L1-2.docx	were: <^^^> (FG02/S5)(POS) <^^^> (FG03/S7)(POS) These findings may	indicate	that the lecturers and some students perceive that student
63	L1-2.docx	and 'transmissional' in lectures and tutorials mass classes (Gan, 2012, p.51)	indicating	that the lecturers dominantly talked (in English) in the
64	L1-7.docx	scores ranging from 3.82 to 4.13 in a five-point Likert scale	indicated	that the participants were generally confident about their professional
65	L1-17.docx	their future trajectories. As mentioned in Chapter 2, Mora et al. (2016)	indicated	that the participants within their study did not intend
66	L1-1.docx	describes the dire condition of the multimedia room, which may	indicate	that the school did not purposely set up the
67	L1-7.docx	education providers for the PTs' school placements, all PPG coordinators	indicated	that the school partners were selected to meet the
68	L1-7.docx	the individual interviews with the program coordinators and supervising lecturers	indicated	that the six participating universities had consistently implemented the
69	L1-7.docx	the individual interviews with the program coordinators and supervising lecturers	indicated	that the six participating universities had consistently implemented the
70	L1-7.docx	included statements such as: <^^^> (SLU4*1). Similarly, interviews with mentor teachers	indicated	that the university had rare contact with them at
71	L1-7.docx	ignorance when it came to writing a systematic reflection. They	indicated	that the university and mentor teachers only required them
72	L1-14.docx	he stated: <^^^> (Teacher's interview, case 2). In addition, the findings	indicate	that the use of alternative references made it possible
73	L1-18.docx	had studied in the English Department for about four years,	indicated	that the use of social media-like facilities, made
74	L1-12.docx	problem identification activities (in minutes) <&&&> The think-aloud protocol transcripts	indicated	that the action of considering content and organisation problems
75	L1-8.docx	relations among group members. Finally, Anti's excerpt (Anti, L573)	indicates	that the address term practice can mediate differences and
76	L1-15.docx	one major motive to become a teacher. The present study	indicates	that the awareness of the impact of teaching on
77	L1-7.docx	the university. In the context of EFL classrooms, my study	indicated	that the choice of accredited public secondary schools had
78	L1-18.docx	were easy to use, thus confirming Halimah's statement, which	indicated	that the computer technology assisted her learning. As explained,
79	L1-4.docx	teacher said, <^^^> (Teacher C_U1, Interview, October 11, 2017) The teachers above	indicated	that the curriculum which consisted of the list of
80	L1-7.docx	patterns of the survey variables. The coefficient reliability analysis also	indicated	that the derived variables (latent variables) were reliable with
81	L1-8.docx	relational benefits of being around the queer community. The findings	indicate	that the educator made a deliberate effort not to
82	L1-4.docx	case in the current study because the variety of responses	indicating	that the educator – learner, parent – child, and friend– friend
83	L1-8.docx	negotiation is subject to either success or failure. The data	indicate	that the efforts to gain recognition from dominant group
84	L1-9.docx	and target speech communities. The data in this study too	indicates	that the EFL teachers did not share views on
85	L1-15.docx	was a major motivation among pre-service teachers. This condition	indicates	that the English language offers broader opportunities, other than
86	L1-3.docx	call for the teacher to teach. The four teachers also	indicated	that the Faculty or Department where they worked gave
87	L1-15.docx	to form greater awareness regarding the profession. This research result	indicates	that the feeling of being welcomed by the school
88	L1-15.docx	and 5 accommodated five and four loadings successively. The initial Eigenvalues	indicated	that the five factors extracted were able to explain 61.15%
89	L1-14.docx	Classroom Learning Activities <&&&> Regardless of the multimodal usage, the data	indicates	that the focus of the students' engagement in these
90	L1-15.docx	The rotated pattern matrix of background motivation <&&&> The initial Eigenvalues	indicated	that the four factors had the ability to explain 60.6%
91	L1-11.docx	as it is clearly exemplified in extracts 1, 3 and 4 above. This	indicates	that the general patterns of discourse in the class
92	L1-16.docx	constraint faced by the implementation of 2013 curriculum. The study also	indicated	that the high pressure on large class sizes affects

93	L1-5.docx	because the children successfully produced lexical plurals. Overall, these results	indicate	that the higher usage of Q, +FB, and RR
94	L1-14.docx	to put his/her primary attention on the picture that	indicated	that the information related to conditions, problems or diseases
95	L1-7.docx	SSP workshop content activities, the analysis of the qualitative data	indicated	that the instructional strategies presented through workshops also benefitted
96	L1-7.docx	patterns to the survey items. The coefficient reliability analysis also	indicated	that the latent variables were highly reliable with acceptable
97	L1-2.docx	were successful in English respectively were practised 'very often'. This	indicates	that the lecturers' self-perceptions on the use o
98	L1-12.docx	shortest time for writing providing written feedback (193 minutes).Figure 4.15 also	indicates	that the length of time spent on providing feedback
99	L1-15.docx	to a high level of positive perceptions. The descriptive statistics	indicated	that the majority (89% of the respondents) answered positively with
100	L1-15.docx	deviation of 0.75 on a six-point Likert scale. The results	indicated	that the majority (97%) of pre-service teachers surveyed completely
101	L1-7.docx	EFL study programs. Responses from the six PPG program coordinators	indicated	that the management of PTs' professional field experience is
102	L1-1.docx	good effort" to signify the revision of lesson plans may	indicate	that the mentor teacher has a clear idea of
103	L1-10.docx	students. The threshold score varies ranging from 450 to 600. This policy	indicates	that the mind-set of decision makers in these
104	L1-15.docx	shows that self-efficacy has a strong influence. The data	indicate	that the participants' confidence levels of proficiency in teaching
105	L1-14.docx	upper part of composition (and repeated after the linguistic element)	indicated	that the pictures carried a more direct and straightforward
106	L1-4.docx	by Hofstede (1986) about cultural differences in teaching and learning, which	indicated	that the power used by the teachers is more
107	L1-19.docx	students could give their analysis and evaluation as expected. This	indicated	that the problem was not about the low ability
108	L1-7.docx	ed in the following comments: <^^^> (MTU3*2). <^^^> (MTU4*1). Some mentor teachers	indicated	that the recent preservice teachers had more advanced English
109	L1-15.docx	shown in Table 4.10. <^^^> (Celline) This quote from the open survey	indicates	that the respondent had a very high motivation to
110	L1-15.docx	context- specific and derives from individual prior experiences. This study	indicated	that the respondents' self-efficacy in teaching could possibly
111	L1-19.docx	a practical level. The observed EFL teachers, on numerous occasions,	indicated	that the SA was excessively rigid when applied in
112	L1-7.docx	years of age and they have teaching experience. Table 5.1. further	indicates	that the sample preservice teachers have similar perceptions across
113	L1-15.docx	Alpha of 0.803. 4.2.6. Inter-correlations among Five Dimensions The statistical analysis	indicated	that the sense of preparedness for teaching was significantly
114	L1-15.docx	work-life balance. As presented in Table 4.12, the statistical analysis	indicated	that the strongest correlation is between vocation and work-
115	L1-6.docx	enough internet data. <^^^> (S59, Univ A, Dec 2016). This seems to	indicate	that the student had a limited internet quota on
116	L1-2.docx	similarly influenced by Self- motivation and Others. This also may	indicate	that the students' motivation is generally affected by their
117	L1-11.docx	teacher supervisors for teachers to follow the reform. This may	indicate	that the supervisors were unsure about what to advise
118	L1-18.docx	Mediated TBL approach In Chapter 5, data collected during this study	indicated	that the task-based cycle which was proposed by
119	L1-12.docx	conferences where a teacher and a student discussed writing problems),	indicated	that the teachers provided oral feedback on four aspects
120	L1-12.docx	interview techniques (e.g., Latif, 2018),my review of this study	indicates	that the teachers' think-aloud alone may not accurately
121	L1-12.docx	feedback session. The interview and think-aloud protocols data also	indicate	that the teachers'feedback focus change over time; they
122	L1-15.docx	pre-service teachers' feeling of preparedness for teaching. This study	indicated	that the teaching practicum brought another awareness that also
123	L1-15.docx	rotated pattern matrix of professional self-efficacy <&&&> The initial Eigenvalues	indicated	that the three factors were able to explain 56.7% of
124	L1-6.docx	produced by a lack of internet access. The data collected	indicated	that the tool was used by all of the
125	L1-7.docx	a difference of 0.84 on a 5-point range (p=0.026, η2=0.051). Table 5.1	indicates	that the two groups exhibited a similar divergence of
126	L1-7.docx	secondary schools in the second semester. A majority of participants	indicated	that the workshops on designing teaching instruments for the
127	L1-2.docx	lecturers to 'push' them to speak the language. This might	indicate	that the young adult students are more motivated to
128	L1-17.docx	the participants had taught for at least four years which	indicate	that they had passed the survival period (C. Kirkpatrick, 2007).
129	L1-4.docx	admitted having noticed the students' cultures of learning, the teachers	indicated	that they had to take actions that they consider
130	L1-7.docx	Papua (University Four), and East Kalimantan (University Six), for instance,	indicated	that they had low internet signals and insufficient credits
131	L1-7.docx	workshops, peer teaching, and classroom action research. Most mentor teachers	indicated	that they had been involved in various workshops with
132	L1-7.docx	their English knowledge and skills in teaching. For instance, they	indicated	that they had regular peer teaching practices on Friday
133	L1-18.docx	learn English) As shown in Figure 4.1, students from each year	indicated	that they had a high level of motivation, ranging
134	L1-7.docx	preservice teachers' performance at school, the majority of mentor teachers	indicated	that they were satisfied with preservice teachers' performance during
135	L1-7.docx	e and P1_f). Mean scores of 4.04 for this factor	indicated	that they were highly satisfied with the quality of
136	L1-7.docx	preservice teachers' classroom teaching performance, the majority of mentor teachers	indicated	that they were satisfied with the preservice teachers' performance
137	L1-7.docx	the mentor teachers about the value of the workshops also	indicated	that they were well aware of school- university partnerships'
138	L1-7.docx	and schools. A majority of supervising lecturers and mentor teachers	indicated	that they were content with what they saw as
139	L1-10.docx	data. Secondly, PhD holders from overseas recruited in this study	indicated	that they were highly confident to be observed by
140	L1-14.docx	long before the introduction of SLM policy, although they also	indicated	that they used multimodality as a medium of instruction,

141	L1-18.docx	was for Option 2. It was chosen by thirty-nine students (31%),	indicating	that they used to jot down ideas before starting
142	L1-7.docx	preservice teachers' knowledge in designing teaching (lesson) plans. Mentor teachers	indicated	that they always required preservice teachers to prepare a
143	L1-4.docx	a teacher said, <^^^> (Teacher B_U1, Interview, October 10, 2017) The teacher	indicated	that they can only facilitate and teach students how
144	L1-17.docx	they took a BA in applied linguistics programmes. Rather, participants	indicated	that they chose a BA programme because there were
145	L1-3.docx	participants - namely being knowledgeable in the domain. The students also	indicated	that they could be creative in one domain and
146	L1-6.docx	decisions to make use of videos on YouTube appeared to	indicate	that they deemed that exposure to native-level English
147	L1-19.docx	competencies as required in the syllabi. All four EFL teachers	indicated	that they designed their lesson plans following the SA (
148	L1-17.docx	expressed their love of learning languages especially English, but also	indicated	that they did not want to be teachers. They
149	L1-7.docx	wledge (Richards, 2010). The subsequent focus groups with volunteer preservice teachers	indicated	that they experienced a great improvement in pedagogical knowledge
150	L1-7.docx	confidence in English proficiency improvement. The majority of preservice teachers	indicated	that they felt more pressure teaching their friends on
151	L1-11.docx	to be less commonly racticed. For example, while most teachers	indicated	that they frequently promoted autonomy and self-assessment (item 9, 13,
152	L1-4.docx	are five types of power, the teachers in this study	indicated	that they have expert power (the teacher's competence
153	L1-7.docx	ts are indicative: <^^^> (FGU4*1). <^^^> (FGU6*2). Focus groups with preservice teachers	indicated	that they highly valued the workshops and microteaching on
154	L1-7.docx	improvement for the PTs' English language shortfalls is important. They	indicated	that they learn from their mistakes when their mentor
155	L1-7.docx	their English proficiency and teaching skills. The preservice teachers further	indicated	that they learnt from their mistakes when mentor teachers
156	L1-6.docx	interviews with lecturers and the students, and my own observations	indicated	that they may face a situation where internet access
157	L1-7.docx	in peer teaching practices on campus. Preservice teachers, for instance,	indicated	that they obtained constructive feedback from supervising lecturers and
158	L1-4.docx	students' cultures of learning take its role. Although students mostly	indicated	that they preferred to learn collaboratively, in the classrooms
159	L1-7.docx	promote confidence as a teacher (Mahmoudi & ÿzkan, 2016). The preservice teachers	indicated	that they received adequate opportunities to develop their English
160	L1-4.docx	actual views of the cultures of learning of the student	indicated	that they remain aware of the social context, the
161	L1-7.docx	gaps between supervisors and mentors' assessment results. The preservice teachers	indicated	that they sometimes experienced negative emotions after receiving contradictory
162	L1-18.docx	further. The second finding was that 57.6% of the questionnaire respondents	indicated	that they wanted to be able to communicate well
163	L1-14.docx	ii) students' multimodal engagement outside the classroom context. The findings	indicate	that there were two designed learning tasks across the
164	L1-2.docx	The Bartlett's test of sphericity was significant ($\chi2$ = 3177.860; p < .05)	indicated	that there were sufficient correlations among the variables; therefore,
165	L1-2.docx	were rather linear and had very weak negative correlation. This	indicated	that there were no relationships between student motivation and
166	L1-15.docx	most reasonable among the other extracted factors. The pattern matrix	indicated	that there were two items loaded under Factor 1, and
167	L1-1.docx	the professional standing graduates achieve on qualification. The documents also	indicate	that there are minimum criteria to be applied in
168	L1-15.docx	the results of a large-scale study, Rowan and Townend (2016)	indicate	that there are three areas where beginning teachers feel
169	L1-6.docx	times … just to provide them with articles to read'. This	indicated	that there are times when face-to-face discussions,
170	L1-4.docx	mean = 3.72; U5 mean = 3.72). The result of the standard deviation also	indicate	that there is a slight difference of consistency between
171	L1-4.docx	Good Teacher <&&&> Table 4.7 shows the result of the t-test	indicating	that there is no statistically significant difference between the
172	L1-15.docx	different from where she had come from (Borneo). This quote	indicated	that there was a cultural and academic gap between
173	L1-7.docx	group participant from the University One reflected: <^^^> (FGU1*5). This script	indicates	that there was still an issue concerning mentors' quality.
174	L1-2.docx	variables were assessed. The results were shown on Figure 5.5 below	indicating	that there was a negative relationship between lecturers' and
175	L1-7.docx	the majority of PPG program coordinators in this study. They	indicated	that although the PPG participants had been selected through
176	L1-7.docx	for preservice teachers during their school placement. Some mentor teachers	indicated	that although the supervising lecturers had the responsibility to
177	L1-7.docx	preservice teachers during their school placement. Some focus group participants	indicated	that although the supervising lecturers had the responsibility to
178	L1-7.docx	a professional teaching certificate (MOEC, 2013a; RISTEKDIKTI, 2017f). My study	indicated	that although the universities had tried to fulfil the
179	L1-7.docx	during their school placements. My findings from focus group data	indicated	that although the preservice teachers described the qualities of
180	L1-7.docx	would take place in the schools. Similarly, some mentor teachers	indicated	that although the supervising lecturers had the responsibility to
181	L1-7.docx	practice by themselves. This concern increased when one mentor teacher	indicated	that although classroom action research is a fascinating research
182	L1-8.docx	wishes and selected practice are shown in Figure 5.5. The figure	indicates	that although everyday wishes may be similar across cultures,
183	L1-7.docx	be processed and officially approved. However, some PPG program coordinators	indicated	that although some lecturers are active in carrying out
184	L1-7.docx	after their classroom teaching practice. <^^^> (MT U1*2). Other mentor teachers	indicated	that although they encouraged the preservice teachers to complete
185	L1-18.docx	final semester test scores in writing classes. The qualitative results	indicated	that students and their lecturers reported the use of
186	L1-15.docx	Support from students during the teaching practicum The present research	indicates	that students are another crucial element that has an
187	L1-18.docx	The count was 12:15. The findings arising from this questionnaire item	indicated	that students did not have an opinion about how
188	L1-18.docx	language learning motivation As reported in section 4.2.1, the first finding	indicates	that students reported very high levels of instrumental and

189	L1-3.docx	existing products or ideas to create a new one, hence	indicating	that students tended to have the adaptive style of
190	L1-16.docx	amid the change process. 6.3.1.3 Students The findings of the study	indicate	that students took a positive stance toward the curriculum
191	L1-18.docx	influence on the learners' classroom learning motivation. The last finding	indicated	that students utilised various strategies to complete their writing
192	L1-4.docx	Students' attitudes towards learning as presented in chapter 4 part I	indicated	that students view learning as an active engagement where
193	L1-18.docx	be a rewarding act that will increase motivation. Field note 3	indicated	that students were excited to come to present their
194	L1-18.docx	contribute positively to the learning process. In Chapter 4, the data	indicated	that students with higher levels of motivation were affected
195	L1-11.docx	attention was paid to students' roles in assessment. The analysis	indicated	that teachers assigned more positive value to the learning
196	L1-11.docx	total propositions about assessment values were associated with this construct (37.06%),	indicating	that teachers assigned high importance to promoting learners' agency
197	L1-15.docx	which include educating, teaching, guiding and assessing students. Those duties	indicate	that teachers are not only responsible to perform in
198	L1-12.docx	provided feedback as necessary. The think-aloud protocol transcripts also	indicated	that teachers changed their feedback approach based on the
199	L1-11.docx	not advocated in the new curriculum (MOE, 2016b), it might	indicate	that teachers have made a limited adjustment to new
200	L1-11.docx	qualitative studies The analysis of the data from different sources	indicated	that teachers held complex, multidimensional, but relatively 'convergent' conceptions
201	L1-11.docx	change in education. 9.3 Summary of research findings The research findings	indicate	that teachers hold various constructs of assessment conceptions, embracing
202	L1-11.docx	practice which was largely absent in the study. Again, this	indicates	that teachers lack cognitive involvement and reflexive monitoring of
203	L1-3.docx	results of the interviews with the teachers in this study	indicate	that teachers perceived their roles in a creative writing
204	L1-11.docx	of joke, it was warmly appreciated by other group members,	indicating	that teachers were concerned about excessive and oppressive demands
205	L1-4.docx	to students' cultures of learning. The teachers in this study	indicated	that their beliefs about students' cultures of learning especially
206	L1-4.docx	his/her beliefs about learning. The teachers in this study	indicated	that their beliefs about students' cultures of learning, especially
207	L1-10.docx	The orientation of using English In the interview, teachers had	indicated	that their orientation of using English was not imitating
208	L1-10.docx	of linguistic diversity (May 2004, Jenkins 2015). In the interview, teachers had	indicated	that their orientation of using English was not imitating
209	L1-15.docx	adequacy of teaching strategies and subject content mastery. The survey	indicated	that their perception of the impact of effective teaching
210	L1-3.docx	label. The teachers' recognition of their students' creative writings also	indicates	that their perception of creativity includes the mini-c
211	L1-7.docx	able to assess them fairly. Although the majority of participants	indicated	that their current mentor teachers were fair enough in
212	L1-7.docx	FGU3*4). In addition to the colleague student teachers, the participants	indicated	that their lecturers and mentor teachers played a significant
213	L1-17.docx	the quality of the teacher education programme they attended. They	indicated	that their programme was mostly about learning the theories
214	L1-12.docx	knowledge) Five teacher interviewees (Amy, Ayu, Gie, Nida, and Sha)	indicated	that their social history (background, previous experiences, and knowledge
215	L1-18.docx	and on the motivations levels groups (χ2 (4) = 8.115, p = 0.087). These findings	indicated	that all classes agreed that the students believed that
216	L1-14.docx	of meaning. With regard to the third theme, the findings	indicate	that all classroom learning activities are primarily designed to
217	L1-16.docx	and teachers and students on the other. The findings also	indicate	that all decisions on policy were taken by the
218	L1-7.docx	have a minimum ten years' teaching experience. My study findings	indicated	that all mentor teachers fulfilled the standard criteria. The
219	L1-7.docx	e and P1_f). Mean scores of 4.04 for this factor	indicated	that all PTs' were satisfied with the quality of
220	L1-16.docx	of curriculum reform in teaching and learning process. The study	indicates	that all schools have the same obstacle in effectively
221	L1-12.docx	Regarding the written feedback provision, the think-aloud protocol transcripts	indicated	that all teachers provided written feedback using a similar
222	L1-12.docx	e example (4.12). (4.12) <^^^> (Sha, think-aloud protocol 3, Safira) Moreover, the analysis	indicated	that all the teachers' colour codes systems seemed to
223	L1-15.docx	a little prepared (0.2%), and one respondent (1%) felt unprepared. The results	indicated	that most of the respondents indicated a moderate level
224	L1-15.docx	mean of 4.52 on a six-point scale. The descriptive statistics	indicated	that most of the respondents (81%) expressed their agreement, ranging
225	L1-15.docx	the English language received the most positive responses; the results	indicated	that most of the respondents viewed gaining more experience
226	L1-15.docx	appeared to be highly positive as well. The descriptive statistics	indicated	that most of the respondents (94%) agreed with the statement,
227	L1-15.docx	in the context of Indonesia. The results of this research	indicated	that most of the pre- service teachers participating in
228	L1-12.docx	protocol 1, Puput). As reported in Chapter Four, the students' drafts	indicated	that most teachers provided indirect feedback using colour codes
229	L1-16.docx	their school regarding the new English curriculum. The result clearly	indicated	that most teachers are satisfied with the support that
230	L1-3.docx	also stated that Wregas was his favourite movie director. These	indicate	that most students in this study were open-minded
231	L1-7.docx	lecturers who were knowledgeable in pedagogical aspects. My qualitative findings	indicated	that despite the fact that most assigned supervising lecturers
232	L1-8.docx	and primary cultural reference governs their address term practice. Anti	indicates	that despite the length of residency and the position
233	L1-11.docx	of their instruction and maximise student learning (MOE, 2017a). This	indicates	that despite the fact that summative tests and the
234	L1-7.docx	postgraduate) preservice English teacher education (PPG) program. My study findings	indicated	that despite varying perceptions of the organisation of the
235	L1-7.docx	across Indonesia in 2019. The quantitative data analysis involving 98 preservice teachers	indicated	that despite varying perceptions of the management of the
236	L1-7.docx	attributes encountered during their school placements. The quantitative data analysis	indicated	that despite divergence perceptions of the preservice teachers' professional

237	L1-7.docx	knowledge and skills. However, the interviews with PPG program coordinators	indicated	that despite most assigned supervising lecturers complying with the
238	L1-7.docx	the microteaching practices on campus was a positive policy. They	indicated	that this collaboration is an integrated part of the
239	L1-7.docx	the microteaching practices on campus was a positive policy. They	indicated	that this collaboration is an integrated part of the
240	L1-15.docx	asked her to, despite her lack of interest. This example	indicates	that this participant is persistent and resilient to cope
241	L1-20.docx	Edi as the saying of prophet (see excerpt 16). Thus, this	indicates	that this poetry actually derives from Islamic tenet itself.
242	L1-11.docx	form of scores and checklists. Five teachers, however, did not	indicate	that this practice took place in their classroom. 6.3.1.2.4 Post-
243	L1-2.docx	Alshehri, 2013) and Indonesian EFL classrooms (Kassing, 2011; Lamb, et. al, 2016). This	indicates	that this strategy is useful in Indonesian EFL context
244	L1-18.docx	English Department of the PNP was motivating for her students,	indicated	that this was due to the improved discipline that
245	L1-5.docx	Lemma access/single word stage (Stage 1) in PT. This finding	indicates	that a communicative meaning-based English program may promote
246	L1-3.docx	story. <^^^> (Hana, interview) Based on their own experiences, most students	indicated	that a creative individual was usually very aware of
247	L1-7.docx	should be avoided or welcomed has been longstanding. Previous studies	indicated	that a great majority of Turkish English teachers had
248	L1-7.docx	premier foreign language at secondary schools, the focus group participants	indicated	that a majority of students lacked motivation to learn
249	L1-18.docx	is very useful" (Desi, FGD 5, Class 1B). Desi's statement	indicated	that a mobile phone was helpful for students to
250	L1-5.docx	English program. b. Pragmatic Cosmopolitan The responses of six parents	indicate	that a pragmatic cosmopolitan approach (Weenink, 2008) motivates their decision
251	L1-8.docx	her separation of practice using a non-assertive approach by	indicating	that she feels somewhat awkward in adopting foreign practice.
252	L1-4.docx	A teacher said, <^^^> (Teacher B_U1, Interview, October 10, 2017) The teacher	indicated	that she is flexible to making changes in the
253	L1-4.docx	example a student said, <^^^> (Student 17_U5, Interview, November 2, 2017) This student	indicated	that she often asked the teacher about things she
254	L1-8.docx	by inserting the Islamic greeting "Assalamu'alaikum". This modification practice	indicates	that she recognises English culture, which signifies time relations.
255	L1-18.docx	classroom sessions. Regina from Class 1A, the Edmodo-based class,	indicated	that she used Google Translate: <^^^> (Regina, FGD 1, Class 1A)
256	L1-10.docx	confirmed her position in the following excerpt. Excerpt 5.7 <^^^> This excerpt	indicated	that she would speak English all the Time with
257	L1-15.docx	concern among pre-service teachers in Australia. Prior research has	indicated	that teachers' dedication to educating people in Indonesia is
258	L1-7.docx	skills or pedagogical knowledge. Research on EFL/ESL teacher knowledge	indicates	that teachers' instructional practices are influenced by their knowledge
259	L1-15.docx	of teaching. <^^^> (Akasia) This excerpt from the open-ended survey	indicates	that teachers' monthly salary is lower than in other
260	L1-11.docx	to grade inflation (Arrafii, 2019). Besides summative orientation, the study also	indicated	that teachers' pedagogic and assessment practices were centred on
261	L1-11.docx	the three purposes of assessment were distinctive conceptions, my study	indicated	that teachers' perceived purposes of assessment are interrelated; each
262	L1-15.docx	big cohort of pre-service teachers in Germany. The findings	indicated	that teachers' self-efficacy was a significant predictor for
263	L1-19.docx	tongue), whilst encouraging a shift towards the target language. This	indicates	that in EFL classes, although teaching critical thinking was
264	L1-15.docx	prepared. Meanwhile, only 14% of respondents felt fairly prepared. The results	indicated	that in general, the respondents had a moderate level
265	L1-8.docx	ways people from different faiths express their wishes. The figure	indicates	that in intercultural communication with other group members, the
266	L1-7.docx	teachers to develop their professional teaching competencies. My qualitative findings	indicated	that in some universities, the collaboration between teacher education
267	L1-7.docx	a positive impact on preservice teachers' learnings. All mentor teachers	indicated	that in terms of facilities and resources, the schools
268	L1-7.docx	carry out the mentoring and supervision process at school. Others	indicated	that preservice teachers could reach them at any time
269	L1-7.docx	the whole survey (See Appendix 5). The overall participants' survey responses	indicated	that preservice teachers were generally positive about their English
270	L1-7.docx	language of both Bahasa Indonesia and English. <^^^> (FGU3*2). These scripts	indicated	that preservice teachers use mixed languages to help students
271	L1-7.docx	results of their research in the campus journals. My study	indicated	that preservice teachers and their school mentors were more
272	L1-7.docx	are contributing factors for effective professional experience. Specifically, my findings	indicated	that preservice teachers were placed in three different schools:
273	L1-2.docx	skills) motivated them to learn the language. However, the findings	indicate	that it is not apparent if the lecturers realized
274	L1-8.docx	festival. He maintains that another Christmas celebration in July (Kay, 2010)	indicates	that it is a cultural rather than religious celebration.
275	L1-18.docx	strong, positive correlation. However, a Pearson product-moment correlation coefficient	indicated	that it was not statistically significant (r = - 0.74, n = 125, p = .410).
276	L1-11.docx	students could perform this task well [HR_GD1]. This finding	indicates	that it was not the thinking and cognitive ability
277	L1-8.docx	practice or pragmatically shift to the appealing factors. The figure	indicates	that both decoded and encoded communicative practices have similar
278	L1-2.docx	good opportunities. The perceptions were: <^^^> (FG01/S1)(FLD). The findings	indicate	that both lecturers and students understood that English was
279	L1-2.docx	the language, unlike the students with high motivation. This may	indicate	that both students at moderate and low levels of
280	L1-4.docx	D in the above quotation mentioned the word collaboration which	indicated	that learning for him is not only about being
281	L1-10.docx	For T23, two-way communication was the key. Meanwhile, T1	indicated	that learning should not be limited by walls of
282	L1-18.docx	concentrate better to complete her writing tasks. Shintia's situation	indicated	that learning writing skills required more effort than other
283	L1-7.docx	mentor teacher from University One explained: <^^^> (MTU1*2). The mentor teachers	indicated	that to help preservice teachers have a better understanding
284	L1-7.docx	professional competencies. The interviews with mentor teachers and supervising lecturers	indicated	that to some extent, the collaboration between teacher education

285	L1-3.docx	to creative writing, and (4) culturally-related knowledge. The findings further	indicated	that to teach creative writing subject, teachers' passion and
286	L1-16.docx	educational quality. 6.4.3. Teacher paperwork leading to heavy workloads The findings	indicate	that administrative paperwork for teachers in the 2013 English curriculum
287	L1-16.docx	the limited time allotted for English subject. Thirdly, the findings	indicate	that administrative paperwork for teachers in the 2013 English curriculum
288	L1-16.docx	I learnt in class to my daily life". This may	indicate	that English teachers give an assessment that helps students
289	L1-11.docx	teachers' conceptions of assessment The exploratory approach of this study	indicated	that English teachers in Lombok hold complex, multidimensional but
290	L1-7.docx	teacher candidates from University Two made similar comments. However, they	indicated	that even though they were confident about their English
291	L1-15.docx	commitment to teaching. Analysis of the results of this study	indicated	that even though some of the respondents consider themselves
292	L1-7.docx	toring hours. For example, MTU1*1 reflected: <^^^> Similarly, some supervising lecturers	indicated	that financial incentives from campus would support them effectively
293	L1-7.docx	to accomplish their mentoring tasks. For instance, some supervising lecturers	indicated	that financial incentives would support them with transportation expenses
294	L1-7.docx	mentors to workshops for preservice teachers at the university. They	indicated	that frequent changes of school curriculum by the Ministry
295	L1-7.docx	mentors to workshops for preservice teachers at the university. They	indicated	that frequent changes to the school curriculum by the
296	L1-16.docx	perwork requirements associated with the 2013 English Curriculum. Fourthly, the findings	indicated	that limited learning resources at schools represented one of
297	L1-18.docx	and qualitative data. Significant findings extracted from both data types	indicated	that limited vocabulary was the main reasons for students
298	L1-7.docx	One mentor teacher from University Three reflected: <^^^> (TMU4*2). This comment	indicated	that managing students' behaviours still becomes an issue in
299	L1-7.docx	their positive attitudes toward the current PFE management responsibilities. They	indicated	that managing the school placements for PPG preservice teachers
300	L1-10.docx	a good English proficiency. Students' enrolment that required TOEFL score	indicates	that monolingual ideology is still strong in the mind-
301	L1-10.docx	was ranging from 450 to 600. Students' enrolment that required TOEFL score	indicates	that monolingual ideology is still strong in the mind-
302	L1-14.docx	and one time respectively during observation sessions. The table also	indicates	that more multimodal resources were utilised in the first
303	L1-9.docx	is Muslim ("Indonesia population 2018," 2018; "Islam in Indonesia," 2018). Global surveys	indicate	that more than 90% of the Indonesians affirm the importance
304	L1-7.docx	tabulation between these two conceptual scales and participants' demographics variables	indicated	that none of the interactions between conceptual scales and
305	L1-7.docx	skills during their professional field experience. The subsequent cross tabulation	indicated	that none of the interactions between this conceptual scale
306	L1-16.docx	demands in 2013 Curriculum. 6.4.4 Limited learning resources at schools The findings	indicate	that school facilities are limited for the teaching and
307	L1-16.docx	and its implementation is thus by training. The current study	indicates	that school principals and English teachers received training and
308	L1-7.docx	and establish their psychological acceptance in the school community, they	indicated	that some mentor teachers and supervising lecturers paid less
309	L1-15.docx	agreed, and 13% somewhat agreed with the statement. Additionally, the results	indicated	that some respondents (6%) expressed their disagreement even though the
310	L1-18.docx	it affected the results from the focus group discussion, which	indicated	that students' level of motivation did not affect their
311	L1-11.docx	students' answers. The feedback was commonly of a confirmatory nature,	indicating	that students' responses were either correct or incorrect. Nevertheless,
312	L1-12.docx	scaffolding actions, as discussed in the following sections. The data	indicated	that these steps of the decision-making processesare not
313	L1-3.docx	data collected from interviews, guided journals and students' writing products	indicated	that these students did not have real writing interests
314	L1-8.docx	L105) <^^^> <^^^> (Wina, L406) <^^^> (Anto, L433) <^^^> (Anto, L737) The above scripts	indicate	that when educators greet their supervisors, colleagues and other
315	L1-15.docx	for teachers, relates to measuring their preparedness. The current data	indicate	that when pre-service teachers' perception of self-efficacy
316	L1-7.docx	them to accept and mentor the preservice teachers. However, they	indicated	that adequate payment would be beneficial for their mentoring
317	L1-15.docx	positive impact on society, as presented in Table 4.10. This result	indicates	that altruistic motivation appears to be a major aspect
318	L1-7.docx	to an EFL/ESL classroom (Barahona et al., 2021). This study	indicated	that an EFL language teacher commonly uses a local
319	L1-8.docx	uestion reciprocally exchanges wishes with the interlocutor. <^^^> (Anti, 193) The excerpt	indicates	that Anti does not mind exchanging Christmas wishes. However,
320	L1-7.docx	pedagogical learning during the professional experience, the majority of participants	indicated	that apart from mentor teachers' central roles, the six-
321	L1-18.docx	Classroom observation was conducted during the narrative paragraph sessions and	indicated	that as students' English level was very low, they
322	L1-16.docx	vision. This is in line with Şahin's (2013) findings which	indicate	that authorization and limited resources that school administrators have
323	L1-18.docx	indicated that seventy-three students (58.4%) agreed (Point 5) with the statement,	indicating	that being motivated to learn English helped them in
324	L1-19.docx	students' behaviour that can be measured and/or observed to	indicate	that certain basic competencies have been performed or achieved
325	L1-11.docx	the change, parental involvement and support for children's learning,	indicating	that change monitoring (May & Finch, 2009) from external agents is
326	L1-7.docx	the interviews with mentor teachers from University Three and Four	indicated	that clear motivations and teaching experience might contribute to
327	L1-12.docx	in the text and (b) colour or codes. The analysis	indicated	that comments in the document's margin or in
328	L1-18.docx	motivation in English writing classes. Before We 2.0 was introduced, Warschauer (1996)	indicated	that computer-assisted learning increased students' motivation. This current
329	L1-15.docx	Salı, 2013; Tang et al., 2018). The finding of this present investigation	indicates	that convenient working hours are considered valuable, giving them
330	L1-3.docx	Conception of creativity The findings of the present study generally	indicate	that creativity is predominantly interpreted in relation to the
331	L1-18.docx	Contexts on Motivation in Second Language Learning" (Gardner, 2007). The model	indicates	that cultural and educational contexts affect students' openness and
332	L1-6.docx	benefit of using Facebook supported her vocabulary learning. Her statements	indicated	that delayed posting of comments on Facebook gave her

333	L1-4.docx	discussion played in improving their English language skills. The students	indicated	that discussion assisted them in improving their language competency
334	L1-7.docx	of English competence, interest, and motivation to learn English. This	indicates	that distribution of mentor teachers' roles and responsibilities need
335	L1-12.docx	noun errors. (4.10) <^^^> (Ayu – Raja draft 1) <^^^> (4.11) (Ayu – raja draft 3) The analysis	indicated	that each teacher developed and used different colour codes
336	L1-20.docx	than they do not know". This low target seems to	indicate	that Edi's students generally are indeed very weak
337	L1-9.docx	cast light on the official language ideology. The policies also	indicate	that EFL in Indonesia is very much influenced by
338	L1-15.docx	and the teacher education program. The data from this study	indicated	that encouragement, motivation, and even disappointment may result from
339	L1-7.docx	noted by the respondents was as follows: <^^^> (MTU1*2). These comments	indicated	that engaging the teacher mentor on campus is valuable
340	L1-12.docx	who made poor progress. <^^^> (Erna, personal communication 1, 2016) Excerpt 6.21 also	indicates	that Erna monitored and was aware of her students'
341	L1-8.docx	participants claimed that context defined the practice selection, while others	indicated	that experiences determine the selection. This study maintains that
342	L1-7.docx	Mudra (2018). Reviewing the EFL teacher education in Indonesia, the study	indicated	that factors such as lecturers' qualifications, lecturers' time availability,
343	L1-8.docx	is also considered in practice selection. Awat, Abi, and Rukin	indicated	that faith- related identity is the main consideration for
344	L1-15.docx	their agreement, from 'somewhat agree' to 'strongly agree'. The remaining 25%	indicated	that friends did not affect their decision to enrol.
345	L1-8.docx	additional terms of existing co-cultural literature. Accordingly, the figure	indicates	that greeting rituals in English-speaking culture are practised
346	L1-15.docx	what he could do was to keep moving forward. This	indicated	that he was a responsible man to complete what
347	L1-15.docx	average, she accepted her parents' advice. The survey data consistently	indicated	that her decision to join the English language teacher
348	L1-8.docx	observance and considered factors is shown in Figure 5.3. The figure	indicates	that hijab apparel might be viewed differently between dominant
349	L1-14.docx	in respective sessions. In addition, data from the teaching documents	indicated	that images were also employed in the English teaching
350	L1-8.docx	age difference (Giles et al., 2003), gender, and position (Zhang, 2011). Hofstede	indicates	that Indonesia has the highest score of power distance
351	L1-6.docx	to have the skills to apply this knowledge. This example	indicated	that integrating social media into teaching requires the lecturer
352	L1-6.docx	but not download the e-book. These events seemed to	indicate	that internet access in the classroom was limited. The
353	L1-7.docx	teachers' on-campus peer teaching practices. The majority of participants	indicated	that involving prospective mentors during the microteaching practices on
354	L1-5.docx	example, I never have black and want this. The results	indicate	that K2 children had a richer lexicon than K1
355	L1-2.docx	rather than 'added value' like for non-English programme students	indicating	that language is more strongly embodied for the students
356	L1-2.docx	of reported lecturers' L2 use and student motivation (rs = -.009; p = .914),	indicating	that lecturers' L2 use might not relate to students'
357	L1-7.docx	teachers' disciplinary competence by the university and the age range,	indicated	that mid-range preservice teachers (20-23 years of age) and
358	L1-18.docx	with regard to the motivation reported by the student participants	indicated	that motivation is dynamic and context-specific in nature.
359	L1-14.docx	see Sidik, 2021). However, during the two observation sessions, the data	indicated	that Mrs. Dina relied on multimodal resources retrieved from
360	L1-12.docx	or more oral prompts in a graduated fashion. The analysis	indicated	that multiple prompt strategies were used more frequently than
361	L1-7.docx	principal components analysis of the knowledge base scale (N=98) <&&&> Table 6.2.	indicates	that nine variables of the conceptual survey were appropriate
362	L1-15.docx	students' engagement. However, further analysis of this study has also	indicated	that not all the underlying factors of self-efficacy
363	L1-2.docx	and the students. The results are shown in Tables 5.11 and 5.12	indicating	that p value of means of reported MTS use
364	L1-18.docx	reactive influences on cognitive motivation involving eighty-eight psychology students,	indicated	that participants became unmotivated when there was no active
365	L1-7.docx	the low p value of learning opportunity by the university (.04<.05)	indicated	that participants' views on their learning opportunity were influenced
366	L1-7.docx	subsequent comparison of the means for these two conceptual scales	indicated	that participating preservice teachers were slightly more positive about
367	L1-7.docx	Five in south Sulawesi reflected: <^^^> (FGU5*2). The preservice teachers also	indicated	that pedagogical knowledge such as language teaching skills, curriculum
368	L1-13.docx	for all students. Regarding the role of professional experience, findings	indicated	that people within a professional community and spoken discourses
369	L1-19.docx	This explanation is in line with Indonesian 2013 Curriculum clause which	indicates	that performance- based assessment requires students to practice and
370	L1-15.docx	foundation for the perception of preparedness. The two arrows (1 and 2)	indicate	that personal foundations can directly affect pre-service teachers'
371	L1-3.docx	study (2009) involving Indonesian students and teachers. The study's findings	indicate	that poems, which contained "reality, truthfulness, and personal value",
372	L1-15.docx	there was an opportunity to learn from others. The quotes	indicated	that positive experiences with students and peers during teaching
373	L1-13.docx	transformed in response to the environment. Ontological transformation Analysis also	indicates	that pragmatic transformations of an ideological stance enacted in
374	L1-16.docx	what the teachers claimed previously in the interview. This may	indicate	that probably not all English teachers use different methods
375	L1-20.docx	frequently in the data analysis among the other values, which	indicates	that religiosity is indeed important for the participants in
376	L1-20.docx	here that underlying the three activities above on Islamic teachings	indicates	that religious identity can be also part of the
377	L1-17.docx	to learn English vocabulary; here, the majority of the participants	indicated	that repetition is needed when learning new words. Harmer (2007),
378	L1-15.docx	backgrounds may influence learning' with a mean of 4.11. The results	indicated	that respondents' perceptions of their preparedness were positive with 55%
379	L1-18.docx	students' responses to the online questionnaire Item 4. The highest response	indicated	that seventy-three students (58.4%) agreed (Point 5) with the statement,
380	L1-7.docx	skills compared to the first and second batch in 2013/2014. They	indicated	that since preservice teachers graduated from various universities, their

381	L1-5.docx	developmental sequence. The English program with DMFonF was effective. This	indicates	that six months of learning English in K1 and 1.5
382	L1-18.docx	issues The quantitative data from Item 8 of the students' questionnaire	indicated	that sixty-five students (52%) were demotivated for unknown reasons (
383	L1-5.docx	morphological development with rare and narrowly confined exceptions. This may	indicate	that solely communicative learning by itself may not be
384	L1-15.docx	counter feeling of inadequacy during the teaching practicum. This case	indicates	that strong personal dispositions, which are complemented with social
385	L1-10.docx	this issue, T1 remarked in the following excerpt. Excerpt 5.3 <^^^> This	indicated	that T1 had a strong will to practice English
386	L1-10.docx	Excerpt 5.4 <^^^> He added his accounts. Excerpt 5.5 <^^^> These two excerpts obviously	indicated	that T2 was practicing his authority in the classroom
387	L1-11.docx	moving forward. The high percentage of instruction in the class	indicated	that Teacher Talking Time (TTL) in regard to instruction
388	L1-15.docx	teaching, as shown in the following excerpt. <^^^> (Manggar) This response	indicates	that teaching is considered as a combination of knowledge
389	L1-6.docx	experienced by the lecturers. The use of Facebook in lectures	indicated	that the lecturers surveyed in this study had developed
390	L1-15.docx	Initially, there were 13 questions that were analysed. The statistical results	indicated	that three items could not be included in any
391	L1-15.docx	on their feeling of preparedness to teach. The above analysis	indicated	that various experiences when undertaking teacher education created a
392	L1-7.docx	follow-up focus groups with preservice teachers. Most preservice teachers	indicated	that workshops on English subject pedagogy were helpful to
393	L1-18.docx	the sequence of tasks. Her preference for the TBL approach	indicated	that Yusni enjoyed the learning process and this improved
394	L1-15.docx	I think teaching is a well-respected career', the answers	indicated	the respondents' positive beliefs. The mean of the responses
395	L1-15.docx	content courses, pedagogical courses, teaching practicum, and others. The responses	indicated	the respondents' positive views towards the role of the
396	L1-15.docx	programs. Experiences of teaching English language in context These responses	indicated	the respondents' awareness of what they were good at
397	L1-15.docx	respondents had a lower sense of preparedness. Next, the responses	indicated	the respondents' hesitation in their own capability to help
398	L1-15.docx	the item 'I believe that teachers earn a good salary'	indicate	the respondents' lower beliefs. The descriptive statistics reveal that
399	L1-3.docx	and again. Amel's, Sella's, and Tika's experiences	indicate	the presence or influence of Indonesian society's local
400	L1-14.docx	functioned as supplementary to supporting image-related activities, particularly in	indicating	the presence or absence of information aspects from product
401	L1-14.docx	tables. However, the use of tables was limited to only	indicating	the presence and/or absence of information from label
402	L1-2.docx	reported lecturers' and students' L2 use. Spearman's rho (Table 5.29)	indicated	the presence of negative correlation between reported lecturers' and
403	L1-18.docx	toward the learning situation, and language anxiety. <***> Figure 4.3 A model	indicating	the effects of the cultural and educational contexts on
404	L1-18.docx	in second language learning by Gardner (2007) Figure 4.3 shows the model "	Indicating	the Effects of the Cultural and Educational Contexts on
405	L1-18.docx	technology-mediated TBL approaches was preferred. Gardner's Model "Model	Indicating	the Effects of the Cultural and Educational Contexts on
406	L1-1.docx	and eventually their training. However, the category of responsibilities may	indicate	the importance of a teacher's role in ensuring
407	L1-4.docx	teacher (p = .002), and having a classroom discussion (p =.002). This might	indicate	the importance of teacher's pedagogical roles and students'
408	L1-4.docx	activity. Although, most of the teachers in the current study	indicated	the importance of giving the students more space to
409	L1-3.docx	value was beyond the creator's decision emerged. This view	indicates	the students' awareness of the influence of social environment
410	L1-3.docx	make it logical, and (3) to make the story more interesting,	indicate	the students' capacity to use non-English language resources
411	L1-11.docx	reflect on their teaching in relation to the scores that	indicate	the students' levels. Two teachers stated that adjustment and
412	L1-5.docx	times per week and/or every day at home. This	indicates	the children are infrequently exposed to or used English
413	L1-5.docx	used verbal cues more with K1 than K2 group. This	indicates	the children in K1 produced more incorrect forms than
414	L1-8.docx	lines that show relationship and connection and bolded arrows, which	indicate	the direction of the process. Figure 4. 1 Practice selection on
415	L1-8.docx	elsewhere other than English- speaking culture (culture C). The arrow	indicates	the direction of interaction of which Area 1 is the
416	L1-7.docx	to provide guidance for preservice teachers. However, the interview findings	indicated	the majority of mentor teachers lacked the capacity to
417	L1-7.docx	research should involve all prospective mentor teachers as the study	indicated	the majority of them possessed insufficient knowledge of productive
418	L1-9.docx	speaking, Western culture" appeared to be the impetus behind her	indicating	the need for Indonesian EFL teachers, especially ones working
419	L1-9.docx	by" or wanting to imitate "non-Muslim Western culture". By	indicating	the need to give explanations about the differences between
420	L1-3.docx	ride" and the "ers" taken from the English language to	indicate	the people doing nebeng. Using this account, people can
421	L1-2.docx	in this study. Presenting models strategy in which the lecturers	indicated	the people who succeeded in learning English, was viewed
422	L1-18.docx	Edmodo. Similarly, the findings from two students' questionnaire Items (6 and 7)	indicated	the positive effect of technology-mediated learning on students'
423	L1-15.docx	with prior investigations conducted in different parts of Indonesia that	indicated	the positive influence of motivation towards perceived preparedness for
424	L1-3.docx	namely: Inciting inspirations, Synthesising, and Using bilingual skills. These capacities	indicate	the ability of some exceptional students to recognise and
425	L1-2.docx	their use of English. Table 5.25 shows that Spearman's rho	indicated	the absence or very weak and negative associations between
426	L1-15.docx	to enrich their journey as prospective teachers. The following quotes	indicated	the benefits that the respondents gained from the micro-
427	L1-3.docx	communicate" (Vogel & Garcia, 2017, p.4). The practice of some student participants	indicated	the capacity to choose and use the languages they
428	L1-15.docx	into practice as exemplified by the quote above. This example	indicates	the challenge to link theories to practice might influence

429	L1-15.docx	the teaching profession. This factor loaded three survey items that	indicated	the challenges of the profession. Factor 4: Social status The
430	L1-8.docx	apparel You are what you wear is a proverb which	indicates	the close relationship between a person and their identity (
431	L1-19.docx	students' cognitive abilities because there were no specific criteria that	indicated	the cognitive level(s) that they wanted to measure.
432	L1-8.docx	informal meetings, or academic to non-academic situations. The context	indicates	the communicative practice to be observed. Group members select
433	L1-14.docx	and van Leeuwen, 2006) <&&&> Likewise, the multimodal composition of images also	indicates	the compatibility between resources with purposefully designed meanings in
434	L1-8.docx	made Table 2. Practice selections by the NLA educators <&&&> The table	indicates	the complex intercultural communication that takes place between the
435	L1-3.docx	addition, this conception related to the process of creativity also	indicates	the context dimension since the tendency is to imitate,
436	L1-7.docx	concerns on the percentage of assessment from supervising lecturers. They	indicated	the current assessment was unfair as it primarily highlighted
437	L1-11.docx	that the accuracy of students' responses towards the written tasks	indicates	the degree of their understanding of the lesson. Furthermore,
438	L1-17.docx	room which I used to have at PELIs. The cubical	indicates	the different practice of a lecturer when compared with
439	L1-4.docx	the interview with the students and the classroom observation notes	indicated	the effect of students' ways of learning towards their
440	L1-11.docx	self-evaluation, self- reflection, re-planning, adjustment, and modification to	indicate	the efforts they made to improve their teaching effectiveness
441	L1-1.docx	by the labor market (Harvey, 2000; Andrew & Higson, 2008, Yorke, 2004, 2009) It also	indicates	the ELE program's recognition of the importance of
442	L1-3.docx	in some cases also Nambahi (adding, developing, adapting) phase, which	indicates	the essence of creativity. The selection of models to
443	L1-1.docx	the pre-service teachers have certain personal qualities. These expectations	indicate	the expected human capital that they must possess. However,
444	L1-8.docx	other rectangles indicate the information being processed. The diamond shapes	indicate	the factors that account for certain decisions made during
445	L1-3.docx	Masyarakat Kementrian Pendidikan dan Kebudayaan, 2017). A number of studies also	indicate	the fostering of hard-working, diligence, and discipline values
446	L1-4.docx	students' responses on learning. Table 4. 3. Students Views in Learning <&&&> Table 4.3	indicates	the frequencies of 127 students' responses on their views on
447	L1-5.docx	middle column explains the code categories and the right column	indicates	the frequency of the teacher's linguistic behaviour. Table 35.
448	L1-15.docx	society. The question 'I believe teaching is a serious profession'	indicated	the highest mean under this dimension. The respondents showed
449	L1-18.docx	educational technology administered by their lecturers in every module. Point 3	indicated	the impact of task- based learning. Point 4 referred to
450	L1-8.docx	start and end of the process, while the other rectangles	indicate	the information being processed. The diamond shapes indicate the
451	L1-17.docx	living abroad and participating in an exchange programme to Canada	indicates	the international orientation of her life. Moreover, Mary also
452	L1-15.docx	items. The lowest score occurred in the survey item that	indicated	the intrinsic motivation of the respondents. This question aimed
453	L1-5.docx	show how the teacher provided recasts implicitly rather than explicitly,	indicating	the learners' production contained an error. The teacher also
454	L1-11.docx	the vocational school teacher [C2MNL] shared the observation marks,	indicated	the level of students' competency and made explicit students'
455	L1-15.docx	that professional self-efficacy and the initial teacher education significantly	indicate	the moderate abilities to predict the sense of preparedness
456	L1-3.docx	of creative writing is at the last stage – Nambahi - which	indicates	the nature of creativity production done by the students.
457	L1-2.docx	normal Q-Q plots and boxplots are shown in Table 5.8	indicating	the normality test results for the data. Table 5.7 Normality
458	L1-12.docx	error) and indirect feedback (i.e. providing implicit feedback by	indicating	the occurrence of error without giving direct correction) on
459	L1-12.docx	achieve self-regulation (see Lantolf&Ahmed, 1989; Vygotsky, 1978), but the findings	indicate	the opposite results, namely that the teachers tended to
460	L1-4.docx	ew, October 11, 2017) <^^^> (Teacher F_U5, Interview, November 06, 2017) The teachers	indicated	the output quality that students will gain if they
461	L1-7.docx	The quotations presented in these findings are labelled as FGU1*1,	indicating	the participant was from University One and participated as
462	L1-8.docx	s mental processing, the encoding process necessitates noticeable performance to	indicate	the participant's ability and stance in engaging foreign
463	L1-7.docx	As can be seen in Table 5.5., the cross-tabulation analysis	indicated	the participants from three universities (University Two, Three, and
464	L1-15.docx	eventually impacted on their feeling of preparedness for teaching. This	indicates	the participants' linguistic insecurity as non-native English language
465	L1-1.docx	Handbook, 2016, p. 8) The word "comply" in the first requirement strongly	indicates	the power of schools and their stakeholders in deciding
466	L1-3.docx	a new product. Likewise, Sella, Tika, Nadia, and Ariel (interviews),	indicated	the practice of synthesising existing products or resources to
467	L1-15.docx	my parents told me I would be a good teacher'	indicated	the pre-service teachers' positive agreement. The survey results
468	L1-7.docx	structures, and the participants' roles and responsibilities. The survey analysis	indicated	the preservice teachers' agreement that the PPG program management
469	L1-19.docx	of the learners (Aliakbari & Bozorgmanesh, 2015). The effectiveness of teaching methods	indicates	the quality of teaching (Ganyaupfu, 2013). Thus, the EFL teachers
470	L1-18.docx	responses. These responses were used to comment on the statement	indicating	the reasons for them to notice the changes in
471	L1-12.docx	general comment to respond to both errors. The results also	indicated	the relationship between the type and amount of identified
472	L1-15.docx	mostly hesitant to agree with the statement. The next perception	indicated	the respondents' moderate to low level of interest in
473	L1-3.docx	that creative writing should give freedom of expression. Tara also	indicated	the same idea. In practice, however, there were constraints,
474	L1-8.docx	mahram (blood relatives) (Utami, 2019). The following excerpts from the data	indicate	the separation strategy used by the educators in greeting,
475	L1-8.docx	share to some extent English and Islamic cultural references. Area 3	indicates	the setting in which educators (the selves) and others
476	L1-8.docx	intercultural communication. A terminator at the top of the figure	indicates	the start of the decoding process in exchanging messages.

477	L1-7.docx	lecturers and mentor teachers are labelled as SLU2*1 and MTU2*1	indicating	the supervising lecturers and mentor teachers were from the
478	L1-5.docx	questions in the last three sessions in both groups. This	indicates	the teacher tried to draw the child's attention
479	L1-15.docx	to understand how different students in my classroom are learning'	indicated	a moderate level of perceived preparedness with a mean
480	L1-15.docx	felt unprepared. The results indicated that most of the respondents	indicated	a moderate level of preparedness regarding teaching skills with
481	L1-15.docx	teachers were moderately ready to promote students' achievement. The respondents	indicated	a moderate level of preparedness towards the item 'I
482	L1-15.docx	how to assess their own learning', the pre- service teachers	indicated	a moderate level of preparedness with a mean of 3.83.
483	L1-15.docx	self-assessment about their preparedness for teaching, the respondents mostly	indicated	a moderate level of preparedness. The mean score of
484	L1-15.docx	a mean of 4.15 and a standard deviation of 0.96. Both results	indicated	a moderate level of agreement from pre-service teachers
485	L1-15.docx	I believe that teachers have high social status,' the responses	indicated	a moderate level of belief with a mean of 4.06.
486	L1-15.docx	statement as well as 4% who disagreed. The descriptive statistics also	indicated	a moderate level of perceived efficacy in response to
487	L1-15.docx	item 'teaching offers me a job with security', the respondents	indicated	a moderate level of agreement with a mean of 4.20.
488	L1-15.docx	distract me from the teaching itself" and the survey response	indicated	a moderate level of preparedness, with a mean of 3.9,
489	L1-15.docx	background and development. According to the descriptive statistics, the respondents	indicated	a moderate to a high level of preparedness to '
490	L1-15.docx	to stimulate different kinds of student learning. The descriptive statistics	indicated	a moderate to a high sense of preparedness for
491	L1-18.docx	tone of her response, "something new, something new, and new",	indicated	a positive and motivated attitude. It gave a clear
492	L1-7.docx	a life-long learning process, the majority of mentor teachers	indicated	a positive belief that the PPG preservice teachers possessed
493	L1-18.docx	recorded that the use of computer technology in writing classes	indicated	a positive effect on the quality of the writing
494	L1-15.docx	respectively, while 15% felt less prepared and 1% unprepared. The respondents also	indicated	a positive felting of preparedness in 'using instructional strategies
495	L1-18.docx	score, 2) the mid-test scores, 3) the semester, and 4) final scores	indicated	a positive relationship between the variables. Moreover, there was
496	L1-7.docx	ppeared anxious when conducting their professional experience, most preservice teachers	indicated	a positive self- image in relation to being a
497	L1-11.docx	documented in other educational contexts (De Lisle, 2015; Remesal, 2007). These findings	indicate	a lack of cognitive participation (May & Finch, 2009) from teachers
498	L1-7.docx	we received some trainings about action research" (MTU6*1). This comment	indicated	a lack of professional support for mentor teachers in
499	L1-7.docx	FGU3*1) Relevant to the explicit professional experience provisions, some participants	indicated	a lack of understanding on their roles and responsibilities,
500	L1-7.docx	to motivate the learners. In some PPG programs, the participants	indicated	a lack of capacity to motivate their students during
501	L1-15.docx	number of respondents who were less prepared was significant with 26%	indicating	a lack of preparedness to resolve conflict in the
502	L1-15.docx	responses to the item: 'I believe teaching is hard work'	indicated	a high agreement among the respondents. The respondents appeared
503	L1-15.docx	I believe that teachers have a heavy workload', most respondents	indicated	a high level of agreement; the mean of the
504	L1-15.docx	mean of the responses was 5.09 on a six-point scale,	indicating	a high positive perception for the survey item. The
505	L1-11.docx	comparison remains prevalent, as in the previous curriculum. These findings	indicate	a tension between teachers' intention to finish the curriculum
506	L1-11.docx	tests to validate the results of formal evaluations. This finding	indicates	a tension between teachers' beliefs and national and school
507	L1-11.docx	student agency dimensions, which are prescribed in the new curriculum,	indicating	a tension and 'incoherence' (May & Finch, 2009) in their perception
508	L1-15.docx	the item 'when teaching, I will usually welcome students' questions'	indicate	a very high level of efficacy in teaching. The
509	L1-15.docx	that teaching is beneficial to society'. Most of the respondents (68%)	indicated	a very high agreement with the statement, while 27% of
510	L1-15.docx	The results showed that 91% of respondents felt well prepared, this	indicates	a very high level of perceived preparedness. Of the
511	L1-7.docx	aduate student teachers' teaching experience (Gan, 2013; Ragawanti, 2014). These studies	indicated	a considerable gap between the pedagogical principles and practices
512	L1-7.docx	e teacher education programs (Gan, 2013; Ragawanti, 2014; Sulistiyo, 2015). These studies	indicated	a considerable gap between the pedagogical principles and practices
513	L1-11.docx	first two orientations appeared to be most significant. These findings	indicate	a degree of congruence with and, in some cases,
514	L1-11.docx	Brown, 2002). The 'irrelevant' conception of assessment regarding learner agency also	indicates	a degree of incoherence, an initial aspect of NPT (
515	L1-1.docx	This may invite either potential confusion over the categories, or	indicate	a move from general to specific details of constituents,
516	L1-1.docx	categorization of macro-level regulations). Secondly, the separate presentation may	indicate	a move from a general summary of the graduate'
517	L1-18.docx	task on motivation <&&&> Table 5.4 presents the Kruskal-Wallis test result	indicating	a significant difference among motivation levels of the students'
518	L1-15.docx	themselves by choosing 'agree' and 'strongly agree'. The results also	indicated	a significant number of those who disagreed with the
519	L1-13.docx	Observation 1, Field Notes, p. 1). However, she did not say anything	indicating	a ban on using L1 (Classroom Observation 1, Field Notes,
520	L1-3.docx	addition to the view that the ability to synthesise information	indicates	a cognitive process that supports creative capacity (Amabile, 1996), the
521	L1-7.docx	Fourteen variables were appropriate for running four factors as they	indicated	a common variance score higher than .556. The first factor
522	L1-9.docx	addressed culture and interculturality in the high-school EFL classrooms	indicates	a context-boundedness and a culture-sensitivity in that
523	L1-13.docx	and a contradiction between tool and community, the horizontal arrow	indicates	a contradiction between rule and community. Table 6.3 summarises the
524	L1-18.docx	A summary of the observation is presented in Table 4.2 and	indicated	a contrasting finding between the questionnaire results and the

525	L1-11.docx	what students had learnt rather than promoting expansive learning. This	indicates	a gap between the reported and observed practices. In
526	L1-7.docx	the university with a strong culture of systematic reflective practice	indicated	a more positive attitude toward their professional learning development.
527	L1-4.docx	be involved in any classroom endeavours. Furthermore, this study has	indicated	a necessary finding that students' learning cultures have an
528	L1-19.docx	that stimulate student engagement in higher-level cognitive activities. This	indicates	a need for change in the standard competencies so
529	L1-11.docx	he value propositions (63.85%) represented a positive view, while the remaining (36.15%)	indicated	a negative perspective. However, these preoccupations from interviewees varied
530	L1-13.docx	the results of cross-case analysis (Section 9.2.2.1; see also Section 9.4.3.2)	indicated	a potential link between agency as a learner of
531	L1-13.docx	Gunawan, Diyantari, & Khatimah, 2016, p. 29) Analysis also revealed that Tina currently	indicated	a preference for British English. To some extent, Tina
532	L1-9.docx	resource. For Poedjosoedarmo (1968), Javanese speech levels constitute a system for	indicating	a proper degree of formality, respect and politeness, and
533	L1-2.docx	time there was a word, a phrase or a sentence	indicating	a relevant theme. Therefore, a theme can be mentioned
534	L1-4.docx	Although the U1 and U5 students' responses in this study	indicate	a respect for social position, when asking questions they
535	L1-1.docx	In the case of the teaching practicum, nevertheless, the handbook	indicates	a shared authority, in which the HEI is responsible
536	L1-7.docx	for every PPG study program. Interviews with PPG program coordinators	indicated	a similar response about the length of the school
537	L1-12.docx	linear process of making decisions, but the trend seem to	indicate	a somewhatorderly but not necessarily linear pattern of decision-
538	L1-11.docx	teachers in the interviews and some in the group discussions	indicated	a sound understanding of the K13 reform and reported
539	L1-4.docx	Students Learning The interviews that I conducted with the teachers	indicated	a strong viewpoint that despite having agreed with students
540	L1-18.docx	correlation analysis between motivation and task-as outcome (Final Scores)	indicated	a strong, positive correlation. However, a Pearson product-moment
541	L1-11.docx	of a deeper analysis of the peer assessment propositions, which	indicates	a surface level implementation. For example, teachers limited students'
542	L1-13.docx	and mentioned his English teacher as the influencer appears to	indicate	a transfer of ideology (i.e., English monolingualism) from
543	L1-4.docx	further these causes. The Indonesian students investigated in this study	indicated	a unique learning pattern where they view learning as
544	L1-18.docx	p = .236). Furthermore, a Spearman's product-moment correlation coefficient also	indicated	a weak relationship between motivation and Mid-Term Test
545	L1-7.docx	Specific to mentor teachers, the majority of focus group participants	indicated	their positive attitudes of being mentored by master's
546	L1-7.docx	Specific to mentor teachers, the majority of focus group participants	indicated	their positive attitudes of having master's degree mentor
547	L1-7.docx	Pedagogical Knowledge Interview data with mentor teachers and supervising lecturers	indicated	their positive belief of PPG preservice teachers' pedagogical competence
548	L1-10.docx	their students. Eventually, teacher who perceived English and multilingualism have	indicated	their positive view on it. They articulated their perspectives
549	L1-7.docx	high vocational school. The interviews with EFL PPG program coordinators	indicated	their agreement on the school placement requirements. Despite the
550	L1-7.docx	language in English teaching, most supervising lecturers and mentor teachers	indicated	their agreement that English teachers should predominantly apply English
551	L1-7.docx	were satisfied with their teacher mentors' grading systems, some participants	indicated	their concerns on the percentage of assessment from supervising
552	L1-7.docx	interviews with PPG program coordinators, supervising lecturers, and mentor teachers	indicated	their concerns on EFL preservice teachers' insufficient English proficiency.
553	L1-5.docx	expectations from the English L2 kindergarten program varied. Parents could	indicate	their level of expectation using five options ranging from "
554	L1-15.docx	when research participants share their prior teaching experiences. Such expressions	indicate	their level of anxiety that may actually cause lower
555	L1-5.docx	with six parents (30%) strongly agreeing with the statement. While 16 parents	indicate	their other children could speak basic English, two parents
556	L1-5.docx	support the learners in terms of literacy (Brandt, 1998), most parents	indicate	their other children can speak basic English. If other
557	L1-18.docx	students (8%) responded with slight agreement. In contrast, fifty-five students (44%)	indicated	their agreement (Point 5) and fifty-six students (44.8%) expressed their
558	L1-15.docx	education program'. Significantly, the results showed that 75% of the respondents	indicated	their agreement, from 'somewhat agree' to 'strongly agree'. The
559	L1-7.docx	technological tools in their teaching. The majority of mentor teachers	indicated	their appreciation for preservice teachers' creativity in designing attractive
560	L1-5.docx	parents nominated occasionally in response to eight questions. Some parents	indicated	their child watched the English programs and used some
561	L1-5.docx	on the questionnaire results, the participating parents in the study	indicate	their child's first language is Indonesian, except for
562	L1-7.docx	of their mentoring roles. To sum up, some mentor teachers	indicated	their concern about insufficient information regarding their roles. One
563	L1-3.docx	reasons. Understanding their self-perception of their own creativity also	indicates	their confidence level in their creativity, including in creative
564	L1-7.docx	discussions with volunteer preservice teachers from the six participating universities	indicated	their consistent belief of possessing desirable personal and social
565	L1-7.docx	lesson plans. The following comment reveals: <^^^> (SLU3*2). Some mentor teachers	indicated	their critical views in the implementation of the teaching
566	L1-7.docx	a professional teacher. They acknowledged that enrolling in PPG programs	indicated	their definite motivation to be an English teacher. This
567	L1-7.docx	provide clear inputs based on the assessment indicators. Furthermore, they	indicated	their disappointment about the mentors' assessment: <^^^> (FGU1*1). The quality
568	L1-15.docx	teachers' roles in students' success. Even though 6% of the respondents	indicated	their disbelief, the results demonstrated that pre-service teachers
569	L1-18.docx	pencils, and paper". The responses varied and twenty-seven students (21.6%)	indicated	their doubts by choosing the "undecided" option. On Item 6,
570	L1-2.docx	is relevant since the students learn English as their major	indicating	their foremost interest and motivation to learn the language
571	L1-15.docx	attitudes to the item 'I appreciate the teaching profession' also	indicated	their high level of agreement with this item. All
572	L1-15.docx	select and use instructional strategies to teach successfully. This condition	indicates	their low level of perceived self-efficacy in this

573	L1-7.docx	interviews with supervising lecturers and mentor teachers in this study	indicated	their need to understand the current format and requirements
574	L1-14.docx	of this observation had to be transferred into tables to	indicate	their presence or absence, and this was later presented
575	L1-3.docx	literary creativity. On the another hand, the same students also	indicated	their religiosity, such as going to church on Sundays
576	L1-7.docx	among the universities. Most teacher mentor teachers and supervising lecturers	indicated	their satisfaction with the current incentives from the university,
577	L1-15.docx	told by the participants in the interviews. The analysis results	indicated	their strong efforts to complete the teacher education program.
578	L1-7.docx	internet connections and LCDs in particular schools, the mentor teachers	indicated	their support to preservice teachers' being creative in their
579	L1-18.docx	doing the task", varied (M = 3.01, df = 1.200). Interestingly, twenty-eight students (22%)	indicated	their uncertainty by choosing option 3 (Undecided). Culturally, Indonesian students
580	L1-7.docx	comments were supported by a number of supervising lecturers who	indicated	their unfamiliarity with the school teaching issues following the
581	L1-4.docx	findings part IV, section 4.4.1, the teachers in the current study	indicated	their views that learning is a knowledge acquisition, a
582	L1-7.docx	up focus group sessions. Thirty-eight of the survey respondents	indicated	their willingness to participate in the focus groups. The
583	L1-15.docx	expressed their feelings of lower preparedness in this ability as	indicated	by the descriptive statistics with 22% of respondents feeling 'fairly-
584	L1-15.docx	like the hours and vacation time of a teacher' as	indicated	by the descriptive statistics with a mean of 4.02 on
585	L1-18.docx	significant correlation between motivation and performances in writing classes as	indicated	by the final score in Writing 1 module. Hypothesis 2: There
586	L1-2.docx	of level of motivation, i.e., the top preferred MTS	indicated	by the greatest number of students coming first followed
587	L1-11.docx	assessment, reflected in the teachers' assessment values and purposes, as	indicated	by the large proportion of teachers' propositions associated with
588	L1-2.docx	lecturers and their teaching strategies motivated the students to learn	indicated	by the lecturers' and students' similar perceptions on most
589	L1-7.docx	improvements to be made (Yan & He, 2010). Similar positive attitudes were	indicated	by the majority of focus group participants when they
590	L1-7.docx	University One, Four, and Six). The lowest mean score was	indicated	by the participants from University Four with a mean
591	L1-15.docx	study also considered a significant contribution of pedagogical coursework, as	indicated	by the positive responses with a mean of 4.61 on
592	L1-15.docx	This responsibility was unappealing to some pre-service teachers as	indicated	by the quotes from participants below. Gaining an awareness
593	L1-15.docx	of content knowledge also influenced the participants' self-efficacy, as	indicated	by the response to the open-ended question below. <^^^> (
594	L1-15.docx	the teacher education program following the influence of friends, as	indicated	by the responses to the item, 'some of my
595	L1-20.docx	people who are proud of their regional identity, which is	indicated	by the use of their regional accent in their
596	L1-15.docx	development and group responsibility.' Their moderate level of preparedness is	indicated	by a mean of 4.19. Based on the descriptive statistics, 5%
597	L1-15.docx	to see, question, and interpret ideas from diverse perspectives', as	indicated	by a mean of 3.97 for this item. According to
598	L1-7.docx	reality, the assessment was left mainly to mentor teachers, as	indicated	by a mentor teacher who said: <^^^> (MTU1*1). This comment
599	L1-5.docx	both groups. Individual differences had become smaller at Time 2 as	indicated	by a smaller SD at T2 than Tl. Table 19.
600	L1-2.docx	more often than what the lecturers claimed (M = 3.3 & M=3.0 respectively),	indicated	by mean scores (see Table 5.20). However, there are significant
601	L1-2.docx	groups of participants and the actual use of the MTS	indicated	by mean scores. All actual use of MTS (mean
602	L1-18.docx	within the time limit was not observed. However, their willingness	indicated	by their effort to approach the lecturers by walking
603	L1-6.docx	The fact that the lecturers fostered self-regulated learning was	indicated	by their statements about encouraging self-paced learning, freeing
604	L1-15.docx	on pre-service teachers' feeling of preparedness for teaching, as	indicated	by an interviewee. <^^^> This quote exemplifies an encouraging interaction
605	L1-8.docx	bond with other members of the co-cultural group as	indicated	by Dewi. In addition, the faith factor may be
606	L1-10.docx	one of the requirements was providing English Language Proficiency as	indicated	by ITP TOEFL min. 525 or its equivalent. Meanwhile, the
607	L1-6.docx	first sub-theme of the self-regulated learning strategy was	indicated	by lecturers' statements about fostering a self-managing pace
608	L1-7.docx	misunderstand their supervisory roles and responsibilities at school. This is	indicated	by one mentor teacher who said: <^^^> (MTU1*2). The comments
609	L1-15.docx	English language was considered lower than the other factors as	indicated	by r= 0.204; p < 0.05. The last factor, the English language,
610	L1-17.docx	could not afford to go to a PELI. Moreover, as	indicated	by Smith (1991), English is a language which is used
611	L1-11.docx	coupled with the lack of implementation of the K13 reform,	indicated	by some preferences to maintain behaviourist pedagogic practices and
612	L1-18.docx	Item 11 (For completing my writing tasks I used to) <&&&> As	indicated	by Table 5.11, the most striking result to emerge from
613	L1-11.docx	the qualities of motivation and interest, relegated to vague existence	indicated	by ticks on a checklist. These grading contributors are
614	L1-18.docx	meaning and words and transferred them to their writing as	indicated	by Veronica in FGD 2 compared to the copy-paste
615	L1-8.docx	some Australians greeted and engaged in conversation with foreigners, as	indicated	in the following excerpt: "I really amazed with the
616	L1-8.docx	practice is necessarily taken for a number of reasons, as	indicated	in the following extracts: <^^^> (Awat, L164) <^^^> (Awat, L172) <^^^> (Awat,
617	L1-10.docx	his students spoke Bahasa Indonesia. This point was more clearly	indicated	in the following excerpt. Excerpt 5.12 <^^^> In addition, he would
618	L1-4.docx	is a lack of teacher and student awareness (which is	indicated	in the overlap space in figure 5.1) between cultures of
619	L1-2.docx	of the most popular MTS and transferable across contexts as	indicated	in the previous studies such as Hungary (Dörnyei & Csizer, 1998),
620	L1-2.docx	of 3 classroom observations by (Mean) scores <&&&> Thus, the MTS uses	indicated	in the table above reveal differences in terms of

621	L1-10.docx	English and Bahasa Indonesia through a discursive way of communicating	indicated	in excerpt 5.45 above. In this fragment, T7 spoke the
622	L1-12.docx	EFL teachers' decision-making processes while providing written feedback <***> As	indicated	in Figure 5.1, the teachers' process of making decisions while
623	L1-18.docx	recorded in Figure 5.3. <***> Figure 5.3 Reasons for becoming demotivated (Item 8) As	indicated	in Figure 5.3, the results of Item 8 were completely different
624	L1-18.docx	Perception of the effect of tasks on motivation (Item 5) As	indicated	in Figure 5.5, responses for the agree options dominated the
625	L1-18.docx	Perception on the effect of technology on motivation (Item 6) As	indicated	in Figure 5.6, no students strongly disagreed (Point 1) with the
626	L1-12.docx	onal communication 1, 2016; Mary, personal communication 2, 2016). For instance, Mary	indicated	in her second interview that feedback was compensation for
627	L1-3.docx	by most participants, but does not seem to be strongly	indicated	in literature, is observant. Being a good observer of
628	L1-3.docx	what to do and provide meticulous, individual feedback, as also	indicated	in Loh and Teo's research about Asian students'
629	L1-2.docx	of strategies in teaching would enhance student motivation as previously	indicated	in other research either based on the students' self
630	L1-18.docx	Scores are summarised in Table 4.6. Table 4.6 Semester-Test Score <&&&> As	indicated	in Table 4.6, 18% of the students received both 80 and 85. In
631	L1-2.docx	included below. • Items of reported MTS use Preliminary assumption testing	indicated	in Table 5.7 that p value for each teaching strategy
632	L1-18.docx	motivation, 64.66 for "High motivation", and 55.12 for "Very High" motivation. <&&&> As	indicated	in Table 5.8, there was no significant difference found for
633	L1-18.docx	in their surrounding area. The impact of their learning was	indicated	in their responses to questionnaire Item 6. 56% of the students
634	L1-13.docx	how agency in youth links to their decision-making process,	indicating	how agency relates to cognition. Drawing on Budi's
635	L1-13.docx	British English as the Standard English. These findings seem to	indicate	how Budi's agency as a learner of ELT
636	L1-16.docx	as the leader of the change in school. It also	indicates	how certain adverse forces and conditions both internal and
637	L1-8.docx	the use of Islamic greetings in a diverse audience context,	indicates	how confident she is practising her beliefs. This series
638	L1-4.docx	Xie, 2013), the findings in chapter 4, part III on the contrary,	indicated	how cultures of learning gave a general picture of
639	L1-7.docx	teaching skills. One preservice teacher from University Two, for example,	indicated	how his teacher mentor supported him with his English
640	L1-16.docx	ways to deal with them.The findings of the study	indicate	how much pressure large class sizes put on teachers
641	L1-4.docx	culture of learning (G. Makhanova and Cortazzi, 2013). The following table	indicated	how students describe a good teacher. Table 4.7. Good Teacher <&&&>
642	L1-15.docx	feels appreciated and even encouraged to improve herself. This finding	indicates	how teachers' attitudes influence the student-teachers' views about
643	L1-15.docx	pronunciation), and personal elements (e.g. motivation). The following example	indicates	how the perception of knowledge adequacy affects the feeling
644	L1-4.docx	from the findings chapter 4 part II, section 4.2.1.2, where the teachers	indicated	how they controlled their classrooms. Although they admitted having
645	L1-2.docx	and the standard deviations. The mean scores were computed to	indicate	how were students motivated and which motivational dimensions had
646	L1-7.docx	University One noted: <^^^> (PCU1). The majority of PPG program coordinators	indicated	positive attitudes toward the current workshop activities designed for
647	L1-7.docx	reduced participants' boredom. Similarly, the majority of focus groups participants	indicated	positive attitudes toward the workshop instructional strategy. They argued
648	L1-7.docx	llowing comments were indicative: <^^^> (FGU2*1). Similarly, the majority of participants	indicated	positive attitudes in response to the school placement selections.
649	L1-18.docx	partially agrees with Warschauer (1996) in this respect. The FGD results	indicated	positive and negative motivation due to the use of
650	L1-15.docx	moderate levels. Some items show negative correlations, but most correlations	indicate	positive associations. The research findings demonstrated that, in general,
651	L1-7.docx	teacher is life-long learning process, the PPG preservice teachers	indicated	positive behaviours and advanced expertise in English knowledge and
652	L1-15.docx	The descriptive statistics demonstrated that the pre-service teacher mostly	indicated	positive beliefs and positive attitudes towards the teaching profession.
653	L1-7.docx	school placements provided various challenges, the majority of preservice teachers	indicated	positive learning experiences. These views reflected the notion that
654	L1-15.docx	of perception with a mean of 4.62. Most of the responses	indicated	positive perceptions about leadership with 17% and 48% of the respondents
655	L1-15.docx	prepared to manage this skill. Again, most of the respondents	indicated	positive preparedness in response to the next item related
656	L1-4.docx	not asking questions in the classroom and most of them	indicated	several issues that may make them feel more comfortable
657	L1-7.docx	factors for their high pedagogical confidence. However, the participants also	indicated	several issues that need to be improved for better
658	L1-7.docx	good at English proficiency and teaching skills, some mentor teachers	indicated	several aspects that need to be improved. One mentor
659	L1-4.docx	al., 2006) in chapter 2, section 2.2.2, the teachers in the current study	indicated	several behaviours of affiliating with the students in the
660	L1-7.docx	vocational English teachers' professional competence in South Sulawesi, the findings	indicated	several common problems to include (a) problem in mastering
661	L1-7.docx	by the majority of the focus group participants, they also	indicated	several concerns relating to teacher mentor quality. Unlike the
662	L1-8.docx	L172) <^^^> (Awat, L180) <^^^> (Abi, L127) <^^^> (Rukin, L205) The above excerpts	indicate	several considerations taken into account to signify the separation
663	L1-8.docx	host culture and simultaneously ignore Islamic values regarding this matter	indicate	several considerations. Awat and Abi relate the influence of
664	L1-7.docx	from the college mentor teachers from East Java: <^^^> (MTU2*1). They	indicated	several reasons for the quality of preservice teachers' English
665	L1-2.docx	and the students' L2 use shown in Figure 6.2 above could	indicate	several things. One interpretation of the findings would be
666	L1-8.docx	in the following excerpt: <^^^> (Awan, L514) The aforementioned address term	indicates	his ability to maintain cultural value regarding power distance.
667	L1-15.docx	very young. The six-point Likert scale survey results also	indicated	his high motivation with a mean of 5.3. Teaching had
668	L1-15.docx	teacher education program were very challenging. The survey data also	indicated	his lack of interest in English as he scored

669	L1-15.docx	because of his sense of responsibility to his parents. He	indicated	his perseverance and resilience in facing challenges during his
670	L1-15.docx	with the problems by doing research on teaching by himself,	indicates	his perseverance: <^^^> From the very beginning, some participants have
671	L1-8.docx	people with a high social status properly. The following excerpt	indicates	his situation: <^^^> (Andri, L49) Mirroring practice is also widely
672	L1-15.docx	No time for regret" as he said. What Arsa said	indicated	his thoughtfulness as a son. His intention to please
673	L1-11.docx	practices described above, teachers' reported classroom practice of the reform	indicated	an artificial and shallow approach leading to superficial and
674	L1-8.docx	arrow ends indicate direction of the process, while continued lines	indicate	an existing relationship between two shapes. The diagram also
675	L1-18.docx	observable during the classroom activities. Even though this second finding	indicates	an expected motivation for language learning, which should be
676	L1-8.docx	regarding the future outcome of the event, the above excerpt	indicates	an intentional effort on the part of the participant
677	L1-11.docx	exposure to the target language. The 'What else?' question may	indicate	an open question that explores a variety of students'
678	L1-7.docx	be repetitive and boring. Subsequent interviews with mentor teachers also	indicated	some concerns related to preservice teachers' inadequate capacities in
679	L1-11.docx	These findings suggest a tension in teachers' conceptions; although teachers	indicated	some degree of enthusiasm about the K13 assessment, they
680	L1-15.docx	item, 22% strongly agreed, 57% agreed, and 17% somewhat agreed. However, the results	indicated	some disagreement from 5% of the respondents. This small group
681	L1-7.docx	supportive supervising lecturers and mentor teachers. However, the analysis further	indicated	some emergent issues in its implementation at schools such
682	L1-11.docx	managed to defuse the situation and cause some amusement. This	indicates	some need for the teacher to focus on classroom
683	L1-7.docx	year Indonesian EFL professional teacher education (PPG) program. My findings	indicated	that despite varying perceptions of the organisation of the
684	L1-8.docx	Abi was adopting the DGC regarding this matter. Similarly, Anti	indicates	that insisting on immersion in the host culture suggests
685	L1-4.docx	relationship with their teacher. Table 4.9. Teacher Student Relationship <&&&> Table 4.9	indicates	that students from U1 and U5 of the current
686	L1-2.docx	to motivate the students to speak English. The findings also	indicate	that the lecturers' becoming a role model or the
687	L1-15.docx	teaching strategies and knowledge mastery (see Table 4.7). Their self-assessment	indicates	that they have doubts about their teaching competencies and
688	L1-15.docx	because these procedures provided well-defined factors. The correlation matrix	indicated	significant correlations of 0.3 and above among some questions of
689	L1-15.docx	and non-curricular program with r= 0.740; p<0.01) The literature coursework	indicated	significant correlations with three elements: coursework related to language
690	L1-15.docx	teaching. 4.2.5.2. Intra-correlations of teacher education Internally, the survey items	indicated	significant intra-correlations with each other. The language skills
691	L1-15.docx	other, as shown in Table 4.3. The first factor, instructional strategies,	indicated	significant positive correlations with the other factors. It was
692	L1-15.docx	respondents who felt less prepared was smaller with 13%. The result	indicated	that, in general, the respondents were moderately prepared to
693	L1-15.docx	as less prepared, but none of them felt unprepared. This	indicated	that, in general, the pre-service teachers considered their
694	L1-4.docx	students. He said, <^^^> (Teacher Q_U4, Interview, November 20, 2019) The teachers	indicated	that, although they wanted to involve the students in
695	L1-17.docx	Indonesians will use English for peer interaction" (p. 41). Smith further	indicated	that, due to the poor condition of English teaching
696	L1-7.docx	English to senior vocational school students, the focus group participants	indicated	they were not well prepared to work with students
697	L1-7.docx	motivation to learn English. A majority of focus group participants	indicated	they were not well prepared to work with students
698	L1-7.docx	base in the six participating universities, the majority of respondents	indicated	they possessed a positive self- image as professional secondary
699	L1-7.docx	from the one used in general secondary schools. However, they	indicated	they would have less anxiety if they had been
700	L1-12.docx	feedback practices. 6.2.1 Individual (teacher-related) factors The analysis of data	indicated	three main individual factors which seemed to shape the
701	L1-12.docx	written feedback The analysis of the think-aloud protocol transcripts	indicated	three main steps of decision-making which the teachers
702	L1-8.docx	communicative practices were adopted as detailed in Table 4 below. Table 4	indicates	three different groups of interlocutors in which communication across
703	L1-3.docx	assets to write stories and poems in English. The data	indicated	three significant capacities demonstrated by the students, namely (1) inciting
704	L1-15.docx	and vacation time available for teachers. A moderate level was	indicated	from pre-service teachers' responses to the item 'I
705	L1-10.docx	the use of English in the IUP. These policies were	indicated	from teachers' views on their owned English, teachers' reasoning
706	L1-18.docx	connections in their writing classes. The changes in responses were	indicated	from the result from students' questionnaire Items 6, 13, and 14. In
707	L1-8.docx	while the educators' language uses an adverb of time to	indicate	future activity. However, the dilemma regarding future reference is
708	L1-8.docx	verbs, shall, will or be going to (Declerck, 2015; Michaelis, 2020) to	indicate	future planned or intended activities. Indonesians use adverbs of
709	L1-8.docx	other languages, such as English, use the auxiliary verb to	indicate	future time (De Brabanter, Kissine, & Sharifzadeh, 2014). However, some languages
710	L1-7.docx	universities in Java (University Two and University Three) while others	indicated	moderate and uncertain attitudes. These participants reported that their
711	L1-15.docx	to linguistics and pedagogy coursework, the language skills and elements	indicated	moderate correlations with r= 0.434; p<0.01 and r= 0.478; p<0.01 consecutively.
712	L1-15.docx	relations between teachers' efforts and students' achievement. Likewise, the responses	indicated	moderate to high positive perceptions of the pre-service
713	L1-7.docx	and school. Mean scores of 4.02 for the sufficient provision factor	indicated	respondents' consistent agreement that the PPG program management had
714	L1-7.docx	for their professional learning. Mean scores of 4.15 for this factor	indicated	respondents' high satisfactions on the program activities during their
715	L1-15.docx	to be positive, with the means between 4.09 and 5.35. The results	indicated	respondents' moderate to high levels of positive professional self-
716	L1-7.docx	teachers and possessed assessor licensure. The analysis of focus groups	indicated	two major provision components that significantly influenced their professional

717	L1-7.docx	indicated by one mentor teacher who said: <^^^> (MTU1*2). The comments	indicated	two things: first, the mentor teacher appreciated the opportunity
718	L1-3.docx	to use language resources other than their English. The data	indicated	two ways in which the students used their bilingual
719	L1-7.docx	issues. <^^^> (MTU5*1). <^^^> (MTU4*1). Similarly, interviews with supervising lecturers	indicated	agreement about the benefits of inviting teacher mentors to
720	L1-7.docx	r professional experience commencement. Similarly, interviews with supervising lecturers	indicated	agreement about the benefits of inviting teacher mentors to
721	L1-7.docx	Smith, 2011). Concerning the assessment forms and indicators, the preservice teachers	indicated	ambivalent comments. On one hand, some preservice teachers highly
722	L1-7.docx	research, the focus groups with 36 participants from the six universities	indicated	ambivalent responses to the questions of whether they developed
723	L1-18.docx	covered in more detail in Chapter 5). To conclude, the students	indicated	having a very high level of motivation for job-
724	L1-18.docx	reported liking everything about English since he was a child,	indicated	having five reasons for learning English. Even though multiple
725	L1-8.docx	level of familiarity with her interlocutor. The following two excerpts	indicate	her considered factors for the selected practice. <^^^> (Anne, L147) <^^^> (
726	L1-8.docx	by educators: <^^^> (Awat, L203) <^^^> (Awat, L320) <^^^> (Anti, L372) Awat did	indicate	her selected practice to commit to going to an
727	L1-15.docx	and 6% 'fully prepared'. Even though the number of those who	indicated	higher preparedness outnumbered those who were less prepared or
728	L1-15.docx	as 'unprepared' to address special learning needs. Meanwhile, remaining respondents	indicated	higher preparedness with 53% feeling 'well-prepared', 16% 'very well prepared'
729	L1-14.docx	shown in Table 4.25 below, the integration of multimodality did not	indicate	its compliance with any stages of the MPF, particularly
730	L1-15.docx	impact on the sense of preparedness for teaching, this dimension	indicates	its significant and positive correlations with professional self-efficacy (
731	L1-7.docx	were not required to carry out a regular reflective practice	indicated	lower learning development. These preservice teachers did not write
732	L1-8.docx	distance compared to Germanic and English-speaking Western countries, which	indicate	lower power distance (Hofstede, 2011). The power distance dimensions may
733	L1-7.docx	and supervising lecturers' quality. Similarly, the findings across focus groups	indicated	participants' agreement with their mentors' qualities although they described
734	L1-7.docx	built good relationships with school community during the school placement"	indicated	participants' beliefs on their supportive social and personal attitudes
735	L1-7.docx	status. While the majority of supervising lecturers and mentor teachers	indicated	receiving adequate rewards, others felt there were insufficient incentives.
736	L1-7.docx	and the punctuality of payment period. A majority of mentors	indicated	receiving an incentive from the university at the end
737	L1-8.docx	bears children. For an adult male Bapak is used, which	indicates	respect and honour and means father. Missing the address
738	L1-8.docx	and her colleagues adopted Mr X and Ms Y to	indicate	respect and symmetric power relations. While the original meaning
739	L1-18.docx	Agree'. Furthermore, twenty-two student (18%) opted for 'Somewhat Disagree'. They	indicated	strong disagreement with the banning of technology in their
740	L1-15.docx	this showed that the pre-service teachers commonly did not	indicate	strong preparedness to teach when asked that question directly. 4.2.1.2.
741	L1-15.docx	in the teaching profession. The results of the qualitative data	indicate	that having a strong interest in teaching does not
742	L1-10.docx	university 1's vision". Meanwhile, students' enrolment that required TOEFL score	indicated	that monolingual ideology was still strong in the mind-
743	L1-8.docx	encourage a just and responsible relationship (Sorrells & Nakagawa, 2008). This study	indicates	the greater faith-relevant accounts for considering the practice
744	L1-8.docx	selected practice. Figure 5. 1 Practice selection on greeting rituals <***> The figure	indicates	the range of greeting practices adopted by Islamic educators
745	L1-5.docx	beyond the current study's scope, and further study is	indicated	to ascertain parental involvement in acquiring early English L2
746	L1-15.docx	with demanding work. The second sub-factor, esteemed profession, was	indicated	to have significant correlations with other sub-factors, except
747	L1-15.docx	teaching, is examined with Cronbach's Alpha, and the result	indicated	very high reliability of 0.968. 4.2.2. Beliefs and attitudes towards the
748	L1-15.docx	under motivation was 25 items. Cronbach's Alpha of SPSS version 24	indicated	very high reliability of 0.911. 4.2.5. Initial Teacher Education The teacher
749	L1-11.docx	a number of assessment practices that teachers valued. Such propositions	indicate	what assessment practices teachers (A1BD to C5HB6)
750	L1-2.docx	The separations or clear boundaries between Own and Other Selves	indicated	what motivated the students to learn the language i.
751	L1-8.docx	co-communicators: <^^^>. (Abi, L126) <^^^> (Rukin, L190) The first excerpt above	indicates	Abi's handshaking practice that accompanies greeting practice. As
752	L1-11.docx	on learning improvement and making learning achievable for students. As	indicated	above, the large number of propositions for the LPAI
753	L1-2.docx	confidence and Own Ought-to English Self are .66, .65 and .61 respectively	indicating	acceptable to a very good level of reliability (Hair,
754	L1-8.docx	their Islamic identity when others were present. The following excerpt	indicates	Afi's choice of dissociating practice in anticipating others'
755	L1-18.docx	combined, the responses were not significant compared to those that	indicated	agreement. These differences in the findings from Items 6 and 13
756	L1-15.docx	individual beliefs and attitudes towards the teaching profession did not	indicate	any significant correlation. Table 4-15 Inter-correlations among all variables <&&&> 4.3.
757	L1-3.docx	and artistic and intellectual curiosity" as their central components, are	indicated	as the core of the creative personality (Oleynick, DeYoung,
758	L1-18.docx	paper as suggested in Item 14, the highest response that students	indicated	as "undecided" (30%). As has been presented in the inferential
759	L1-15.docx	showed that the student teachers' perceived preparedness for teaching was	indicated	at the moderate level on a six-point Likert
760	L1-6.docx	answer the questionnaire. The purpose of the survey was to	indicate	baseline information regarding three aspects: (A) accessibility to technological
761	L1-4.docx	Due to their learning culture these students, as I have	indicated	before, often preferred to ask questions of their peers
762	L1-14.docx	was directly confirmed by Mr. Adrian during the interview, as	indicated	below. <^^^> (Teacher's interview, case 2). Further evidence regarding the
763	L1-4.docx	students being silent in the class, for they might also	indicate	boredom, a monotonous teacher-centred method, the non-verbal
764	L1-18.docx	paper. In addition, the tendency for being uncertain was also	indicated	by 19% of the students (n=24) that chose 'Somewhat Agree'.

765	L1-14.docx	the lungs picture (artefact 1, Table 4.3) was intentional in order to	indicate	caution, danger or disease related to lung function, something
766	L1-8.docx	terminator indicates start and end of the process, the diamond	indicates	certain decisions made regarding given information, and the rectangle
767	L1-8.docx	is when one educator addressed his supervisor with "boss" to	indicate	closeness and familiarity. While "boss" indicates power relations, this
768	L1-12.docx	as processed and synthesised information in the reading. The analysis	indicated 1	cognitive and metacognitive actions in the text reviewing stage,
769	L1-7.docx	to nurture their professional teaching competencies. My study findings also	indicated	concern related to preservice teachers' hardships in maintaining students'
770	L1-11.docx	and practices, yielding mixed evidence of congruence. Some research has	indicated	consistency (e.g. Postareff, et al., 2012), while other research
771	L1-18.docx	for unknown reasons (Point 5). However, no data from the FGDs	indicated	correlated finding. As reported in the previous sections (5.2.1 5.2.2, and 5.2.3),
772	L1-3.docx	to him after class (Ariel, interview). As Loh and Teo (2017)	indicate,	culture influences learning style and in some Asian countries,
773	L1-18.docx	this current study is extracted from the qualitative data that	indicated	different results. It is interesting to note that motivation
774	L1-18.docx	motivation and achievement in writing classes. However, the qualitative data	indicated	differently. Four themes were used (the use of task-
775	L1-8.docx	decisions made during the process. The lines with arrow ends	indicate	direction of the process, while continued lines indicate an
776	L1-15.docx	teaching as a respected career, even though 8% of the respondents	indicated	disagreement with this item. Likewise, the respondents also showed
777	L1-7.docx	help students in English learning. Although the focus group participants	indicated	disparities in carrying out action research cycles, the results
778	L1-7.docx	sample participants had similar perceptions on the 'pedagogical competence', they	indicated	divergent views on the 'disciplinary competence' by the university
779	L1-8.docx	example, <^^^> (Ayat, L84) <^^^> (Awat, L151) <^^^> (Abi, L119) The above excerpt	indicates	educators' common practice in greeting their fellow Muslims. Islamic
780	L1-18.docx	that students who were willing to participate were those who	indicated	enthusiasm for their classroom activities. These students also reported
781	L1-8.docx	across generations. Therefore, calling people by their first name to	indicate	equality and informality (Zhang, 2011) is widely practiced regardless of
782	L1-4.docx	say); and voice-as-difference (to promote inclusion, respect diversity,	indicate	equity) (McLeod, 2011). The teachers focus on voices that are
783	L1-11.docx	the following extracts illustrate. <^^^> [C5HB] <^^^> [DAR_GD1] These propositions	indicate	evidence of reflexive practice. The teachers may have been
784	L1-11.docx	about assessment. Furthermore, a reading of policy document does not	indicate	explicit theoretical framework for AfL implementation: surely, this is
785	L1-8.docx	English cultural reference meet and interact. The black broken line	indicates	factors that influence selection of communicative practice. The arrows
786	L1-15.docx	respondents expressing strong agreement and agreement respectively, as well as 14%	indicating	fair agreement. Additionally, the descriptive statistics identified that 4% of
787	L1-18.docx	lecturers. The results from the observations were then described by	indicating	findings from classroom observations and field notes where relevant.
788	L1-7.docx	principal components to identify any latent variables that might have	indicated	groups within participating preservice teachers. Furthermore, based on the
789	L1-19.docx	with the required competences and indicators set in the curriculum	indicating	higher-order thinking skills (HOTS). Additionally, as stated in
790	L1-13.docx	is considered as an expression of nationalism. Cross-case analysis	indicated	how nationalism influenced the teachers' views on Indonesian and
791	L1-12.docx	personally given to each of them .... For lecturers, feedback can	indicate	how … we taught the students in the class. When
792	L1-7.docx	teachers should work collaboratively with the supervising lecturers because they	indicated	huge gaps between supervisors and mentors' assessment results. The
793	L1-18.docx	the reason for choosing to study in the department as	indicated	in Figure 4.2 <***> Figure 4.2 Item 2 (My main reason for choosing
794	L1-7.docx	al., 2011). Apart from financial support, the majority of mentor teachers	indicated	insufficient knowledge in providing appropriate guidance for PTs' action
795	L1-8.docx	Her stance in using rationalisation for future pedagogical practice may	indicate	intercultural awareness. Such awareness, while inconclusive, may have been
796	L1-8.docx	gay centre.org defines queer as follows: <^^^> As the term	indicates,	it is used to refer to people whose sexual
797	L1-11.docx	express the measurement uses of assessment were measuring, identifying, testing,	indicating,	knowing, grading, reporting, and evaluating, which were often followed
798	L1-2.docx	to good relationships between lecturers and students; enthusiasm in teaching	indicates	lecturer's good performance in teaching; and valuing L2
799	L1-15.docx	of the respondents (66%) strongly agreed, 31% agreed, and the remaining respondents	indicated	less agreement. These results showed that pre- service teachers
800	L1-19.docx	during the class activities. In observations, all teachers' instructions/questions	indicated	levels one to three of Bloom's Taxonomy (remembering,
801	L1-18.docx	a consequence, some students, who were noted as motivated students,	indicated	losing their motivation to do the writing task and
802	L1-7.docx	competence (p>.05). Interestingly, two demographic variables of 'province and age'	indicated	low p values of .020 and .021 on preservice teachers' disciplinary
803	L1-14.docx	distinctive features. In several contexts, red carries known meanings of	indicating	maximum-degree alert (Peterson, 2003, p326; Kress and van Leeuwen, 2002).
804	L1-2.docx	MTS us in Table 5.6 show that in the students' data	indicated	more variability than that in the lecturers'. There was
805	L1-18.docx	their writing task. From the motivation point of view, enthusiasm	indicates	motivation. Interesting findings generated from the focus group discussion
806	L1-3.docx	reflects the Niteni stage, whereas the outlining and drafting stage	indicate	Nirokake-Nambahi stage. Figure 20 shows the creative writing process
807	L1-7.docx	period from January to June, the majority of mentor teachers	indicated	no problems. One mentor teacher noted: <^^^> (MTU2*1). This extensive
808	L1-19.docx	understood the purpose of designing the lesson plans, as Cox	indicates (2	p. 1) – "a lesson plan is a detailed step-by-
809	L1-5.docx	T2 Dan, from K2, attached the English suffix -s to	indicate	plurality on the Indonesian noun kereta (train) and produced
810	L1-11.docx	is a very rudimentary concept of language, the dialogue might	indicate	poor competency of the students in English despite the
811	L1-8.docx	supervisor with "boss" to indicate closeness and familiarity. While "boss"	indicates	power relations, this term is convenient, and his selection
812	L1-7.docx	field experience for their professional growth. My quantitative data analysis	indicated	preservice teachers' satisfaction with program activities during the school

813	L1-8.docx	and considered factors is depicted in Figure 5.2 below. The figure	indicates	ranges of address terms adopted by the educators in
814	L1-14.docx	related to lung function, something that needed immediate action from	indicated	readers (patients) i.e. taking this medicine. Kress and
815	L1-7.docx	informant. 6.3.1. Preservice Teachers' English Language Proficiency The interview findings	indicate	reasonable agreement between mentor teachers and supervising lecturers that
816	L1-8.docx	evening). While greetings among members of the same culture may	indicate	recognition and respect, offering greetings, particularly those involving religious
817	L1-11.docx	to these requirements, as illustrated in the previous chapters (5 and 6),	indicated	resistance. The study identified a number of perceived barriers
818	L1-8.docx	practice to respect their supervisors by retaining address terms which	indicate	respect regarding social and academic discrepancies. Their supervisors are
819	L1-8.docx	as follows: <^^^> (Rida, L226) Practice selection and considerations This incident	indicates	selected practice of the participant in engaging people from
820	L1-11.docx	lessons, was individual rather than involving teamwork. The instruction also	indicated	sign-posting transitions in the lesson, to move from
821	L1-18.docx	Figure 5.1 describes the results from the students' questionnaire Item 7. As	indicated,	sixty-two students (50%) reported choosing Point 3 representing their reasons
822	L1-15.docx	slight agreement, 29% agreement, and 8% strong agreement. The remaining respondents	indicated	slight disagreement (14%) and disagreement (4%). In response to the item '
823	L1-5.docx	in instructed English L2 learning on Indonesian kindergarten children are	indicated	so that the generalisation of the results in this
824	L1-8.docx	of the educators in question (culture A), the black circle	indicates	speakers from the DEC (culture B), and the green
825	L1-8.docx	The figure encompasses shapes which signify certain functions. A terminator	indicates	start and end of the process, the diamond indicates
826	L1-4.docx	views on learning. The result of the Chi-Square test	indicate	statistically insignificant difference between the perceptions of the two
827	L1-18.docx	A five-point scale (from strongly disagree to agree strongly),	indicating	students' perceptions of the statement, was provided. The responses
828	L1-8.docx	awareness. The range of selected practice to accommodate diverse people	indicates	such awareness. Their intercultural communication will likely impact their
829	L1-11.docx	in the student's work [B1EW] and all teachers	indicated	task completion using symbols (e.g. smileys, stars, ticking,
830	L1-7.docx	in the quality of preservice teachers. However, the comments also	indicated	teacher mentors' misunderstanding of supervisory roles and responsibilities. The
831	L1-15.docx	the statement. The item 'teaching can help me develop character'	indicated	teachers benefitted personally from teaching. Most of the respondents
832	L1-4.docx	teachers' perception; teacher affiliation, and barriers to effective teaching that	indicated	teachers' acceptance and control over students learning, despite these
833	L1-8.docx	shapes. The diagram also includes some green-shaded shapes to	indicate	terms emerging from the data as additional terms of
834	L1-14.docx	the conventional, print-based curriculum. Apart from language, the findings	indicate	that visual resources were second most represented in English
835	L1-15.docx	very well prepared', and 4% 'fully prepared'. Moreover, the results also	indicated	that 22% of respondents felt less prepared. The results indicated
836	L1-15.docx	choice to participate in the program was significant. The results	indicated	that 25% of the respondents strongly agreed, 42% agreed, and 16% of
837	L1-18.docx	the students' questionnaire Item 6. Thirdly, from the Item 13, it was	indicated	that 30% of the students disagreed that the use of
838	L1-15.docx	higher than the percentage of those who disagree. The results	indicated	that 32% of the respondents slightly agreed, while 29% and 9% agreed
839	L1-15.docx	theme from the data of this present study. The data	indicated	that 35% of the participants responded that becoming a teacher
840	L1-15.docx	was higher than the previous three items. The descriptive statistics	indicated	that 38% of the respondents somewhat agreed, 15% agreed, and 13% strongly
841	L1-15.docx	aware of the diverse roles of teachers. The descriptive statistics	indicated	that 39% of the respondents strongly agreed, 42% agreed, and 13% somewhat
842	L1-16.docx	view on the new assessment system in Table 5.10, the data	indicate	that 58% of the student respondents (n=201) agreed with the
843	L1-15.docx	to teach English effectively', tended to be positive. The results	indicated	that 86% of the respondents believed that they had adequate
844	L1-18.docx	impact and (6) practicality. Work carried out in the present study	indicates	these criteria are appropriate and they are used when
845	L1-11.docx	phrases such as school admission, job application, and parents to	indicate	this function. <^^^> [A2KM]. Teachers also reported that they
846	L1-8.docx	Indonesian and Malay languages, for example, use an adverb to	indicate	time that marks future events. In particular, Muslims, regardless
847	L1-7.docx	who appreciated their competence in English teaching. Mentor teachers' appreciation	indicated	trust in the preservice teachers' competence, which in turn
848	L1-7.docx	University Two and Three), the preservice teachers from other universities	indicated	uncertain opinions about their reflective practice. Although all participants
849	L1-8.docx	social differences, as manifested in the choice of words to	indicate	unequal power distribution (Susanto, 2014). The word choice, which shows
850	L1-8.docx	rpts exemplify customizing practice: <^^^> (Abi, L210) <^^^> (Rukin, L105) These excerpts	indicate	variation in customizing practice in address terms. Abi adopted
851	L1-8.docx	practice shared by co-communicators. The data from the study	indicate	when the educators in question greeted colleagues and people
852	L1-3.docx	students' true reasons for taking the Creative Writing subject may	indicate	whether the students had passions or interests in creative
853	L1-7.docx	skills, have superior teaching abilities and interpersonal relationship qualities, and	indicate	willingness to be a mentor (Day, 1993). These mentoring requirements
854	L1-11.docx	on the study's findings. The study revealed that, as	indicated	with thick arrows, teachers' classroom pedagogy and assessment practices,
855	L1-15.docx	moderate level of preparedness with a mean of 4.08. It was	indicated	with 56% of the respondents feeling well prepared, followed by
856	L1-9.docx	Apart from what the data of the present study has	indicated,	Zacharias' studies (2003, 2014b), for example, suggest that English has

Epistemic Lexical Verb: Infer

No.	File	Left context	Hit	Right context
1	L1-1.docx	during the ELE program into the schools. It can be	inferred	that the ELE program is responsible for developing the
2	L1-10.docx	documents of IUP in the university 1 above, it could be	inferred	that the IUP highlighted international mobility, global partners, global
3	L1-6.docx	students' technological needs. From the research findings, it may be	inferred	that the lecturers in this study have a positive
4	L1-17.docx	speak English and used English in their communication, people would	infer	that the person came from a high socioeconomic status
5	L1-8.docx	he fled (Ria, L116). She thought about these responses and	inferred	that the question might be impolite in the English-
6	L1-1.docx	Responsibilities, Student Teacher, p. 2) From these responsibilities, it may be	inferred	that the skill of designing lesson plans involves the
7	L1-1.docx	Socialization Document 005: The Paradigm of Learning Outcomes) It can be	inferred	that in the case of in-service teachers, the
8	L1-19.docx	knowledge in English. Based on these observations, it can be	inferred	that in these EFL classes, teaching a language and
9	L1-1.docx	profession is regarded as a service job, it can be	inferred	that she is aware that evaluation of her professionalism
10	L1-10.docx	students are Javanese". From what T12 remarks, it can be	inferred	that she was not aware of what she had
11	L1-17.docx	teaching: from his experience teaching at school, it could be	inferred	that he has a genuine interest in his students
12	L1-20.docx	she shows her regional identity orientation. Moreover, it can be	inferred	that it is more essential for Nisa to speak
13	L1-12.docx	text, she stoppedreading and commented on Nadhira' English skills. Mary	inferred	that Nadhira had a good English writing ability. Afterwards,
14	L1-16.docx	group interview) From the student's statement above, it could	inferred	that students use different platform of social media to
15	L1-3.docx	of the teachers. Table 14. Teachers' qualities <&&&> Hence, it can be	inferred	that teachers' personal practices, experiences, and interests in creative
16	L1-3.docx	society) and the values upheld in it. It can be	inferred	that there is also a moral or religious aspect
17	L1-11.docx	shown by them frequently putting their hands up; then teachers	inferred	that they had an adequate understanding of the lesson.
18	L1-16.docx	of too many aspects and instruments. Thus, it can be	inferred	that this authentic assessment imposes too many assessment formats
19	L1-10.docx	not spoken in English. What is more, it was also	inferred	that using their own terms were for the sake
20	L1-9.docx	and law number 20/2003 on National Education System. What can be	inferred	from the above decision and other relevant laws and
21	L1-9.docx	of English, and English-speaking countries. What can be reasonably	inferred	from the classroom events and interactions is a crucial
22	L1-1.docx	of local subjects and the curriculum of those subjects. As	inferred	from the interview with Elly, the power of the
23	L1-9.docx	al., 2010). In the local EFL classes, this phenomenon can be	inferred	from the use of such expressions in the teachers'
24	L1-11.docx	the students, as the following extract displays. <^^^> It can be	inferred	from this excerpt that cultural factors (e.g. a
25	L1-1.docx	ways, as the handbook states: <^^^> (Teaching Practicum Handbook, 2016, p. 4) As	inferred	from this statement, the focus of the observation activity
26	L1-3.docx	about. <^^^> (Haryo, interview) Haryo's interpretation of creativity can be	inferred	from his view that creative stories or poems were
27	L1-3.docx	be learned by readers (i.e. didactic). It can be	inferred	from studying the students' writings, journals, and interviews that
28	L1-20.docx	for her students since she is their English teacher. This	infer	derives from her statement that she was lazy to
29	L1-20.docx	taught by their English teachers to understand some meaning by	inferring	it through its contexts. So, Mahdi here also wants
30	L1-11.docx	grades and the results of self-designed placement tests to	infer	their prior knowledge. One teacher proposed: <^^^> [A1BD]. It

Epistemic Lexical Verb: Know

No.	File	Left context	Hit	Right context
1	L1-17.docx	her English class, she did not want her teachers to	know	that she could speak English because she was afraid
2	L1-3.docx	of gaining the credits also became interested and felt happy	knowing	that she could write stories and poems in English.
3	L1-6.docx	not the only way to speak perfect English. She now	knew	that she did not need to fully imitate a
4	L1-1.docx	Tasya describes her choice to not use the multimedia room,	knowing	that she would not be able to control the
5	L1-15.docx	Hattie, 2009; Poznanski et al, 2018; Richardson et al., 2018), and we now	know	that the lack of perception of preparedness will influence
6	L1-17.docx	CELTA because he wanted to progress in his career. He	knew	that the only way to be promoted to become
7	L1-8.docx	by this (Rida, L232). He also states, "Yeah, because I	know	that the person I talk to is not Muslim
8	L1-18.docx	understand TBLT approach and further training was needed. They only	knew	that the teaching should utilise activities performed by the
9	L1-17.docx	teachers questioned his credentials as a teacher trainer because they	knew	that he did not have a degree in English
10	L1-8.docx	to acknowledge the Christmas tradition without compromising his Muslim culture.	Knowing	that he is Muslim, his friends did not expect
11	L1-17.docx	the beginning of the training programme, he was so nervous	knowing	that he was the only one who did not
12	L1-17.docx	heard a lot of positive reports about it, and she	knew	that it also had NESTs. She was attracted by
13	L1-6.docx	data protection regulations, understand the data that they shared and	know	that it should be controlled (Başaran & Rukundo, 2018). Another implication
14	L1-2.docx	classmates made them speak English more in the classroom. They	knew	that it was themselves who needed to start speaking
15	L1-3.docx	parts of the original product or idea; they did not	know	that there was a resemblance, or that they were
16	L1-20.docx	the classroom where Hanum was teaching because perhaps he did	know	that there was a broom in it and in
17	L1-18.docx	vocabulary was the reason why it took a long time.	Knowing	that they had limited time and that they needed
18	L1-16.docx	should be put into it. Nevertheless, the resistance gradually decreased	knowing	that they need to cope with change. The finding
19	L1-13.docx	it is grammatical" (Pre-Interview, p. 6). She added, "When I	know	that this is British English, this is American English,
20	L1-15.docx	have more pre-service teachers who feel prepared, as we	know	that this means student-learning experience will be enhanced
21	L1-17.docx	in Riau, Yanni did his CELTA in Jakarta in 2016. He	knew	that at Riau, CELTA as an international certification in
22	L1-15.docx	because he wanted to make his mother happy because he	knew	that becoming a teacher had been his mother's
23	L1-17.docx	and moved to Canada in 2003. However, he was surprised to	know	that Canada is a bilingual country (English and French)
24	L1-6.docx	her classroom. Based on her experience in previous semesters, L4	knew	that directly accessing internet in the classroom was impossible,
25	L1-5.docx	aspires for his child to acquire linguistic capital because he	knows	that English has value. Aep explains his motivation for
26	L1-20.docx	that Mr. Jon deliberately. Because I want them [[students]] to	know	that English [[teacher]] is different from other teachers", he
27	L1-17.docx	told me that "English was the only thing that I	knew	that I could use to get a job you
28	L1-10.docx	and arranging words that are very different from English". She	knew	that in several cases, English could not be exactly
29	L1-13.docx	Only at the beginning in order for the students to	know	that learning English is important" (Post-Interview 2, p. 6). Table 8.2
30	L1-4.docx	teacher stated below, <^^^> (Teacher E_U5, Interview, November 15, 2017) This teacher	knew	that one the barriers students face in asking question
31	L1-15.docx	to teach either positively or negatively. It is interesting to	know	that perceived commitment to teaching does not always go
32	L1-15.docx	and to be an independent learner. It is essential to	know	that pre-service teachers' sense of preparedness is closely
33	L1-17.docx	progress in learning. As mentioned in Chapter 2, it is widely	known	that school teachers are under pressure to prepare their
34	L1-8.docx	and Anto share similar experience regarding address terms. When they	know	that their collocutors are Muslim, they usually address them
35	L1-11.docx	low achievers and have little interest in English: 'if they	know	that we keep recording and sharing their marks, they
36	L1-3.docx	expected their teacher to provide written individual feedback, so they	knew	that what they wrote was correct. On the contrary,
37	L1-13.docx	realised that English has several varieties. She commented, "I first	knew	that when I started my bachelor's degree. I
38	L1-13.docx	course" (Pre-Interview, p. 6), saying that "English is important you	know	that with English we can, we can go abroad,
39	L1-10.docx	materials, when they were arguing, or when they did not	know	the words in English (T32, T1, T34 and T8).
40	L1-10.docx	materials, when they were arguing, or when they did not	know	the words in English (T32, T1, T34 and T8),
41	L1-10.docx	questions, difficult to understand the materials, arguing, or did not	know	the words in English, b) teachers found terminology gaps,
42	L1-11.docx	and ask queries. Ideally, to promote student agency, students should	know	the learning targets they need to achieve and be
43	L1-11.docx	MNL] used a kind of inductive approach to let students	know	the learning topic. In the first observed lesson, Describing

44	L1-18.docx	was based on tasks. Twenty-two students (17.6%) opted for Point 5 (	knowing	the objective of tasks contributed to building up their
45	L1-18.docx	was based on tasks. Twenty-two students (17.6%) opted for Point 5 (	knowing	the objective of tasks contributed to building up their
46	L1-15.docx	for their teaching methods. Their belief in the ability, 'I	know	the various methods to teach English effectively', tended to
47	L1-15.docx	strategies. Factor 3: Students' engagement This factor loaded two items: 'I	know	the various methods to teach English effectively' and 'I
48	L1-19.docx	expressed by the students. For example, Student 9 said, "Sometimes, I	know	the answer and I want to give my opinion
49	L1-20.docx	believed, lied before her by saying that they did not	know	the broom that a student from another class was
50	L1-1.docx	his students. Relevant to teaching, he is also expected to	know	the concepts and techniques of teaching English (General Pedagogical
51	L1-9.docx	Ana's conviction that communication would be ineffective unless speakers	know	the culture of their interlocutor, or her practice of
52	L1-3.docx	the assessment seemed to be holistic as they did not	know	the detailed score of the grading elements. One of
53	L1-13.docx	this dictionary. And slang words are marked as slang. I	know	the dictionary is complete. That's why I prefer
54	L1-13.docx	this case, she allowed the students, when interacting but not	knowing	the English, to express and organise their ideas in
55	L1-17.docx	which is the way I learnt English. I did not	know	the grammar terms such as the tenses but I
56	L1-8.docx	context, usually in the bus, it is really wanting to	know	the information" (Ayat, L50). 6.3.2 Address terms Address terms are
57	L1-20.docx	two, the parameter of practicality and possibility (see chapter 3). As	known,	the parameter of particularity requires teachers' teaching approaches to
58	L1-7.docx	understand not only how to design instructional materials but also	knowing	the principles that govern a knowledge domain (knowing what
59	L1-17.docx	took the opportunity to invest in CELTA training because she	knew	the reward that she would get once she completed
60	L1-20.docx	the ability to speak English simply because they did not	know	the right English words to say when they spoke
61	L1-3.docx	in this study also mentioned that very often, she just	knew	the score without understanding which element was good already
62	L1-3.docx	own creativity in general and in the creative writing domain.	Knowing	the students' true reasons for taking the Creative Writing
63	L1-15.docx	for teachers. Further, they explain that teachers who do not	know	the subject matter well may not be able to
64	L1-17.docx	was honest about it and admitted that he did not	know	the theoretical or grammatical reasons behind his answers, but
65	L1-13.docx	we don't know about English and we don't	know	about the computer, I think" (Pre-Interview, p. 9). The
66	L1-3.docx	Ariel, Nadia, interviews). It is possible that the urge to	know	about the task ahead, to understand the task well
67	L1-3.docx	about writing stories and poems were curious and eager to	know	about the upcoming topic and task. Students' intrinsic motivation,
68	L1-13.docx	huruf [illiteracy] means in this era is we don't	know	about English and we don't know about the
69	L1-12.docx	teachers asserted that they felt responsible for sharing what they	knew	about English writing to their students due to their
70	L1-20.docx	Allah himself. Even, according to her, angel itself did not	know	about it. Here, she apparently reminded her students to
71	L1-20.docx	about this humanitarian story because most of them did not	know	about it. When the disaster happened, they were still
72	L1-18.docx	when learning, for example when writing, if I do not	know	about new vocabulary, I can use online translation in
73	L1-18.docx	because when learning examples when writing, if I do not	know	about new vocabulary, I can use online translation in
74	L1-17.docx	when teaching general English courses. Knowing our students may include	knowing	about their preferred activities when learning, their goals in
75	L1-17.docx	they could connect with their students more easily when they	knew	about their professional or educational background and their motivation
76	L1-3.docx	began the class with a question, tapping into what students	knew	about a one liner. Even though seemingly unrelated, his
77	L1-1.docx	definition of "knowledge" in the KBBI is not only everything	known	about certain subjects, but is also synonymous with being
78	L1-13.docx	the primacy of English, it is therefore "very important to	know	about English" (Pre-Interview, p. 9). Ana believed that English
79	L1-3.docx	the target skills, Haryo tapped into what his students already	knew	about flash fiction by asking questions. Since almost all
80	L1-20.docx	of their teaching life. Besides, more importantly, very little is	known	about how Islamic identity of English teachers in ELT
81	L1-3.docx	English that had "Indonesian elements" so that the world would	know	about Indonesian culture (Hana, interview). Sella, Amel, and Tika
82	L1-9.docx	well as comparing and making connections between what students already	know	about language-and-cultures and new information and lived
83	L1-17.docx	will be easier to influence your students… I want to	know	about my students, so I can help them best." (
84	L1-20.docx	merely because he just knows Acehnese language and does not	know	about other indigenous languages such as Javanese. In conclusion,
85	L1-13.docx	paradigm (i.e., a counter-hegemonic discourse) that he had	known	about since doing a bachelor's degree and learned
86	L1-4.docx	learning and teacher perception is an indication that teachers actually	know	about students' cultures but they are not doing anything
87	L1-9.docx	nationalism when they use the language to let the world	know	about what their own places of interest and cultures
88	L1-3.docx	help students who at first felt unconfident and did not	know	how to start writing (interview). She mentioned running into
89	L1-8.docx	are with other people they do not know before, they	know	how to start and engage in a conversation" (Ayat,
90	L1-17.docx	he was more confident with his English and he already	knew	how to teach at EF. He was even considered

#	File	Left context	Node	Right context
91	L1-5.docx	first was teaching English singular and plural. Sarah had to	know	how to teach singular and plurals in English to
92	L1-5.docx	cards. However, they sometimes became confused when they did not	know	how to answer in English. When asked about her
93	L1-4.docx	pedagogical knowledge dimension that describes teachers as being able to	know	how to best teach, personal and contextual knowledge, and
94	L1-1.docx	competences, as follows: <^^^> students in the class. And then they	know	how to cater to the needs of all students
95	L1-3.docx	The Lord of the Rings and said: "Both of them	know	how to combine words into good stories. Each of
96	L1-10.docx	with Bahasa Indonesia in the condition "when they don't	know	how to convey it in English, I will facilitate
97	L1-8.docx	group members. Breads are well known to Europeans and they	know	how to cook and serve to accommodate the eating
98	L1-13.docx	the other, there were some concepts that she did not	know	how to express in English. To resolve this, Ana
99	L1-13.docx	of Indonesian. To express some concepts that she did not	know	how to say in English and promote students' understanding
100	L1-9.docx	vice versa. Take, for instance, how the learners wanted to	know	how to say 'Hormat gerak!' (Salute!) in English, how
101	L1-9.docx	to Allah) in English. On another occasion, they wanted to	know	how to say "Hormat gerak!" [Salute!] in English, as
102	L1-17.docx	know the grammar terms such as the tenses but I	know	how to understand the language." (Willy, Interview). Willy believed
103	L1-16.docx	given another way to do it and 41% (n=143) agreed they	know	how a particular assessment tasks will be marked. Although
104	L1-4.docx	also a part of understanding students. It is necessary to	know	how students view the characteristics of a good student
105	L1-11.docx	instructions for the tasks (i.e. questions asking if they	knew	what to do, or if they understood or could
106	L1-13.docx	did not understand a given instruction and thus did not	know	what to do, (2) did not understand the content of
107	L1-10.docx	rid of the emergency situation from which students did not	know	what to say in English, and to be spontaneous,
108	L1-13.docx	(Classroom Observation 2, Video 1, Minutes 24.29 – 24.30). Seeing Bobby puzzled and not	knowing	what to say, Ana let Bobby express what he
109	L1-17.docx	She felt uncomfortable with the situation because she did not	know	what to teach; she did not like the way
110	L1-20.docx	the following notes. Excerpt 32 <^^^> (Hanum, classroom observation 2) Hanum wanted to	know	what they did at nights in dormitory because indeed
111	L1-7.docx	once when they were undergraduate students, so I think they	know	what they need to do at school (MTU5*1)". These
112	L1-15.docx	From former experiences, pre-service teachers might believe that they	know	what a good, as well as bad, teacher is
113	L1-7.docx	but also knowing the principles that govern a knowledge domain (	knowing	what and why) (Star & Stylianides, 2013). This mutual understanding of
114	L1-8.docx	you know, happy Christmas or ya, something like that and	know	what I did, what I did, if I had
115	L1-18.docx	something like a line, so make easier for me to	know	what my mistake is, Miss" (Nurhayati, FGD 4, Class 2A).
116	L1-18.docx	that it was the flow to proceed. Students wanted to	know	what needed to be improved from their writing. The
117	L1-3.docx	also plays with language. Then, he asked whether the students	knew	what patterning poem is. He explained about patterning by
118	L1-19.docx	the ones who directly deal with students' individual differences and	know	what strategies can work to accommodate those differences. Crucially,
119	L1-17.docx	teaching. They need to have the knowledge and they must	know	what the students need" (Yulia, Interview). All participants showed
120	L1-18.docx	with students who were about to graduate to get to	know	what their experience of learning English for more than
121	L1-4.docx	might not want to be involved because they might not	know	what would be the best option, which is caused
122	L1-17.docx	his ability to speak English well. Furthermore, EF is well	known	as a PELI that employs NESTs making it a
123	L1-7.docx	from school known as mentor teacher and one from university,	known	as a supervising lecturer. The supervising lecturers were appointed
124	L1-17.docx	giving instructions to his students rather than using what is	known	as a 'teacher' tone'. He used phrases such as "
125	L1-13.docx	these learner-teachers' agency in learning what they need to	know	as future English language teachers and learning how to
126	L1-9.docx	and students are required to wear hijab, which is locally	known	as jilbab or hijab. Announcements made by the school
127	L1-9.docx	joint activities. Some female students wore hijab, which is locally	known	as jilbab, and some others did not. Before teaching
128	L1-7.docx	preservice teacher is supervised by two mentors, one from school	known	as mentor teacher and one from university, known as
129	L1-8.docx	a relatively loose time commitment. This perception of time is	known	as polychronic orientation (Duranti & Di Prata, 2009). People in North
130	L1-17.docx	the PELI context. Issued by Cambridge English Language Assessment, also	known	as University of Cambridge Local Exam Syndicate or UCLES,
131	L1-17.docx	always took time and made an effort to get to	know	their students and ensure that they could help them
132	L1-15.docx	students as important. Therefore, they made efforts to get to	know	their students more by approaching them outside the class
133	L1-8.docx	UK, the USA, Canada, Australia and New Zealand are commonly	known	their equality perspective and manifest the perspective into the
134	L1-8.docx	in the city. Besides these questions, she also wanted to	know	their marital status. Driven by the knowledge that English
135	L1-4.docx	underlines the active role that teachers play in classrooms and	knowing	their perceptions of teaching can contribute to the understanding
136	L1-7.docx	the PTs were at school. They assumed that the PTs	knew	their roles and responsibilities when they said: "For PPG
137	L1-17.docx	Tracy, Andara, Putih, Erica, and Diana emphasized the importance of	knowing	their students' backgrounds. They mentioned that they could connect

138	L1-3.docx	contagious (Tika, Hana, Sella, interview), and participating students mentioned that	knowing	their teachers also wrote stories or poems in English
139	L1-10.docx	Indonesia. For example, T12 mentioned Raja Ampat which was well-	known	for its beaches and coral reefs rich with marine
140	L1-17.docx	the most respected PELIs in town, Dago. Dago was well	known	for its NESTs and using imported coursebooks which were
141	L1-14.docx	already known producer/company (Farm House) that might be well	known	for its product reputation, and the verbal text on
142	L1-18.docx	collected from the West Sumatera Province of Indonesia, which is	known	for having a low level of English proficiency (First, 2012).
143	L1-9.docx	favourite" senior high-schools in the district. The school is	known	for relatively high school-admission grades, students' strong academic
144	L1-9.docx	and happens under God's will, or that only God	knows	for sure what will happen in the future, which
145	L1-9.docx	in Java Island and predominantly Javanese. Sumenep and Jombang are	known	for the presence of many Islamic boarding schools (pesantren)
146	L1-11.docx	implementation, the criteria for successful embedding also need to be	known	and acted up from the outset. The questions that
147	L1-4.docx	students' views on how a good teacher should be. To	know	and appreciate students' perceptions of teachers is to understand
148	L1-16.docx	is an official statement of what students are expected to	know	and be able to do" (Levin, 2008: 8); at the institution
149	L1-4.docx	what they have to know to function effectively, what they	know	and do not know already, and what they think
150	L1-9.docx	only to foster a conscious awareness of what they think,	know	and learn, but also to develop the ability to
151	L1-5.docx	what is called 'translanguaging' (Canagarajah, 2011). She is shuttling between the	known	and unknown drawing on cultural history, which is simply
152	L1-9.docx	competence chiefly concerns what and how much teachers need to	know	in order to teach effectively, including the ability to
153	L1-9.docx	the content knowledge of language teaching that they need to	know	in order to reach their full potential as English
154	L1-7.docx	program, the preservice teachers' professional field experience term is widely	known	in Indonesia as praktek pengalaman lapangan (PPL) or field
155	L1-17.docx	that his English was better than most people that he	knew.	In other words, Willy's investment paid off because
156	L1-1.docx	as 1) everything that is known, intelligence, or 2) everything that is	known	in regards to something (a course). It should be
157	L1-4.docx	for students' involvement, however in my findings, the teachers actually	know	in their heads that they need to involve the
158	L1-8.docx	serve are continually inculcated among group members. Breads are well	known	to Europeans and they know how to cook and
159	L1-4.docx	Pimor, 2015). Ideally, students' needs consist of what they have to	know	to function effectively, what they know and do not
160	L1-16.docx	Constructing knowledge means students make use of what they already	know	to make sense of what they are learning and
161	L1-11.docx	questioning to elicit the answer that the teacher wanted to	know,	to promote authentic and natural communication, and to encourage
162	L1-17.docx	knew that I could use to get a job you	know	to survive" (Nada, Interview). Nada's experience in Bali
163	L1-8.docx	Hasan, began his speech not only by offering greetings commonly	known	to the audience, but also inserting the Islamic greeting "
164	L1-1.docx	lies ahead. The self-evaluation involves their self-awareness or "	knowing	why competences" (Defillippi and Arthur, 1994); awareness of who they
165	L1-1.docx	awareness of who they are and what they want, their "	knowing-	why competences" (Defillippi & Arthur, 1994). The step may result in
166	L1-1.docx	selves (Fugate et al., 2004; Izadinia, 2015, 2018), developing self-awareness or the "	knowing-	why competences (Defillippi & Arthur, 1994) so they can have the
167	L1-1.docx	in working together in the society, and self-awareness or "	knowing-	why competencies" (Defillippi & Arthur, 1994); a person is required to
168	L1-1.docx	et al., 2009) through observations and teaching practice, and self-awareness ("	knowing-	why competencies"(Defillippi and Arthur, 1994)) through reflection. The first
169	L1-3.docx	grade, yet she was not satisfied because she did not	know	why she got that grade. <^^^> (Nadia, interview) Similarly, Fani,
170	L1-20.docx	of constructing their Acehnese identity in real teaching. This is	known	by the researcher because they ever explained it in
171	L1-11.docx	or closed questioning, and often involved asking for answers already	known	by the teachers, prompting simple responses, and facilitating a
172	L1-20.docx	the claim that we made because sincerity itself was only	known	by Allah himself. Even, according to her, angel itself
173	L1-20.docx	sacrificed his life for that of a young painter without	known	by anyone. Here, this kind of character, namely doing
174	L1-20.docx	of method in fact has been proven effective, which was	known	by Nisa through the good feedback that she got
175	L1-18.docx	asking peers, the teaching staff, or other parties who might	know	English better, 6) taking benefits from online feedback through online
176	L1-17.docx	master 'was that not only did a teacher need to	know	English grammar, but he also should be able to
177	L1-2.docx	in many professions and workplace. Therefore, it is important to	know	English in the midst of competition in the workforce.
178	L1-17.docx	also studied English formally at English First (EF), an internationally	known	English institution and also a prestigious PELI in his
179	L1-17.docx	as through CELTA or DELTA. CELTA is arguably the widest	known	English teacher qualification in the ELT world (Barnawi, 2016; Ganji
180	L1-5.docx	daughter likes to sing some English songs that she already	knows.	This means that Lis tried to build an English
181	L1-5.docx	daughter likes to sing some English songs that she already	knows.	This means that Lis tries to build an English
182	L1-10.docx	to make them feel themselves as international students and they	know	this is an international program. They have chosen it
183	L1-20.docx	when saying, "they know is better than they do not	know".	This low target seems to indicate that Edi's
184	L1-17.docx	not get chosen, but through this audition, Darren got to	know	this NEST and started to build a personal relationship

185	L1-20.docx	the members of community by enabling them to get to	know	each other as national fellows and imagine their community
186	L1-17.docx	as an extension of their university and, because they all	know	each other before they started working at Len, they
187	L1-9.docx	an explanatory note in brackets, i.e. 'that ye may	know	each other (not that ye may despise (each other))'.
188	L1-12.docx	information … which may increase the effectiveness of our teaching. I	know	each student's progress, and I can adjust my
189	L1-20.docx	that she meant here is it is Allah alone does	know	if we are truly sincere or not. Even, His
190	L1-20.docx	are truly sincere or not. Even, His angel will not	know	if we are sincere or not. So, here, there
191	L1-17.docx	to put a burden to myself and I don't	know	if I can actually do it" (Claire, Interview). Being
192	L1-8.docx	The main motivation for her question was to let her	know	if they were married, so that address terms such
193	L1-1.docx	others are the expected social capital (Forrier et al., 2009) or "	knowing-	whom competence" (Defillippi & Arthur, 1994). The expected attitudes also include
194	L1-1.docx	of knowledge and skills; social capital (Forrier et al., 2009) or "	knowing-	whom competence" (Defillippi & Arthur, 1994) as they are expected to
195	L1-1.docx	and gather contextual information. They use their social capital or "	knowing-	whom competencies" (Defillippi & Arthur, 1994) to relate to the schools'
196	L1-1.docx	people in his job network (Forrier et al., 2009) and the "	knowing-	whom competencies" (Defillippi & Arthur, 1994) play a role in influencing
197	L1-17.docx	his knowledge and cancel any alternative ideas because a mentor '	knows'	more than a trainee. Understanding his subordinate position, Yanni
198	L1-17.docx	organized. He realised that he needed to prove that he	knew	more than them, so before the training session, he
199	L1-1.docx	regard the teaching practicum as a way of getting to	know	more about the realities of students, and use this
200	L1-20.docx	explain about English words, it is merely because he just	knows	Acehnese language and does not know about other indigenous
201	L1-20.docx	for such context, namely Mr. Fahim (see line 231), a well-	known	Acehnese rector in Banda Aceh city. From these two
202	L1-3.docx	examples of six-word-micro fiction, one of a well-	known	American author, Hemingway, and others from an online source.
203	L1-13.docx	when I started my bachelor's degree. I began to	know	American English, British English, and Australian English (Pre-Interview,
204	L1-2.docx	perspectives. While it is true that lecturers or teachers should	know	better what teaching practice, they would implement in their
205	L1-12.docx	think selective feedback is better [than the comprehensive one] … Students	know	better which errors to fix, improve, or revise. Although
206	L1-12.docx	one-on-one writing conferences helped him to get to	know	his students better. <^^^> (Gie, personal communication 2, 2016) Most teachers (n=6)
207	L1-10.docx	He would remind his students to speak English when he	knew	his students spoke Bahasa Indonesia. This point was more
208	L1-10.docx	contained of essential information related to participants' profile. Getting to	know	it deeply made the researcher familiar with the context
209	L1-13.docx	illusion (Žižek, 1989). Žižek (1989) theorises that "ideological illusion lies in the '	knowing'.	It is a matter of discordance between what people
210	L1-17.docx	marginalization"(Kumaravadivelu, 2012, p. 23) that she considered herself as someone who	knew	nothing about teaching and that her teaching experiences meant
211	L1-10.docx	was also aware that sometimes there was occasions that they	knew	nothing about words or expressions in English, so Bahasa
212	L1-20.docx	better for Edi to tell them the things that they	know	or can find in their local contexts. One of
213	L1-20.docx	telling students the things in English materials that they never	know	or find in their local contexts, it is better
214	L1-17.docx	experience of teaching English to adult learners, the importance of	knowing	our students cannot be overstated because although teachers can
215	L1-17.docx	goals in learning English, even when teaching general English courses.	Knowing	our students may include knowing about their preferred activities
216	L1-13.docx	t got the guidance. Many words that we do not	know	where is coming from" (Pre-Interview, p. 13). Nonetheless, she
217	L1-12.docx	to split the sentence into two. She asked if Nadhira	knew	where the sentence should be split and Nadhira replied
218	L1-2.docx	in this study because these students are independent and should	know	which MTS work best for them to increase their
219	L1-3.docx	she always checked students' outline and gave comments, so students	knew	which part was wrong, and what to add. They
220	L1-17.docx	as Yulia, Triana was embarrassed when she felt that she	knew	a lot less English vocabulary than her classmates. Moreover,
221	L1-1.docx	who can't write, there are those who don't	know	alphabets, there are those who can't read" (Ely39)).
222	L1-4.docx	know to function effectively, what they know and do not	know	already, and what they think they need (Nation and
223	L1-10.docx	to articulate something in Indonesian context and he did not	know	any English words for that purpose, Bahasa Indonesia was
224	L1-16.docx	and implementation process. As Fullan (1991, p. 182) puts it, ". . . we hardly	know	anything about what students think about educational change because
225	L1-8.docx	time is punished" (Jones & Brown, 2005). This view of time is	known	as monochronic orientation. People in this culture are expected
226	L1-9.docx	Tanah Airku (My Motherland) composed by late Sarijah Niung (widely	known	as 'Ibu Sud'), expressing a great admiration for the
227	L1-14.docx	designed meaning to overall text of the label. If the	known	association of yellow as an alert/warning were applied
228	L1-15.docx	learn new knowledge and connect it to what they have	known	before in order to obtain a better and thorough
229	L1-8.docx	way if they are with other people they do not	know	before, they know how to start and engage in
230	L1-9.docx	during the question- and-answer session. By not letting students	know	beforehand what song to sing in the classrooms, Ana
231	L1-13.docx	such as American and Australian English for the students to	know	but not to use. The reason was because such

232	L1-17.docx	Claire: exchanging economic capital for cultural and symbolic capital I	knew	Claire when I worked in Dago in 2011. Claire came
233	L1-12.docx	a writing conference session, Ayu told Dana, her student, she	knew	Dana was able to cite a source, but Dana
234	L1-10.docx	I will push 100% [[to use English]]. She did want to	know "	even though we both struggle, we must speak in
235	L1-17.docx	home to be with her friends. She said that she	knew	everybody and felt like part of a family whenever
236	L1-8.docx	in classrooms, in offices with diverse overseas sojourners, in well-	known	foreign visitor tourism spots, and in myriad conversational settings
237	L1-13.docx	for a discussion on illusion in an ideology). What Ana	knew	from what she heard from her schoolteacher and professional
238	L1-11.docx	the measurement uses of assessment were measuring, identifying, testing, indicating,	knowing,	grading, reporting, and evaluating, which were often followed by
239	L1-20.docx	sure that GTM makes English teachers who use it only	know	grammar but cannot speak English effectively. Then, Edi included
240	L1-8.docx	didn't expect me to do that, saying happy, you	know,	happy Christmas or ya, something like that and know
241	L1-20.docx	than God. God can forgive anyone easily because as we	know	He is indeed the most merciful, whereas human beings
242	L1-15.docx	in the interview, she admitted that she was surprised to	know	her classmates' English language proficiency was far better than
243	L1-3.docx	It really triggered my inspirations for past events, wanting to	know	history. I love reading history". She told of this
244	L1-4.docx	need to involve the students in certain ways that they	know	how. In this context is by giving the students
245	L1-10.docx	supportive. The ultimate reason behind her support was "because, you	know,	I myself have the responsibility here". She continued describing
246	L1-3.docx	of a creative outcome can be achieved by "reiterating a	known	idea in a new way" and "leading to an
247	L1-3.docx	talked about his experience of meeting Wregas Bhanuteja, a well-	known	Indonesian movie director who won the Cannes 2016 award with
248	L1-17.docx	ability and his teaching skills. Being accepted into a well-	known	institution must have boosted his confidence in teaching and
249	L1-1.docx	the word 'knowledge' (pengetahuan) is defined as 1) everything that is	known,	intelligence, or 2) everything that is known in regards to
250	L1-20.docx	than nothing, which Edi tried to imply when saying, "they	know	is better than they do not know". This low
251	L1-5.docx	a new form usually if no one else seemed to	know	it. The teacher introduced new forms by showing some
252	L1-17.docx	theoretical or grammatical reasons behind his answers, but he 'just	knew	it. 'Fortunately, he was still accepted at the PELI
253	L1-14.docx	as associative and distinctive features. In several contexts, red carries	known	meanings of indicating maximum-degree alert (Peterson, 2003, p326; Kress
254	L1-17.docx	I fell in love with teaching and I wanted to	know	more. I wanted to be better" (Claire, Interview). Upon
255	L1-13.docx	among such varieties. Interestingly, Ana admitted that she did not	know	much about the history of English. Thus, her view
256	L1-20.docx	saying, "Now there are still vocabularies that we do not	know	much. Oh I really want to be like that",
257	L1-11.docx	was obvious in the class that if the teachers were	known	not to check the completed tasks, they would make
258	L1-10.docx	but yes, it must be translated into English. So, they	know '	oh this term was used for this, that term
259	L1-9.docx	to recognise people from different nations and tribes or to	know	one another, but more importantly to exchange ideas, share
260	L1-9.docx	learning activities are to be used as a means of	knowing	people of different ethnics, colours, nationalities or cultural groups,
261	L1-2.docx	classmates or other people that the students may or not	know	personally. The lecturers' presenting real examples or models of
262	L1-4.docx	teaching methods (discussion), and even resist other (presentation) because they	know	precisely what best work and what might not work
263	L1-1.docx	rewards as a means of getting a favor, getting to	know	problematic students outside of the classroom, and finding out
264	L1-14.docx	on the left of the label may represent an already	known	producer/company (Farm House) that might be well known
265	L1-13.docx	Pre- Interview, p. 7). None, she believes, is superior to another.	Knowing	some features of British and American English especially spelling
266	L1-8.docx	DePaulo, September 21, 2017). However, people from a different culture may consider	knowing	someone's marital status is worthy for the sake
267	L1-9.docx	has noted, the traditional role of teachers as "the all-	knowing	source of the correct" can no longer be assumed.
268	L1-3.docx	stories, Tara used questions to elicit what they had already	known,	such as "What are the main ingredients of horror?"
269	L1-20.docx	in order they remained respected by their students because, as	known,	teachers in Aceh are viewed as a moral guide.
270	L1-16.docx	the cause of teachers' success or failure in a classroom.	Knowing	teachers' attitudes is beneficial because any investment in a
271	L1-13.docx	is how do they speak well. Because what? Because I	know	that the competition outside" (Post-Interview 3, p. 7). It is
272	L1-11.docx	asked students to 'open your textbook page 48' or let students	know	that 'what we are going to learn today is …
273	L1-15.docx	they had problems with the lesson and to get to	know	them better. In her reflection, she wrote that her
274	L1-15.docx	field practices unite cognitive and affective domains. This implies that	knowing	themselves is important for teachers. Further, in the context
275	L1-10.docx	at who were her students in the classroom. Once she	knew	there were Arabic students in her classroom, she would
276	L1-17.docx	or educational background and their motivation to learn English: by	knowing	these details, they claimed that they could prepare more
277	L1-17.docx	her that he was there to accompany his private student.	Knowing	this, the director of study offered him a job
278	L1-20.docx	The inclusion of her fellow English teachers here can be	known	through her use of the pronoun 'we' when she

279	L1-10.docx	session of draying a contract. In English, the only term	known	was representing minor but in Bahasa Indonesia the terms
280	L1-20.docx	aware Allah is watching". Here, as Muslims believe that Allah	knows	whatever they do, they ideally should avoid all visible
281	L1-11.docx	not control how they completed the questionnaire, nor did I	know	whether they had an exact understanding of the questionnaire
282	L1-15.docx	thrilling experience for pre-service teachers, as they do not	know	whether the school community (including students, school- practicum supervisors,
283	L1-20.docx	pedagogical practices in classroom. Thus, it is so important to	know	who teachers are in order to understand how they
284	L1-17.docx	teacher enabled her to create the types of lessons she	knew	would be fun and beneficial for her students. Case 6.
285	L1-17.docx	strategies. Yanni talked about having to reduce his 'getting to	know	you' time with his students. He was told that

File	Left context	Hit	Right context

Epistemic Lexical Verb: Believe

No.	File	Left context	Hit	Right context
1	L1-19.docx	this view, one teacher (T4) and the school principal also	believed	that the SA implementation could train students to be
2	L1-19.docx	the students. The data showed that school managers and teachers	believed	that the SA could help the teachers to improve
3	L1-19.docx	among senior managers, EFL teachers, and students. The senior managers	believed	that the SA is a suitable approach for enhancing
4	L1-4.docx	following teacher said, <^^^> (Teacher B_U1, Interview, October 10, 2017) The teacher	believed	that the students were focusing more on grammar and
5	L1-4.docx	detail in the next chapter. Looking at this, the teacher	believed	that the students themselves should take the initiatives and
6	L1-13.docx	of her object of activity. Taking an instrumental stance, Tina	believed	that the students need to be able to carry
7	L1-16.docx	syllabus. The results also show that total respondents of 78 % (n=39)	believed	that the content of the 2013 English Curriculum helps students
8	L1-16.docx	of society More findings show that 52 % of teacher respondents (n=26)	believed	that the content of the 2013 English Curriculum is easily
9	L1-7.docx	the six participating universities, a majority of the respondents consistently	believed	that the professional field experience was a critical component
10	L1-7.docx	the six participating universities, a majority of the respondents consistently	believed	that the professional field experience was a critical component
11	L1-15.docx	that teachers were professionals. In response to the item 'I	believe	that the teaching profession is a noble profession', the
12	L1-15.docx	enter the teaching field <^^^> (Eni) Work-life balance Some participants	believe	that the teaching profession is a profession that suits
13	L1-4.docx	their relationship with the teacher, still consider losing face, and	believe	that the use of textbooks in the classroom is
14	L1-18.docx	learning: <^^^> (Putri, FGD 9, Graduate 1) Putri explained further that she also	believed	that the use of the e-tools saved paper
15	L1-17.docx	to use in her communication. Consequently, as a teacher, she	believed	that the aim of teaching English was to enable
16	L1-17.docx	using English in their extracurricular activities and daily communications, they	believed	that the best way to learn English as a
17	L1-4.docx	teachers and their beliefs of a good teacher, the students	believed	that the characters of some teachers made it difficult
18	L1-9.docx	characters in the material look and what they wear. She	believed	that the characters' clothing may affect student's opinion
19	L1-13.docx	Dina asserted that she would still have changed it. She	believed	that the classroom is a place for students to
20	L1-16.docx	of students' achievement, skill and proficiency and & 72% teacher respondents (n=36)	believed	that the data from the student's assessment system
21	L1-15.docx	travel overseas'. The survey results showed that all of them	believed	that the English language would support them overseas. Accordingly,
22	L1-11.docx	group members disagreed with this, the teachers stated that they	believed	that the government should regulate teachers, and that those
23	L1-19.docx	data showed that in terms of assessment, the school managers	believed	that the implementation of the SA could help the
24	L1-17.docx	that she was becoming a more effective teacher. She now	believed	that the instructional time that she had must be
25	L1-16.docx	for teaching." As a matter of fact, 39 % of students (n=137)	believed	that the Internet can replace the textbook. Thus, looking
26	L1-19.docx	integrated in learning and teaching activities, both teachers and students	believed	that the language barrier and student characteristics might also
27	L1-10.docx	developed by scholars in, particularly, the European countries. I did	believe	that the latter fact was the primary cause. Therefore,
28	L1-2.docx	The findings suggest that both the lecturers and the students	believed	that the lecturers' use of L2 was dominant in
29	L1-15.docx	reason for participants to choose to become teachers. Some participants	believed	that the lifestyles of teachers, such as school holidays,
30	L1-17.docx	some areas. Their findings show that both groups of teachers	believed	that the most effective way to learn a language
31	L1-9.docx	implanted in the students in the classroom instruction. Also, Ambar	believed	that the national curriculum and the syllabus have incorporated
32	L1-11.docx	of the recently reduced stakes of the national examinations, they	believed	that the national examinations bring negative washback on classroom
33	L1-16.docx	Adi/teacher/interview) In addition, a total of 78 % teacher respondents	believed	that the new student assessment system takes into consideration
34	L1-9.docx	native- speakerness and cultural authenticity. Wati and Yanti, for example,	believed	that the NSs of English are the more legitimate
35	L1-9.docx	particularly into IHS EFL resources. 4.6.4 NSs as resource persons Yanti	believed	that the NSs of English are indispensable for the
36	L1-16.docx	to consider in the EFL curriculum policy planning. I also	believe	that the pedagogical contribution of this study is not
37	L1-8.docx	use of the greeting occur among educators. Some of them	believe	that the practice is compulsory and therefore, they always
38	L1-16.docx	participants were against the idea of curriculum change because they	believed	that the previous curriculum is better and that such
39	L1-19.docx	from focusing on, fulfilling, and adjusting their roles since they	believed	that the principles of the SA were not in
40	L1-3.docx	practice in the context of creative writing: <^^^> (Hana, FGD) Hana	believed	that the process of producing a creative work needed
41	L1-11.docx	a linear association. When the quality of teaching improves, they	believed	that the quality of learning also increases. This may
42	L1-20.docx	view others and us, so it is also reasonable to	believe	that the same thing applies to our religious identity.
43	L1-6.docx	software in previous semesters. Based on his previous experience, he	believed	that the software was important to help students work
44	L1-16.docx	experience as English teacher, others were unexpected. For example: I	believe	that the student-centred approach emphasized in the 2013 Curriculum

45	L1-9.docx	had some familiarity was chosen in place of burger. Aris	believed	that the students' familiarity with the local food helped
46	L1-9.docx	character education. Also, by referring to student's age, Aris	believed	that the teachers' insights into the students' psychological development
47	L1-9.docx	n Aris, 21/11/15) While acknowledging the compulsory character-building instruction, Aris	believed	that the ways and the extent to which the
48	L1-12.docx	more encouragement for those with low motivation. All the teachers	believed	that the written feedback and the writing conferences complemented
49	L1-2.docx	the survey and qualitative data highlight that the lecturers generally	believe	that they had used MTS frequently while the students
50	L1-15.docx	to be positive. The results indicated that 86% of the respondents	believed	that they had adequate teaching competencies, while the other 14%
51	L1-18.docx	These findings indicated that all classes agreed that the students	believed	that they had made some changes in their English
52	L1-12.docx	in the EFL1 course" (Nida, personal communication 1, 2016). These teachers also	believed	that they were responsible for checking student's draft
53	L1-12.docx	this action is the teachers' perceived identity as mentors who	believed	that they were responsible for providing feedback and had
54	L1-15.docx	verbal persuasion' (Bandura, 1977, 1982) are likely to make pre-service teachers	believe	that they can cope with the challenges that eventually
55	L1-16.docx	Curriculum in West Java Province, Indonesia. All in all, teachers	believed	that they carried chief responsibility for managing their workload.
56	L1-2.docx	not difficult to study to the students, making the students	believe	that they could master it, and (supporting) involvement in
57	L1-7.docx	week and were involved in all school events. The participants	believed	that they developed a stronger affection with students and
58	L1-9.docx	characters in the teaching and learning materials are NSs, Wati	believed	that they have the necessary language skills, give good
59	L1-11.docx	was that teachers viewed student-centred assessment as crucial and	believed	that they increased students' assessment literacy. However, this positive
60	L1-15.docx	teachers' professional development. From former experiences, pre-service teachers might	believe	that they know what a good, as well as
61	L1-13.docx	As long as indigenous languages are taught at schools, Dina	believed	that they would not become extinct. <^^^> (Pre-Interview, p. 5)
62	L1-6.docx	to hardware and technological competence. <^^^> (L1, Univ A, Sept 2016). L1	believed	that students should be able to communicate with one
63	L1-6.docx	a clue, but the rest was up to them. She	believed	that students should be given the responsibility to enhance
64	L1-17.docx	to practice their English outside of the classroom. Moreover, she	believed	that students should feel safe to make mistakes when
65	L1-6.docx	when allowed to use phones in the classroom. However, he	believed	that students could work properly and focus on completing
66	L1-10.docx	anyplace, anywhere, and anytime. Making use of these principles, he	believed	that students could develop their unlimited potential capacity so
67	L1-6.docx	Facebook into her teaching. <^^^> (L3, Univ A, Sept 2016). Further, L3	believed	that students would find Facebook useful for learning because
68	L1-10.docx	viewing the multilingualism in terms of perspectives and practices. T5	believed	that students would be able to enhance their English
69	L1-16.docx	allenges, such as high teacher absenteeism (Asadullah, 2006; Jepsen, 2015). Nonetheless, I	believe	that students have the right to educational quality in
70	L1-10.docx	would use LOTE for certain purpose of his teaching. He	believed	that students in EMI classroom needed to understand the
71	L1-12.docx	nts's drafts (see excerpt 6.5). <^^^> (Nida, personal communication 2, 2016) The teachers	believed	that students might understand better through the combination of
72	L1-6.docx	focus was on helping students master content knowledge. They both	believed	that students need to be given the independence to
73	L1-4.docx	a good teacher and a good student, two of them	believed	that a good teacher should also teach students how
74	L1-7.docx	assessment. A participant from the University Three reflected: <^^^> (FGU3*3). They	believed	that a good mentor teacher should be able to
75	L1-17.docx	English. Anji's habitus In terms of teaching beliefs, Anji	believed	that a good teacher should have two main qualities.
76	L1-17.docx	interest in learning English as it had for him. Yani	believed	that a teacher must be friendly to his students
77	L1-17.docx	interpersonal skills. Having developed a good command of English, he	believed	that a teacher must master the language. What he
78	L1-3.docx	being knowledgeable and experienced in the area. <^^^> (Hana, interview). Hana	believed	that a creative person had to have sufficient knowledge
79	L1-10.docx	reason was interrelated with the concept of double degree. They	believed	that a double degree program had to be reflected
80	L1-17.docx	At the beginning of her career as a teacher, she	believed	that a lesson must be fun, so she always
81	L1-11.docx	and with consideration of the readiness of the region. I	believe	that a simultaneous, top- down, and centralised prescriptive system
82	L1-3.docx	their creativity, but not in writing fiction or poetry. Dea	believed	that she was creative in making handcrafts, especially using
83	L1-9.docx	her English proficiency against what she called 'international standards' and	believed	that she was still below the standards. Despite having
84	L1-13.docx	Due to the curricular rule (as mentioned above), however, she	believed	that she had to prioritise the rule without giving
85	L1-6.docx	creating content for English learning. <^^^> (S77, Univ A, Dec 2016). S15	believed	that she learnt to be more creative in conceptualising
86	L1-17.docx	experience shaped India's habitus as a teacher and she	believes	that she needs to provide her students with feedback,
87	L1-13.docx	learned is Standard English (British English) and that she therefore	believed	that she teaches British English to her students. In
88	L1-2.docx	the language in class. She said: <^^^> (L03)(OCC). Lecturer 01, however,	believed	that she used the teaching strategies: presenting models strategy
89	L1-15.docx	the respondents also showed high agreement with the item 'I	believe	that teachers are valued by society'. From the point
90	L1-15.docx	achievement. The current research reveals that most of the participants	believe	that teachers are responsible for their students' achievement and
91	L1-15.docx	required specialised knowledge. In response to the survey item: 'I	believe	that teachers have a heavy workload', most respondents indicated
92	L1-15.docx	of them agreed, and 14% strongly agreed. Regarding the item 'I	believe	that teachers have high social status,' the responses indicated

93	L1-15.docx	and 11% strongly agreed. Interestingly, the responses to the item 'I	believe	that teachers earn a good salary' indicate the respondents'
94	L1-15.docx	agreement. The results showed that the pre-service teachers mostly	believed	that teachers made a significant contribution to their students'
95	L1-15.docx	the respondents. The survey data showed over 90% of the respondents	believed	that teachers were professionals. In response to the item '
96	L1-15.docx	respondents expressed very positive perceptions towards the survey item 'I	believe	that teaching is beneficial to society'. Most of the
97	L1-15.docx	expressed a high agreement when responding to the item 'I	believe	that teaching is emotionally demanding.' The pre-service teachers'
98	L1-15.docx	quantitative and qualitative data shows that most of the participants	believe	that teaching is an important and respected profession, but
99	L1-15.docx	agreed, 51% agreed, and 25% slightly agreed. Only 7% of respondents did not	believe	that teaching was emotionally demanding. In response to the
100	L1-15.docx	of the pre- service teachers participating in this research positively	believed	that teaching was a valuable job and highly respected.
101	L1-11.docx	regarding teaching and learning improvement as a single dimension and	believed	that teaching and learning might have a linear association.
102	L1-6.docx	of explaining or lecturing that promoted learning. He seemed to	believe	that teaching writing skills required more direct input from
103	L1-3.docx	not self-assured regarding their own personal creativity because they	believed	that their creativity was much influenced by aspects such
104	L1-14.docx	these resources to develop the students' multimodal literacy. The teachers	believed	that their main task in the English instruction was
105	L1-12.docx	their students. However, they provided comprehensive written feedback because they	believed	that their non-English major students' needs for comprehensive
106	L1-17.docx	the opportunity to use English in their communication, the participants	believed	that their students could build their confidence in English
107	L1-17.docx	trained teachers such as Mike, Darren, Maya, and Claire. They	believed	that their teaching abilities and CELTA certificate would enable
108	L1-6.docx	faced challenges regarding mobile phone use in the classroom. They	believed	that their understanding of the textbook contents increased after
109	L1-9.docx	singing together as a way to interact with students and	believed	that this activity is a valuable pedagogic tool: <^^^> (Interview
110	L1-4.docx	great deal to the quality of the research findings. I	believe	that this has to do with how I designed
111	L1-1.docx	Elly illustrates the importance of checking students' writing, as she	believes	that this is a part of the procedure of
112	L1-17.docx	common within the field of ELT as it is widely	believed	that this policy will immerse students in an English
113	L1-17.docx	do it. because I can do it." (Claire, Interview). Claire	believed	that this positive atmosphere at the institution made her
114	L1-16.docx	classroom practices and consequently the execution of reform. I therefore	believe	that this study provides significant insights into the process
115	L1-9.docx	Qur'an in Islam, it is not only Muslims who	believe	that English is a language of the Christians or–
116	L1-13.docx	very important to know about English" (Pre-Interview, p. 9). Ana	believed	that English is so important that people need to
117	L1-9.docx	These skills can be especially relevant as Ana tended to	believe	that English has a set of cultural and ideological
118	L1-13.docx	neighbouring countries such as Malaysia, Singapore, and the Philippines, and	believed	that English in Indonesian should have the same status
119	L1-17.docx	regardless of their major, whether in English or not, students	believed	that English would help them in their future professions.
120	L1-17.docx	that his children could study at university since he strongly	believed	that having a high education was the key to
121	L1-17.docx	Similar to the findings in the present study, all participants	believed	that having a rule which reinforces the use of
122	L1-5.docx	her daughter up with cultural and social capital, as she	believes	that having English knowledge will help her child have
123	L1-17.docx	and were more fluent in English. This experience made him	believe	that having high level of proficiency is more important
124	L1-17.docx	in Indonesian, she would continue the conversations in English. She	believes	that having maximum exposure to the target language (English)
125	L1-3.docx	belief in their capability to produce something creative. Hence, she	believed	that it was important to nurture the student's
126	L1-10.docx	they did not have proper insight of multilingualism. Meanwhile, T8	believed	that it was not effective to use other languages
127	L1-19.docx	enhancing students' critical thinking. However, the EFL teachers and students	believed	that it was rather ineffective considering that students had
128	L1-13.docx	not crucial" (Post-Interview 1, p. 3). In terms of speaking, Budi	believed	that it is difficult for speakers of English as
129	L1-13.docx	bought on her recommendation. The dictionary was chosen since Dina	believed	that it is a 'correct' dictionary. "I think the
130	L1-11.docx	technology and stated that they found it problematic as they	believed	that many teachers still encounter challenges in using technological
131	L1-11.docx	not developed [B1EW]. Regarding the K13 assessment, my respondents	believed	that many teachers did not have a clear understanding
132	L1-11.docx	s learning development [GD1]. Many teachers in the group discussions	believed	that many parents still hold conventional and negative views
133	L1-16.docx	subject which was better than the Indonesian language. Sukyadi (2015) also	believed	that many policy makers assumed that with fewer teaching
134	L1-12.docx	they considered content and organisation were more important because they	believed	that many students had difficulty in developing ideas in
135	L1-12.docx	displayed in excerpt 5.1. <^^^> (Erna, personal communication 2, 2016). The teachers also	believed	that providing feedback is also beneficial for themselves. First,
136	L1-12.docx	L2 writing ability, the majority of the teacher interviewees (n=7)	believed	that providing feedback could increase their students' motivation and
137	L1-12.docx	of feedback as having additional pedagogic benefits. Most teachers (n=7)	believed	that providing feedback could increase their students' motivation and
138	L1-12.docx	improve students' writing, grammatical accuracy, and second language knowledge. They	believed	that providing teacher's written feedback could improve student'
139	L1-6.docx	and ensuring long-term sustainability' (Hockly, 2014, p. 80). All of them	believed	that providing themselves with an internet quota was necessary,
140	L1-9.docx	acknowledged an interrelationship between language and culture and tended to	believe	that some values inherent in English are oppositional to

141	L1-9.docx	cultural values, beliefs and practices. This was partly because she	believed	that some values and behaviours associated with English and
142	L1-9.docx	expressions for making invitation Second, the EFL teachers tend to	believe	that some sociocultural values entrenched in the English language
143	L1-9.docx	interlocutor's cultural knowledge. Also, the EFL teachers tended to	believe	that some sociolinguistic values inherent in English are inconsistent
144	L1-6.docx	for important issues related to the tasks he assigned. He	believed	that some students were not confident enough to ask
145	L1-6.docx	that Facebook was incorporated in the teaching process because he	believed	that all students used Facebook. <^^^> (L2, Univ B, Sept 2016.
146	L1-6.docx	allowed them to bring their smartphones into the classroom. He	believed	that all students have smartphones with the Facebook app.
147	L1-11.docx	curriculum content, while largely neglecting the empowerment for teachers. I	believe	that all curriculum innovations would fail if teachers are
148	L1-1.docx	learning outcomes of ELE graduates is process-oriented, as Harmer	believes	that all teachers will go through a process of
149	L1-11.docx	get marks … students must have scores' [A1BD]. This teacher	believed	that assessment results can boost the learning motivation of
150	L1-11.docx	towards grades Even if the scores were poor, teachers still	believed	that assessment results could be motivational provided that more
151	L1-11.docx	principals about their conceptions of AfL and revealed that they	believed	that assessment has both measurement and inquiry functions. This
152	L1-11.docx	teacher's jobs. Ten teachers in the interviews tended to	believe	that assessment is a job that is particular to
153	L1-12.docx	that they provided feedback on students' L2 writing because they	believed	that feedback was beneficial to improve the students' L2
154	L1-12.docx	all the teachers (N=9) stated in the interviews that they	believed	that feedback was important to support their students' learning.
155	L1-12.docx	was beneficial to improve the students' L2 writing. The teachers	believed	that feedback could improve the students' writing ability (e.
156	L1-12.docx	of writing in the second and third draft. The teachers	believed	that feedback should be personalised and feedback decisions should
157	L1-15.docx	that convey the respondents' self-efficacy in their teaching. Aska	believed	that his ability to design learning materials helped him
158	L1-13.docx	that he is a legitimate user of English and thus	believed	that his pronunciation and way of speaking English is
159	L1-17.docx	wife to invest in learning Indonesian. As a teacher, he	believed	that his role was to help his students develop
160	L1-6.docx	presentations, and create mini projects. <^^^> (L1, Univ A, Sept 2016). L1	believed	that his students were familiar with basic skills in
161	L1-6.docx	which could make them reluctant to use it. However, she	believed	that if everyone cooperated then it would be easy
162	L1-20.docx	is indeed that taught in Islam. In Islam, it is	believed	that if people do not forgive one in this
163	L1-6.docx	so. <^^^> (L1, Univ A, Sept 2016). As found in observation 1, L1	believed	that if students changed their minds and decided to
164	L1-17.docx	that the students would be relaxed and like him. He	believed	that if the students liked him, they would want
165	L1-9.docx	English language (Buttjes, 1991). As Byram (1991, p. 18) puts it: <^^^> Second, Aris	believed	that in English classrooms the teaching and learning of
166	L1-9.docx	has been included in the syllabus and RPP. She also	believed	that in general GHS Jawa students are highly enthusiastic
167	L1-10.docx	English language skills much differ from one to another". I	believed	that in the classrooms, teachers were in the position
168	L1-16.docx	that I interviewed no one brought up this topic. They	believed	that in the 2013 English Curriculum they should lessen their
169	L1-4.docx	expect teachers to be creative in the classroom. Nevertheless, they	believed	that learning is also using books and they are
170	L1-17.docx	Moreover, because of her childhood experience at Australian schools, Mary	believed	that learning must be enjoyable, students must not feel
171	L1-10.docx	key in teaching is a two-way communication, while T1	believes	that learning should not be limited by walls of
172	L1-16.docx	curriculum as more helpful in achieving educational goals. Many researchers	believe	that learning strategies are significant in EFL/ESL, as
173	L1-13.docx	the entire community in the world" (Pre-Interview, p. 4). Budi	believed	that people need English as a means for international
174	L1-13.docx	for success in the globalised world as explained above, Budi	believed	that people need English as a lingua franca (ELF).
175	L1-13.docx	spread of English to Indonesia to be beneficial. Therefore, she	believed	that people need to master English as elaborated below. 7.2.2.3
176	L1-13.docx	acceptance and use of English everywhere around the globe, Dina	believed	that people need to master English as an instrument
177	L1-6.docx	and cautious when integrating Facebook into teaching and learning. They	believed	that students' conditions should be taken into account in
178	L1-9.docx	programmes in VHS. As Aris remarked: <^^^> (Interview with Aris, 11/11/15) Aris	believed	that students' general academic knowledge and their English skills
179	L1-6.docx	students' level of participation and review students' work, but he	believed	that students' response was low because 'not all students
180	L1-15.docx	success. Ashton (1984) suggests that teachers with high self-efficacy commonly	believe	that students' success or failure is greatly associated with
181	L1-3.docx	parents. Reflecting on this experience as a grown up, Amel	believed	that her childhood 'friend' was actually a ghost. Even
182	L1-17.docx	later influenced her teaching habitus (secondary habitus) in that she	believed	that her role as a teacher was to create
183	L1-9.docx	As Wati suggested: <^^^> (Interview with Wati, 17/11/15) Not only did Wati	believe	that her selection and presentation of the additional 'authentic
184	L1-9.docx	discussed earlier in this study, the local EFL teachers generally	believe	that language and culture are intimately related and tend
185	L1-17.docx	to English native speakers, and studying at PELIs. Consequently, they	believe	that language is best learned by using it in
186	L1-20.docx	sections, respectively. 7.2.1 Teacher as a moral guide Widodo et al., (2018)	believe	that language teaching has connection to ideologies, which can
187	L1-4.docx	the observation note above show that the teachers seem to	believe	that there is no single best method that works
188	L1-16.docx	shortcoming of student-centred learning was revealed by students. They	believed	that there should be a balanced portion when teachers

189	L1-15.docx	their disbelief, the results demonstrated that pre-service teachers absolutely	believed	that there was an association between teachers' efforts and
190	L1-15.docx	as participating in student organisations and tutoring other students. Respondents	believed	that these activities also played significant roles in their
191	L1-11.docx	of mid and final-semester assessments due to cheating and	believed	that these practices lead to less accurate evidence of
192	L1-1.docx	in the form of pictures, songs, and videos (Lin721). She	believes	that these technologies "can make students more motivated" (Lin721)
193	L1-5.docx	devices to support them in learning English at home. They	believe	that an early start in English L2 learning can
194	L1-4.docx	part III section 4.3.2. 4.4.1.3. Autodidact Learning Besides collaborative work, the teachers	believed	that an indicator of all successful learning is students
195	L1-16.docx	differentiated curricula for different learners (Nunan, 1988). Based on findings, teachers	believed	that by having student-centred learning, they felt the
196	L1-20.docx	not like to be dictated or advised directly. So, Nisa	believed	that by sharing her advices in the form of
197	L1-12.docx	referencing style, content, and organisation. Most of these teachers (n=6)	believed	that comprehensive feedback on these aspects of writing was
198	L1-12.docx	degree (e.g., Erna, personal communication 1, 2016). In addition, four teachers	believed	that comprehensive feedback was in line with the objectives
199	L1-6.docx	the advantages of using Facebook for learning purposes. L5 also	believed	that considering the low cost of Facebook is important.
200	L1-6.docx	in this study were being empathetic to students' needs and	believed	that considering the level of disparity among students was
201	L1-3.docx	should be conveyed in the stories and fables. Many scholars	believe	that cultural tightness might hinder creativity (e.g. Kwang, 2001;
202	L1-9.docx	expressions in terms of Indonesian or Javanese expressions. Likewise, Yanti	believed	that cultural values have a stronger effect than linguistic
203	L1-12.docx	both direct and indirect feedback equally beneficial. Those teachers who	believed	that direct feedback was more useful than indirect feedback
204	L1-12.docx	indirect feedback on the students' drafts although six of them	believed	that direct feedback was more effective. The findings regarding
205	L1-13.docx	communicate, everything must be in English" (Pre-Interview, p. 11). He	believed	that English-only instruction makes students learn faster. <^^^> (Pre-
206	L1-13.docx	the monolingual ideology ontologically (beyond the classroom setting). Budi initially	believed	that English-only instruction was a way to make
207	L1-3.docx	developed with continuous, persistent, and determined practice. This means they	believed	that everyone could be creative, hence they held 'a
208	L1-3.docx	traits and abilities of creative individuals. Even though most students	believed	that everyone was creative "in their own ways" (Sella,
209	L1-12.docx	a, personal communication 2, 2016; Gie, personal communication 2, 2016).These teachers	believed	that most EFL1 students have low motivation in writing (
210	L1-20.docx	English translation, interview 3) Excerpt 5 <^^^> (Edi, English translation, interview 2) Edi	believed	that most Islamic values were more visible in non-
211	L1-4.docx	between them that the students need to understand. The teacher	believed	that one of the effective ways to educate the
212	L1-17.docx	outsider because he had not taken the CELTA course. He	believed	that one way that he could understand and participate
213	L1-7.docx	U2*1). Similarly, the focus group participants from University Three positively	believed	that participating in action research enabled them to begin
214	L1-7.docx	valuable knowledge and skills to improve their teaching quality. They	believed	that participating in reflective practice in their action research
215	L1-11.docx	providing education. Meanwhile, teachers with irrelevant conceptions were likely to	believe	that student assessments were not useful for teachers or
216	L1-17.docx	to understand the materials being given in the class. Shofia	believed	that student engagement was one of the keys to
217	L1-20.docx	NES as the right English speaker to follow. She even	believed	that when her English pronunciation became like that of
218	L1-15.docx	effort and student achievement. However, the pre-service teachers typically	believed	that when teachers' abilities increase, the students' level of
219	L1-5.docx	possess social, cultural, and particularly linguistic capital (Bourdieu, 1986). The parents	believed	that acquiring linguistic capital, specifically learning English from an
220	L1-20.docx	a warning, "be aware Allah is watching". Here, as Muslims	believe	that Allah knows whatever they do, they ideally should
221	L1-9.docx	athletes taking part in a sport event in Pendalungan. Ana	believed	that although she spoke with them in English, they
222	L1-12.docx	Beliefs about teachers' responsibilities Most of the teacher interviewees (n=6)	believed	that as teachers they were responsible for providing feedback
223	L1-6.docx	provided clarifications and encouraged them to summarise the discussion. L3	believed	that balancing the use of digital technology and non-
224	L1-15.docx	well as opportunities to teach English language courses. Further, she	believed	that because of her teaching experiences, her motivation to
225	L1-9.docx	not inconsistent with students' values and local practices. Second, Ana	believed	that becoming an 'authentic self' is important for her
226	L1-18.docx	student (1%) reported "Strongly Disagree" (Point 1). The students in this study	believed	that being motivated to learn English helped them in
227	L1-12.docx	writing conferences session (Fajar, personal communication 1, 2016). Three other teachers	believed	that both direct and indirect feedbacks were equally beneficial
228	L1-13.docx	English higher than other varieties of English. First, Ana did	believe	that British English was a superior variety. Second, Ana
229	L1-11.docx	achievable during the pre-service stage than afterwards. If we	believe	that conceptions determine practices, adjustment of pre-service teachers'
230	L1-12.docx	content over other aspects in the initial drafts because they	believed	that content was the most essential aspect of essay
231	L1-15.docx	offered by the teacher education program (see Table 4.13). The participants	believed	that coursework associated with English language proficiency was the
232	L1-3.docx	study indicate that the majority of students (nine out of 11)	believed	that creative outcomes had to be useful or meaningful
233	L1-4.docx	of educator with freedom to use their expertise, they therefore	believe	that decisions they make on pedagogy are based on
234	L1-11.docx	lesson [A3LA, A4PS, and C2MNL], as they	believed	that each assessment format has its own strengths and
235	L1-20.docx	city. This career perhaps is enough for his students to	believe	that Edi is indeed an English speaker. Excerpt 22 <^^^> (Edi,
236	L1-18.docx	mentioned that she liked to write in Edmodo because she	believed	that Edmodo helped her to identify mistakes in her

#	File	Left context	Node	Right context
237	L1-10.docx	during her teachings. Her main reason was influenced by her	believe	that EMI was nothing but English. T4 was open
238	L1-16.docx	in classroom activities. This strategy also supported by Ariana (2016) who	believed	that even with a large number of students and
239	L1-8.docx	their identity. 7.6.3 Becoming culturally aware educators Advocates of experiential learning	believe	that experiences facilitate learning, growth, and change (Beardon & Wilson, 2013;
240	L1-11.docx	Moreover, some teachers in the group and individual interviews still	believed	that external pressures are considered important to motivate students
241	L1-11.docx	that physical punishment may not encourage students to learn, they	believed	that fines did have an effect. Nevertheless, they stated
242	L1-4.docx	what and how to teach in the classroom. The teachers	believed	that following the syllabus may guide them also in
243	L1-20.docx	her and the students' religion, i.e., Islam. As Muslims	believe	that God will help them in the hereafter as
244	L1-17.docx	I know how to understand the language." (Willy, Interview). Willy	believed	that he could help his students to learn English
245	L1-20.docx	moral role model Le Ha and Van Que (2006) and Arneback (2014)	believe	that how a teacher treats his or her students
246	L1-16.docx	in Indonesia as of 2018 need to implement the 2013 Curriculum. I	believe	that I am now better aware of issues related
247	L1-12.docx	he teachers' direct feedback (Gie, personal communication 1, 2016). Three other teachers	believed	that indirect feedback was the most beneficial type of
248	L1-7.docx	students were more effective in their teaching careers. Educational practitioners	believe	that individual patterns of behaviour are predictive of future
249	L1-9.docx	riacy' and 'local appropriation' (Kramsch, 1998; Kramsch & Sullivan, 1996). Moreover, Aris	believed	that instilling cultural, moral and religious values in students
250	L1-6.docx	to reflect on the given answers on their own. L5	believed	that interaction among students needs to be conducted through
251	L1-20.docx	related ideas. It is also in line with what Baurain (2013)	believes,	that is, elements of a teacher's faith might
252	L1-8.docx	involves the interlocutor from the opposite sex. It is widely	believed	that Islamic adherents should not touch members of the
253	L1-13.docx	Pre-Interview, p. 5) Viewing English as a superior language, Ana	believed	that its global dissemination has beneficial effects for the
254	L1-20.docx	national and global identity in their teaching. Moreover, as Pennycook (1994)	believes	that language-teaching practices are not neutral but cultural
255	L1-15.docx	disagreement, the results implied that the pre-service teachers strongly	believed	that leadership would be one benefit of the teaching
256	L1-11.docx	higher order thinking tasks [A1EW and B5SHR]. They	believed	that marking essays was too complicated for students, respective
257	L1-13.docx	p. 6). For the students to be able to speak, Dina	believed	that mastery of English vocabulary is one of the
258	L1-6.docx	talking in the videos and practice pronunciation together. Meanwhile, L4	believed	that merely listening to the audio was not enough
259	L1-11.docx	pointed out that education stakeholders lacked involvement and support. Teachers	believed	that monitoring by the government of classroom practices was
260	L1-19.docx	of instruction which was difficult to engage with. Crucially, they	believed	that more flexibility would provide more opportunities to actively
261	L1-10.docx	by T13, "What are the benefits of [[practicing multilingualism]]? She	believed	that multilingualism would damage both languages. When speaking Bahasa
262	L1-9.docx	Wati considered it unfavourable: <^^^> (Interview with Wati, 17/11/15) Wati tended to	believe	that native-speakerness goes hand in hand with language
263	L1-13.docx	school, using [sic] British, like that. So, I, I do	believe	that only" (Pre-Interview, p. 13). By everyone, Ana referred
264	L1-11.docx	the only learning approach prescribed in the K13 policy, while	believing	that other approaches, such as Communicative Language Teaching (CLT),
265	L1-10.docx	could make use all of his linguistic resources as he	believed	that practicing English and other languages in the multilingual
266	L1-11.docx	students for the test from the early grades because they	believe	that preparing for the exam solely during the final
267	L1-17.docx	not limit herself to reading only English texts. She strongly	believed	that reading would help her students to have better
268	L1-17.docx	she did not have a degree in education. Secondly, she	believed	that school teachers had more responsibilities since they needed
269	L1-12.docx	their actual feedback practices, as described in section 7.4.2. The teachers	believed	that selective feedback was more beneficial, but they provided
270	L1-8.docx	to enact her practice and communicative orientation toward greetings. She	believes	that socialization is important to gain recognition. She contends
271	L1-15.docx	as shown by a mean of 4.91. Most of the respondents (93%)	believed	that society perceived teaching as valuable and a small
272	L1-13.docx	himself and the students and among the students as he	believed	that such interactions make the students learn English faster (
273	L1-10.docx	collective conception of what ideal for their department. I also	believed	that T1 and T10 educational background in UK and
274	L1-12.docx	discussed more in Chapter 6. 5.2.1.1 Teachers' beliefs All the teacher interviewees	believed	that teacher feedback was beneficial to facilitate their students'
275	L1-13.docx	you write on your book" (Classroom Observation 2, Video 2, Minute 17.26). Tina	believed	that translations would help the students to understand English
276	L1-17.docx	to anticipate the upcoming lesson. Especially when teaching children, he	believes	that using games in his lessons is necessary to
277	L1-20.docx	for Muslims, the prophet was their role model because they	believe	that whatever he did was not because of his
278	L1-12.docx	teacher and a student. Regarding writing conferences, most teachers (n=7)	believed	that writing conferences were beneficial to guide students with
279	L1-6.docx	audiovisual features of YouTube provided essential benefits to students. L2	believed	that written information combined with spoken explanation reliably modelled
280	L1-4.docx	is the quotation: <^^^> (Teacher C_U1, Interview, October 11, 2017) The teacher	believed	that years of teacher training had given her sufficient
281	L1-6.docx	he could not provide. <^^^> (L2, Univ B, Sept 2016). L3 also	believed	that YouTube was the easiest and fastest way of
282	L1-13.docx	a native speaker (Section 8.2.2.3). According to Milroy and Milroy (2000), people	believe	in the idea of speaking English correctly even though
283	L1-16.docx	the curriculum change and reform negatively because they did not	believe	in the idea of the intended CLT reforms. Handler (2010)
284	L1-13.docx	to have shaped Ana's cognitive processes so that she	believed	in the idea of teaching English through English. In

285	L1-13.docx	s cognitive processes. 6.2.2.2 Undoing his instrumental stance Budi no longer	believed	in the idea that English is a key for
286	L1-13.docx	attended in the first year of his undergraduate study, Budi	believed	in the idea of teaching English through English. He
287	L1-13.docx	use in real-world settings (Section 6.3.1). The fact that Budi	believed	in the idea of learning English for using it
288	L1-13.docx	English is used. 8.2.2.3 Standard language ideological stance Tina had not	believed	in the idea that there is only one standard
289	L1-13.docx	English variety over the others. Findings show that Tina currently	believed	in the idea of speaking 'correct' English and sounding
290	L1-13.docx	Like Ana (point 2 above), Budi also reported that he had	believed	in the idea of English as a key for
291	L1-13.docx	ideological stance. As mentioned above (Section 9.2.1.1, Secondary education), Budi had	believed	in the idea of English as an instrument for
292	L1-13.docx	and career success (Section 6.2.2.2). Besides, Budi reported that he previously	believed	in the idea of British English as the Standard
293	L1-13.docx	English should be taught. For example, Budi stated that he	believed	in the idea of teaching English through English as
294	L1-13.docx	Budi and the other participants is that Ana and Dina	believed	in the idea of British English as the Standard
295	L1-13.docx	For example, Budi, as discussed earlier (Section 9.2.1.1, English language school),	believed	in the idea of teaching English through English as
296	L1-13.docx	of her pro standard language ideological stance so that she	believed	in the idea of British English as the Standard
297	L1-13.docx	way Tina viewed English vis-à-vis Indonesian. Tina reported	believing	in the idea that, within the Indonesian borders, English
298	L1-13.docx	p. 9). The perceived main sources of influence leading her to	believe	in the importance of English and need for mastering
299	L1-13.docx	globalisation (Pan, 2015, see also Table 4.3, for the definition). Similarly, Ana	believed	in the importance of and the need for mastering
300	L1-13.docx	perceived a only one among many factors. Nonetheless, Budi still	believed	in the importance of mastering English in order for
301	L1-13.docx	an ideology (i.e., English monolingualism). The fact that Budi	believed	in the effectiveness of teaching English through English and
302	L1-13.docx	manifestation of his English- only stance was the most evident.	Believing	in the effectiveness of English-only instruction, Budi verbally
303	L1-13.docx	English and sounding like a native speaker. For example, she	believed	in the notion of 'correct' and 'incorrect' pronunciation. Tina
304	L1-13.docx	ELF paradigm. Believing in the ELF paradigm, he no longer	believed	in the notion of British English as the Standard
305	L1-13.docx	a globalised era English is used everywhere" (Pre-Interview, p. 5).	Believing	in the acceptance and use of English everywhere around
306	L1-13.docx	and indigenous languages in Indonesia. On the one hand, Dina	believed	in the coexistence of English, Indonesian, and indigenous languages
307	L1-13.docx	came across discourses on emerging paradigms including the ELF paradigm.	Believing	in the ELF paradigm, he no longer believed in
308	L1-13.docx	on the way Ana viewed English. Being surrounded by people	believing	in the inherent superiority of British English over other
309	L1-13.docx	Minutes 04.21, 11.56, 11.58, 12.00, 12.02, 12.03, & 12.05). Taking the pro ELF stance, Budi	believed	in the international intelligibility of his Javanese-accented English. <^^^> (
310	L1-13.docx	a teacher's ideological views on English (De Costa, 2016). Tina	believed	in the notions of speaking correct English and pronouncing
311	L1-13.docx	to have shaped Ana's mental processes so that she	believed	in the significance of mastering English. In the classroom,
312	L1-13.docx	media (including the internet) and books that he read, Budi	believed	in the superiority of English over other world languages.
313	L1-15.docx	all of the pre-service teachers in this study absolutely	believed	in teachers' impact on society, with a mean of 4.98
314	L1-15.docx	six-point Likert scale. Most of the respondents, over 90%, completely	believed	in teachers' required competencies. In response to 'I think
315	L1-13.docx	she heard was theoretically and empirically credible. Rather, she readily	believed	in what other people said. To put it in
316	L1-13.docx	spoken discourses prevalent within her professional circle. Similarly, Dina readily	believed	in what she heard from people within her professional
317	L1-13.docx	other, in this case, the opposite (e.g., from not	believing	in a standard variety to believing in one). At
318	L1-13.docx	Indonesian and English in Indonesia. On the one hand, Ana	believed	in coexistence among English and Indonesian as well as
319	L1-13.docx	of the divergence, the finding shows that a teacher may	believe	in doing what he or she does not actually
320	L1-13.docx	reflection on practice during post-teaching interviews helped Budi, who	believed	in English-only instruction, to be aware of the
321	L1-3.docx	allowed his students to write stories in Indonesian language, Arif	believed	in full freedom of expression. Moreover, Arif explained that
322	L1-1.docx	the potentials of the students to become a person who	believes	in God and is religious, has morality, is healthy,
323	L1-20.docx	the person's heart from being arrogant. It is also	believed	in Islam that when one gets compliment from other,
324	L1-13.docx	e.g., from not believing in a standard variety to	believing	in one). At a certain point in time, their
325	L1-1.docx	with good grades. The pre-service teachers may not personally	believe	in or agree with aspects of their professional identities,
326	L1-13.docx	ealizeddd era, and (3) British English is the Standard English. Ana	believed	in these propositions based on what her English teacher
327	L1-10.docx	considering students' English proficiency. T16 was one of teachers who	believed	in this idea. She said that English was a
328	L1-4.docx	collaborative work are the reflection of the culture that they	believe	to be effective and have been practicing in their
329	L1-11.docx	two separate roles (Remesal, 2011). Remesal argued that when assessment is	believed	to be effective for promoting and monitoring teaching, it
330	L1-11.docx	Six teachers assigned high value to 'essay' tasks, which they	believed	to be a reliable measure to capture a holistic
331	L1-3.docx	resources to class using his own gadget. Indeed, technology is	believed	to be able to assist the development of creativity (
332	L1-11.docx	which mostly take the form of grades and scores, are	believed	to be an important indicator of effective instruction [B4

333	L1-11.docx	lesson. Furthermore, students' enthusiasm for task completion and engagement was	believed	to be another indicator of their understanding. Teachers seized
334	L1-11.docx	frequent repetition and drilling practices for grammatical items, which are	believed	to be important approaches to teaching due to the
335	L1-6.docx	based resources, such as course textbooks, worksheets and handouts, were	believed	to be just as important as other learning resources,
336	L1-11.docx	& Crossouard, 2008). The relationship between formative and summative assessment was	believed	to be linear, with teacher convergent AFL practices generating
337	L1-11.docx	students had understood what had been taught or what teachers	believed	to be new knowledge, e.g. understanding concepts and
338	L1-17.docx	having the ability to communicate in English has long been	believed	to be one of the keys to professional success
339	L1-11.docx	class about what they had been taught or what teachers	believed	to be the new learning, inviting students to ask
340	L1-11.docx	physical punishment does not directly affect learning improvement, it is	believed	to have a deterrent effect, which may force students
341	L1-17.docx	language learning has been investigated in various studies and is	believed	to have the potential to help students learning a
342	L1-15.docx	educational systems, school management and teachers' quality, as these are	believed	to have very important roles in promoting the quality
343	L1-11.docx	C5HB]. Summative assessments were valued crucial as they were	believed	to improve students' learning motivation and performance (Dweck, 2000; Watkins, 2003),
344	L1-11.docx	intended to compare the speaking performance among students, which was	believed	to improve their learning and motivation, as observed below: <^^^> [
345	L1-9.docx	of culture, all members of a particular national culture are	believed	to behave in a similar way rather than having
346	L1-11.docx	planning, adjustment, modification, and practice of future teaching, which were	believed	to better help learners to achieve the learning goals [
347	L1-8.docx	dominant English practice were taken. However, when communication acts are	believed	to contain faith and or cultural values such as
348	L1-8.docx	reported to accommodate features of both cultural practices. Greetings are	believed	to embed faith reference for Muslims and retaining the
349	L1-11.docx	to demonstrate effort to complete the assignment. It is also	believed	to encourage the others [C1MHL], (a case of '
350	L1-11.docx	towards and engage in discussion about formative assessment which is	believed	to help improve their understanding about the ideas. It
351	L1-11.docx	improvement to their teaching practice. The improvement of teaching was	believed	to lead to an improvement in students' learning and
352	L1-15.docx	contribution of the teaching profession in society. The question 'I	believe	teaching is a serious profession' indicated the highest mean
353	L1-15.docx	teaching was emotionally demanding. In response to the item 'I	believe	teaching is a suitable career for a woman', the
354	L1-15.docx	results, the positive responses also dominated the next item 'I	believe	teaching is a suitable career for a man' with
355	L1-15.docx	quote: <^^^> (Yani) From the conversation, it is revealed that Yani	believed	teaching is a way to share what she had
356	L1-15.docx	from the opposite perspective. The responses to the item: 'I	believe	teaching is hard work' indicated a high agreement among
357	L1-15.docx	with this survey item. In response to the item, 'I	believe	teaching requires high levels of expert knowledge, the mean
358	L1-15.docx	respondents' high positive perceptions. The results indicated that the respondents	believed	teaching would give them an opportunity to work with
359	L1-6.docx	learning materials on the internet. L4, specifically mentioned that she	believed	it was necessary to remind students that technology learning
360	L1-9.docx	examples and provided further details on why and when Ana	believed	it was necessary to use and benefit from her
361	L1-6.docx	points the students needed to discuss in the classroom. He	believed	it was important to familiarise students with the use
362	L1-12.docx	provided comprehensive feedback on their students' L2 writing because they	believed	it was more suitable for their non-English major
363	L1-4.docx	the teachers were encouraged to follow the curriculum because they	believe	it has the framework of qualifications that the students
364	L1-12.docx	the teachers in this study provide comprehensive feedback because they	believe	it is beneficial for their students' L2 writing development (
365	L1-10.docx	accounts. However, they perceive EMI as English and therefore, they	believed	English was the only language might be of practicing
366	L1-10.docx	accounts. However, they perceive EMI as English and therefore, they	believed	English was the only language that might be practiced
367	L1-10.docx	that EMI classroom was a formal setting and therefore, she	believed	English had to be spoken in the classroom. According
368	L1-16.docx	the students' proficiency in Indonesian language or Bahasa Indonesia. I	believe	English is needed especially in senior high school curriculum
369	L1-20.docx	and regional identity. This is in line with what Baurain (2013)	believes	that "elements of [a teacher's] faith might affect
370	L1-9.docx	and home cultures as a springboard. Yanti was inclined to	believe	that "other Western culture" is an intrinsic part of
371	L1-9.docx	and home cultures as a springboard. First, Yanti tended to	believe	that "other" Western culture is inherent in English and
372	L1-10.docx	were under the influence of monolingual mindedness. T8, for example,	believed	that "the student understands or better understands the material
373	L1-9.docx	teaching and learning materials and classroom instruction. What the teachers	believed	and did in the classrooms regarding a number of
374	L1-9.docx	The evidence suggests that what the Indonesian EFL teachers think,	believe	and do regarding the teaching and learning of culture
375	L1-10.docx	using Bahasa Indonesia rather than English for diverse reasons. T15	believed	and felt comfortable when learning through her mother tongue.
376	L1-5.docx	the kindergarten English L2 program in different ways. Most parents	believe	their children would learn more about the basic language
377	L1-12.docx	they provided. The teachers provided comprehensive feedback because they all	believed	their non-English Major students needed feedback on various
378	L1-4.docx	in the classroom. In this particular case, the teachers have	believed	their students to be resisters, receptacles, and raw material
379	L1-1.docx	multiple identities (Beijaard et al., 2004); the one that they personally	believe	as an employable, professional self in accordance to the '
380	L1-3.docx	do: <^^^> (Sella, FGD) Driven by her concern about what she	believed	as unfairness, she raised this gender inequality issue experienced

381	L1-19.docx	of learning, which many experts (e.g. Lee et al., 1998)	believe	is not conducive to learning. Notwithstanding, one can argue
382	L1-13.docx	varieties as the same [equal]" (Pre- Interview, p. 7). None, she	believes,	is superior to another. Knowing some features of British
383	L1-15.docx	the teaching profession with a mean of 5.47. The item 'I	believe	teachers are perceived as professionals' also received a positive
384	L1-15.docx	the statement. Positive responses also emerged regarding the item 'I	believe	teachers need highly specialised knowledge', as described by a
385	L1-20.docx	well. Both the participants in this study and their study	believe	that, as Kurniawan & Bastomi (2017) suggest, being a role model
386	L1-13.docx	as a threat to either Indonesian or indigenous languages. She	believed	that, as long as people preserve their own languages
387	L1-15.docx	qualitative data included in this study demonstrate that the participants	believe	the remuneration associated with the teaching profession in Indonesia
388	L1-11.docx	up such roles in learning and assessment [A1BD]. They	believe	the students are not assessment literate. Black and Wiliam (1998)
389	L1-6.docx	mentioned that she used downloaded YouTube video clips instead. She	believed	this was the most sensible strategy because internet access
390	L1-14.docx	this as a gap to fill in further research. I	believe	this will become an interesting opportunity for future research
391	L1-12.docx	word derivation error in Austine's third draft, which she	believed	was due to the student's carelessness. She claimed
392	L1-6.docx	L5 encouraged students to practice learning by doing, which he	believed	was more practical and efficient. 4.3.4. Classroom management Course resourcing
393	L1-6.docx	an interesting task. Exploration led them to sites which they	believed	were important for another course. For example, sometimes S77
394	L1-10.docx	description of program offered. The choice of those phrase, I	believe	were in line with the vision of the university 3.
395	L1-10.docx	using a language other than English". However, he did not	believe "	when he takes exams or answers English questions. He
396	L1-20.docx	the next paragraphs). In addition, as she goes on to	believe,	when her students are already attracted due to her
397	L1-15.docx	of preparedness for teaching. 6.3.1.2. Beliefs and attitudes: What do you	believe	about the teaching profession? <^^^> (Ravi) Pre-service teachers' beliefs
398	L1-4.docx	is 'the cultural aspects of teaching and learning; what people	believe	about 'normal' or 'good' learning activities and processes, where
399	L1-10.docx	community service program before they were graduated from university. I	believed	by using this term, students would be familiar with
400	L1-4.docx	class because they prefer to be more silent, which he	believes	has to do with their English skill capability. Another
401	L1-15.docx	people to come to the initial teacher education program. Eni	believed	having knowledge of teaching and mastery of the English
402	L1-3.docx	direct and open criticism was often considered inappropriate. Hence, he	believed	he should facilitate his students to have the freedom
403	L1-10.docx	needed a longer process to express it in English. I	believe	his brain was working on to processing the languaging.
404	L1-20.docx	will develop the idea of tolerance with what other people	believe.	However, it should be done very carefully in order
405	L1-20.docx	identity and cultural identity construction. This challenges the views that	believe	identity has no sense of core (e.g., Hall, 1996;
406	L1-9.docx	Muslim nation," 2014; Walden, 2017). An insight into how religion is understood,	believed,	imagined and practiced in the local socio-educational context
407	L1-12.docx	In the second interview, most teachers (n=7) suggested that they	believed	indirect feedback was more beneficial for their students and
408	L1-3.docx	regretted this incident. They were embarrassed and upset as they	believed	Indonesians had many talented artists who could create an
409	L1-12.docx	focused on form (94.1%) rather than content and organisation because they	believed	language forms should receive the most attention. Regarding the
410	L1-20.docx	personality. She advised her students directly when they, as she	believed,	lied before her by saying that they did not
411	L1-9.docx	menterian Pendidikan Nasional, 2010, 2011). Ana chose Indonesian songs whose lyrics she	believed	may arouse students' nationalistic sentiment. As Ana stated: <^^^> (Interview
412	L1-19.docx	EFL subject is somewhat ambitious, even though the school managers	believed	otherwise. 6.3 Conclusions Of note, this study suggests that the
413	L1-12.docx	writing, most teachers (n=7) reported in the interview that they	believed	providing selective corrective feedback on certain categories of writing
414	L1-13.docx	on any one of those dictionaries. He commented, "what I	believe	right now the pronunciation based on, like, the Oxford
415	L1-15.docx	respondents would mention academic and non- academic programs that they	believed	supported their journey of becoming teachers and accordingly 176 items
416	L1-1.docx	belief in providing enjoyment to students, which she, in turn,	believes	supports their learning (Lin734). In this instance, she provides
417	L1-15.docx	indicated that the majority (97%) of pre-service teachers surveyed completely	believed	that 'when the subject grades of students improve, it
418	L1-11.docx	proposed changes. Active participation could only be maintained if teachers	believe	that their roles in the community of new practice
419	L1-8.docx	country and home culture where the majority of the DGM	believe	there is a faith-related issue regarding Christmas wishes. 6.3.5
420	L1-10.docx	linguistic resource to express. How they used that language, I	believed	they used it very flexible depending on the interlocutors,
421	L1-1.docx	inform the program designers of what constituents of identities are	believed	useful in the labor market. It remains unclear what
422	L1-6.docx	part of the learning process. S61 further mentioned that she	believed	using the internet offered an opportunity to be connected
423	L1-17.docx	pet dog which implied her liberal view of Islam. She	believed	wearing a hijab was a personal decision and should
424	L1-10.docx	quality can be equalised with International Relation schools overseas". I	believed "	we" in his accounts represented teachers of International Relations
425	L1-15.docx	teachers benefitted personally from teaching. Most of the respondents positively	believed,	with 22% and 60 % of the respondents expressing strong agreement and
426	L1-17.docx	factor directing learners to make the necessary investment that they	believe	would reward them with the social or cultural capital

Epistemic Lexical Verb: Assume

No.	File	Left context	Hit	Right context
1	L1-10.docx	to experienced teacher. Although this research was not focussed on	looking	at the difference views between teachers who have experienced
2	L1-10.docx	to experienced teacher. Although this research was not focused on	looking	at the difference views of teacher who were experienced
3	L1-1.docx	ith one another. Table 4.2 Categorization of Constituents of Professional Identities <&&&>	Looking	at the table, similarities and differences can be spotted.
4	L1-1.docx	the documents: Table 4.4 Learning Outcomes under the Category of Skills <&&&>	Looking	at the table, the themes that emerge across the
5	L1-16.docx	character of the students stated by Edy, <^^^> (Edy/Teacher/interview)	Looking	at the arguments of the curriculum stakeholders who support
6	L1-18.docx	another correlation investigation on their learning (task-in-process) by	looking	at the assignment, mid-test, and semester test variables.
7	L1-11.docx	assessment practices captured during the observations in the three classrooms,	looking	at the beginning, middle and end over the three
8	L1-10.docx	related to this policy is that whether or not teachers	looked	at the content alone or content with language. Sixteen
9	L1-10.docx	highlighted in this sub-section were related to whether teachers	looked	at the content alone or content with language or
10	L1-18.docx	final scores in writing modules. In what follows I will	look	at the correlation between motivation and final scores first
11	L1-18.docx	to observe general English learning motivation in the institution without	looking	at the differences between the year groups, the findings
12	L1-10.docx	of English in the classroom". It was obvious that T3	looked	at the existence of students from outbound perspectives. Meanwhile,
13	L1-17.docx	studying at expensive PELIs or from traveling or living abroad.	Looking	at the frustration that Mary shared, she must have
14	L1-17.docx	other English language learners. Understanding Yanni's professional identity through	looking	at the habitus which he developed as an English
15	L1-2.docx	eventually lose their interest in learning the language. Therefore, research	looking	at the importance of MTS in L2 learning has
16	L1-18.docx	language in Indonesia. Motivation is more developmental-oriented (Lauder, 2010). Thus,	looking	at the intensity of the motivation is more crucial.
17	L1-12.docx	Nelson 2004; Wong, 1988). Weigle and Nelson (2004),in a small case study	looking	at the interaction between ESL student tutors (N=3) and
18	L1-10.docx	assessment. In relation to ideology, it would be started by	looking	at the language requirement to enrol in the program.
19	L1-1.docx	to dig down into the details, it is necessary to	look	at the learning outcomes stated under each category. The
20	L1-2.docx	compared to their actual use collected by classroom observations before	looking	at the most useful strategies. 5.4.1.1 Descriptive statistics of reported
21	L1-10.docx	teachers' individual policy is teachers' views of EMI output. Teachers	look	at the output from two aspects, English language proficiency
22	L1-4.docx	and politics, and personal trajectories (family, ancestry, and peers) (Holliday, 2010, 2013).	Looking	at the overall data findings that I presented in
23	L1-17.docx	to understand non-NESTs' professional identity. The chapter began by	looking	at the PELI as an institution to nurture the
24	L1-2.docx	Own Ideal and Ought-to) to learn the language. By	looking	at the people, the students with high and moderate
25	L1-2.docx	regard, the measurement of L2 use in this study was	looking	at the percentage of L2 by lecturers versus students
26	L1-1.docx	MORTHE 2017, Appendix, Part C, Article 2). This definition suggests that when	looking	at the personality competences, there is a sense that
27	L1-19.docx	watched (questioning stage). After this, he asked the students to	look	at the pictures (observing) and then answer questions related
28	L1-19.docx	recount text to students. Then she asked the students to	look	at the pictures. The researcher categorized this activity as
29	L1-16.docx	it is only for administrative purposes. (Toni/Teacher/interview) However,	looking	at the positive side, a total of 74% teacher respondents (
30	L1-4.docx	of the limitations is that this research project has not	looked	at the process of needs analysis which the teachers
31	L1-18.docx	order to get a good job. It is important to	look	at the qualitative results about the students' reasons for
32	L1-2.docx	to give insights to answer the research questions particularly in	looking	at the relation between student motivation and MTS use,
33	L1-2.docx	motivating students in terms of degree of motivation. Thus, it	looks	at the relationship between lecturers' and student's L2
34	L1-18.docx	was not observed during classroom practice. Some students relied on	looking	at the samples from their classmates who had posted
35	L1-1.docx	program, in terms of knowledge, are expected to be high.	Looking	at the statements regarding the constituents of knowledge, a
36	L1-4.docx	the issue because this study has shown evidence that by	looking	at the students' agency may give a representation of
37	L1-16.docx	n=137) believed that the Internet can replace the textbook. Thus,	looking	at the survey data and interview, it is implied
38	L1-4.docx	main skill that students should have is independence in learning.	Looking	at the teacher interpersonal circle (Wubbels et al., 2006) in
39	L1-12.docx	correct word choice by requesting clarification. Direct error correction <^^^> While	looking	at the teachers' use of oral prompts, I discovered
40	L1-10.docx	ould be seen from the excerpt below, respectively. Excerpt 5.32 <^^^> Excerpt 5.33 <^^^>	Looking	at the terms that teachers use, I predicted that

#	File	Left context	Node	Right context
41	L1-17.docx	training that he experienced. On the other hand, if we	look	at the wider context of teaching English to speaker
42	L1-5.docx	benefit of international orientation, however, they do not relate to	looking	at the world beyond borders (Weenink, 2008). They focus on
43	L1-9.docx	the students build a bridge between the two ways of	looking	at and doing things so that they can get
44	L1-12.docx	on recurring writing problems Another interesting point that this study	looked	at and other studies paid less attention was the
45	L1-18.docx	recorded that students in Class 1B were more active in	looking	at and using different tools (not only Google Translate
46	L1-4.docx	these learning views and preferences. Therefore, in this section I	looked	at how teachers' views on students' ways of learning
47	L1-19.docx	on students' performance and achievement/attainment. Moreover, further research might	look	at how the SA is implemented at schools in
48	L1-2.docx	focus groups that they motivated to learn the language by	looking	at how their lecturers valued their learning experiences to
49	L1-17.docx	within the field. In other words, teacher trajectory is about	looking	at different positions that the participants occupied in the
50	L1-18.docx	statistically significant findings for the six classes observed, a closer	look	at different treatments for students in Year 1 was conducted.
51	L1-10.docx	The last issue in this section was on how teachers	looked	at students' language development. One salient way of looking
52	L1-16.docx	centage of distribution for English assessment in student questionnaire <&&&> Meanwhile	looking	at students' view on the new assessment system in
53	L1-17.docx	events and relationships (Clausen, 1998). In the same vein, this study	looks	at teachers' narratives to explore their habitus formation as
54	L1-16.docx	students were assessed in her classroom, <^^^> (Pipit/Student/focus group)	Looking	at teachers' perspectives on the new assessment system, it
55	L1-4.docx	can contribute in developing a needs analysis for teaching by	looking	at what is missing from the conventional needs analysis,
56	L1-2.docx	by the students. For this reason, it is important to	look	at what strategies the students' favoured to learn and
57	L1-16.docx	can "feel" the contextual learning. It is much more emphasized."	Looking	at a different result from the survey and the
58	L1-17.docx	his active involvement and practices within those fields. In addition,	looking	at Arbo's identities from his habitus meaning that
59	L1-10.docx	in table 5.1 to make it total 34 participants for the interviews.	Looking	at both tables, the features of the participants could
60	L1-16.docx	doing so requires a fundamental reframing of the way we	look	at common problems in governance and reform. Policies must
61	L1-17.docx	team which supported participants in learning how to teach. They	looked	at each other's progress and encouraged one another,
62	L1-16.docx	is more of a mind-set and a paradigm for	looking	at education than a teaching method. In addition, to
63	L1-9.docx	has now become the world's third largest democracy ("A	look	at election in Indonesia, world's 3rd largest democracy
64	L1-17.docx	practices as non-NESTs in Indonesia. The next section will	look	at habitus as the accumulation of knowledge, skills, and
65	L1-17.docx	she enjoyed reading English novels and listening to English songs.	Looking	at her incorporation of the latest trends in fashion
66	L1-2.docx	is both per component and as a complete model when	looking	at its relationship with the other two variables i.
67	L1-16.docx	students' achievement. Efforts to develop authentic assessment push schools to	look	at learning as being more than test scores (Levin, 2000).
68	L1-2.docx	MTS to use L2 according to lecturers and students Before	looking	at lecturers' and students' perceptions of the MTS to
69	L1-10.docx	point T10 was made that using English only policy might	look	at many considerations such as student' language proficiency, terminology
70	L1-2.docx	variables (e.g. Papi & Abdollahzadeh, 2012; Walker, 2016) or classroom observations by	looking	at MTS (frequency) use and the students' motivated behaviour (
71	L1-1.docx	of this community comes in two ways. Firstly, they may	look	at students' achievement as their point of reference as
72	L1-10.docx	that although in the observationT7 spoke English predominantly, he would	look	at student's situation. When he noticed that the
73	L1-10.docx	use Having had teachers' perception of pedagogical matters, this section	looked	at teachers' feedback of English use that highlighted their
74	L1-19.docx	result, the students left the first task incomplete or simply	looked	at their peers' work. It seemed that the EFL
75	L1-10.docx	observation analysis was referring to how teachers use those languages.	Looking	at them within the fragments of teachers' teaching allowed
76	L1-17.docx	doors even before the rental contract for the building ended.	Looking	at these events, we can see Arbo's multiple
77	L1-10.docx	teachers looked at students' language development. One salient way of	looking	at this was on occasions when students did their
78	L1-4.docx	This will be discussed in detail in the next chapter.	Looking	at this, the teacher believed that the students themselves
79	L1-9.docx	of globalisation and the connivance of government' (p. 69). Likewise, Zentz (2016, 2017)	looks	at underpinning mechanisms that inspire English usages in the
80	L1-4.docx	put forward their voices in the classroom, the teachers may	look	at ways of how to involve students more by
81	L1-10.docx	English. Besides terms, T19 would consider students' background. She would	look	at who were her students in the classroom. Once
82	L1-17.docx	addition to the salary that he received from teaching. Overall,	looking	at Yanni's investment in learning English language through
83	L1-18.docx	word from a handout, while also using her smartphone to	look	for the meaning of the word. In addition, the
84	L1-18.docx	handout. <***> . Figure 5.15 Note on the handout Figure 5.15 shows a student	looking	for the meaning of a specific word from a

85	L1-18.docx	spelling of the vocabulary because they spent more effort to	look	for the right meaning and words and transferred them
86	L1-20.docx	the cleaning is still done traditionally. Therefore, the student was	looking	for a broom since it was not found in
87	L1-16.docx	more interactive classroom where students are more actively talking and	looking	for a variety of information from various sources are
88	L1-18.docx	resources and students from both classes accessed Google Search to	look	for references and other samples to develop their writing
89	L1-18.docx	done through Google Search. Students used it to help them	look	for references and other samples of narrative writing. No
90	L1-9.docx	pedagogy to the notion of cultural authenticity. That the teachers	looked	for and chose to use culturally appropriate materials, for
91	L1-18.docx	referring to the search engine to help Indonesian s to	look	for any information needed from the Internet as recorded
92	L1-14.docx	with analysis of an individual case, while cross- case analysis	looks	for comparisons and contrasts among three school cases. 4.2 A
93	L1-18.docx	useful search engine for the students when they wanted to	look	for information. The term 'Mbah' translated literally to 'Grandad'.
94	L1-1.docx	of technology as "using PowerPoint" and "using games" (Tas269) or	looking	for materials from the Internet (Tas273). Therefore, it is
95	L1-6.docx	encouraged students to manage their learning pace, suggesting that they	look	for online materials to complement their textbooks. L5 also
96	L1-19.docx	still dominated classroom activities and gave students limited freedom to	look	for other sources of information when completing learning tasks.
97	L1-17.docx	other participants such as Triana, Anji, and Tracy who intentionally	looked	for people and institutions where they could find English
98	L1-18.docx	Regina said that the first step she took was to	look	for references. Even though her writing task related to
99	L1-17.docx	with whom they could practice English. Yanni for example, actively	looked	for speaking partners and made friends with some of
100	L1-20.docx	know the broom that a student from another class was	looking	for was in their classroom, behind a cupboard. As
101	L1-10.docx	that "in order to make me feel great, sometimes I	look	for words of Bahasa Indonesia to explain". When I
102	L1-5.docx	that could fulfill her needs. Vik realises that she cannot	look	after her child when she works so she sent
103	L1-17.docx	mother, which in Indonesia meant that she was expected to	look	after her children and her husband would function as
104	L1-17.docx	of choosing the work hours so that she could still	look	after her children. By deciding to work at EF,
105	L1-17.docx	flexibility attached to being a PELI teacher, she could still	look	after her family. In summary, the participants' movements within
106	L1-15.docx	the current research. Typically, in Indonesia, women are responsible for	looking	after the family and men are the main breadwinners.
107	L1-17.docx	was a housewife. In addition to his main responsibility to	look	after the school building, her father also taught Religious
108	L1-16.docx	assumed that with fewer teaching hours in school English will	look	after itself but not with Indonesian language that could
109	L1-17.docx	was better for them just to be at home and	look	after their children. Other trajectories that the participants had
110	L1-20.docx	some preachers assigned by the school as dormitory supervisors to	look	after them in the dormitory. Regarding the student who
111	L1-9.docx	English and one's Islamic values can be understood by	looking	into how language and worldview may shape the thoughts
112	L1-3.docx	that support the students' creative writing process. 6.2. Teachers' resources To	look	into how the Indonesian creative writing teachers create opportunities
113	L1-11.docx	research strategies, which lacked prominence in the current research, to	look	into the motives behind teachers' practice preferences. In addition,
114	L1-17.docx	career stability, career wind-down, and career exit. Eros (2011) specifically	looked	into the needs of second stage teachers, those who
115	L1-3.docx	students to develop their creative writing skills (RQ 3). The discussion	looks	into two primary aspects, namely the learning environment and
116	L1-5.docx	also a type of dedicated cosmopolitan parent (Weenink, 2008) who can	look	beyond borders and has an ambition for the children
117	L1-5.docx	and Lis, have travelled overseas. They display their willingness to	look	beyond borders (Weenink, 2008). Win, wants her child to learn
118	L1-5.docx	a type of dedicated cosmopolitan parent who is open "to	look	beyond borders" (Weenink, 2008, p. 1094). When Win is asked about
119	L1-5.docx	form for both singular and plural contexts. Oranges in (1c)	looks	like a plural but it may not be counted
120	L1-10.docx	being a multilingual speaker. Talking about this issue, she remarked, "	Looks	like I'm not aware. It's in my
121	L1-7.docx	the study about EFL school curriculum and how it should	look	like in classrooms where PPG is being enacted, future
122	L1-12.docx	the previous drafts. The analysis suggested that the teachers mostly	looked	up information by checking the students' previous drafts, as
123	L1-12.docx	identifying the writing problems or determining the appropriate feedback, they	looked	up information from various sources. The teachers' procedures in
124	L1-13.docx	She noted, "It takes a long time for them to	look	up a word in the dictionary" (Post-Interview 3, p. 5).
125	L1-8.docx	if he was married, the tourist gave her a "bad	look	and flew [sic] away" (Ria, L97). Puzzled by his
126	L1-9.docx	proficiency but also on how the characters in the material	look	and what they wear. She believed that the characters'
127	L1-3.docx	was when she was in a coffee shop alone. She	looked	around and no one was there. Then her mind
128	L1-3.docx	students to write a poem related to English grammar, he	looked	around and saw a grammar book by Betty Azar

129	L1-7.docx	based on their experience in classroom teaching and learning. They	looked	back at what occurred in the classroom and formulated
130	L1-4.docx	a part of an active participation in the classroom (mean = 3.36).	Looking	back earlier in Table 4.10, U5 students were mostly afraid
131	L1-17.docx	to take CELTA or DELTA qualifications. The next section will	look	closely at the various investments made by the participants
132	L1-3.docx	literally means observing and carries the idea of "inquiry" by	looking	closely to identify the characteristics, the procedures, the reality
133	L1-17.docx	because they promised to sponsor his CELTA training. He was	looking	forward to it because he heard about the value
134	L1-17.docx	although Arbo did not apply for the position, he was	looking	forward to the prospect of becoming a senior teacher.
135	L1-10.docx	Indonesians, it's a bit difficult to explain it, students	look	a li ttle confused, finally Javanese comes out. I
136	L1-20.docx	act, thus, a compliment may arise due to the good-	looking	appearances of the described person. As a result, according
137	L1-10.docx	students and graduates', and teachers' perspectives. Meanwhile, one disagreement was	looking	at more on the legal formal of the procedure,
138	L1-5.docx	that she would be an independent child with an outward-	looking	attitude. This social capital for her child would enable
139	L1-17.docx	was given the first opportunity to teach, he did not	look	away. His first student was his mother's friend'
140	L1-9.docx	this line of reasoning, the cultural significance of what may	look	basic, simple or familiar within and outside the local
141	L1-3.docx	that some people gave them an under-estimating kind of	look	because of the way they dressed. Nadia's outfit
142	L1-18.docx	show them their tasks, so that they could have a	look	before starting to write their own. However, only 2% of
143	L1-9.docx	imaginative because they have to use their creative imaginations while	looking	beneath the unpromising surface to find the sacred within
144	L1-10.docx	could keep running well. The teacher realised that sometimes students	looked	bored, and they were drowsy in the classroom. Therefore,
145	L1-13.docx	language written in the textbooks that she used for teaching	looks	British rather than American. She eventually thought that British
146	L1-13.docx	language that Ana taught did not seem to sound and	look	British. Firstly, Ana's pronunciation and prosody generally sounded
147	L1-4.docx	findings linking the students' agency and the teachers' pedagogical practices	looked	deeper into the challenges and teachers' current efforts to
148	L1-20.docx	basically similar to each other in nature even though they	look	different in performance. That is, through the three activities,
149	L1-20.docx	people are so pride with their ethnicity and tend to	look	down at others. Indeed, mostly, the Acehnese people who
150	L1-18.docx	peers to complete their own writing task. The last involved	looking	for information from English websites and then using the
151	L1-9.docx	from the perspective of each, and see how each might	look	from the other perspective. Not only do they need
152	L1-10.docx	up and the atmosphere of the class was great. Students	looked	happy and enjoyable. They were also enthusiast and full
153	L1-17.docx	really wanted to do it: "I just said to myself,	look,	if I am not gonna learn anything new, then
154	L1-5.docx	this study can be extended. Secondly, this study did not	look	in detail at the teacher's language when engaging
155	L1-8.docx	she was shocked when the tourists gave her a weird	look.	Initially, she met a male tourist and asked his
156	L1-15.docx	long journey that required extensive experience: "Teaching is challenging. It	looks	like [a] skill that should be practised more and
157	L1-6.docx	and tasks. Students were also informed what their projects should	look	like. For example, L1 remarked that it was critical
158	L1-20.docx	teachers should be like a good actor. They need to	look	okay all the time. Because if teachers often tell
159	L1-1.docx	the needs of their students. This act of wanting to	look	professional in front of the students is related to
160	L1-5.docx	as Subject. This probably means the pronunciation of these demonstratives	looks	similar. In these two examples, Dac and Zai can
161	L1-3.docx	I saw one of my friends was sleepy and she	looked	so lazy. Then, I had an idea." (Syifa). Another
162	L1-6.docx	connectivity develop in the classroom. An analysis of the findings,	looking	specifically at the use of the internet, revealed that
163	L1-2.docx	not normally distributed by boxplot or the boxplot does not	look	symmetric. All data of strategies by both lecturers and
164	L1-5.docx	speaks English words with her mother such as please and	look.	This might be because Aep's daughter felt excited
165	L1-15.docx	namely: a general sense of preparedness for teaching, and then	looked	to identify factors relating to this, such as beliefs
166	L1-3.docx	Yayoi Kusama's "Obliteration Room" and the "Love Light" which	looked	very much like Chris Burden's "Urban Light" lamp-

Epistemic Lexical Verb: Claim

No.	File	Left context	Hit	Right context
1	L1-2.docx	contribution by offering extra marks. Another example, the students also	claimed	that the teachers' frequent support during group work or
2	L1-19.docx	Student 1, FGDI) <^^^> (Student 10, FGDI) However, on the whole, the students	claimed	that the teachers' approach in teaching EFL had been
3	L1-18.docx	skills and teaching approaches. However, this study confirms Golonka's	claim	that the use of the vocabulary searching tools was
4	L1-18.docx	ALL.us for developing learners' reading skills and vocabulary. Loucky	claimed	that the use of electronic and online dictionaries benefitted
5	L1-11.docx	ers' judgement about students' understanding remains questionable. In addition, teachers	claimed	that the accuracy of students' responses towards the written
6	L1-16.docx	Nugraha (2016) on assessment in 2013 Curriculum in Yogyakarta province, Indonesia. They	claimed	that the assessment system is the factor that the
7	L1-16.docx	Sinta, <^^^> (Sinta/Teacher/Interview) Moreover, a total respondent of 78% (n= 39)	claimed	that the content of the 2013 English Curriculum provides a
8	L1-17.docx	He only commented on the duration of the study. He	claimed	that the English that he learned there was too
9	L1-18.docx	contradicts the findings from Shabudin, Aisyah, Darus, and Mimiko (2014). They	claimed	that the exposure to the application of this technology
10	L1-2.docx	a relationship with student competence in the language skills. He	claimed	that the higher motivation the better skills competence students
11	L1-18.docx	the way students accomplished their English writing tasks. This study	claims	that the internet provides the potential connection for the
12	L1-11.docx	with a lack of teaching commitment. <^^^> [C5HB]. Teachers also	claimed	that the lack of support from parents was another
13	L1-19.docx	Kemendikbud/Permen No. 103 year 2014. This is reinforced by the teachers'	claims	that the nature of language teaching requires flexibility in
14	L1-16.docx	voice. She stated, <^^^> (Delia/Student/focus group interview) Moreover, Nina	claimed	that the previous curriculum that is the School-Based
15	L1-1.docx	as shown in its stages of curriculum development. The document	claims	that the program used alumni tracing and meetings with
16	L1-11.docx	did not elaborate, explain how or give examples. They merely	claimed	that the results influenced them. 5.3.2.2 Improvement of teaching and
17	L1-19.docx	red and measurable (Kemendikbud/Permen No. 103, 2014). Furthermore, Cox (2015) also	claimed	that the SA requires a systematic and orderly way
18	L1-15.docx	9; Gresham & Burleigh, 2018; Pigge & Marso, 1990). Moreover, Depaepe and Konig (2018)	claim	that the sense of self-efficacy in teaching has
19	L1-16.docx	adapted and applied in the classroom. This confirms Nation's	claim (200	that the source of materials used as a basis
20	L1-4.docx	classroom. He said, <^^^> (Teacher F_U5, Interview, November 6, 2017) Another teacher	claimed	that the students might not want to be involved
21	L1-13.docx	guide the students to improve. However, as mentioned above, Tina	claimed	that the students' English ability was so limited that
22	L1-16.docx	Teacher/interview) After three years of implementation, the school principals	claimed	that the teachers are now coping well with the 2013
23	L1-15.docx	that pre-service teachers commonly experience during teaching practicum. Sinclair (2008)	claims	that the teaching practicum is an important time in
24	L1-17.docx	English learning habitus of his students. Third, Yulia and Triana	claimed	that the way their teachers dealt with students' mistakes
25	L1-17.docx	their motivation to learn English: by knowing these details, they	claimed	that they could prepare more suitable materials and cover
26	L1-17.docx	their experiences learning English at primary and secondary school. They	claimed	that they developed their English from actively practicing it
27	L1-17.docx	communication inside and outside the classroom. However, most of them	claimed	that they did not have enough opportunities to do
28	L1-2.docx	their students to use English in the classroom. All lecturers	claimed	that they encouraged the students to use or speak
29	L1-17.docx	English is through informal learning. All participants of the study	claimed	that they engaged in some sort of informal learning
30	L1-11.docx	limited and inauthentic. Although the majority of the teachers surveyed	claimed	that they frequently performed a group of assessment practices
31	L1-12.docx	Regarding the focus of their written feedback, most teachers (n=8)	claimed	that they gave priority on the content, at least
32	L1-17.docx	when asked about what happened after CELTA. All of them	claimed	that they had gained such valuable knowledge from attending
33	L1-4.docx	affected teachers' and learners' goals and strategies. Although the teachers	claimed	that they involved students' needs in their pedagogical practices,
34	L1-17.docx	through formal, nonformal, and informal learning activities. Moreover, the participants	claimed	that they learned the most from engaging in informal
35	L1-17.docx	In addition, teachers' stories provide evidence for some of the	claims	that they make with regard to their practices; in
36	L1-2.docx	motivated the students to speak the language. The four lecturers	claimed	that they strongly encouraged their students to use English
37	L1-2.docx	Conforming with the interviews and focus-groups results, all lecturers	claimed	that they used the strategies such as L2 use,
38	L1-15.docx	of 0.83. The descriptive statistics demonstrated that 42% and 17% of the respondents	claim	that they were 'very well' and 'fully prepared' respectively,
39	L1-2.docx	and negative relation with students' L2 use. However, the students	claimed	that they would be motivated to speak the L2
40	L1-10.docx	by T16 in her accounts below. Excerpt 6.13 <^^^> Some other teachers	claimed	that English could be useful for students to wider
41	L1-10.docx	the main consideration of employing English in the IUP. T17	claimed	that English could be useful for students to wider
42	L1-2.docx	and students' perceptions on usefulness of English The four lecturers	claimed	that English is very useful in many aspects of
43	L1-2.docx	law, work, tourism, healthcare, food and so on. The students	claimed	that English is used widely, and they should be
44	L1-2.docx	their motivation. In relation to future goals, the students also	claimed	that English was useful for future employment. They also

45	L1-2.docx	also limit our capacity to explore places respectively. L01 further	claimed	that English was especially useful for work as many
46	L1-9.docx	also in English language textbooks, gives some evidence for the	claim	that English has been linguistically and culturally adapted to
47	L1-20.docx	as a global language, no one of these four participants	claims	that English teacher identity is his or her global
48	L1-13.docx	only instruction makes students learn faster. <^^^> (Pre-Interview, p. 12) Budi	claimed	that he does not see the benefit of using
49	L1-13.docx	speaking L1-accented English and thus Indonesian-accented English. Budi	claimed	that he introduced his students to the way other
50	L1-17.docx	the attraction for him to learn English, and so he	claimed	that he learned English vocabulary from watching TV programmes
51	L1-11.docx	C4LH]. One teacher in a general high school (SMA)	claimed	that he often promotes a debating task strategy to
52	L1-10.docx	teaching, he rejected that he was practicing multilingualism as he	claimed	that he only used words instead of sentences. This
53	L1-17.docx	are able to negotiate their identities as English teachers. Yanni	claimed	that although he was discouraged by the comments made
54	L1-11.docx	curriculum documents but are long established punitive practices. One teacher	claimed	that although physical punishment does not directly affect learning
55	L1-17.docx	they would be bullied by other students. Career trajectory She	claimed	that although she really enjoyed working at Len, she
56	L1-16.docx	Both syllabus and textbooks are supplied by the MOEC. Handayani (2016)	claimed	that although those textbooks are published by the government,
57	L1-13.docx	structure" (Pre-Interview, p. 11). In addition to British English, Ana	claimed	that she introduces other varieties such as American and
58	L1-12.docx	she believed was due to the student's carelessness. She	claimed	that she just taught about derivation in class, but
59	L1-13.docx	throughout Indonesia (Chapter 5, Section 5.2.2.1; see also Chapter 1, Section 1.2.2.4). Ana	claimed	that she loves Indonesian as the national language and
60	L1-17.docx	examiner, she noticed that she was becoming less fun, but	claimed	that she was becoming a more effective teacher. She
61	L1-19.docx	managers, the main reason for implementing the SA was the	claim	that students have not yet reached HOTS. This situation
62	L1-16.docx	which came to the result of 50 % (n=25) of teacher respondents	claimed	that students have few opportunities to practice English in
63	L1-17.docx	their language skills more quickly (Shvidko, 2017). In her study, Shvidko (2017)	claimed	that students and teachers have a positive attitude towards
64	L1-18.docx	Internet as recorded in FGD 9 (see page 183). Therefore, this study	claims	that students in the study used Google Search because
65	L1-15.docx	al (2019), who also conducted a mixed-method investigation in Indonesia,	claim	that there are three potential interrelated factors affecting pre-
66	L1-2.docx	motivated to learn will have good grades. However, most students	claimed	that there is no relationship between student motivation and
67	L1-17.docx	potential to be an effective English teacher. Second, the participants	claimed	that there was a lack of opportunities for students
68	L1-15.docx	anxiety dealing with their English language proficiency. Daud et al. (2019)	claim	that this anxiety is influenced by three factors, namely
69	L1-18.docx	learning writing skills was approached was recommended. It supports the	claims	that this current study made that the main task
70	L1-11.docx	the intention to comply with the curriculum content objectives. Teachers	claimed	that this practice was neither desirable nor doable because
71	L1-17.docx	his linguistic capital. This is in line with Norton's (1997)	claim	that a language learner invests in learning because they
72	L1-16.docx	or explaining in the classroom. This finding contradicts Nunan's (2013)	claim	that a learner-centred classroom does not mean that
73	L1-20.docx	teaching. With respect to Hanum, in another interview, she ever	claimed	that her global identity was a person of humanity.
74	L1-20.docx	learn, for example (see excerpt 56). Lastly, regarding Hanum, as she	claimed	that her global identity was a person of humanity,
75	L1-17.docx	use and further develop his ability to speak English. Yanni	claimed	that his English improved significantly when he started to
76	L1-13.docx	speak Bahasa Jawa [Javanese], for example" (Pre-Interview, p. 7). Budi	claimed	that his views on the relationships among languages had
77	L1-15.docx	actions will strengthen their endeavours. Mohamed, Valcke, and De Wever (2017)	claim	that teacher educators play a significant role in shaping
78	L1-16.docx	that are required to be too detailed. In addition, they	claimed	that teacher paperwork contributed to an unnecessary and unproductive
79	L1-17.docx	at Len because she would not use it anymore. She	claimed	that teaching at a PELI requires her to use
80	L1-17.docx	note from Arbo's narrative is that contrary to his	claim	that teaching is not his job, he also said
81	L1-2.docx	not have very good grades. Eight out of twelve students	claimed	that their grades and motivation in learning have no
82	L1-2.docx	L02)(YES). <^^^> (L03)(YES). <^^^> (L04)(YES) Like lecturers, most (8) students	claimed	that their lecturers motivated them to speak English from
83	L1-13.docx	hides the true state of things. <^^^> (Pre-Interview, p. 12) Ana	claimed	that as a student of an English language teacher
84	L1-17.docx	the course. This finding is similar to Mackenzie's (2018), who	claims	that CELTA participants acknowledged the new knowledge that they
85	L1-8.docx	Islamic creed, and thus offering wishes is forbidden. However, others	claim	that Christmas is a cultural event and offering Christmas
86	L1-18.docx	four skills. However, this does not happen in practice. Musthafa (2001; 2015)	claimed	that communicative English teaching that was implemented in Indonesia
87	L1-8.docx	degree of influence in the process remains unclear. Some participants	claimed	that context defined the practice selection, while others indicated
88	L1-17.docx	other (local) ideas as valid or legitimate. Another participant, Arbo,	claimed	that during the CELTA course, his initial doubt about
89	L1-18.docx	dents (Aust, Kelley, & Roby, 1993; Liou, 2000; Loucky, 2005). Aust, Kelley, and Roby (1993)	claimed	that electronic dictionaries involves the use of hyper-references.
90	L1-2.docx	speak English in the classroom by giving a penalty. Lecturer 01	claimed	that if students do not speak English, they should
91	L1-11.docx	when teachers were monitoring students' completion of a task. Teachers	claimed	that individual face-to-face feedback may reduce students'
92	L1-18.docx	behaviour in learning the language. Oxford and Shearin (1994) and Dörnyei (1990)	claimed	that instrumental motivation and the need for achievement were

93	L1-2.docx	future career would not get good grades. A student also	claimed	that intelligence has more relationship on her grades rather
94	L1-2.docx	useful comments to ameliorate ineffectiveness of strategy use. The students	claimed	that interventions of teachers, tasks, amount of work, difficulty,
95	L1-17.docx	status as forms of informal learning (Coombs & Ahmed, 1974), all participants	claimed	that it was through these activities that they improved
96	L1-18.docx	from Bower (2017) who reviewed motivation in current language learning. He	claimed	that learners' motivation, the learning context and environment influence
97	L1-18.docx	in the Indonesian context for EFL learners. Priyono (2004), for example,	claimed	that lexical properties influence the learning of grammatical aspects.
98	L1-11.docx	the use of memorisation practices in group discussions, some teachers	claimed	that memorisation and repetition practice of vocabulary items was
99	L1-18.docx	attention. With regard to 'centring your learning', Raimes (1987) and Sasaki (2004)	claimed	that metacognitive strategies were an effective writing strategy that
100	L1-18.docx	g motivation (Dörnyei, 1990; Lauder, 2010; Oxford & Shearin, 1994), in which researchers	claimed	that motivation was extremely important in learning a language.
101	L1-16.docx	similar contexts can benefit from this work. Although I cannot	claim	that my study provided any definite solutions to the
102	L1-11.docx	finding may suggest that although the majority of the interviewees	claimed	that peer assessment was a common practice, they actually
103	L1-17.docx	in line with the findings from Adi's (2011) study which	claimed	that PELI teachers employed CLT in their classes. For
104	L1-15.docx	a survey study of over 2000 Italian junior high school teachers,	claim	that personal self-efficacy potentially affects teachers ability to
105	L1-15.docx	developed largely through the practicum experiences of the program. Pajares (1993)	claims	that pre-service teachers' beliefs may affect their teaching
106	L1-2.docx	their programme of study i.e., English. Lecturers and students	claimed	that reward and punishment strategy motivated the students to
107	L1-17.docx	applicability of CELTA methods in teaching English in Japanese universities	claimed	that some of the key principles promoted in CELTA
108	L1-2.docx	the better skills competence students will gain. Therefore, they all	claimed	that student motivation is related with both their academic
109	L1-12.docx	with retrospective stimulated recall or interview methods. Some L2 scholars	claimed	that think-aloud protocols might have a reactivity effect
110	L1-2.docx	process of learning the language rather than the goals. They	claimed	that valuing L2 learning (related to Other Ideal/Ought-
111	L1-19.docx	researchers (e.g., Huxham et al., 2012; Joughin, 2008 in Simper, 2010) who	claim	that verbal assessment works better than written because the
112	L1-20.docx	her students that sincerity could not be judged through the	claim	that we made because sincerity itself was only known
113	L1-18.docx	cycle did not take place in this study. This thesis	claims	that Willis' framework was not designed for writing-specific
114	L1-17.docx	not done any of these for a while, he still	claimed	to be all of them. It showed that he
115	L1-11.docx	professional development for teachers to implement the curriculum reform was	claimed	to be inadequate. Although all of the teachers in
116	L1-2.docx	Using Authentic Materials Teaching materials which are in English was	claimed	to be motivating students to speak the language. This
117	L1-17.docx	on the context he or she is in, Arbo's	claim	to be understood as a musician, magician, and photographer
118	L1-17.docx	as an English language teacher. Since all of the participants	claimed	to have developed their English language skills through using
119	L1-11.docx	participate in class. As students in Indonesian secondary schools are	claimed	to have great anxiety about speaking performance, safe supportive
120	L1-12.docx	language use (see excerpt 5.11). <^^^> (Nida, personal communication 1, 2016) Nida also	claimed	to have received comprehensive and selective feedback as a
121	L1-13.docx	the grammar, it's British English" (Pre-Interview, p. 7). Dina	claimed	to teach British English in the classroom. One of
122	L1-13.docx	interesting finding. Albeit holding a standard language ideological stance and	claiming	to teach British English in the classroom (or to
123	L1-13.docx	language ideological illusion Holding a standard language ideological stance, Ana	claimed	to teach only British English in the classroom (Section 5.2.2.4).
124	L1-11.docx	is [perceived to be] embarrassing' [B5SHR]. Nevertheless, these teachers	claimed	to give generic feedback following the task. Individual feedback
125	L1-18.docx	one interviews with the lecturers, it was recorded that they	claimed	to implement the TBLT approach. However, none of the
126	L1-13.docx	their varied levels of English ability. <^^^> (Post-Interview 1, p. 3) Budi	claimed	to use Indonesian only "when necessary" (Post-Interview 1, p. 4).
127	L1-2.docx	shows the rankings of themes of MTS to use L2	claimed	by the lecturers and the students. Similar to the
128	L1-2.docx	and students was frequently and consistent with the qualitative findings	claimed	by the two groups of participants in the lecturer
129	L1-2.docx	refers to lecturer's strategy to design English tasks as	claimed	by a student: <^^^> (FG02/S6)(L2TSK) • Theme 3: L2
130	L1-19.docx	giving some questions/practice, then giving some tasks/homework), as	claimed	by all students (n=24) during FGDIs. These students considered
131	L1-4.docx	the cultural background of the students (Bruner, 1996; Hull, 1996; Moore, 2012). As	claimed	by Hull (1996, p.183) individual learning needs encompass not only
132	L1-19.docx	time allocation was mentioned by all observed EFL teachers. As	claimed	by Teacher 1, "time allocation is not reasonable, given there
133	L1-13.docx	secondary school (Mr Sandi) and her experience going abroad. Ana	claimed, '	the first my teacher say [sic], of course" (Pre-
134	L1-2.docx	cultural products and L2 use strategies frequently, while some others	claimed	the frequency use of the strategies was sometimes or
135	L1-16.docx	evidence was also supported by 13 teachers who were interviewed that	claimed	the high number (40-50) of students in their classes adversely
136	L1-18.docx	in the second stage of the task cycle. As they	claimed,	the main task was the task-in-process when
137	L1-13.docx	not British, English is not, err, Australian" (Pre-Interview, p. 8).	Claiming	the ownership of English, Budi used English 'his way'.
138	L1-11.docx	as rare or abandoned practices (28 propositions), i.e. the teachers	claimed	the scarcity or impossibility of applying these practices, despite
139	L1-11.docx	lacked confidence in promoting peer assessment in their classroom. This	claim	is supported by the result of a deeper analysis
140	L1-18.docx	learning is the physical product of the learning itself. This	claim	is supported by the results from this study's

141	L1-18.docx	the writing task completion in the technology-mediated TBL. This	claim	is made by analysing the motivation from the model
142	L1-20.docx	fundamentally and primarily moral in nature" (p. 13) (see chapter 3). This	claim	is not always true because, as ELT is conducted
143	L1-13.docx	language ideological illusion, that is, a divergence between what she	claimed	she does (i.e., teaching British English only in
144	L1-13.docx	Ana did not seem to teach British English as she	claimed	she does. Table 5.2 summarises English language ideology-mediated actions
145	L1-17.docx	agent needs to find an institution which recognises any identity	claim	she or he makes. Moreover, since people have multiple
146	L1-2.docx	should be punished by paying some money. For example, Lecturer 04	claimed	she used to charge a student 1000 IRD (equals around 5
147	L1-13.docx	Ana did. Another example was a contradiction between Ana's	claim	about teaching British English and non-knowledge of the
148	L1-13.docx	For example, Ana's classroom practice did not reflect her	claim	about teaching British English to the students. For this
149	L1-10.docx	structure interviews. It revealed that the Indonesian EMI teachers made	claims	about speaking English all the Time from opening to
150	L1-13.docx	ideological illusion to refer to the dissonance between Ana's	claim	and actual classroom practice. 9.4 Ideology in activity: From English
151	L1-13.docx	Therefore, this study argues that the relationship between Ana's	claim	and actual practice can be termed using the notion
152	L1-13.docx	is further elaborated in Section 5.3.3.3). 5.3.2.3 Standard language ideological stance: The	claim	and the actual practice The first classroom observation revealed
153	L1-13.docx	Therefore, there seemed to be a dissonance between what she	claimed	as her practice and what she enacted in the
154	L1-18.docx	to a particular matter. This current study validates Dörnyei's	claim	as it approaches motivation in a very specific context
155	L1-2.docx	two strategies included in the MTS dimension that the students	claimed	as motivating in this study. Interestingly, the students favoured
156	L1-2.docx	values by presenting people that succeed in L2 learning. The	claims	include: <^^^> (L02)(PRO) <^^^> (L03)(SPK) <^^^> (FG04/S10)(IMP) <^^^> (FG03/
157	L1-2.docx	the students to have a contact with L2 speakers. The	claims	include: <^^^> (L02)(SPK). Surprisingly, this was not the case
158	L1-2.docx	participation in the classroom activities or good learning performance. The	claims	include: <^^^> (FG03/S7)(EVA). <^^^> (FG02/S5)(RWD) • Usefulness of
159	L1-16.docx	of change as a noble intention from the government, He	claimed	that "Conceptually, it is necessary. Due to the fact
160	L1-18.docx	feedback provided by their classmates and lecturers. Therefore, this thesis	claims	that "incidental vocabulary learning" took place in the writing
161	L1-15.docx	self-efficacy and the sense of preparedness for teaching. Bandura (1982)	claims	that "perceived self-efficacy is concerned with judgments of
162	L1-2.docx	L2 use with peers, motivated the students to speak as	claimed	below: <^^^> (FG03/S7)(L2P) • Theme 4: Reducing Language Anxiety
163	L1-2.docx	they do not use the language when speaking. This is	claimed	below: <^^^> (L04)(RNP). • Theme 6: Using Authentic Materials Teaching materials
164	L1-2.docx	to motivate them to learn the language as the students	claimed	in the focus groups that they motivated to learn
165	L1-11.docx	for adjusting the next lesson (item 8 of ALIC) supports this	claim.	In this respect, it is likely that the teachers
166	L1-2.docx	strategy in reducing language anxiety was one of teaching strategies	claimed	motivating as responded below: <^^^> (L03)(ANX). • Theme 5: Reward and
167	L1-2.docx	Success Student's desire to succeed in using English was	claimed	motivating the student to use the language. This shows
168	L1-18.docx	tendency for dependence on the use of electronic dictionaries. This	claim	was found valid in this current study. The students
169	L1-18.docx	learning motivation in a certain skill). This agreement with the	claim	was made because of the inconsistent findings recorded from
170	L1-15.docx	her motivation for teaching. This finding highlights what Bandura (1993) has	claimed	with regard the effects of cognition on their academic
171	L1-11.docx	Brown, 2004; Warwick et al, 2015; Fulmer et al, 2019), amplifying the incompatibility	claim	with regard to transferring ideas from one cultural context
172	L1-17.docx	use English outside of the classroom could be seen as	claiming	a higher social status which they did not possess.
173	L1-16.docx	has different view on the early years of implementation. He	claimed, <	Ade/School principal/interview) The preparation of implementing change
174	L1-16.docx	the ones who were very affected by this policy. Adi	claimed, <	Adi/Teacher/Interview) Likewise, Atika added, <^^^> (Atika/Teacher/interview)
175	L1-8.docx	and maintaining one's identity requires a committed effort. This	claim	applies to Fie. Considering some factors regarding greetings, she
176	L1-16.docx	a different view regarding the training from the government. Edi	claimed, <	Edi/Teacher/interview) Edi's statement in line with
177	L1-16.docx	about English assessment, Luki commented, <^^^> (Luki/Student/focus group) Farah	claimed, <	Farah/Student/focus group) Pipit pointed out the way
178	L1-18.docx	These four elements build up students' motivation, which this study	claims	fluctuated based on the classroom situation. Thus, the motivation
179	L1-18.docx	argumentative or persuasive writing. This study, therefore, support Conor's	claim	for the L2 writing task Therefore, the first point
180	L1-8.docx	applies to the respective communicators. As the participant in question	claimed,	he adopted this practice due to his closeness to
181	L1-2.docx	of speaking English, 'every time we have a class.' Lecturer 01	claimed	her strategy, to challenge the students to be able
182	L1-18.docx	context. In a more specific foreign language-learning context, Lauder (2010)	claimed	instrumental motivation was a significant factor among Indonesian students
183	L1-3.docx	that a product's element of difference was necessary to	claim	its originality. Yet they also underlined that in the
184	L1-2.docx	work and language that is used in many fields. They	claimed: <	L02)(GLO). <^^^> (FG04/12)(WORK). <^^^> (FG02/S4)(FLD) 5.3.2.2 Students' preferences
185	L1-16.docx	English. Tito added, <^^^> (Tito/Student/focus group interview) Moreover, Luki	claimed, <	Luki/Student/focus group interview). All curriculum stakeholders affirmed
186	L1-2.docx	used the strategies (slightly) more often than what the lecturers	claimed (	M = 3.3 & M=3.0 respectively), indicated by mean scores (see Table 5.20).
187	L1-17.docx	proudly mentions that their teachers are all CELTA-certified, a	claim	made to guarantee a high standard of teaching. In
188	L1-7.docx	curriculum on campus. <^^^> (SLU1*2). Another mentor teacher respondent made further	claims: <^	MTU6*1). These comments provided evidence that establishing strong university

189	L1-16.docx	is supported by the statement of the student, Luki that	claimed, "	My target in learning English is not just for
190	L1-16.docx	Based Curriculum is much better than the 2013 English Curriculum. She	claimed, <	Nina/Teacher/interview) Schools and educators are suited to
191	L1-5.docx	in Table 32. This is contrary to Charters et al.'s (2011)	claim	of a reverse order in a cross-sectional study
192	L1-18.docx	in the writing classes. This also connected with Gardner's	claim	on classroom-learning (Gardner, 2007). To pass the module with
193	L1-17.docx	and develop the appropriate capital which would enable them to	claim	or retain their positions in the field. In the
194	L1-16.docx	timely" (45%, n=159). This statement is contradictory to what the teachers	claimed	previously in the interview. This may indicate that probably
195	L1-2.docx	activities are two examples that the lecturer and the students	claimed	respectively on how to pay attention on the students'
196	L1-16.docx	complicated and very time-consuming. A teacher named Susi also	claimed	similar thing, <^^^> (Susi/Teacher/interview) These findings are in
197	L1-2.docx	classroom. Finally, unlike the lecturers in this study, the students	claimed	some strategies included in the fourth dimension of MTS
198	L1-16.docx	as contributor in learning process. As Jacobs, Renandya and Power (2016)	claimed,	student-centred learning is more of a mind-set
199	L1-1.docx	Lin654), or that the situation was indeed difficult (Lin655-656). <^^^> <^^^> These	claims	suggest that she felt pride in her professional identities,
200	L1-16.docx	the teachers are now coping well with the 2013 Curriculum. Tatang	claimed, <	Tatang/School principal) The difficulty in preparing the teacher'
201	L1-11.docx	teachers' commitment to innovative teaching and assessment was questionable. One	claimed	that: <^^^> [C5HB]. A lack of teaching commitment brought
202	L1-17.docx	some third-generation black men and women in the UK	claim	three identities: as people who came from the Caribbean,
203	L1-16.docx	the teaching and learning process of the 2013 English Curriculum, she	claimed, <	Tia/Teacher) In table 5.11, it is a survey data
204	L1-16.docx	more actively involved in the teaching and learning process. Tito	claimed, <	Tito/Student) However, Hana had a different opinion regarding
205	L1-17.docx	time teacher straight after completing the course. This confirmed the	claim	what 'everybody' (at Dago said about CELTA: that the
206	L1-16.docx	and thinking skill. The findings of the study confirmed Richards' (2013)	claim	which shows that there is a movement away from
207	L1-18.docx	from the framework of TBLT for writing skills. This study	claims	Willis' framework is not entirely relevant for the teaching
208	L1-20.docx	are not Islamic, especially in educational contexts. To avoid being	claimed	wrong, Edi preferred not to talk about Easter when

Epistemic Lexical Verb: Presume

No.	File	Left context	Hit	Right context
1	L1-8.docx	context it is associated with an Islamic knowledgeable individual and	presuming	that people from Arabic countries qualify. However, the 'sheikh'
2	L1-9.docx	NS-based authenticity and English as a "globalising tool". Wati	presumed	that the authenticity of EFL materials depends primarily on
3	L1-9.docx	of Western secular thought. Likewise, Mohd-Asraf (2005) contends that the	presumed	conflict between the Western cultural values and worldview as
4	L1-9.docx	MA/PhD theses written in English, full-fledged academic writings	presumed	to be 'conventionally' free from supernatural affairs. Take, for

Epistemic Lexical Verb: Consider

No.	File	Left context	Hit	Right context
1	L1-12.docx	to be aware of their students' writing profiles. They mostly	considered	the students' writing ability while providing written feedback, particularly
2	L1-12.docx	the writing conferences transcript data showed that the teachers frequently	considered	the students' writing ability or written work in the
3	L1-12.docx	the procedures of decision-making. In this study, the teachers	considered	the students' writing profiles or the feedback provision task
4	L1-12.docx	teachers' feedback approach. Hyland and Hyland (2006) reported that the teachers	considered	the students' writing problems, writing needs and responses to
5	L1-10.docx	ability in English. As a result, teachers who did not	consider	the students' lower ability in English would refute of
6	L1-10.docx	ability in English. As a result, teachers who did not	consider	the students' lower ability in English would refute of
7	L1-12.docx	to less proficient students. For instance, Erna mentioned that she	considered	the students' ability in both written and oral feedback
8	L1-12.docx	by directly interacting with the students one-on-one and	considering	the students' responses to a teacher's graduated oral
9	L1-4.docx	necessary. In Section 4.2.2, I presented data demonstrating how teachers also	considered	the students' views as barriers to effective teaching because
10	L1-4.docx	the availability of time. In English language teaching, teachers normally	consider	the importance of the sequences in teaching which include '
11	L1-4.docx	Teacher D_U5, Interview, November 17, 2017) Six teachers in this study	considered	the importance of students learning together in the classroom
12	L1-7.docx	stakeholders' roles and responsibilities, and transparent rewards systems. In addition,	considering	the importance of EFL preservice teachers' professional English knowledge
13	L1-7.docx	which would appear to inspire further empirical research. In addition,	considering	the importance of the study about EFL school curriculum
14	L1-12.docx	In the oral one-on- one feedback conferences, they also	considered	the student's response when selecting the oral prompts (
15	L1-12.docx	feedback decision. The teachers began the feedback provision task by	considering	the student's writing profiles, the feedback criteria, and
16	L1-12.docx	actions in the task definition stage (N=72 written feedback sessions) <&&&>	Considering	the student's L2 writing profiles was the teachers'
17	L1-9.docx	English-speaking countries is not only theoretically and practically problematic	considering	the complex and dynamic nature of culture as well
18	L1-15.docx	institution to include non-academic factors in the admission test.	Considering	the complex process of becoming a teacher, academic competencies
19	L1-1.docx	This particular incident that Elly depicts highlights the importance of	considering	the condition of the students in the choice of
20	L1-1.docx	may not be able to enact this competence well when	considering	the condition of students with special needs. Anto, on
21	L1-3.docx	Motivating his students to write poems and stories was important,	considering	the fact that not all of his students were
22	L1-11.docx	K13 reform, through delving into their perception and experience. However,	considering	the fact that teachers' experience with the K13 reform
23	L1-20.docx	themselves to be attached to such issues and do not	consider	the issues as part of their national identity. However,
24	L1-20.docx	students is that in line with Islamic teachings and they	consider	the issues found in their lessons that are not
25	L1-6.docx	study were being empathetic to students' needs and believed that	considering	the level of disparity among students was an important
26	L1-9.docx	and diversity. Nonetheless, the way Ambar personalised her instruction by	considering	the level of text difficulty, incorporating additional materials from
27	L1-4.docx	discussed in Chapter 2, section 2.4.1, in a negotiated syllabus teachers should	consider	the needs analysis process where they gather the students'
28	L1-16.docx	to the students from day one. Teachers still need to	consider	the needs of the students toward their teachers. Although
29	L1-3.docx	the "correct" poem or stories. Haryo found it very challenging,	considering	the number of students in the class. With 32 students
30	L1-6.docx	calculation procedure as explained in part A was applied by	considering	the number of items in the category. The total
31	L1-18.docx	FGD 4), Yoga (FGD 7), and Anis (FGD 8). Moving on now to	consider	the results of twelve classroom observations. A summary of
32	L1-10.docx	used in a certain portion of Time and purposes. Therefore,	considering	the results of quantification method, I had made categorisation
33	L1-19.docx	activities, tasks, worksheets, teaching materials, and assessments. While school managers	considered	the SA as a robust approach for enhancing students'
34	L1-19.docx	developing activities at each step of the SA, but also	considered	the SA too rigid to be implemented in EFL
35	L1-18.docx	Option 3. None of the students from either class chose Option 4.	Considering	the situation observed in the pilot study where students
36	L1-10.docx	these aspects made teaching content through English worthless. Therefore, by	considering	the situation that he faced, T10 was open with
37	L1-19.docx	Student 12: <^^^> (Student 12, FGDI) It is important for the teachers to	consider	the time available versus the number of tasks to
38	L1-3.docx	within what Boden (1998) called 'a conceptual space'". Even though students	considered	the time limit, the topic/genre, and the length
39	L1-10.docx	the situation, we cannot possibly to fully practice English". Therefore,	considering	the use Bahasa Indonesia, he allowed his students to
40	L1-8.docx	maintain local practice, including the form of address. Others may	consider	the use of English practice as language delivery. When
41	L1-8.docx	interests among communicants. While it is not overtly stated, Anto	considered	the address term used for his friend from Portugal,
42	L1-19.docx	the EFL teachers and the students. The SA, which was	considered	the appropriate approach to enhance the students' critical thinking
43	L1-10.docx	home country students. This can be clarified as follow. Excerpt 6.10 <^^^>	Considering	the aspect of its students, some teachers perceived IUP
44	L1-11.docx	in relation to assessment conceptions was that teachers tended to	consider	the assessment function regarding teaching and learning improvement as
45	L1-9.docx	the educational stakeholders concerned with teacher continuing professional development	considering	the broader and significant impacts, favourable or otherwise, that

#	File	Left context	Node	Right context
46	L1-16.docx	that attitudes are such important factors that they can be	considered	the cause of teachers' success or failure in a
47	L1-16.docx	should be included in the school curriculum. The third question	considered	the challenges faced by the school principals, English teachers
48	L1-19.docx	critical thinking and English skills is a little too ambitious	considering	the circumstances and barriers observed in this study. One
49	L1-7.docx	performance (See Appendix 15). Feedback and evaluation for the teaching plan	considered	the clarity of instructional objectives and its relevance to
50	L1-3.docx	them, most students, including those from the English Literature Department,	considered	the classic literary works, such as those of Hawthorne,
51	L1-6.docx	classroom instructional strategies The second research question in this study	considered	the classroom pedagogical strategies employed by the lecturers to
52	L1-8.docx	They suspend their Islamic greeting out of practice when they	consider	the collocutors do not share similar practice, or the
53	L1-15.docx	learning atmosphere, which activates and promotes students' learning curiosity. However,	considering	the complexity of teaching (Darling-Hammond et al. 2010), it
54	L1-9.docx	with the educational and cultural appropriateness of the material. When	considering	the conformity of material, Ana wanted to ensure its
55	L1-12.docx	personal communication 1, 2016; Tia, personal communication 1, 2016).In excerpt 6.12, Ayu	considered	the content and quantity of writing were the most
56	L1-20.docx	and Masuhara (2013) argue that ELT materials should be designed by	considering	the contextual factors of teachers as well. After all,
57	L1-11.docx	that the selection of assessment formats and tasks should also	consider	the coverage of the content to be tested [A1
58	L1-3.docx	it a big portion of marks in the assessment. Arif	considered	the creative writing subject he was teaching a preliminary
59	L1-20.docx	Here, Nisa as if wanted to show that she also	considered	the culture of other regions as 'our culture too'
60	L1-6.docx	Son, 2015) and what might practically work is critical because they	consider	the current social infrastructure (the students, the physical structure
61	L1-13.docx	the object (i.e., students learning communicative skills) (Figure 8.1). Tina	considered	the curriculum especially the core competence and the basic
62	L1-13.docx	object of activity was twofold: lesson completion and English competency.	Considering	the curriculum (particularly a mandate conveying the idea that
63	L1-9.docx	stereotypical images or representations of the group as a whole.	Considering	the damaging consequences of othering not only on intercultural
64	L1-11.docx	a high level of complexity and difficulty and do not	consider	the diversity of school contexts across the country [A4
65	L1-12.docx	investigation which cannot reveal such findings. Thus, L2 practitioners should	consider	the dynamic of teaching- learning over time when preparing
66	L1-15.docx	as to obtain a broader understanding of the research focus.	Considering	the elements of the themes that emerged as divergent
67	L1-1.docx	enact the revised competence in the actual teaching until they	consider	the enactment to have succeeded. These reflections illustrate their
68	L1-1.docx	from her prior training in the ELE program. They also	consider	the expectations from the society of what constitutes a
69	L1-12.docx	Hence, the readers may need to consider this issue when	considering	the findings of the present study. 7.8 Suggestions for further
70	L1-14.docx	the teacher and the students below. <^^^> (Classroom observation, case 3) Having	considered	the findings, it is maintained that the design of
71	L1-9.docx	an average level of learners' English ability into account, Ambar	considered	the goal of teaching and learning for GHS students,
72	L1-11.docx	Three teachers also reported that when designing test items, they	considered	the hierarchy of the test item difficulties and accommodated
73	L1-18.docx	by fifty-two students (42%). This option might have been chosen	considering	the instructions provided by lecturers. The students, who were
74	L1-18.docx	that the foreign language context has on successful learning. It	considers	the integrated nature of one's intention to learn
75	L1-12.docx	training or education on feedback provision. They also did not	consider	the lack of training/education on feedback provision as
76	L1-6.docx	with the lecturers. Opportunities in this study referred to students'	considering	the language and technological skills they gained, positive attitude,
77	L1-6.docx	of using Facebook for learning purposes. L5 also believed that	considering	the low cost of Facebook is important. Students need
78	L1-12.docx	display metacognitive actions which focused on self-monitoring, such as '	considering	the macro- and micro-strategies of feedback provision'. Their
79	L1-11.docx	the perceived influences on the innovative assessment practices, resources were	considered	the main concern of teachers. This was expressed in 84
80	L1-11.docx	a series of curricular competencies. Scores, in this case, are	considered	the most accessible and practical indicator. Besides the perceived
81	L1-14.docx	as the implementor of the policy. Consequently, the teachers still	considered	the multimodality an instructional instrument to support print-based
82	L1-16.docx	Teacher/interview) Moreover, a total of 76 % teacher respondents (n=38) would	consider	the new assessment system to be valid and accurate
83	L1-8.docx	by DGMs or other CGMs. This practice is adopted by	considering	the non-religious feature of such wishes and anticipation
84	L1-6.docx	Deursen & Van Dijk, 2014) and fostered professional learning (Goh & Kale, 2016). By	considering	the opportunities available to students during the processes of
85	L1-19.docx	as claimed by all students (n=24) during FGDIs. These students	considered	the patterns of teaching were monotonous and unconducive to
86	L1-19.docx	interviews and observations. The teacher, as a professional agent, is	considered	the person most directly responsible for learning since s/
87	L1-16.docx	emerged during the process of change. The first research question	considered	the perspective of the curriculum stakeholders regarding the curriculum
88	L1-7.docx	and apparently similar across the PPG study programs. They carefully	considered	the PFE implementation standard provided by Menristekdikti in Jakarta (
89	L1-20.docx	speaking English that way shows that Edi and Mahdi still	considered	the positive role of own language, that is, as
90	L1-1.docx	program, in the present time and the future. Secondly, they	consider	the power of the stakeholders in the schools in
91	L1-1.docx	the peers and the mentors. A pre-service teacher may	consider	the practice of peers to be inferior to his
92	L1-15.docx	class teacher, it was noted that those students did not	consider	the pre-service teachers as people they should listen
93	L1-14.docx	instruction; the teachers thought that it was not necessary to	consider	the presence of non-linguistic meaning resources, such as
94	L1-16.docx	umbrella" of schooling system in Indonesia. The scientific approach is	considered	the procedure of teaching which values much on the

#	File	Left context	Key	Right context
95	L1-3.docx	subjective and personal, and even though other people may not	consider	the product or idea as being creative, it is
96	L1-15.docx	prior schooling experiences and an excellent teacher inspired Celline to	consider	the profession: <^^^> Celine's high motivation, with a mean
97	L1-10.docx	It was clearly proclaimed on the website that this university	considered	the program as a "globalisation at home". They also
98	L1-10.docx	description of what teacher speaks what language is presented in 5.3.	Considering	the purpose of this chapter stated above, the organisation
99	L1-6.docx	of Facebook affects classroom collaboration and interaction, lecturers need to	consider	the quality of the technology they employ. The findings
100	L1-9.docx	Quran is the actual Word of God (Kalamullah) and Muslims	consider	the Quran as the most fundamental source of Islamic
101	L1-19.docx	that each step of the SA can be designed, whilst	considering	the right proportion of English and students' first language (
102	L1-4.docx	current context is to save "face". However, Western students also	consider	the risk of losing face, although this is not
103	L1-20.docx	their teaching in this study, perhaps, they should not be	considered	the same as those evangelical Christian English teachers who
104	L1-1.docx	by the "very limited" condition of the facilities because she	considers	the school as "one of the most prestigious elementary
105	L1-7.docx	and the quality of the school placements. All preservice teachers	considered	the six-month period of school placements provided intensive
106	L1-7.docx	and indeed for other countries with similar EFL contexts. However,	considering	the specific context of EFL teacher education programs, the
107	L1-11.docx	he reported that this task did not work effectively and	considered	the strategy too ambitious and contextually impractical due to
108	L1-12.docx	definition step, as described in Section 5.3.1. Of these three actions, '	considering	the student's L2 writing profiles' was the most
109	L1-10.docx	and the medium of instruction uses English". Likewise, T33 also	consider	the students from home country view. According to him "
110	L1-19.docx	only source of information and learning. However, the students still	consider	the teachers to be the dominant source of information
111	L1-10.docx	to z aspects. The section that follows (6.4) moves on to	consider	the teachers#"attitude of IUP. 6.4 Teachers' Attitudes toward International
112	L1-15.docx	preparation. As this research has revealed, the student teachers commonly	consider	the teaching practicum to be a very challenging period.
113	L1-12.docx	of the feedback activity system. Following the discussion, I then	consider	the theoretical and practical implications of these findings. I
114	L1-3.docx	knowledge in creative writing seems to be of secondary importance,	considering	the three teachers had diverse educational backgrounds, and none
115	L1-2.docx	L2 use overall was still low in one lesson by	considering	the type of classrooms observed. Students' use of English
116	L1-19.docx	quality of teaching (Ganyaupfu, 2013). Thus, the EFL teachers need to	consider	the types of activities they use in each of
117	L1-11.docx	at the initial stage of a reform, the government should	consider	the values that teachers assign to innovation and accommodate
118	L1-13.docx	that he and his students can use a word, and	consider	the word as an English word, as long as
119	L1-12.docx	to recognise the composition writers personally, so they did not	consider	the writers' profiles while evaluating the writers' compositions. Twenty-
120	L1-12.docx	set by the EFL1 course policy. A few (n=3) even	considered	the writing conferences as more important because the writing
121	L1-10.docx	term spoken by teachers, full English. Moving now on to	consider	the findings. 7.2.1.1 The orientation of using English In the
122	L1-10.docx	fact. Furthermore, students' English ability and teacher's fluency was	considered	as a challenge. Therefore, to deal with this challenge,
123	L1-10.docx	observed that student' English ability and teacher's fluency was	considered	as a challenge. T12 accommodated to make use of
124	L1-13.docx	that all materials must be delivered within the allotted time)	considered	as a rule to obey was resolved by changing
125	L1-13.docx	compromises, all of which suggest the following: What a teacher	considers	as a rule can profoundly shape his/her teaching
126	L1-15.docx	the following excerpt. <^^^> (Manggar) This response indicates that teaching is	considered	as a combination of knowledge and heart. It implies
127	L1-3.docx	languages as separate entities, the use of L1 is often	considered	as a deficiency. In EFL creative writing, students who
128	L1-18.docx	might contribute to the fact that English in Indonesia was	considered	as a developmental trigger. By being skilful in English,
129	L1-13.docx	any highly revered dictionaries regardless of whether it is commonly	considered	as a dictionary of American or British English. In
130	L1-3.docx	in the books she read, from song lyrics which she	considered	as a kind of story, and from stories she
131	L1-18.docx	interest in submitting his tasks on time as this was	considered	as a motivational boost. Given this consideration, a final
132	L1-1.docx	personae, or identities, that she has to enact to be	considered	as a professional teacher. She reflected that in enacting
133	L1-1.docx	checklist of abilities that a worker must have to be	considered	as a professional. Table 4.4 presents the list of learning
134	L1-3.docx	merely imitating existing products or ideas could not yet be	considered	as a really creative action. Ariel used an illustration
135	L1-14.docx	routines. At an early stage, for instance, multimodality can be	considered	as a resource for teaching and learning evaluation, although
136	L1-13.docx	i.e., Dina's instrumental stance) and the curricular mandate	considered	as a rule (i.e., lesson completion). Underpinned by
137	L1-13.docx	the notion of Indonesian as the national language that she	considered	as a rule), Indonesian (instead of Sundanese or Javanese)
138	L1-18.docx	The use of internet technology in English writing classes was	considered	as a striking experience in the specific region in
139	L1-10.docx	the global world. In this respect, English should not be	considered	as a threat as English and Bahasa Indonesia as
140	L1-10.docx	as IP/IUP anymore. Therefore, in their mind, English was	considered	as the only legitimate language practiced in the classrooms.
141	L1-10.docx	as IP/IUP anymore. Therefore, in their mind, English was	considered	as the only legitimate language practiced in the classrooms. 8.2.3.1.1.3
142	L1-17.docx	indirect gain from the participants' learning experience can also be	considered	as the development of a sense of (teaching) practice.
143	L1-13.docx	time, English, instead of Dutch, was selected because Dutch was	considered	as the language of the colonialists and English was

144	L1-13.docx	the curriculum as the rule and obeying the rule was	considered	as the main orientation of her teaching activity, but
145	L1-11.docx	ents' learning motivation and performance (Dweck, 2000; Watkins, 2003), with grades often	considered	as the most desirable performance criterion (Stiggins, 2005; Azis, 2014). Consequently,
146	L1-13.docx	contradiction between the curriculum (i.e., delivering all the materials)	considered	as the rule and the community (i.e., the
147	L1-3.docx	is correct. As with most other Asian learners, teachers are	considered	as the source of knowledge, and are expected "to
148	L1-13.docx	p. 7). Considering its 'intrinsically good quality', British English was thus	considered	as the Standard English in the sense that it
149	L1-10.docx	head of department is a central figure, this policy is	considered	as an institutional policy. One important requirement that is
150	L1-10.docx	central figure to regulate the IUP program, this policy is	considered	as an institutional policy. Through this policy, PhD holders
151	L1-15.docx	attitudes towards the teaching profession are important factors to be	considered	as an early stage of professional growth. This study
152	L1-13.docx	Indonesian as the national language. For example, loving Indonesian is	considered	as an expression of nationalism. Cross-case analysis indicated
153	L1-13.docx	The students' ability to do a task as expected was	considered	as an indicator of their increased competency. <&&&> Figure 7.2 An
154	L1-15.docx	the main reason for joining the program, this participant was	considered	as having intrinsic motivation. Next, reasons that came from
155	L1-15.docx	to their perceptions of their professional development. Pedagogical coursework was	considered	as having less contribution in building the respondents' confidence
156	L1-10.docx	teach in IUP. The main consideration is that they are	considered	as able to speak English fluently and assumed have
157	L1-9.docx	associated with a particular sociocultural context and should therefore be	considered	as culturally neutral. In this view, there is no
158	L1-10.docx	program (T7, T11 and T15). Another reason was that English	considered	as familiar language because it was taught in the
159	L1-17.docx	that he had other resources of income which he had	considered	as his jobs. He said that his job is "
160	L1-2.docx	of degree of importance, pair/group work strategy was not	considered	as important as in the other studies (e.g.
161	L1-15.docx	that students' characteristics were an important point for teachers to	consider	as it may affect the learning process in class.
162	L1-10.docx	and class. In this respect, ELI or IC could be	considered	as localised-EMI. Attitude toward the establishment of IUP
163	L1-10.docx	Allah to ensure the promise. Meanwhile, although the percentage is	considered	as low, Bahasa Indonesia was undoubtedly used quite often
164	L1-15.docx	teaching among teacher education students is an important factor to	consider	as part of their process to become a teacher,
165	L1-11.docx	beliefs and national and school examinations; the latter are not	considered	as reliable as teachers' continuous assessment. Table 20 Negative perspectives
166	L1-14.docx	still above language, confirming its importance over language, which was	considered	as the 'new' element, whose meaning relied on preceding
167	L1-20.docx	observation, indeed, it was only Edi and Mahdi could be	considered	as those who performed the role because both of
168	L1-10.docx	long as "Institutions must make good policies". IUP was indeed	considered	as university good policy and therefore, "the choice is
169	L1-16.docx	is better and more communicative." Even though the textbook is	considered	as user-friendly but a total of 44% teacher respondents (
170	L1-8.docx	Allah to her supervisor and her friend. But others may	consider	that the use of the expression may hinder communication
171	L1-11.docx	a number of sequential school examinations [B3MD]. Four teachers	considered	that the use of the national examination results as
172	L1-18.docx	with the statement in Item 13. It was detected that students	considered	that the use of technology did not affect their
173	L1-3.docx	of Nadia), based on the assessments done by their teachers.	Considering	that the majority of the students did not feel
174	L1-11.docx	to delve into their perceptions and understanding of assessment. Furthermore,	considering	that the reform has been ongoing for more than 6
175	L1-19.docx	the activities at each step of the SA, but also	considered	that the SA may not be compatible when implemented
176	L1-16.docx	a long term. The data of 34 % (n=17) of teacher respondents	considered	that the scoring criteria of the new student assessment
177	L1-8.docx	and reward factors anticipate the flow of communication. If they	consider	that the selected practice may impede communication, they may
178	L1-15.docx	in the teaching profession is important for improving teacher preparation.	Considering	that the students of the teacher education program have
179	L1-4.docx	see chapter 4, part II, section 4.2.2). The teachers in the study	considered	that the students' views to some extent are affected
180	L1-4.docx	signify a challenge on its own. However, it is worth	considering	that the teachers in the current study have showed
181	L1-3.docx	and the society in general (social environment). Even though students	considered	that the time limit, the topic/genre, and the
182	L1-3.docx	one of the influential educational philosophies in Indonesia (Siswoyo, 2013; Suroso, 2011).	Considering	that the two research sites were located in Central
183	L1-11.docx	and teachers should have full authority to pass students and	considered	that a holistic record of students' learning during the
184	L1-11.docx	SHR and C4LH]. On the other hand, one teacher	considered	that a questioning strategy involving higher order thinking skills
185	L1-7.docx	placement, all supervising lecturers and mentor teachers in this study	considered	that a six-month school placement was adequate to
186	L1-20.docx	that an English teacher must have. Even, for Edi, he	considers	that his ability to translate or contextualise local materials
187	L1-8.docx	group members with obvious age and social status discrepancy. Afi	considers	that his mirroring practice of calling his supervisor's
188	L1-6.docx	she gave students time to manage their participation on Facebook,	considering	that not all students spent most of their time
189	L1-15.docx	and commitment to the teaching profession. Within the Indonesian contexts,	considering	that not all prospective English language teachers have intentions
190	L1-8.docx	even fall into politeness issues. Many people in Western cultures	consider	that asking about someone's marital status is impolite.
191	L1-10.docx	only policy made by faculty" (T18), and "I need to	consider	that besides English, there is understanding aspect. Here, the
192	L1-17.docx	on the blog which intimidated the less active participants. They	considered	that by posting lengthy comments the person was showing

193	L1-4.docx	been discussed in their negotiated syllabus. It is also worth	considering	that challenges in a negotiated syllabus, as mentioned earlier,
194	L1-14.docx	interviews or focus-group discussions (FGD). This is particularly important	considering	that children can be regarded as experts in their
195	L1-16.docx	be successful it would be oversimplifying to draft a policy	considering	that concentrating on the goals, practices and outcomes would
196	L1-8.docx	her belief that such a compliment contains religious teaching, she	considers	that faith should be observed in giving and responding
197	L1-18.docx	to significantly help in improving Japanese students' writing skills (Gilmore, 2008).	Considering	that having access to a large corpus may have
198	L1-11.docx	PS, B4MA, C1MHL, and C2MNL]. It was	considered	that if students were given opportunities to set up
199	L1-3.docx	wrote was correct. On the contrary, Dea, Ariel, and Nadia	considered	that oral feedback to the whole class was fine.
200	L1-16.docx	marked a turning point in the teaching and learning process.	Considering	that prior to the 2013 Curriculum implementation, the established practices
201	L1-20.docx	feel proud of their ancient roots (Guibernau, 2007) and Hanum here	considered	that proud as a sense of her national identity.
202	L1-18.docx	These two types of motivation constructs were developed by Gardner (1985)	considering	that second and foreign language acquisition differ. Since language
203	L1-12.docx	severity of the writing problems.Thus, although some teachers still	considered	that selective and indirect feedback was more beneficial, over
204	L1-20.docx	speaker. 7.2.4 English teacher as an English speaker In Indonesia, people	consider	that senior high school English teachers are English subject
205	L1-20.docx	sed as follow. Excerpt 24 <^^^> (Hanum, English translation, interview 3) Obviously, Hanum	considered	that she and her fellow English teachers still lacked
206	L1-6.docx	especially when they are at campus. Therefore, she decided to	consider	that some assignments related to searching on the internet
207	L1-10.docx	T9, T13 and T27 also expressed the same view. They	considered	that speaking English in the classrooms was their commitment
208	L1-19.docx	EFL teachers and students believed that it was rather ineffective	considering	that students had not yet engaged in higher levels
209	L1-8.docx	society. Despite worldwide legal recognition of queer behaviour, many still	consider	that such behaviour is morally wrong in conforming to
210	L1-16.docx	the strategies they have used to cope with the change.	Considering	that the 2013 Curriculum is a national curriculum, it is
211	L1-8.docx	Mirroring Mirroring practice is evident when co-cultural group members	consider	that their own future reference practice may hinder communication
212	L1-4.docx	relationship plays an important role in culture because Asians commonly	consider	that there should be a type of relationship that
213	L1-10.docx	done when he taught students in the lower semester by	considering	that they were freshers so that they had not
214	L1-19.docx	in the curriculum, including how the SA should be implemented	considering	that this approach is newly introduced, especially in the
215	L1-13.docx	this ideology led her to focus on writing skills and	consider	a student's ability to construct a grammatically 'correct'
216	L1-12.docx	more than half of the performed actions. This action includes	considering	a student's L2 writing ability by assessing each
217	L1-10.docx	we've been multi [[lingual speakers]]". In this respect, T7	considered	a bilingual was common practice in bi-/multilingual education.
218	L1-15.docx	in the class. However, engaging students in learning is also	considered	a challenging task for some pre- service teachers, which
219	L1-10.docx	on the Head of Department's shoulder, it needs to	consider	a clear criterion of recruiting the IUP teachers in
220	L1-20.docx	and global (Baker, 2015) groupings. That is why cultural identity is	considered	a complex concept because of the involvement of identifying
221	L1-20.docx	In sum, in this case, their Islamic identity can be	considered	a core identity (Le Ha, 2008) or transportable identity (Hua, 2014)
222	L1-15.docx	namely cognitive, self and social aspects. Academic processes –Connectedness is	considered	a crucial component to support pre- service teachers' early
223	L1-18.docx	were recorded for both "Somewhat Disagree" and "Agree". Let us	consider	a difference for this Item 13. Significant differences were found
224	L1-18.docx	Gita described, the use of technology during classroom interaction was	considered	a distraction due to her lack of discipline. In
225	L1-20.docx	teacher who cannot be a moral role model cannot be	considered	a good teacher. Thus, this implies that a moral
226	L1-4.docx	responses regarding the approaches to learning English, textbook is still	considered	a helpful tool in their English learning. Although there
227	L1-14.docx	The students' engagement in the multimodal meaning-making process is	considered	a key factor in their understanding – and becoming competent
228	L1-14.docx	integration of multimodality into the curriculum, it also needs to	consider	a long-term training programme, providing training for pre-
229	L1-11.docx	and supervisor). However, some limitations are identified. Firstly, although 343 was	considered	a moderate sample size (de Vaus, 2009), the quality of
230	L1-11.docx	ssment conceptions, embracing assessment values, purposes, and understanding. Teachers	considered	a number of assessment practices associated with both formative
231	L1-1.docx	In addition to these personal qualities, a teacher is also	considered	a part of society. Thus, he is expected to
232	L1-6.docx	lecturers and students go beyond traditional learning, this could be	considered	a partial reshaping of educational practices. Crook (2008, as cited
233	L1-15.docx	the teaching profession. It shows that teaching nowadays is not	considered	a prestigious profession as it once was. It highlights
234	L1-11.docx	outweighed the opportunities. The admission system in schools was also	considered	a problem. A lack of stringent assessment criteria and
235	L1-3.docx	rather than its practical use. Most students and all teachers	considered	a product creative if it conveyed life values, affected
236	L1-15.docx	agreed (6%). Similarly, the pre-service teachers in this study also	considered	a significant contribution of pedagogical coursework, as indicated by
237	L1-8.docx	that Christmas tradition always has the wishes feature; he thoughtfully	considered	a wish that did not jeopardise his faith, one
238	L1-12.docx	shown in excerpt 5.25 below. <^^^> 5.2.2.2.2.1 Causes of students' writing problems While	considering	a writing problem, teachers sometimes predicted the cause of
239	L1-16.docx	further research. In particular, the use of classroom observations is	considered	to be a valuable tool for investigating language education
240	L1-18.docx	other participants gave feedback on this issue, it was nevertheless	considered	to be a valid and important issue arising from
241	L1-18.docx	have to expend too much effort as narrative paragraphs are	considered	to be a basic composition task. Students did not

242	L1-18.docx	learning writing skills was hard and challenging. It was also	considered	to be a boring subject. They did not enjoy
243	L1-18.docx	other lecturers. As students reported during the FGD, feedback was	considered	to be both positive and negative with respect to
244	L1-1.docx	values and norms are later translated into behavior that is	considered	to be correct, in the context of spiritual and
245	L1-15.docx	of preparedness for teaching. Personal dispositions in this study are	considered	to be crucial characteristics that support their professional development
246	L1-1.docx	display of correct behavior also signifies if a worker is	considered	to be cultured, by Indonesian society's standards. In
247	L1-11.docx	and support. It is interesting that one feature of AfL	considered	to be essential is that teachers and pupils understand
248	L1-11.docx	not well integrated. For some parents, formal education might be	considered	to be exclusively the responsibility of the school. This
249	L1-11.docx	other barriers to innovative classroom assessment, although the influences were	considered	to be indirect. However, the admission issue was only
250	L1-4.docx	it is the teachers who decide based on what they	consider	to be more appropriate. With regard to teachers' views
251	L1-4.docx	it demanded that they use their English skills, which they	considered	to be still lacking. In section 4.3.4, I highlighted teachers'
252	L1-9.docx	are created by the NSs of English whose language competence	considered	to be superior to the non-natives. Wati measured
253	L1-18.docx	the complex nature of learning writing skills. As writing is	considered	to be the most challenging skill to develop rapidly,
254	L1-1.docx	Defillippi and Arthur, 1994)) through reflection. The first activity, observation, is	considered	to be useful for the pre-service teacher in
255	L1-8.docx	a seminar in the Indonesian context. This English practice is	considered	to have a cultural distance to the dominant Indonesian
256	L1-18.docx	example, who learn English in a second language context are	considered	to have integrative motivation that is in contrast to
257	L1-13.docx	exercises in order for the students to construct what she	considered	to be 'correct' sentences, and avoided the use of
258	L1-20.docx	Appleby, 2018) although at the same time the curriculum developers also	consider	to introduce unfamiliar, different beliefs and behaviours in their
259	L1-10.docx	Students' background and which effective terminological aspects available were also	considered	to make use of which language she will employ.
260	L1-16.docx	teachers' linguistic and pedagogic abilities that are crucial aspects to	consider	in the EFL curriculum policy planning. I also believe
261	L1-14.docx	analysis involving two or more researchers might be interesting to	consider	in the future. Collaborative data analysis might improve the
262	L1-1.docx	in this case HE vs. the schools, needs to be	considered	in the policy making, by giving more voice to
263	L1-9.docx	Their pedagogic initiatives inside and outside the classrooms cannot be	considered	in isolation from various immediate and wider contextual factors
264	L1-9.docx	In this respect, the policies cannot be seen as neutral,	considered	in isolation from sociocultural, political, economic and religious forces
265	L1-8.docx	Rida, L205) <^^^> (Rida, L257) The above quotes reveal three factors	considered	in changing Rida's practice. The first factor involves
266	L1-1.docx	educational contexts (Turner-Bisset, 2013) that the pre-service teachers must	consider	in enacting the competence. This knowledge – the operation of
267	L1-7.docx	school partner is another key factor that needs to be	considered	in high quality professional learning (Cornu, 2015). The choice of
268	L1-17.docx	of the numerous learning styles and needs which must be	considered	in lesson planning. In this study, Nada, Claire, Yanni,
269	L1-16.docx	need to be explored and that I would like to	consider	in my future research projects. Conducting this thesis has
270	L1-16.docx	value for policy makers in Indonesia but could be worth	considering	in other countries with similar conditions. 7.5. Recommendations and suggestions
271	L1-8.docx	association and situational context as minority group members is also	considered	in practice selection. Awat, Abi, and Rukin indicated that
272	L1-15.docx	denotes that past schooling experiences are an important factor to	consider	in pre-service teachers' professional development. From former experiences,
273	L1-8.docx	and interests. Preferred outcomes and the communicative approach are also	considered	in selecting practice. If they find no cultural issues
274	L1-15.docx	the Netherlands, suggest that mentoring is an essential factor to	consider	in supporting pre-service teachers' professional growth: <^^^> Dixon et
275	L1-4.docx	first and second language. However the most important factor to	consider	in teachers' pedagogy is the implication of the learning
276	L1-1.docx	or constraining aspects that the pre- service teachers need to	consider	in teaching, which eventually, affect their selection of which
277	L1-19.docx	not. Leaders, in this case the school managers, should also	consider	in that evaluation why such a resistance occurs. As
278	L1-20.docx	of interest for many ELT researchers and practitioners to start	considering	in their context as well. In addition, Morgan and
279	L1-15.docx	attitudes towards the teaching profession is another essential aspect to	consider	in understanding pre-service teachers' professional growth, particularly their
280	L1-12.docx	was the most frequent action (58.66%). These teachers mentioned that they	considered	their students' L2 writing profiles when making decisions regarding
281	L1-12.docx	and feedback practices. All teacher interviewees (N=9) stated that they	considered	their students' L2 writing profiles while providing written feedback (
282	L1-12.docx	up) stages. 5. The teachers mostly made decisions regarding feedback by	considering	their students' L2 writing profiles and their responses to
283	L1-2.docx	teacher), tasks, participation and self-evaluation. Therefore, the lectures should	consider	their students' perceptions of their teaching techniques preferences by
284	L1-20.docx	viewing themselves as a parent of students means that they	consider	their students as their own children. As a result,
285	L1-12.docx	knowledge than their students and could provide accurate feedback and	considered	their students as novice writer (e.g., Ayu, personal
286	L1-15.docx	and Australia. Savolainen et al. (2012) reported that the Finnish teachers	considered	their ability to manage behaviour as their weakest, while
287	L1-10.docx	In addition to students and graduates-based perspectives, teachers also	considered	their answer from teachers' side. Teachers' attitude toward IUP
288	L1-12.docx	stated that they made decisions when providing written feedback by	considering	their beliefs about feedback, personal experiences, student's L2
289	L1-8.docx	personal and professional purposes. This study reveals that educators constantly	consider	their given and achieved identity in any intercultural communication.
290	L1-1.docx	her lesson (Tas201-203), while in the case of Year 6 students,	considering	their higher level of command, she chooses to use

#	File	Left context	Node	Right context
291	L1-20.docx	of characters by not problematising his bad students. Even, he	considered	their indiscipline acts as normal things that he should
292	L1-9.docx	others and to see how people from different culture might	consider	their religious, secular, ethical, philosophical or pragmatic position. Agar'
293	L1-15.docx	unprepared. This indicated that, in general, the pre-service teachers	considered	their sense of preparedness as moderate with a mean
294	L1-19.docx	comments above, many students from higher, middle and lower levels	considered	their teachers' ways of teaching were inappropriate for learning
295	L1-15.docx	efficacy. The current research finding notes that when student-teachers	consider	their teaching competencies, which include theoretical and practical capabilities,
296	L1-17.docx	both native and non-native English speakers, the non-NESTs	consider	it a bonus to have the NESTs join the
297	L1-20.docx	when Nisa saw kids could not recite Quran, she then	considered	it a weakness. Then, as women in Islam are
298	L1-17.docx	his students and always have fun in the class. He	considered	it an achievement when he was chosen as the
299	L1-17.docx	is very happy to sound like his CELTA tutors. He	considers	it an upgrade to his English to be able
300	L1-10.docx	her fantasy book series Harry Potter. As people in UK	consider	it as a sport, T1 wanted to contextualise this
301	L1-4.docx	to students' approaches to learning, however, they do not always	consider	it as the basis for making decisions about how
302	L1-4.docx	admitted that they use textbooks in their daily practices and	consider	it important and may support students' learning. Although teachers
303	L1-11.docx	is given based on student numbers. Additionally, schools and principals	considered	it important to accept huge numbers of students to
304	L1-10.docx	the Customary Law such as patok bumi (earth peg). He	considered	it was difficult to find out similar term in
305	L1-12.docx	their students fully understood their feedback, particularly on later drafts	considering	it was their last opportunity to provide feedback on
306	L1-1.docx	not enact this identity. Interestingly, Lintang and Tasya did not	consider	it pertinent to refer to the ideals of professional
307	L1-3.docx	Ariel stated that he was happy with this poem and	considered	it quite creative as it was also meaningful to
308	L1-3.docx	examples, drawing from experiences and observation, and doing research. Students	considered	it really important to have examples of what they
309	L1-9.docx	possibility of using materials produced by or featuring NNSs, Wati	considered	it unfavourable: <^^^> (Interview with Wati, 17/11/15) Wati tended to believe
310	L1-8.docx	The interrelated connection between the selected communicative practice and the	considered	factors is shown in Figure 4.1. The figure encompasses shapes
311	L1-8.docx	The range of selected practice on communicating hijab observance and	considered	factors is shown in Figure 5.3. The figure indicates that
312	L1-8.docx	L391) The range of selected practice regarding address terms and	considered	factors is depicted in Figure 5.2 below. The figure indicates
313	L1-8.docx	Indonesian address terms <***> The relationship between selected practice and the	considered	factors can be explained as follows: the figure starts
314	L1-8.docx	excerpt: <^^^> (Afi, L56) <^^^> (Afi, L62) The selected communicative practice and	considered	factors can be depicted in Figure 5.7. Queer behaviour is
315	L1-8.docx	really hard" (Andri, L50). Nisa, Afi, and Andri share similar	considered	factors in deciding to negotiate with their supervisors. They
316	L1-8.docx	teaching. This study also implies that, despite the range of	considered	factors in practice selection, the strength of this contribution
317	L1-8.docx	practices that appropriately suit diversity in English-speaking culture. Some	considered	factors that come to mind may include the experience
318	L1-8.docx	and other cultures. Selected practices emanating from either culture should	consider	factors that facilitate recognition and respect of difference. While
319	L1-8.docx	Islamic practice: <^^^> (Afi, L50) A range of greeting rituals and	considered	factors adopted by educators in English-speaking countries is
320	L1-8.docx	familiarity with her interlocutor. The following two excerpts indicate her	considered	factors for the selected practice. <^^^> (Anne, L147) <^^^> (Anne, L158)
321	L1-8.docx	their Islamic practice in the dominant English- speaking culture. The	considered	factors may include context, anticipating cost and reward, and
322	L1-18.docx	because of the lack of discipline from her friends. She	considered	this as an indirect effect of the use of
323	L1-8.docx	beneficial for preparation of tertiary academics in all fields to	consider	this as part of their preparation for studying abroad.
324	L1-2.docx	L2 use. As reviewed earlier to answer RQ3, both groups	considered	this to be a MTS. • Students' preferences on MTS
325	L1-4.docx	the next section, I will present data detailing how teachers	considered	this to be a barrier to effective teaching and
326	L1-18.docx	the findings on the motivation types, this thesis does not	consider	this classification important. This conclusion validates Gardner (2007) who found
327	L1-3.docx	to their classmates so as not to hurt others' feelings.	Considering	this cultural influence, students might hold back certain comments
328	L1-10.docx	terms and concepts have not been formally translated in English".	Considering	this fact, he was open with using all his
329	L1-20.docx	has been justified by her in excerpt 1. More importantly, Nisa	considered	this Islamic tradition to be a culture that should
330	L1-12.docx	or behaviours (Driessen&Jansen, 2013). Hence, the readers may need to	consider	this issue when considering the findings of the present
331	L1-20.docx	Islam parents must be highly respected by children, Mahdi also	considered	this issue. He reminded his students to study seriously
332	L1-1.docx	colleagues as a strategy to improve her competence. She obviously	considers	this process as a successful enactment of her repertoire
333	L1-17.docx	sized PELI in Bandung; she worked there from 2004 until 2008. She	considered	this second PELI as her first 'proper 'job as
334	L1-14.docx	in a Student's Learning Journal <***> (Learning journal, case 1) Having	considered	these findings, the design for learning in which multimodal
335	L1-14.docx	designers and producers of multimodal texts (Choi and Yi, 2016). Having	considered	these findings, the study concludes that the integration of
336	L1-14.docx	stories within these texts alongside language (Rowsell and Decoste, 2012). Having	considered	these findings, this study suggests that the employment of
337	L1-8.docx	practice is adopted when certain factors need to be thoughtfully	considered.	These factors include collocutors, context, and faith factors. The
338	L1-12.docx	combination of teachers' individual and contextual factors. Moreover, the teachers	considered	these factors when making feedback decisions. The individual factors
339	L1-8.docx	to use the selected practice, until the benefits become apparent.	Considering	these factors, Iwat adopted a range of communicative practices

#	File	Left context	Node	Right context
340	L1-8.docx	ssertive, assertive, or aggressive (Orbe, 1998; Orbe & Roberts, 2012; Orbe & Spellers, 2005).	Considering	these factors, Iwat adopts a range of communicative practices
341	L1-11.docx	Despite such positive aspirations, teachers also held negative perspectives and	considered	these categories and the associated components less important. Table 20
342	L1-9.docx	average level of the students' academic and English competencies and	considered	these differences, especially when deciding on what materials to
343	L1-11.docx	assessment and the setting of learning objectives were crucial but	considered	these overwhelming and complicated. These teachers reported that they
344	L1-13.docx	contexts which are different from the context of West Java.	Considering	these two limitations, the findings of the present study
345	L1-11.docx	the reform being dependent on teachers' cooperative behaviours, it was	considered	important to delve into their perceptions and understanding of
346	L1-6.docx	English is not widely spoken in the community, it was	considered	important to expose students to authentic variations of English
347	L1-11.docx	group and individual interviews still believed that external pressures are	considered	important to motivate students to achieve and learn better [
348	L1-15.docx	social supports, such as from parents and academic community, are	considered	important to supplement instructional programs. Experiences of teaching English
349	L1-11.docx	kinds of external and internal-to-school influences do teachers	consider	important for shaping their assessment practices? My research was
350	L1-11.docx	number of contextual influences (in-and-outside to school) were	considered	important for shaping teachers' assessment practices. The internal influences
351	L1-11.docx	prescribed pedagogy in the new curriculum, was perceived positively and	considered	important for achieving the improvement purposes of assessment, but
352	L1-12.docx	inconsistency between what feedback the teachers thought they provided or	considered	important and what feedback they actually provided. The teachers
353	L1-11.docx	determine items that were considered important, 25 of 30 survey items were	considered '	important or crucial' by more than two-thirds of
354	L1-10.docx	of English choice in IUP, compulsory English, what consideration teachers	considered	when applying for full English, and strict rule, as
355	L1-10.docx	Consideration of Applying (full) English Practices One consideration that teachers	considered	when applying for full-English was commitment to the
356	L1-4.docx	addition, the data shows that an important point to be	considered	when involving students' voices is that teachers are not
357	L1-4.docx	the findings have shown that an important point to be	considered	when involving students' voices is that teachers are not
358	L1-19.docx	conducting a scientific experiment, and those distinctions should be diligently	considered	when determining how to best use the SA in
359	L1-1.docx	In this incident, she pointed out two things that she	considered	when enacting the competence in using certain teaching techniques:
360	L1-15.docx	motivation Pre-service teachers' motivation is an important factor to	consider	when exploring the formation process of teacher candidates (Han &
361	L1-17.docx	often neglect their students' affective needs. Students' enjoyment was rarely	considered	when teachers planned their lessons. The most common feedback
362	L1-4.docx	forward in this current study is for TESOL professionals to	consider	when to involve students' voices from their cultures of
363	L1-9.docx	small culture" approach avoids putting the different others together and	considering	them as a single group 'as though all the
364	L1-17.docx	flexibility." (p. 7). In terms of her relationship with students, she	considered	them as friends and she always gave out her
365	L1-17.docx	photographer (or being consistent in performing these identities), he still	considered	them as his identities because he had developed the
366	L1-14.docx	a central-up-front position, the teacher lacked interest in	considering	them in his designed instruction. Table 4.12: The Utilization of
367	L1-4.docx	guarantee that they are convinced that it is best to	consider	them in their practices. This is evident on the
368	L1-4.docx	that the teachers understood the students' approaches to learning and	considered	them to be common for Asian students. However, the
369	L1-20.docx	it was there. Hanum advised them directly perhaps because she	considered	them to be her own children. This assumption can
370	L1-11.docx	one teacher expressed disagreement with the description tasks because he	considered	them meaningless; he stated that their utilisation by parents
371	L1-12.docx	ot 6.3). <^^^> (Nida, personal communication 1, 2016) Moreover, five (out of nine) teachers	considered	themselves as experienced, authoritative mentors who had more knowledge
372	L1-12.docx	, 2016; Fajar, personal communication 1, 2016; Gie, personal communication 1, 2016).They	considered	themselves as experienced, authoritative mentors who had more knowledge
373	L1-12.docx	with the students and provided feedback. For example, the teachers	considered	themselves as experienced, authoritative figures that were responsible and
374	L1-15.docx	efficacy is defined as a situation where pre- service teachers	consider	themselves as having the capabilities to successfully perform specific
375	L1-15.docx	this study indicated that even though some of the respondents	consider	themselves as very well prepared, they do not show
376	L1-15.docx	of perceived preparedness. The results revealed that 51% of the respondents	considered	themselves as 'well prepared', 23% 'very well prepared', and 4% 'fully
377	L1-1.docx	the students and have them follow her teaching. When they	consider	themselves to have failed in enacting certain identities, they
378	L1-15.docx	remaining respondents, 16% felt a lower level of preparedness, and none	considered	themselves unprepared. The responses to a survey item asking
379	L1-9.docx	and national identities apart from developing their language skills is	considered	by the local EFL teachers not merely as part
380	L1-11.docx	feedback learning activities. All of the SAAP subcategories above were	considered	by the teachers as rare or abandoned practices (28 propositions),
381	L1-19.docx	in choosing their own approaches and strategies need to be	considered	by both stakeholders and the government as these were
382	L1-16.docx	approach learning. Often assessment is the first thing to be	considered	by many students in planning their engagement with a
383	L1-18.docx	printed dictionary: <^^^> (Tatiana, FGD2, Class 1B) Using Google Translate was	considered	by Tatiana to be a simple process. However, she
384	L1-4.docx	to be mocked by their friends (p = .152) where mostly are	considered	by U5 students (mean = 2.37).). It is clear that these
385	L1-3.docx	the context dimension, which determined the conception of what is	considered	creative and labelled a product as creative or not
386	L1-3.docx	one can add to the existing creative products to be	considered	creative and original. Bilingual skill is also a capacity
387	L1-3.docx	she watched. In her opinion, what she did was still	considered	creative because she added here and there, such as
388	L1-3.docx	labelled "creative". A few students also remarked that what was	considered	creative for one person might not be creative for

389	L1-3.docx	two opposing views reflect the contrasting views on what is	considered	creative in Indonesia. Some creative products produced by Indonesians
390	L1-3.docx	of remaking a creative product, saying that remaking could be	considered	creative only if we could make the product better (
391	L1-20.docx	for Hanum, she did such a thing because she likely	considered	her students to be her own children. The next
392	L1-20.docx	to show her solidarity to her students - perhaps because she	considers	her students to be her own children, she feels
393	L1-1.docx	However, after returning from her maternity leave, the mentor teacher	considered	her competence in creating lesson plans to be good. <^^^>
394	L1-1.docx	as a language of instruction. <^^^> As noted previously, Tasya often	considers	her knowledge of students as her point of reference
395	L1-1.docx	strategy to take the students outside is a 'failure' by	considering	her mentor's reasoning of why such a strategy
396	L1-1.docx	as a powerful party in the school, before her students.	Considering	her position against more powerful stakeholders in the school,
397	L1-11.docx	cognitive participation, collective action and reflexive monitoring of implementation to	consider	how embedded AfL practices have become. This is followed
398	L1-13.docx	ideologies to the students through their verbal and practical actions.	Considering	how English language ideologies shaped teacher cognition (i.e.,
399	L1-19.docx	is implemented at schools in different regions of Indonesia, especially	considering	how large the country is and given that educational
400	L1-4.docx	to the teacher's explanation. The teachers did not only	consider	how they were going to teach but also how
401	L1-13.docx	the notion of context to include the ideological context and	consider	how this context shape the development of teachers' cognitive
402	L1-19.docx	are five steps of the SA, the teachers needed to	consider	how to develop each step of the SA and
403	L1-10.docx	followed by an explanation in English. Besides terms, T19 would	consider	students' background. She would look at who were her
404	L1-10.docx	were very strict with using English in the classroom without	considering	students' English proficiency. T16 was one of teachers who
405	L1-11.docx	the results of the daily assessments [B1EW]. Teachers also	considered	students' learning behaviours (e.g. whether students are behaving
406	L1-11.docx	design classroom tasks that suit the capacity of their learners.	Considering	students' motivation, in many EFL and ESL contexts where
407	L1-4.docx	were aware of these challenges, admitted that they tended to	consider	students' needs, although they felt that they had tried
408	L1-11.docx	her personal experience of learning autonomy, one teacher argued that,	considering	students' readiness, it is not necessarily important to promote
409	L1-20.docx	between nationality and cultural identity is complex, nationality is still	considered	an important aspect of cultural identity (Tsui & Tollefson, 2007; Le
410	L1-15.docx	work. <^^^> First, the current research shows that classroom management is	considered	an important issue for the student-teachers, as exemplified
411	L1-18.docx	peers in this respect. Outlining her points before writing was	considered	an important stage for her; from this she would
412	L1-11.docx	not fine learners any more, as this is prohibited and	considered	an illegal collection, which could lead to teachers and
413	L1-14.docx	to implementing the policy, the integration of multimodality should be	considered	an integral part of, rather than something detached from,
414	L1-14.docx	Having examined the findings, the researcher proposes some recommendations to	consider	for enhancing future enactment of multimodal integration. One of
415	L1-6.docx	were included to support the research findings. The extracts were	considered	for inclusion on the basis of how well they
416	L1-14.docx	bubbles, could not simply be ignored. These resources were intentionally	considered	for more than decorative purposes. Although the meaning of
417	L1-14.docx	their daily teaching process. In some cases, teachers have been	considered	for multimodal employment when it was presumably regarded as
418	L1-17.docx	already knew how to teach at EF. He was even	considered	for promotion to a senior teacher role although it
419	L1-3.docx	subject, teachers' passion and personal practice of creative writing were	considered	more important than their formal educational qualification, noting that
420	L1-18.docx	themes. Classifying each theme based on its task sequence was	considered	more important than comparing the differences between classes as
421	L1-19.docx	Suryadarma et al. (2004) states that, in Indonesia, teachers are commonly	considered	more authoritative with regards to knowledge since they provide
422	L1-4.docx	but also have their own view of learning that they	consider	more effective in the classroom. In chapter 4, part IV,
423	L1-12.docx	proficient and provided more indirect feedback to those which they	considered	more proficient. The teachers' decision-making in the text
424	L1-7.docx	mentor teacher participation is arranged by each study program coordinator	considering	several aspects such as the availability of mentor teachers
425	L1-4.docx	teachers' practical knowledge in the classroom. Students have come to	consider	several dimensions of a good teacher (see chapter 4, Part 1,
426	L1-12.docx	protocol 3, Ardi) When providing written feedback, the teachers seemed to	consider	several factors (e.g., student's L2 writing profiles)
427	L1-8.docx	culture may use the communicative practice of other cultures by	considering	several factors. Orbe (1998), for example, explains that people, particularly
428	L1-10.docx	with the idea of practicing multilingualism in their classrooms by	considering	several terms and conditions, including the courses were related
429	L1-12.docx	the text, the teachers performed both cognitive and metacognitive actions.	Considering	and identifying errors in language use was the most
430	L1-12.docx	the text was the most frequently performed metacognitive action and	considering	and identifying language use problems was the most common
431	L1-13.docx	TPD programs According to Kuncahya and Basikin (2020), TPD programs "should	consider	and meet the teachers' professional needs" (p. 111). In relation
432	L1-10.docx	of IP was complex and therefore many things should be	considered	and well-prepared. English alone was not sufficient. Because
433	L1-4.docx	in how the students view learning, because most of them	consider	learning English as fun, engaging, and explorative (see chapter 4,
434	L1-17.docx	English at school experience and at a PELI and then	considered	learning English as something fun. Claire did not remember
435	L1-4.docx	findings of the study in part 4 showed how the students	consider	learning as something that cannot be separated from the
436	L1-4.docx	I explained to the teachers that most of their students	consider	learning grammar and finding a learning partner or peer
437	L1-12.docx	that they provided more direct feedback to students whom they	considered	less proficient and provided more indirect feedback to those

438	L1-12.docx	teachers used more oral prompts while scaffolding students whom they	considered	less proficient in writing and conversely fewer oral prompts
439	L1-11.docx	in the assessment process and formulation of learning goals were	considered	less important. These less- valued items are promotion of
440	L1-17.docx	than the elected teacher. He probably felt that he was	considered	less valuable than the other teacher, regardless of his
441	L1-1.docx	i.e., the power play of parents vs. teachers, in	considering	what is best for the students. 5.4.2 Qualifying Process in
442	L1-1.docx	seems to be acutely lost, as the pre-service teachers	consider	what is in their immediate surroundings in the day-
443	L1-11.docx	implementation: surely, this is an issue for future work, to	consider	what is required for successful embedding of a change.
444	L1-6.docx	and readjusting among the lecturers. Lowering expectations and choosing to	consider	what works under the conditions (Webster & Son, 2015) and what
445	L1-11.docx	K13 reform, this reinforces the argument for reform implementers to	consider	adopting a framework like NPT to analyse and guide
446	L1-11.docx	been limited. This reinforces the argument for reform implementers to	consider	adopting a framework, before setting out the reform agenda,
447	L1-12.docx	view, traditions, interests, and interactions"(Lektorsky, 2009, p. 79). Future studies should	consider	adopting this model of activity which include overlapping triangles,
448	L1-12.docx	provided most feedback on errors in language use although they	considered	content and organisation were more important because they believed
449	L1-12.docx	The think-aloud protocol transcripts indicated that the action of	considering	content and organisation problems required longer time and more
450	L1-12.docx	on the content, at least in the initial drafts. They	considered	content more important than other aspects of writing and
451	L1-3.docx	even though creativity could be performed by anyone, to be	considered	creative, a product or idea needed other people's
452	L1-3.docx	imitating a model or an existing creative product could be	considered	creative, but only a low level of creativity. Ariel
453	L1-3.docx	to a certain degree, influence their view on what is	considered	creative, in this case in literary creativity. 4.4.2. Creative process:
454	L1-9.docx	explicitly acknowledged the complex relationship between language and culture. They	considered	cultural appropriateness of expressions in English and local languages
455	L1-9.docx	cultural values and behaviours of the NSs of English. They	considered	cultural appropriateness when discussing English expressions and compared the
456	L1-18.docx	is made with regard to designing a lesson plan that	considers	cultural contact with a non-learner's element (i.
457	L1-10.docx	the establishment of IP was complex. Many things should be	considered.	English alone was not sufficient. Therefore, the establishment of
458	L1-13.docx	preservation of national and indigenous languages and, as a result,	considered	English as a potential threat to Indonesian and local
459	L1-17.docx	that he used English all the time or that he	considered	English from a native speaker as 'real' English where
460	L1-1.docx	professional identities. Tasya also compares herself with her peers and	considers	giving assessments as her strength as a competent teacher
461	L1-1.docx	teacher, regardless of her 'pre-service' status. In sum, Tasya	considers	giving assessments to her students as an important competence,
462	L1-3.docx	did not find any significant language barriers, hence, did not	consider	giving it a big portion of marks in the
463	L1-1.docx	instance, Lintang only submitted the lesson plans that the mentor	considered	good for the final grade of the teaching practicum;
464	L1-20.docx	educational settings involving children and adolescents although it is often	considered	good for them to learn about different religions. In
465	L1-2.docx	in similar contexts (Kassing, 2011), students in this study did not	consider	good relationships with lecturers would motivate them to learn
466	L1-20.docx	for Nisa to speak English as NES does because she	considers	herself a linguistic and communicative model of English for
467	L1-17.docx	well." Here, Claire committed "self-marginalization"(Kumaravadivelu, 2012, p. 23) that she	considered	herself as someone who knew nothing about teaching and
468	L1-1.docx	identities, as her supervisor recognizes her competence, and as she	considers	herself to be superior to her colleagues. 6.1.5 Using Technology
469	L1-17.docx	context of Indonesia at that time, speaking English publicly was	considered	inappropriate and was seen as showing off one's
470	L1-8.docx	Dr X creates a problem during communication, as it is	considered	inappropriate by the panel member and the participant (Iwat)
471	L1-8.docx	and honour and means father. Missing the address term is	considered	inappropriate regardless the language of code used in interaction,
472	L1-15.docx	point of view. Indonesian teachers' take-home income is still	considered	lower than other professions with a similar level of
473	L1-15.docx	influences (r= 0.575; p<0.01), while its correlation with English language was	considered	lower than the other factors as indicated by r= 0.204;
474	L1-8.docx	using title + first name form. English-speaking culture which is	considered	lower power distance manifests address terms using first name
475	L1-4.docx	teachers indicated that they had to take actions that they	consider	necessary to make sure that the students participate in
476	L1-6.docx	other resources such as course textbooks, worksheets, and handouts were	considered	necessary to support students' learning and enhance learning activities.
477	L1-6.docx	that some assignments related to searching on the internet are	considered	necessary but some others are optional. What matters about
478	L1-8.docx	identity requires a committed effort. This claim applies to Fie.	Considering	some factors regarding greetings, she practices what she preaches:
479	L1-12.docx	the writing problems in the draft (text reviewing). Finally, they	considered	some feedback alternatives and selected a feedback option to
480	L1-1.docx	the pre-service teachers can successfully handle the class. She	considers	some students in the school have special needs. The
481	L1-15.docx	^^^> (Flamboyan) <^^^> (Kusuma) <^^^> (Celline) This study reveals that some participants	consider	teaching as a respectable profession that is able to
482	L1-15.docx	job security are other incentives for pre-service teachers to	consider	teaching as a career. Tang et al (2018), who conducted
483	L1-15.docx	development as she said: <^^^> (Mely) Besides serving others, some participants	considers	teaching as a profession that is able to improve
484	L1-15.docx	time. In the context of Indonesia, teachers' working hours are	considered	very convenient. Moreover, schools have recently administered a five-
485	L1-15.docx	education program offered field experiences for student teachers, which are	considered	very crucial for their preparedness for teaching (see Brown
486	L1-3.docx	and motivated her into writing thrillers. Another book that she	considered	very inspiring was Anne Frank's diary. Sella said, "

#	File	Left context	Node	Right context
487	L1-6.docx	not to interfere with students' choice of website, which he	considered	advantageous for enhancing students' understanding of the course topic.
488	L1-15.docx	were the most frequently mentioned courses (17.42%) which pre-service teachers	considered	advantageous for their entry into the teaching profession, followed
489	L1-3.docx	the imaginative aspect of creative writing, and thus, tended to	consider	all of their students' writings as creative. The other
490	L1-13.docx	viewed all varieties as standard in their own right. "I	consider	all varieties as the same [equal]" (Pre- Interview, p. 7).
491	L1-14.docx	the focus of attention in this multimodal text which was	considered	as 'given', confirming it as more important than language
492	L1-2.docx	their identity. These students might feel that they would be	considered	as 'others' if they use English in the classroom
493	L1-10.docx	Meanwhile, teachers' policy of applying the loose rules is solely	considered	based on commencement of the newly established program (T5).
494	L1-10.docx	Teachers' consideration of applying the loose rules policy is solely	considered	based on commencement of the newly established program (T5).
495	L1-12.docx	Mary found a lexical problem (awkward or unclear expression).She	considered '	beneficial aspect' as unclear and suggested Nadhira to explain
496	L1-12.docx	in their beliefs regarding the type of written feedback they	considered	beneficial for their students. Three teachers (Erna, Gie, and
497	L1-12.docx	more beneficial, and the other three (Ayu, Amy, and Tia)	considered	both direct and indirect feedback equally beneficial. Those teachers
498	L1-12.docx	see excerpt 6.33). <^^^> (Gie, personal communication 1, 2016) Tia, one of the teachers,	considered	both the severity of writing problems and the sequence
499	L1-11.docx	students must achieve a certain level of KKM to be	considered	competent, a KKM for teachers is also needed. Although
500	L1-11.docx	lesson consists of three target competencies, in order to be	considered	competent, learners must achieve the KKM scores for all
501	L1-11.docx	tasks. These results expand our understanding of the importance of	considering	contextual factors when new pedagogic practices are promoted (Black &
502	L1-12.docx	writing skills. (4.23<^^^> (Ayu, think-aloud protocol 2, Raja). The teachers also	considered	contextual factors which influence their feedback practices, such as
503	L1-3.docx	the context of writing, what piece of writing do you	consider	creative? Could you give examples?" (Appendix 7). The 11 students of
504	L1-3.docx	your opinion? What kind of idea or product do you	consider	creative? In the context of writing, what piece of
505	L1-15.docx	dispositions, were identified in the thematic analysis. These factors are	considered	crucial by the respondents in pre-service teachers' education.
506	L1-15.docx	self-efficacy; background motivation; and teacher education. These dimensions are	considered	crucial roles in shaping pre-service teachers' sense of
507	L1-12.docx	aloud protocol on Dana's third draft of essay. Ayu	considered	Dana's L2 writing ability and progress over three
508	L1-12.docx	think-aloud protocol 1, -3 Dana; Tia – think-aloud protocol 2, Dwipa).Ayu	considered	Dana's writing ability by comparing Dana'swriting ability
509	L1-8.docx	through words or expressions in any situation is an essential	considered	factor for any selection of practice, including communication. The
510	L1-8.docx	my life" (L309). However, they opted to dissociate their faith	considering	factor to simply a personal choice in anticipation of
511	L1-8.docx	religious reference. The emergence of faith considerations extends the six	considering	factors that underpin the practice selection, although its application
512	L1-8.docx	nsideration. Alternatively, focusing on particular communicative acts, selected practice and	considered	factors would also be worthwhile to shape this relatively
513	L1-4.docx	and 4.3.3, I described discussion as a learning method that students	considered	helpful and were comfortable with. On the other hand,
514	L1-18.docx	and then sent responses. The feedback from her peers was	considered	helpful in this respect. Lastly, having a chance to
515	L1-17.docx	school when he graduated from his teacher college. Therefore, he	considered	his first teaching job at a school as a
516	L1-13.docx	activity system as well as his attitude towards monolingual ideology.	Considering	his students' varied levels of English ability, Budi redefined
517	L1-15.docx	a prior study in Indonesia (Suryani, 2017). Teachers' working hours are	considered	ideal for married women to balance their working and
518	L1-15.docx	set a high self-standard of performance criteria that is	considered	ideal from their point of view because they are
519	L1-6.docx	more selective in their searches and were more reflective in	considering	if the resources they found were relevant to their
520	L1-12.docx	the applicability of the study (Lincoln&Guba, 1985). The readers can	consider	if the results apply to other cases in similar
521	L1-4.docx	its own is the student-centred learning which the teachers	considered	important in teaching English. In chapter 2, section 2.3.3., I explained
522	L1-15.docx	sub-section demonstrates that a belief about gender- relatedness is	considered	important in the context of the teaching profession, especially
523	L1-18.docx	the researcher's previous experience, colleagues conducted their research without	considering	its ethical implications as the system in Indonesia does
524	L1-14.docx	multimodal literacy (Cope and Kalantzis, 2015; Iyer and Luke, 2010; Jewitt, 2005) without	considering	its representation of designed meanings in the curriculum (Cope
525	L1-10.docx	or who do not, this data was important to be	considered.	Lastly, section C, which is related to language spoken
526	L1-10.docx	were experienced or not, this information was important to be	considered.	Lastly, the participants were multilingual speakers. Majority of teachers
527	L1-3.docx	that poems, which contained "reality, truthfulness, and personal value", were	considered	most creative (p.75). It is likely that for Indonesians,
528	L1-3.docx	that poems that contained "reality, truthfulness, and personal values" were	considered	most creative (Tin, Manara, & Ragawanti, 2009). To write such poems
529	L1-14.docx	fitted in with English teaching materials (Sidik, 2021). Accordingly, Mr. William	considered	multimodal resources available from the textbook during only two
530	L1-14.docx	can still be the primary aspect. Another alternative is to	consider	multimodal resources (as meaning resources instead of supporting aspects
531	L1-10.docx	and T11) pointed out that their English is insufficient. However,	considering	my observations in their classrooms, as well as my
532	L1-14.docx	not had enough time to accommodate this in my study	considering	my status as an integrated doctoral program student combining
533	L1-6.docx	based tools and applications, the lecturers in this study still	considered	non-electronic learning resources critical for learning. Paper-based
534	L1-20.docx	or good morning. Perhaps, he did it to avoid be	considered	non-Muslim by his students. So here, Edi contextualised
535	L1-4.docx	described learning as learning in the classroom, however, this is	considered	relatively low compared to those that view learning as

536	L1-2.docx	the actual use in the classroom observations (M=33%) could be	considered	relatively very low against the time in one lesson.
537	L1-8.docx	particularly when they verbally greet DGMs and other CGMs. Therefore,	considering	shared experience, the context and anticipating cost and reward
538	L1-8.docx	faith association, more options are available for verbal greeting practice.	Considering	shared Islamic cultural reference in greeting and situated in
539	L1-20.docx	linking the issues in reading with Acehnese culture which she	considered	synonymous with Islam. For her, Acehnese culture is Islamic
540	L1-10.docx	social attribute to the elder. For Indonesian people, Mr. is	considered	synonymous with Pak. While in UK, the use of
541	L1-8.docx	to enact the selected practice (Orbe, 1998). After critically functioning and	considering	those factors, the CCGMs may come up with a
542	L1-6.docx	kept encouraging the students to participate and give comments but	considered	those who did not post or comment as acceptable.
543	L1-11.docx	demonstrating higher order cognitive and thinking skills. Essay results are	considered	useful for identifying the abilities and need-improvement areas
544	L1-11.docx	sentences should be pronounced and read. Whole class drilling was	considered	useful to 'improve student confidence in reading a text' [
545	L1-8.docx	and practices draw on her own perspectives and practice to	consider	whether assimilation, adaptation and/or separation are needed to
546	L1-20.docx	in appendix, so that other researchers can read them and	consider	whether they can make the same interpretations as he
547	L1-18.docx	learning, especially in writing modules. This was because Indonesian learners	considered	writing as a boring activity both in terms of
548	L1-12.docx	writing conferences) as a criterion of assessment, so the teachers	considered	writing conferences as obligatory. Although the study found that
549	L1-20.docx	Islamic values, and those who behave against Islamic values are	considered	wrong by her. For example, as in Islam Muslims
550	L1-20.docx	uttering some English word with Australian pronunciation although it is	considered	wrong by other NNESs in her context. This is
551	L1-11.docx	students' errors were not evident. Thus, formative assessment practice was	considered	absent. Sadler (1989) asserted that teachers' judgment is formative only
552	L1-13.docx	the students' pronunciation and have them repeat their pronunciation until	considered	accurate. Driven by the ELF paradigm, Budi deliberately spoke
553	L1-8.docx	educators in determining their practice selection. Although other factors are	considered,	afraid of being negatively perceived by others have stronger
554	L1-14.docx	them in junior high schools (Therefore, the government needs to	consider	also assigning other institutions such as local universities and
555	L1-12.docx	backward between the three decision-making processes. For example, while	considering	alternatives of written feedback on a writing problem, the
556	L1-17.docx	them wanted to start a doctoral programme and others were	considering	applying to be a school administrator. Olsen and Anderson'
557	L1-11.docx	presented and synthesized in one section. The approach adopted was	considered	appropriate to ensure the clarity of the findings and
558	L1-16.docx	ones for their classes. As Sheldon (1988) mentioned, ELT textbooks are	considered	as "the visible heart of any ELT program", although
559	L1-4.docx	U5 students were mostly afraid of being mocked when they	consider	asking questions in the classroom therefore, as a consequence
560	L1-11.docx	number of K13 assessment characteristics, their literacy levels might be	considered	basic because their descriptions solely embraced the general features
561	L1-6.docx	technology tools. The technology competence promoted in this study was	considered	basic (Egorov et al., 2007). It was therefore assumed that
562	L1-7.docx	undergraduate teacher education programs mainly adopted lecturing strategies which were	considered	boring and inadequate to develop their pedagogical knowledge and
563	L1-13.docx	doing a task and guided the students until they were	considered	capable of doing it themselves (Section 7.3.2.1). 9.3.2.2 Standard language ideology
564	L1-12.docx	between these terms (see Appendix I),but future research may	consider	combining some sub-categories or forming new categories of
565	L1-17.docx	the PELI business community, teachers from other institutions are often	considered	competitors; therefore, it is difficult to see the possibility
566	L1-11.docx	perhaps before implementation a framework like this needs to be	considered. 9	Concluding remarks The study explored teachers' conceptions and practices
567	L1-8.docx	example, explains that people, particularly in co-cultural group members,	consider	context, experience, preferred outcomes, communicative approaches, cost and reward,
568	L1-1.docx	have knowledge of the beliefs, norms, and values that are	considered	correct in the context of Indonesian society, and is
569	L1-3.docx	we can make new things … uncommon, different … then it is	considered	creative" (Ariel, interview). Another student illustrated her idea of
570	L1-4.docx	it is necessary. . 4.1.6. Textbook The use of the textbook is	considered	cultural, Asian teaching and learning is very closely related
571	L1-16.docx	feelings towards change depending on the stance from which they	considered	curriculum change. Based on the teacher's survey, 48 % (n=24)
572	L1-15.docx	indicated less agreement. These results showed that pre- service teachers	considered	dedication a crucial personal aspect for teachers. The descriptive
573	L1-20.docx	findings of this study can give them an idea to	consider	designing appropriate teaching materials for their particular English teachers
574	L1-8.docx	and separation practice. Compromising faith values for foreign practice is	considered	devaluing the individuals' commitment to their faith, while accommodation
575	L1-12.docx	beneficial for their students. Three teachers (Erna, Gie, and Sha)	considered	direct feedback more beneficial for their students, three others (
576	L1-20.docx	less classroom observation data related to it, future research should	consider	doing classroom observation many times, such as a least
577	L1-11.docx	strived to stimulate student engagement in the learning process and	considered	drilling activities and repetition (vocabulary and sentences) an important
578	L1-14.docx	hence, the presence of multimodal meaning resources was mostly not	considered	during the whole processes of the learning activities. This
579	L1-12.docx	feedback session. When making these feedback decisions, the teachers again	considered	each student's revisions and L2 writing profiles (writing
580	L1-14.docx	so that she had to compete with 40 other teachers when	considering	employing multimodality, such as video-songs. Apart from that,
581	L1-8.docx	and colleagues, to use such greetings. The factors that she	considers	essential for her selected practice include the anticipation of
582	L1-11.docx	and zero mentions, respectively, implying that these teachers might have	considered	evaluation and grading not to be the main concern
583	L1-4.docx	and peers. Another cultural difference can be seen when Asians	consider '	face' as something important to protect when interacting with
584	L1-8.docx	other practices remain contested and even separate. 5.3 Selected practice and	considered	factors When two or more people from different language

585	L1-8.docx	existing cultural practice in various different settings. 6.3 Selected practice and	considered	factors 6.3.1 Greeting rituals As noted in the chapter 5, greeting
586	L1-8.docx	different outfits to accommodate seasonal weather changes. They may also	consider	fashion recommendation and individual style (Abugabah, Cheng, & Wang, 2020). The
587	L1-12.docx	Hyland&Hyland, 2006, 2019; Lee, 2007; Mubarak, 2013) which reported that the L2 teachers	considered	feedback as beneficial for the students' learning. Moreover, the
588	L1-11.docx	in other classroom contexts (Jiang, 2014; Gu, 2014; Ateh, 2015). Classroom interaction is	considered	formative when an exchange of responses influences and changes
589	L1-7.docx	perceived their current professional experience. Some contrasting information was also	considered.	Four emerging themes were identified to include sufficient explicit
590	L1-10.docx	follow. Excerpt 6.24 <^^^> It was obvious that students' language development was	considered	from thesis defence and TOEFL score. This matter was
591	L1-19.docx	students' perceptions and responses towards the SA steps were also	considered.	Furthermore, this study explored the contribution of the SA
592	L1-6.docx	formed group work, classroom discussion and ideas sharing All lecturers	considered	group formation critical to this activity. All groups were
593	L1-6.docx	stated that while she used audio-visual resources, she also	considered	handouts and answer sheets important for enhancing students' listening
594	L1-15.docx	also be noted from their classroom tasks. Such challenges are	considered	hard for pre-service teachers, as illustrated by the
595	L1-10.docx	the right words in English, or fresher students who were	considered	having low proficient of English, he would also tolerate
596	L1-15.docx	his high motivation (personal foundation) to become a teacher, Hanes	considers	himself having inadequate teaching competencies after undertaking teaching practicum.
597	L1-20.docx	values, they prefer to construct their Acehnese identity that is	considered	identical with the 'Muslim identity' rather than their national
598	L1-11.docx	strive for grading. Meanwhile, student agency dimension, despite it was	considered	important, was often 'irrelevant' and abandoned, as a consequence
599	L1-11.docx	as a benchmark below which to determine items that were	considered	important, 25 of 30 survey items were considered 'important or crucial'
600	L1-6.docx	current and relevant information to the whole class, which he	considered	important. <^^^> (S128, Univ A, Dec 2016). Quotes from the open-
601	L1-11.docx	means through which students can convey their thinking that was	considered	inadequate. In addition, the established spoon feeding and rote
602	L1-3.docx	particularly in Javanese society, direct and open criticism was often	considered	inappropriate. Hence, he believed he should facilitate his students
603	L1-13.docx	given pedagogical tool (i.e., the audio CD) that he	considered	incompatible with his ideological view, Budi created a new
604	L1-12.docx	gave a direct feedback on a word choice which he	considered	incorrect. Gie suggested his student to change 'reflection' to '
605	L1-12.docx	beneficial for their students, three others (Fajar, Mary, and Nida)	considered	indirect feedback more beneficial, and the other three (Ayu,
606	L1-12.docx	used. Erna called this action 'student profiling', an act of	considering	individual student's writing ability, needs, progress, and product.
607	L1-19.docx	enhance the students' critical thinking by the school leaders, was	considered	ineffective by the EFL teachers and the students who
608	L1-11.docx	and rote learning culture in the Indonesian education system was	considered	influential in determining teachers' classroom assessment practices [A1BD
609	L1-15.docx	demanded hard work with major responsibilities, but teachers' salary was	considered	insufficient. These negative perceptions of the teaching profession will
610	L1-14.docx	so, the government could work with universities and colleges to	consider	introducing multimodality/ multiliteracies pedagogy into the curriculum for a
611	L1-11.docx	pedagogic and assessment practices linked to students' agency might be	considered '	irrelevant' to the work of teachers and students (Brown, 2004)
612	L1-13.docx	English, oh yeah the former sounds better" (Pre-Interview, p. 7).	Considering	its 'intrinsically good' quality, British English was thus considered
613	L1-5.docx	the most advanced among others in producing noun phrase structures.	Considering	K2 is one year ahead of K1 and these
614	L1-8.docx	scrimination (DePaulo, September 21, 2017). However, people from a different culture may	consider	knowing someone's marital status is worthy for the
615	L1-15.docx	was a valuable job and highly respected. Teachers are also	considered	knowledgeable individuals who play important roles in society (see
616	L1-12.docx	problems required longer time and more complex cognitive process than	considering	language use, errors in mechanics and referencing style. In
617	L1-3.docx	said: <^^^> (Tika, guided journal) Besides enjoying these novels, Tika also	considered	Lexie Xu's novels as models and she was
618	L1-11.docx	concepts and procedures. Their conceptual understanding of assessment could be	considered	limited to generic ideas about tests and measurements, as
619	L1-4.docx	students do not label their relationship with the teacher, still	consider	losing face, and believe that the use of textbooks
620	L1-6.docx	In a context where fund allocated for education sector was	considered	low and the low level of technology uptake was
621	L1-8.docx	is intergenerational communication. In Western countries where power distance is	considered	low, perspectives on equality influence communicative practice among members
622	L1-7.docx	Future research may investigate the nature of effective mentoring features	considering	mentors' academic background, teaching experience, professional teaching certificates and
623	L1-3.docx	provided examples or models that students could learn from. Students	considered	models and examples highly important, and students who found
624	L1-3.docx	in Chapter 5, 5.3.1.) Using a different approach, Sari and Tara also	considered	motivating their students as essential. Both concurred that writing
625	L1-18.docx	respect. Lastly, having a chance to receive peer feedback was	considered	motivating, "I think more motivation, Miss. because when we
626	L1-10.docx	of LOTE. As expressed by T5 in the interview, she	considered	multilingualism as letting students to use Bahasa Indonesia dominantly
627	L1-20.docx	our country. This cultural sharing action has important meaning when	considering	national identity, namely, as Guibernau (2007) suggests, shared culture supports
628	L1-8.docx	Situated in Indonesian culture whereby asking about marital status is	considered	normal and one way to pursue politeness, Ria recounted
629	L1-11.docx	conventional teaching approaches as the students in these schools are	considered	not ready for the student-centred approach to learning
630	L1-10.docx	were aware, in ELF-perspectives, the "E" of EMI was	considered	of ELF (English as lingua franca). It was revealed
631	L1-14.docx	the traditional curriculum which focuses on print- based content is	considered	one of challenges to integrating multimodality into classroom instruction (
632	L1-8.docx	and anticipated cost and reward associated with selected practice are	considered (	Orbe & Roberts, 2012). The range of selected communicative practices and
633	L1-8.docx	communication practice to given communication acts. The six factors for	considering	outlined in CCT were partly or entirely attended to

634	L1-20.docx	reports of care and love for their students could be	considered	part of the attitude of a teacher who acts
635	L1-20.docx	speak and ask questions voluntarily in classroom. Consequently, they are	considered	passive by teachers. Therefore, here, Edi taught his students
636	L1-8.docx	next factor deals with faith association. As a Muslim, he	considers	practising his faith, manifested in the verbal expression of
637	L1-11.docx	been evidenced in other studies. In Eren's study (2010), teachers	considered	promoting learners' autonomy valuable but not applicable, reflecting teachers'
638	L1-12.docx	on L2 writing was obligatory. Nida added that the teachers	considered	providing feedback as mandatory because they felt having moral
639	L1-12.docx	even to students with similar English proficiency. For instance, Gie	considered	Puput and Ninda as equally proficient students (upper intermediate
640	L1-8.docx	particularly from monotheism faiths, such as Jews, Christians and Islam,	consider	queer behaviour as a major sin (Ahmed, 2006). Avoidance Indonesian
641	L1-11.docx	for the national examination test items [B3MD], which was	considered	rather inappropriate practice that 'stunts the essence of learning' [
642	L1-6.docx	In L4's course, students who presented their work were	considered	ready to do so. Those who did not think
643	L1-19.docx	can work to accommodate those differences. Crucially, the government should	consider	reviewing certain aspects in the curriculum that are not
644	L1-12.docx	corrected essay and TAP data) even though all of them	considered	selective feedback more beneficial than comprehensive feedback. Second, the
645	L1-11.docx	aged above 40 years (see table 13 in chapter 4); these teachers are	considered	senior teachers who have experience of learning within a
646	L1-1.docx	p. 10). Turner-Bisset proposes that these constituents can be first	considered	separately, to explicate with clarity how they should be
647	L1-12.docx	time was limited, they focused on discussing problems which they	considered	severe. The teachers tended to make feedback decisions in
648	L1-11.docx	teaching commitment. The learning resources available at school were also	considered	significant factors that influenced teachers' decisions to apply assessment
649	L1-12.docx	Sha commented that she provided direct feedback for what they	considered	simple or easy to deal with writing problems and
650	L1-2.docx	large. According to Cohen (1988) "an effect size of d = .20 is	considered	small, d = .50 is medium, and d = .80 is large" (Allen,
651	L1-11.docx	desirable performance criterion (Stiggins, 2005; Azis, 2014). Consequently, learning may be	considered	solely an individual competition rather than as involving personal
652	L1-11.docx	making learning targets explicit and understandable for students (items 21, 11 and 28),	considering	students' level of understanding when planning the next lesson (
653	L1-1.docx	field, from the students and the mentor, is pivotal. She	considers	suggestions from the mentor, puts them into practice, and
654	L1-11.docx	claimed that memorisation and repetition practice of vocabulary items was	considered	suitable for junior high school students (age 13-15 years) as
655	L1-7.docx	preservice teachers but also for school mentors as they still	consider	supervising lecturers to be knowledgeable in English teaching. Meanwhile,
656	L1-10.docx	for this practice (T25), who the interlocutors are might be	considered (	T16), it might be contextual-based use of language (
657	L1-10.docx	only Bahasa Indonesia could apply (T25). Fourth, interlocutors might be	considered (	T16). Fifth, it might be contextual- based use of
658	L1-15.docx	One day, her tutor in English language suggested she should	consider	taking an entrance test for an English language teacher
659	L1-1.docx	that the document is both product- and process- oriented when	considering	teacher identities. The product-orientation is reflected in the
660	L1-12.docx	ng profiles (see excerpt 6.4). <^^^> (Erna, personal communication 1, 2016) All the teachers	considered	teacher's written feedback and writing conferences mutually complementing
661	L1-9.docx	school (SBI) was ruled unconstitutional by Indonesia's Constitutional Court	considering	that, among other things, an extensive use of English
662	L1-1.docx	useful move for the study program. It is pertinent to	consider	the voice of the future users of the graduates,
663	L1-8.docx	Nakagawa, 2008). This study indicates the greater faith-relevant accounts for	considering	the practice selection which result in assimilation, accommodation and
664	L1-20.docx	construct their global identity in teaching. Here, the four teachers	consider	their (imagined) global community to be their global identity
665	L1-3.docx	English Literature and Religious Studies. None of the four teachers	considered	themselves experts in creative writing per se, however, all
666	L1-10.docx	not perfect because they mixed it up with Malay language.	Considering	this, she refused to make use of all her
667	L1-2.docx	to motivate the students to learn, students' views should be	considered	thoughtfully particularly for adult students like in this study
668	L1-8.docx	of value regarding inter- generational communication, the two cultures are	considered	to have cultural distance (Sousa & Bradley, 2008). Figure 4. 2. Practice selection
669	L1-11.docx	based on teachers' formal and informal assessments. However, this was	considered	too complicated and challenging for most teachers, who later
670	L1-18.docx	and the design of an assessment rubric. 6.5 Implications Let us	consider	two main implications from this study. Firstly, the pedagogical
671	L1-11.docx	side of one actor (in this case the teacher) is	considered	unfair and elusive. At the school level, the promotion
672	L1-8.docx	Jamaludin, Rahman, & Al-Kahtani, 2011). Pork and its by-products are	considered	unlawful in Islam and Muslims are not allowed to
673	L1-5.docx	scalability should be over 90% before an implicational analysis can be	considered	valid. <&&&> As shown in Table 34, 15 out of 20 children participated
674	L1-15.docx	of this present investigation indicates that convenient working hours are	considered	valuable, giving them the opportunity to balance work and
675	L1-11.docx	persist. Teachers stated that government monitoring of classroom practices was	considered	weak and had no deterrent effect for 'unethical' teachers.
676	L1-1.docx	at the macro- and meso- levels of discourse can be	considered	weaker in enabling or constraining the doings than the
677	L1-20.docx	such as good morning, hello and so forth might be	considered	weird or non-Muslim, respectively. So, as Acehnese people
678	L1-10.docx	than English had different point of views. For example, T22	considered	who the audiences and what purpose of a language

Epistemic Lexical Verb: Propose

No.	File	Left context	Hit	Right context
1	L1-19.docx	critical thinkers in the classrooms. A similar thought is also	proposed	by Abrami et al. (2008) who advocate mixed teaching strategies
2	L1-13.docx	one way to engage in critical reflection is, this study	proposes,	by establishing teacher reflection groups (Farrell, 2015). In terms of
3	L1-18.docx	motivation develops over time following the classroom learning motivation as	proposed	by Gardner (2007). However, this study does not record the
4	L1-3.docx	of the influential learning principles is the concept of 3N	proposed	by Ki Hadjar Dewantara - a national hero and the
5	L1-20.docx	of the three parameters of the prominent postmethod pedagogy framework	proposed	by Kumaravadivelu (1994, 2001, 2002, 2003, 2005, 2006), namely the parameter of particularity, in addition
6	L1-18.docx	skills. Therefore, a framework based on Willis (1996a, 1996b, 1998, 2000) is	proposed	by presenting the second task cycle with a focus
7	L1-9.docx	and Pakistan, strongly resonates with an 'expanded view' of language	proposed	by Shohamy (2006). In this view, language is understood as '
8	L1-12.docx	certain writing problem), (2) student's writing topic (e.g., arguments	proposed	by the student),and (3) student's writing progress (e.
9	L1-18.docx	this study indicated that the task-based cycle which was	proposed	by Willis (1996a, 1996b, 1998, 2000) needed adjustment for the teaching
10	L1-13.docx	that they bring to this program of study. This study	proposes	the need for teacher candidates to engage in critical
11	L1-15.docx	disability, and discussing sensitive matters with parents. Further, O'Neill (2014)	proposes	the need to include classroom-based management practices within
12	L1-6.docx	the principles of effective language learning that Egbert and Yang (2004)	proposed.	The authors argued that learners need to have opportunities
13	L1-13.docx	English to the students. For this reason, the present study	proposes	the concept of a language ideological illusion derived from
14	L1-11.docx	also discusses potential avenues for future in-depth studies, before	proposing	the concluding statements. 9.2 Summary of research This research was
15	L1-11.docx	be evaluated. 5. The study is likely the first investigation that	proposes	the key questions for reform planners at the outset,
16	L1-1.docx	arning. Regarding the specific constituents of professional identities, Turner-Bisset (2013)	proposes	the model of knowledge bases, in which expert teaching
17	L1-13.docx	they think they are doing" (p. 27). Accordingly, this present study	proposes	the notion of language ideological illusion to refer to
18	L1-19.docx	plans accordingly, but also to fully comprehend why the government	proposed	the SA in EFL classes in the first place.
19	L1-13.docx	s case, the present study adds to the conversation by	proposing	that agency as a learner of ELT can play
20	L1-11.docx	associated the concept of validity with the 'free cheating test',	proposing	that assessment results are valid when there is no
21	L1-1.docx	good teacher within society. In the case of Lintang, she	proposes	that expectations from society are of teachers who have
22	L1-9.docx	of critical cultural awareness (savoir s'engager), Byram et al. (2002)	propose	that language teachers first need to encourage students to
23	L1-11.docx	teach [GD2]. Besides pedagogic and assessment literacy and competence, teachers	proposed	that teachers' commitment to innovative teaching and assessment was
24	L1-13.docx	the point made by Borg et al. (2014), the present study	proposes	that the extent to which an ELTE program impacts
25	L1-11.docx	corruption, especially in terms of time and budgets. Thirdly, teachers	proposed	that there were a variety of K13 assessment understandings
26	L1-1.docx	knowledge, processes, skills, beliefs, values, and attitudes (p. 10). Turner-Bisset	proposes	that these constituents can be first considered separately, to
27	L1-14.docx	of policy actors at school level. Secondly, one of the	proposed	research questions in this study relates to the students'
28	L1-14.docx	three observed cases. The findings are presented based on three	proposed	research questions regarding: i) the representation of multimodality in
29	L1-14.docx	in Mr. Adrian's English classroom. This discussion addresses three	proposed	research questions which are related to: i) the representation
30	L1-14.docx	classroom. The contents of the interview were related to the	proposed	research questions, as well as to questions that emerged
31	L1-14.docx	contexts. While the study has provided elaboration by addressing all	proposed	research questions, it has some limitations which offer potential
32	L1-14.docx	all participants and schools. The analyses are linked to the	proposed	research questions, namely: 1) To what extent is multimodality represented
33	L1-14.docx	my analysis are then presented in accordance with the three	proposed	research questions. 4.4.1 The Representation of Multimodality among English Teaching
34	L1-18.docx	in the literature on writing skill. The language focus is	proposed	to be an analysis and practice phase (Willis, 1996a).
35	L1-18.docx	be conducted in future research. Furthermore, the report phase is	proposed	to be replaced by re-writing. The findings have
36	L1-18.docx	the third task cycle governed by the lecturer, this study	proposes	to activate students' participation in the first half of
37	L1-10.docx	meet criteria to be called an international standard. Therefore, he	proposed	to call their IUP as IC or international class
38	L1-18.docx	on the feedback provided. Based on the findings, this study	proposes	to divide the task cycle into three phases by
39	L1-8.docx	that primarily relies on intergroup interaction, self-categorization theory is	proposed	to include intragroup interaction as the point of departure
40	L1-11.docx	students who have dropped out or passed away. The reasons	proposed	to inflate grades were many, e.g. internal pressure
41	L1-18.docx	to Willis' TBL framework as explained in Chapter 5. <***> Figure 6.1 The	Proposed	Framework for Technology-Mediated TBL Approach As shown in
42	L1-18.docx	the meaning they intended to get across. In addition, the	proposed	framework for writing skill using TBL in this study
43	L1-18.docx	for the teaching and learning of English writing skills. This	proposed	framework is presented following the discussion of the tools
44	L1-18.docx	TBLT frameworks (the left portion of the diagram) and the	proposed	framework of the writing skill TBL (the right portion
45	L1-18.docx	observation from the local TBLT practices. Further investigation on this	proposed	framework should be conducted in future research. Furthermore, the
46	L1-11.docx	al, 2015; Wiliam & Thompson, 2007). However, the qualitative aspect of the study	proposed	a complex interplay in terms of the relationship between
47	L1-18.docx	cycle into task, peer feedback and rewriting. Thus, this study	proposes	a framework for writing skills using TBL by making
48	L1-18.docx	identified that the lecturer should lead the analysis, this study	proposes	a student-led analysis. It is aimed at exposing

49	L1-16.docx	time to build connections between the current situation and the	proposed	change in order to keep up with the requirements
50	L1-16.docx	coped in managing its implementation in order to achieve the	proposed	change so that the third research question could be
51	L1-16.docx	needed to explore how teachers translate their understandings of the	proposed	change to their everyday classroom practices. Research has shown
52	L1-6.docx	idea sharing. They were encouraged to ask and answer questions,	propose	solutions to problems, challenge each other's ideas, and
53	L1-6.docx	to generate ideas by listening and sharing personal experiences, and	proposing	solutions to problems. L3 provided modelling and clarification when
54	L1-7.docx	and challenges that emerged during their classroom teaching process then	proposed	solutions for future actions. Although they were required to
55	L1-18.docx	especially in writing. Combining TBLT and technology-mediated learning is	proposed	as an area worthy of investigation in this study
56	L1-11.docx	and teacher 'unreadiness' were among the most commonly shared reasons	proposed	as to why they had disengaged from more student-
57	L1-11.docx	the work of others, rather than being receivers of the	proposed	changes. Active participation could only be maintained if teachers
58	L1-16.docx	group work to develop drafts of the document containing the	proposed	changes. As Brown (1995, p.206) expresses, "involving teachers in systematic
59	L1-18.docx	aims <&&&> 6.2 Overall summary of the findings Chapelle (2001) suggested that any	proposed	technology-mediated learning should be evaluated for its 1) language
60	L1-18.docx	the TBLT framework (Nelson & Schunn, 2009). The next section explores a	proposed	technology-mediated TBLT writing skills framework based on the
61	L1-13.docx	as well as indigenous languages. To preserve these languages, Budi	proposed	three points. First, the status of English in Indonesia
62	L1-20.docx	dimensions as well (Guibernau, 2007). de Cillia et al., (1999), for example,	propose	three ways people construct their national identity (see chapter 2).
63	L1-11.docx	designed placement tests to infer their prior knowledge. One teacher	proposed:	A1BD]. It is clear from teachers' checking attempts
64	L1-17.docx	parents. All of these characteristics of a good English teacher	propose	action: that to be a good English teacher, someone
65	L1-18.docx	contribution that this thesis has identified with respect to the	proposed	adjustment to Willis' TBL framework as explained in Chapter 5. <***>
66	L1-3.docx	be contextual for "a particular time, place, audience, and task".	Proposing	an explanation of where creativity is, Csikszentmihalyi (1997) explicates: "Creativity
67	L1-16.docx	time to build 'bridges' between the status quo and the	proposed	change (Wedell, 2009) in order to keep up with the
68	L1-16.docx	and practices, thereby implementing more effective instruction that reflects the	proposed	changes. It is also important for future research to
69	L1-9.docx	be seen as referring or being more related to the	proposed	character traits rather than the topic in question. Take,
70	L1-11.docx	tasks, three other teachers tried to challenge students' performance through	proposing	higher order thinking questions [B1EW, B5SHR and
71	L1-10.docx	international schools (hold international standard). For more specific perception, T29	proposed	his ideal curriculum in which both local and international
72	L1-11.docx	low level of students' ability in general. She reported that	proposing	how and why questions, for example, often drives the
73	L1-11.docx	policy regarding the assessment of behavioural aspects of learning, as	proposed	in the recent K13 handbook (MOE, 2017a). Likewise, teachers
74	L1-11.docx	checking students' prior knowledge, was carried out by teachers through	proposing	individual and whole class questioning about students' existing knowledge
75	L1-13.docx	career goals. One way to do this, the present study	proposes,	is by promoting critical reflections among both pre-service
76	L1-13.docx	professional needs" (p. 111). In relation to this, the present study	proposes	one way forward based on the findings. Chapter 9, Section 9.3,
77	L1-11.docx	four self-assessment propositions [B4MA], and another four teachers	proposed	only a single proposition each. Teachers delivered self-assessment
78	L1-18.docx	that the pre-task phase was performed similarly to Willis	proposed	pre-task cycle as recorded in the field notes.
79	L1-11.docx	discussions. Another aspect of student agency included students' initiatives to	propose	queries and ask for clarification or verification of the
80	L1-11.docx	the three classrooms, only a few students actively and iteratively	proposed	queries. This may explain the prevalent role of teachers'
81	L1-7.docx	teachers while they are still at university. They could also	propose	reasonable and justifiable compensation for the participants to their
82	L1-14.docx	tzis, 2015, 2000; Jewitt, 2008; Jewitt and Kress, 2003). The discussion addresses the three	proposed	research questions related to, namely: i) the representation of
83	L1-14.docx	the multimodal communication process. Having examined the findings, the researcher	proposes	some recommendations to consider for enhancing future enactment of
84	L1-7.docx	schools. I also acknowledge the limitations of my study and	propose	suggestions for further research. CHAPTER 7 DISCUSSION AND CONCLUSION 7.1. Introduction
85	L1-19.docx	expectation. Second, another discrepancy also exists in the government's	proposed	teaching approaches versus the teachers' negative attitudes towards the
86	L1-11.docx	which needs upgrading. One teacher in the group discussion [GD2]	proposed	that, if students must achieve a certain level of
87	L1-10.docx	or just inviting guest lecturers". In relation to curriculum, T29	proposed	that, "Ideally, I think there should be a combination
88	L1-11.docx	in the interviews. Consequently, some direct and leading questions were	proposed.	Thus, instead of deriving from previous responses, some interview

Epistemic Lexical Verb: Convince

No.	File	Left context	Hit	Right context
1	L1-10.docx	all over the world (T4). From political aspect, teachers were	convinced	that it had no relation with nationalism (T16, T17,
2	L1-10.docx	all over the world (T4). From political aspect, teachers were	convinced	that it had no relation with nationalism (T16, T17,
3	L1-4.docx	students' cultures of learning does not guarantee that they are	convinced	that it is best to consider them in their
4	L1-18.docx	was recommended to choose the English Department. She was also	convinced	that it would be good for financial reasons during
5	L1-10.docx	and languages other than English in their teaching, I was	convinced	that they practice ELF code-switching/mixing. How they
6	L1-11.docx	grades on students' internal attributions, such as discouragement and being	convinced	that they suffered from ignorance [A1BD]. Some students
7	L1-10.docx	compared my findings to Wang & Curdt-ChrisDansen's, I was	convinced	that patterns 2 (separated code mixing) and pattern 9 (cross language
8	L1-18.docx	students were the most confident and stated that they were	convinced	that the use of technology motivated them to complete
9	L1-17.docx	even though he had to take it twice. He was	convinced	that with his CELTA he could teach anywhere in
10	L1-10.docx	transLating something into English. Hence, it sounded less natural. This	convinced	him that he felt comfortable to teach in English.
11	L1-17.docx	critiques made him feel uncertain about his teaching skills and	convinced	him that he felt he needed to do CELTA.
12	L1-17.docx	Willy's teaching approach. It boosted Willy's confidence and	convinced	him that he was as legitimate as other teachers.
13	L1-6.docx	decision. Evidence of its personal benefits and students'' technological preferences	convinced	him to implement it. To enable students to quickly
14	L1-10.docx	materials. When students understood what teachers' have spoken, it was	convinced	enough that their English is sufficient. What follows was
15	L1-10.docx	the materials. When students understood what teachers' spoke, it was	convinced	enough that their English was sufficient. However, English was
16	L1-15.docx	courses. Nevertheless, her failure did not make her surrender. She	convinced	herself that she could improve her proficiency. Another example
17	L1-20.docx	does with the first one. Perhaps, it will be more	convincing	if he does it. The construction of a global
18	L1-9.docx	Interview with Wati, 17/11/15) Such a perspective not only made Wati	convinced	of her teaching approaches but was also practically useful
19	L1-14.docx	and van Leeuwen, 2002). So, this selection may be aimed at	convincing	readers that this product is an organic and/or
20	L1-2.docx	This means, first, that the lecturers should be able to	convince	students that they are able to do or perform
21	L1-3.docx	everybody can be creative, yet many teachers were also still	convinced	that "creativity was an inborn trait" (p.33). 4.4.4. Creative product:
22	L1-14.docx	the motivated meaning of this composition is to persuade or	convince	viewers that this tea product originates from a selected
23	L1-3.docx	interview, my translation) He underlined that to make a story	convincing,	we cannot write based on our imagination alone. Arif

Epistemic Lexical Verb: Assume

No.	File	Left context	Hit	Right context
1	L1-9.docx	even existence–of the national language. That is, English is	reckoned	to be not just a language in that the
2	L1-9.docx	usually arise when modernization is equated with westernization, which is	reckoned	to be something negative if it violates Islamic teachings,

Epistemic Lexical Verb: Assume

No.	File	Left context	Hit	Right context
1	L1-10.docx	represented his perception. Excerpt 7.3 <^^^> The above excerpt revealed that he	doubted	that multilingual practices could provide a scaffold for both
2	L1-10.docx	because it inhibited students to express in English. He just	doubted	that multilingual practices could scaffold both students understanding and
3	L1-10.docx	unaware of the idea of practicing multilingualism. It was no	doubt	that perspectives and practices were conflicting. In addition, T23
4	L1-10.docx	unaware of the idea of practicing multilingualism. It was no	doubt	that perspectives and practices were conflicting. In addition, T23
5	L1-10.docx	advantages of the alumni was their English. It was no	doubt	that English was a powerful instrument for graduates to
6	L1-10.docx	of the reason of practicing her multilingualism. It was no	doubt	that she was making use of her multilingual practices
7	L1-10.docx	were commonly used in teachers' daily communication. It was no	doubt	that the influenced of Islamic tradition came into being
8	L1-17.docx	English teacher to her competence in speaking English; thus, any	doubts	about her English ability would be seen as a
9	L1-17.docx	participant, Arbo, claimed that during the CELTA course, his initial	doubt	about the quality of the course was erased by
10	L1-15.docx	or low self-efficacy might occur when a participant has	doubts	about their teaching capabilities, including their ability to answer
11	L1-15.docx	belief with a mean of 4.06. The respondents appeared to have	doubts	about this issue even though positive responses still dominated.
12	L1-6.docx	information outside of the classroom or at home. When in	doubt	about what they had learned at home, students could
13	L1-5.docx	without agreement, however, her phrasal production is not clear. The	doubts	about whether the emergence criterion is satisfied arise from
14	L1-11.docx	their utilisation by parents remains questionable [A2KM]. The teacher	doubted	the extent to which parents read the description. Similar
15	L1-15.docx	However, the results also demonstrated that some pre-service teachers (5%)	doubted	the nobility of the profession The next survey item
16	L1-12.docx	direct feedback if the writing problem was severe, but she	doubted	the student could self-revise it. The interview data
17	L1-6.docx	lecturing approach motivated students to ask questions and share their	doubts,	and progress on their projects. It also stimulated other
18	L1-6.docx	the class. After they had done so, L5 clarified their	doubts	and provided more explanations on the topic. Additionally, in
19	L1-15.docx	was a burden instead of an exciting experience and she	doubted	her own abilities to reach the teaching standards that
20	L1-15.docx	teach in a large class, and this caused her to	doubt	her preparedness to teach. During the teaching practicum, she
21	L1-17.docx	the course led to a period of struggle and self-	doubt.	His confidence was crushed for much of the duration
22	L1-17.docx	his intention to marry her, and he felt that they	doubted	his genuine love for her and accused him of
23	L1-15.docx	mastery (see Table 4.7). Their self-assessment indicates that they have	doubts	about their teaching competencies and this then influences their
24	L1-18.docx	paper". The responses varied and twenty-seven students (21.6%) indicated their	doubts	by choosing the "undecided" option. On Item 6, the option "
25	L1-4.docx	also elicit students participation because these technological media are no	doubt	has become a large part of the students' lives.
26	L1-8.docx	welcome any greeting. These different perspectives leave many Muslims in	doubt	in relation to offering Islamic greetings to non-Muslims.
27	L1-8.docx	Yet, in articulating such wishes there is no self-faith	doubt.	Meanwhile, avoidance practice occurs when the educators return to
28	L1-18.docx	option. On Item 6, the option "undecided" was not given. The	doubt	was recorded by choosing "Somewhat Agree" (8%) and "Somewhat Disagree" (2%).
29	L1-9.docx	English whose language accuracy (grammar, word choice, pronunciation) is beyond	doubt.	Wati's pedagogic beliefs and classroom practices in principle
30	L1-11.docx	and accountability aspects of Brown's model but expressed some	doubts (	which Brown might see as 'irrelevant' conceptions) about the

Epistemic Lexical Verb: Seem

No.	File	Left context	Hit
1	L1-3.docx	internet. One reason that Tara mentioned was because the canons	seemed
2	L1-9.docx	explicit attention to cultural dimensions during the classroom observations. There	seemed
3	L1-10.docx	my question about their view of the establishment of IUP	seemed
4	L1-10.docx	The choice of not imitating NESs, despite they were Indonesian,	seemed
5	L1-10.docx	The choice of not imitating NESs, despite they were Indonesian,	seemed
6	L1-13.docx	word. <^^^> (Pre-Interview, 8). What Budi meant by the 'right pronunciation'	seemed
7	L1-13.docx	which is the American spelling of "licence" (Section 5.3.2.3). Therefore, there	seemed
8	L1-13.docx	view and classroom practice (Section 9.3.2.5). In Ana's case, there	seemed
9	L1-1.docx	in the macro- and meso-levels. In a sense, there	seems
10	L1-3.docx	better than theirs, hence, they always did as suggested. There	seems
11	L1-5.docx	nouns in K1 was much higher than in K2. This	seems
12	L1-6.docx	and relevance in supporting students' acquisition of knowledge. There also	seems
13	L1-13.docx	heir perceived origins <&&&> 5.2.2.1 Ideological stances on languages in Indonesia There	seems
14	L1-13.docx	heir perceived origins <&&&> 7.2.2.1 Ideological stances on languages in Indonesia There	seems
15	L1-13.docx	Tamtomo, 2016) or a clash of ideologies. In this case, there	seems
16	L1-16.docx	attitudes is beneficial because any investment in a curricular change	seems
17	L1-20.docx	even though his regional identity appears by itself. Nonetheless, there	seems
18	L1-3.docx	were imaginative and open to a wide range of possibilities	seemed
19	L1-3.docx	feedback in groups, where the students could give feedback directly,	seemed
20	L1-5.docx	noun plus modifier(s) at Time 1. Both Zai and Kin	seemed
21	L1-6.docx	who originally did not really feel positive about using technology,	seemed
22	L1-11.docx	prescription. Despite the improvement nature of the activity, the orientation	seemed
23	L1-15.docx	demotivated her to become a teacher. She said, "... lesson plans	seemed
24	L1-18.docx	response to this argument from Ushioda (2014), boring and repetitive tasks	seems
25	L1-9.docx	swers' most often associated with unacknowledged, essentialist and innocent discourses	seem
26	L1-9.docx	knowledge as well as their average academic and English competence	seemed
27	L1-11.docx	s study, the success of this minority group of learners	seemed
28	L1-11.docx	own learning objectives and share them in class. This practice	seemed
29	L1-12.docx	these factors, students'L2 writing profiles (ability, needs, progress,&motivation)	seemed
30	L1-6.docx	handycams although the rate of digital camera and handycam usage	seems
31	L1-16.docx	bound to create problems at the time of implementation, which	seems
32	L1-2.docx	education. Thus, the lecturers and the students in this study	seem
33	L1-6.docx	acknowledge any online sources they used for their project; he	seemed
34	L1-6.docx	designing technology-based learning materials. The students in this study	seemed
35	L1-12.docx	The think-aloud protocol transcripts also showed that the teachers	seemed
36	L1-20.docx	Hanum cared about him that way (see line 129-130) because she	seemed
37	L1-10.docx	field note that T2 spoke English in lower tone and	seemed
38	L1-10.docx	she taught. Hence, for T6 using English only when teaching	seemed
39	L1-12.docx	decision-making processes whilegiving written feedback on students' L2 writing	seemed
40	L1-12.docx	the teachers' feedback practices and decision-making while providing feedback	seemed

41	L1-13.docx	never change," (Pre-Interview, p. 10). On the other hand, Ana	seems
42	L1-15.docx	decision to pursue teaching. Research has shown that role models	seem
43	L1-17.docx	Claire, Interview). Being able to enjoy what she was doing	seemed
44	L1-1.docx	However, in presenting the graduate profiles and learning outcomes, there	seems
45	L1-13.docx	status and role of English in Indonesia, so that there	seems
46	L1-3.docx	faculty. As revealed by these teachers, decisions on assigning them	seemed
47	L1-3.docx	The selection of models used by the two participating teachers	seemed
48	L1-6.docx	learning. The exploration of online learning materials and teaching approaches	seemed
49	L1-3.docx	to reflect on their daily life experiences to get inspiration	seem
50	L1-20.docx	etiquettes seem to be simple things, however, for Mahdi, they	seem
51	L1-4.docx	d, <^^^> (Student 7_U1, Interview, October 10, 2017) These interactions with the teacher	seemed
52	L1-3.docx	she expounded: <^^^> (Sari, interview, my translation) Building her students' confidence	seemed
53	L1-16.docx	Necessity of change – The two perspectives The necessity of change	seemed
54	L1-20.docx	Hanum even would care for him much since this student	seemed
55	L1-13.docx	not represent what she refers to as 'correct' English. Ana	seemed
56	L1-1.docx	and the choice of certain teaching techniques: <^^^> At first, Tasya	seems
57	L1-12.docx	The second and third steps often co-occurred. These findings	seem
58	L1-1.docx	of needing something that attracts their attention" (Lin720). This perception	seems
59	L1-3.docx	in primary school. She said: <^^^> The students' self-perceived creativity	seemed
60	L1-11.docx	for students NOT in this school' [A1BD]. This view	seemed
61	L1-10.docx	to speak English well and practice teaching in good way	seemed
62	L1-10.docx	While doing interaction, both teacher and student spoke English that	seemed
63	L1-10.docx	opportunity to speak more Bahasa Indonesia than English. This perception	seemed
64	L1-10.docx	opportunity to speak more Bahasa Indonesia than English. This perception	seemed
65	L1-16.docx	every endeavour has been made to select those ideas which	seem
66	L1-3.docx	use when teaching creative writing. Specific knowledge in creative writing	seems
67	L1-1.docx	adds the competence of using English well. The supervisors' expectations	seem
68	L1-1.docx	planning, delivery, assessment); and reflection. The focus of the activities	seems
69	L1-13.docx	contradiction drove change in her activity system. This change, however,	seemed
70	L1-13.docx	stance to adapt to the students. However, this ideological transformation	seems
71	L1-1.docx	in the form of the curriculum and teaching practicum handbook,	seems
72	L1-9.docx	in "good teaching" 'dimensions of teacher knowledge and skill that	seem
73	L1-11.docx	rather than argue) and limited mastery of English vocabulary items	seemed
74	L1-12.docx	evident in the current study. In my analysis, these contradictions	seem
75	L1-13.docx	L1 or native language as a classroom resource. However, Budi	seemed
76	L1-4.docx	asked the students about their involvement in the classroom, they	seemed
77	L1-17.docx	to teaching. Like India, Mary felt that being a teacher	seemed
78	L1-6.docx	reason for using Facebook was its cost- effectiveness. They both	seemed
79	L1-15.docx	once was. It highlights a perception that the teaching profession	seems
80	L1-19.docx	step of the SA in the teaching process and this	seemed
81	L1-18.docx	session took place. The first session of the task cycle	seemed
82	L1-12.docx	and their actual feedback practices which the teachers do not	seem
83	L1-13.docx	to textbooks used for teaching in the secondary school context	seemed
84	L1-3.docx	into a creativity that gained social recognition. Gaining social recognition	seems

85	L1-3.docx	Haryo's students in this study affirmed that the assessment	seemed
86	L1-4.docx	their peers and even to use their native language. They	seemed
87	L1-12.docx	The choice of a single or multiple graduated prompt strategy	seemed
88	L1-3.docx	and playing the piano and violin. Even though these skills	seem
89	L1-10.docx	body languages supported the way he explained the materials. Students	seemed
90	L1-10.docx	and the other were ignored. In other words, conflicting ideology	seemed
91	L1-6.docx	lecturers' decisions to use technology in the teaching-learning process	seem
92	L1-17.docx	world (Barnawi, 2016; Ganji et al., 2018). However, its popularity in Indonesia	seems
93	L1-9.docx	more Indonesia's cultural richness than 'foreign' culture. However, there	seemed
94	L1-2.docx	score (5.49) followed by Linguistics Self-Confidence (5.21) suggesting that the students	seem
95	L1-2.docx	to be like the models. This shows that the students	seemed
96	L1-13.docx	the medium of instruction in the classroom, Budi's views	seemed
97	L1-4.docx	guides students to learn and practice the language. Therefore, there	seemed
98	L1-10.docx	this issue, binary classes namely regular classes and IUP classes	seem
99	L1-17.docx	experienced when I did my CELTA in 2005 as the tutors	seemed
100	L1-3.docx	their skills and resources, and even if skills do not	seem
101	L1-2.docx	learning the language (L2 Own/Other Ideal/Ought-to selves)	seemed
102	L1-11.docx	to learning and strong learning-oriented beliefs, but these beliefs	seemed
103	L1-2.docx	Experience's relatively high mean score suggests that the students	seemed
104	L1-20.docx	that he did not do so. Apparently, although these etiquettes	seem
105	L1-20.docx	to their familiarity with Grammar Translation Method (GTM). Here, Edi	seems
106	L1-20.docx	as the description of diseases. Here, for Edi, the punishment	seemed
107	L1-20.docx	method). Certainly, she did like this because her Muslim identity	seems
108	L1-3.docx	characteristic that was underlined by most participants, but does not	seem
109	L1-17.docx	other roles - for almost four years, but none of these	seemed
110	L1-17.docx	to try something different. Arbo tried different jobs but none	seemed
111	L1-6.docx	solved by accessing the internet in the café. This fact	seemed
112	L1-11.docx	robotic entity whose sole purpose for being in the classroom	seems
113	L1-13.docx	hey you cannot use this one" (Pre-Interview, p. 12). There	seems
114	L1-9.docx	our/their [culture]", "Eastern/Western [culture]" or "Muslim/non-Muslim"	seem
115	L1-10.docx	was revealed that English only policy with very strict rules	seemed
116	L1-18.docx	on the first draft of their writing tasks. This session	seemed
117	L1-6.docx	access. Additionally, the receptionist was a computer science graduate and	seemed
118	L1-6.docx	was registered to the English study programme. L3 did not	seem
119	L1-3.docx	they had observed or experienced when writing. Sella and Nadia	seemed
120	L1-10.docx	students to understand the materials. Thirdly, on many occasions, T4	seemed
121	L1-15.docx	Regarding their perceived subject content proficiency, the pre-service teachers	seemed
122	L1-15.docx	her teaching practicum at a senior high school and she	seemed
123	L1-17.docx	to deliver useful lessons in communicative and fun ways. They	seemed
124	L1-13.docx	Pre-Interview, p. 4). Theoretically speaking, two types of ideological transfer	seem
125	L1-6.docx	they found were relevant to their learning needs. They also	seemed
126	L1-5.docx	also produces the highest lexical types (see Table 13). So, Kin	seems
127	L1-13.docx	this case, Tina as a teacher. In other words, there	seems
128	L1-13.docx	English as an international and a superior language. Accordingly, there	seems

129	L1-1.docx	stakeholders, such as the headmasters and other teachers, the schools	seem
130	L1-9.docx	in their RPPs and teaching. As such, the EFL teachers	seem
131	L1-7.docx	reflected the broad diversity of their programs and mentors. This	seemed
132	L1-9.docx	interaction in English with people from Indonesia's neighbouring countries	seemed
133	L1-15.docx	the teacher education program and their opinions about teaching. This	seems
134	L1-15.docx	indicated by r= 0.204; p < 0.05. The last factor, the English language,	seemed
135	L1-15.docx	last item under initial teacher education. The non- curricular programs	seemed
136	L1-15.docx	of self- efficacy in teaching. Some participants of this study	seemed
137	L1-6.docx	delivered by lecturers or what they had learned from textbooks	seemed
138	L1-4.docx	asked them about their perception on students learning culture. They	seemed
139	L1-6.docx	previous experience of using Facebook with other student cohorts also	seems
140	L1-17.docx	training consultancy with other English teachers from another PELI. He	seems
141	L1-4.docx	Student 3_U1, Interview, October 9, 2017) It is interesting that the students	seemed
142	L1-6.docx	had to go through to obtain the online materials. She	seemed
143	L1-2.docx	classroom environment. Overall, the 6 dimensions of motivation show that students	seem
144	L1-6.docx	group. <^^^> (L2, Univ B, Dec 2016). As found in observation 3, L2	seemed
145	L1-2.docx	times (26 and 6 times respectively). From the lecturers' perspective, the findings	seem
146	L1-12.docx	sessions. In addition to these different goals, the data also	seem
147	L1-13.docx	thus did not enrol in English courses elsewhere. The findings	seem
148	L1-6.docx	working in groups to complete tasks assigned on Facebook. This	seemed
149	L1-12.docx	information from various sources. The teachers' procedures in providing feedback	seemed
150	L1-13.docx	and the rule enacted to attain the object. The analysis	seemed
151	L1-6.docx	classroom time to help students. '<^^^> (L2, Univ B, Sept 2016). This	seems
152	L1-6.docx	in a total score for both items of 75.78%. This percentage	seems
153	L1-13.docx	illustrated in the following exchanges. <^^^> (Pre-Interview, p. 7) This finding	seems
154	L1-4.docx	indicate a respect for social position, when asking questions they	seem
155	L1-4.docx	U2, Interview, November 17, 2017) An interesting finding is that two teachers	seem
156	L1-4.docx	students in order to have an effective classroom. Teacher C	seemed
157	L1-6.docx	students' interactions were managed very carefully by the lecturers. They	seemed
158	L1-6.docx	to match the appropriate terms commonly used in tourism. She	seemed
159	L1-17.docx	habitus and how they developed it. Thankfully, the senior teacher	seemed
160	L1-17.docx	own identity according to the way he imagined it. Darren	seemed
161	L1-20.docx	the sake of guiding them. The second reason is Nisa	seems
162	L1-6.docx	L5 did not mind if students used textbooks only and	seemed
163	L1-6.docx	the link but not download the e-book. These events	seemed
164	L1-6.docx	not have enough internet data. <^^^> (S59, Univ A, Dec 2016). This	seems
165	L1-20.docx	is better than they do not know". This low target	seems
166	L1-12.docx	and non-linear process of making decisions, but the trend	seem
167	L1-13.docx	notion of British English as the Standard English. These findings	seem
168	L1-12.docx	rsonal communication 1, 2016) 6.2.2.5 Time pressures The time pressure in the semester	seemed
169	L1-12.docx	conferences(e.g., Ayu). The time pressure in the semester	seemed
170	L1-11.docx	about his teaching practice in the observed lessons, and this	seemed
171	L1-6.docx	value of learning (Jackson, 2009 as cited in Lie, 2013). This understanding	seems
172	L1-6.docx	to this activity. All groups were self-formed, but L1	seemed

173	L1-3.docx	totally attentive and eager to learn" (Exley, 2005, p.4-5). Indonesian people	seemed
174	L1-17.docx	it seemed that teaching gave him the best return. Arbo	seemed
175	L1-17.docx	would laugh at them. In terms of teaching methods, he	seemed
176	L1-12.docx	Syllabus),the time pressure in providing feedback in the semester	seemed
177	L1-20.docx	to them in Indonesian. Regarding Edi and Mahdi, here they	seemed
178	L1-6.docx	interact with the lecturer and their peers. Working in groups	seemed
179	L1-15.docx	study demonstrated that the number of those who did not	seem
180	L1-6.docx	in the analysis of L1 and L4, in that they	seem
181	L1-4.docx	asking questions in the classroom therefore, as a consequence they	seem
182	L1-4.docx	on students' clarity, volume, and intonation. On Reflection 2, the teachers	seemed
183	L1-1.docx	reflects on her teaching practicum experiences: <^^^> In this answer, Tasya	seems
184	L1-11.docx	teachers have had negative experiences with government-funded training, which	seems
185	L1-11.docx	Excerpt 4. <^^^> Furthermore, as in the interview findings, the teachers observed	seemed
186	L1-11.docx	of inadequate planning and the architecture of the reform, which	seemed
187	L1-11.docx	on the precise use of the correct grammar and he	seemed
188	L1-10.docx	T6 and T8 often used the Indonesian currency, Rupiah. It	seemed
189	L1-10.docx	lecturing mechanism, and academic engagement are teachers' salient concern. It	seems
190	L1-10.docx	speaking, writing in whiteboard, and asking questions to students. It	seemed
191	L1-6.docx	on what to search for, as instructed by the lecturers,	seemed
192	L1-11.docx	James & Pedder, 2006; Warwick et al, 2015; Gan et al, 2018). My study	seems
193	L1-13.docx	challenges nationalism. While Ana's case, in a sense, may	seem
194	L1-11.docx	about the debate regarding the necessity of national examinations; they	seemed
195	L1-4.docx	by using media. <^^^> (Teacher C_U1, Interview, October 11, 2017) The teachers	seemed
196	L1-4.docx	ask questions and at the same time feel comfortable, they	seem
197	L1-4.docx	put forward their voices in their classroom learning. The teacher	seemed
198	L1-4.docx	quotations and the observation note above show that the teachers	seem
199	L1-6.docx	the aspects of explaining or lecturing that promoted learning. He	seemed
200	L1-10.docx	teachers who had not a clear stance toward multilingualism, they	seemed
201	L1-10.docx	teachers who had not a clear stance toward multilingualism, they	seemed
202	L1-12.docx	the analysis indicated that all the teachers' colour codes systems	seemed
203	L1-13.docx	adapt to the students. Outside the classroom, Ana did not	seem
204	L1-20.docx	English pronunciation was not like that of NES. Here, Nisa	seems
205	L1-11.docx	b). They had tried to apply these assessment practices, which	seemed
206	L1-13.docx	such a contradiction. As a result, the contradiction did not	seem
207	L1-13.docx	make any response. As a result, the contradiction did not	seem
208	L1-17.docx	sure that her students were successful in their learning. She	seemed
209	L1-4.docx	observation note: <^^^> (Class D_U5, Observation Note, November 10, 2017) The teacher	seemed
210	L1-9.docx	maintain one's own accent and speaking style. This view	seemed
211	L1-6.docx	that other students used. Additionally, using Facebook to post assignments	seemed
212	L1-3.docx	strong passion for writing and an intrinsic motivation to write	seemed
213	L1-4.docx	to. As an example, in the classroom observation, the teachers	seemed
214	L1-6.docx	were also encouraged to share their personal travelling experiences, which	seemed
215	L1-6.docx	students with using technology for learning purposes. This familiarisation process	seems
216	L1-4.docx	they view a good student as being active (p =.000). U1	seems

217	L1-13.docx	English homogeneously as it is documented in the dictionary. Dina	seemed
218	L1-3.docx	Sella and Nadia - who were confident about their creative ability,	seemed
219	L1-12.docx	feedback provision on a draft they were reviewing. The teachers	seemed
220	L1-13.docx	Section 9.2.1.1), exposure to ESL discourses during undergraduate study did not	seem
221	L1-12.docx	The analysis of data indicated three main individual factors which	seemed
222	L1-11.docx	be interpreted as a widespread practice in schools. Nevertheless, teachers	seemed
223	L1-11.docx	and sometimes they even overlap, suggesting that teachers in Indonesia	seem
224	L1-15.docx	identity. In the current research, non-teaching responsibilities of teachers	seem
225	L1-11.docx	the assessment framework in the previous curricula (52.43%). In general, teachers	seemed
226	L1-20.docx	and loving him since by doing so he does not	seem
227	L1-15.docx	efficacy on the feelings of preparedness to teach, self-efficacy	seemed
228	L1-17.docx	we are here to teach, not to make friends" which	seems
229	L1-6.docx	and 7), but each day had a different focus. Facebook use	seemed
230	L1-8.docx	engaging people from diverse language and cultural backgrounds does not	seem
231	L1-4.docx	teacher. He said, <^^^> (Teacher F_U5, Interview, November 06, 2017) Teacher F	seemed
232	L1-13.docx	is the same" (Pre-Interview, p. 8). By so saying, Dina	seemed
233	L1-13.docx	Not realising that it deviates from the 'Standard English', Ana	seemed
234	L1-13.docx	illustrates the pragmatic nature of her attitude. Tina's view	seems
235	L1-13.docx	and the answer, what the student actually wanted to say	seems
236	L1-1.docx	The source of her definition of 'good' and 'uninterested' teachers	seems
237	L1-10.docx	a big opportunity to explore English and multilingualism as they	seem
238	L1-17.docx	relationship with the academic team leader, Cindy, in that they	seemed
239	L1-6.docx	outside class to practise what he had taught them. S28	seemed
240	L1-12.docx	think-aloud protocol 3, Ardi) When providing written feedback, the teachers	seemed
241	L1-20.docx	an example). Also, because of such conformity, Hanum and Nisa	seem
242	L1-13.docx	is only a foreign, not a second, language. This statement	seems
243	L1-12.docx	The EFL1 teachers' decision-making in the writing conferences sessions	seemed
244	L1-4.docx	about how they can be a competent learner. The students	seemed
245	L1-6.docx	the download process and be more current with information. S105	seemed
246	L1-11.docx	learning resources are minimal. In addition to teachers' readiness, teachers	seemed
247	L1-6.docx	her install the equipment and adjust the LCD projector. What	seemed
248	L1-10.docx	certain cases, he spoke Bahasa Indonesia and Arabic. However, he	seemed
249	L1-10.docx	English alone was 97.95%. Although the percentage of English usage alone	seems
250	L1-3.docx	in literature, is observant. Being a good observer of surroundings	seemed
251	L1-20.docx	national identity (see excerpt 47 as one example), while now they	seem
252	L1-4.docx	A teacher said, <^^^> (Teacher D_U2, Interview, November 17, 2017) The teacher	seemed
253	L1-17.docx	widely used in Cornwall, during his time living there Arbo	seemed
254	L1-18.docx	talk, what to do and how to do things. Students	seemed
255	L1-17.docx	said that his class was fun and that the students	seemed
256	L1-1.docx	as a measure of her own competence (Lin141, 146) This again	seems
257	L1-9.docx	education goals and in particular the character education, for example,	seem
258	L1-12.docx	In both written feedback and writing conferences sessions, the teachers	seemed
259	L1-11.docx	orientations as other important dimensions of assessment values. Secondly, they	seemed
260	L1-13.docx	Driven by his pro ELF stance (tool), Budi did not	seem

261	L1-12.docx	graduated oral prompts to scaffold the students' learning. 3. The teachers'	seemed
262	L1-13.docx	instructions (Classroom Observation 1, 2, & 3). For example, when the students did not	seem
263	L1-19.docx	long-established practices and "deviating from [this type of pattern]	seemed
264	L1-11.docx	assessment practices aimed at improving learning (see table 19). Furthermore, teachers	seemed
265	L1-13.docx	direct interactions with other people in her professional community. Ana	seemed
266	L1-1.docx	the attitude of those who are not passionate about teaching	seems
267	L1-6.docx	of the text was easy with the laptop. Writing skills	seemed
268	L1-6.docx	them enhance their learning. As for L3, she did not	seem
269	L1-10.docx	no problem teaching in English". Personal experiences engaging with English	seemed
270	L1-5.docx	teacher provided a new form usually if no one else	seemed
271	L1-20.docx	practices in everyday life (see chapter 2). However, this last point	seems
272	L1-17.docx	as an incompetent teacher because of her 'broken' English. Yulia	seemed
273	L1-10.docx	observation, I could feel that she taught enjoyably, and students	seemed
274	L1-9.docx	I observed, Ambar was talking about 'factual report text'. Ambar	seemed
275	L1-7.docx	their strong support of preservice teachers' action research although some	seemed
276	L1-1.docx	and handling students with special needs. In the end, Elly	seems
277	L1-5.docx	minimal variation in the two adjacent phrases where the agreement	seemed
278	L1-17.docx	context of teaching English at a PELI. The existing studies	seem
279	L1-13.docx	appeared to shape his classroom practice. Budi's ELF stance	seemed
280	L1-1.docx	the next step of valuing students' learning outcomes. The documents	seem
281	L1-18.docx	a simple process. However, she did not prefer it. Tatiana	seemed
282	L1-13.docx	English in particular. In terms of pronunciation for example, Dina	seemed
283	L1-12.docx	conceptualisation of their identity as mentors and the time pressure	seemed
284	L1-6.docx	the device was too old. <^^^> (HSP, Univ B, Oct 2016). L2	seemed
285	L1-6.docx	Microsoft Word, spreadsheets and designing audio-visual presentations. This score	seems
286	L1-13.docx	Interview 3, p. 5). Dina's response to this contradiction did not	seem
287	L1-6.docx	they had access either on or off campus. This percentage	seemed
288	L1-12.docx	rsonal communication 1, 2016). 6.2.2.2 The EFL1 course policies The second factor which	seemed
289	L1-4.docx	is an aspect that cannot be taken for granted. This	seem
290	L1-13.docx	Section 5.2.2.4). However, the English language that Ana taught did not	seem
291	L1-10.docx	s use of languages <&&&> The above table demonstrate that T5	seemed
292	L1-9.docx	As with the teachers' concept of culture, two crucial issues	seem
293	L1-12.docx	personal communication 2, 2016) The teachers (e.g., Amy, Gie, Nida, Sha)	seemed
294	L1-13.docx	Besides, the analysis showed an interesting finding: Ana did not	seem
295	L1-6.docx	even ignorant use of the facility. Although this situation may	seem
296	L1-16.docx	work, efforts, experience and professionalism is what teachers need and	seem
297	L1-4.docx	the material better. As I have mentioned earlier, these students	seemed
298	L1-19.docx	pedagogical traditions [and] perceived as a local methodological orthodoxy". It	seems
299	L1-19.docx	task incomplete or simply looked at their peers' work. It	seemed
300	L1-16.docx	development opportunities were more salient than the negative elements. It	seemed
301	L1-17.docx	to take CELTA to make him a better teacher. It	seemed
302	L1-11.docx	this practice, ideas of collaborative learning were promoted. However, it	seemed
303	L1-16.docx	school principals, and teachers.After three years of implementation, it	seems
304	L1-4.docx	to actually discuss the classroom instructions with the students. It	seems

305	L1-10.docx	Indonesia which were or were not translated into English. It	seemed
306	L1-10.docx	T16, and T25). Although they agreed with that idea, it	seemed
307	L1-16.docx	support the process of curriculum change and its implementation, it	seems
308	L1-4.docx	to prompt the students' participation. From the teachers' reflections, it	seemed
309	L1-16.docx	implementing change and how they cope with them. Overall, it	seems
310	L1-10.docx	struggling to teach in a relaxed and flexible atmosphere. It	seemed
311	L1-10.docx	materials in English and displayed slides for Presentation s. It	seemed
312	L1-15.docx	that his students would misunderstand him. In this situation, it	seemed
313	L1-3.docx	the creative writing was done in a foreign language, it	seemed
314	L1-9.docx	international language … belongs to no single culture, then it would	seem
315	L1-16.docx	Looking at teachers' perspectives on the new assessment system, it	seemed
316	L1-10.docx	and focus on content with language as complementary (T17). It	seemed
317	L1-20.docx	her students had begun to like the opposite sex, it	seems
318	L1-20.docx	discussed that kind of selective history with her students, it	seems
319	L1-11.docx	the community of new practice are legitimate (May & Finch, 2009). It	seems
320	L1-10.docx	Bahasa Indonesia @@@. Because foreigners will hear it strange "(T16). It	seemed
321	L1-10.docx	though we both struggle, we must speak in English". It	seemed
322	L1-10.docx	full sentences in Indonesian, for example"". From these responses, it	seemed
323	L1-17.docx	ever since. Evidently, Arbo invested in various fields but it	seemed
324	L1-16.docx	English Curriculum before it was implemented nationally in 2018. However, it	seems
325	L1-20.docx	also means linguistic identity for her. Even, her statement, "it	seems
326	L1-10.docx	be honest, I wanted to keep using my English". It	seemed
327	L1-4.docx	regarding students' involvement, the teachers reflected that these adult students	seemed
328	L1-4.docx	in their classroom. The teachers reflected that these adult students	seemed
329	L1-12.docx	while. She then provided a direct error correction because Salsa	seemed
330	L1-4.docx	student) (Schrodt et al., 2008). Most teachers in the current study	seemed
331	L1-12.docx	seemed to change and were inconsistent over time. The teachers	seemed
332	L1-12.docx	hand, in Cumming et al.'s (2001, 2002) studies, the EFL raters	seemed
333	L1-4.docx	but to be autodidact in doing their task. However, this	seemed
334	L1-6.docx	of knowledge construction. It can therefore be suggested that lecturers	seemed
335	L1-9.docx	of Indonesian are two sides of the same coin. English	seems
336	L1-9.docx	Asian or Muslim cultures. The understandings and representations of culture	seem
337	L1-3.docx	though a new creative product, such as a story "may	seem
338	L1-17.docx	of these seemed to be successful. He reflected that "it	seems
339	L1-15.docx	teachers' feeling of preparedness for the profession. The teaching practicum	seems
340	L1-16.docx	to share perspectives and seek solutions to common problems together	seemed
341	L1-13.docx	activity. In addition to CA, Budi's pro ELF stance	seemed
342	L1-13.docx	British-English-as-the-Standard-English stance. Ana did not	seem
343	L1-7.docx	a 5-point scale). The impact of age, although statistically significant,	seems
344	L1-15.docx	degradation of teachers' social status, these made the teaching profession	seem
345	L1-5.docx	meaning-based program in this study promotes lexical acquisition but	seems
346	L1-9.docx	religio-cultural values and conventions. Sacred and daily mundane affairs	seem
347	L1-16.docx	that in the beginning of the curriculum implementation, their responses	seemed
348	L1-6.docx	involved in producing something useful and innovative for learning. He	seemed

349	L1-10.docx	well as my descriptive notes, those teachers' perceptions does not	seem
350	L1-10.docx	observation. These teachers' view of their owned English does not	seem
351	L1-10.docx	understand the materials. When there were concepts or terms that	seemed
352	L1-10.docx	ons 5.3.1, 5.3.1.1, 5.3.1.2, 5.3.2.3, 5.4.1., 5.4.2, and 5.4.3). This reinforced my belief that it	seemed
353	L1-10.docx	including Accountings and Managements made up the highest participation. It	seemed
354	L1-2.docx	the classroom. Unfortunately, for the participants of this study, it	seems
355	L1-19.docx	the written form is too tightly structured whilst verbal assessment	seems
356	L1-12.docx	unavailable to the teacher, helped the teacher providing feedback which	seemed
357	L1-14.docx	For instance, when the observation was carried out, some students	seemed
358	L1-17.docx	one-sessions with his mentor. Harvey's CoP of teachers	seemed
359	L1-4.docx	Note, October 31, 2017) When the teacher pointed at the students, they	seemed
360	L1-9.docx	were to comply with the national curriculum, but she also	seemed
361	L1-20.docx	Thongrin, 2018). However, if related to professionalism in language teaching, it	seems
362	L1-10.docx	normal as he was not a native of English. He	seemed
363	L1-9.docx	is well acknowledged and the intentions to capitalise on EIL	seem
364	L1-6.docx	The total score for these items was 4119 (80.45%). In general, students	seem
365	L1-6.docx	a particular approach (Bennett et al., 2008; Loh & Teo, 2017). This finding	seemed
366	L1-4.docx	very different elements that stand side by side and which	seem
367	L1-10.docx	was good for the research that the voices did not	seem
368	L1-10.docx	when they explained related materials with their courses, and it	seemed
369	L1-9.docx	generation gap" could be at play here. The novice teacher	seemed
370	L1-2.docx	the students speak English discussed earlier. In this context, it	seems '
371	L1-10.docx	needed to interact communicatively with her students. Two-way interaction	seemed
372	L1-2.docx	not feel worried about making mistakes in learning. This strategy	seems
373	L1-4.docx	the students attentive. Based on my observation, the students all	seemed
374	L1-6.docx	technology tools and applications introduced in the course. Although they	seem
375	L1-9.docx	their dialogue by exchanging the Islamic greeting Assalamu'alaikum. It	seems
376	L1-17.docx	doing activities with her teachers and peers. The communicative approach	seemed
377	L1-17.docx	thought that teaching might be her calling. Her career trajectory	seemed
378	L1-11.docx	systems (Berry, 2011; Lee, 2007; Ratnam-Lim & Tan, 2015). EFL teachers in Lombok	seemed
379	L1-10.docx	Arabic. However, the percentage of using either language did not	seem
380	L1-7.docx	acceptable internal consistency to run a factor (α>0.7). The distribution	seemed
381	L1-16.docx	can be difficult for schools to implement change (Lizer, 2013). It	seems
382	L1-10.docx	teaching, they also used most common terms in Indonesia. It	seemed
383	L1-13.docx	a 'grammatical', 'standard', and 'correct' English, Dina's instructional practice	seemed
384	L1-18.docx	(1990), memory, cognitive, compensation, metacognitive, affective, and social strategies,	seems
385	L1-6.docx	in subsequent classroom meetings because all the groups who presented	seemed
386	L1-9.docx	of English. In fact, in the IHS EFL classrooms it	seemed
387	L1-10.docx	have no problem to deliver materials through English. This policy	seems

Right context
to be a too-high standard for the students,
to be a divergence in what they said and
to be a normative or basic one. They just
to be a sound decision. It was proven by
to be a sound decision. It was proven by
to be a pronunciation which is in accordance with
to be a dissonance between what she claimed as
to be a language ideological illusion, that is, a
to be a series of disconnections from the top
to be a contradiction here as on one side,
to be a developmental error since over suppliance of -
to be a need for negotiating the employment of
to be a clash of ideologies (i.e., a
to be a clash of language ideologies in how
to be a tension between nationalism and the ideology
to be a waste of time and energy if
to be a contradiction here because previously the teachers
to be more creative (Oleynick, DeYoung, Hyde, Kaufman, Beaty,
to be more effective and useful, compared to that
to be more advanced in English than other children
to be more motivated to learn. To illustrate, S77
to be more towards grading rather than learning. For
to be more complicated than teaching. I was less
to be more relevant to explain the factors identified
to be the default ways of making sense of
to be the main considerations. What comes next is
to be the result of greater self-motivation, self-
to be the result of our unrecorded discussion following
to be the most important factor influencing the teachers'
to be the lowest of the three categories. There
to be the case in my research. These findings
to be aware of the usefulness of English and
to be aware that it was critical for students
to be aware of the benefits afforded by technology
to be aware of their students' writing profiles. They
to be aware that the sick student, together with
to be in monotonous way of speaking. The background
to be in contrast with this fact. Furthermore, students'
to be in an ordered but not necessarily linear
to be in an ordered but not necessarily linear

to be in favour of ESL in Indonesia. Driven
to be an essential support for pre-service teachers'
to be an important aspect of her habitus as
to be an attempt to satisfy the government requirements
to be an ideological tension in the way Dina
to be based on the teachers' (creative) writing-related
to be based on the techniques the students needed
to be based on the lecturers' view of their
to be important capacities for Indonesian students in this
to be important for Muslims to perform because they
to be important to the students because during the
to be one of Sari's primary goals when
to be one of the significances that should be
to be one of those under her supervision. Apparently,
to be confident that /tʃɛŋ/ is the 'correct' pronunciation
to be confident in taking the initiative to teach
to be consistent with those observed in Cumming's (1990)
to be consistent with what she experienced in dealing
to be influenced by their conception of creativity (see
to be influenced by the intention to comply with
to be influenced by T1's background of education.
to be influenced by many of Indonesian repertoires (see
to be misplaced and was unaware of the idea
to be misplaced and was unaware of the idea
to be of utmost significance in reference to the
to be of secondary importance, considering the three teachers
to be oriented to human capital (Forrier et al., 2009);
to be oriented toward crafting human capital and adaptability (
to be pragmatic in the sense that it only
to be pragmatic in the sense that it only
to be acutely lost, as the pre-service teachers
to be at the core of expert teaching competence
to be barriers to promoting engaging and prolonged discussion
to be caused by the teachers' changing beliefs. For
to be changing his view as discussed in Section 6.3.2.2
to be comfortable with the role that the teacher
to be compatible with her other identities (a wife
to be concerned and cautious when integrating Facebook into
to be decreasing in status. Unfair salary The qualitative
to be due to the following external factors: • insufficient
to be dull, but the feedback session was very
to be fully aware of. Activity Theory-based studies
to be gradually shaping the way she viewed the
to be highly important for most students. Six of

to be holistic as they did not know the
to be interested and participated actively because they used
to be irregular and not related to the type
to be irrelevant to creative writing, Sari found that
to be joyful and engaged. Table 5. 12 Quantification of T11'
to be latent for multilingual speakers. In addition to
to be less effective in motivating them or generating
to be limited to the PELI context. Issued by
to be mismatches between Ambar's professed beliefs and
to be most highly motivated by their own perceptions
to be motivated by others (Other Ideal and Ought-
to be much shaped by the ELF ideology. Although
to be no wider space for teachers to think
to be problematic as there is no significant distinction
to be quite adamant about what activities would or
to be related to creative writing, these skills can
to be relatively strong. However, the students' motivation to
to be rooted within the behaviourist learning theories. Despite
to be similarly highly motivated by conditions of their
to be simple things, however, for Mahdi, they seem
to be so sure that GTM makes English teachers
to be something serious for all of his students
to be strong here when dealt with the religious
to be strongly indicated in literature, is observant. Being
to be successful. He reflected that "it seems like
to be suitable for him. So in 2008, five years
to be supported by her belief that learning with
to be to learn language' (Holliday, 1994, p. 8). Extrinsic rather
to be two plausible reasons to explain why Ana
to be understood and used in a stereotypical, polarised
to be unnecessarily applied in the classroom as many
to be very time-consuming. Students were not excited
to be willing to help her install the equipment
to have a problem with internet access in her
to have a strong mental imagery ability and stored
to have a slight hesitation between what he thought
to have a moderate to high level of confidence
to have a higher level of teaching efficacy. She
to have a system by which they operated as
to have been occurring here. The first one is
to have been more cognitively challenged in the learning
to have been more advanced in English than other
to have been a transmission of an ideology (i.
to have been a transfer of ideology (i.e.,

to have the upper hand in deciding which practices	
to have the propensity for having a "double role"	
to have the greatest impact on variation in participant	
to have an effect on her pedagogic beliefs and	
to have an essential role in shaping the pre-	
to have significant but weak correlations with the other	
to have significant correlations with the other aspects, from	
to have concerns about their mastery of the subject	
to have enhanced their comprehension and reading abilities. Besides,	
to have found other teaching methods more interesting for	
to have influenced his decision. Evidence of its personal	
to have lost confidence in his dream of becoming	
to have previous experience of not being appreciated by	
to have problems preparing those materials. To overcome this	
to have relatively high motivation to learn English. The	
to have used his own internet quota to post	
to suggest that the lecturers understood that they needed	
to suggest that eradicating writing problems in students' writing,	
to suggest that Tina's experience of learning English	
to suggest that a lack of feedback meant students	
to suggest that the teachers' primary mission in providing	
to suggest that Budi, driven by CA in teaching	
to suggest that L2 saw Facebook as a medium	
to suggest that the provision of computers or smartphones	
to suggest a process of an English language ideological	
to understand that it helps them to learn, therefore	
to understand that these ways of learning are a	
to understand that her students might not be comfortable	
to understand that the students still needed encouragement when	
to understand that using only general English terms was	
to understand my situation and did not really chase	
to understand that "carving out a personal identity for	
to understand the character of the youngsters in Aceh	
to understand their problem when they said that their	
to indicate that internet access in the classroom was	
to indicate that the student had a limited internet	
to indicate that Edi's students generally are indeed	
to indicate a somewhatorderly but not necessarily linear pattern	
to indicate how Budi's agency as a learner	
to influence the teachers' L1 use (e.g., Ayu –	
to influence the teachers to provide a higher amount	
to influence his teaching in a subsequent lesson. Another	
to influence how the type of technology tools and	
to view control over group formation necessary for particular	

to view hard-working, persistence, and diligence as highly
to view his career as a teacher primarily from
to view that the 'CELTA-way 'was the best
to encourage the teachers to focus more on local
to encourage the students to try to speak English
to encourage students to discuss things and develop their
to feel happy was significant. The results showed that
to feel limited in developing more skills and diversity
to feel that there is no need to ask
to focus on students' understanding of the content of
to focus on her inabilities to solve the challenges
to focus on budgets and spending rather than quality
to ignore incorrect or inappropriate responses from students. Instead
to ignore teachers' perspectives and success criteria of change.
to ignore the communicative aspect of the description. A
to me that they used it because the effort
to me that these pedagogical concerns have implication to
to me his experience of pursuing his PhD in
to support the students to develop abilities to refine
to support the argument that favours mixed influences of
to support Kawai's (2007) argument, Tina's case appears
to accept any national education policy and follow what
to accept that the use of media is preferable
to avoid participating because of their personal character, for
to avoid the old practices or misunderstanding that students
to believe that there is no single best method
to believe that teaching writing skills required more direct
to blend their perceptions and practices. Conceptually they disagreed
to blend their perceptions and practices. Conceptually they disagreed
to change and were inconsistent over time. The teachers
to change her belief in English monolingualism. In terms
to contradict herself. Regarding Hanum, interestingly, her national identity
to contradict or be distinctive from their existing practices.
to drive any change in the teacher's activity
to drive any change in her activity system. Other
to give more than what was expected from her
to give the students a chance to work collaboratively
to help Ana to see herself as a 'legitimate'
to help her manage her time and reduce her
to make efforts to overcome them. Those who were
to make sure that the students acquired the knowledge
to motivate them to speak out more. L4 stated
to motivate them in finding methods of tackling the
to perceive an active participation as an indication of

to perceive that being able to speak English like
to perform better than the rest and produced more
to perform metacognitive actions only in this first stage
to shape Budi's attitude towards the status of
to shape the teachers' feedback practices and decisions in
to share a unified (mis)understanding about the concept,
to share an intertwined and mixed construction of assessment
to undermine the pre-service teachers' interests in this
to undermine themselves and reported a lack of understanding
to accentuate his race and ethnicity in teaching, i.
to affect the participants' commitment to becoming teachers in
to align with the business focus of CELTA (Block &
to allow reflection; it enabled students to focus on
to alter the way of addressing their fellow home
to approve of any type of relationship with their
to assume that native speakers' English is somewhat monolithic.
to be confident in teaching the way she pronounced
to be underpinned by her perception of globalisation and
to be "No, because I am not used to
to come from the belief that each person has
to communicate in a more relaxed way than in
to compete for influence. Their negative relationship was affecting
to confirm L1's concerns about using mobile phones
to consider several factors (e.g., student's L2
to constantly feel that they are not a good
to convey that only if English were a second
to correspond to their decision-making in the written
to depend on the teacher or other people to
to develop not only searching skills for online information
to disobey the curriculum and assessment mandates and AfL
to disturb her was the appearance of advertisements on
to dominate the classroom as he speaks much while
to dominate, T4 also used LOTE for particular purposes
to emerge as an important characteristic since it was
to emphasise that in teaching their national identity is
to emphasize that when students just listen to the
to encounter people who spoke French more than English.
to engage in their task better compared to the
to enjoy learning with him. This acknowledgement—especially coming
to evidence awareness that her development of professional identities
to exert a direct impact on their teaching practices
to exhibit more metacognitive actions, as defined in this
to express conflicting opinions about the importance of assessment
to favour the accent of the speakers in the

to follow an ordered pattern of the decision-making
to fully understand an instruction written on the whiteboard,
to generate unease [to the teachers]" (p. 9). As a
to gradually develop a more positive construction of the
to hold an overly positive attitude towards British English
to impact their ability to display relevant competences. Their
to improve as S59 saw written comments on Facebook
to interfere in her students' choices. In all technology-
to influence both T20 and T21 preference for language
to know it. The teacher introduced new forms by
to lead to an unclear conclusion about the reason
to link her identity as an English teacher to
to live up and the atmosphere of the class
to miss some opportunity to dwell on certain issues
to misunderstand the concept of action research and the
to nullify this competence altogether because the pre-service
to occur (two bags referring to 12 bags and two
to overlook the significance of PELIs as legitimate ELT
to override one of his own principles of the
to place the teacher in a particular role in
to plan her learning. In contrast to other students,
to position native speakers' pronunciations as the reference. She
to push them to provide a higher amount direct
to realise that this could be a recurring problem.
to reflect that students have basic computer competence. The
to reshape the activity system. Dina did encourage the
to show that more than half percentage of the
to significantly influence the teachers' feedback practices was the
to signify a challenge on its own. However, it
to sound and look British. Firstly, Ana's pronunciation
to speak more Bahasa Indonesia. The percentage of using
to surround the view, i.e. the language-culture
to target writing problems which occurred repeatedly. For instance,
to teach British English as she claimed she does.
to trigger the lecturers to creatively provide their own
to value most of all. Recognition and value can
to want to protect their "faces" since they were
that the directive to abandon long-established practices and "
that the EFL teachers did not realise this situation
that the inner motivation and the will to become
that the only way for Yanni to be acknowledged
that the students did not benefit from the collaborative
that the teachers appear not to be sure about
that teachers found it difficult to manage the time

that teachers used Bahasa Indonesia to make their questions	
that teachers were in their Fifth-position between perceptions	
that they need feedback and monitoring during the process	
that they responded to students' cultures of learning by	
that despite numerous positive achievement of the new syllabus,	
that English influenced him over fluidity and humour. His	
that he was dominating of his talk. While doing	
that his efficacy in communication skills was low. His	
that in this course, to a certain degree, language	
that it is not necessary for language learners to	
that more negative responses came out both from the	
that most teachers perceived this program more likely in	
that Nisa was concerned with dating as it is	
that she, as Guibernau (2007) implies, increased her proud as	
that such legitimation was not entirely harnessed by teachers.	
that T16 perceived speaking English with monolingual ideology perspective.	
that T3 set up a strict rule without tolerance.	
that T8 perceived multilingualism when he or his students	
that teaching gave him the best return. Arbo seemed	
that these recommendations from teachers were ignored. The non-	
that we really carry it all", shows that as	
that what T1 had practiced with English in the	
not to understand their own needs in the classroom.	
not to understand their own needs in the classroom,	
not to understand her explanation. Writing conferences on conjunction	
not to be using the power to dictate or	
not to have a consistent colour codes system in	
not to recognise the composition writers personally, so they	
not to work in the classroom because the students	
not only to be focused on the technical features	
like a "necessary evil" whose promotion is made possible	
like between "our" and "their" culture. Yanti talked about "	
like it's from another story", what was important	
like whatever I do whatever I decided to do	
to have a significant influence on pre-service teachers.	
to have been of great benefit. Moreover, according to	
to play the role of a psychological tool mediating	
to realise such a contradiction and did not make	
less illuminative. As noted in the previous chapter, the	
less interesting, as shown by the following quote. <^^^> (Tulip)	
less likely to promote more complex noun phrase structures. 5.2	
so closely interrelated in the people's psyche that	
so negative due to the fact that they did	
so proud of being given a chance to create	

as bad as they thought. They could deliver the
as bad as they thought. I was witnessing that
difficult and important, T4 would use Bahasa Indonesia. In
difficult for teachers to only use English when teaching
it correlated with their existing (IP Economics UII established
it is not common for lecturers or teachers in
more inclusive and challenging (Huxham et al., 2012). The researcher'
more understandable to the students.Excerpts 5.35 to 5.37, taken from
very confused and curious about the purpose of my
very open to new teachers, so much so that
anxious. The teacher might have realised this, therefore he
assured that her practices had to do with an
at first glance that incorporating moral issues in language
aware of being non-native English speakers he would
clear, too. Yet, English is now used in more
confident in operating the technical tools and internet- based
consistent with that of Ginaya et al., (2018), who argue
difficult to integrate into the TESOL context, especially in
dominated by single minded thought, either too global or
English words were not economical to use. This could
fairly familiar with and confident in intercultural contacts and
forcing' might be necessary to boost the student motivation
her teaching principle; therefore, she was not really concern
important at English Department as this strategy was also
interested, were paying attention and working enthusiastically with their
keen on using technology in their teaching, lecturers are
likely that the students subconsciously used such a religiously-
natural to her, which was probably why she preferred
quite clear when she told me that "I think
reluctant to bother with the prescribed curriculum reform, which
significant. Bahasa Indonesia was used when she commanded the
suitable for Factor Analysis: KMO=0.793 (>0.5) and Bartlett's Test
that lack of resources is a common feature in
those terms were not avoidable by teachers when they
to "focus on forms" (see the definition of "focus
too general for the specific concerns of this thesis.
unable to do it well. The guidance process, especially
unavoidable that students used their pre-existing knowledge of
unfair for PhD holders from domestic universities but because

No.	File	Left context	Hit	Right context
1	L1-3.docx	flops - Nadia felt that some people gave them an under-	estimating	kind of look because of the way they dressed.
2	L1-15.docx	shock'. According to Gaede and Gaede (1978), student teachers can only	estimate	the actual teaching tasks. Therefore, reality shock or unrealistic

Epistemic Lexical Verb: Show

No.	File	Left context	Hit	Right context
1	L1-4.docx	and understood the students' learning approaches, the data appears to	show	that the teachers still have to steer the students'
2	L1-4.docx	with their peers. The quotations and the observation note above	show	that the teachers seem to believe that there is
3	L1-12.docx	written feedback points were identified and analysed and the results	showed	that the teachers provided feedback on four aspects of
4	L1-12.docx	errors in language use The analysis of the students' drafts	showed	that the teachers provided written feedback on errors in
5	L1-12.docx	the students' essay drafts and the students' writing profile data	showed	that the teachers tended to provide more indirect feedback
6	L1-12.docx	of written feedback The analysis of think-aloud protocol transcripts	showed	that the teachers gave more priority on content and
7	L1-12.docx	think-aloud protocol transcripts, and writing conferences transcripts),this study	showed	that the teachers provided written feedback (using teacher's
8	L1-12.docx	s recursive actions while providing written feedback. The findings also	showed	that the teachers performed 29 types of actions in these
9	L1-12.docx	^> (Sha, personal communication 1, 2016) 5.2.2.3.3 No feedback provision The analysis also	showed	that the teachers skipped a small number of errors
10	L1-12.docx	Nida, personal communication 1, 2016). The analysis of think-aloud protocol transcripts	showed	that the teachers generally relied on their background knowledge
11	L1-12.docx	17: <^^^> (Erna, personal communication 2, 2016) The think-aloud protocol transcripts also	showed	that the teachers seemed to be aware of their
12	L1-12.docx	think-aloud protocol 1, Dana) Similarly, the writing conferences transcript data	showed	that the teachers frequently considered the students' writing ability
13	L1-13.docx	do such ideologies originate and develop? In general, the findings	showed	that the teachers held ideological beliefs about English. Such
14	L1-4.docx	data that I have presented in section 4.2.1 of this chapter,	shows	that the teachers understood the students' approaches to learning
15	L1-9.docx	the "large culture" approach (Holliday, 1999, 2005; Holliday et al., 2010). The data	shows	that the teachers acknowledged, implicitly or explicitly, the language-
16	L1-12.docx	teacher feedback on L2 writing practices. First, the current study	shows	that the teachers have not received up-to-date
17	L1-13.docx	microgenetic analyses of the four case studies. The ontogenetic analysis	shows	that the teachers had different ethnolinguistic backgrounds and different
18	L1-13.docx	service teacher) and a sense of nationalism. The analysis also	shows	that the teachers changed their ideological views. Some were,
19	L1-2.docx	intrinsic as gradual rather than neat classification. Furthermore, the findings	show	that the students were internally motivated and significantly influenced
20	L1-2.docx	For the actual use of L2, the classroom observations results	showed	that the students used English more than the lecturers (
21	L1-4.docx	the methodological choices to support the project. The result though,	showed	that the students were not prepared for this type
22	L1-6.docx	computers and mobile phones. Statements from the open-ended questions	showed	that the students in this study had no problems
23	L1-6.docx	add[s] more to [the] learning experience in a classroom',	showed	that the students were positive about using computers for
24	L1-6.docx	availability and deficiency could be reviewed and solved. The findings	showed	that the students were motivated to use technology in
25	L1-14.docx	engaging with multimodality as a meaning resources. Although the findings	showed	that the students engaged with some multimodal resources, particularly
26	L1-17.docx	increased the students' speaking test scores. Moreover, the findings also	showed	that the students enjoyed learning English through these activities. 6.4.2
27	L1-2.docx	language more be inspired to be like the models. This	shows	that the students seemed to be motivated by others (
28	L1-2.docx	world, English (i.e, Ideal Own). The qualitative data also	shows	that the students understood and could recognize the importance
29	L1-3.docx	not be creative for those in other societies. This view	shows	that the students and teachers were aware of the
30	L1-15.docx	beliefs and attitudes in teaching, the two sets of data	show	that the participants mostly appreciate the teaching profession and
31	L1-17.docx	of 802 student teachers from four universities in Indonesia. The findings	show	that the participants thought that teaching at public schools
32	L1-15.docx	early professional development (see Mansfield et al., 2016). The qualitative data	showed	that the participants faced various challenges which required them
33	L1-15.docx	service teachers' preparedness for teaching. The survey analysis, in particular,	shows	that the participants have a strong agreement on the
34	L1-17.docx	decision in choosing a study programme or university. The finding	shows	that the participants were aware of the limitations of
35	L1-17.docx	teachers from various secondary schools in Malang, Indonesia. Their study	shows	that the participants were confident about their English skills
36	L1-4.docx	to involve students in their pedagogical practices. The interview data	showed	that the teachers' beliefs in the students being able
37	L1-12.docx	teachers' approach to written feedback The think-aloud protocol transcripts	showed	that the teachers' duration of time spent on providing
38	L1-12.docx	conferences. 4.4 Comparison of written feedback and writing conference The analysis	showed	that the teachers' focus and priority of feedback in
39	L1-13.docx	language ideological beliefs during their life trajectories. The microgenetic analysis	showed	that the teachers' English language ideological stances mediated the
40	L1-13.docx	practice? In general, from a sociocultural activity theory perspective, findings	showed	that the teachers' English language ideologies played a role
41	L1-12.docx	also another emerging methodological implication from this study. This design	shows	that the teachers' feedback practices change over time, unlike
42	L1-2.docx	and students on MTS and their frequency use, the findings	show	that the lecturers in this study have paid attention
43	L1-6.docx	stering the course content knowledge. 6.3. Implications and recommendations The findings	show	that the lecturers and the students in this study

44	L1-6.docx	dealing with a lack of access or facilities. The findings	showed	that the lecturers in this study employed some strategies
45	L1-6.docx	to impart technological competence, but rather content acquisition. This study	showed	that the lecturers made efforts to overcome the problems
46	L1-6.docx	the implementation of teaching and learning with technology, this study	shows	that the lecturers working in this setting are motivated
47	L1-14.docx	students' engagement with multimodality. Regarding the first question, the findings	show	that the teacher used multimodal artefacts, namely images and
48	L1-14.docx	process, and iii) students' engagement with multimodality. First, the findings	show	that the teacher employed three types of multimodal artefact:
49	L1-11.docx	feedback to improve their learning, nor was there evidence that	showed	that the teacher tried to ensure that these errors
50	L1-12.docx	Ayu to change 'them' with 'the company'. These excerpts also	showed	that the teacher worked collaboratively with her student in
51	L1-19.docx	thematic map derived from the classroom observations data: <***> The data	showed	that the EFL teachers have implemented the five steps
52	L1-9.docx	the local EFL classrooms. Evidence obtained in this study also	shows	that the EFL teachers either implicitly or explicitly acknowledged
53	L1-19.docx	et al., 2017, p.2) Irregularity in implementing the SA steps clearly	shows	that the EFL teachers make their own decisions to
54	L1-15.docx	feeling 'fairly-prepared' 'a little prepared' and 'unprepared'. The survey	showed	that the pre-service teachers' perceived preparedness level to
55	L1-15.docx	as 'fairly prepared', 7% 'a little prepared', and 'unprepared'. Still, this	showed	that the pre-service teachers commonly did not indicate
56	L1-15.docx	comprised 19% strong agreement, 57% agreement, and 21% slight agreement. The results	showed	that the pre-service teachers mostly believed that teachers
57	L1-12.docx	provision (and follow-up). On the other hand, the analysis	showed	that the teachers' decision-making actions while providing feedback
58	L1-12.docx	feedback in both feedback sessions differed. In addition, the data	showed	that the teachers' decision-making processes while providing feedback
59	L1-12.docx	structure of teachers' feedback activity in the current study <***> Figure 7.3	shows	that the teachers' feedback provision activity in the current
60	L1-2.docx	tasks motivates and makes them use the language. The findings	show	that the use of L2 by both groups, lecturers
61	L1-14.docx	summarised in the table above, the data from classroom observations	showed	that the use of multimodal artefacts did not align
62	L1-18.docx	their motivation for learning English in writing classrooms. The results	showed	that the use of technology, such as e-portfolios,
63	L1-12.docx	in the writing conferences sessions. The students' essay draft data	showed	that the amount of direct written feedback in errors
64	L1-12.docx	DF = Direct feedback; IDF = Indirect feedback In addition, Figure 4.10 above	shows	that the amount of indirect feedback the teachers provided
65	L1-19.docx	EFL teachers' syllabi and lesson plans). The data from interviews	showed	that the implementation of the SA in EFL classes
66	L1-19.docx	people as Sadikin (2017, p.17) describes: <^^^> (Sadikin, 2017, p.17) This quote further	shows	that the implementation of the SA is challenged by
67	L1-6.docx	items 11-18). The total score for these items was 4119 (80.45). This score	shows	that the majority of students are familiar with internet-
68	L1-18.docx	Item 2 (My main reason for choosing the English Department) Figure 4.2	shows	that the majority of students responded that they wanted
69	L1-15.docx	fell mostly between 'somewhat disagree' and 'somewhat agree'. The results	showed	that the respondents were mostly hesitant to agree with
70	L1-15.docx	program. Additionally, the data from the open-ended survey also	showed	that the respondents viewed non-curricular activities as important,
71	L1-8.docx	carry it out to reach their communicative end. The findings	show	that the six factors were actively taken into consideration
72	L1-12.docx	Postponed feedback decision The analysis of think-aloud protocol transcripts	shows	that the six teachers used postponing feedback approach on
73	L1-16.docx	and equipment also need to be made available. The findings	show	that the absence of equipment restricts the lecturers' ability
74	L1-20.docx	a person who must speak English well. This study also	shows	that the Acehnese English teachers construct their cultural identities
75	L1-10.docx	used English during his teaching in two sessions observed. Table 5.5	showed	that the average percentage of speaking English alone was 97.95%.
76	L1-5.docx	teacher's request and imitated the teacher's correction. Example (20)	shows	that the child (Zai) produced the singular form when
77	L1-10.docx	There were only three students from twelve classes observed. This	showed	that the classroom was not an international classroom at
78	L1-16.docx	certain public places that provide English services. The current study	showed	that the curriculum stakeholders were very concerned with the
79	L1-2.docx	and the students' perceptions the MTS use. The effect size	showed	that the differences were significant. This finding is relevant
80	L1-17.docx	survey studying 997 teachers in Belgium (Vekeman, Devos, Valcke, & Rosseel, 2017) which	shows	that the dominant factor influencing a teacher's decision
81	L1-2.docx	cultural products), .63 (Pair work) and .63 (group work). The results also	show	that the effect size for each MTS was more
82	L1-13.docx	present study refers to as ideology-in-activity. The findings	show	that the English-only stance that existed in Ana'
83	L1-14.docx	With Multimodality in Different Classroom Learning Tasks <&&&> The above table	shows	that the focus of tasks within these four designed
84	L1-1.docx	qualification and competences. However, analysis of MOEC 2014 on HE Standards	shows	that the government relies heavily on the national association
85	L1-9.docx	with the teachers' conception of language and culture. The data	shows	that the implications of the teachers' views could be
86	L1-9.docx	as intercultural mediators, iv) EFL, Islam and interculturality. First, evidence	shows	that the Indonesian EFL teachers conception of culture and
87	L1-14.docx	in the English classroom is presented in Table 4.17. The data	shows	that the instruction was designed to enable students to:
88	L1-2.docx	from three classroom observations, discussed in section 6.3.1.2 above, the findings	showed	that the lecturers' frequency use of MTS were different
89	L1-2.docx	and students' perceptions Like MTS to learn English, the results	show	that the lectures and the students in this study
90	L1-18.docx	classmates, and 3) unknown issues. The analysis of the qualitative data	showed	that the most influential motivating or demotivating factor in

91	L1-14.docx	and Kalantzis, 2015; NLG, 1996) as summarised in Table 4.18 below. The table	showed	that the non-linguistic resources particularly nested in the
92	L1-17.docx	the number of occurrences of the target language. The results	showed	that the number of times the students encountered a
93	L1-19.docx	SA as required in the curriculum. In addition, document analysis	showed	that the operative words in the learning objectives stated
94	L1-16.docx	education system. Concerning the process of curriculum change, the findings	showed	that the policy makers did not listen to the
95	L1-7.docx	agreement with mentor teachers, responses from the twelve supervising lecturers	showed	that the process of preparing preservice teachers in collaboration
96	L1-19.docx	Results of Cognitive Development in the Observed Classes <&&&> The results	showed	that the processes of C1-C3 mostly occurred in
97	L1-15.docx	beliefs and positive attitudes towards the teaching profession. The results	showed	that the respondents had positive views on their profession.
98	L1-15.docx	of teachers (87%) had positive perceptions about their preparedness. The results	showed	that the rest of the respondents (13%) had a lower
99	L1-20.docx	that of the study conducted by Le Ha (2008) which evidently	shows	that the sense of the Vietnamese identity of her
100	L1-15.docx	for teaching is assessed through 32 items. In general, the survey	showed	that the student teachers' perceived preparedness for teaching was
101	L1-1.docx	Analysis of the ELE program curriculum (at the meso-level)	shows	that the study program does recognize the voice of
102	L1-12.docx	think-aloud protocol 1, -3 Dana). The think-aloud protocol data also	showed	that the teachers personalised their written and oral feedback
103	L1-12.docx	writing conference The analysis of the TAP and individual conferences	showed	that the teachers' (n=6) approachesand strategies in writing conferences
104	L1-20.docx	students were those of her religion and culture. This clearly	shows	that the teacher's backgrounds do have impact on
105	L1-6.docx	the limitations of the tools they use. Their teaching orientation	showed	that the tendency of using technology was likely due
106	L1-15.docx	sense of preparedness is task-related. For example, the data	show	that the top three teaching tasks that the participants
107	L1-4.docx	shows the students' responses. Table 4. 5. Challenges in Learning English <&&&> Table 4.5	shows	that the two groups of students agree that the
108	L1-19.docx	of this research derived from classroom observations and document analysis	showed	that the types of questions and the forms of
109	L1-9.docx	following excerpts from Yanti's NF and Wati's interview	show	that the unpredictability of question that students might ask
110	L1-13.docx	purchase a dictionary for their own use. However, classroom observations	showed	that the vast majority of the students relied on
111	L1-2.docx	use reported by the students was not related. The findings	show	that there is a negative and very low relationship
112	L1-2.docx	an, 2006). However, the qualitative findings discussed in the previous sections (6.4.1- 6.4.2)	show	that there is a positive relationship between lecturers' L2
113	L1-2.docx	relationship between the MTS and student motivation. The quantitative data	showed	that there is a positive relationship between reported frequency
114	L1-2.docx	FG02/S04)(YES) <^^^> (FG03/S8)(YES) <^^^> (SFG03/S9)(YES) This	shows	that there is a consistency between the lecturers' responses
115	L1-16.docx	skill. The findings of the study confirmed Richards' (2013) claim which	shows	that there is a movement away from mastery- oriented
116	L1-19.docx	some tasks following the fixed steps of the SA. This	shows	that there is a difference between the intention of
117	L1-2.docx	Range for each group of items of reported MTS use	show	that there was more variability in the students' data
118	L1-19.docx	No. No. 36/2018, 2018, p. II). However, the results of the analysis	show	that there was a misalignment in setting up the
119	L1-18.docx	or question and answer session. The Kruskal-Wallis H test	showed	that there was no statistically significant difference in the
120	L1-19.docx	and S16 stated that, <^^^> (Student 17, FGDI) <^^^> (Student 16, FGDI) These data	showed	that there was a difference in the data related
121	L1-19.docx	thinking skills (Kemendikbud/Permen No. 36/2018, 2018). The results of the analysis	showed	that there was a misalignment in setting up the
122	L1-19.docx	what they have learned. The data collected in this study	showed	that there was a difference among the theory of
123	L1-2.docx	and students, was run. The results in Table 2 (Appendix B)	show	that there are significant differences between lecturers' and students'
124	L1-2.docx	compared to the lecturers (13%) in the actual classroom. The results	show	that there are different perceptions of the lecturers and
125	L1-4.docx	used as the sample for the study, the research data	showed	that there are no substantial differences of views between
126	L1-15.docx	the latter is a more defensible model. Model 1 (see Figure 4.1)	shows	that there are six factors that significantly influence the
127	L1-14.docx	engagement/disengagement with multimodality. The data from the classroom observations	showed	that there were four classroom activities/tasks where multimodality
128	L1-18.docx	implemented by the lecturers). However, a Kruskal-Wallis H test	showed	that there were no significant differences between classes regarding
129	L1-19.docx	Student 8, FGDI) The statements from school managers, teachers and students	showed	that there were two different perspectives between school managers
130	L1-10.docx	speaker. Interestingly, they had blended English and local terms together,	showing	that there were no language boundaries. In addition to
131	L1-2.docx	students') L2 use is shown in Table 5 (Appendix B). Table 5	shows	that there were 168 valid samples from 232 participants. This was
132	L1-15.docx	did not seem to feel happy was significant. The results	showed	that there were 34% of the respondents who expressed their
133	L1-20.docx	role models for their society. So that, they need to	show	that they are people who are proud of their
134	L1-17.docx	and Anji's initiative to actively search for speaking partners	shows	that they are autonomous learners. By taking the responsibility
135	L1-6.docx	or mobile phone for study purposes. The sample of 128 students	showed	that they have relatively good access to computers and
136	L1-6.docx	different types of technology for study. The sample of 128 students	showed	that they have a positive attitude in general towards
137	L1-19.docx	in the syllabi. (Teacher 1, interview) The statement from this participant	showed	that they already understood the purpose of designing the

138	L1-3.docx	interviewed asserted that they had to write in class to	show	that they did not merely tell students to write,
139	L1-10.docx	English class with English as language of instruction. This fact	showed	that they established the program far earlier than the
140	L1-6.docx	statements in the questionnaire on their views about using technology	showed	that they felt motivated to learn when it was
141	L1-14.docx	nt multimodal artefacts representing different multimodal meaning resources, the findings	show	that they introduced multimodality into their classrooms, but have
142	L1-6.docx	simplifying the tasks set by the lecturers for their students	showed	that they perceived guiding students to interact and collaborate
143	L1-6.docx	for learning, was also undertaken through an interview. The students	showed	that they shared opportunities they experienced with the lecturers.
144	L1-3.docx	build a creative climate in the classroom, teachers have to	show	that they themselves were creative, and to be a
145	L1-6.docx	the course learning. Data collected from the interviews with lecturers	showed	that they tried to solve the problem of lack
146	L1-10.docx	mostly that's true". In terms of employability, IUP graduates	showed	that they were of high potential. One excerpt could
147	L1-10.docx	p.135). In conjunction with pedagogical foundation and strategies, the findings	showed	that teachers are focusing teaching content, promoting language learning/
148	L1-15.docx	a willingness to improve their teaching competencies (see Table 4.7). This	shows	that teachers are agents of change for their students,
149	L1-16.docx	demands. After three years of implementation, findings of the study	show	that teachers had better mastery of curriculum development and
150	L1-11.docx	how this influences their practices. However, the study provided evidence	showing	that teachers had low levels of assessment literacy, which
151	L1-12.docx	accord with the results reported by some other studies which	showed	that teachers in authentic language classes tend to provide
152	L1-16.docx	in line with the findings of the current study which	showed	that teachers in large classes were more formal and
153	L1-16.docx	complexity of teachers' roles (OECD, 2014). In addition, the current study	showed	that teachers find it difficult to split time between
154	L1-16.docx	observation, portfolio, project, product, peer assessment and self-assessment. Findings	show	that teachers have difficulties in administering the new student'
155	L1-15.docx	ended survey. <^^^> (Kenanga) This quote describes teachers' routine duties. It	shows	that teachers should always be considerate in planning and
156	L1-16.docx	based approach, Communicative language teaching and problem-based learning. This	shows	that teachers tried to implement the student-centred approach
157	L1-20.docx	she still taught it to them, perhaps she wanted to	show	that she had to teach it because of the
158	L1-6.docx	S105's quotes about the open-ended question about reading	showed	that she had also enjoyed accessing text online in
159	L1-19.docx	activities. T3, for example, stated that, <^^^> (Teacher 3, interview) This statement	showed	that she had started to implement the SA in
160	L1-6.docx	open-ended questions (See table 4.5 Confidence in using internet applications)	showed	that she was confident accessing YouTube video clips as
161	L1-15.docx	had developed more interest in teaching and the survey results	showed	that she was moderately prepared to teach with a
162	L1-17.docx	herself. By not asking for a loan from Dago, Nada	showed	that she was an independent teacher who was able
163	L1-20.docx	in teaching (see excerpt 48). Here, Nisa as if wanted to	show	that she also considered the culture of other regions
164	L1-20.docx	in many contexts. However, here, one example is sufficient to	show	that she behaved as a parent of students during
165	L1-17.docx	club, Irama also reviewed some English novels and movies which	shows	that she continues engaging with English literature even though
166	L1-18.docx	As has been presented in the findings section, the results	showed	that students were motivated by learning through technology-mediated
167	L1-18.docx	has been presented in the inferential statistics section, the results	showed	that students were motivated by learning through technology-mediated
168	L1-6.docx	and outside it. <^^^> (L4, Univ A, Sept 2016). This remark explicitly	shows	that students can learn more by planning, controlling, and
169	L1-18.docx	TBL writing tasks The last findings from the qualitative results	show	that students could not stop themselves from accessing internet
170	L1-18.docx	in Technology- Mediated TBL Writing classes The first qualitative findings	showed	that students from different levels of study expressed different
171	L1-6.docx	audio-visual content afforded by the applications, the findings also	showed	that students in this study valued activities that enhanced
172	L1-4.docx	their classroom activities. I have presented quotations from students' interviews	showing	that students placed emphasis on the strong control from
173	L1-2.docx	conditions of their classroom environment. Overall, the 6 dimensions of motivation	show	that students seem to have relatively high motivation to
174	L1-16.docx	in senior high schools. 6.4.2. Large class size The current study	showed	that a large number of students (40-50 students) in the
175	L1-5.docx	the child while the sign '-' means not acquired. The '(+)' sign	shows	that a particular structure is supplied without lexical and/
176	L1-17.docx	future is restricted to a teaching career. Claire's story	shows	that a professional trajectory can change very quickly when
177	L1-15.docx	to all tasks. The data emerging from the qualitative data	show	that a sense of self-efficacy in teaching that
178	L1-15.docx	including 'slightly agree' (52%) to 'strongly agree' (2%). Interestingly, the data also	showed	that a significant number of respondents (28%) disagreed that teachers
179	L1-13.docx	minimum as possible. In terms of the divergence, the finding	shows	that a teacher may believe in doing what he
180	L1-16.docx	of life in the home, school, and society. The results	show	that it is clear that the teachers have a
181	L1-9.docx	good" ones. Gallup's study involving Muslims around the world	shows	that it is a perceived moral decay and breakdown
182	L1-16.docx	public sector institutions in Bangladesh and Pakistan respectively. The situation	shows	that it is a common scenario in developing countries
183	L1-17.docx	full time or regular teacher. Dago, on the other hand,	showed	that it had greater power in its relationship with
184	L1-12.docx	However, the analysis of the 2016 EFL1 course syllabus (Appendix A)	showed	that it only contained information about the assessment criteria

185	L1-15.docx	correlations with the other coursework and programs. The statistical analysis	showed	that it was positively correlated with the language skills (
186	L1-16.docx	they carried chief responsibility for managing their workload. The study	showed	that some strategies they used included effective use of
187	L1-16.docx	of which are required in seemingly excessive detail. The study	showed	that some strategies they used included effective use of
188	L1-2.docx	their sections/macro strategies, they belong to Table 2 (Appendix D)	showing	that some macro strategies are numbered (if more than
189	L1-2.docx	MTS frequency by histograms, normal Q-Q plots and boxplots	shows	that some of data were not normally distributed e.
190	L1-15.docx	ranging from slightly agree to strongly agree. The results also	showed	that some respondents (19%) had different perceptions of the relations
191	L1-12.docx	that the students' needs shaped most teachers' feedback approach. They	showed	that some teachers were responsive to the L2 students'
192	L1-2.docx	for each group of mean reported MTS us in Table 5.6	show	that in the students' data indicated more variability than
193	L1-19.docx	observing stage, 4) questioning stage again, and 5) the experimenting stage. This	shows	that in the EFL classes, the activities tended to
194	L1-15.docx	and teamwork skills. Table 5-1 Curricular and co-curricular programs <&&&> Table 5.1	shows	that in addition to theoretical knowledge, teaching practicum appears
195	L1-1.docx	practicum. The findings from the school's meso-level discourse	show	that in day-to-day teaching activities, several stakeholders
196	L1-19.docx	Implementation of the SA in terms of Assessment The data	showed	that in terms of assessment, the school managers believed
197	L1-15.docx	a pre-service teacher's sense of preparedness. The findings	show	that most of the respondents feel moderately prepared to
198	L1-4.docx	to see how they teach in different classes. The result	showed	that most of them are using the same teaching
199	L1-15.docx	standards' was moderate with a mean of 4.03. The descriptive statistics	showed	that most of the respondents felt positively prepared with 55%
200	L1-15.docx	service teachers' sense of preparedness to teach. The survey data	showed	that most of the participants agreed that teaching brought
201	L1-15.docx	teachers' social status in Indonesia. The quantitative and qualitative data	shows	that most of the participants believe that teaching is
202	L1-5.docx	examples ofeach category produced by the children. <&&&> <&&&> These two tables	show	that all children in KI and K2 produced around
203	L1-6.docx	and organise their own learning materials. Themes from the interviews	showed	that all lecturers allowed students to decide on their
204	L1-15.docx	English proficiency supports me to travel overseas'. The survey results	showed	that all of them believed that the English language
205	L1-2.docx	scores = 3.96 while the least used was using humour. These findings	show	that all students participants in the three classroom observations
206	L1-17.docx	similar practices but also differed in some areas. Their findings	show	that both groups of teachers believed that the most
207	L1-2.docx	the students' use (lecturers' was 53% versus 35% and students' were 55% versus 26%)	showing	that both groups had similar perceptions of English use
208	L1-2.docx	equally five times by the group. The findings in Table 5.21	show	that both groups, the lecturers and the students, had
209	L1-2.docx	respectively based on the students' opinions. The similar rank orders	show	that both lecturers and student had relatively similar perceptions
210	L1-15.docx	pre-service teacher's sense of preparedness. Furthermore, these profiles	show	that pre-service teachers' professional development is dynamic and
211	L1-15.docx	emotional, physical, and cognitive development influences learning', the survey results	showed	that pre-service teachers had a moderate to a
212	L1-15.docx	then, potentially affects their attitudes, intentions, and behaviours. Prior research	showed	that pre-service teachers' previous experiences (Nespor, 1987), cultural contexts (
213	L1-15.docx	the students as effective and interesting as possible." This example	shows	that pre-service teachers with high motivation appear to
214	L1-11.docx	of students' previous English learning and experience. Excerpt 1 <^^^> This extract	shows	that teachers' activities in regard to checking and eliciting
215	L1-10.docx	using English in EMI program. The results of the interview	showed	that teachers' perception of English use could be further
216	L1-11.docx	the integration of AfL practices in teacher assessment. The findings	showed	that teachers' practices were grounded in three key orientations:
217	L1-11.docx	a result of their divergent thinking and understanding. This study	showed	that teachers' understanding, and their perceived value and purposes
218	L1-15.docx	important issue that has emerged from the data. This study	shows	that this factor can predict pre-service teachers' feelings
219	L1-20.docx	to the demand of curriculum only, perhaps Edi wanted to	show	that this problematic topic had nothing to do with
220	L1-15.docx	students' background and giving reinforcement to students. The qualitative data	show	that this teaching ability influences the respondents' level of
221	L1-16.docx	authority to school districts can yield positive results."(p.43). Research	shows	that this top down method is an ineffective approach
222	L1-13.docx	the teachers' English language ideological positions. Secondary education	show	that among the language ideological stances held by the
223	L1-13.docx	form of verbal and/or practical action. The microgenetic analysis	showed	that among the English language ideological stances that Ana
224	L1-13.docx	between Budi and the object of his activity. Classroom observations	showed	that among the English language ideological stances that he
225	L1-20.docx	own language in the time of speaking English that way	shows	that Edi and Mahdi still considered the positive role
226	L1-20.docx	mosque that is the pride of Acehnese people. This clearly	shows	that Edi and Hanum also contextualised their content to
227	L1-20.docx	excerpt as an example. Excerpt 11 <^^^> (Edi, English translation, interview 2) Excerpt 11	shows	that Edi defines his role as a teacher, namely
228	L1-8.docx	background. <^^^> (Anti, L509) <^^^> (Abi, L107) <^^^> (Rukin, L94) The above excerpts	show	that regardless of language used, the situational context where
229	L1-17.docx	English teacher at the school, he inspired his students to	show	that regardless of their economic status, they have the
230	L1-17.docx	in higher education in Vietnam (Ngo, Spooner-Lane, & Mergler, 2017). It	showed	that regardless of their major, whether in English or
231	L1-15.docx	Richardson & Watt, 2006). Even though the survey of the current research	shows	that teaching appears to be equally suitable for men

#	File	Left context	Node	Right context
232	L1-15.docx	of pre-service teachers' beliefs about the teaching profession. It	shows	that teaching is a job with high expectations. Research
233	L1-15.docx	of the society's perceptions about the teaching profession. It	shows	that teaching nowadays is not considered a prestigious profession
234	L1-9.docx	members of different cultures. In this respect, the existing literature	shows	that an attitudinal resistance, resentment or rejection of Muslims
235	L1-4.docx	their own needs in the classroom. In addition, the data	shows	that an important point to be considered when involving
236	L1-13.docx	ideological stances as well as the perceived origins. The findings	showed	that Ana held ideological beliefs about or views on
237	L1-13.docx	heard from people within her professional community. The finding also	shows	that Ana held a view which reflects English monolingualism (
238	L1-15.docx	Mawar) The response of the open-ended survey responses above	shows	that classroom management is a big challenge for the
239	L1-15.docx	theory and practice, and administrative work. <^^^> First, the current research	shows	that classroom management is considered an important issue for
240	L1-2.docx	Appendix B) to check normality of the data. The results	show	that data of mean scores of student motivation and
241	L1-2.docx	histograms, normal Q-Q plots and boxplots (Figure 2, Appendix B)	show	that data of "Lecturers" mean data of reported MTS
242	L1-13.docx	she held and the perceived sources of influence. The findings	show	that Dina's views on English reflect English language
243	L1-13.docx	rule (i.e., the curriculum), and the object. The analysis	showed	that Dina's object of activity was twofold: lesson
244	L1-5.docx	Therefore, many nouns produced by the children in this study	show	that English is classified as a noun-dominant language (
245	L1-17.docx	but teachers of adults gave whole class feedback. This research	shows	that English teachers were aware that different age groups
246	L1-6.docx	mentioned that he needed an internet quota. The observation results	showed	that he used his mobile phone and modem to
247	L1-17.docx	while, he still claimed to be all of them. It	showed	that he was not a mono-identity person or
248	L1-9.docx	Indonesian kindergarten, primary, and secondary school teachers of all subjects	show	that language teachers–apart from physical education, arts and
249	L1-20.docx	live out the truth in their lives" (168). Such action also	shows	that language teaching for them is, as Canh (2018) suggests,
250	L1-2.docx	that data are normally distributed (Allen, et al., 2014). Table 5.5 below	shows	that lecturers and students have the largest and smallest
251	L1-2.docx	Normality tests of reported MTS use <&&&> Furthermore, Figure 1. (Appendix B)	shows	that lecturers and students data of items of reported
252	L1-12.docx	mechanics and referencing style problems (see Appendix K).Excerpt 4.17 below	shows	that Mary gave direct error corrections on four morphological
253	L1-12.docx	Mary's second think-aloud protocol on Nadhira's draft,	shows	that Mary performed actions recursively. While reading a segment
254	L1-6.docx	access either on or off campus. This percentage seemed to	show	that more than half percentage of the students still
255	L1-6.docx	and internet- based applications. The results for the first category	showed	that more than half of the students questioned, or 75.37%,
256	L1-2.docx	relationships with lecturers would motivate them to learn English. This	shows	that MTS preference by students may be different in
257	L1-2.docx	of student motivation and reported MTS frequency use The findings	show	that MTS use has positive associations with students' motivation.
258	L1-4.docx	in the responses as displaying smaller standard deviation values. This	shows	that only a few students nowadays view teachers as
259	L1-15.docx	influenced the respondents' sense of preparedness for teaching. The results	showed	that only two of the underlying factors, professional competencies,
260	L1-15.docx	education program affected their self-efficacy in teaching. Further analysis	showed	that self-efficacy was very specific and contextual. There
261	L1-15.docx	to influence their self-perceptions. The analysis of the survey	shows	that self-efficacy has a strong influence. The data
262	L1-10.docx	claimed that he only used words instead of sentences. This	showed	that T8 did not understand with the concept of
263	L1-10.docx	doing so, it inhibited students to express in English. It	showed	that T8 has an inconsistent view of using Bahasa
264	L1-17.docx	improving secondary school students' speaking skills in Thailand. The findings	show	that these activities increased the students' speaking test scores.
265	L1-14.docx	learning process and experiences, as shown in Table 4.14. The table	shows	that these journals contained some similarities, particularly in contents
266	L1-13.docx	nature of a particular English variety over the others. Findings	show	that Tina currently believed in the idea of speaking '
267	L1-13.docx	with her at her home after working hours. Overall, this	shows	that Tina had ample experience teaching English across contexts,
268	L1-12.docx	over other aspects of writing. An analysis of the TAP	showed	that when providing written feedback on drafts, the teachers
269	L1-15.docx	student-teachers' views about their professional development. This finding then	shows	that when the student-teachers feel that experienced teachers
270	L1-9.docx	and "safeguarding" students' cultural and religious identity. Classroom observation data	showed	that Yanti and the students used home knowledge and
271	L1-9.docx	and learning. So, to conclude Yanti's case, the data	shows	that Yanti was inclined to see English as an
272	L1-6.docx	and its application <&&&> Qualitative data from the open-ended questions	showed	that about 13 students (S66, S12, S30, S32, S14, S33,
273	L1-2.docx	with cross-loadings or low communalities were removed. The results	showed	that all (six) dimensions of motivation emerged in Figure 5.1
274	L1-15.docx	chance to make an impact on society', the descriptive statistics	showed	that almost all of the pre-service teachers in
275	L1-10.docx	he accommodated Bahasa Indonesia in his teaching. Excerpt 7.5 <^^^> This excerpt	showed	that although in the observationT7 spoke English predominantly, he
276	L1-16.docx	student questionnaire <&&&> Moreover, the data from students' survey on table 5.8	show	that although 45 % of students (n= 156) agreed that English textbooks
277	L1-17.docx	his identity within the other members of the CoP. This	shows	that any social structure is a site of struggle
278	L1-20.docx	her statement, "it seems that we really carry it all",	shows	that as if this linguistic identity constitutes her core

279	L1-19.docx	to C3, belonging to lower-order thinking levels (LOTS). This	shows	that basic competencies and indicators set the students' competency
280	L1-13.docx	The ELF stance as tool: Promoting the students' confidence Figure 6.1	shows	that Budi used his pro ELF stance as a
281	L1-16.docx	standards, although school budget is often the main barrier. This	shows	that change initiatives in school will not be sufficiently
282	L1-15.docx	efficacy, particularly when undertaking teaching practicum. Further, the research finding	showed	that commitment to teaching developed after the pre-service
283	L1-15.docx	context of becoming English language teachers in Indonesia, this study	shows	that common concerns among pre-service teachers are low
284	L1-6.docx	their strong motivation to use technology for teaching. While research	showed	that constructivist teaching is often characterised by teachers who
285	L1-9.docx	and learning of culture. The data of the present study	shows	that deliberate, specific attention to and explicit discussion of
286	L1-1.docx	the willingness and interest to interact in teacher professional development	show	that differences on beliefs can promote diversity in understanding.
287	L1-6.docx	s courses. A similar study conducted by Dyson et al. (2015)	shows	that discussion of Facebook content in a forthcoming classroom
288	L1-6.docx	of using social media. Responses from the lecturers, especially L5,	showed	that due to time limitations for responding and providing
289	L1-8.docx	just call, call their first name. (Rukin, L27) These excerpts	show	that educators used proper first name terms in addressing
290	L1-17.docx	had to return the chairs back to the storage. This	showed	that ELT field has variations in its practice and
291	L1-15.docx	made an effort to improve his teaching competencies. The example	shows	that entering a new environment, and shifting from being
292	L1-19.docx	in the range of C1 to C3, or LOTS. This	showed	that even though what the teachers did was in
293	L1-15.docx	teachers' sense of preparedness for teaching. Furthermore, the profiles also	show	that every pre-service teacher has his or her
294	L1-13.docx	whom Ana's English language ideological stances originated. Additionally, data	showed	that experience can serve as a reinforcement. For example,
295	L1-17.docx	development of her English skills because a number of studies	show	that extensive reading in the target language improve reading
296	L1-20.docx	herself acted upon what she instructed (see excerpt 18). This evidently	shows	that faith can interface with the way a teacher
297	L1-8.docx	adopted when the gap between two cultures is evident. This	shows	that field of experience has a greater impact. This
298	L1-11.docx	and purposes. However, the intensity of teachers' feedback varied. Table 24	shows	that four teachers reported the least frequent feedback practice,
299	L1-19.docx	as being applied in any of the observed classrooms. This	showed	that from the perspective of the teachers, although critical
300	L1-12.docx	Gie's first think-aloud protocol on Puput's draft	showed	that Gie marked Puput's repeated errors. Gie initially
301	L1-18.docx	cycle due to students' familiarity with search engines. The findings	show	that Google Search was the dominant tool that the
302	L1-4.docx	all the responses from the two groups of students, this	shows	that grammar is still rule-governed, while other approaches
303	L1-6.docx	them to share ideas. <^^^> (S114, Univ A, Dec 2016). Their statements	showed	that guidance from lecturers was critical, which according to
304	L1-17.docx	of our relationships with others" (Christiansen, 1999, p. 549). Nada's experience	shows	that habitus is not static instead it is malleable
305	L1-8.docx	regarding halal food observance is shown in Figure 5.6. The figure	shows	that halal criteria are not shared between Muslim educators
306	L1-15.docx	mean of his perceived preparedness for teaching was 2.9. This example	shows	that Hanes set a high standard for himself. When
307	L1-20.docx	saying, "who do not come, sons?" Here, the word 'sons'	shows	that Hanum wanted to show the affection of a
308	L1-17.docx	develop competence. In choosing to study at a PELI, Yulia	showed	that her imagined identity was as an English speaker
309	L1-15.docx	his perceived preparedness for teaching slightly changed. The survey data	showed	that his sense of preparedness was 4.19. <^^^> The positive experiences
310	L1-13.docx	English language ideological transformations. As illustrated in Chapter 9, Figure 9.1, findings	showed	that ideology-related contradictions could lead to a transformation
311	L1-15.docx	attitudes towards the teaching profession with r= 0.242 at p= 0.05. Table 4.15	shows	that individual beliefs and attitudes towards the teaching profession
312	L1-20.docx	contextualising results in identities negotiation. In addition, such identities negotiation	shows	that individuals cannot be always free to enact all
313	L1-4.docx	motivation. Tables 4.9-4.11 on teacher student relationship, asking questions and textbook,	shows	that Indonesian students do not label their relationship with
314	L1-6.docx	assessment system for their activities. The findings from the interview	showed	that information about the goals of the course was
315	L1-8.docx	cultural awareness raising for communication and professional practices. All groups	show	that intercultural communication offer them awareness of cultural dimension
316	L1-15.docx	experience in the teaching practicum in school. <^^^> (Ita) The excerpt	shows	that Ita felt very fortunate to have a supportive
317	L1-5.docx	was the only child who could produce verbs. The results	show	that K2 children, who were in the last semester
318	L1-15.docx	significantly affects the feeling of preparedness, while the thematic analysis	shows	that key themes for pre-service teachers' motivation to
319	L1-6.docx	learn. <^^^> L4, university A, Sept 2016). The results from observations 2, 4, and 6	showed	that L4 used in the classroom the materials she
320	L1-16.docx	main challenge was the large class size. The current study	showed	that large number of students (40-50 students) in the classroom
321	L1-4.docx	knowledge rather than using knowledge for immediate purpose (Shi, 2006). This	shows	that learners' views on learning may influence the way
322	L1-3.docx	one liner. Even though seemingly unrelated, his aim was to	show	that like a one liner, poetry also plays with
323	L1-18.docx	limited in the writing classes. The results of this investigation	show	that limiting students to use the computer and Internet
324	L1-2.docx	to motivating students in their programme of study. Quantitative findings	show	that motivation has a weak and negative relation with
325	L1-14.docx	classroom, and iii) students' engagement with multimodality. Firstly, the findings	showed	that Mr. Adrian employed three types of multimodal artefacts

326	L1-14.docx	the first theme are summarised in Table 4.24 below. The table	shows	that multimodality was not a familiar concept for all
327	L1-11.docx	subsequently inform or influence their classroom practices. My study clearly	showed	that national examinations prominently featured in teachers' discussion of
328	L1-3.docx	writing. The results of the interview analysis in this study	show	that no teacher participants were excited about assessing the
329	L1-14.docx	policy actors at school level, particularly English teachers. The study	shows	that not all teachers were familiar with the policy
330	L1-2.docx	between the variable and student motivation. The results in Table 5.26	shows	that p value was below .05 (p = .000), confirming that the
331	L1-16.docx	regarding the curriculum elements of the 2013 English Curriculum. The findings	showed	that participants hold different perceptions on the curriculum change.
332	L1-15.docx	proficiency during their time in the program. The survey results	show	that pedagogical coursework has the lowest mean score among
333	L1-15.docx	teacher education program and learn from others. This case profile	shows	that personal dispositions and social interactions during teaching practicum
334	L1-15.docx	agreed, and the remaining respondents indicated less agreement. These results	showed	that pre- service teachers considered dedication a crucial personal
335	L1-8.docx	the tension of intercultural communication with students and colleagues also	showed	that professional practice as EFL educators is also affected
336	L1-11.docx	practice. This was confirmed by the transcribed observation data, which	showed	that promoting self-assessment was not a popular strategy
337	L1-13.docx	she currently held as well as the perceived origins. Findings	showed	that public discourses on ealizeddd and English as the
338	L1-20.docx	of teacher identity area, the current knowledge in this area	shows	that questions about the relationship between English teachers' religious
339	L1-12.docx	by a teacher and a student. The examples above (5.35 to (5.37)	show	that Raja's clarification significantly helped Ayu understand the
340	L1-1.docx	research in the US and developing countries conducted by Vegas (2007)	show	that reforms that give more authority to schools to
341	L1-15.docx	programs to understand impact. As a final remark, this study	shows	that relevant and impactful teacher education programs, and meaningful
342	L1-6.docx	from open-ended questions (See table 4.2 Access to internet) also	showed	that S105 generally obtained her data by visiting the
343	L1-6.docx	Dec 2016). Quotes from the open-ended question about internet access	showed	that S114's access to internet on campus was
344	L1-6.docx	toward using computer (See table 4.6 Attitude towards using computer) also	showed	that S128 was enthusiastic about learning by computer and
345	L1-6.docx	PowerPoint slides, along with the game they created. This statement	showed	that S15's intention and enthusiasm to learn with
346	L1-19.docx	school managers and the teachers and the students. The data	showed	that school managers and teachers believed that the SA
347	L1-16.docx	to use appropriate training modes. Regarding school support, the study	shows	that schools provided training and workshops for teachers delivered
348	L1-12.docx	chanics and referencing style errors and organisation problems. Examples (4.18) and (4.19)	show	that Sha used a combination of direct and indirect
349	L1-17.docx	The fact that her mother could speak Dutch and English	shows	that speaking a foreign language in addition to Indonesian
350	L1-2.docx	correlations between student motivation and their use of English. Table 5.25	shows	that Spearman's rho indicated the absence or very
351	L1-15.docx	and learn from their experiences as teachers in school. This	shows	that students' acceptance and feedback are important for some
352	L1-10.docx	Quantification of T1's use of languages <&&&> The above table	shows	that T1 used English dominantly in his class, not
353	L1-10.docx	about. Table 5. 13 Quantification of T12's use of languages Table 5.14	shows	that T12 was a great example of a teacher
354	L1-10.docx	done. Table 5. 10 Quantification of T9's use of languages <&&&> Table 5.10	shows	that T9 spoke English predominantly. It was obvious that
355	L1-12.docx	quantity of the teachers' written feedback on the students' drafts	showed	that teachers (n=5) consistently provided more written feedback on
356	L1-18.docx	questionnaire items, it is concluded that students' self-reported input	showed	that technology played an important role in the process
357	L1-14.docx	English materials across three school cases <&&&> Moreover, the table also	shows	that textbooks were used as teachers' primary references in
358	L1-14.docx	presentation, as shown in Table 4.19. The data from the table	shows	that the learning activities mainly focused on print-based
359	L1-4.docx	of the students' education and presumably, the effects of globalisation,	showing	that their learning cultures did not necessarily originate from
360	L1-15.docx	to shaping pre-service teachers' professional growth. The current research	shows	that three interrelated personal characteristics appear to have a
361	L1-16.docx	they follow the guidelines on the syllabus. The results also	show	that total respondents of 78 % (n=39) believed that the content
362	L1-18.docx	is replaceable with the pens, pencils, and paper (Item 14) Figure 5.9	shows	that twenty-seven students (22%) opted to be undecided when
363	L1-13.docx	setting depended on how the teacher responded to it. Section 9.4.2	showed	that two contradictions did not even drive any change
364	L1-14.docx	particularly video-songs, image and realia (see Table 4.9). The table	shows	that use of images predominated over that of other
365	L1-2.docx	distributed. However, Test of normality (Table 5.8), the Shapiro-Wilk, below	shows	that W is .924 (Sig = .034) for the "Lecturers" mean data
366	L1-12.docx	problems which they identified while providing oral feedback. Example (4.28) below	shows	that while discussing the above too long sentence problem,
367	L1-3.docx	become role models, they wanted to build students' confidence by	showing	that writing stories and poems in a foreign language
368	L1-5.docx	third lesson, and three in the fourth lesson. Example (7) below	shows	the teacher gave positive feedback comments to a child. <^^^>
369	L1-5.docx	session and three times in the fourth session. Examples (11) and (12)	show	the teacher provided new forms in a word (e.
370	L1-5.docx	highest feedback type in the last three sessions (45%, 46%, 44%). Examples (17) and (18)	show	the teacher provided positive feedback without form and with
371	L1-5.docx	presents verbal cues provided by the teacher in K1. <^^^> Example (19)	shows	the teacher used verbal cues by providing elements or
372	L1-16.docx	teachers and also focus group interview with students. Table 5.9 below	shows	the teacher views on the new student assessment. Table 5.9.

373	L1-12.docx	or explanation. Excerpts 4.5 and 4.6 were requoted from excerpts 4.1 and 4.3 to	show	the teachers' direct feedback. The teachers supplied the correct
374	L1-12.docx	local issues (language use and mechanics and referencing style). Figure 4.4	shows	the teachers' direct feedback on the students' drafts. Direct
375	L1-12.docx	otherwise were difficult to understand if using L2. Figure 7.3 below	shows	the teachers' activity system according to Engeström's (1987, 2001) generation
376	L1-12.docx	mechanics and referencing style, (c) content, and (d) organisation. Figure 4.16	shows	the teachers' focus of feedback in their relevant episodes.
377	L1-12.docx	written feedback points on content problems (n=6 teachers) <***> Appendix K	showed	the teachers' written feedback on content issues. Of the
378	L1-3.docx	adapted Amabile's concepts of creativity components and process. It	shows	the students' creative writing process and how the creativity
379	L1-3.docx	improve their creative writing skills in English. The following table	shows	the students' motivation of choosing Creative Writing as their
380	L1-4.docx	saving face when interacting with other people. The table below	shows	the students' reasons for not asking questions. Table 4. 10. Not
381	L1-4.docx	on the elements that hinder their learning. The table below	shows	the students' responses. Table 4. 5. Challenges in Learning English <&&&> Table 4.5
382	L1-6.docx	discussing the Facebook group contents in class. After the lecturer	showed	the class a sample of a video clip she
383	L1-6.docx	be used in real-life teaching scenarios. In observation 1, L1	showed	the class examples of quizzes, articles, listening handouts, and
384	L1-3.docx	fictions, whether theirs already met the characteristics. After that, he	showed	the class some students' writings from the class Moodle
385	L1-12.docx	teachers' written feedback points on the students' drafts, while Table 4.1	shows	the frequency of written feedback points on each aspect
386	L1-12.docx	feedback on errors in mechanics and referencing style <***> As Figure 4.6	shows,	the frequency of the teachers' feedback on errors in
387	L1-12.docx	was the most frequently used multiple graduated prompt strategy. Figure 4.30	shows	the frequency of the three most frequently used multiple
388	L1-8.docx	or assimilate the practices. The findings elaborated in chapter 4, 5 and 6	show	the participants' faith considerations when selecting certain practices. Accommodation
389	L1-15.docx	to stay in and complete this four- year program. This	shows	the participants' high dedication and appreciation of their parents.
390	L1-5.docx	children at the pre- and post-test. The horizontal axis	shows	the participants' names, and the vertical axis presents the
391	L1-9.docx	first ten minutes of the teaching and learning is to	show	the relationship between the teaching and learning material or
392	L1-2.docx	the classroom the less the students use the language. Figure 6.2.	shows	the relationship between the lecturers' and the students' L2
393	L1-15.docx	pre-service teachers' sense of preparedness. The model illustrated (Figure 6.2)	shows	the relationship between personal foundations and teacher education in
394	L1-15.docx	achievement of students cannot generally be blamed on their teachers',	showed	the respondents' disagreement towards the statements with a mean
395	L1-15.docx	has positively affected my confidence for teaching', the descriptive statistics	showed	the respondents' perceptions were highly positive with a mean
396	L1-15.docx	of the responses to the open-ended survey question which	show	the respondents' positive beliefs that teaching is beneficial for
397	L1-17.docx	must know what the students need" (Yulia, Interview). All participants	showed	the ability to analyse the grammar points or expressions
398	L1-17.docx	of a researcher as well as a teacher, which involves	showing	the ability to conduct research projects effectively, having the
399	L1-4.docx	for using multiple teaching methods in the classroom. I will	show	the evidence in the next sub section. 4.4.2.3. Teacher-directed
400	L1-4.docx	should be and related to the students' characteristics. I will	show	the evidence of this from the data in the
401	L1-5.docx	developmental stages, implicational scaling is needed in this study. Table 32	shows	the implicational scaling in K1 and K2 combined at
402	L1-5.docx	compatible with the sequence predicted in PT. The following table	shows	the implicational summary at the delayed post-test at
403	L1-4.docx	Summary of Approaches to Learning English Skills <&&&> The above table	shows	the result of the mean of the t-test
404	L1-4.docx	how students describe a good teacher. Table 4.7. Good Teacher <&&&> Table 4.7	shows	the result of the t-test indicating that there
405	L1-15.docx	the teacher education program, and personal factors. The thematic analysis	showed	the significant influence of the teacher education program on
406	L1-17.docx	high scores rather than authentic but low scores. This situation	shows	the significant relationship between identity, occupation, and place (Huot &
407	L1-12.docx	asking her to revise her paragraph. The excerpt below also	shows	the teachers expressed their personal views of their students'
408	L1-12.docx	written feedback session, as displayed in Table 4.2. As the table	shows,	the teachers used three feedback strategies on the repeated
409	L1-20.docx	sons?" Here, the word 'sons' shows that Hanum wanted to	show	the affection of a parent to her students. This
410	L1-12.docx	morphological, (c) grammatical, and (d) syntactic errors. The following Figure 4.20	shows	the amount of oral feedback on various errors in
411	L1-18.docx	nd 80. Table 4.4 Cross tabulation between Assignment Scores and classes <&&&> Table 4.4	shows	the assignments scores that students received for their writing
412	L1-10.docx	of English dominating other languages. In the first place, it	shows	the average percentage of English dominating Bahasa Indonesia (EdBI).
413	L1-5.docx	broaches the issue of learning efficacy in the classroom and	shows	the benefits to kindergarten children in learning an L2.
414	L1-8.docx	delivery. When the presentation turned into an awkward event, it	showed	the clash of the student moderator and panel member'
415	L1-13.docx	She added, "Sometimes American… but to what is it, to	show	the colloquial words but it's not, it's
416	L1-2.docx	was claimed motivating the student to use the language. This	shows	the commitment for success to speak English. One of
417	L1-18.docx	a; 2000; 1998), Right: The Adapted TBL Framework for Writing Skill 221 Figure 5.23	shows	the comparison between Willis' TBLT frameworks (the left portion
418	L1-8.docx	in this section is depicted in Figure 6.1. <***> The above figure	shows	the complex relationship between the communicative act of greeting,
419	L1-18.docx	in Table 4.9. Table 4.9 Correlation between Motivation and Final Scores <&&&> Table 4.9	shows	the correlation between motivation level (variable 1) and the Final

#	File	Left context	Node	Right context
420	L1-3.docx	the outlining and drafting stage indicate Nirokake-Nambahi stage. Figure 20	shows	the creative writing process performed by the students in
421	L1-4.docx	agency, and teachers' perceptions of their pedagogical practices, which only	showed	the current condition of the teachers and students in
422	L1-4.docx	in different regions within Indonesia. Appendix J and table 4.2, below,	show	the description of the five institutions. Table 4. 2 Institution Profiles <&&&>
423	L1-17.docx	English. Second, in relation to teacher development programmes, this study	shows	the effectiveness of a CoP at PELI in developing
424	L1-8.docx	compared to the previous group of speakers. The available data	show	the effort to introduce the home cultural features by
425	L1-14.docx	Print-based Contents Overlooks Non-linguistic Resources <***> As this extract	shows,	the employment of multimodality was not identified as a
426	L1-12.docx	and solo presentation (10%) (2016 EFL1 Course Syllabus, p. 5). As the syllabus	showed,	the essay writing assignment had the highest percentage of
427	L1-20.docx	morality. With regard to identity, the findings of this study	show	the existence of core identity, an identity that structuralists
428	L1-10.docx	aphic information of research participants and classroom observed <&&&> Table 5.1 above	showed	the features of the participants. First, the number of
429	L1-1.docx	the Youtube files but also being able to download and	show	the files to the students (Anto80)); videos (Anto81), CDs (
430	L1-19.docx	carried out by T4 was as follows: Figure 21 Diagram to	Show	the Flow of Activities Undertaken Teacher 4 (T4) in Implementing
431	L1-1.docx	chooses to use more English. (Tas216). In her reflection, Tasya	shows	the initiative to adjust the language of instruction according
432	L1-8.docx	EFL educators interact with others from English-speaking culture. Area 2	shows	the interaction between educators with others who share to
433	L1-15.docx	developed through this study. As illustrated in Figure 6.2, this model	shows	the interactions of the key components, namely personal foundations,
434	L1-5.docx	Kia as she produces 13 cases of lexical plural (as Table 23	shows).	The issue is whether Kia systematically achieves phrasal plural
435	L1-15.docx	in chi-square between their final and baseline (df=54, p<.001)	shows	the latter is a more defensible model. Model 1 (see
436	L1-5.docx	he produced strawberries as the plural form of strawberry. Example (18)	shows	the learner, Fap from K1, made an error by
437	L1-17.docx	he administered a FCE (First Certificate in English) test to	show	the level of their English. He demonstrated to them
438	L1-18.docx	Edmodo, a Facebook-like layout, as a learning platform Figure 5.13	shows	the main feature of Edmodo as the learning platform
439	L1-11.docx	curriculum and performance orientation), was valued rather less. The findings	show	the mixed conceptions that the teachers held regarding the
440	L1-18.docx	contexts on motivation in second language learning by Gardner (2007) Figure 4.3	shows	the model "Indicating the Effects of the Cultural and
441	L1-20.docx	In other words, being a teacher for them also accompanies	showing	the moral guide role (Le Ha, 2008). The morality they
442	L1-17.docx	as to whether his script was accepted or not. This	shows	the multiplicity of his identities as the result of
443	L1-3.docx	writing assignment. Yet, after watching a stand-up comedy TV	show	the night before, she was inspired by the witty
444	L1-10.docx	section C, which is related to language spoken by teachers,	showed	the number of languages that were spoken by teachers
445	L1-13.docx	the English language ideological stances that the teachers held, findings	showed	the occurrences of what the present study refers to
446	L1-18.docx	B. <***> Figure 5.12 The Multimedia Laboratory in the new building Figure 5.12	shows	the other laboratory used for Technical Writing 1 classes. Each
447	L1-2.docx	students' English use (M= 54.52, SD=14.66) was assessed. Table 5.24 below also	shows	the p value is under .005 (p = .000), suggesting that the
448	L1-15.docx	eachers knowledge of classroom management (Poznanski, Hart, & Cramer, 2018); the quote	shows	the participant's disappointment with her experiences. She felt
449	L1-3.docx	Moodle and comment on them In the subsequent meeting, Haryo	showed	the patterning poems to class (from the Moodle), gave
450	L1-5.docx	DMFonF program. 5.2.1 Lexical development in Kl and K2 Tables 17 and 18	show	the post-test results (Time 2) for Kl and K2
451	L1-19.docx	and how they have overcome the challenges. The following table	shows	the process of how the data identification, codes and
452	L1-2.docx	case, the L2 use by either lecturers or students also	shows	the proportion of talk time in L2 of each
453	L1-2.docx	were ordered from the most useful to the least. Table 5.28	shows	the rankings of themes of MTS to use L2
454	L1-15.docx	questions and to manage the class. <^^^> (Soka) <^^^> (Neta) These quotes	showed	the research participants' high level of anxiety about their
455	L1-17.docx	career as an English teacher. Finally, for PELIs, this study	shows	the role of a CoP within a PELI to
456	L1-3.docx	Moodle. He explained to the class that the aim of	showing	the score was for transparency and was not intended
457	L1-3.docx	Then, in one of the classroom meetings being observed, Haryo	showed	the scores of the students' poems in the class
458	L1-8.docx	other people because we are Indonesians" (Abi, L108). Both excerpts	show	the shared experience of Indonesian culture and membership as
459	L1-7.docx	about specific subject pedagogy workshops in the EFL study program	showed	the shortcomings of the current PPG program, which would
460	L1-5.docx	use recast category in Sessions 3 and 5 at all. Examples (17) and (18)	show	the simple recast the teacher used. <^^^> <^^^> In example (17), the
461	L1-8.docx	be perplexed hearing a foreign expression regarding this matter. Anti	shows	the situational context of which immersing in host culture
462	L1-12.docx	using comments and another quarter (n=166) using colour codes. Table 4.1	shows	the six teachers' amount of indirect feedback on 24 students'
463	L1-4.docx	The findings in chapter 4, part II, section 4.2.1 about teacher affiliation	showed	the strong influence that teachers have over their own
464	L1-13.docx	as a foreign language actually speak English. For example, he	showed	the students a conversation between a Chinese and a
465	L1-5.docx	classroom. The duration of video recordings was around 20-25 minutes. Table 35	shows	the teacher's linguistic behaviour before applying the DMFonF
466	L1-4.docx	ncouraging students' active participation. Furthermore, the interview and observation data	showed	the teacher-directed approach that influenced the use of

467	L1-9.docx	the unknown and unforeseeable future. That English verbs conjugate to	show	the time, continuance, or completion of an action or
468	L1-12.docx	nd referencing style (21.80%), (c) content (16.55%),and (d) organisation (11.06%). Figure 4.1	shows	the total number and percentages of the teachers' written
469	L1-18.docx	ranslate to develop their sentences. <***> Figure 5.18 Google Translate sample Figure 5.18	shows	the typical translation trick that the students used to
470	L1-8.docx	are in an exclusively Islamic environment. The second script, which	shows	the use of Islamic greetings in a diverse audience
471	L1-17.docx	know to survive" (Nada, Interview). Nada's experience in Bali	shows	the value of English as a linguistic capital in
472	L1-4.docx	a teacher and student in the classroom. The following table	shows	the views of students about their relationship with their
473	L1-10.docx	average percentage of using English alone and English with LOTE	showed	a high percentage. Meanwhile, Bahasa Indonesia and Arabic were
474	L1-10.docx	of using English alone and English mixed with other languages	showed	a high percentage. Although English was spoken dominantly, teachers
475	L1-11.docx	sought to understand these differences and treat students with sensitivity,	showing	a high teaching commitment, as one teacher argued: <^^^> [B4
476	L1-11.docx	a strong concern about, and effort to ensure students' understanding,	showing	a high teaching commitment and quest for effective pedagogic
477	L1-15.docx	p<0.01), but had no significant correlation with literature. It also	showed	a high correlation with the non-curricular programs with
478	L1-15.docx	class. One response to the open-ended question (Lili) also	showed	a high level of self-efficacy in their ability
479	L1-13.docx	herself. 5.3.3.3 Rule/community contradiction The horizontal red arrow in Figure 5.1	shows	a contradiction between rule and community. In this case,
480	L1-13.docx	mandate. 7.3.3.2 Rule/community contradiction The horizontal red arrow in Figure 7.1	shows	a contradiction between the curriculum (i.e., delivering all
481	L1-13.docx	Tool/subject contradiction The shorter diagonal red arrow in Figure 7.1	shows	a contradiction between tool (i.e., Dina's standard
482	L1-13.docx	the students. 7.3.3.3 Tool/tool contradiction The red circle in Figure 7.1	shows	a contradiction within the category of pedagogical tool, that
483	L1-18.docx	in Field Note 2. <***> Figure 5.16 Google Translate on a smartphone Figure 5.16	shows	a student using Google Translate on her smartphone for
484	L1-18.docx	them translate key words during the tasks. <***> Figure 5.19 Ginger Figure 5.19	shows	a student using Ginger to help him in his
485	L1-18.docx	portfolio book. <***> Figure 5.20 Write on the portfolio-writing book Figure 5.20	shows	a student using direct writing without an outline or
486	L1-18.docx	found on the handout. <***> . Figure 5.15 Note on the handout Figure 5.15	shows	a student looking for the meaning of a specific
487	L1-15.docx	a mean of 4.3 on a six-point scale. The respondents	show	a moderate to a high sense of preparedness for
488	L1-15.docx	to interact and belong in the school community', the respondents	showed	a moderate to a high level of positive perceptions.
489	L1-7.docx	English. These qualitative findings expanded on the quantitative analysis which	showed	a moderate level of participant confidence on effective classroom
490	L1-4.docx	guides thought and behaviour. The teachers in the current study	showed	a strong confidence towards their own understanding of teaching
491	L1-4.docx	solidarity values, knowledge values, and power values. These values basically	show	a strong emphasis on a collectivist, power, structure and
492	L1-11.docx	commitment and quest for effective pedagogic strategies: <^^^> (C5HB). Despite	showing	a strong teaching commitment, the teaching methods reported reflected
493	L1-5.docx	K1 and all sessions in K2. For example, the teacher	showed	a card to the children without saying anything and
494	L1-5.docx	when the teacher asked a phrasal plural form question by	showing	a card to them. The teacher provided explicit correction (
495	L1-3.docx	does not have to be totally new", but it should	show	a difference from other products. He exemplified his opinion
496	L1-3.docx	of newness was understood as having an additional element and	showing	a difference from any existing product or idea. One
497	L1-18.docx	English. Even though multiple reasons were reported, Matlal did not	show	a positive attitude toward English learning. He appeared to
498	L1-15.docx	them to balance their work and family life. The respondents	showed	a positive moderate level of perception towards the item '
499	L1-4.docx	the level of their study demand (Ballard, 1996). Therefore, the tables	show	a variety of preferences of approaches that students have
500	L1-18.docx	from Item 9 of the students' questionnaire. The result for Item 9	showed	a variety of responses as recorded in Figure 5.2. <***> Figure 5.2
501	L1-11.docx	number of students demonstrated a high level of learning motivation,	showing	a commitment to learning as opposed to the negative
502	L1-4.docx	curriculum. Therefore, these Indonesian teachers' pedagogic control over their classrooms	showed	a concern beyond only recognizing the students' ways of
503	L1-18.docx	the motivational construct was possible. Therefore, the fact that students	showed	a different attitude in their classroom interaction can be
504	L1-12.docx	conclusion'. (4.2) Feedback on word choice errors <^^^> (Gie – Rafif draft 3) Excerpt 4.3	shows	a feedback on conjunction errors. Mary added a conjunction '
505	L1-3.docx	author, Hemingway, and others from an online source. He also	showed	a flash fiction written by a student of Creative
506	L1-14.docx	that Mrs. Dina employed contained different meaning resources. Table 4.16 below	shows	a frame each from video-songs which demonstrate five
507	L1-12.docx	provision in L2 writing. On the one hand, the teachers	showed	a general tendency to follow a relatively similar procedure
508	L1-9.docx	actual teaching and what generally happened in her EFL classes	show	a local sociolinguistic environment in which the multilingual speakers
509	L1-5.docx	school that has an English program <&&&> The results for Table 40	show	a majority, sixteen (80%) parents want their children to have
510	L1-1.docx	Forrier et al., 2009) to the working situation. The table also	shows	a move from general skills into a more detailed
511	L1-4.docx	centred learning, making them active in the classroom. Although students	showed	a negative attitude towards this learning method, a teacher
512	L1-9.docx	s class Figure 38, for example, describes a situation when Yanti	showed	a projected image that was obtained from 'Anglo-Link'
513	L1-10.docx	was half as much as the male teachers. This number	showed	a relatively balanced number of male and female teachers

#	File	Left context	Node	Right context
514	L1-1.docx	roles and responsibilities of the supervisors and the mentors clearly	show	a shared authority when it comes to evaluating the
515	L1-5.docx	singular and plural contexts. The example in (1d) above also	shows	a single form (blue star) for either singular or
516	L1-9.docx	in a neighbouring district of Pendalungan. As for Figure 40, it	shows	a situation in Wati's class in which "foreign
517	L1-15.docx	still dominated. According to the descriptive statistics, 37% of the respondents	showed	a slight agreement, 24% agreed and 11% strongly agreed. Interestingly, the
518	L1-3.docx	or sounds of words. In one meeting, for example, he	showed	a stand-up comedy video in which the comedian
519	L1-4.docx	practicing the language skills (x^2 = .219; df = 1; p = .640) . However, the students	showed	a statistically significant difference in their perception of the
520	L1-13.docx	distributed some pictures. Each group of students received one picture	showing	a type of health problem for them to identify,
521	L1-8.docx	friend from Myanmar: <^^^> (Dewi, L346) <^^^> (Dewi, L352) The excerpts above	show	a unique wishing practice adopted by Dewi in giving
522	L1-9.docx	discussed the topic of expressing care and giving compliments and	showed	a video featuring NS characters. In addition to that
523	L1-18.docx	the Assignment Scores' correlation. Thirdly, the same correlation test also	showed	a weak correlation between motivation and Semester Test Scores
524	L1-15.docx	believe that teachers are responsible for their students' achievement and	show	a willingness to improve their teaching competencies (see Table 4.7).
525	L1-4.docx	In chapter 4 part I, their views on a good teacher	showed	how the students emphasized teachers' practical knowledge in the
526	L1-4.docx	classroom learning experiences. The findings of the study in part 4	showed	how the students consider learning as something that cannot
527	L1-5.docx	produced the correct forms of English plural. The examples above	show	how the teacher provided recasts implicitly rather than explicitly,
528	L1-4.docx	observation from class F, which is a skill-based course,	showed	how the teacher also had a session where he
529	L1-17.docx	study investigating student teachers' attitude towards English accents (Wong, 2018) which	shows	how the native-speakerism is still a dominant belief
530	L1-1.docx	to employment (Burns and Bell, 2011; Lamote and Engels, 2010). My data	show	how the pre-service teachers went through several steps
531	L1-13.docx	shaping the teachers' ideological views on English. Other findings (Section 10.2.2)	showed	how the teachers' ideological views mediated (Engeström, 2001; Vygotsky, 1978) their
532	L1-4.docx	in learning English, while the other do not. This result	shows	how the two groups of students are very much
533	L1-14.docx	contains designed meanings (Kress and van Leeuwen, 2006, 1996; Jewitt, 2005), particularly	showing	how English is used by native speakers in the
534	L1-13.docx	recommendations for future LTC studies as follows. First, the findings	showed	how English language ideologies shaped the teachers' cognition and
535	L1-9.docx	the nature of the EFL teachers' conception of culture and	show	how it informs their approaches to and representations of
536	L1-4.docx	Teachers were giving students lectures followed by small discussions, which	showed	how it was necessary for them to ensure the
537	L1-4.docx	prefer to learn English in the classroom. The following table	shows	how students prefer to learn English in the classroom.
538	L1-4.docx	mismatch between teachers' and students' views in this regard. Table 4.8	shows	how students view the characteristics of a good student.
539	L1-15.docx	with supervisors supported their feelings of confidence towards teaching, Ami	showed	how a lack of feedback from her university- based
540	L1-13.docx	where teaching activities take place. In addition, Budi's case	showed	how agency (as both a learner of ELT and
541	L1-8.docx	outcomes in accommodating practice regarding future even commitment, both participants	showed	how an alternative practice can be adopted in intercultural
542	L1-13.docx	subject, tool (i.e., her instrumental stance), and object. Figure 5.1	shows	how Ana orientated her teaching activity towards improving the
543	L1-12.docx	subject, objects, tools, and community) were employed in this studyto	show	how AT can be applied in analysing teacher feedback
544	L1-17.docx	A number of studies in the area of TEFL also	show	how CELTA is superior compared to local teacher training
545	L1-16.docx	beliefs are a complex and a multi-layered concept, and	showing	how contextual factors such as class size, level of
546	L1-13.docx	Teaching experience: The textbooks used in the classroom The finding	shows	how cultural artefacts (Johnson, 2009), in this case, teaching resources
547	L1-4.docx	teaching and their relationship with their teachers. The following tables	showed	how culture have influenced students' approaches to learning which
548	L1-4.docx	of learning and teacher perception or beliefs. The figure below	shows	how cultures of learning is related to students' agency,
549	L1-17.docx	his older neighbours who was an English teacher. This step	shows	how determined he was to master the language since
550	L1-14.docx	another. To illustrate, a music-video frame displayed in Table 4.10	shows	how each mode works together to create a unity
551	L1-13.docx	programs. Not only evident in undergraduate education, the findings also	show	how graduate teacher education reshaped a teacher's English
552	L1-20.docx	that English is part of their identity. Edi, for example,	shows	how he deliberately made English as part of his
553	L1-13.docx	stances, desired to advance students' communicative competence. Activity system analysis	showed	how her instrumental and standard language ideological stances played
554	L1-17.docx	to work again at an international organisation. Mary's case	shows	how professional career trajectories are intertwined with personal responsibilities (
555	L1-13.docx	to learn outside the classroom" (Post-Interview 1, p. 3). This finding	shows	how standard language ideology shaped Dina in sorting what
556	L1-4.docx	listening and taking notes. Other teachers that I observed also	showed	how they were aware of the importance of students
557	L1-15.docx	supervisor also demonstrated a good relationship with her students and	showed	how to monitor their progress. Ara's school-based
558	L1-14.docx	as text. The sample of images in the table above	show	how visual and language resources in one classroom task
559	L1-6.docx	test. She recommended that students visit the link. She also	showed	students a video she had downloaded. In observation 6, L64
560	L1-6.docx	those they were not familiar with yet. In observation 1, L3	showed	students a video on how to plan and book

561	L1-6.docx	in the classroom the materials she downloaded. In observation 2, L4	showed	students a downloaded YouTube video and discussed an easy
562	L1-6.docx	learn more about the topics he posted on Facebook, L2	showed	students a link for an e-book and asked
563	L1-6.docx	the internet access for a variety of purposes, such as	showing	students a PDF text on tourism locations and YouTube
564	L1-6.docx	had become his main access route when he needed to	show	students a Web Page Maker template that could be
565	L1-6.docx	the TOEFL listening test. In observation 4, L4 used PowerPoint to	show	students a website link discussing tips for the IELTS
566	L1-6.docx	L2, Univ B, Sept 2016). Similarly, L3, as found in observation 1,	showed	students a YouTube video about booking a flight. For
567	L1-6.docx	students links to wiki and, her personal Gmail account to	show	students how to write clear and straightforward emails. One
568	L1-6.docx	reference materials when designing multimedia-based learning materials. Additionally, he	showed	students how to create folders and story boards in
569	L1-6.docx	skills by exploring multimedia-based project design practices. He also	showed	students how they could use Google Drive to save
570	L1-6.docx	the internet. In observation 2, L1 used his own modem to	show	students how Web Page Maker can be used with
571	L1-3.docx	an exemplar. Tara emphasised that she should "walk the talk"-	showing	students that she also did what she asked students
572	L1-3.docx	their classes. All the participating teachers underlined the importance of	showing	students that they were passionate about writing stories, poems,
573	L1-6.docx	articles published in journals the university subscribed to. He also	showed	students an example of a research paper and explained
574	L1-6.docx	showed students a video she had downloaded. In observation 6, L64	showed	students another video about the IELTS listening practice test.
575	L1-6.docx	observation 5, L2 used the internet access in the classroom to	show	students his Facebook group posts about the 'introduction section'
576	L1-6.docx	his own internet quota to post YouTube videos when he	showed	students in the classroom his posts from the previous
577	L1-6.docx	of TOEFL, TOEIC, and IELTS. Sometimes, PowerPoint was used to	show	students key answers to the listening test practiced in
578	L1-6.docx	internet access to teach students how to write emails. She	showed	students links to wiki and, her personal Gmail account
579	L1-6.docx	clips. Everyone enthusiastically commented on their ideas. In observation 7, L3	showed	students the types of grammar errors they made on
580	L1-6.docx	his laptop to Wi-Fi available in the classroom and	showed	students videos of 'adjective phrases' and of 'how to
581	L1-6.docx	to the Facebook group, check students' posts and comments, and	show	students web links containing materials relevant to the course
582	L1-6.docx	of advertisements on the screen every time she tried to	show	students YouTube videos. It was beyond her control to
583	L1-14.docx	the teachers across the three observed classrooms/ schools' contexts have	showed	their abilities to fulfil the principal stage of multiliteracies
584	L1-15.docx	The results demonstrated that almost all of the respondents (99%) definitely	showed	their agreement with this item, with a mean of 5.27
585	L1-12.docx	Four teachers mentioned that feedback provision was a means to	show	their appreciation for the students' efforts in writing and
586	L1-9.docx	a higher-level identity that contains both of them and	shows	their connections. The above ideas may further underline not
587	L1-15.docx	agreed, 15% agreed, and 8% strongly agreed. The rest of the respondents	showed	their disagreement with the statement and the number was
588	L1-10.docx	out that the use of code-switching in this respect	shows	their expertise in making use of their linguistic repertoire
589	L1-15.docx	respondents consider themselves as very well prepared, they do not	show	their interest in working as future teachers. In other
590	L1-15.docx	had adequate teaching competencies, while the other 14% of the respondents	showed	their lower sense of efficacy. The responses to two
591	L1-20.docx	apart from her own interest. Here, teachers are required to	show	their nationalism in teaching in any subject they teach.
592	L1-3.docx	positive learning environment and affect learners' motivation to learn by	showing	their passion and enthusiasm in teaching and in the
593	L1-15.docx	have shown their strong sense of professionalism. Those student teachers	show	their persistence and resilience to complete the program even
594	L1-15.docx	was very small. Regarding teaching quality, most of the respondents	showed	their positive perceptions of the item 'In my opinion
595	L1-6.docx	or two groups of students to come to his desk,	show	their progress, and discuss the next steps. L2 and
596	L1-3.docx	Big-C creativity and creators. The majority of the students	showed	their recognition of personal, everyday creativity, such as the
597	L1-8.docx	environment. Although they do not embrace Islam, they can still	show	their respect and recognition of Muslims by accommodating features
598	L1-3.docx	English. On the contrary, fewer students of Universitas Cipta Nusantara	showed	their strong interest and passion in creative writing. The
599	L1-18.docx	non-technology in their learning affected their motivation. However, they	showed	their uncertainty about stopping the use of technology in
600	L1-2.docx	low motivation students would perhaps feel motivated when their lecturers	show	their understanding of student language anxiety (accepting mistakes) and
601	L1-17.docx	exposed to the group's dynamics, so that each person	shows	their vulnerability and opens themselves to receive the groups'
602	L1-15.docx	the language subjects including local languages and English. Moreover, she	showed	her ability in languages when she was in senior
603	L1-15.docx	as suggested by her parents. In the formation phase, she	showed	her dedication to her parents and resilience (disposition) by
604	L1-20.docx	starting to like English. However, interestingly, the excerpt 26 above also	shows	her different orientation with regard to proper English use.
605	L1-8.docx	foreign practice. The panel member adopted an aggressive approach by	showing	her disappointment and criticizing the student ignoring local practice.
606	L1-18.docx	Class 1A). From this extract, it is evident that Olga	showed	her enthusiasm and preference for the use of technology,
607	L1-20.docx	other regions contained in the textbook, it means that she	showed	her nationalism to her students, which also means constructing

608	L1-20.docx	opinion with regard to proper English use. In excerpt 25, she	shows	her NS orientation, but in excerpt 26, she shows her
609	L1-11.docx	her psychological arrangements when dealing with disruptive behaviour by students,	showing	her pedagogic commitment and understanding of adolescents' behaviours. She
610	L1-8.docx	her undergraduate degree. <^^^> (Anne L145) Her response to the compliment	shows	her preferred outcome was not to confuse her interlocutor
611	L1-20.docx	excerpt 25, she shows her NS orientation, but in excerpt 26, she	shows	her regional identity orientation. Moreover, it can be inferred
612	L1-8.docx	Iwat, L184). To her surprise, the female panel member resentfully	showed	her response. When she had the chance to give
613	L1-8.docx	and criticizing the student ignoring local practice. In contrast, Iwat	shows	her separation of practice using a non-assertive approach
614	L1-20.docx	the class. On the other hand, she also wants to	show	her solidarity to her students - perhaps because she considers
615	L1-15.docx	difficulties in learning. <^^^> (Neta) What Neta said in the interview	showed	her struggle and real resilience, especially when she said "
616	L1-1.docx	students" (Lin108-109) and "in front of others" (Lin110), and (3) on	showing	her students ethics and morality, by not discriminating (Lin118-119).
617	L1-17.docx	her institution was key to developing her teaching skills. This	shows	her willingness to receive feedback and support from other
618	L1-9.docx	actions. Third, amidst the State hegemonic policies, the EFL teachers	showed	an active agency and served as intercultural mediators in
619	L1-9.docx	the local socio- educational setting. Third, the local EFL teachers	showed	an active agency in working with the complexities of
620	L1-4.docx	the opportunity. <^^^> (Class E_U5, Observation Note, November 3, 2017) This instance	shows	an example of how students are reluctant to respond
621	L1-12.docx	constructing ideas and the logic of argumentation or reasoning. Excerpt 4.5	shows	an example of Mary's feedback on ideas and
622	L1-13.docx	actions with regard to achieving the object. Besides, the analysis	showed	an interesting finding: Ana did not seem to teach
623	L1-5.docx	summary, the results of the delayed post-test cross-sectionally	show	an interesting pattern. Some children can produce phrasal but
624	L1-8.docx	social status is obvious, such as student--supervisor relationship, they	showed	an attempt to negotiate if the recognition of such
625	L1-9.docx	model, instead expressing self-confidence in her own competence and	showing	an awareness of self as a non-native teacher,
626	L1-4.docx	I described the pattern of Indonesian cultures of learning which	showed	an insight into the Indonesian students' ways of learning
627	L1-9.docx	In addition, the EFL teachers' reports and the classroom observations	show	an interplay of Islamic thoughts and cultural norms linked
628	L1-3.docx	Creative Writing (Universitas Cipta Nusantara) <&&&> Of the three students who	showed	an intrinsic motivation, two mentioned their passion in writing
629	L1-2.docx	the students', they were at 9th and 10th respectively. This	shows	an MTS viewed motivating the students to learn English
630	L1-4.docx	worth considering that the teachers in the current study have	showed	an openness towards the student-centred learning. This could
631	L1-6.docx	using computers for studying. It was interesting that they also	showed	an understanding that a computer is a hardware that
632	L1-20.docx	for fun while sharing knowledge. Besides, he also wants to	show	his students that some Acehnese words are more complex
633	L1-20.docx	it through its contexts. So, Mahdi here also wants to	show	his students that we also do so with Acehnese
634	L1-17.docx	not expensive at all. His determination to develop his English	showed	his agency in constructing his identity as an English
635	L1-3.docx	towards nature and humankind. Similarly, Haryo underlined that he often	showed	his appreciation towards students' creative efforts to motivate them
636	L1-17.docx	his intention to take DELTA course in the future, which	shows	his commitment to the teaching profession. He was not
637	L1-3.docx	these two unlike objects - the English grammar and the girl -	showed	his creativity in poetry writing that was firstly inspired
638	L1-15.docx	It had been his dream for a long time. He	showed	his determination by being actively involved in church activities,
639	L1-15.docx	him to successfully engage his students in the class. This	shows	his high self-efficacy, especially dealing with effective teaching
640	L1-3.docx	in the classroom. Even though Ariel had language hurdles, he	showed	his literary ability and imagination to express his feelings
641	L1-15.docx	as he expected, despite his excellent academic achievement—this quote	shows	his low level of self-efficacy in the task
642	L1-10.docx	following accounts. Excerpt 5.10 <^^^> It was obvious that the filler was	showing	his process of thinking of new things to answer
643	L1-8.docx	she hugged him for the first time and did not	show	his reluctance to allow the practice. Yet, the next
644	L1-9.docx	practice, this influenced what teacher practice or classroom events to	show	and ask in the SR and in-depth interviews
645	L1-3.docx	show the night before, she was inspired by the witty	show	and decided to change the poem into a humorous
646	L1-9.docx	kind of respect and character that students are expected to	show	and develop. As regards the songs to sing together
647	L1-3.docx	class. As a consequence, the teacher almost always had to	show	and discuss the materials from the Moodle during class
648	L1-10.docx	he displays the slides, he starts explaining what the slides	show	and keeps explaining all materials. He speaks English with
649	L1-15.docx	attend coursework in the program, teacher educators directly and intentionally	show	and train them on how to teach particular subjects
650	L1-3.docx	movies, novels, songs, or online pictures and videos. Movies, TV	shows,	and YouTube videos were mentioned by most students in
651	L1-12.docx	the teachers' real-time decision-making actions while providing feedback	show	some chaotic and non-linear process of making decisions,
652	L1-3.docx	in creative writing and in other domains. The table below	shows	some excerpts from the students' interview responses. Table 13. Students'
653	L1-16.docx	for school principals and teachers to cope with. The findings	show	some issues emerge during the implementation including overburden regarding
654	L1-8.docx	introduce Islamic greetings to others. They may be reluctant and	show	some level of resistance, but if Muslims are sincere

655	L1-5.docx	seemed to know it. The teacher introduced new forms by	showing	some picture cards and saying them to the class.
656	L1-14.docx	the data from the contents of the learning journals. This	showed	some uniformity throughout the journal contents, particularly related to
657	L1-17.docx	lower than his. In doing this, he thought that he	showed	them that although he did not have a degree,
658	L1-3.docx	motivate her students to be confident to write, and to	show	them that simple things in life could be inspirations
659	L1-6.docx	course to the students, asked them to prepare group presentations,	showed	them examples of the introductory sections of research articles,
660	L1-6.docx	available to answer questions from students if necessary and to	show	them other learning sources relevant to their needs. <^^^> (L5,
661	L1-6.docx	button, unchecking the index, and clicking the save icon. He	showed	them the template and how they could modify it
662	L1-18.docx	tasks to the Edmodo assignment or personally asked them to	show	them their tasks, so that they could have a
663	L1-13.docx	elaborated below. Concerning the influence of prior learning experience, findings	showed	that a secondary schoolteacher's discursive practice (Young, 2009) (e.
664	L1-2.docx	the total items decreased to 36. The results of factor analysis	showed	that Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy
665	L1-14.docx	resources Mr. William accommodated in his English teaching. The findings	showed	that Mr. William employed three multimodal artefacts during two
666	L1-4.docx	DIKTI, 2008, 2014), the current condition of higher education in Indonesia is	showing	that teachers' lack of understanding and competence is a
667	L1-6.docx	such as the pandemic being experienced since the beginning of 2020,	showed	that the use of new technologies in teaching and
668	L1-6.docx	of Facebook group content used by L2, L3, L5; or	showing	to students a variety of pictorial, visual and online
669	L1-3.docx	of writing, rather than on the products. They wanted to	show	to students that as teachers of creative writing, they
670	L1-6.docx	your videos', or 'I like your presentation'. In observation 5, L3	showed	to the class examples of video clips the students
671	L1-6.docx	presentations or explain the contents of the YouTube videos he	showed	to the class. In fact, when asked to reflect
672	L1-10.docx	use of dech in the context of atau Rohingya dech	showed	to strengthen the choice with willingness. She also used
673	L1-18.docx	are not generalisable. The results of this study did not	show	any significant correlation between motivation and achievement in writing
674	L1-15.docx	regarding beliefs and attitudes towards the teaching profession, did not	show	any significant impact on the sense of preparedness for
675	L1-10.docx	context of speaking. The combination of all linguistic resources without	showing	any boundaries was the salient characteristic of ELF code-
676	L1-17.docx	quality of the teaching at Len; the management did not	show	any interest in implementing her suggestions. "So I do
677	L1-15.docx	the program and complete the degree as well as to	show	respect to his parents. After completing his required courses,
678	L1-15.docx	a form of altruism as the participant is selfless and	showed	respect to parents. This finding confirms that social contexts
679	L1-10.docx	by people. Another function of using Pak was used to	show	respect to people especially those who had been married
680	L1-8.docx	politeness are not agreed upon. Indonesian Muslim educators who normally	show	respect in terms of inserting titles for addressing collocutors
681	L1-10.docx	the principles taught by his parents "Teaching is not about	showing	off knowledge, teaching is how our children get something
682	L1-10.docx	T7 promotes his teaching principle that teaching is not about	showing	off knowledge, teaching is how our children get something
683	L1-10.docx	was not about numerical/statistical numbers, teaching is not about	showing	off knowledge, and teaching is how our children get
684	L1-15.docx	other. The language skills and elements offered by the program	showed	significant and positive correlations with the other programs from
685	L1-16.docx	my thesis journey. 7.1 Summary of the main findings The study	showed	significant findings with respect to the views of the
686	L1-4.docx	learning. The responses from the students in the two universities	showed	significant similarity, which the overall p value is ≥ .05 or
687	L1-18.docx	classroom behaviour will reflect a positive learning motivation that will	show	students' persistence in following the task cycles. 4.4 Summary This
688	L1-6.docx	was used to show YouTube videos about relevant vocabulary and	show	students' posts on the Facebook group. In observation 2, L2
689	L1-4.docx	textbook. Tables 4.3-4.6 displays the students' views on learning, tables 4.7 and 4.8	show	students' views of a good teacher and a good
690	L1-15.docx	agree (51%) only slightly differed from those who disagree (49%). The results	show	that, according to the responses, what teachers receive monthly
691	L1-15.docx	quote from the open-ended survey. This old Javanese philosophy	shows	that, culturally, the Javanese people commonly place teachers in
692	L1-19.docx	learning and teaching activities in EFL classes. The research findings	showed	that, in general, the EFL teachers implemented all steps
693	L1-5.docx	acquired indefinite quantifiers also had numerical (definite) quantifiers as Table 32	shows.	This confirms the phrasal procedure internal sequence of numeric (
694	L1-10.docx	Bahasa Indonesia, they would cut the score. One excerpt below	showed	this matter. Excerpt 6.23 <^^^> Together with T29, they had the
695	L1-18.docx	Students' peer feedback activities were recorded in Edmodo as Figure 5.14	shows.	This screenshot shows two female students provide feedback to
696	L1-8.docx	living in English-speaking countries, the participants in this study	show	different communicative strategies to different interlocutors regarding the address
697	L1-18.docx	listed as responses for the statement on Item 8. The results	showed	different facts as recorded in Figure 5.3. <***> Figure 5.3 Reasons for
698	L1-8.docx	faith considerations, this study also found that the educators also	showed	diverse communication orientations in treating the self-other cultural
699	L1-8.docx	the non-DEC speakers, and the CCGMs. The table also	shows	diverse communicative orientation adopted by educators, considerations underlining selected
700	L1-11.docx	inconsistencies regarding their values and attitudes towards the reform. This	shows	evidence of 'incoherence' between teachers' and government's perspectives
701	L1-13.docx	transformation of a teacher's English language ideological stances. Findings	showed	evidence that many of English language ideological stances held

702	L1-12.docx	taken from Ayu's first writing conference session with Raja,	show	examples of Ayu's request for clarification of three
703	L1-5.docx	the children (pseudonyms) participating in the study. The final column	shows	examples ofeach category produced by the children. <&&&> <&&&> These two
704	L1-15.docx	respondents indicated disagreement with this item. Likewise, the respondents also	showed	high agreement with the item 'I believe that teachers
705	L1-5.docx	and Time 2 according to the group <&&&> Kl and K2 groups	show	high rates of vocabulary improvement by the post-test
706	L1-17.docx	closely how he planned his lessons, prepared teaching materials, and	showed	him the resource materials which were available for teachers
707	L1-6.docx	the group to finish their work on time and regularly	show	him the results of the project. Other groups who
708	L1-1.docx	facilities (having only an LCD projector), the pre-service teachers	show	initiative by using their own devices, such as laptops,
709	L1-1.docx	follow the headmaster's orders (Ely58, 61), or they do not	show	initiative in helping other teachers on non- academic matters
710	L1-7.docx	requirements, some lecturers were not from teaching majors. Consequently, they	showed	insufficient knowledge in practical classroom pedagogical issues such as
711	L1-7.docx	requirements, some lecturers were not from teaching majors. These lecturers	showed	insufficient understanding of the practical classroom pedagogical issues such
712	L1-14.docx	based instructional goals. What the findings of the research will	show	is more to elaborate how the integration of multimodality
713	L1-9.docx	irrespective of what language they speak. Equally interesting, as figure 39	shows,	is when Ana was playing a video in Chinese
714	L1-15.docx	first factor is the belief of gender relatedness. This factor	shows	its influence on the pre-service teachers' preparedness for
715	L1-15.docx	and non-curricular program. Next, in this survey, pedagogical coursework	showed	its significant correlations with the other coursework and programs,
716	L1-12.docx	problem, particularly in the second and third feedback sessions. Excerpt 4.6	shows	Mary's feedback on the sentence flow problem in
717	L1-12.docx	another segment of writing, or recheck another writing problem. Excerpt 5.19	shows	Mary's recursive actions while providing written feedback. The
718	L1-17.docx	They considered that by posting lengthy comments the person was	showing	off his knowledge. The study emphasized the importance of
719	L1-17.docx	speaking English publicly was considered inappropriate and was seen as	showing	off one's social class. English in Indonesia, like
720	L1-10.docx	website-nya, and lawyer-nya. Suffix -Nya in Bahasa Indonesia	showed	possessive. In English, possessive pronoun could be added to
721	L1-10.docx	English, possessive pronoun could be added to one word to	show	possessive. T5 stated it in the following excerpts. Excerpt 5.64 <^^^> 5.4.6.9
722	L1-8.docx	tensions of intercultural communication were not equally shared, all groups	showed	similar consideration in selecting communication practice to given communication
723	L1-8.docx	or sisterhood address terms when they are certain their collocutors	show	similar Islamic faith, despite their countries of origin. Living
724	L1-12.docx	the teachers to identify problems (N=1250 writing problems) <&&&> As Table 5.6	shows,	student's previous draft (n=49) and internet (n=15) were
725	L1-9.docx	if they wanted to. When asked what her reasons for	showing	student's video were, Ana explained: <^^^> (Interview with Ana, 25/11/15)
726	L1-5.docx	cosmopolitan parents: dedicated and pragmatic. Three out of nine parents	showed	themselves to be dedicated cosmopolitans while the other six
727	L1-5.docx	important component of their lives. a. Dedicated Cosmopolitan Three parents	showed	themselves to be dedicated cosmopolitan parents. They want to
728	L1-20.docx	no exception to Mahdi. In the excerpt 53 above, Mahdi did	show	these kinds of characters by not problematising his bad
729	L1-10.docx	were embedded, and which ones were separated. The following excerpts	showed	these patterns. Excerpt 5.53 <^^^> From embedded and separated point of
730	L1-13.docx	to pay attention to the students' pronunciation. Besides, the analysis	showed	two contradictions within her activity system. On the one
731	L1-18.docx	activities were recorded in Edmodo as Figure 5.14 shows. This screenshot	shows	two female students provide feedback to the student who
732	L1-17.docx	the possibility of becoming a teacher trainer. Arbo's narrative	shows	us that people may have more than one identity;
733	L1-11.docx	becomes routine, artificial and less meaningful: <^^^> [C5HB]. This admission	shows	us the extent to which training for teaching is
734	L1-18.docx	that I do not get the point of what talks	show	about, but how should I say it as she
735	L1-9.docx	predominantly Muslim country as Indonesia, as Yanti's account particularly	shows	above, will be specifically discussed in the following section 5.5
736	L1-9.docx	video featuring NS characters. In addition to that video, she	showed	another one submitted by former students. It was an
737	L1-3.docx	the four teachers, only one explicitly encouraged his students to	show	appreciation for other students' work by reading and commenting
738	L1-17.docx	trajectory. Case 1. Yanni: "It's all because of The Cosby	Show":	aspiration to become a member of English-speaking communities
739	L1-9.docx	that uses Kathmandu, Nepal as a physical address. Another one	showed	Barbados' facsimile numbers. Conversely, Pandaan–an area in the
740	L1-8.docx	or films, for example, they did not merely enjoy the	show,	but used it for future personal and professional gain.
741	L1-20.docx	in their study implicitly addressed being a role model by	showing	communication related values when interacting with students, i.e.,
742	L1-20.docx	in another observation, it was found that the way Hanum	showed	concern for her students was the same as that
743	L1-18.docx	observation, it was noted that lecturers' inability to control and	show	confidence in delivering the lesson created negative responses from
744	L1-10.docx	Indonesia The reasons for using this term, firstly, was students	showing	confused face so that the teachers needed to ensure
745	L1-11.docx	some degree of enthusiasm about the K13 assessment, they also	showed	considerable uncertainty because of the perceived complexities involved and
746	L1-6.docx	because they are easily adjustable and can be used to	show	content specific to the learning goals. The lecturers said
747	L1-8.docx	filial piety (Giles et al., 2003). As east and west cultures	show	difference in terms of value regarding inter- generational communication,
748	L1-5.docx	year ahead of Kl and these two groups did not	show	differences in noun phrase productions, the English L2 instruction

#	Doc	Left context	Node	Right context
749	L1-12.docx	student to understand the feedback points. The more a student	showed	difficulty in understanding the teacher's help, the more
750	L1-8.docx	where and to whom the communication takes place. The arrows	show	directions of the process, continuous lines designate the relationship,
751	L1-8.docx	the educators can be summarised in the Table 5. The table	shows	diverse intercultural encounters and the practice selections undertaken by
752	L1-6.docx	of classroom participation and attendance. The student groups had to	show	efficient progress; otherwise, he would need to regularly monitor
753	L1-12.docx	writing because of their position as teachers who needed to	show	efforts equivalent to the efforts put in by the
754	L1-18.docx	learning English in West Sumatera, Indonesia. However, they did not	show	enthusiasm in working on the first draft of their
755	L1-14.docx	images used in Mr. William's classroom, as Table 4.3 above	shows.	For instance, the selection of bright red in the
756	L1-9.docx	and the English expressions used, for instance, to praise or	show	gratitude to God and offer prayer to the Prophet.
757	L1-4.docx	pedagogical practices. This was evident from the way the teachers	showed	great concern on the way they manage their students
758	L1-3.docx	class Moodle) and he encouraged peer-feedback. The table below	shows	Haryo's scaffolding process to facilitate students to write
759	L1-8.docx	to indicate unequal power distribution (Susanto, 2014). The word choice, which	shows	hierarchical relation and filial piety (Giles et al., 2003) for
760	L1-8.docx	in Eastern European, Latin, Asian, and African countries tend to	show	higher power distance compared to Germanic and English-speaking
761	L1-15.docx	profession' indicated the highest mean under this dimension. The respondents	showed	highly positive attitudes towards the teaching profession with a
762	L1-3.docx	Creativity), a book compiling the episodes of Kick Andy talk	show	hosted by Andy F. Noya (2014). Heri explained the process
763	L1-14.docx	the product, distinguishing it from other similar products. The data	shows,	however, that these potential meanings of non-linguistic resources
764	L1-2.docx	motivation data, the histogram, Q-Q plots and box plots	show	in Figure 5 in Appendix B that the assumption of
765	L1-5.docx	types in both Kl and K2 children as, Tables 17 and 18	show,	increased significantly at post-test both in terms of
766	L1-17.docx	they were teaching as evident in their lesson plans. Figure 6.3	shows	India's analysis of the language point she was
767	L1-19.docx	level of activity written in any of the documents. This	showed	inequality between the learning activities and the objectives of
768	L1-19.docx	of each SA step (as observed in Classroom 4). The findings	showing	irregularity in implementing the SA steps (carried out by
769	L1-17.docx	proficient in English was very important, and that teachers should	show	it off to their students. She emphasized proficiency as
770	L1-3.docx	Kick Andy', 2014). This book, which was based on the talk-	show "	Kick Andy" hosted by Andy F. Noya, reveals that
771	L1-6.docx	were motivated to discuss in groups the YouTube videos L3	showed.	L3 stated that, from the beginning, one of the
772	L1-1.docx	subjective preferences of supervisors and (as the following section will	show)	mentors also play a significant role, and thus, signifies
773	L1-15.docx	directed' appeared to be very positive. The pre-service teachers	showed	moderate preparedness with a mean of 4.18. Most of the
774	L1-20.docx	s study and this study, becoming a teacher always accompanies	showing	morality (Le Ha, 2008). However, the different one is the
775	L1-15.docx	item correlations vary from weak to moderate levels. Some items	show	negative correlations, but most correlations indicate positive associations. The
776	L1-7.docx	nce period. As MTU1*1 comments: <^^^> (MTU1*1). Interestingly, several mentor teachers	showed	neutral expressions toward the issue of rewards for their
777	L1-18.docx	as both PCs and smartphones were used interchangeably. The results	showed	no significant differences between the devices students used to
778	L1-16.docx	Table 5.11 Frequency of teaching method used by teachers <&&&> The analysis	shows 629	of the teacher respondents (n=31) used discussion method frequently
779	L1-5.docx	produced orange keretas (to refer to three orange-coloured trains	showing	on the researcher's card) contrasting with white kereta (
780	L1-3.docx	students' narratives, it can be concluded that watching movies, TV	shows	or videos helped them in three ways: (1) influencing ideas
781	L1-15.docx	group to communicate with her students outside the class; this	showed	other ways of building relationships and communicating with students.
782	L1-6.docx	who recorded the children's voices took their phone and	showed	others the recording. They related the theory they learned
783	L1-13.docx	attainment of the object of her activity. However, the data	showed	otherwise. Her uses of Indonesian appeared to support herself
784	L1-15.docx	incredibly high positive perception of the respondents. The survey data	showed	over 90% of the respondents believed that teachers were professionals.
785	L1-11.docx	time in English, asked Akbar (pseudonym) to draw a clock	showing 6	o'clock: Excerpt 2 <^^^> In reading, student comprehension of a
786	L1-10.docx	criticism toward massive fund spent for this program than for	showing	off. 7 – Interview findings (2): Perceptions of and Attitudes toward the
787	L1-5.docx	s parents are presented in Figures 9 and 10. The following figure	shows	parents' first language of participating children in the program.
788	L1-8.docx	example: <^^^> (Ayat, L.97) <^^^> (Awat, L150) <^^^> (Abi, L216) The above excerpts	show	participants' greeting practice undertaken to greet DGMs and outgroup
789	L1-15.docx	survey item: 'I highly respect the teaching profession.' The results	showed	positive attitudes of the respondents (53%) who strongly agreed with
790	L1-15.docx	second theme that emerged from the data. Furthermore, this study	shows	pre-service teachers' views about their self-efficacy potentially
791	L1-6.docx	to ensure that students could manage the determined baseline of	showing	progress he set and move forward with the project
792	L1-8.docx	p. 17). Both verbal and non-verbal aspects are observed to	show	recognition of the other's presence, to meet the
793	L1-8.docx	takes place during communication. The figure also includes lines that	show	relationship and connection and bolded arrows, which indicate the
794	L1-19.docx	instance, they adjusted their roles when dealing with students who	showed	reluctance to participate or lacked the expected understanding and
795	L1-12.docx	students' writing. 6.3 Summary The analysis for the third research question	showed	several factors which influenced the teachers' feedback provision. Some

796	L1-15.docx	opportunity to work with the younger generation. The descriptive statistics	showed	significantly positive responses, with 37% strong agreement, 43% agreement, and 12% slight
797	L1-12.docx	contextual factors which potentially influenced the teachers' feedback practices. Table 6.3	showed	six main factors which influence the teachers' feedback practices
798	L1-17.docx	Indonesia. When he was little, Yanni loved watching the Cosby	show	so much that he said he dreamt about being
799	L1-20.docx	discussing national (Indonesian) culture and history (for the sake of	showing	solidarity and sharing nationalism to students). Finally, the sub-
800	L1-20.docx	is good and bad for them (as a form of	showing	solidarity) as their parents can do it to them.
801	L1-3.docx	to the one which already existed, but it had to	show	something different to avoid plagiarism. Two other students from
802	L1-2.docx	language outside the classroom (Lamb, 2004b). Thus, as the findings	show	speaking English while learning is likely to be conditioned
803	L1-4.docx	mean, standard deviation, and p-value are to some extent	showing	statistical similarities between all the responses from the two
804	L1-6.docx	easiest and fastest way of accessing and obtaining clips to	show	students. She stated that YouTube videos could be used
805	L1-5.docx	many English programs. Win's daughter often watches Disney Channel	shows	such as Dr. McStuffin on cable TV and Peppa
806	L1-8.docx	Indonesia, they are more likely to avoid any interaction that	shows	support to the queer community. As an educator in
807	L1-17.docx	lecturer who did not emphasize mistakes that she made but	showed	sympathy and understanding. She felt encouraged by the way
808	L1-5.docx	learning but not grammatical learning since the children did not	show	syntactic nor morphological development with rare and narrowly confined
809	L1-2.docx	to calculate the correlation between these variables. Spearman's rho	shows (	Table 5.23) that there was a positive correlation between student'
810	L1-15.docx	prepared, 30% very well prepared, and 5% fully prepared. The results also	showed	that 17% and 5% of the respondents felt fairly and a
811	L1-15.docx	be fair, albeit lower than previous skills. The descriptive statistics	showed	that 23% of the respondents felt 'less prepared' and 3% viewed
812	L1-16.docx	resources of the 2013 English curriculum on teacher questionnaire <&&&> The result	shows	that 40 % of teacher respondents (n=20) agreed to the statement
813	L1-16.docx	with what they have planned on their paperwork. The data	show	that 44 % (n=22) of teacher respondents agreed that the administrative
814	L1-16.docx	the current curriculum. Although the findings of the current study	showed	that 46 % of teachers disagreed that textbook is the most
815	L1-15.docx	towards the teaching profession with a mean of 5.38. The results	showed	that 48% and 43% of the respondents strongly agreed and agreed
816	L1-16.docx	problems in their lives as members of society More findings	show	that 52 % of teacher respondents (n=26) believed that the content
817	L1-15.docx	felt moderately prepared with a mean of 3.94. The descriptive statistics	showed	that 53% of the respondents perceived themselves as 'well prepared', 16% '
818	L1-15.docx	respondents stated their readiness for this teaching skill. The results	showed	that 55% were well prepared, 23% very well prepared, and 6% fully
819	L1-18.docx	as summarised in Table 4.8. Table 4.8 Motivation in Year 1 case <&&&> Table 4.8	shows	that 55.6% of 1B students and 44.4% of 1A students had
820	L1-15.docx	to improve instruction', the responses were overwhelmingly positive. The results	showed	that 56% of respondents viewed themselves as 'well prepared', 23% 'very
821	L1-15.docx	level of this ability with a mean of 4.18. The results	show	that 58% of teachers felt well prepared, 19% very well prepared,
822	L1-16.docx	many EFL teaching contexts (Chung & Huang, 2009; Tudor, 2001). Moreover, the data	shows	that 62 % (n= 31) of teacher respondents agreed to the statement
823	L1-16.docx	also justified that, <^^^> (Hana/Student/focus group) Furthermore, the results	show	that 68 % of teacher respondents (n= 34) agreed that the new
824	L1-15.docx	have studied in the teacher education program'. Significantly, the results	showed	that 75% of the respondents indicated their agreement, from 'somewhat
825	L1-16.docx	the support that they received from the school. The data	show	that 82 % (n=41) teachers agreed that school provide training courses
826	L1-15.docx	a mean of 4.32 on a six-point scale. The results	showed	that 91% of respondents felt well prepared, this indicates a
827	L1-20.docx	of local language use is not constructed by them. This	shows	that 'use of local language' is not a core
828	L1-20.docx	Muslim and mostly Acehnese living in Aceh region. This also	shows	that "identity depends on and responds to contexts, and
829	L1-2.docx	to the four RQs quantitatively and qualitatively. Quantitatively, the findings	show	that: • The students in the study were motivated in
830	L1-8.docx	indicates factors that influence selection of communicative practice. The arrows	show	the direction of the process that may generate diverse
831	L1-19.docx	in internal school meetings. However, as comments from the teachers	showed,	they still need more thorough and continuous training on
832	L1-8.docx	Table 3. Communicative practice selections of the CLA educators <&&&> The table	shows	three different co-communicators while living in English-speaking
833	L1-4.docx	their teaching quality. 4.4.2.2. Student-Centred Learning An important theme that	showed	up in which I feel the necessity to discuss
834	L1-18.docx	the previous findings relating to perception, the result for Item 9	showed	varieties of responses as recorded in Figure 5.7. <***> Figure 5.7 Reasons
835	L1-8.docx	in greeting English users is depicted in Figure 6.2. The figure	shows	various communicative practices adopted by educators in different intercultural
836	L1-2.docx	by scatterplots, in Figure 5.2. A scatterplot is a graph which	shows	visual assessment of the strength and direction of the
837	L1-4.docx	relationship with their teacher. There is not much evidence to	show	which type of relationship that they prefer more compared
838	L1-14.docx	the instruction (drawing correct directions of clock hands), but simply	showed	with their fingers which directions each hand (minute and
839	L1-9.docx	well as of cultural membership and behaviour. As the data	shows,	Yanti's simplistic and over-generalising view of "culture"
840	L1-6.docx	observations 2 and 3, Internet access in the classroom was used to	show	YouTube videos about relevant vocabulary and show students' posts
841	L1-5.docx	the child (Zai) produced the singular form when the teacher	showed	Zai a card with many red apples. The teacher

Epistemic Lexical Verb: Assume

No.	File	Left context	Hit	Right context
1	L1-9.docx	and social benefits. With their English skills, the students are	expected	to be able to share ideas and spread information
2	L1-14.docx	context (Cope and Kalantzis, 2015). The representation of multimodal resources is	expected	to be able to facilitate the student in acquiring
3	L1-15.docx	is a period of time when pre-service teachers are	expected	to be able to reflect on experiences they have
4	L1-18.docx	framework was not implemented to its optimum level. Students were	expected	to be able to write different types of paragraph,
5	L1-1.docx	contexts. In the institutional context of the school, he is	expected	to be involved in professional gatherings, promote the school,
6	L1-1.docx	language use. In the wider context of society, he is	expected	to be involved in social and cultural activities. This
7	L1-4.docx	institution and we discussed the characteristics of teachers that were	expected	to be involved in this study. I listed the
8	L1-16.docx	Bharati, 2018). For that reason, according to the study, students are	expected	to be independent learners in English to improve their
9	L1-16.docx	practise using the language. According to the study; students are	expected	to be independent learners in English to improve their
10	L1-16.docx	of the teacher in explaining was reduced and students were	expected	to be more actively involved in the teaching and
11	L1-18.docx	argues that in the vocational higher education context, learning is	expected	to be more externally oriented. Being proficient in English
12	L1-1.docx	program curriculum, as the graduates of the ELE program are	expected	to be a role model of a citizen and
13	L1-14.docx	develop their multimodal literacy. With this facility, meaning-making is	expected	to be achieved not merely through linguistic, but also
14	L1-8.docx	behaviour including the address term practice, the panel member would	expect	to be addressed by a combination of Indonesian, academic
15	L1-6.docx	the textbook they wanted to learn about further. Students were	expected	to be aware of their learning problems and actively
16	L1-2.docx	Frohm, 2009). In the current study, lecturers at English Department are	expected	to be capable of using English in oral communication
17	L1-3.docx	on the story draft. The drafting of the story was	expected	to be done outside the class, before the one-
18	L1-6.docx	findings also indicated that the students in this study were	expected	to be familiar with how to use specific technology,
19	L1-1.docx	focus from the teacher (Ely318), and hence the teacher is	expected	to be fierce and firm (Ely320-321), by setting rules (
20	L1-1.docx	graduate of the ELE program, in terms of knowledge, are	expected	to be high. Looking at the statements regarding the
21	L1-18.docx	development in an Indonesian EFL learning context, communicative teaching was	expected	to be implemented for the four skills. However, this
22	L1-19.docx	the EFL classroom is a significant challenge when it is	expected	to be integrated into teaching fundamental language skills. In
23	L1-8.docx	Latin America, social hierarchy and its associated communicative practice are	expected	to be preserved. The incident Anne is another educator
24	L1-6.docx	textbook (L5) before coming into the class. Students were therefore	expected	to be ready when entering the classroom for the
25	L1-1.docx	or a behavior". In the case of teachers, attitudes are	expected	to be relevant to the task of educating students,
26	L1-3.docx	In the classroom context, it is the teacher who is	expected	to be the "expert companion" (Kaufman & Beghetto) or "MKO" (
27	L1-4.docx	student even said, <^^^> (Student 2_U1, Interview, October 9, 2017) In addition, students	expected	to be treated equally among their peers. For example
28	L1-2.docx	low in one lesson particularly in class where English was	expected	to be used more i.e., Speaking or Conversational
29	L1-18.docx	provided a wider surface for writing activities. These students were	expected	to be working only on their paper and utilising
30	L1-1.docx	well in social and cultural contexts. An English teacher is	expected	to have the ability to conduct certain tasks within
31	L1-1.docx	visions, a teacher who graduates from the ELE program is	expected	to have the moral values and sense of social
32	L1-1.docx	standards, according to the ELE curriculum an Indonesian teacher is	expected	to have and perform the values of religiosity, humanity,
33	L1-1.docx	to students. It is therefore understandable that the teacher is	expected	to have both the knowledge and skills in certain
34	L1-14.docx	teachers' programme. With this approach, pre-service teachers could be	expected	to have good conceptual and practical knowledge and skills
35	L1-1.docx	In applying this social responsibility in action, the teacher is	expected	to have higher knowledge based on Christian faith and
36	L1-1.docx	personality competences, there is a sense that a teacher is	expected	to have knowledge of the beliefs, norms, and values
37	L1-1.docx	in Turner-Bisset (2013), a graduate of the ELE program is	expected	to have mastery of subject knowledge (both substantive and
38	L1-1.docx	the statements regarding the constituents of knowledge, a teacher is	expected	to have substantive subject knowledge of General English (ELE
39	L1-7.docx	classroom teaching and learning process. A professional English teacher is	expected	to have sufficient English proficiency to be able to
40	L1-7.docx	instructional instruments for English teaching, the preservice teachers were also	expected	to develop their English competency accordingly. However, each university
41	L1-17.docx	contests, karaoke, sightseeing, etc. Through these events, the students were	expected	to develop their English skills by engaging in meaningful
42	L1-1.docx	handle the students and classroom management are competences that she	expects	to develop during the teaching practicum, it is understandable
43	L1-1.docx	to developing teaching skills, the pre- service teachers are also	expected	to develop soft skills. At the same time, the

44	L1-14.docx	used in digital communication (Cope and Kalantzis, 2015). This representation is	expected	to develop students' understanding of, and ability to use,
45	L1-14.docx	multimodal literacy. Likewise, the teachers suggests that the instruction is	expected	to develop the students' communication skills in English language
46	L1-18.docx	B). As a student from Class 1B, Desi was not	expected	to use only printed dictionaries for her learning. However,
47	L1-18.docx	B chose to use the dictionary even though they were	expected	to use only printed dictionaries for vocabulary searching. Halimah
48	L1-8.docx	be respected as acceptable in the context where everyone is	expected	to use English. However, she also acknowledged that her
49	L1-18.docx	and non-PC-mediated (Class 1B) learning, Class 1B was	expected	to use printed bilingual dictionaries in every part of
50	L1-18.docx	was found in Class 1B. As this class was not	expected	to use the PC network, however, they played smart
51	L1-7.docx	their English competence and teaching performance. While preservice teachers were	expected	to deliver classroom teaching practice in English, it was
52	L1-7.docx	their English competence and teaching performance. While preservice teachers were	expected	to deliver classroom teaching practice in English, it was
53	L1-15.docx	the level of anxiety. In Indonesia, English language teachers are	expected	to deliver the lessons in English. Nugroho (2017) suggests that
54	L1-19.docx	than has been provided thus far. The implemented solutions were	expected	to improve the teachers' performance in implementing the SA
55	L1-7.docx	teachers (including EFL teachers). Through the PPG program, the government	expects	to improve the general quality of teachers in Indonesia
56	L1-18.docx	that communicative English teaching that was implemented in Indonesia was	expected	to improve speaking skills as it is spoken in
57	L1-1.docx	research. In his relationship with his students, a teacher is	expected	to become a model of language use, and guide
58	L1-1.docx	to his relationship with other stakeholders, a teacher is also	expected	to become a leader who is able to supervise
59	L1-8.docx	it would be helpful for her to address them appropriately.	Expecting	to get a warm response, she was shocked when
60	L1-18.docx	their work, they tended to devalue their peers' comments. They	expected	to get the feedback from their lecturers as reported
61	L1-1.docx	expected to be 'better' than the students, as he is	expected	to guide his students in the learning context (Teacher,
62	L1-1.docx	English language user. At the same time, a teacher is	expected	to guide his students in the learning context. As
63	L1-19.docx	the researcher observed about. Nevertheless, the SA, which the government	expects	to help improve students' critical thinking, has proven to
64	L1-19.docx	by the 2013 Curriculum. Implementing the SA in all subjects is	expected	to help students to improve their critical thinking to
65	L1-16.docx	level, "curriculum is an official statement of what students are	expected	to know and be able to do" (Levin, 2008: 8); at
66	L1-1.docx	user for his students. Relevant to teaching, he is also	expected	to know the concepts and techniques of teaching English (
67	L1-7.docx	the teaching colleagues and school community. The PTs were also	expected	to learn about educational realities by meeting with the
68	L1-3.docx	not for writing models (FGDs). From these models, students were	expected	to learn the techniques, as pointed out in the
69	L1-18.docx	construction for the first-year students), responses to Item 11 were	expected	to provide a general response relating to the way
70	L1-15.docx	from the collected data. This implies that teacher educators are	expected	to provide opportunities for pre- service teachers to observe
71	L1-19.docx	roles of a teacher are dependent on what students are	expected	to achieve and "may change from one activity to
72	L1-6.docx	be motivated with diverse teaching methods. Using YouTube videos was	expected	to allow students to experience online learning sources. The
73	L1-16.docx	elements in the implementation of the 2013 English Curriculum which is	expected	to answer the first research question of the study.
74	L1-1.docx	knowledge at work is oriented toward students. A teacher is	expected	to be 'better' than the students, as he is
75	L1-9.docx	idiosyncratic. Therefore, Damen (2003, p. 84) adds that language teachers are not	expected	to be "the purveyor of the good, the true,
76	L1-16.docx	for change and the main benefits that the changes are	expected	to bring about are not communicated well and, if
77	L1-16.docx	In other words, not only are school principals and teachers	expected	to change in the process of curriculum change, but
78	L1-12.docx	coordinator's instruction were not strict, but the teachers were	expected	to comply with the rules. The 2016 EFL1 Course Syllabus
79	L1-1.docx	part of lesson planning, the pre-service teachers are also	expected	to create assessments, a competence that Elly expects the
80	L1-2.docx	for those with low motivation or proficiency. Therefore, lecturers are	expected	to design tasks that allow students to use English
81	L1-4.docx	what students are supposed to do and how they are	expected	to do them without almost any negotiation with and
82	L1-14.docx	interest and participation in the learning process which was eventually	expected	to enhance English instructional effectiveness. Accordingly, the utilisation of
83	L1-14.docx	nodal Utilisation <&&&> According to the SLM policy (Ditjendikdasmen, 2018), teachers are	expected	to expand their concept of text from conventional print-
84	L1-7.docx	secondary school partners. Through these activities, the preservice teachers are	expected	to experience the true sense of being a professional
85	L1-2.docx	this case MTS to use L2. The findings were also	expected	to explain how student motivation was related to the
86	L1-18.docx	considered to be a basic composition task. Students did not	expect	to explore logic, which might require advanced vocabulary and
87	L1-14.docx	policy expectation of developing students' multimodal literacy. This integration is	expected	to facilitate learners in developing their multimodal literacy, deemed
88	L1-3.docx	mainly wrote short stories in their Creative Writing class, were	expected	to find more examples themselves. Examples provided by the
89	L1-11.docx	quality of education standards. Moreover, if teachers are to be	expected	to focus on classroom assessment, the 'learning' dimension of
90	L1-17.docx	should not be included in their lesson. The trainees were	expected	to follow their tutor's guidance and had very

91	L1-2.docx	useful strategies were only investigated qualitatively because qualitative data were	expected	to give more insights and relevant answers to this
92	L1-1.docx	there are certain values and norms that a worker is	expected	to hold, and such values and norms are later
93	L1-15.docx	for teaching. 4.2.5.1. Descriptive Statistics In this section, the respondents were	expected	to identify their academic and non-academic experiences in
94	L1-16.docx	Number 59 year 2014. It says that, <^^^> In addition, it is also	expected	to introduce the noble values of the nation's
95	L1-7.docx	schools, when visiting the schools, the supervising lecturers (SLs) are	expected	to listen to preservice teachers' concerns, observe their teaching
96	L1-17.docx	and a mother, which in Indonesia meant that she was	expected	to look after her children and her husband would
97	L1-1.docx	technology. In other words, the pre-service teachers are being	expected	to make 'professional' decisions about learning design. And for
98	L1-6.docx	students time to complete a classroom project. Each group was	expected	to manage its time in order to complete the
99	L1-13.docx	and the object of activity. By enacting the rule, Ana	expected	to maximise communications in English between herself and her
100	L1-1.docx	al., 2009) or "knowing-whom competence" (Defillippi & Arthur, 1994) as they are	expected	to network with others; and adaptability (Forrier et al., 2009)
101	L1-18.docx	Googling for samples of writing on the Internet, Option 4 was	expected	to obtain more responses. Students responded that they did
102	L1-14.docx	and Kalantzis, 2015). Through this various multimodal representation, the instruction is	expected	to offer ample opportunities for the students to experience
103	L1-3.docx	teachers are considered as the source of knowledge, and are	expected	to outline paths of learning" (Loh & Teo, 2017), thus the
104	L1-1.docx	capable individual in his profession and a person who is	expected	to perform well in social and cultural contexts. An
105	L1-2.docx	students, so they would be able to view and be	expected	to practise appropriate strategies to fulfil the student's
106	L1-7.docx	government (RISTEKDIKTI, 2017f). The involvement of these selected lecturers was	expected	to prepare preservice teachers with high quality knowledge and
107	L1-6.docx	and share once an activity had commenced; lecturers are still	expected	to pro-actively foster the use of technology- based
108	L1-18.docx	and the curriculum. The English Department at the polytechnic was	expected	to produce ready-to-work graduates who have English
109	L1-2.docx	speak less native language and vice versa. Lecturers are also	expected	to promote L2 use by using the language to
110	L1-1.docx	up with expensive items that the pre-service teachers are	expected	to provide. The ELE program has long abolished the
111	L1-14.docx	Kress and van Leeuwen, 2006). In this way, the reader was	expected	to put his/her primary attention on the picture
112	L1-7.docx	preservice teachers with teaching resources and transportation. These university mentors	expected	to receive an incentive for each preservice teacher that
113	L1-1.docx	learning environment that ensures successful learning, a teacher is also	expected	to reflect on the learning process, using his abilities
114	L1-2.docx	to participate more in the classroom activities. Therefore, lecturers are	expected	to remind the students about their future goals and
115	L1-1.docx	is also considered a part of society. Thus, he is	expected	to respect diversity, adhere to the law, cooperate with
116	L1-6.docx	of engagement with the website would be evaluated. Students were	expected	to respond to posts or work on the homework
117	L1-15.docx	teacher education program. Furthermore, the teachers of these programs are	expected	to serve the national education agenda. This research illustrates
118	L1-9.docx	is this kind of respect and character that students are	expected	to show and develop. As regards the songs to
119	L1-7.docx	In collaboration with supervising lecturers, the assigned mentor teachers were	expected	to spend their working hours helping preservice teachers learn
120	L1-1.docx	the practicum, the documents that the pre-service teachers are	expected	to submit for their evaluation, and the rubric of
121	L1-18.docx	in the stages to complete the tasks. The lecturers were	expected	to supervise and control the stages of learning. This
122	L1-14.docx	integrating this recommendation into the main curriculum, teachers would be	expected	to take on more responsibility, and demonstrate increased willingness
123	L1-17.docx	teachers, although both are called 'guru' (read: teacher), who are	expected	to teach social norms and values as a part
124	L1-1.docx	students. It is interesting to note that a teacher is	expected	to transfer the skills of communicating in the target
125	L1-15.docx	Balli, 2014; Yuan & Zhang, 2017). Accordingly, Palmer (2007) argues that good teachers are	expected	to work with their hearts, in which they have
126	L1-3.docx	it really important to have examples of what they were	expected	to write, such as what the following student stated. <^^^> (
127	L1-9.docx	for Semester 1-Year X on Teks Deskriptif (descriptive text) Wati	expected	that the students by means of their English skill
128	L1-9.docx	and reap various pragmatic gains. At the same time, Wati	expected	that the students could benefit from English and English
129	L1-18.docx	based (1A) and non-PC- based (1B) classes, it was	expected	that the aids they used for their writing tasks
130	L1-18.docx	a limited platform). When this element is included, it is	expected	that the classroom behaviour will reflect a positive learning
131	L1-1.docx	4, MORTHE 2015, IQF Socialization Document 001: Indonesia Qualification Framework). It is	expected	that the IQF system will encourage the development of
132	L1-1.docx	employment. In the case of teacher employment, it is then	expected	that the job market (the schools as the employers
133	L1-1.docx	competences with which the pre-service teachers are struggling. She	expects	that the pre-service teachers are able to develop
134	L1-12.docx	increasingly more explicit prompts in the writing conferences. I initially	expected	that the teachers would gradually decrease their participation in
135	L1-1.docx	Tasya describe their experiences in handling the students, they both	expected	that the teaching practicum would provide firsthand information on
136	L1-19.docx	SA which were held three times (in 2014, 2015 and 2018). They justifiably	expected	that the training would be held annually so that
137	L1-18.docx	vocabulary. By activating students to complete writing tasks, it is	expected	that students acquire the English patterns and writing skills

138	L1-18.docx	complete the writing task. In this narrative paragraph, it was	expected	that students would not really have to expend too
139	L1-14.docx	and typical of digital communication (Cope and Kalantzis, 2015). It is	expected	that this classroom pedagogy could link literacy education and
140	L1-16.docx	the gap in the literature in this setting. Simultaneously, I	expect	that this study will contribute to the existing body
141	L1-18.docx	in the validity section in the Methodology chapter, it was	expected	that a small number of students might not respond
142	L1-7.docx	audio-visual materials, authentic materials and internet resources. It was	expected	that after six months of intensive English pedagogical workshops,
143	L1-15.docx	of delivering subject content in a foreign language (it is	expected	that all English lessons will be delivered by pre-
144	L1-14.docx	of those print-based teaching purposes. More specifically, the teacher	expected	that employing multimodal resources would enhance the process of
145	L1-18.docx	research literature on writing strategies has been identified, it was	expected	that insights addressing the area would emerge and potentially
146	L1-18.docx	PNP will be able to explore its conclusions. It is	expected	that it will be a wake-up call to
147	L1-11.docx	was preceded only by a brief trial, it could be	expected	that some evidence of compromised practices feature in their
148	L1-15.docx	that a teacher is able to generate. Furthermore, it is	expected	that teachers are able to engage students to learn
149	L1-16.docx	process, among others, will be analysed, as well. It is	expected	that the results presented in this chapter will contribute
150	L1-8.docx	interactants are diverse involving local and foreign individuals, they should	expect	that their cultural backgrounds may either interfere with or
151	L1-18.docx	learnt, have been pointed out in this chapter. It is	expected	that these research findings, and the lessons learnt from
152	L1-15.docx	strategies, the pre-service teachers and early-career teachers may	expect	that they will be able to achieve success in
153	L1-7.docx	where they would undertake their professional field experience. It was	expected	that while carrying out their field placement in the
154	L1-3.docx	platform to encourage peer-appreciation and peer-feedback. It was	expected	that with this student-centred approach (English Language Education
155	L1-1.docx	portraying their choice of constituents of professional identities that they	expect	from the pre-service teachers under their supervision. According
156	L1-1.docx	beliefs of what constituents of the professional identities that they	expect	from the pre-service teachers and the realities in
157	L1-1.docx	of this thesis, what the government and the HE institution	expect	from the pre-service teachers may carry normative and
158	L1-1.docx	depicts competence to handle the class as the least she	expects	from the pre-service teachers. She states, 'What is
159	L1-1.docx	substantiated explicitly by references to specific identities that the employers	expect	from the graduates. It has to be admitted, though,
160	L1-4.docx	so far have taken on the role of facilitator as	expected	from the Indonesian educational curriculum. Therefore, these Indonesian teachers'
161	L1-14.docx	the formulation of policy has to clear regarding what to	expect	from the policy and how this expectation consistent with
162	L1-1.docx	portraying their choice of constituents of professional identities that they	expect	from the pre- service teachers under their mentorship. The
163	L1-5.docx	great extent" and one parent (5%) did not respond. Fourteen (70%) parents	expected,	from the program to some extent, that their children
164	L1-1.docx	of a professional teacher and the constituents of professional identities	expected	from a teacher, as depicted in the regulations. 4.1 Historical
165	L1-1.docx	constructs of professional teachers, and the constituents of professional identities	expected	from a teacher, as depicted in the regulations at
166	L1-1.docx	is geared toward ELE study programs, the specific working abilities	expected	from a graduate are the ability to manage learning
167	L1-1.docx	knowledge, intelligence, etc.)'. When discussing the specific constituents of identities	expected	from a qualified worker, the documents state the following:
168	L1-1.docx	addition to these personal qualities, the professional identities that are	expected	from a teacher involve social aspects: of connecting with
169	L1-1.docx	teacher refers to the behavior and attitudes that the society	expects	from a teacher. Their success or failure in projecting
170	L1-1.docx	will discuss the individual constituents of identities that the documents	expect	from a teacher. 4.3 The Constituents of Professional Identities The
171	L1-1.docx	the documents provide a list of statements of learning outcomes	expected	from a worker/a teacher in their appendix. The
172	L1-1.docx	the students. As for the specific beliefs, norms, and values	expected	from a "cultured and correct" teacher, the documents provide
173	L1-17.docx	their learning. She seemed to give more than what was	expected	from her by her institution. Case 8. Darren: Inter-national
174	L1-18.docx	Dörnyei (2001a). By this definition, active learning and enthusiasm were	expected	from high-motivated students during their classroom activities. Based
175	L1-4.docx	were reflected in the way they teach and what they	expect	from their learners. From the data derived from the
176	L1-20.docx	the moral guide role is based on what Vietnamese society	expects	from them, while that in this study is based
177	L1-6.docx	academic purposes, so that they were informed about what to	expect	from this platform. If students were taught about the
178	L1-17.docx	is a tension between what we desire and what is	expected	from us (Mahboob, 2017; Toohey, 2017). However, what could also be
179	L1-1.docx	the Expected Constituents of Professional Identities Both Anggi and Priska	expect	the pre-service teachers to be able to transfer
180	L1-1.docx	be able to use technology for teaching. In addition, they	expect	the pre-service teachers to be able to make
181	L1-1.docx	collegiality with other school stakeholders. In addition, the mentors specifically	expect	the pre-service teachers to maintain a good relationship
182	L1-1.docx	in general terms: <^^^> Simplicity and practicality are what she originally	expects	the pre-service teachers to depict during the practicum.
183	L1-1.docx	are also expected to create assessments, a competence that Elly	expects	the pre-service teachers to be able to enact.
184	L1-1.docx	allowing parents to come into the classroom (Ely345-348), which she	expects	the pre-service teachers to enact (Ely359). From her

#	File	Left context	Node	Right context
185	L1-3.docx	many students still tended to be dependent on teachers and	expected	the teacher to explain everything in class. Consequently, he
186	L1-3.docx	students were still accustomed to the teacher-centred approach and	expected	the teacher to direct the learning and provide detailed
187	L1-5.docx	them some games using flashcards for teaching the vocabulary." Sarah	expected	the K1 and K2 children to be brave and
188	L1-2.docx	finding suggests that the lecturers and the students tend to	expect	the lecturers to control their motivational strategies to make
189	L1-16.docx	major tool of learning for students. In addition, it is	expected	the students are gradually becoming aware of the importance
190	L1-3.docx	teachers' feedback, and having detailed individual feedback was preferred. Many	expected	the teachers to provide explicit guidance on what to
191	L1-1.docx	in teaching in the latter part of the interview. She	expects	the technology to be relevant to the materials, with
192	L1-1.docx	are from different levels of authority. The categorization of the	expected	constituents of professional identities is presented in Table 4.2, with
193	L1-1.docx	where he is trained. From the perspective of employment, the	expected	constituents of professional identities do reflect the components of
194	L1-1.docx	provide to the pre-service teachers. Of the list of	expected	constituents of professional identities, the supervisors state four expectations
195	L1-1.docx	experiences of the school practice site. Of the list of	expected	constituents of professional identities, the supervisors of the teaching
196	L1-1.docx	mentors of the teaching practicum program also only state four	expected	constituents of professional identities (see above). A similar qualifying
197	L1-1.docx	from the program, i.e., producing a thesis. 5.2.3 Qualifying the	Expected	Constituents of Professional Identities The third finding from the
198	L1-1.docx	are made by the mentor teacher. 5.3.2 Qualifying Process in the	Expected	Constituents of Professional Identities Both Anggi and Priska expect
199	L1-1.docx	roduct-oriented. 5.2 Teaching Practicum Handbook The handbook operationalises how the	expected	constituents of identities are crafted within the teaching practicum
200	L1-1.docx	The interview with Priska illustrates a way of qualifying the	expected	constituents of identities, in terms of being able to
201	L1-1.docx	the field, in which the mentors are qualified. The four	expected	constituents in general echo expectations at the macro- and
202	L1-1.docx	are very specific and contextualized, as the supervisors juxtapose these	expected	constituents with the nature of the target students, the
203	L1-1.docx	Education program. The values expressed in the documents are the	expected	human capital (Forrier et al., 2009) of a teacher. In
204	L1-1.docx	attitudes. From the employability perspective, these competences account for the	expected	human capital (Forrier et al., 2009) of a teacher. The
205	L1-1.docx	and knowledge of learners. These forms of knowledge comprise the	expected	human capital (Forrier et al., 2009) of a teacher. Appendix 6
206	L1-1.docx	the interview with Priska. This is an element of the	expected	human capital of the pre-service teachers. At first,
207	L1-1.docx	service teachers have certain personal qualities. These expectations indicate the	expected	human capital that they must possess. However, the depiction
208	L1-1.docx	able to use technology for teaching, as part of their	expected	human capital. However, they qualify their expectation significantly, regarding
209	L1-5.docx	great extent"; and only one (5%) chose ''very little''. Twelve (60%) parents	expected	their children would develop good English "to some extent"
210	L1-5.docx	great extent and one (5%) parent chose "very little". Twelve (60%) parents	expected	their children would acquire good reading skills in English
211	L1-5.docx	extent and only one (5%) parent responded, "very little". Eleven (55%) parents	expected	their children would understand spoken English from the English
212	L1-5.docx	shown in Table 41 below. <&&&> When asked to what extent they	expected	their children would learn English vocabularies from the English
213	L1-3.docx	just some samples of students' writings was not sufficient. They	expected	their teacher to provide written individual feedback, so they
214	L1-3.docx	influenced by Indonesian culture. Most student participants in this study	expected	their teachers to give detailed, step-by-step explanation
215	L1-6.docx	using technology could not be fully implemented. The policy as	expected	by the government was not fully applicable in such
216	L1-19.docx	not designed for higher cognitive levels (C5 and C6) as	expected	by the government through the implementation of the SA.
217	L1-19.docx	to the teachers]" (p. 9). As a result, curriculum development as	expected	by the government through the SA implementation has not
218	L1-1.docx	could arguably inform the study program of the professional identities	expected	by the labor market (Harvey, 2000; Andrew & Higson, 2008, Yorke, 2004, 2009) It
219	L1-14.docx	is not yet designed to develop students' multimodal literacy, as	expected	by the SLM policy programme (Ditjendikdasmen, 2018, 2017). To sum up,
220	L1-1.docx	in granting the professional qualification, which is expressed in the	expected	identities imposed to the pre-service teachers, along with
221	L1-1.docx	to perform the knowledge in practice. While a worker's	expected	identities in a profession are the abilities to apply
222	L1-1.docx	providing advices and suggestions for pre-service teachers leading to	expected	identities or practices). What has been stipulated at the
223	L1-1.docx	the HE level. The ELE program curriculum indeed specifies the	expected	identities to be imposed on the pre-service teachers,
224	L1-1.docx	the competences of using technology for teaching are what is	expected	of the pre-service teachers, instead stating by the
225	L1-1.docx	only minimally. This begs the question of how what is	expected	of the pre-service teachers in the macro- and
226	L1-19.docx	procedures) contributed information to determine the level of cognitive achievement	expected	of the students and to examine the plan in
227	L1-19.docx	for implementing the SA and the level of cognitive achievement	expected	of the students in terms of planning. The findings
228	L1-9.docx	perception of an 'authentic' user or learner of English, an	expected	role of local EFL teachers, and shared cultural values
229	L1-9.docx	EFL teachers' approach to culture and interculturality intersected with the	expected	role of local EFL teachers and had an effect
230	L1-9.docx	EFL classrooms. The teachers' understandings of culture intersect with the	expected	role of a local EFL teacher and influence their
231	L1-9.docx	s perception of her own language competence and of the	expected	role of the NSs in the Indonesia's EFL

#	File	Left context	Node	Right context
232	L1-2.docx	the lecturers might need further support to implement the MTS	expected	and favoured by the students to motivate them to
233	L1-1.docx	Pri91). Therefore, there is a discrepancy between what the mentor	expects	and her actual practice. In sum, regarding the high
234	L1-19.docx	situations when the students did not give any response as	expected	and when the teacher tried to 'bring' the students
235	L1-17.docx	that there was nothing new for him to learn or	expect	at EF. This is in line with Barnatt et
236	L1-1.docx	expects from the pre-service teachers. She states, 'What is	expected,	at least they can handle the class.' (Ely25). This
237	L1-11.docx	described as a blend of old and new. We would	expect	at this initial stage that there might have been
238	L1-1.docx	aspect of human capital. At first, Priska talked about these	expected	competences in general terms: <^^^> Simplicity and practicality are what
239	L1-1.docx	think that it is new for them" (Anto27). Anto's	expected	competences in the teaching practicum focuses more on handling
240	L1-1.docx	capital that they must possess. However, the depiction of these	expected	competences later in the interviews has been qualified. The
241	L1-17.docx	any kind of explicit teaching of moral or religious values	expected	in English classes at PELI. This is very different
242	L1-11.docx	grammatical rules, but they are reluctant to get involved, as	expected,	in speaking activities [A4PS and C2MNL]. Working
243	L1-11.docx	social competencies, ethics, morals, courtesy, characteristics, and obedience to norms	expected	in the community, which constitute one of the target
244	L1-4.docx	pattern where they view learning as an active engagement and	expect	teachers to be creative in the classroom. Nevertheless, they
245	L1-11.docx	learning through tests and examinations. The new assessment system also	expects	teachers to use more interactive, student-centred, learning oriented
246	L1-2.docx	and learning materials stimulating English use more and they also	expected	teachers or lecturers to 'push' them to speak the
247	L1-4.docx	institution and we discussed the characteristics of teachers that were	expected	to be involved in this study. I listed the
248	L1-8.docx	is known as monochronic orientation. People in this culture are	expected	to be punctual and to do something based on
249	L1-7.docx	as a Foreign Language) teacher education context, preservice teachers are	expected	to possess sufficient English proficiency, pedagogical skills, and social-
250	L1-1.docx	profiles)/general skills (in the learning outcomes), the statements of	expected	abilities are identical with the ones in MOEC 2014 HE
251	L1-1.docx	emerging themes in the macro-level documents, the list of	expected	abilities in curriculum at meso-level discourse consists of
252	L1-13.docx	participation and influence the level of the discussion that was	expected.	As a result, the students' learning would be negatively
253	L1-18.docx	students' motivation in terms of quantitative findings. This finding was	expected	as the literature records that the success of learning
254	L1-1.docx	the macro-level documents, regarding the components of employability, these	expected	attitudes address human capital, social capital, and adaptability (Forrier
255	L1-1.docx	Forrier et al., 2009) or "knowing-whom competence" (Defillippi & Arthur, 1994). The	expected	attitudes also include adaptability (Forrier et al., 2009) in working
256	L1-19.docx	the design of the lesson plans that should meet the	expected	basic competencies as required in the syllabi. In general,
257	L1-19.docx	steps of the SA, the purpose of teaching, and the	expected	basic competencies as required in the syllabi. All four
258	L1-17.docx	NESTs) and became a speaker of English was normal and	expected	because English was used within their household, either as
259	L1-9.docx	future can turn out not as one has planned or	expected	because everything works and happens under God's will,
260	L1-6.docx	contribution towards forming positive attitudes which may lead to an	expected	change of beliefs in using technology in teaching (Cartner &
261	L1-11.docx	educational change is an enormous business that involves multiple actors,	expecting	change only from the side of one actor (in
262	L1-9.docx	as a local EFL teacher as well as with students'	expected	competence and their learning objectives. Ana's extensive professional
263	L1-1.docx	be discussed in turn. 6.2.2 Dealing with Students Tasya's first	expected	competence is the handling of students in the classroom
264	L1-1.docx	during the practicum. However, she then reveals more about these	expected	competences, not by referring to the pre-service teachers
265	L1-1.docx	understanding her materials. This resonates with her previous depiction of	expected	competences, of understanding students in order to teach them
266	L1-9.docx	force,' she connected her conception of authenticity with the students'	expected	degree of competence and the job competition that the
267	L1-9.docx	Contents in her considerations: <^^^> (Interview with Wati, 17/11/15) As with graduates'	expected	degree of competence, Wati referred to the objectives of
268	L1-16.docx	my thesis topic and raise my awareness on what to	expect	during the PhD programme. My interest in the thesis
269	L1-3.docx	For most Indonesian learners, teachers' feedback was highly valued and	expected.	During the process of drafting, students were also encouraged
270	L1-1.docx	et al., 2009) of a teacher. Appendix 6 presents the statements of	expected	knowledge from the ELE curriculum and the classification of
271	L1-1.docx	based on Turner-Bisset's (2013). The verb used to refer	expected	knowledge is 'menguasai' (to master). Referring to KBBI, this
272	L1-2.docx	that they had used MTS frequently while the students could	expect	more frequency use of such strategies than what their
273	L1-13.docx	speaking English only during the lesson). By so doing, he	expected	more interactions in English between himself and the students
274	L1-1.docx	this detail, the sections below will follow the categories of	expected	professional identities derived from the macro-level analysis, i.
275	L1-1.docx	published before MOEC 2014. As is persistent in the documents, the	expected	professional identities that a worker must have and display
276	L1-1.docx	the society" (University Vision #3). Similar to macro-level documents, the	expected	skills address the human capital, social capital, and adaptability
277	L1-1.docx	teachers. An illustration for this qualifying process comes with the	expected	skills to "teach 10-12 times at the schools, design lesson
278	L1-1.docx	service teachers enact in the practicum. The relationships constitute the	expected	social capital that they possess. This is seen in

279	L1-1.docx	the society. The abilities to connect with others are the	expected	social capital (Forrier et al., 2009) or "knowing-whom competence" (
280	L1-14.docx	was not enacted in alignment with the SLM policy that	expects	students to develop their multimodal literacy. 4.6.3 Students' engagement with
281	L1-3.docx	high standard for the students, and it was unrealistic to	expect	students to write as in those models. Cross- checking
282	L1-1.docx	detailed specific guidelines for the pre- service teachers on the	expected	teaching practice and associated identities at the operational level.
283	L1-1.docx	the handbook of the practicum is specific in determining the	expected	teaching practices and the associated constituents of professional identities
284	L1-4.docx	can be understood by the fact that most Asian students	expect	a harmonious and respectful relationship with their teacher, a
285	L1-15.docx	peers. Observing others, or 'vicarious experience' (Bandura, 1977, 1982), when performing	expected	actions will strengthen their endeavours. Mohamed, Valcke, and De
286	L1-14.docx	multimodality in English teaching aligns with the SLM policy that	expects	an expanding concept of literacy, from print-based into
287	L1-19.docx	may also have been reinforced by the dominant characteristics and	expected	behaviour of Indonesian people as Sadikin (2017, p.17) describes: <^^^> (Sadikin, 2017,
288	L1-4.docx	I have presented in part I section 4.1.3 that the students	expected,	besides being creative and explains clearly, a teacher is
289	L1-13.docx	group discussions/tasks in order to keep these running as	expected.	Budi made use of English-Indonesian translation to convey
290	L1-19.docx	the learning objectives which were used to determine the students'	expected	cognitive levels of achievement, and 3) teachers' learning procedures to
291	L1-13.docx	one hand, Ana wanted to teach English using English and	expected	communication in English between her and the students. On
292	L1-8.docx	expectations were evident among participants in this context. Some may	expect	communicative practice should maintain local practice, including the form
293	L1-9.docx	beliefs and classroom behaviours. On the one hand, the teachers'	expected	compliance with the policies may be indicative of the
294	L1-1.docx	teaching (Role #8). The mentor also evaluates the development of the	expected	constituents of professional identities, as he decides when the
295	L1-1.docx	suggests three findings regarding the handbook's perspective on the	expected	construct of identities of the pre-service teachers. Firstly,
296	L1-1.docx	what is best for the students. 5.4.2 Qualifying Process in the	Expected	Constructs of Professional Identities At first, both Elly and
297	L1-15.docx	realised that his performance was not as good as he	expected,	despite his excellent academic achievement—this quote shows his
298	L1-9.docx	culture and interculturality could draw more serious attention to the	expected	dual role of the local EFL teacher as a
299	L1-6.docx	almost all of classroom observation, L1 reminded them about the	expected	efficiency of maintaining the progress and the completion of
300	L1-14.docx	visual (pictures, colour, tables) and spatial – are employed to carry	expected	emphases of meaning/information, rather than presented randomly (Kress
301	L1-13.docx	Indonesian was employed to stimulate the students to say the	expected	English word. For example, Ana made use of the
302	L1-13.docx	ESL discourses in her undergraduate ELTE program led Dina to	expect	ESL in Indonesia. Dina thus supported a shift of
303	L1-14.docx	and names of months in respective classes at which the	expected	goals were that the students would use relevant expressions
304	L1-11.docx	admitted that the post-remedial tests would automatically award the	expected	grades to the students [B1EW and C1MHL],
305	L1-14.docx	multimodal artefacts that supported teaching materials as fully as she	expected.	Hence, she took multimodal artefacts from YouTube as alternative
306	L1-17.docx	PELIs in the city, because she was worried that people	expected	her to have perfect or near native English. A
307	L1-8.docx	culture. Knowing that he is Muslim, his friends did not	expect	him to offer Christmas wishes. Yet, learning that Christmas
308	L1-3.docx	in their short stories - either English or Indonesian - thus, he	expected	his students to be responsible for the language they
309	L1-1.docx	mentor, who has the power to set the standards for	expected	identities, shape them, and evaluate them against the expectations.
310	L1-1.docx	handbook is that there is a move towards qualifying the	expected	identities. The handbook provides detailed specific guidelines for the
311	L1-1.docx	develop collegiality with the other stakeholders in the school. The	expected	individual practice and social participation are introduced in the
312	L1-9.docx	perception of NSs and how she related it to an	expected	level of student's competence. She talked about student'
313	L1-9.docx	learning resources, students' communication needs as well as to their	expected	levels of English competence. 4.5.2 Native-speakerness does matter The
314	L1-1.docx	the ones in MOEC 2014 HE Standards. The focus of the	expected	managerial abilities from a teacher is to be able
315	L1-8.docx	in viewing the Christmas tradition, as quoted: 'They didn't	expect	me to do that, saying happy, you know, happy
316	L1-14.docx	is not made arbitrarily, but is purposefully designed to express	expected	meanings. Table 4.3: Visual Composition of Multimodal Artefacts and Their
317	L1-18.docx	the classroom activities. Even though this second finding indicates an	expected	motivation for language learning, which should be the most
318	L1-9.docx	teachers in the EFL classrooms. She saw the teachers as	expected	not only to improve students' English skill but also
319	L1-20.docx	them to feel inadequacy due to their conformity to the	expected	NS standard (see excerpt 24 and 25, 26, 43, respectively). This fact confirms
320	L1-18.docx	counted by 12.8 difference as shown in Table 5.6. This difference was	expected	only between 1A and 1B as Class 1B was
321	L1-19.docx	will monitor and evaluate whether the implementation is achieved as	expected	or not. Leaders, in this case the school managers,
322	L1-6.docx	the classroom. This should be made relevant especially if the	expected	outcomes of these lectures refer to the impact of
323	L1-3.docx	all students were creative, they had different opinions regarding the	expected	output of students' writings. Three of the teachers emphasised
324	L1-1.docx	competences that a person possesses, in order to meet the	expected	performance in his occupation (Fugate et al., 2004). Little emphasis
325	L1-19.docx	have less understanding of English and/or lacked the currently	expected	proficiency in English. All in all, whatever the roles

326	L1-9.docx	seemed assured that her practices had to do with an	expected	quality of students/graduates in general and of their
327	L1-9.docx	Aris stressed the significance of the teachers' understanding of their '	expected'	role, that is beyond merely 'teaching', and of their
328	L1-1.docx	is able to perform. In general, the curriculum lists five	expected	roles that the graduates assume: an English teacher; a
329	L1-14.docx	therefore was not enacted in line with SLM policy, which	expects	schools to develop students' multimodal literacy as a requirement
330	L1-13.docx	in order for the tasks/discussions to keep running as	expected	Section 5.3.3.3). These findings are in line with previous studies
331	L1-6.docx	assignments would be given, and what level of participation was	expected.	She said, the requirements she informed to the students
332	L1-1.docx	Procedures, p. 1). For these skills, the handbook further specifies the	expected	tasks that the pre-service teachers must perform, under
333	L1-5.docx	parents chose "to great extent" from the program. Eleven (55%) parents	expected	their children would gain good basic conversation ''to some
334	L1-19.docx	Indonesian, the students could give their analysis and evaluation as	expected.	This indicated that the problem was not about the
335	L1-19.docx	gained from observations. The study has noted that the teachers	expected	training to be held at least annually so they
336	L1-16.docx	serves the curriculum stakeholders equally and whether it can bring	expected	transformation in the national education system. These concerns will
337	L1-19.docx	with students who showed reluctance to participate or lacked the	expected	understanding and proficiency in English. In summary, the EFL
338	L1-15.docx	sampling adequacy of this section was 0.792, which was above the	expected	value of 0.6 and Bartlett's test of sphericity was
339	L1-13.docx	to another. The students' ability to do a task as	expected	was considered as an indicator of their increased competency. <&&&>

Epistemic Lexical Verb: Speculate

No.	File	Left context	Hit	Right context
1	L1-1.docx	he wrote: <^^^> By referring to Harmer's perspective, one may	speculate	that the curriculum's take on the learning outcomes
2	L1-16.docx	time alloted for English subject in secondary schools. However, Sukyadi (2015)	speculated	that the most reasonable explanation for the time reduction
3	L1-1.docx	standards of teachers' academic qualifications and competences. Thus, one may	speculate	that this regulation's subjects have understood the construct

Epistemic Lexical Verb: Feel

No.	File	Left context	Hit	Right context
1	L1-9.docx	suggests that in some cases non-native ESL/EFL teachers	feel	that they are handicapped by their lack of English
2	L1-17.docx	are under so much pressure that they became discouraged and	feel	that they are not as good as the other
3	L1-17.docx	In being promoted with an internationally-recognized qualification, CELTA holders	feel	that they are now part of an international community
4	L1-20.docx	because of such conformity, Hanum and Nisa seem to constantly	feel	that they are not a good model of English
5	L1-4.docx	admitted that they tended to consider students' needs, although they	felt	that they had tried to involve the students by
6	L1-17.docx	s (2015) study of non-native PhD students in Australia who	felt	that they had to prove to other people that
7	L1-18.docx	university level was affected by their perceived progress. When students	felt	that they had made progress in their English mastery,
8	L1-17.docx	with a lack of training and guidance by the institution,	feeling	that they were unqualified for the job, and facing
9	L1-15.docx	perceived preparedness for this ability. Over half of the respondents (54%)	felt	that they were well-prepared in response to the
10	L1-17.docx	and paying attention to his pronunciation. Anji, Triana, and Yanni	felt	that they were constantly being evaluated on their English
11	L1-17.docx	when they first started their job at Dago because they	felt	that they could always ask for help from their
12	L1-20.docx	the students by using their native language in order they	felt	that they could also learn English through their own
13	L1-15.docx	the members of the school community. Therefore, student teachers can	feel	that they belong to the community. Another important influence
14	L1-4.docx	challenges in using technology, the teachers are confident because they	feel	that they can still control the classroom. 4.4.2.5. Students Involvement:
15	L1-17.docx	a subject at school are given below. First, the participants	felt	that they did not get sufficient feedback on their
16	L1-17.docx	people often questioned his intention to marry her, and he	felt	that they doubted his genuine love for her and
17	L1-4.docx	the students might not contribute at all. The teachers also	felt	that they have the authority to make decisions. Besides
18	L1-4.docx	ing student said, <^^^> (Student 13_U1, Interview, October 11, 2017) Some other students	felt	that they preferred to ask questions of their peers.
19	L1-1.docx	process. Both have gone through several steps before they finally	feel	that they present their professional self, as a competent
20	L1-6.docx	This face-to-face contact might explain why the students	felt	that they still had opportunities to interact with their
21	L1-17.docx	mentor. After the three months mentoring period, Nada and Claire	felt	that they were ready for the job. Moreover, through
22	L1-2.docx	might have an impact on their identity. These students might	feel	that they would be considered as 'others' if they
23	L1-8.docx	address term was only practised by the participant when he	felt	that he was close to them. Back in the
24	L1-17.docx	the institution much longer than the elected teacher. He probably	felt	that he was considered less valuable than the other
25	L1-17.docx	However, after attending the CELTA course for three days he	felt	that he was starting to enjoy it and learned
26	L1-17.docx	way Anji saw his identity as an English teacher. He	felt	that he was not a qualified English teacher and
27	L1-17.docx	As mentioned above, Arbo felt alienated in his PELI. He	felt	that he was not as knowledgeable as a teacher
28	L1-17.docx	talking about their lessons or students. After attaining CELTA Arbo	felt	that he was a part of the team. He
29	L1-17.docx	felt that he was a part of the team. He	felt	that he was as knowledgeable as other teachers at
30	L1-17.docx	offered a very low salary, he accepted it because he	felt	that he could relate to and care for the
31	L1-17.docx	his community and trying to find a new community, he	felt	that he could build a new identity as a
32	L1-17.docx	did, he felt alienated from the other teachers because he	felt	that he could not understand the jargon they used
33	L1-17.docx	However, he eventually decided to do the CELTA because he	felt	that he needed a proper training for the job
34	L1-17.docx	and write like native English speakers. Because of this, Anji	felt	that he needed to prove that he could be
35	L1-17.docx	use in the English classroom. With his British accent, Yanni	felt	that he became a more competent English speaker than
36	L1-17.docx	at EF where he did not get any training thus	felt	that he did not progress professionally. He thought that
37	L1-17.docx	degree in education and more than eight years teaching experience,	felt	that he had to take CELTA to be fully
38	L1-17.docx	formal schooling helped him develop his English, but rather he	felt	that he learnt his English mostly by himself or
39	L1-17.docx	impact on the participant's English abilities (Savage & Hughes, 2014). Yanni	felt	that he picked up a British accent after CELTA
40	L1-6.docx	the lecturer. These opportunities were important to her because she	felt	that she did not have many possibilities to speak
41	L1-15.docx	a teacher. <^^^> (Mely) When interviewed, another pre-service teacher, Rumi,	felt	that she did not enjoy teaching. She noted that
42	L1-17.docx	she had when she first started her job: because she	felt	that she did not have appropriate and sufficient teaching
43	L1-17.docx	because there were so many of them." (Putih, Interview). Putih	felt	that she did not have the authority (even as

#	File	Left context	Node	Right context
44	L1-17.docx	communities. She really enjoyed her time there and she really	felt	that she was living her dream. However, in her
45	L1-17.docx	she became a teacher at a junior high school, she	felt	that she was at the 'wrong place': she said
46	L1-20.docx	so by using English, those sleeping students would have not	felt	that she was seriously annoyed with their sleeping act.
47	L1-15.docx	school, Ita enjoyed being part of the school community. She	felt	that she could engage her students well during the
48	L1-20.docx	reasons why she did this. Firstly, it was because she	felt	that she could not properly teach English to her
49	L1-17.docx	for a sponsorship from the PELI. Because of this she	felt	that she developed her teaching skills and credentials all
50	L1-17.docx	a good tradition of teacher training programme. She did not	feel	that she fit in in the CoP anymore and
51	L1-17.docx	exams. Such pressure does not exist at PELI. Moreover, she	felt	that she got great support from her mentor and
52	L1-12.docx	it. For instance, Nida stated that as a teacher, she	felt	that she had a moral obligation to [help the
53	L1-1.docx	lesson plans, creating materials, and using technology for teaching, she	feels	that she has prior knowledge and skills from her
54	L1-17.docx	a similar experience as Yulia, Triana was embarrassed when she	felt	that she knew a lot less English vocabulary than
55	L1-15.docx	doubt her preparedness to teach. During the teaching practicum, she	felt	that she may not have been sufficiently exposed to
56	L1-10.docx	Investment, and Financial System Course. During my observation, I could	feel	that she taught enjoyably, and students seemed to live
57	L1-16.docx	Curriculum to students add another perspective. Most of the students	feel	that the impact was they got more motivated to
58	L1-12.docx	difficult concepts in writing (e.g., Ayu, personal communication 1, 2016). They	felt	that the in-class writing activities were insufficient to
59	L1-17.docx	a class. In this study, Yanni testified about how he	felt	that the knowledge he got from his formal education
60	L1-5.docx	the DMFonF program. At the beginning of the program, Sarah "	felt	that the method was quite difficult to introduce to
61	L1-16.docx	whole thing due to limited time. I think those who	feel	that the new student assessment is too complicated because
62	L1-9.docx	confidence in finding possible English equivalents of such expressions, Yanti	felt	that the NSs might be the only recourse. As
63	L1-17.docx	said that she was disappointed with the decision because she	felt	that the PELI forced her to do a lot
64	L1-7.docx	greatly emphasised in the courses in undergraduate programs thus they	felt	that the PPG program was crucial to complement their
65	L1-7.docx	on the designed workshops, the majority of PPG program coordinators	felt	that the preservice teachers needed to enrich their practical
66	L1-5.docx	teaching English plural to encourage children to speak English. She	felt	that the program was especially useful. After the DMFonF
67	L1-12.docx	inserted a long quotation in his third essay draft. Gie	felt	that the quoted section was lengthy and lazy and
68	L1-6.docx	Fi when internet access on campus was not available. S114	felt	that the research skill and use of keywords on
69	L1-19.docx	ore creative, collaborative, critical, communicative and independent. However, all students	felt	that the SA implementation that has been conducted by
70	L1-2.docx	by the lecturers in this study because the lecturers may	feel	that the students become more motivated when they can
71	L1-4.docx	questions. A student said, <^^^>(Student 9_U1, Interview, October 11, 2017) The students	felt	that the teacher takes an important role in involving
72	L1-4.docx	them in their learning. As stated in the interviews, they	feel	that the teacher's control over the classroom made
73	L1-17.docx	improve even more in her English and teaching skills. She	felt	that the trainer had confidence in her potential to
74	L1-6.docx	addition to making use of various technology tools, the lecturers	felt	that it was important to guide the students' mastery
75	L1-10.docx	speaking English with Indonesia accent, he clarified this because he	felt	that it was the message, he conveyed that was
76	L1-15.docx	Hanes to build an enjoyable atmosphere for students and he	felt	that it was not easy for him to communicate
77	L1-4.docx	are asked to be involved since not every student will	feel	that it is necessary to do so, especially when
78	L1-4.docx	retains full control of the classroom, which results in students	feeling	that it is not necessary to direct their own
79	L1-17.docx	she enjoyed the one-month teacher training programme because she	felt	that it equipped her for the job. Another type
80	L1-17.docx	their English inside and outside of the classroom because they	felt	that it helped students' proficiency and readiness to use
81	L1-4.docx	to be active with the student-centred methods, the teachers	felt	that it will assist students' discovery in learning that
82	L1-17.docx	can be concluded that in general the participants did not	feel	that their English lessons at school significantly helped them
83	L1-4.docx	barrier for the students is their English skill ability. They	felt	that their English was not good enough especially their
84	L1-17.docx	is similar to the participants in Fotovian's (2015) study who	felt	that their English was not good enough because they
85	L1-20.docx	to live in other parts of the world tend to	feel	that their ethnicity is better. Moreover, Hanum also wanted
86	L1-20.docx	or praising and motivating them is in order they also	felt	that their L1 was also privilege in the class,
87	L1-20.docx	opinion of anyone at any age in order they would	feel	that their opinions were also heard so that they
88	L1-4.docx	concern in minute 41.10. This is an example of when students	felt	that their teacher had hindered them in their learning.
89	L1-17.docx	he was teaching. Furthermore, he said that "I don't	feel	that I am working here I just feel like
90	L1-17.docx	because I was one of them. In fact, I still	feel	that I am a PELI teacher trapped in a

91	L1-15.docx	learn from that. In the process of Micro Teaching, I	felt	that I can develop myself to be better." Then,
92	L1-17.docx	teachers while I was planning for my lessons. Thirdly, I	feel	that I gained trust from the teachers there because
93	L1-17.docx	assumptions. Another disadvantage of being an insider is that I	felt	that I had to hold back some information I
94	L1-16.docx	modules in the MSc programme, I changed my mind. I	felt	that I should choose topic that was inquisitive – especially
95	L1-17.docx	without the degree. In contrast, as was mentioned before, Anji	felt	that his English and teaching skills were not as
96	L1-15.docx	it hard to express himself adequately. He and his students	felt	that his facial expressions, in particular, were too flat
97	L1-17.docx	formal and unpractical for his day-to-day teaching. He	felt	that his formal training only prepared him to teach
98	L1-17.docx	marginalization" (p.22) in ELT where a non-native English teacher	feels	that his or her expertise is less valuable than
99	L1-17.docx	were not as good as those of others. He also	felt	that his teacher education did not make him - a
100	L1-4.docx	or not depended on who the teacher was. If they	felt	that a certain teacher might make them feel comfortable
101	L1-17.docx	must be creative to make the lessons interesting. Therefore, she	felt	that a PELI was a suitable environment for her
102	L1-4.docx	a student said, <^^^> (Student 18_U5, Interview, November 2, 2017) The students also	felt	that having a group discussion, may help them to
103	L1-2.docx	EFL context (Alshehri, 2013), the students in this study did not	feel	that having contact with a native speaker of English
104	L1-15.docx	would give their daughter a bright future. Even though Ita	felt	that her English language proficiency was average, she accepted
105	L1-15.docx	seemed to have a higher level of teaching efficacy. She	felt	that her teaching skills improved after Micro Teaching, as
106	L1-5.docx	were able to learn English lexical and phrasal plural. She	felt	that teaching English grammar implicitly to the children was
107	L1-15.docx	Such beliefs have become her standards for teachers. Consequently, Rumi	feels	that teaching was a burden instead of an exciting
108	L1-4.docx	in the classroom therefore, as a consequence they seem to	feel	that there is no need to ask questions just
109	L1-17.docx	more experience, he applied to work at another PELI. He	felt	that there was nothing new for him to learn
110	L1-17.docx	the end of speaking or writing activities. In addition, he	felt	that after completing CELTA, he picked up some aspects
111	L1-17.docx	in the ways which she thought appropriate and effective. She	felt	that all she did was work to please the
112	L1-11.docx	to those prescribed in the new curriculum. My samples also	felt	that although they held positive perceptions regarding the K13
113	L1-4.docx	views on learning, good teacher, and teacher student relationship, they	felt	that any characteristics and practices that the teachers brought
114	L1-17.docx	from her job and return to teaching. Like India, Mary	felt	that being a teacher seemed to be compatible with
115	L1-17.docx	only amongst the more expensive PELIs in Indonesia. Yanni too	felt	that CELTA training was too expensive for him, making
116	L1-17.docx	and for half of her secondary education in Indonesia, she	felt	that English had no value in her life because
117	L1-15.docx	development. This finding then shows that when the student-teachers	feel	that experienced teachers treat them as colleagues, as well
118	L1-17.docx	but I really enjoy doing it." (Willy, Interview). Moreover, he	felt	that Harvey had helped him develop himself and the
119	L1-2.docx	them and speak the language more. These students might also	feel	that if they had more opportunities and felt more
120	L1-17.docx	that teaching at school was not suitable for her. She	felt	that in PELI she did not need to worry
121	L1-13.docx	remain as the national lingua franca. She commented, "my nationalism	feeling	that Indonesian is in my heart, in my chest
122	L1-3.docx	stated, "With these writings, writers invited readers to think and	feel. […]	That is a created world, a world which might
123	L1-4.docx	in Part I section 4.1.1 of this chapter, these Indonesian students	feel	that learning is being competent in the language skills.
124	L1-2.docx	the lecturers used more English than the students. Furthermore, students	felt	that lecturers used English far more than them (roughly
125	L1-16.docx	I can see a lot of evidence especially myself. I	feel	that my English skill is improving a lot after
126	L1-16.docx	execution of reforms. In the present study, the participants strongly	felt	that people remote from the real life of classroom,
127	L1-2.docx	to learn the language. The students in this context may	feel	that practising their English with their lecturers and peers
128	L1-16.docx	seen to be more difficult in large classes. Some teachers	felt	that relationships with some groups of pupils, particularly the
129	L1-4.docx	example a student said, <^^^> (Student 26_U5, Interview, November 1, 2017) The students	felt	that senior lecturers are often difficult to deal with
130	L1-4.docx	mple a student explained, <^^^> (Student 10_U1, Interview, October 10, 2017) The student	felt	that sharing his knowledge with his peers was important
131	L1-19.docx	teachers to improve students' critical thinking abilities; meanwhile, the students	felt	that so far they are still unable to achieve
132	L1-3.docx	simple clothing - a shirt, short pants, and flip- flops - Nadia	felt	that some people gave them an under-estimating kind
133	L1-6.docx	valued similarly to regular attendance of in-class meetings. L3	felt	that students' active participation on Facebook was a commitment
134	L1-4.docx	learning. Although there is a significant difference in which U1	feel	that textbook is not much of a help (mean = 3.81)
135	L1-20.docx	in Islam everything happens with the permission of Allah, Edi	felt	that this issue would mislead his students who were
136	L1-1.docx	for classroom management and handling students (Ely36-37). In addition, she	feels	that those pre-service teachers who do not have
137	L1-6.docx	with a total score of 2695 (84.22%). Items 11-15 asked if the students	felt	that using technology for study purposes was less useful.

138	L1-15.docx	quote shows the participant's disappointment with her experiences. She	felt	that what she had learned before was not directly
139	L1-15.docx	other activities which they viewed as important in gaining their	feeling	of preparedness for teaching. In the interviews, the participants
140	L1-15.docx	to the open-ended survey, pedagogical knowledge supported 12.36% of their	feeling	of preparedness for teaching. The top three courses under
141	L1-15.docx	ondents viewed non-curricular activities as important, contributing 16.28% to respondents'	feeling	of preparedness for teaching. During their four-year education,
142	L1-15.docx	of the pre-service teachers' practicum experiences and the subsequent	feeling	of preparedness for teaching. a. Professional connectedness This study
143	L1-15.docx	became an important element to shape pre-service teachers' their	feeling	of preparedness for the understanding of the complexities of
144	L1-15.docx	and learning in school, which eventually shaped pre-service teachers'	feeling	of preparedness for teaching. The following quotes from interviewees
145	L1-15.docx	able to identify students' needs potentially supports pre-service teachers'	feeling	of preparedness for teaching. This study indicated that the
146	L1-15.docx	as well as university supervisors contributed to pre-service teachers'	feeling	of preparedness for the teaching profession. El Kadri and
147	L1-15.docx	which might lower their sense of self-efficacy and their	feeling	of preparedness for teaching. Self-efficacy in class practices
148	L1-15.docx	in this particular teaching task, which obviously may lessen their	feeling	of preparedness for teaching. Classroom management is another pre-
149	L1-15.docx	in front of the class, which eventually impacted on their	feeling	of preparedness for teaching. This indicates the participants' linguistic
150	L1-15.docx	have and obviously has an impact on pre-service teachers'	feeling	of preparedness for teaching. This finding aligns with prior
151	L1-15.docx	teacher education created a significant impact on pre-service teachers'	feeling	of preparedness for the profession. The teaching practicum seems
152	L1-15.docx	contribution of the teacher education program to pre-service teachers'	feeling	of preparedness for teaching. Finally, professionalism, including self-efficacy
153	L1-15.docx	offer have no direct contribution to the pre-service teachers'	feeling	of preparedness for teaching. The present research findings note
154	L1-15.docx	no significant contribution to the pre-service English language teachers'	feeling	of preparedness for teaching. In fact, teaching may become
155	L1-15.docx	decision to become a teacher, especially in association with their	feeling	of preparedness for teaching. Conversely, other intentions, like passion
156	L1-15.docx	to their professional development towards becoming a teacher, especially their	feeling	of preparedness for teaching. There are two dominant aspects
157	L1-15.docx	crucial element that has an influence on pre-service teachers'	feeling	of preparedness for teaching, as indicated by an interviewee. <^^^>
158	L1-15.docx	in pre-service teacher's professional journeys to accomplish their	feeling	of preparedness for teaching. Resilience requires a condition that
159	L1-15.docx	knowledge and teaching capabilities had a significant impact on the	feeling	of preparedness for professional engagement, while their competencies in
160	L1-15.docx	possibly affects the pre- service teachers' professional efficacy and their	feeling	of preparedness for teaching. Previous research reported that teacher
161	L1-15.docx	service teachers' self-efficacy regarding their professional competencies and their	feeling	of preparedness for teaching. Further, the present research has
162	L1-15.docx	determination and social connectedness (formation) in shaping pre-service teachers'	feeling	of preparedness for the teaching profession. She started her
163	L1-15.docx	the future. Furthermore, the survey results also revealed that his	feeling	of preparedness for teaching was low. In the six-
164	L1-15.docx	non- linear. Furthermore, the data reveal that pre-service teachers'	feeling	of preparedness for teaching involves personal, social, and academic
165	L1-15.docx	during initial teacher education significantly impacts on pre-service teachers'	feeling	of preparedness for teaching. It should, then, be prioritised
166	L1-15.docx	connectedness during teacher formation contributes significantly to pre-service teachers'	feeling	of preparedness for teaching. Demonstrating effective teaching strategies, giving
167	L1-15.docx	proficiency in the English language increased their self-efficacy and	feeling	of preparedness for teaching. Research suggests that pre- service
168	L1-15.docx	negative perceptions of the teaching profession will impact on their	feeling	of preparedness to teach. The above analysis indicated that
169	L1-15.docx	teacher education program on the participants' professional development, especially the	feeling	of preparedness to teach. When undertaking teacher preparation, learning
170	L1-15.docx	factors that have the ability to affect pre-service teachers'	feeling	of preparedness to teach. Personal factors around motivation, self-
171	L1-15.docx	with hardships are the key personal characteristics to shape their	feeling	of preparedness to teach. These interrelated characteristics are the
172	L1-15.docx	more experiences in the English language do not affect their	feeling	of preparedness to teach. In the context where this
173	L1-15.docx	study highlights that this belief may influence pre-service teachers'	feeling	of preparedness to teach, as demonstrated by the path
174	L1-15.docx	of the key influences on pre-service or beginning teachers'	feeling	of preparedness to teach. Further, Kim and Cho (2014) argue
175	L1-15.docx	professionalism that have a significant influence on pre-service teachers'	feeling	of preparedness to teach as revealed in the current
176	L1-15.docx	efficacy to engage students in class significantly contributes to the	feeling	of preparedness to teach: <^^^> (Hanes) This example describes a
177	L1-15.docx	of self-efficacy in the task and consequently in his	feeling	of preparedness to teach. Prior research suggests that self-
178	L1-15.docx	doubts about their teaching competencies and this then influences their	feeling	of preparedness to apply the abilities, including having the
179	L1-15.docx	students, but it does not relate to pre-service teachers'	feeling	of preparedness to teach. <^^^> Kamboja) This perception implies that
180	L1-15.docx	pre-service teachers because those feelings potentially lead to their	feeling	of preparedness to teach. 6.3.3.3. Commitment to teaching Previous research
181	L1-15.docx	his professional capabilities, increase his self-efficacy in teaching, and	feeling	of preparedness to teach. 6.4.2. Case 2: Ita Initially, Ita thought
182	L1-15.docx	has a connection to their commitment to teaching and their	feeling	of preparedness to teach either positively or negatively. It
183	L1-15.docx	preparedness for teaching and the factors that may affect this	feeling	of preparedness across different fields. Giallo (2003) highlighted a significant
184	L1-15.docx	school members may elevate their sense of preparedness. Conversely, their	feeling	of preparedness decreased due to the negative experiences, such

185	L1-15.docx	pre-service teachers and can possibly influence their confidence and	feeling	of preparedness due to their limited teaching experience. Further,
186	L1-15.docx	related to knowledge of teaching, significantly influences pre-service teachers'	feeling	of preparedness on professional engagement. As presented previously in
187	L1-15.docx	current research that had the potential to affect the participants'	feeling	of preparedness was motivation. Motivation in the present study
188	L1-15.docx	in Indonesia. To address this gap, this research investigated the	feeling	of preparedness within Indonesian contexts to gain a deeper
189	L1-8.docx	members when interacting with the queer community as a shared	feeling	of being in a minority in a foreign country.
190	L1-8.docx	addressing his fellow non-DEC appears to accommodate the shared	feeling	of being minority and of sealing cohesiveness among Non-
191	L1-15.docx	awareness regarding the profession. This research result indicates that the	feeling	of being welcomed by the school community, in general,
192	L1-15.docx	of teaching experiences, self-efficacy in classroom management and the	feeling	of preparedness, after conducting a study that included novice
193	L1-15.docx	practicum increased their sense of self-efficacy in teaching and	feeling	of preparedness, as well as strengthened their commitment to
194	L1-15.docx	possible can be an option to enhance pre-service teachers'	feeling	of preparedness. Additionally, teacher educators should be aware of
195	L1-15.docx	to putting them into practice, which may have affected their	feeling	of preparedness. The gap between theory and practice was
196	L1-15.docx	decreased their self-efficacy, which could negatively impact on their	feeling	of preparedness. This finding frequently occurs among non-native
197	L1-15.docx	influence pre-service teachers' motivation, sense of self-efficacy, and	feeling	of preparedness. This finding aligns with a qualitative study
198	L1-18.docx	classes more. 5.2.2.3 Feedback-based learning Furthermore, students mentioned that the	feeling	of a shared-learning experience was a key reason
199	L1-15.docx	enriched her knowledge of teaching and contributed to her greater	feeling	of confidence with regard to teaching. The importance of
200	L1-15.docx	because of their attitude in the classroom." Acceptance created a	feeling	of connectedness that was very encouraging and motivating for
201	L1-5.docx	world should be explored (Weenink, 2008). One parent, Net, displays a	feeling	of global connectedness (Weenink, 2008) when discussing parents' motivation for
202	L1-20.docx	by themselves in their reflective journal, namely due to the	feeling	of having shortcomings to speak English fully during teaching (
203	L1-15.docx	of preparedness to teach (consolidation). She was able to counter	feeling	of inadequacy during the teaching practicum. This case indicates
204	L1-9.docx	with the so-called NS competence can lead to the	feeling	of inadequacy, insecurity, and inferiority at worst (McKay, 2002; Medgyes, 2001, 2017).
205	L1-8.docx	title was not properly observed. Besides, she could anticipate the	feeling	of individuals from other cultures when they are addressed
206	L1-3.docx	with her family for some years, had incited a strong	feeling	of loss. This emotional connection with her grandma inspired
207	L1-2.docx	English is necessary and crucial as Pavelescu (2019) revealed that the	feeling	of love in English should be supported by teachers;
208	L1-15.docx	The statistical results have demonstrated that motivation significantly affects the	feeling	of preparedness, while the thematic analysis shows that key
209	L1-15.docx	however, were weak predictors for pre-service English language teachers'	feeling	of preparedness. 6.3.2. Formation: The initial teacher education program Teaching
210	L1-15.docx	example indicates how the perception of knowledge adequacy affects the	feeling	of preparedness: <^^^> (Kamboja) This finding supports prior studies regarding
211	L1-8.docx	make myself still [calm], even though inside there is a	feeling	of something to [ward the] student" for not using
212	L1-15.docx	personal factors are very likely to affect pre-service teachers'	feeling	of teaching preparedness and commitment to the teaching profession.
213	L1-15.docx	the class. Therefore, lacking teaching experience would apparently affect their	feeling	of unpreparedness for teaching self-efficacy in English language
214	L1-9.docx	and especially more time-efficient in that she did not	feel	the need to double check the "accuracy" of the
215	L1-9.docx	of mind and practical advantages in that she did not	feel	the need to double check the accuracy of expressions
216	L1-17.docx	because being a Non-NESTs, and therefore she did not	feel	the need to hold on to her identity as
217	L1-9.docx	to prepare local foods as an example, for instance, Aris	felt	the need to make sure that students had some
218	L1-16.docx	the necessity of English for their future lives, so they	felt	the need to cope very well with the implementation
219	L1-17.docx	hobbies in reading, singing, and watching TV. Secondly, the participants	felt	the need to develop habitus as English teachers therefore
220	L1-17.docx	do it. However, being surrounded by CELTA-certified colleagues, Yanni	felt	the pressure to take CELTA. Moreover, he often received
221	L1-17.docx	who were more fluent in English and better at teaching,	felt	the pressure to improve his English and teaching skills.
222	L1-17.docx	keep correcting my English." (Triana, Interview). Anji, at EF also	felt	the pressure to speak English accurately and fluently just
223	L1-4.docx	these issues that emerge from the students, the teachers also	felt	the amount of their time needed to involve the
224	L1-16.docx	the previous curriculum. However, though it's simple I can "	feel"	the contextual learning. It is much more emphasized." Looking
225	L1-16.docx	findings, teachers believed that by having student-centred learning, they	felt	the desire to be innovative and to create different
226	L1-5.docx	positive. The interview results with the teacher reveal that she	felt	the difference in teaching English lessons before and after
227	L1-16.docx	Interview) We can assume from the findings above that teachers	feel	the freedom to develop their own way in determining
228	L1-18.docx	to the new cultural and educational context, they started to	feel	the integratedness of English and the task cycles in
229	L1-6.docx	from zero knowledge, I learnt how to really edit'. S13	felt	the lecturer taught her some coding. Although challenging, coding
230	L1-2.docx	had perceived that they used the strategies frequently, some students	felt	the lecturers used the strategies sometimes or even occasionally.
231	L1-4.docx	Learning An important theme that showed up in which I	feel	the necessity to discuss in a sub section of

#	File	Left context	Node	Right context
232	L1-16.docx	the findings of the current study which revealed that students	felt	the new curriculum affected their English skill in a
233	L1-5.docx	after one month of using the DMFonF program, the teacher	felt	the program was working well and was easy to
234	L1-19.docx	rigid to be implemented in EFL classes and, therefore, they	felt	the SA would work more effectively in subjects other
235	L1-10.docx	universities overseas with English speaking environment, at least they would	feel	the same environment". Therefore, this atmosphere was in conjunction
236	L1-20.docx	just practicing speaking English to them, or would not have	felt	the sense of Edi's disappointment or maybe anger
237	L1-10.docx	confirmed her position to use English only policy because I	feel [[	the use of English is intended]] to make them
238	L1-15.docx	view themselves as very well and well prepared respectively, while 15%	felt	less prepared and 1% unprepared. The respondents also indicated a
239	L1-15.docx	practices tended to be low and, they may have later	felt	less prepared to be teachers. This model ends the
240	L1-15.docx	prepared and fully prepared respectively. The number of respondents who	felt	less prepared was smaller with 13%. The result indicated that,
241	L1-15.docx	identifying themselves as well prepared and above. However, 11% of teachers	felt	less prepared yet none felt unprepared to stimulate different
242	L1-15.docx	hours of experience. It is understandable when pre-service teachers	feel	less confident and less prepared about when they should
243	L1-4.docx	they became hesitant to participate actively in the classroom and	felt	less confident in their English skills. The students mentioned
244	L1-6.docx	with a peer who had a laptop, and those who	felt	less confident operating laptops would need to be paired
245	L1-15.docx	who perceived themselves 'well prepared' and above outnumbered those who	felt	less prepared. The results revealed that 54% of the respondents
246	L1-15.docx	fully prepared'. Moreover, the results also indicated that 22% of respondents	felt	less prepared. The results indicated that the pre-service
247	L1-15.docx	was significant. The results revealed that over 20% of the respondents	felt	less prepared. The other respondents felt more prepared to
248	L1-15.docx	very prepared, and 8% fully prepared. The other 13% of the respondents	felt	less prepared, but none of them felt unprepared. The
249	L1-15.docx	Townend (2016) indicate that there are three areas where beginning teachers	feel	less prepared, namely coping with the diversity of students'
250	L1-5.docx	followed the lesson and understood what she taught. Sarah also	felt	less anxious and more comfortable using the DMFonF program.
251	L1-2.docx	Language and Literature programme, two institutions in this study, might	feel	less confident about what they would do after studying
252	L1-15.docx	perceptions of the profession. The experiences have made some participants	feel	less motivated to stay in the teaching profession. The
253	L1-15.docx	prepared, 25% very well prepared, and 54% well prepared. The remaining respondents	felt	less prepared (12%) and unprepared (0.9%). The descriptive statistics demonstrated that
254	L1-15.docx	the respondents viewed themselves as 'well prepared' and above and 20%	felt	less prepared. Similar to the previous items, the responses
255	L1-15.docx	their perceived efficacy is also low and they tend to	feel	less prepared; this is actually in line with a
256	L1-15.docx	previous skills. The descriptive statistics showed that 23% of the respondents	felt '	less prepared' and 3% viewed themselves as 'unprepared' to address
257	L1-17.docx	of becoming a teacher trainer at Riau, possibly because he	felt	less qualified than the other CELTA- and DELTA- trained
258	L1-15.docx	cope with these personal and social pressures as well as	feel	more prepared to teach. The model suggests that the
259	L1-15.docx	et al., 2011; Dinham et al., 2017; Le Cornu, 2009) and ensure they	feel	more prepared to cope with the teaching practicum. Second,
260	L1-15.docx	over 20% of the respondents felt less prepared. The other respondents	felt	more prepared to choose different teaching strategies based on
261	L1-15.docx	a high level of self-efficacy in teaching tend to	feel	more prepared and suggest higher commitment to staying in
262	L1-15.docx	that pre- service teachers who taught in a suburban school	felt	more prepared and confident than those teaching in an
263	L1-15.docx	were reliable sources. Furthermore, their constructive feedback would helped her	feel	more prepared for the teaching profession. In her interview,
264	L1-15.docx	their level of professional self-efficacy increases, as well, they	feel	more prepared for teaching responsibilities and possibly their commitment
265	L1-4.docx	Another issue is the learning atmosphere, in which the students	feel	more comfortable asking questions when they find the classroom
266	L1-4.docx	help him to participate actively. The students said that they	feel	more comfortable sharing their ideas in small groups and
267	L1-4.docx	most of them indicated several issues that may make them	feel	more comfortable to ask questions. One issue is where
268	L1-16.docx	of the 2013 English Curriculum. As a result, the students were	feeling	more motivated to learn English. This finding is in
269	L1-6.docx	and his group created was for English learning purposes, he	felt	more motivated with the challenges of being accurate, detailed,
270	L1-15.docx	newcomers and the school, which made the pre- service teachers	feel	more accepted. Building relationships in schools did not only
271	L1-2.docx	might also feel that if they had more opportunities and	felt	more at ease speaking English with their peers. Therefore,
272	L1-15.docx	as well as guiding them and giving feedback, they may	feel	more encouraged to do better. However, disappointment sometimes comes
273	L1-7.docx	proficiency improvement. The majority of preservice teachers indicated that they	felt	more pressure teaching their friends on campus because most
274	L1-15.docx	in school ameliorated her previous disappointment and hesitation. Therefore, she	felt	more ready to teach. One participant, Ara, who learned
275	L1-6.docx	his students' preference into account was intended to make them	feel	more respected. <^^^> (L5, univ A, Sept 2016). L5's previous
276	L1-10.docx	comfortable to use English and Bahasa Indonesia. Meanwhile, T32 would	feel	more secure using mixed language because "For me, the
277	L1-3.docx	in the creative writing class. Therefore, making sure that students	feel	comfortable and appreciated supports a positive learning atmosphere. 6.6.1.3. Building
278	L1-17.docx	up in a family which experienced living abroad made her	feel	comfortable and fit in working in an international environment.

#	File	Left context	Node	Right context
279	L1-15.docx	sharing knowledge with other people made Kristi, Arsa, and Eni	feel	comfortable and happy. They also emphasised that through teaching
280	L1-4.docx	If they felt that a certain teacher might make them	feel	comfortable and interested in the classroom, they would be
281	L1-3.docx	Fostering mutual appreciation In a supportive learning environment, students should	feel	comfortable and valued, thus, mutual appreciation needs to be
282	L1-10.docx	Hence, it sounded less natural. This convinced him that he	felt	comfortable to teach in English. Meanwhile, T21 preferred to
283	L1-10.docx	teach using Bahasa Indonesia than English for diverse reasons, including	felt	comfortable to use mother tongue, fairly contented teaching with
284	L1-10.docx	Indonesia rather than English for diverse reasons. T15 believed and	felt	comfortable when learning through her mother tongue. T17 was
285	L1-6.docx	technology needed to be facilitated and encouraged in order to	feel	comfortable when they are involved in the activities they
286	L1-18.docx	senior person who is knowledgeable and is someone that everyone	feels	comfortable asking for information. 5.3.1.4 Dictionaries The fourth tool used
287	L1-6.docx	and motivated them to keep using the software if they	felt	comfortable doing so. In face- to- face meetings, L2
288	L1-15.docx	explaining the lesson and assisting the students made the students	feel	comfortable during his class. This acceptance was a source
289	L1-17.docx	in teaching and so he tried to make his students	feel	comfortable learning from him. He encouraged his students to
290	L1-4.docx	Student 3_U1, Interview, October 09, 2017) Besides comprehension, the students did not	feel	comfortable presenting in front of the class. They mentioned
291	L1-4.docx	learning should be. Although students in the current study still	feel	comfortable using book/textbook in learning, I argue that
292	L1-17.docx	He was very happy when he was accepted as it	felt	like a confirmation of his English ability and his
293	L1-17.docx	not understand the jargon they used in their conversations: he	felt	like an outsider because he had not taken the
294	L1-10.docx	confident that her students understood. Her reason was because I	feel	like I need to repeat that. Maybe they think
295	L1-17.docx	time with his students, but, on the other hand, he	felt	like it was against his beliefs about building good
296	L1-17.docx	Putih, Andara, and Irama also talked about their experience of	feeling	like misfits within the formal school context and decided
297	L1-17.docx	with her friends. She said that she knew everybody and	felt	like part of a family whenever she came to
298	L1-17.docx	don't feel that I am working here I just	feel	like playing with my students." (Willy, Interview). He wanted
299	L1-8.docx	practice offers respect for both cultures so that neither party	feels	like they have lost their cultural value. Therefore, this
300	L1-2.docx	materials. It is important to note that the students would	feel	motivated to learn if the tasks or activities require
301	L1-6.docx	questionnaire on their views about using technology showed that they	felt	motivated to learn when it was an integral part
302	L1-6.docx	online topics for their PowerPoint presentation and classroom discussion. They	felt	motivated to dedicate time to completing their tasks because
303	L1-6.docx	and learned how to correct any mistakes they made. They	felt	motivated because their work was evaluated, commented on, and
304	L1-6.docx	to do their own research outside of the classroom. Students	felt	motivated because they were asked to use their mobile
305	L1-2.docx	mistakes strategies in teaching. The low motivation students would perhaps	feel	motivated when their lecturers show their understanding of student
306	L1-2.docx	the high motivation students in this study. The students may	feel	motivated when they could see their lecturers' appreciation of
307	L1-18.docx	and motivated attitude. It gave a clear indication that she	felt	motivated in her learning. Furthermore, it was identified that
308	L1-15.docx	in order to overcome the challenges, which will make them	feel	prepared to become a teacher. Perseverance The data presented
309	L1-15.docx	of the teacher education program, in contributing to how they	feel	prepared to become teachers, with all students reiterating the
310	L1-15.docx	indicated a moderate level of preparedness towards the item 'I	feel	prepared to choose teaching strategies to meet different instructional
311	L1-15.docx	to the previous items, the responses to the item 'I	feel	prepared to help students become self-motivated and self-
312	L1-15.docx	with 14% seeing themselves as less prepared and 3% who did not	feel	prepared to manage this skill. Again, most of the
313	L1-15.docx	better understanding is likely to lead the student teachers to	feel	prepared to perform some actions in class. Evaluation – It
314	L1-15.docx	they were well-prepared in response to the item 'I	feel	prepared to teach subject matter concepts, knowledge, and skills
315	L1-15.docx	but none of them felt unprepared. The response of 'I	feel	prepared to understand how different students in my classroom
316	L1-15.docx	skills in ways that enable students to learn'; 25% of them	felt	very well prepared and 1% fully prepared. The rest felt
317	L1-15.docx	the respondents (58%) felt well prepared in this skill, while 25% and 4%	felt	very well prepared and fully prepared respectively. The number
318	L1-15.docx	with 52% of them viewing themselves as well prepared, while 18% and 6%	felt	very well prepared and fully prepared respectively. In response
319	L1-15.docx	viewed themselves as 'well prepared', while 20% and 4% of the respondents	felt '	very well prepared' and 'fully prepared' respectively. Furthermore, the
320	L1-15.docx	teaching practicum in school. <^^^> (Ita) The excerpt shows that Ita	felt	very fortunate to have a supportive school supervisor and
321	L1-15.docx	practicum in school she had a very positive experience. Ita	felt	very fortunate to have a very understanding school supervisor
322	L1-15.docx	Methods, and Techniques) course equipped him well so that he	felt	very excited about the teaching profession: <^^^> After completing the
323	L1-15.docx	motivated to become an English language teacher, in the beginning,	felt	very unhappy and disappointed with himself. He thought that
324	L1-15.docx	a mean of 4.08. It was indicated with 56% of the respondents	feeling	well prepared, followed by those who were very well
325	L1-15.docx	a six-point scale. The results showed that 91% of respondents	felt	well prepared, this indicates a very high level of

326	L1-15.docx	than unpreparedness. The descriptive statistics demonstrated that 56% of the respondents	felt	well prepared, 24% very well prepared, and 1% fully prepared. Meanwhile,
327	L1-15.docx	moderate preparedness with a mean of 4.18. Most of the respondents (55%)	felt	well prepared, 24% very well prepared, and 5% fully prepared. In
328	L1-15.docx	that promote active student learning'. Over half of the respondents (58%)	felt	well prepared in this skill, while 25% and 4% felt very
329	L1-15.docx	to engage their students in group work; 49% of the respondents	felt	well prepared, 29% very prepared, and 8% fully prepared. The other 13%
330	L1-15.docx	with a mean of 4.18. The results show that 58% of teachers	felt	well prepared, 19% very well prepared, and 7% fully prepared. Of
331	L1-15.docx	that support new learners' were dominantly positive; 52% of the respondents	felt	well prepared, 22% very well prepared and 7% fully prepared. The
332	L1-17.docx	be very practical in nature, so all of the participants	felt	confident in being able to implement the lessons they
333	L1-4.docx	that how the teacher treats them can help them to	feel	confident in their learning interaction with the teacher. As
334	L1-18.docx	posts). It was recorded in FGD session that students who	felt	confident about their capabilities to complete the learning tasks
335	L1-20.docx	stated in chapter 3, English teachers, especially NNESTs, "often struggle to	feel	confident and legitimate as TESOL professionals" (Reis, 2015. p. 31). In
336	L1-6.docx	laptops would need to be paired with a peer who	felt	confident enough. Therefore, he took into account the level
337	L1-9.docx	as of students' needs and level of English proficiency. Aris	felt	confident that cultural, moral and religious values to be
338	L1-6.docx	since high school. S61, S107 and S73 stated that they	felt	confident using Microsoft Word but less capable with Photoshop
339	L1-15.docx	scale. In the survey, the responses to the item 'I	feel	a personal calling to teach' was that 38% of the
340	L1-15.docx	Teaching is a job I am most suited for; (2) I	feel	a personal calling to teach; (3) I have always wanted
341	L1-15.docx	be seen from the responses to the survey items 'I	feel	a personal calling to teach' and 'I have always
342	L1-17.docx	of sweet memories, although I must admit that I was	feeling	a bit 'rusty' in my teaching skills. This experience
343	L1-15.docx	very well prepared, and 7% fully prepared. Of the remaining respondents, 16%	felt	a lower level of preparedness, and none considered themselves
344	L1-20.docx	respectively). This fact confirms what LIurda (2018) states that NNESTs will	feel	a sense of inadequacy and a lack of confidence
345	L1-6.docx	week. In the second interview round, L2 explained that he	felt	it necessary to download and post online materials from
346	L1-6.docx	would guide students on incorporating technology into the course. She	felt	it necessary to inform students that the goal of
347	L1-6.docx	that this could be a recurring problem. He said he	felt	it necessary to prepare well by assigning asking captain
348	L1-6.docx	engaged with their own topics and group work presentations and	felt	it necessary to adapt to create a more conducive
349	L1-4.docx	are comfortable and obey the decision of the teacher and	feel	it is unnecessary to use their voices in classroom
350	L1-6.docx	identified needs of students (Swartz et al., 2018). For example, L1	felt	it was important to inform students about the importance
351	L1-12.docx	suggested that students' poor English learning experience caused them to	feel	responsible for guiding students (Erna, personal communication 1, 2016) or to
352	L1-20.docx	their students as their own children. As a result, they	feel	responsible for guiding, helping, and caring for their students
353	L1-12.docx	feedback, six teachers reported that they provided feedback because they	felt	responsible for helping students improve their English writing and
354	L1-12.docx	of reward" (Gie, personal communication 1, 2016). Three teachers asserted that they	felt	responsible for sharing what they knew about English writing
355	L1-20.docx	to their students. About the parent of student role, they	feel	responsible to guide their students at school as their
356	L1-20.docx	Thus, based on such teaching, as a teacher, Edi also	felt	responsible to guide his students' morality at school (as
357	L1-15.docx	a sense of preparedness. <^^^> (Emma) We can see that Emma	felt	unprepared to teach in a large class, and this
358	L1-17.docx	to develop students' ability to communicate in English. Yanni also	felt	unprepared to teach at school when he graduated from
359	L1-15.docx	an awareness of the real obligations of teachers. Consequently, they	feel	unprepared to deal with the number of responsibilities attached
360	L1-15.docx	and above. However, 11% of teachers felt less prepared yet none	felt	unprepared to stimulate different kinds of student learning. The
361	L1-15.docx	in the classroom, as shown in the following example, "I	feel	unprepared to understand the students' needs in learning English …".
362	L1-17.docx	about starting a job as English teachers were related to	feeling	unprepared or untrained for the job. This feeling created
363	L1-17.docx	he could now speak the same 'language' with them. He	felt	as though he was part of a professional
364	L1-17.docx	Nada, Valerie and a few other in Dago, made her	feel	as though she was part of a learning team
365	L1-3.docx	teachers. Considering that the majority of the students did not	feel	as confident as Sella and Nadia when the interviews
366	L1-17.docx	and English. However, when he started to teach there, he	felt	as if his English and his teaching skills were
367	L1-4.docx	the students syllabus (see Chapter 4, Part IV, section 4.4.2), which they	feel	as the most effective practical actions to take for
368	L1-8.docx	cultures is not novel to the co-researcher. Therefore, she	feels	awkward when her proper title Ibu was misspelled by
369	L1-8.docx	inserting titles for addressing collocutors with higher social status would	feel	awkward when they address their supervisor using their first
370	L1-8.docx	in Australia and same-sex orientation is legally recognised, she	feels	awkward when this person disclosed his sexuality. Dewi remarked: "
371	L1-8.docx	considered factors in deciding to negotiate with their supervisors. They	feel	awkward if the marker of social distance in address
372	L1-8.docx	name for addressing people with different social status, Indonesian educators	felt	awkward in their early settlement in the English majority

#	File	Left context	Node	Right context
373	L1-15.docx	a lower sense of preparedness, with 24% and 4% of the respondents	feeling	fairly and a little prepared. In response to the
374	L1-15.docx	prepared. The results also showed that 17% and 5% of the respondents	felt	fairly and a little prepared respectively, with the remaining
375	L1-15.docx	them felt very well prepared and 1% fully prepared. The rest	felt	fairly prepared (11%), a little prepared (0.2%), and one respondent (1%) felt
376	L1-15.docx	well prepared (21%) and fully prepared (5%). The rest of the respondents	felt	fairly prepared (15%), a little prepared (3%) and unprepared (1%). Positive responses
377	L1-15.docx	very well prepared, and 1% fully prepared. Meanwhile, only 14% of respondents	felt	fairly prepared. The results indicated that in general, the
378	L1-13.docx	idea of British English as the Standard English (Section 7.2.2.4; Section 9.2.1.2).	Feeling	not adequately informed by her teacher education program concerning
379	L1-2.docx	S7)(L2P) • Theme 4: Reducing Language Anxiety Helping students to	feel	not anxious like when making mistakes would motivate students
380	L1-20.docx	lack of English vocabulary knowledge, so that they, including her,	felt	not as a competent English speaker. Furthermore, Nisa also
381	L1-2.docx	for improvement if the lecturers correct their mistakes, rather than	feeling '	not good enough' in English or 'embarrassed' of making
382	L1-13.docx	Maybe they have they [sic] own standard" (Pre-Interview, p. 13).	Feeling	not informed by her undergraduate teacher education course, she
383	L1-15.docx	guides and monitors her progress. In such a situation, she	feels	appreciated and even encouraged to improve herself. This finding
384	L1-15.docx	read Asti's reflection. After reading the reflection, her peer	felt	appreciated and thankful because the feedback was encouraging. The
385	L1-17.docx	Len branches, which were spread out across the country. Shofia	felt	appreciated by her institution because Len paid for all
386	L1-17.docx	of proficiency, construct curriculum and test for each level. He	felt	appreciated by the management team and students. He also
387	L1-15.docx	respondents assessed themselves as 'well prepared', 25% 'very well prepared', and 6% '	felt	fully prepared'. Meanwhile, 15% of the respondents had lower perceived
388	L1-15.docx	respondents viewed themselves as 'well prepared', 23% 'very well prepared', and 8%	felt '	fully prepared'. The remaining 13% of respondents expressed a lower
389	L1-15.docx	responses were found in the descriptive statistics with 8% of respondents	feeling	fully prepared, 25% very well prepared, and 54% well prepared. The
390	L1-15.docx	mean of 4.19. Based on the descriptive statistics, 5% of the respondents	felt	fully prepared, 25% and 53% of respondents view themselves as very
391	L1-3.docx	the sake of gaining the credits also became interested and	felt	happy knowing that she could write stories and poems
392	L1-6.docx	responded that she gained more confidence after the course and	felt	happy she could practice her English. S9 added that
393	L1-18.docx	happy" (Yesi, FGD 7). As Yesi from Class 2A described, she	felt	happy to learn, and she was able to generate
394	L1-15.docx	that the number of those who did not seem to	feel	happy was significant. The results showed that there were 34%
395	L1-16.docx	the courage to speak up in the classroom as they	feel	they do not have the authority to negotiate understandings
396	L1-17.docx	school is related to whether or not he or she	feels	they fit in with his or her school culture,
397	L1-6.docx	practiced and YouTube video clips were summarised. S114 and S77	felt	they learnt to pay attention to the important details
398	L1-2.docx	of English use by the two groups. However, the students	felt	they used English at 26% while the lecturers perceived they
399	L1-13.docx	that in "advanced capitalist societies, the communications media are often	felt	to be a potent means by which a dominant
400	L1-9.docx	in the realm of social relations in the public sphere),	felt	to be commonsensical, and often functioning in a normative
401	L1-10.docx	n, (4) information clarification, (5) intimacy, (6) affected with the addressee , (7) unpleasant	feeling, (8)	to create humor, (9) repetition used for clarification reiteration of
402	L1-8.docx	Cobuild dictionary defines a wish as a desire or strong	feeling	to have something or do something (Sinclair, 2011). Wishing people
403	L1-15.docx	teaching. The following example illustrates what a pre-service teacher	feels	about her supervisor: <^^^> A fieldwork supervisor, who is commonly
404	L1-17.docx	gave reports to the school principal about how the students	felt	about learning from the teachers there. Thus, his main
405	L1-17.docx	the group discussions <***> Emotional engagement relates to how the students	feel	about the learning process: are they happy to participate
406	L1-15.docx	others' acceptance in pre-service teachers' professional growth. The participant	feels	accepted and welcomed by his students, which enhances his
407	L1-15.docx	proficiency so that he could help his students to learn. <^^^>	Feeling	accepted as a teacher by the students became a
408	L1-15.docx	ease practical placement opportunities during the teacher education program. Conversely,	feeling	accepted by the students and school was an encouraging
409	L1-17.docx	habitus, a person has the sense of practice or a "	feel	for the game" (Bourdieu, 1990a, p. 11) of a field.
410	L1-18.docx	proud of their children. Therefore, psychologically, it created a positive	feeling	for the learners that motivated them in continuing in
411	L1-15.docx	Margunani, 2018). Furthermore, this present research finding suggests that a strong	feeling	for teaching, work-life balance and passion for the
412	L1-20.docx	all their students as their own children, so that they	feel	free to give the students a moral reminder when
413	L1-17.docx	the PELI was probably the only place that the students	felt	free to practice the language; he said that he
414	L1-20.docx	she considers her students to be her own children, she	feels	free to remind them about what is good and
415	L1-9.docx	herself qualified for being a pedagogic model for students and	felt	her competence was still below what she called "international
416	L1-18.docx	her writing and obtained valuable feedback in the process. Indah	felt	her learning was more personal as she received feedback
417	L1-17.docx	please the principal. She lost her sense of agency and	felt	her role was as a tool to make sure
418	L1-17.docx	familiar with genre-based approaches to teaching English making her	feel	inadequate to teach at secondary schools. The pressure to
419	L1-17.docx	is compatible with Dago's principles in teaching. Indeed, Claire	felt	inadequate to teach at schools because she did not

420	L1-17.docx	the participants in Widiati, Suryati, and Hayati's (2018) study, Anji	felt	inadequate to teach at EF. As mentioned in Chapter 5,
421	L1-15.docx	little prepared respectively, with the remaining feeling unprepared. The respondents	felt	moderately prepared with respect to 'setting challenging and appropriate
422	L1-15.docx	conflict in the classroom' indicated that the pre-service teachers	felt	moderately prepared with a mean of 3.94. The descriptive statistics
423	L1-15.docx	of preparedness. The findings show that most of the respondents	feel	moderately prepared to cope with the issues related to
424	L1-15.docx	life are not sufficient to ensure pre-service teachers to	feel	ready to take up the teaching profession in the
425	L1-15.docx	which highlights the complexities of preparing pre-service teachers to	feel	ready to teach. While previous studies have identified the
426	L1-15.docx	that some of the participants of this study did not	feel	ready yet to cope with teachers' non-teaching duties.
427	L1-17.docx	evaluative' questions. Moreover, when I was interviewing the participants, I	felt	so connected to their stories because I was one
428	L1-17.docx	trainer commented on India's progress in speaking English. She	felt	so encouraged by the comments that it motivated her
429	L1-20.docx	praise is there in Islam. Also, for Hanum, if one	feels	so happy when one is getting a compliment, it
430	L1-19.docx	inability in front of their peers which may make them	feel	uncomfortable and decrease their confidence (Sadikin, 2017). 5.1.3.2 Project-based Assessment
431	L1-8.docx	in the early stage of his residency in Australia he	felt	uncomfortable when calling his professor by her first name.
432	L1-17.docx	teacher whenever a class or subject teacher was absent. She	felt	uncomfortable with the situation because she did not know
433	L1-15.docx	felt fairly and a little prepared respectively, with the remaining	feeling	unprepared. The respondents felt moderately prepared with respect to '
434	L1-15.docx	of the respondents felt less prepared, but none of them	felt	unprepared. The response of 'I feel prepared to understand
435	L1-15.docx	into or even being committed to the teaching profession, but	feeling	unprepared. In addition to self-efficacy and commitment, the
436	L1-10.docx	classrooms, the majority of students are still Indonesian. The same	feeling	was also expressed by T21, and she did hope
437	L1-17.docx	gave her more freedom to approach teaching the way she	felt	was best for her and her students. It could
438	L1-17.docx	She mentioned that it was the only degree that she	felt	was right for her and that she wanted to
439	L1-17.docx	not receive the same harsh criticism as Yanni did, he	felt	alienated from the other teachers because he felt that
440	L1-17.docx	teachers in his institution. <^^^> (Arbo, Interview) As mentioned above, Arbo	felt	alienated in his PELI. He felt that he was
441	L1-7.docx	do at school (MTU5*1)". These responses explained why many PTs	felt	anxious and isolated during the first two weeks at
442	L1-7.docx	the orientation weeks. These responses explained why some preservice teachers	felt	anxious and isolated during the first two weeks at
443	L1-18.docx	learning to write in a vocational context helped students to	feel	better about their English writing ability. This finding was
444	L1-18.docx	learning to write in a vocational context helped students to	feel	better about their English writing ability. This section has
445	L1-7.docx	that junior high students had limited English proficiency, so they	felt	bored and unmotivated if the teacher used English in
446	L1-18.docx	A) Baskoro's response suggests that the lecturer made him	feel	bored in the class as he was not taught
447	L1-11.docx	centred assessment practices. This finding hints at the problematic tension	felt	by teachers between engaging in more student-led assessment
448	L1-20.docx	the student or in order the reprimand could be really	felt	by the heart of the student because it was
449	L1-18.docx	recorded from both quantitative data (Item 8) and the FGDs, students	felt	demotivated and avoided obtaining feedback from one of the
450	L1-18.docx	current study, 34% of the students (n = 42) reported that they sometimes	felt	demotivated by the way the lecturer provided feedback. This
451	L1-15.docx	Her mother, who was a teacher, inspired her. However, she	felt	disappointed when she started her teaching practicum in school.
452	L1-11.docx	the training [GD1]. Secondly, teachers who had attended professional training	felt	disappointed with the organisation of the training as it
453	L1-3.docx	necessary to ensure that they would not "lose face" or	feel	embarrassed because of others' comments about their stories or
454	L1-3.docx	important to create a comfortable atmosphere where students did not	feel	embarrassed when their writings were discussed and feedback given.
455	L1-17.docx	mistakes that she made but showed sympathy and understanding. She	felt	encouraged by the way her lecturer dealt with her
456	L1-15.docx	and grow. Realising that teachers had an important duty, Arsa	felt	encouraged to improve his English proficiency so that he
457	L1-17.docx	course because he did not have any formal training. He	felt	equipped and qualified as an English teacher after he
458	L1-17.docx	her teaching practice. She said that after the training, she	felt	equipped for the job. She said that that Len'
459	L1-5.docx	please and look. This might be because Aep's daughter	felt	excited about the English program so that she told
460	L1-5.docx	which is typical of the CLT approach so that they	felt	excited about undergoing this program. When Sarah wanted to
461	L1-6.docx	with. They need support to release factors that cause insecure	feeling	in language activities and practices and be guided to
462	L1-3.docx	grandma inspired Amel to write a poem to express her	feeling.	In one of the creative writing classes observed, one
463	L1-20.docx	as well as standard language ideology, which leads them to	feel	inadequacy due to their conformity to the expected NS
464	L1-20.docx	perform this role while the other two, Hanum and Nisa,	feel	inadequacy to do so since both of them conform
465	L1-3.docx	their stories. As students have chosen the language that they	felt	most comfortable with, Arif stated that he did not
466	L1-3.docx	the topic, but also in writing in the language they	felt	most convenient with - English or Indonesian. Being the only

467	L1-15.docx	practicum, Celline had good communication with her university supervisor. She	felt	much appreciated when having a discussion with her supervisor,
468	L1-18.docx	a very extreme case in this study, reported that she	felt	much better during her study in Semester 3. This study
469	L1-16.docx	up. Hence, as the demands increase the pressure grows teachers	feel	obliged to live with it. They recognised that now,
470	L1-6.docx	learning needs were being met. <^^^> (S114, Univ A, Dec 2016). S74	felt	obliged to work harder, to search far and wide
471	L1-15.docx	efficacy in teaching significantly contributes to their professional competencies and	feeling	of preparedness for teaching. As a result of the
472	L1-15.docx	the student-teachers' professional journey, especially to help shape their	feeling	of preparedness to teach. This finding aligns with a
473	L1-9.docx	the EFL teachers to make the students become aware and	feel	proud of their country, Wati took Stonehenge as an
474	L1-20.docx	to do great things. Indeed, members of a nation generally	feel	proud of their ancient roots (Guibernau, 2007) and Hanum here
475	L1-15.docx	motivation), and to fulfil parents' expectations (altruistic motivation). A strong	feeling	regarding teaching Having an intrinsic motivation regarding a job,
476	L1-15.docx	intrinsic motivation, the current research has demonstrated that a strong	feeling	regarding teaching has a little influence on the pre-
477	L1-17.docx	outside of the classroom. Moreover, she believed that students should	feel	safe to make mistakes when they are trying to
478	L1-17.docx	learning processes. Therefore, teachers should make sure that their students	feel	safe to make mistakes in the classroom. On the
479	L1-8.docx	practice using a non-assertive approach by indicating that she	feels	somewhat awkward in adopting foreign practice. In her mind,
480	L1-15.docx	revealed that the final-year pre-service teachers in Australia	felt	somewhat prepared to cope with students' misbehaviour. The previous
481	L1-17.docx	wanted to share her knowledge with other teachers because "I	felt	sorry for the quality of the teachers like they
482	L1-17.docx	with them, she shared about her life story and they	felt	sorry for what had happened in her life. When
483	L1-2.docx	students with low motivation in this study. These students may	feel	supported and become more motivated to learn English when
484	L1-16.docx	are confident in their ability to change, and when they	feel	supported in attempting the change" (1999, p. 484). The findings of
485	L1-15.docx	inconvenient situation. When doing her teaching practicum in school, she	felt	there was no distance between her and her students.
486	L1-7.docx	supervising lecturers and mentor teachers indicated receiving adequate rewards, others	felt	there were insufficient incentives. A few mentor teachers suggested
487	L1-17.docx	lack of support from school leadership. Yulia mentioned that she	felt	unappreciated at her previous PELI when they forbid her
488	L1-15.docx	Despite positive feedback from her students, the situation made her	feel	unappreciated when teaching in class and this discouraged her
489	L1-3.docx	her happiness when she could help students who at first	felt	unconfident and did not know how to start writing (
490	L1-3.docx	were creative, but not in creative writing, whereas the majority	felt	unconfident with their creative ability, including in creative writing.
491	L1-17.docx	at university was different to the 2013 curriculum. Novice teachers also	felt	under pressure from parents to help their students get
492	L1-17.docx	build good relationships with his students so that he never	felt	under pressure when he was teaching. Furthermore, he said
493	L1-15.docx	rest felt fairly prepared (11%), a little prepared (0.2%), and one respondent (1%)	felt	unprepared. The results indicated that most of the respondents
494	L1-15.docx	respondents perceive themselves as less prepared, but none of them	felt	unprepared. This indicated that, in general, the pre-service
495	L1-3.docx	outside the class. It was quite unexpected to find her	feeling	unsure about her own creativity ability. Unlike Nadia's
496	L1-6.docx	those in L3's and L4's courses. These students	felt	unsure of the benefits or effectiveness of working in
497	L1-15.docx	different students' needs, 58% of pre-service teachers answered that they	felt	well-prepared, 16% very well prepared, and 4% fully prepared. Some
498	L1-15.docx	earning needs. Meanwhile, remaining respondents indicated higher preparedness with 53%	feeling '	well-prepared', 16% 'very well prepared' and 6% 'fully prepared'. Even
499	L1-2.docx	from their mistakes; in other words, the students should not	feel	worried about making mistakes in learning. This strategy seems
500	L1-9.docx	Trying to find similar expressions by herself only made her	feel	worried about the accuracy of expressions through the eyes
501	L1-17.docx	am a PELI teacher trapped in a university setting. I	feel	alien within academia and inadequate to talk about theories
502	L1-15.docx	teachers. Then, teacher educators should facilitate student teachers to recall,	feel,	and imagine the important values of what they have
503	L1-5.docx	the teacher provided a syntactic form without the ending, "I	feel …"	and "he is …" as in examples (9) and (10) below. <^^^> <^^^> The
504	L1-15.docx	as their real teachers, rather than student teachers, the participants	felt	appreciated, and more motivated in teaching as well as
505	L1-15.docx	encouraging her and through providing advice when needed made her	feel	appreciated. <^^^> (Celline) Ambrosetti (2010) suggests that in the teacher education
506	L1-15.docx	a teacher and her students' acceptance of her made her	feel	appreciated: "They (the students) really respect me and they
507	L1-20.docx	of NES (excerpt 25 line 224) because it would just make her	feel	ashamed (excerpt 25 line 226) before her students. In essence, it
508	L1-17.docx	with some of her former classmates from the university. She	felt	at home to be with her friends. She said
509	L1-8.docx	informed perspective, she received responses which made her confused and	felt	awkward. Luckily, she received counsel from another tourist who
510	L1-9.docx	benchmarked her English competence against the "NS competence," leaving her	feeling "	below international standards." Yanti also stressed the need to
511	L1-17.docx	reduced his trust in his colleagues and CoP because he	felt	betrayed by them. After the event, he withdrew from
512	L1-8.docx	when Christmas wishes are all pervasive. Therefore, some educators may	feel	bewildered when their colleagues, supervisors, and others extend Christmas
513	L1-5.docx	a week. Despite these short sessions, the K2 children still	felt	bored. Sarah explained: <^^^> Thus, Sarah tried to make the

514	L1-8.docx	him 'boss]', ya perasaan saya merasa dekat gitu." [because I	feel	close to him] (Anto, L461) Another customised practice of
515	L1-5.docx	in the syllabus were "This is my father" and "It	feels	cold" (on the theme 'My Body'). In delivering the
516	L1-4.docx	students to actively ask questions and at the same time	feel	comfortable, they seem to avoid participating because of their
517	L1-12.docx	topics (e.g., family and study) to make the students	feel	comfortable. For example, in excerpt 5.33, Ayu began her second
518	L1-15.docx	explicitly underline the respondents' specific teaching abilities that made them	feel	confident. Understanding the students' characteristics, identifying students' learning needs,
519	L1-17.docx	related to feeling unprepared or untrained for the job. This	feeling	created the drive to put out more effort in
520	L1-15.docx	applicable in the school contexts and because of this she	felt	discouraged and this decreased her motivation to teach. This
521	L1-6.docx	while listening to the audios on her laptop. If students	felt	distracted, she turned off the fan, which increased the
522	L1-19.docx	the learning process with questions such as: How did you	feel	during the lesson? Is there anyone who wants to
523	L1-1.docx	of comparing herself against her pre-service teacher peers. She	feels	either that her enactment of professional identities was more
524	L1-8.docx	polite to ask that question in our country" (Ria, L124).	Feeling	embarrassed, on the way home her instructor confirmed that
525	L1-15.docx	academic and non-academic experiences strengthened her motivation and she	felt	even more prepared than she had ever been. Celline
526	L1-16.docx	of the curriculum change process so that they do not	feel	excluded from their role as the main curriculum stakeholder.
527	L1-15.docx	ability as indicated by the descriptive statistics with 22% of respondents	feeling '	fairly-prepared' 'a little prepared' and 'unprepared'. The survey
528	L1-15.docx	initial teacher education program was not her own choice, Ita	felt	fortunate because she was surrounded by classmates who were
529	L1-15.docx	a discouraging experience during her theoretical coursework, which made her	feel	frustrated and lessened her motivation to become a teacher.
530	L1-1.docx	handle the students and loses control of the classroom, she	felt	frustrated, as this reflects poorly on her professional identity.
531	L1-15.docx	from his mentor when conducting peer teaching, which made him	feel	frustrated. His discouraging experiences during his microteaching class made
532	L1-6.docx	also gain feedback from the classmates and the lecturer. He	felt	glad sharing current and relevant information to the whole
533	L1-3.docx	on what happened on a particular day in order to	feel	God's presence and understand His guidance: <^^^> (Ariel, interview)
534	L1-4.docx	and vocabulary, speaking, and grammar. One of the groups might	felt	grammar, speaking, and pronunciation and vocabulary to be the
535	L1-16.docx	Curaj & Scott, 2012). 5.4.5 Impact of the 2013 English Curriculum on teachers- "I	feel	great desire for learning" The curriculum change has put
536	L1-10.docx	it on the ground that "in order to make me	feel	great, sometimes I look for words of Bahasa Indonesia
537	L1-8.docx	mistake he would never repeat, and this mistake made him	feel	guilty. He recounted his experience as follows: <^^^> (Afi, L178)
538	L1-3.docx	to reflect on a particular experience that incite a strong	feeling.	Haryo encouraged his students to discuss with their classmates
539	L1-12.docx	that the teachers considered providing feedback as mandatory because they	felt	having moral responsibility in providing feedback on students' L2
540	L1-17.docx	uncertain about his teaching skills and convinced him that he	felt	he needed to do CELTA. He became curious about
541	L1-1.docx	as this reflects poorly on her professional identity. However, she	feels	helpless against the teacher's order, and thus had
542	L1-16.docx	student-centred approaches could demotivate students to learn English. Students	felt	inadequately supported without adequate knowledge and explanation to engage
543	L1-8.docx	gitu, untuk langsung address nama kalau dia orang Indonesia" [I	feel	inconvenience to call the Indonesian by their name] (Anti,
544	L1-15.docx	offered by the profession. This means that 20% of the respondents	felt	insecure about their job security. The analysis results revealed
545	L1-4.docx	such as presentations and observations. Many other students do not	feel	involved at all in creating any classroom activities. What
546	L1-6.docx	Similarly, S61 who created a video for the first time,	felt	joy at the challenge of editing it. She could
547	L1-16.docx	involvement at all in the curriculum reform and they continually	feel	left out of any process of educational reform but
548	L1-17.docx	with native speakers was a new experience for him. He	felt	like "it was like being in a real English
549	L1-6.docx	analysis of L1 and L4, in that they seem to	feel	limited in developing more skills and diversity despite their
550	L1-15.docx	levels of anxiety and low self-efficacy in teaching. This	feeling	may have affected her own beliefs about teaching, as
551	L1-15.docx	that the student-teachers participating in this current research, typically,	feel	moderately-prepared for teaching (see Table 4.1). It is interesting
552	L1-12.docx	out of nine) teachers said in the interviews that they	felt	morally responsible as teachers to provide feedback to facilitate
553	L1-17.docx	to talk about theories in linguistics or English literature. I	feel	more comfortable when teaching students to develop their English
554	L1-15.docx	mself having inadequate teaching competencies after undertaking teaching practicum. This	feeling	obviously influences his self- efficacy (professionalism) and sense of
555	L1-15.docx	preparedness for this teaching skill. The respondents demonstrated a moderate	feeling	of preparedness in response to 'developing a classroom environment
556	L1-17.docx	also includes creating a sense of safety where the participants	feel	okay to make mistakes while they are engaging in
557	L1-4.docx	a student said, <^^^> (Student 12_U1, Interview, October 10, 2017) In addition, they	felt	only needed to follow the classroom activities created by
558	L1-16.docx	from more bottom-up input so that all stakeholders can	feel	ownership of the process and have their voices heard
559	L1-17.docx	as a way in which Darren rejected the identity he	felt	people placed on him as a poor man wanting
560	L1-6.docx	e-based learning materials. S15, who originally did not really	feel	positive about using technology, seemed to be more motivated

561	L1-15.docx	of 4.03. The descriptive statistics showed that most of the respondents	felt	positively prepared with 55% well prepared, 16% very well prepared, and 1%
562	L1-12.docx	the teachers (e.g., Cheng&Walker, 2008) and the teachers often	felt	powerless to stand against the institution's feedback policy
563	L1-15.docx	we would like to have more pre-service teachers who	feel	prepared, as we know that this means student-learning
564	L1-15.docx	to reveal important factors in pre-service teachers' journeys to	feel	prepared. In particular, the data successfully demonstrated the relationship
565	L1-1.docx	situation was indeed difficult (Lin655-656). <^^^> <^^^> These claims suggest that she	felt	pride in her professional identities, as she was better
566	L1-5.docx	she introduced more creative teaching methods for the children. She	felt	quite optimistic about continuing to teach vocabulary using the
567	L1-17.docx	when they were taking classes at a PELI. They all	felt	relaxed and comfortable learning English with their teachers, and
568	L1-6.docx	classroom. This wasted most of their classroom time. Thus, she	felt	reluctant to stream YouTube videos in the classroom and
569	L1-6.docx	being used. It can therefore be assumed that the lecturers	felt	required to highlight aspects of their classroom activities that
570	L1-8.docx	found many of his intercultural encounters end with confusion. He	felt	ridiculed when a police officer called him out with
571	L1-14.docx	artefacts in the textbook (Sidik, 2021). Mr. William maintained that he	felt	satisfied with the multimodal resources provided in the textbook,
572	L1-17.docx	Mary believed that learning must be enjoyable, students must not	feel	scared to come to class, and teachers must be
573	L1-10.docx	language used in IUP, for following considerations, students' demand and	felt	secured of using mixed language. This finding contributes to
574	L1-6.docx	coherent story for the video clip. As a student, she	felt	she was gaining two benefits simultaneously: she could enjoy
575	L1-16.docx	some of them were worried and some of them were	feeling	so-so as it is common in Indonesia to
576	L1-7.docx	preservice teachers as well as mentor teachers. Sometimes, preservice teachers	feel	stress with school demands, as such university mentors in
577	L1-15.docx	condition applies to this study—when the pre-service teachers	feel	successful in their teaching practicum, their sense of self-
578	L1-5.docx	English before entering elementary school so that they will not	feel	surprised". Similar responses were found in the parents' survey.
579	L1-20.docx	the Portuguese T-shirt appeared in the news, Christian Ronaldo	felt	sympathy for him. He then adopted Martunis and made
580	L1-3.docx	identified, gathered information and knowledge from what they saw, heard,	felt,	tasted, or smelled. Then, in the next step, the
581	L1-15.docx	teaching role model through observation. When the pre-service teachers	feel	that their supervisors give them adequate feedback and encouragement,
582	L1-15.docx	this case passion for teaching, is a condition where people	feel	their personal calling into a particular profession. In this
583	L1-10.docx	feel [[the use of English is intended]] to make them	feel	themselves as international students and they know this is
584	L1-16.docx	strategy training and learning strategies that can influence achievement. 5.4.7 Mixed	feeling	toward the change Feelings toward curriculum change and its
585	L1-3.docx	a 'serious' poem about a girl's revelation of her	feeling	towards her boyfriend for the poetry writing assignment. Yet,
586	L1-3.docx	for inspiration (Amel, guided journal). Unlike Ariel who said "happy	feeling	triggers more ideas" (Ariel, FGD), other students pointed out
587	L1-17.docx	senior teacher regarding his teaching styles. These critiques made him	feel	uncertain about his teaching skills and convinced him that
588	L1-13.docx	colleagues, including those in her MGMP, reinforced such an idea.	Feeling	uninformed by her undergraduate teacher education program, Ana took
589	L1-15.docx	m not really good at teaching in fun ways") and	felt	unprepared ("It changed my mind when I realised that
590	L1-15.docx	and above, 18% answered as 'fairly-prepared', and the remaining respondents	felt '	unprepared'. The results indicated that the pre-service teachers
591	L1-16.docx	and professionally. 5.4.6 Impact of the 2013 English Curriculum on students- "I	feel	very motivated" This curricular change has also implied working
592	L1-17.docx	the system. As a peripheral member of this CoP, Willy	felt	welcome and found that his colleagues were supportive. He
593	L1-8.docx	misspelled by the student moderator. She also shares the same	feeling	when her colleague's appropriate title was not properly
594	L1-10.docx	English could not be exactly expressed the same sense of	feeling	with Bahasa Indonesia. In addition, T22 would use Bahasa

No.	File	Left context	Hit	Right context
1	L1-17.docx	tries to do some fun activities in class such as	guessing	games or race to the whiteboard game. Shofia always
2	L1-16.docx	MOEC is too shallow for senior high school students. I	guess	it is more suitable for junior high school students."
3	L1-14.docx	visuals. Figure 4.8: Multimodal meaning process in teaching still limited on	guessing/	responding <***> (Teaching material and classroom observation, case 2) However, these
4	L1-14.docx	In this activity, students experienced the meaning-making process through	guessing/	responding to times in accordance with illustrative/demonstrative visuals
5	L1-14.docx	text (see Figure 4.7 below), Mr. William challenged his students to	guess	the type of product label (medical, food or drink?)
6	L1-13.docx	level before, the level before, is not the same, I	guess	yeah, one one one into other students" (Post-Interview 1,

Epistemic Lexical Verb: Assume

No.	File	Left context	Hit	Right context
1	L1-3.docx	class was "like a writing workshop", and the lecturer was	supposed	to be the facilitator who, instead of dominating the
2	L1-17.docx	had a bad experience attending GITE at Dago which was	supposed	to be the mini version of CELTA. However, he
3	L1-18.docx	seen accessing the Internet on the PCs that were not	supposed	to be activated. It was not surprising that they
4	L1-8.docx	apparel, Christmas wishes, and halal food ways are religiously not	supposed	to be compromised in Islam and these distinct Islamic
5	L1-17.docx	where she was 'bullied' by the school teachers, who were	supposed	to be her mentors, as they asked her to
6	L1-4.docx	is that teachers make decisions and determine what students are	supposed	to do and how they are expected to do
7	L1-17.docx	or defend his belief. Instead, he did what he was	supposed	to do as a student, which was to obey
8	L1-20.docx	in dormitory at nights. At this time, students are just	supposed	to do their independent learning. Here, obviously she paid
9	L1-18.docx	Google Translate on her smartphone even though she was not	supposed	to use any technology-aided tools for the writing
10	L1-18.docx	and 23% for PCs. This group of students, who were not	supposed	to use computer technology in their learning, had swapped
11	L1-4.docx	especially in the active or intake stage where students are	supposed	to use the language in practice, they preferred to
12	L1-13.docx	it is stated that in the English lesson students are	supposed	to learn to do things that re useful for
13	L1-17.docx	go into a class and teach. Teaching practicum which was	supposed	to nurture a teaching habitus became a destructive experience
14	L1-17.docx	university. Shofia mentioned that during her teaching practicum she was	supposed	to only be assigned to teach and be responsible
15	L1-3.docx	working on their own writings. At this stage, students were	supposed	to pay close attention to the strategies and techniques
16	L1-8.docx	in a minority position in a foreign country that is	supposed	to support difference/ diversity, she suspended her denial of
17	L1-13.docx	an error, that is, when a student wrote "greet" when	supposed	to write "great" (Classroom Observation 1, Video 1, Minute 26.12), he corrected

Epistemic Lexical Verb: Hope

No.	File	Left context	Hit	Right context
1	L1-13.docx	speaker of English. <^^^> (Pre- Interview, p. 10). By so doing, Budi	hoped	that the students would be brave to practise speaking: "
2	L1-17.docx	them as students. By speaking casually with his students, Yanni	hoped	that the students would be relaxed and like him.
3	L1-20.docx	before starting to plant rice in the field, with the	hope	that the harvest will be successful. However, regarding Easter,
4	L1-16.docx	By revising this piloted 2013 curriculum every year, the curriculum stakeholders	hope	that the MOEC could give back the teaching hours
5	L1-2.docx	context of the study. For the latter reason, it was	hoped	that the participants would relate the answers to their
6	L1-10.docx	IUP had been established and in stable position, it was	hoped	that the teachers of IUP could take part in
7	L1-17.docx	useful in helping him design training programmes or modules. He	hoped	that he can start a teacher training consultancy with
8	L1-17.docx	programme. Instead, he continued to a vocational school with the	hope	that he could work as a technician once he
9	L1-3.docx	examples in the Moodle that they could easily access. He	hoped	that his students could improve their skills by exploring
10	L1-10.docx	was important. Therefore, speaking English with his normal accent, he	hoped	that his students understand what he spoke. 5.3.9 Teacher 9 (T9)
11	L1-10.docx	is my chance to provide support, provide opportunities, give them	hope	that they can, if they try". Not only that,
12	L1-10.docx	same feeling was also expressed by T21, and she did	hope	that they could invite international students in the future.
13	L1-2.docx	in the language during and after the studies. It is	hoped	that this phenomenon will be changed and will bring
14	L1-16.docx	my research journey regarding curricular change has just started. I	hope	that this thesis will encourage other researchers, particularly in
15	L1-16.docx	curriculum change and its chaos among teachers, it was my	hope	that addressing issues related to English curriculum change and
16	L1-17.docx	which is common in my university's social space. I	hope	that as I complete my doctoral studies, I will
17	L1-17.docx	did not provide job security and pension for him. He	hoped	that by developing his professional credential by getting a
18	L1-14.docx	friendly product, or it may also carry a meaning of	hope:	that drinking this product will bring a hopeful and
19	L1-18.docx	approach mixed with the utilisation of internet technology. It is	hoped	that future studies will seek to build on this
20	L1-8.docx	she suspended her denial of the queer declaration. In the	hope	that her new acquaintance would cease telling his private
21	L1-18.docx	use technology-mediated TBL for vocational teaching purposes. It is	hoped	that in the long run, it will impact on
22	L1-18.docx	what students were doing in each task cycle, it is	hoped	that reference to the specific processes that enriched this
23	L1-17.docx	keeping in touch with his former colleagues back there. He	hoped	that someday he could do his master's degree
24	L1-20.docx	line with Islamic teachings as that in doing so and	hoped	that such behaviours could be followed by his students.
25	L1-20.docx	clearly stated that with the knowledge that she had, she	hoped	to change her students' character to be better in
26	L1-6.docx	the strategies and learning opportunities given to students, this study	hoped	to contribute knowledge and insight which might be useful
27	L1-8.docx	or I want. Hollet (2018) clarifies the difference between wish and	hope	to express particular wishes. Wish is usually expressed in
28	L1-2.docx	use of English either for individual or group work are	hoped	to increase the amount of English use for the
29	L1-8.docx	compulsory thing and it's mandatory for Muslim, so I	hope	to say that it is important and hopefully I
30	L1-17.docx	Asian country such as Japan, Sri Lanka, or Malaysia. He	hoped	to work for a large organisation such as the
31	L1-4.docx	relationship, 13 teachers made their point that in general, what they	hope	by building a good relationship with the students is
32	L1-10.docx	students what the terms in English were. This way, he	hopes	by using both languages he could "avoid miss understanding
33	L1-17.docx	potential to become a good teacher trainer. It sparked a	hope	or expectation in her that she could be more
34	L1-8.docx	Language for expressing such wishes may include I wish, I	hope,	or I want. Hollet (2018) clarifies the difference between wish
35	L1-13.docx	were deemed able to produce 'correct' sentences. For example, teaching	hope	and wish in the first lesson (Classroom Observation 1), Dina
36	L1-11.docx	kind of K13 socialization rather than professional development. <^^^> [GD3] Teachers	hoped	for a situation in which teachers' professional training would
37	L1-5.docx	her child to be an open- minded person and she	hopes	her child's English would be better. Lis explains
38	L1-11.docx	of responses was achieved to a lesser degree than was	hoped. 9.(	Implications for policy, practice and research 9.6.1 The incremental approaches
39	L1-10.docx	had just opened an IUP for one year. Therefore, he	hoped	in the future, not for the current one, they
40	L1-8.docx	situations and carries the magical meaning of unreal possibility, whereas	hope	is usually referred to as something which may come
41	L1-14.docx	motivated. Green is often associated with environment-friendliness (Peterson, 2003) or	hope (	Kress and van Leeuwen, 2002). So, this selection may be

42	L1-1.docx	and provided tips to handle a bully (Lin600-604). In the	hope	of becoming a good teacher, Lintang reflects on her
43	L1-12.docx	decision because she could not judge the use of 'in	hopes'	phrase in the draft, so she planned to search
44	L1-5.docx	in acquiring early English L2 at home. Finally, it is	hoped	the recommendations made by this study will help improve
45	L1-14.docx	journals dealt with the English materials related to expressions of	hopes,	wishes and congratulations. Another similarity could also be seen

Epistemic Lexical Verb: Tend

No.	File	Left context	Hit	Right context
1	L1-5.docx	receiving the English L2 program in the morning when children	tend	to be more active. The K2 children received the
2	L1-14.docx	SLM policy, and to complexities in enacting the policy, teachers	tend	to be more pragmatic, focusing on their main tasks
3	L1-15.docx	crucial for teachers. Ashton (1984) argues teachers with high self-efficacy	tend	to be more open to students' ideas and feelings
4	L1-3.docx	of the teachers explained that when students had confidence, they	tended	to be more creative and had performed better. Therefore,
5	L1-3.docx	a different approach. The class was a 'conventional' one and	tended	to be more teacher-centred in a way that
6	L1-12.docx	as a substitute to another plus. In this case, Mary	tended	to be more active to guide the writing conferences
7	L1-19.docx	stage. This shows that in the EFL classes, the activities	tended	to be more flexible with the necessity to convey
8	L1-15.docx	and above, their perceived teaching efficacy to perform particular actions	tends	to be high. Conversely, when their perceptions of their
9	L1-15.docx	in the teacher education program into real practice in school	tends	to be high. Such problems are shared among teachers
10	L1-17.docx	their job and their institution. Riau and Dago's teachers	tended	to be very competitive in terms of gaining more
11	L1-17.docx	association. Consequently, the type of CoP available to PELI teachers	tends	to be very local and isolated to the individual
12	L1-7.docx	for the PTs' placements in lower quality schools. The selection	tended	to be based on the distance between schools and
13	L1-12.docx	obligatory. Although the study found that the teachers' feedback practices	tended	to be consistent with their beliefs about feedback provision,
14	L1-3.docx	skills. In addition, it is possible that many students still	tended	to be dependent on teachers and expected the teacher
15	L1-15.docx	the teacher education program in Indonesia, the amount of coursework	tends	to be extensive, compared to the teaching practicum. Teaching
16	L1-18.docx	of the current study, then, is that English learning motivation	tends	to be higher when the financial costs decrease. 5.2.1.4 Environmental
17	L1-12.docx	decision-making in the text reviewing and feedback decision stages	tended	to be in order and immediate, and mostly focused
18	L1-11.docx	racticed in the observed classrooms varied among the teachers and	tended	to be limited and inauthentic. Although the majority of
19	L1-20.docx	are highly respected in Acehnese culture. So, as the students	tend	to be listeners instead of active speakers since they
20	L1-15.docx	content and teaching strategies, their self-efficacy in class practices	tended	to be low and, they may have later felt
21	L1-6.docx	which required the use of technology were less varied and	tended	to be monotonous, as observed in the lesson sessions.
22	L1-16.docx	the textbooks as most teachers and students complained that it	tended	to be overly simplistic – both cognitively and linguistically – for
23	L1-15.docx	scale, the descriptive statistics demonstrated that most of the responses	tended	to be positive, with the means between 4.09 and 5.35. The
24	L1-15.docx	ability, 'I know the various methods to teach English effectively',	tended	to be positive. The results indicated that 86% of the
25	L1-14.docx	the integration of multimodality in their classroom teaching routines; they	tend	to be pragmatic by focusing on the print- based
26	L1-3.docx	Literature, 2015, p. 28). Tara's scaffolding techniques to achieve the objective	tended	to be rigorous. For instance, to write a horror-
27	L1-9.docx	in terms of discrete, separate geographical or national blocks, and	tends	to be seen as a solid, closed and static
28	L1-17.docx	practice. English teachers who regularly reflect on their teaching practice	tend	to be self-regulated, which means that they are
29	L1-12.docx	to be unidirectional, and their approach to providing written feedback	tended	to be similar: the teachers simultaneously read the student'
30	L1-10.docx	Sometimes when I am using English or Bahasa Indonesia, students	tend	to be sleepy. Then, I insert Thai language to
31	L1-12.docx	amount of feedback on errors in mechanics and referencing style	tended	to be steady, and feedback on content and organisation
32	L1-11.docx	opinions about the K13 concepts and practices, but their thinking	tended	to be strongly negative, consistent with the earlier evidence
33	L1-12.docx	L2 writing? 7.3.1 The teachers' written feedback The teachers' written feedback	tended	to be unidirectional, and their approach to providing written
34	L1-9.docx	die for (Anderson, 2006). In Indonesia's policy documents, too, language	tends	to be viewed as a fixed and static linguistic
35	L1-12.docx	Puput). For example, Amy stated in the interview that she	tended	to use a certain feedback type to deal with
36	L1-18.docx	observations recorded that students used online and offline dictionaries. Students	tended	to use dictionary applications on both the PC network
37	L1-12.docx	draft and indirect feedback on the following drafts; she also	tended	to use direct feedback for writing problems which students
38	L1-12.docx	personal communication 1, 2016) Erna added in the second interview that she	tended	to use explicit oral prompts to students who have
39	L1-12.docx	in the feedback decision and follow-up stage <&&&> The teachers	tended	to use graduated oral prompts while providing oral feedback
40	L1-12.docx	the findings indicate the opposite results, namely that the teachers	tended	to use more explicit prompts in the final writing

41	L1-3.docx	particular ethnic group) to emerge in the students' writings. Students	tended	to use observation of surroundings rather than other ways
42	L1-19.docx	resistance shown by the EFL teachers related to when they	tended	to use similar patterns of teaching (explaining the material,
43	L1-9.docx	Yanti discusses expressions for making invitation Second, the EFL teachers	tend	to believe that some sociocultural values entrenched in the
44	L1-9.docx	Liddicoat & Scarino, 2013). These skills can be especially relevant as Ana	tended	to believe that English has a set of cultural
45	L1-9.docx	uring NNSs, Wati considered it unfavourable: <^^^> (Interview with Wati, 17/11/15) Wati	tended	to believe that native-speakerness goes hand in hand
46	L1-9.docx	use to interlocutor's cultural knowledge. Also, the EFL teachers	tended	to believe that some sociolinguistic values inherent in English
47	L1-9.docx	or explicitly acknowledged an interrelationship between language and culture and	tended	to believe that some values inherent in English are
48	L1-11.docx	solely the teacher's jobs. Ten teachers in the interviews	tended	to believe that assessment is a job that is
49	L1-9.docx	e. "Othering" and home cultures as a springboard. First, Yanti	tended	to believe that "other" Western culture is inherent in
50	L1-12.docx	direct written feedback (64.86%) than direct feedback (35.13%). In addition, five teachers	tended	to provide more indirect feedback over the three feedback
51	L1-12.docx	and the students' writing profile data showed that the teachers	tended	to provide more indirect feedback to more proficient students (
52	L1-12.docx	students with low and high motivation in writing differently. They	tended	to provide more encouragement to students with low writing
53	L1-12.docx	other studies which showed that teachers in authentic language classes	tend	to provide feedback on various aspects of writing, beyond
54	L1-5.docx	Q, +FB, and RR in both K1 and K2. She	tended	to provide feedback on lexical plural errors by using {
55	L1-12.docx	Erna, Nida, Sha - Interview 1) said in the interviews that they	tended	to provide indirect feedback to their proficient students and
56	L1-12.docx	responsive to the L2 students' various individual needs. Several teachers	tended	to provide selective error correction in order not to
57	L1-12.docx	communication 2, 2016; Nida, personal communication 2, 2016).In addition, the teachers	tended	to discuss all written feedback points which they had
58	L1-12.docx	to that in the written feedback, namely that the teachers	tended	to discuss all written feedback points they identified in
59	L1-12.docx	writing conferences. The writing conferences data indicated that the teachers	tended	to discuss most feedback points they identified in the
60	L1-12.docx	written feedback session. However, if the time was limited, they	tended	to discuss some major, serious problems. 4.3.1 The sequence of
61	L1-3.docx	knowledge (Hassan et.al, 2010; Loh & Teo, 2017; Suratno, 2014), hence, most students	tended	to follow the teachers' suggestions instead of keeping to
62	L1-12.docx	teacher-student writing conferences (n=52) analysed, the teachers and students	tended	to follow the following procedures: (a) opening, (b) teacher-
63	L1-12.docx	the discussion in most of relevant episodes. Moreover, the students	tended	to follow the teachers' lead, especially in the initial
64	L1-12.docx	be more active to guide the writing conferences and Salsa	tended	to follow Mary's lead. <^^^> (Mary – writing conferences 1 Salsa) 4.3.2
65	L1-16.docx	curriculum triggered the decrease of English vocabularies in students. Students	tend	to have a very limited lexical repertoire. Moreover, some
66	L1-15.docx	persistent. Research suggests pre-service English language teachers in Indonesia	tend	to have high anxiety dealing with their English language
67	L1-19.docx	of EFL classes, including accommodating the more taciturn students who	tended	to have less understanding of English and/or lacked
68	L1-3.docx	ideas to create a new one, hence indicating that students	tended	to have the adaptive style of creativity rather than
69	L1-12.docx	focused on discussing problems which they considered severe. The teachers	tended	to make feedback decisions in the writing conferences using
70	L1-10.docx	said that using English and Bahasa Indonesia in her teaching	tend	to make her students sleepy. Therefore, to draw their
71	L1-12.docx	protocol data. In the task definition procedure, all the teachers	tended	to make intuitive decisions and to display metacognitive actions
72	L1-15.docx	professional development. As revealed in this study, individuals who persevere	tend	to make more effort to obtain their goals. Resilience
73	L1-20.docx	because they have some weaknesses. Here, Tablighi Jamaat people generally	tend	to see others' goodness rather than just badness. Moreover,
74	L1-9.docx	generally believe that language and culture are intimately related and	tend	to see that some cultural norms and values inherent
75	L1-17.docx	they started working at Len, they built strong friendships and	tended	to see their workplace as their social space. Pascal'
76	L1-9.docx	cultural diversity (Byram, 1997, 2009; Byram et al., 2002). The Indonesian EFL teachers	tended	to see Western culture as unitary and homogenous, inherently
77	L1-10.docx	when they said that their English was insufficient. These teachers	tend	to agree with the fact that they speak English
78	L1-10.docx	when they said that their English was insufficient. These teachers	tend	to agree with the fact that they speak English
79	L1-18.docx	As recorded in Table 5.9, students from the technology class (1A)	tended	to agree that the use of pens, pencil, paper
80	L1-4.docx	understand Indonesian students, it is important to understand why they	tend	to avoid asking questions in the classroom. Researchers (see
81	L1-18.docx	challenging skill to develop rapidly, I conclude that researchers might	tend	to avoid researching further on the teaching and learning
82	L1-4.docx	the perception of Asian and Western about losing face. Asians	tend	to avoid this situation because losing face in front
83	L1-3.docx	expression and the imaginative aspect of creative writing, and thus,	tended	to consider all of their students' writings as creative.
84	L1-4.docx	study who were aware of these challenges, admitted that they	tended	to consider students' needs, although they felt that they

85	L1-11.docx	Another finding in relation to assessment conceptions was that teachers	tended	to consider the assessment function regarding teaching and learning
86	L1-15.docx	are low, their perceived efficacy is also low and they	tend	to feel less prepared; this is actually in line
87	L1-15.docx	who have a high level of self-efficacy in teaching	tend	to feel more prepared and suggest higher commitment to
88	L1-20.docx	never go to live in other parts of the world	tend	to feel that their ethnicity is better. Moreover, Hanum
89	L1-15.docx	program was to gain more experience with the English language	tended	to focus more on the enhancement of their English
90	L1-17.docx	teaching methods, PELI teachers apply CLT approaches whereas school teachers	tend	to focus on teaching grammar. Consequently, PELI teachers employ
91	L1-10.docx	highlighting bilingual education. In doing their teachings, Indonesian EMI teachers	tend	to focus teaching content with different emphasis such as
92	L1-12.docx	oral prompts and mostly using multiple graduated prompt strategy. They	tended	to begin with a relatively implicit feedback strategy, typically
93	L1-12.docx	prompts and more explicit help the teachers provided. The teachers	tended	to begin with the implicit prompt and followed by
94	L1-12.docx	feedback and express concerns, this study found that the teachers	tended	to dominate the interaction and use increasingly more explicit
95	L1-12.docx	on the tutoring success, have found that the student tutors	tended	to dominate the writing conferences. They attributed the teachers'
96	L1-13.docx	and classroom practice. This is when a certain ideological view	tended	to drive a teacher to behave in a particular
97	L1-13.docx	(Basturkmen, 2012; Li, 2013). Regarding the correspondence, a certain ideological stance	tended	to drive the teachers to perform certain forms of
98	L1-7.docx	ignore the need to follow up with written reflection. They	tend	to learn from the feedback and comments from others
99	L1-7.docx	but often failed to follow up with written reflection. They	tend	to learn from the feedback and comments from others
100	L1-3.docx	This study found that students with positive self-perceived creativity	tended	to perform better and wrote more creative stories and/
101	L1-3.docx	intrinsic motivation and were driven by their creative writing passion	tended	to perform better and wrote more creative stories or
102	L1-20.docx	and mind (Thongrin, 2018). Lastly, in dealing with contradictory issues, they	tend	to return to Islamic views when they find the
103	L1-20.docx	issues that they found in their English teaching materials, they	tended	to return to Islamic views. Although they were aware
104	L1-12.docx	later. <^^^> (Ayu, think-aloud protocol 3, Dana) As a comparison, Ayu	tended	to spend a shorter time to identify local writing
105	L1-18.docx	Considering the situation observed in the pilot study where students	tended	to spend more time Googling for samples of writing
106	L1-3.docx	to the collectivist nature of most Asian culture as it	tends	to accentuate the social and moral aspects in creativity,
107	L1-20.docx	construction process. Regarding their national and global identity, the teachers	tend	to address these two identities in the light of
108	L1-5.docx	questions included: What is this? What are these? The teacher	tended	to ask questions during earlier sessions and reduced the
109	L1-11.docx	provision of grades and an 'all students should pass policy'	tended	to assign passing grades, despite the fact that the
110	L1-8.docx	interlocutors spent years of residency in the foreign culture, they	tend	to assume their first culture, particularly in the absence
111	L1-3.docx	The creativity style in the Eastern culture, including Indonesia, hence,	tends	to be "adaptive", rather than "innovative" (Ee, Seng, & Kwang, 2007).
112	L1-6.docx	learning effort, 'When I am on the other course, I	tend	to browse for materials as well', comparing and contrasting
113	L1-5.docx	form being focused on compared to K2 children. The teacher	tended	to decrease using recast in both groups in the
114	L1-18.docx	more readers to read and comment on their work, they	tended	to devalue their peers' comments. They expected to get
115	L1-17.docx	experience was not uncommon among CELTA participants because CELTA tutors	tend	to direct the participants explicitly to adopt certain kinds
116	L1-3.docx	went out - a common way most Indonesians, especially young people,	tend	to dress when going out to a shopping mall.
117	L1-3.docx	more the connection between the new and the old", and "	tended	to emphasize the integration of new ideas and old
118	L1-17.docx	relate to students following a certain teaching method. Moreover, PELIs	tend	to encourage their teachers to teach English communicatively. She
119	L1-12.docx	decision-making actions which the EFL teachers in the study	tended	to exhibit and think about when they provide feedback
120	L1-2.docx	English. This finding suggests that the lecturers and the students	tend	to expect the lecturers to control their motivational strategies
121	L1-3.docx	mentioned about focusing on the content, when giving feedback, he	tended	to give more feedback on the language, such as
122	L1-18.docx	the FGD with the students from the same class. Students	tended	to go to one of the lecturers to obtain
123	L1-3.docx	interviews). This might be because most Asian students, including Indonesians,	tended	to highly respect their teachers and perceive them as
124	L1-20.docx	author, who is from Erlangga (a publisher of school textbooks),	tended	to Hinduism or Buddhism. So, she preferred to promote
125	L1-20.docx	literature has discussed morality in relation to religion. Most authors	tend	to limit morality discussion to cultural dimensions only (e.
126	L1-20.docx	most Acehnese people are so pride with their ethnicity and	tend	to look down at others. Indeed, mostly, the Acehnese
127	L1-9.docx	referring to a single and homogeneous group of people. Yanti	tended	to lump together members of English-speaking Western culture
128	L1-9.docx	of culture and particularly Western culture might be problematic. She	tended	to oversimplify and over-generalise the concept of culture

129	L1-3.docx	also those with intellectual or artistic values. The teachers, however,	tended	to perceive usefulness in the context of its "meaningfulness"
130	L1-1.docx	the pre-service teachers (Lin794-797). Homeroom teachers were assigned to	tend	to pre-service teachers in terms of informing them
131	L1-12.docx	organisation) in both written feedback and writing conferences and they	tended	to prioritise language use over other aspects of writing.
132	L1-5.docx	Itani-Adams (2013) and Mohamed Salleh (2017) found that the bilingual child	tends	to produce the higher use of nouns when speaking
133	L1-20.docx	teaching her students. The first reason is because her students	tend	to read what can be accessed through their gadget
134	L1-19.docx	esired criteria (Kemendikbud/Permen No.16/2019, 2019). However, the four EFL teachers	tended	to refer to traditional assessments that aimed at asking
135	L1-9.docx	write that members of P-time and M-time culture	tend	to regard and organise time differently. African, Arabic, Asian
136	L1-12.docx	a lack of guidelines in providing feedback. Thus, the teachers	tended	to rely more on their beliefs, knowledge, and experience,
137	L1-12.docx	the teachers' lead, especially in the initial writing conferences. They	tended	to respond to a teacher's prompts, answered the
138	L1-8.docx	Accordingly, cultures in Eastern European, Latin, Asian, and African countries	tend	to show higher power distance compared to Germanic and
139	L1-20.docx	Indonesian than English to their students while teaching, they also	tended	to speak Indonesian to their students while their students
140	L1-9.docx	is the discourse of "othering." As previously discussed, the teachers	tended	to view the culturally different English-speaking West through
141	L1-14.docx	to viewers. Hence, all resources in the video-song composition	tend	to work together, rather than be opposed from one
142	L1-19.docx	success of the SA, as students dealing with such issues	tended	not to actively engage during activities involving more complicated
143	L1-12.docx	the incorrect form and adding the correct form. Moreover, they	tended	not to provide additional information or explanation. Excerpts 4.5 and 4.6
144	L1-1.docx	Roberts, 2016). Mentors and supervisors may use their own beliefs and	tend	not to share these among one another in their
145	L1-5.docx	Q, +FB, RR, verbal CUE, FORM+, and EC(+)}. The teacher	tended	to use feedback types in accordance with the focus

Epistemic Lexical Verb: Think

No.	File	Left context	Hit	Right context
1	L1-9.docx	English expressions that students asked in the classroom interactions. She	thought	that the use and the teaching and learning of "
2	L1-18.docx	choosing Point 3 representing their reasons for being motivated because they	thought	that the use of technology contributed to making their
3	L1-17.docx	or IELTS score, when in the past, she used to	think	that the aim of teaching English was to help
4	L1-15.docx	his capability to teach the subject to his students. Hanes	thought	that the AMT (Teaching Approaches, Methods, and Techniques) course
5	L1-17.docx	more confident as an English teacher. In the end, he	thought	that the CELTA course was worth the investment to
6	L1-5.docx	not teach English plural structures to the children. Sarah also	thought	that the children could not follow the lesson. Surprisingly,
7	L1-17.docx	asked her to also handle another branch. She did not	think	that the compensation that Dago offered was worth the
8	L1-11.docx	long-term or deep commitment to the reform. Many teachers	thought	that the curriculum change was more of a political
9	L1-13.docx	subject contradiction, for further elaboration). The reason was because she	thought	that the former was wrong. Even if it is
10	L1-17.docx	could be said that Anji had an inaccurate assumption in	thinking	that the institution (the hotel) would have a set
11	L1-2.docx	language at 35%. These findings suggest that both lecturers and students	thought	that the lecturers used more English than the students.
12	L1-15.docx	mastery of subject content, and teaching strategies, as this respondent	thought	that the level of preparedness for technology integration in
13	L1-9.docx	simplistic approach to English-speaking, "secular Western culture" made her	think	that the local EFL teachers have a dual role,
14	L1-1.docx	competence to use technology for teaching. As a result, she	thinks	that the mentors will assess them in terms of
15	L1-15.docx	with the survey item. Meanwhile, 8% of the respondents did not	think	that the pedagogical coursework significantly affected their confidence in
16	L1-4.docx	students' confidence to participate actively in the classroom. Another teacher	thought	that the students assumed one of the challenges in
17	L1-15.docx	the respondents had extremely positive attitudes towards the item 'I	think	that the teaching profession requires dedication' with a mean
18	L1-15.docx	skills was low. His awareness of his weaknesses made him	think	that he was not ready to become a good
19	L1-17.docx	of him developing a range of habitus. He did not	think	that he was just an English teacher but also
20	L1-3.docx	result when the interview was conducted. Quite the opposite, he	thought	that he was not creative enough in writing. In
21	L1-3.docx	was very much influenced by his father's poems and	thought	that he was not authentic and creative enough as
22	L1-15.docx	that Hanes set a high standard for himself. When he	thought	that he was not able to achieve his own
23	L1-17.docx	training thus felt that he did not progress professionally. He	thought	that he was just "doing the same thing again
24	L1-17.docx	developed. At this point of his life, Arbo might have	thought	that he was as legitimate as a teacher as
25	L1-15.docx	to achieve his own standard, he was very upset and	thought	that he would not be a good teacher. Hanes,
26	L1-17.docx	the offer mainly because of the high salary offered. He	thought	that he would teach English for specific purposes. In
27	L1-13.docx	also shaped the way he spelt English. Budi did not	think	that he and his students need to spell English
28	L1-15.docx	the beginning, felt very unhappy and disappointed with himself. He	thought	that he could not engage his students well in
29	L1-17.docx	was taught as a mandatory subject, but he did not	think	that he gained anything from learning at school. Therefore,
30	L1-17.docx	his colleagues were supportive. He even said that sometimes he	thought	that he learned more from talking to other teachers
31	L1-17.docx	and asked the students to memorize them. He did not	think	that he liked English then. It was when he
32	L1-17.docx	low and even lower than his. In doing this, he	thought	that he showed them that although he did not
33	L1-3.docx	not necessarily entail usefulness for other people, even though she	thought	that it was still useful for the person creating
34	L1-3.docx	in grading the students' writing products, even though she still	thought	that it was not an easy task. Haryo concurred
35	L1-11.docx	national examinations prescribed in the policy documents, these four teachers	thought	that it was important to rank the quality of
36	L1-14.docx	was mainly oriented towards (English) print-based instruction; the teachers	thought	that it was not necessary to consider the presence
37	L1-17.docx	relevant tips on how to prepare for the test. She	thought	that it was her personal responsibility to make sure
38	L1-17.docx	the whole picture of teaching at a school. Moreover, she	thought	that it was probably her own fault for choosing
39	L1-19.docx	forced the teachers to use this approach even when they	thought	that it was not suitable for teaching certain topics
40	L1-1.docx	Anto27), whereas the students in real teaching (in the school) "	think	that it is new for them" (Anto27). Anto's
41	L1-13.docx	undergraduate study, envisioned ESL in Indonesia. She noted, "I even	think	that it is better for English to be a
42	L1-8.docx	wear that dress code: "Because I'm Muslim and I	thought	that it is a compulsory thing and it's
43	L1-17.docx	in tourism business. He chose English language as his major,	thinking	that it would still enable him to enter the
44	L1-17.docx	said that he just took her word for it and	thought	that it would be a smooth process. In the
45	L1-17.docx	Arbo was against translating expressions into Indonesian language because he	thought	that it would get the students in trouble when
46	L1-19.docx	the SA was the students' negative response to it – they	thought	that it created an extremely segmented mode of instruction

#	File	Left context	Verb	Right context
47	L1-11.docx	skills, assessment literacy, and teaching commitment, which drove teachers to	think	that they were unable to immediately change their established
48	L1-4.docx	to ask questions of their peers. For various reasons they	thought	that they were not competent enough to ask the
49	L1-4.docx	be involved in giving their voices, although some students just	thought	that they were not given the opportunity to be
50	L1-17.docx	the present study, almost half of the participants (12 out of 25)	thought	that they were going to leave the PELI setting
51	L1-20.docx	not be so hospitable to her students but she still	thought	that they were her children (see excerpt 14). Therefore, when
52	L1-17.docx	a large organisation such as the British Council because he	thought	that they would pay him fairly regardless of his
53	L1-18.docx	conditioned to study without using computer-aided facilities, the students	thought	that they would still be interested in completing their
54	L1-4.docx	their perceptions of students' cultures of learning is how they	think	that they can become barriers to effective teaching in
55	L1-20.docx	does not do what she instructs, her female students will	think	that they do not get justice. For Hanum, even,
56	L1-17.docx	really wanted to practice his English with them because he	thought	that they had good English and he could learn
57	L1-20.docx	activity as their habit in their teaching practice. Whenever they	think	that they need to advise their students in relation
58	L1-17.docx	pursuing careers in administration. Finally, the leavers were those who	thought	that they needed new challenges in their career, so
59	L1-4.docx	good student (see Part I, Section 4.1.2 and 4.1.3), the teacher still	thought	that they should be more involved in steering the
60	L1-17.docx	mentioned British Council as his dream work institution since he	thought	that they treated both native and non-native teachers
61	L1-17.docx	afraid that her classmates would make fun of her and	think	that she was the teacher's pet. Outside of
62	L1-3.docx	of her paper crafts on the journal pages. Nonetheless, she	thought	that she was not creative in writing stories and
63	L1-15.docx	supervisors are also mentors for pre-service teachers. Furthermore, Celline	thought	that she was treated as a partner rather than
64	L1-17.docx	that she would apply to an international organisation again. She	thought	that she was too old to start all over
65	L1-15.docx	as a consequence, her assessment result was very poor. Ita	thought	that she had failed and would not be a
66	L1-15.docx	attitude. <^^^> After all the ups and downs Ita faced, she	thought	that she had developed more interest in teaching and
67	L1-17.docx	manage how the communication was going in the class. She	thought	that she had to ensure that all students had
68	L1-17.docx	s case, marrying someone who works in London made her	think	that she would do anything (as a job) as
69	L1-17.docx	her mind to permanently become a teacher. She did not	think	that she would apply to an international organisation again.
70	L1-17.docx	herself from English language and culture. By doing this, she	thought	that she would conform with the majority of her
71	L1-5.docx	on her teaching experiences using the DMFonF instruction. She never	thought	that she could teach English plural forms implicitly to
72	L1-3.docx	those from UKP, who wrote fiction. For example Hana, who	thought	that she needed to gather information through a small
73	L1-15.docx	balance <^^^> (Eni) This research found that some pre-service teachers	thought	that teaching might offer a good quality of life
74	L1-17.docx	a 'real' career in the field. In fact, she now	thought	that teaching might be her calling. Her career trajectory
75	L1-15.docx	the descriptive statistics identified that 4% of the respondents did not	think	that teaching would be advantageous for character growth. The
76	L1-15.docx	six-point scale. The remaining 11% of the respondents did not	think	that teaching would integrate them with the school community.
77	L1-17.docx	four universities in Indonesia. The findings show that the participants	thought	that teaching at public schools offered job security and
78	L1-15.docx	lessen a commitment to teaching, moreover pre-service teachers may	think	that teaching is not right for them. b. Self-
79	L1-15.docx	teachers should acquire. This implies that some respondents did not	think	that teaching required specialised knowledge. In response to the
80	L1-17.docx	profession as soon as they started a family because they	thought	that teaching was very time consuming. Others were thinking
81	L1-17.docx	surrounded by people who did not speak English made Mary	think	that her ability to speak English was not valuable
82	L1-17.docx	a lot of money developing teaching credentials, Claire did not	think	that her future is restricted to a teaching career.
83	L1-1.docx	enrolled in the ELE program because she liked English and	thought	that her parents wanted one of their children to
84	L1-17.docx	pursue a master's degree, focussing on business English. He	thought	that his experience teaching business English and his work
85	L1-17.docx	watching TV programmes such as Sesame Street. He did not	think	that his formal schooling helped him develop his English,
86	L1-17.docx	for me." (Anji, Interview). In that situation, Anji might be	thinking	that his investment in developing his teaching skills did
87	L1-17.docx	voiced by most of participants (23 out of 25) who did not	think	that their PELI or working at a PELI would
88	L1-4.docx	However, a considerable average number of students from U1 (mean 3.54)	think	that their relationship with a teacher should take the
89	L1-15.docx	and practice From the interviews, most of the participants also	thought	that their teacher education institution had sufficiently equipped them
90	L1-13.docx	ideological shift from viewing all English varieties as standard to	thinking	that a certain variety of English is more favourable
91	L1-12.docx	Raja's body paragraph to engage readers in discussion. Ayu	thought	that a question as a hook should be used
92	L1-11.docx	they expressed that the national examinations had gradually made teachers	think	that assessment of the learning processes remains less appreciated
93	L1-11.docx	Brown's study, whilst teachers, focusing principally on improvement purposes,	thought	that assessment practices should be utilised internally for the
94	L1-17.docx	for my position as an English teacher because I also	thought	that having a degree in teaching or in English
95	L1-2.docx	since they come from developed countries. The lecturers may also	think	that having contact with these 'better' people in English
96	L1-17.docx	p. 598) as an English teacher because in his mind, he	thought	that if he could read and speak in English,

97	L1-17.docx	an intern teacher, my grade was in their hand. I	thought	that if I did not cooperate then my grade
98	L1-17.docx	organisation because of the presence of NESTs. Moreover, she also	thought	that working at a PELI was ideal for her
99	L1-17.docx	did not approve his plan to study tourism "because he	thought	that working in a hotel would be like just
100	L1-9.docx	McKay and Brown (2016, p. 20) stress that it is 'unreasonable to	think	that any particular learning goal, curriculum, method, or assessment
101	L1-13.docx	used for teaching looks British rather than American. She eventually	thought	that British English is more prevalent and preferable as
102	L1-17.docx	English was to support his future. He said that "I	think	that by taking English as my major would still
103	L1-17.docx	Anji to do the course. The new principal did not	think	that CELTA certification was necessary for his teachers. Anji
104	L1-20.docx	the cleanliness in overseas and that in Aceh. As he	thought	that cleanliness in overseas was better than that in
105	L1-2.docx	at all. The findings indicate that the students did not	think	that contact with L2 speakers and rapport motivated them
106	L1-17.docx	nationwide. She turned down the offer because she did not	think	that Dago was the best suited for her future
107	L1-17.docx	culture made him chose English education as his major. He	thought	that during his study, he would use English in
108	L1-20.docx	not have understood what he said, or they would have	thought	that Edi was just practicing speaking English to them,
109	L1-13.docx	us to relate or correlate between one another country. I	think	that English just most important" (Pre-Interview, p. 4). Given
110	L1-11.docx	be frequently racticed in class, the two teachers appeared to	think	that feedback and questioning and classroom dialogue are not
111	L1-18.docx	the FGDs. It was evident from Budi's statement "I	think	that for making an essay [it] is too hard" (
112	L1-17.docx	in planning and organizing her lessons. "So after CELTA I	thought	that I would start again from zero. Like I...
113	L1-18.docx	say that I copy-paste but not all. If I	think	that is relevant, I use it but I write
114	L1-17.docx	to work in managerial position at a bigger organisation. He	thought	that Jana did not provide job security and pension
115	L1-17.docx	interest in implementing her suggestions. "So I do not really	think	that my institution is suitable for me in the
116	L1-13.docx	that native speakers' English is somewhat monolithic. She appeared to	think	that native speakers of English pronounce English the same
117	L1-17.docx	and received a negative response from her classmates. Therefore, she	thought	that one way to be accepted in the community
118	L1-9.docx	and English skill than that of GHS Pari students. Aris	thought	that students' socio-economic background relates to their general
119	L1-17.docx	his real desire to work in the tourism industry. Darren	thought	that taking an English major would allow him to
120	L1-15.docx	development is also revealed in the interview with Mely. She	thought	that teachers had a great influence on their students'
121	L1-17.docx	was difficult for her to socialize with other students. She	thought	that the way her teachers taught was boring. She
122	L1-15.docx	was 4.19. <^^^> The positive experiences during his teaching practicum made him	think	that there was a possibility of becoming a teacher: "
123	L1-17.docx	as an English teacher, and what situations led them to	think	that they needed to have the qualification. Understanding how
124	L1-17.docx	trajectory Anji did not see his future at Jana. He	thought	that to progress in his career, he needed to
125	L1-6.docx	seemed to be more motivated to learn. To illustrate, S77	thought	that using the authoring software for creating learning materials
126	L1-11.docx	it was the means through which students can convey their	thinking	that was considered inadequate. In addition, the established spoon
127	L1-15.docx	the open-ended response and interview, some pre-service teachers	thought	that what teachers received every month was not comparable
128	L1-12.docx	drafts. 4.2.2.1 The teachers' focus of written feedback The analysis of	think-	aloud protocol transcripts showed that the teachers gave more
129	L1-12.docx	content, and organisation. 4.2.2.2 The teachers' approach to written feedback The	think-	aloud protocol transcripts showed that the teachers' duration of
130	L1-12.docx	to more writing problems. Regarding the written feedback provision, the	think-	aloud protocol transcripts indicated that all teachers provided written
131	L1-12.docx	decision-making processes in written feedback The analysis of the	think-	aloud protocol transcripts indicated three main steps of decision-
132	L1-12.docx	Table 5.4: Time spent on problem identification activities (in minutes) <&&&> The	think-	aloud protocol transcripts indicated that the action of considering
133	L1-12.docx	n=72 think-aloud protocols) <&&&> 5.2.2.3.2 Postponed feedback decision The analysis of	think-	aloud protocol transcripts shows that the six teachers used
134	L1-12.docx	s displayed in excerpt 6.14. <^^^> (Nida, personal communication 1, 2016). The analysis of	think-	aloud protocol transcripts showed that the teachers generally relied
135	L1-12.docx	ation 2, 2016).Erna saidin excerpt 6.17: <^^^> (Erna, personal communication 2, 2016) The	think-	aloud protocol transcripts also showed that the teachers seemed
136	L1-12.docx	the period of writing and provided feedback as necessary. The	think-	aloud protocol transcripts also indicated that teachers changed their
137	L1-12.docx	were gathered from the students' essay drafts and transcripts of	think-	aloud protocol and writing conferences. The data were analysed
138	L1-12.docx	writing problems. Excerpt 6.31 below is taken from Mary's second	think-	aloud protocol and illustrates Mary's indirect feedback on
139	L1-12.docx	qualitatively. 6.2 Factors influencing the teachers' feedback practices The interview and	think-	aloud protocol data indicated that the teachers' feedback practices
140	L1-12.docx	think-aloud protocol 1, Raja; Ayu – think-aloud protocol 1, -3 Dana). The	think-	aloud protocol data also showed that the teachers personalised
141	L1-12.docx	reasons for postponing a feedback decision were identified in the	think-	aloud protocol data. Firstly, the teachers wanted to ask
142	L1-12.docx	Twenty-nine main decision-making actions were identified from the	think-	aloud protocol data. In the task definition procedure, all
143	L1-12.docx	written feedback(n=6 teachers) <&&&> Excerpt 5.19, taken from Mary's second	think-	aloud protocol on Nadhira's draft, shows that Mary
144	L1-12.docx	writing problems which occurred repeatedly. For instance, Gie's first	think-	aloud protocol on Puput's draft showed that Gie
145	L1-12.docx	teachers' external sources of information in providing written feedback <&&&> The	think-	aloud protocol analysis also indicated that the teachers often
146	L1-12.docx	feedback approach accordingly. Excerpt 5.20 displays Ayu's thinking while performing	think-	aloud protocol on Dana's third draft of essay.

#	File	Left context		Right context
147	L1-12.docx	these descriptions (transferability judgment). The next limitation relates to the	think-	aloud protocol procedure which involves the participants verbalising what
148	L1-12.docx	while providing written feedback and oral feedback (writing conferences).The	think-	aloud protocol procedures which was employed to investigate the
149	L1-12.docx	each student's L2 writing profiles. Most teachers participating in	think-	aloud protocol procedures (n=5) appeared to frequently take into
150	L1-12.docx	the transferability (generalisability) of the findings, the issues related to	think-	aloud protocol procedures, the lack of data on the
151	L1-12.docx	comment on Rafif's use of references in his third	think-	aloud protocol session. Gie noted that Rafif inserted a
152	L1-12.docx	on the causes of the students' writing problems during the	think-	aloud protocol sessions (N=72 sessions). Table 5.5: The teachers' beliefs
153	L1-12.docx	to explain some underlying reasons for their actions in the	think-	aloud protocol sessions. Thus, future research can combine concurrent
154	L1-12.docx	written feedback. Although some previous studies have reported that concurrent	think-	aloud protocol techniques could provide richer data about the
155	L1-12.docx	aloud protocol 3, Faishal). For example, Tia mentioned in the third	think-	aloud protocol that she intended to provide feedback on
156	L1-12.docx	of data (i.e. students' consecutive drafts of an essay,	think-	aloud protocol transcripts, and writing conferences transcripts),this study
157	L1-12.docx	students' L2 writing. The data were derived from the teachers'	think-	aloud protocol transcripts. Afterwards, I describe the nature of
158	L1-12.docx	Among the differences between decision-making processes apparent in the	think-	aloud protocol when giving written feedback and the oral
159	L1-12.docx	only give implicit clues to Dana (see excerpt 6.19 below). <^^^> (Ayu –	think-	aloud protocol 3, Dana) Afterwards, when discussing writing problems in
160	L1-12.docx	revise these writing problems, as shown in excerpt 6.20 below. <^^^> (Ayu –	think-	aloud protocol 3, Dana) The writing conferences data also indicated
161	L1-12.docx	it was too late to improve it (see excerpt 4.22). (4.22) <^^^> (Gie,	think-	aloud protocol 3, Almira, line 203-208) Following is another example of
162	L1-12.docx	still remember our discussion about parallel structure? Revise it." (4.21) <^^^> (Tia,	think-	aloud protocol 3, Ardi) When providing written feedback, the teachers
163	L1-12.docx	derivation in class, but Austine might have forgotten it (Mary,	think-	aloud protocol 3, Austine). Another teacher, Sha, also complained about
164	L1-12.docx	s carelessness (e.g., Gie, think-aloud protocol 3, Rafif; Mary,	think-	aloud protocol 3, Austine; Sha, think- aloud protocol 1, Jefri). While
165	L1-12.docx	feedback decision to clarify with Dana first before deciding. <^^^> (Ayu,	think-	aloud protocol 3, Dana) Secondly, the teachers postponed their feedback
166	L1-12.docx	decided to skip the sentence and check it later. <^^^> (Ayu,	think-	aloud protocol 3, Dana) As a comparison, Ayu tended to
167	L1-12.docx	what feedback she had provided on the previous draft. <^^^> (Sha,	think-	aloud protocol 3, Fahri) After comparing the second and third
168	L1-12.docx	checking her students' drafts (Sha, think-aloud protocol 1, Jefri; Sha,	think-	aloud protocol 3, Fahri).She said that Jefri and Fahri
169	L1-12.docx	help her students understood her explanation better (see excerpt 6.36). <^^^> (Tia -	think-	aloud protocol 3, Faishal) At times, unexpected time pressure also
170	L1-12.docx	that the students fully understood their feedback (e.g., Tia –	think-	aloud protocol 3, Faishal). 6.2.1.3 Teachers' social history (background, education, and
171	L1-12.docx	writing problems (e.g., Ayu – think-aloud protocol 3, Fio; Tia –	think-	aloud protocol 3, Faishal). For example, Tia mentioned in the
172	L1-12.docx	providing written feedback on repeated writing problems (e.g., Ayu –	think-	aloud protocol 3, Fio; Tia – think-aloud protocol 3, Faishal). For
173	L1-12.docx	it simplified the process of providing and editing feedback (Sha,	think-	aloud protocol 3, Fira). Some teachers added that they were
174	L1-12.docx	and focus of feedback (e.g., Ayu, personal communication 2, 2016; Gie –	think-	aloud protocol 3, Mira; Mary, personal communication 2, 2016),as well as
175	L1-12.docx	coordinator's instruction, and the weekly meetings (e.g., Mary –	think-	aloud protocol 3, Nanin). The syllabus of the EFL1 course
176	L1-12.docx	lazy and wrote that Rafif should paraphrase the section. <^^^> (Gie –	think-	aloud protocol 3, Rafif). 6.2.2 Contextual factors A thematic analysis of
177	L1-12.docx	by the teachers was student's carelessness (e.g., Gie,	think-	aloud protocol 3, Rafif; Mary, think-aloud protocol 3, Austine; Sha,
178	L1-12.docx	errors in language use),as shown in the example (4.12). (4.12) <^^^> (Sha,	think-	aloud protocol 3, Safira) Moreover, the analysis indicated that all
179	L1-12.docx	not learned it in their class yet (see excerpt 5.27). <^^^> (Sha,	think-	aloud protocol 3, Tata) Another main cause of problems often
180	L1-12.docx	to students she had to cancel the class meetings (Sha –	think-	aloud protocol 3, Tata),while Ayu stated that the teachers
181	L1-12.docx	the feedback (e.g., Fajar – think-aloud protocol 1, Amalina; Ayu –	think-	aloud protocol 3, Tiara,as well as the type of
182	L1-12.docx	writing were the most important in the initial draft, <^^^> (Ayu –	think-	aloud protocol 3, Tiara). Given the importance of content, some
183	L1-12.docx	in developing arguments and expressing their ideas (e.g., Fajar,	think-	aloud protocol 1, Amalina; Fajar, think-aloud protocol 2, Rafif). However,
184	L1-12.docx	the focus and priority of the feedback (e.g., Fajar –	think-	aloud protocol 1, Amalina; Ayu – think-aloud protocol 3, Tiara),as
185	L1-12.docx	Almira's sentences were not smooth and were incoherent. <^^^> (Gie,	think-	aloud protocol 1, Almira) The above excerpt also indicated that
186	L1-12.docx	overall essay. Thus it needs to be fixed first (Gie,	think-	aloud protocol 1, Almira). Gie added that during the third
187	L1-12.docx	were caused by students' poor writing skills (see excerpt 5.26). <^^^> (Ayu,	think-	aloud protocol 1, Fio) Sha gave a similar comment that
188	L1-12.docx	seemed to influence the teachers' L1 use (e.g., Ayu –	think-	aloud protocol 1, Fio; Tia – think-aloud protocol 1,),type and
189	L1-12.docx	s first draft, as displayed in excerpt 5.29).She said, <^^^> (Ayu,	think-	aloud protocol 1, Intan) Thirdly, the teachers planned to search
190	L1-12.docx	how to cite sources in high school (e.g., Ayu,	think-	aloud protocol 1, Intan). Therefore, some teachers (e.g., Ayu
191	L1-12.docx	think-aloud protocol 3, Rafif; Mary, think-aloud protocol 3, Austine; Sha,	think-	aloud protocol 1, Jefri). While reviewing drafts, the teachers commented
192	L1-12.docx	about student's carelessness when checking her students' drafts (Sha,	think-	aloud protocol 1, Jefri; Sha, think-aloud protocol 3, Fahri).She
193	L1-12.docx	singular-plural error to help Puput self-edit it (Gie –	think-	aloud protocol 1, Puput),but he changed it later because
194	L1-12.docx	2016; Erna, personal communication 2, 2016; Mary, personal communication 2, 2016; Gie –	think-	aloud protocol 1, Puput). For example, Amy stated in the
195	L1-12.docx	L2 writing profiles while providing written feedback (e.g. Ayu –	think-	aloud protocol 1, Raja; Ayu – think-aloud protocol 1, -3 Dana). The
196	L1-12.docx	students' repeated errors using the crying emoticon T_T. <^^^> (Mary –	think-	aloud protocol 2, Austine) The type and severity of writing

#	File	Left context	Keyword	Right context
197	L1-12.docx	and progress (e.g., Ayu – think-aloud protocol 1, -3 Dana; Tia –	think-	aloud protocol 2, Dwipa).Ayu considered Dana's writing ability
198	L1-12.docx	more information on the internet before making a decision. <^^^> (Sha,	think-	aloud protocol 2, Jefri) Another teacher, Sha, commented on her
199	L1-12.docx	got confused, she reread the sentence to comprehend it. <^^^> (Mary,	think-	aloud protocol 2, Nadhira) Most teachers read the text once,
200	L1-12.docx	on Puput's essay drafts than on Ninda's (Gie,	think-	aloud protocol 2, Ninda; Gie - TAP 2 Puput). The teachers' approaches
201	L1-12.docx	feedback because he had marked a similar error before. <^^^> (Gie,	think-	aloud protocol 2, Puput) 5.3 The EFL teachers' decision-making processes
202	L1-12.docx	their ideas (e.g., Fajar, think-aloud protocol 1, Amalina; Fajar,	think-	aloud protocol 2, Rafif). However, the data on the quantity
203	L1-12.docx	on language use due to Raja's writing skills. (4.23<^^^> (Ayu,	think-	aloud protocol 2, Raja). The teachers also considered contextual factors
204	L1-12.docx	depending on the student's revision quality (e.g. Ayu –	think-	aloud protocol 2, Raja; Erna, personal communication 1, 2016; Erna, personal communication 2, 2016).
205	L1-12.docx	actual decision-making processes, Iaudio recorded the teachers (n=6) performed	think-	aloud protocols while providing written feedback on students' drafts (
206	L1-12.docx	compositions. Cumming et al. (2001, 2002) requested seven ESL/EFL to perform	think-	aloud protocols while rating ESL students' (n=6) compositions. Cumming
207	L1-12.docx	direct feedback (56.10%) in the third feedback session. The interview and	think-	aloud protocols data also indicate that the teachers'feedback
208	L1-12.docx	these aims, I collected data from several sources including: (a)	think-	aloud protocols from teachers while they were providing written
209	L1-12.docx	stimulated recall or interview methods. Some L2 scholars claimed that	think-	aloud protocols might have a reactivity effect because the
210	L1-12.docx	detail. In my understanding, there has been no studies using	think-	aloud protocols on decision-making when giving written feedback.
211	L1-12.docx	feedback (Lee, 2008, 2009b). The findings from the written drafts and	think-	aloud protocols reveal that the teachers focus on and
212	L1-12.docx	from the teachers' think-aloud protocols The transcripts of the	think-	aloud protocols were analysed qualitatively to understand the teachers'
213	L1-12.docx	written feedback (e.g Ayu – think-aloud protocol 1, Raja; Ayu –	think-	aloud protocol 1, -3 Dana). The think-aloud protocol data also
214	L1-12.docx	general picture of the students' writing profiles (e.g Ayu –	think-	aloud protocol 1, -3 Dana). The teachers stated in the interview
215	L1-12.docx	or compared students' writing ability and progress (e.g., Ayu –	think-	aloud protocol 1, -3 Dana; Tia – think-aloud protocol 2, Dwipa).Ayu
216	L1-12.docx	which the teacher had marked during the preceding written feedback (	think-	aloud protocol) session. The current process (text reviewing and
217	L1-12.docx	actions were performed by the teachers (n=6) in 72 written feedback (	think-	aloud protocol) sessions. Table 5.2: The teachers' type and frequency
218	L1-12.docx	sessions. Thus, future research can combine concurrent verbalisation (through the	think-	aloud protocol) with retrospective stimulated recall or interview methods.
219	L1-12.docx	identifying and addressing the students' writing problems (e.g., Gie –	think-	aloud protocol 1).Excerpt 6.15 illustrates Gie's comment on Rafif'
220	L1-12.docx	written, such as whether it was good or not (Erna -	think-	aloud protocol 1).In addition, the teachers sometimes also commented
221	L1-12.docx	Dana's organisation problem, as shown in excerpt 6.18below. <^^^> (Ayu –	think-	aloud protocol 1, Dana) Similarly, the writing conferences transcript data
222	L1-12.docx	same errors. As shown in excerpt 6.30 below, Gie said: <^^^> (Gie -	think-	aloud protocol 1, Puput). As reported in Chapter Four, the
223	L1-12.docx	protocol 3, Rafif). 6.2.2 Contextual factors A thematic analysis of the interview,	think-	aloud protocol, and writing conferences transcripts, as well as
224	L1-12.docx	practices and decisions <&&&> 6.2.1.1 Teachers' beliefs The analyses of the teachers'	think-	aloud protocol, writing conference, and interview transcripts indicated that
225	L1-12.docx	Latif, 2018),my review of this study indicates that the teachers'	think-	aloud alone may not accurately capture the teachers' cognitive
226	L1-12.docx	protocols might have a reactivity effect because the act of	thinking	aloud can trigger changes in the teachers' cognitive processes
227	L1-12.docx	based on the student's revision progress (e.g., Ayu –	think-	aloud protocol 2, and 3 Raja).For instance, Ayu checked Raja'
228	L1-12.docx	pen and paper helped him to be more meticulous (Gie,	think-	aloud protocol 1). Another variation was noted regarding L1 use.
229	L1-12.docx	due to their students' request (Erna – think-aloud protocol 1; Gie –	think-	aloud protocol 1). 7.4.2 Decision-making processes in the writing conferences
230	L1-12.docx	the first feedback session due to their students' request (Erna –	think-	aloud protocol 1; Gie – think-aloud protocol 1). 7.4.2 Decision-making processes
231	L1-12.docx	L1 use (e.g., Ayu – think-aloud protocol 1, Fio; Tia –	think-	aloud protocol 3,),type and focus of feedback (e.g.,
232	L1-12.docx	class session to discuss the citation style (e.g., Ayu,	think-	aloud protocol 3, - Dana) 4.3 The teachers' oral feedback on students'
233	L1-12.docx	Sha – Fahri draft 3) <^^^> (Sha – Fahri draft 3) 4.2.2 Findings from the teachers'	think-	aloud protocols The transcripts of the think-aloud protocols
234	L1-12.docx	minutes) the teachers spent in the feedback provision stage (n=72	think-	aloud protocols) <&&&> 5.2.2.3.2 Postponed feedback decision The analysis of think-
235	L1-12.docx	processes while providing feedback in written form (elicited via the	think-	aloud protocols) and in writing conferences to understand if
236	L1-12.docx	their decision-making in the written feedback sessions (captured using	think-	aloud protocols),as well as Cumming's (1990) and Cumming
237	L1-12.docx	teachers' feedback practices in this study. Utilising a combination of	think-	aloud protocols, writing conferences, and interviews, the data reveal
238	L1-8.docx	movies, and in interactional conversation which necessitates them to critically	think	and act during intercultural encounters. However, they do not
239	L1-16.docx	in this study reported their perceptions of how they understand,	think,	and act in the context of a curricular change
240	L1-17.docx	conduct codes which limit the possibilities for a person to	think	and act out of the box; rather, it is
241	L1-8.docx	as underrepresented group members in the community necessitates, they critically	think	and act upon the Islamic and local cultural frame
242	L1-11.docx	has discovered evidence about multiple facets of Indonesian teachers' assessment	thinking	and practices and has found that teachers still struggle
243	L1-11.docx	and instruction and consideration of contextual influences that shape teachers'	thinking	and practices of assessment (Black & Wiliam, 2018; Black, 2016) as the
244	L1-11.docx	that these perceived influences did not significantly affect teachers' assessment	thinking	and practices. One teacher from a vocational school was
245	L1-11.docx	source of data from merely English teachers' perspectives on their	thinking	and practices. This does need validation from different sources
246	L1-12.docx	added that written feedback " was better in stimulating students to	think	and to learn than the writing conference" (interview 1 Gie). 6.2.1.2

247	L1-2.docx	practice the MTS more frequently than what they could have	thought	and to meet the expectations of the students. Regarding
248	L1-8.docx	Indonesian, this study can offer only few examples of critical	thinking	and action on the emerging communication acts. In addition,
249	L1-10.docx	Indonesia, particularly when it was "usually in a way of	thinking	and arranging words that are very different from English".
250	L1-9.docx	over a possibility that the local students may imitate or	think	and behave like different "Others" when they are exposed
251	L1-18.docx	motivation to complete their writing tasks both ways. 'Why one	thinks	and behaves as one does' was referred to as
252	L1-8.docx	reference that constantly set the standard and appropriate reference for	thinking	and behaving. Simultaneously, they are Muslims whose thoughts and
253	L1-8.docx	they experience more tension and contradiction in navigating their critical	thinking	and behaviour during intercultural communication, and they benefit more
254	L1-4.docx	of what is to be accepted as truth that guides	thought	and behaviour. The teachers in the current study showed
255	L1-11.docx	that national examinations prominently featured in teachers' discussion of their	thinking	and classroom practices and directed their selection of assessment
256	L1-11.docx	HR_GD1]. This finding indicates that it was not the	thinking	and cognitive ability that were the main concern of
257	L1-6.docx	the questions given in the listening task but also actively	think	and develop their understanding of the content by sharing
258	L1-13.docx	to be fully aware of the nature of what they	think	and do and how these potentially affect students' learning
259	L1-19.docx	EFL classes, and, therefore, its aim to enhance students' critical	thinking	and English skills is a little too ambitious considering
260	L1-11.docx	and the level of openness of respondents to express their	thinking	and experience in relation to recent curriculum and assessment
261	L1-3.docx	He further stated, "With these writings, writers invited readers to	think	and feel. […] That is a created world, a world
262	L1-12.docx	because it can motivate students to be more independent in	thinking	and figuring out the revision (Fajar, personal communication 1, 2016, Mary,
263	L1-11.docx	summative tradition of assessment has a strong influence on teachers'	thinking	and how they teach and assess learning. The provision
264	L1-7.docx	of the effects that their teaching had on their students'	thinking	and learning (Benade, 2015; Farrell, 2017; Hagevik et al., 2012). Different from
265	L1-8.docx	The narratives function as support evidence as to how critical	thinking	and practice selection were constantly verified across communicative acts.
266	L1-17.docx	which was relevant in those fields. As a system of	thought	and practice, habitus, once developed, will remain a part
267	L1-3.docx	out that they both "arrange(d) words" using their own	thought	and rationality to create appealing stories. Therefore, even though
268	L1-11.docx	to engage more participation, and when it stimulates higher order	thinking	and reasoning skills (Torrance & Pryor, 1998; Black et al, 2003; Black &
269	L1-11.docx	learning, e.g. metacognitive skills, assessment criteria and rubrics, critical	thinking,	and self-regulation. Although ideas of assessment for and
270	L1-8.docx	Christmas wishes, homophobic issue and hijab apparel practices offer critical	thinking	and strategic action to deal with. Some practices such
271	L1-19.docx	be taught in an integrated way within all subjects, critical	thinking	and the subjects were still largely two separate domains.
272	L1-19.docx	s expectation to enhance students' command of English and critical	thinking	and their insufficient capabilities in providing clear and consistent
273	L1-14.docx	improve student interest in learning and to trigger their critical	thinking	and understanding in the English lesson". Mr. William maintained
274	L1-11.docx	classroom practices among teachers as a result of their divergent	thinking	and understanding. This study showed that teachers' understanding, and
275	L1-6.docx	the lecturers in their study had fostered students' high-ordered	thinking	and were focused on their students' cognitive development. However,
276	L1-10.docx	T4 seemed to have a slight hesitation between what he	thought	and what he was going to explain. That's
277	L1-12.docx	language use. While reading and interpreting a text, the teachers	thought	about the general strategy for identifying writing problems and
278	L1-11.docx	suggests persistently strong influence of external assessments in shaping teachers'	thinking	about the improvement purposes of assessment. There is evidence
279	L1-11.docx	be strongly negative, consistent with the earlier evidence of teachers'	thinking	about the practice reform mandated by the government (Hargreaves, 2004).
280	L1-18.docx	Miss, but it was more about taking more time to	think	about the preparation for the task (Ranti, FGD 9, Graduate 1).
281	L1-2.docx	such as peers/friends and life with English such as	thinking	about the reason for learning English for their future
282	L1-12.docx	also compared Dana's and Tiara's writing. <^^^> The teachers	thought	about the students' L2 writing ability and personal characteristics
283	L1-11.docx	words such as should, would, and wish, which reflect teachers'	thinking	about the urgency regarding carrying out a certain assessment
284	L1-17.docx	when a senior teacher at Dago asked me what I	thought	about the way some of the Dago participants taught
285	L1-9.docx	when it becomes normalised as a common-sense way of	thinking	about the world. Ideology can even be hegemonic when
286	L1-4.docx	students' voices. A 'principled practice' since it challenges teachers to	think	about what is appropriate given the unique intersection that
287	L1-8.docx	future interests. Reflection in action allows the individual to critically	think	about what is happening, while reflection on action facilitates
288	L1-4.docx	them and the teacher that allows room to explore their	thinking	about what might work for them and give teachers
289	L1-11.docx	to expanding our understanding of the complex nature of teachers'	thinking	about assessment and the strong influences of contextual factors
290	L1-11.docx	This chapter presents the results of the analysis of teachers'	thinking	about assessment to answer the first exploratory research question, '
291	L1-11.docx	found this application helpful as they no longer needed to	think	about how they were going to describe students' learning [
292	L1-4.docx	there seemed to be no wider space for teachers to	think	about how to involve the students as partners in
293	L1-10.docx	were not sure about the practice of multilingualism. They still	thought	about structure deficient, students' confusion, distraction, and just mixing
294	L1-10.docx	using other languages than English in their classrooms. They still	thought	about structure deficient, students' confusion, distraction, and just mixing
295	L1-6.docx	to monitor their progress and ensure that everyone would start	thinking	about and designing the project. She divided the students
296	L1-11.docx	Remesal, 2007, 2011), explored teacher assessment practices with implicit links to their	thinking	about assessment (Jiang, 2014; Ateh, 2015; Ratnam-Lim & Tan, 2015; Jonsson et

#	File	Left context	Node	Right context
297	L1-11.docx	and dissonance between teachers and students in relation to their	thinking	about assessment. Furthermore, a reading of policy document does
298	L1-19.docx	our country if we never achieved independence?", "What do you	think	about colonizing and being colonized?". When faced with this
299	L1-16.docx	p. 182) puts it, ". . . we hardly know anything about what students	think	about educational change because no one ever asks them."
300	L1-8.docx	is happening, while reflection on action facilitates the individual to	think	about experiences that will benefit different situational, temporal and
301	L1-15.docx	was a sensitive girl as she said that she was	thinking	about her parents having spent a lot of money
302	L1-9.docx	about language and colour with which mankind is invited to	think	about its existence and especially its differences, as mentioned
303	L1-17.docx	the current challenges that PELIs are facing, some participants are	thinking	about leaving their jobs because they are afraid that
304	L1-17.docx	his work at Harvey so much that he did not	think	about resigning or moving to a different PELI. He
305	L1-9.docx	especially its role as a 'producer of work force' and	thought	about some serious competition in the job market that
306	L1-4.docx	extent should teachers practice power, and on the other hand,	think	about student agency. 5.3. How do cultures of learning affect
307	L1-12.docx	protocol 3, Almira, line 203-208) Following is another example of the teachers'	thinking	about students' writing profiles (Example 4.23). When providing written feedback
308	L1-8.docx	about his marital status and he fled (Ria, L116). She	thought	about these responses and inferred that the question might
309	L1-9.docx	students' opinions after singing together. She asked: 'What do you	think	about this song?'; 'Please give me your opinion about
310	L1-17.docx	only focus on developing her teaching career, but she was	thinking	about trying out another profession in London although she
311	L1-12.docx	the EFL teachers in the study tended to exhibit and	think	about when they provide feedback on students' L2 writing. 7.6.2
312	L1-8.docx	well. Therefore, intercultural communication offers them the opportunity to critically	think	about who they are in relation to others and
313	L1-3.docx	often judge others from their outer appearance. She was then	thinking	about writing a story where the characters could finally
314	L1-3.docx	breeze. It was a hot day and she could not	think	of any idea for the short story assignment. Suddenly,
315	L1-13.docx	as a first, second, and third language. Budi (1) did not	think	of any native variety as the only Standard English; (2)
316	L1-9.docx	real-life social interactions. That is, language and culture are	thought	of as interrelated in actual communication, and linguistic knowledge
317	L1-9.docx	she underlined: <^^^> (Interview with Ana, 25/11/15) Ana filtered out what she	thought	of as unwanted or inappropriate materials. She based her
318	L1-15.docx	teachers received a good salary. The item 'I like the	thought	of being the centre of attention in a room
319	L1-15.docx	chance to make an impact on society; I like the	thought	of being the centre of attention in a room
320	L1-8.docx	cultural reference offers the EFL educators an experience to critically	think	of their own and of others' cultural references and
321	L1-20.docx	Muslim identity' and 'use of local language'. Here, whenever they	think	of their regional or Acehnese identity, what comes to
322	L1-20.docx	Acehnese language and Islamic culture. In other words, whenever they	think	of Acehnese identity, what comes to their mind are
323	L1-17.docx	responsibilities (Billett, 2006). However, realising her ability to speak English, Mary	thought	of applying for a teaching position at an EF
324	L1-4.docx	when it comes to learning and it is difficult to	think	of approaches to accommodate these learning views and preferences.
325	L1-17.docx	professional trajectory. When he was working at Dago, he was	thinking	of becoming a teacher trainer after completing CELTA but
326	L1-8.docx	process allows individuals to grasp the incoming messages and to	think	of behavioural responses and reasons that underpinned selected behaviour.
327	L1-6.docx	posting of comments on Facebook gave her more time to	think	of better words to use. Meanwhile, S41 commented that
328	L1-13.docx	and Australian English (Pre-Interview, p. 7). In articulating what she	thought	of British English, Dina occasionally compared British English to
329	L1-10.docx	of the program offered. For example, Indonesian EMI program should	think	of building a unique program from which this is
330	L1-8.docx	educators. The perceived different greeting rituals drive educators to critically	think	of factors for selecting certain greeting practices that appropriately
331	L1-8.docx	embed a religious dimension that draws many Muslims to critically	think	of faith related accounts to accommodate or assimilate the
332	L1-5.docx	that he unconsciously becomes a bilingual child. He starts to	think	of his language influenced by other languages. The identity
333	L1-8.docx	using first name culture. Nisa states that she would never	think	of importing first name culture to her home environment.
334	L1-10.docx	was obvious that the filler was showing his process of	thinking	of new things to answer questions from students. He
335	L1-17.docx	they thought that teaching was very time consuming. Others were	thinking	of pursuing careers in administration. Finally, the leavers were
336	L1-3.docx	while observing surroundings, Nadia also mentioned that she liked to	think	of some 'what if' scenarios and used the best
337	L1-15.docx	and feeling of preparedness to teach. 6.4.2. Case 2: Ita Initially, Ita	thought	of studying in Pharmacy school because she wanted to
338	L1-18.docx	her narrative paragraph by following the standard writing procedure, from	thinking	of the general idea of the theme of her
339	L1-17.docx	speaking community whenever the opportunity arose in the future. Darren	thought	of two possibilities which involved English in his future:
340	L1-11.docx	had a larger standard deviation, suggesting that teachers had divergent	thinking	of value in regard to practices associated with the
341	L1-17.docx	learning process at a PELI. Therefore, an effective teacher must	think	of ways to maintain their student's attention and
342	L1-15.docx	complicated than teaching. I was less motivated for teaching and	thought	of working in a bank." Planning is just the
343	L1-19.docx	incorporate activities that could raise the level of students' critical	thinking.	The activities mostly involved simple steps that belong to
344	L1-19.docx	which both provide operative words displaying the level of cognitive	thinking.	The analysis was conducted as follows: 1. Identified operative words
345	L1-16.docx	needed as it made his English skill improving. "Personally, I	think	the change is necessary. I can see a lot
346	L1-3.docx	out-of-the-box, unusual, free in the way of	thinking.	The cited abilities perceived to be owned by creative

347	L1-11.docx	involved in the classroom context of assessment, which influences teachers'	thinking.	The content analysis identified 103 propositions related to teachers' assessment
348	L1-19.docx	findings regarding the contribution of the SA to students' critical	thinking,	the data were derived from the perspectives of teachers
349	L1-13.docx	since Dina believed that it is a 'correct' dictionary. "I	think	the dictionary is correct. That's why I recommend
350	L1-19.docx	the SA as a robust approach for enhancing students' critical	thinking,	the EFL teachers and students found it to be
351	L1-18.docx	learning process: "I have used it (Google Translate), but I	think	the grammar is not correct as what I get
352	L1-2.docx	of all the MTS was more frequent than the students	thought.	The perceived frequency use of MTS quantitatively, survey based,
353	L1-3.docx	examples of creativity/creative outcomes? Could you explain why you	think	the product or idea is creative? How do you
354	L1-15.docx	intellectual people who liked to study. At that time, Hanes	thought	the profession suited him because studying was his hobby.
355	L1-15.docx	education program and her parents agreed encouraging Ita because they	thought	the program would give their daughter a bright future.
356	L1-3.docx	idea that creative individuals had different and particular ways of	thinking.	The students explicitly mentioned that creative people "think out
357	L1-19.docx	applied different strategies for student learning: to stimulate the students'	thinking,	the teacher allowed the students the use of L1 (
358	L1-19.docx	arranging teaching procedures that could integrate language ability with critical	thinking.	The teaching activities compiled by all the observed teachers
359	L1-16.docx	understand." Tia also commented the same thing, she said, "I	think	the textbook is quite user-friendly. It has developed
360	L1-19.docx	which were undoubtedly challenging to successfully combine. 4.2.1.2 The Students' Critical	Thinking	Development Processes In terms of providing support to students
361	L1-19.docx	To Examine the Contribution of the SA to Students' Critical	Thinking	Development Processes Opinions on whether or not the SA
362	L1-19.docx	classes (Table 12) and coding and categorisation of the students' critical	thinking	development processes (Table 13). Phase 4: Reviewing of Themes In the
363	L1-19.docx	the SA in EFL classes (Theme 1) and the students' critical	thinking	development processes (Theme 2). Figure 17 Breakdown of a Theme Derived
364	L1-19.docx	in implementing the SA in their classes and students' critical	thinking	development processes. The following figures (Figure 17 and 18) present the
365	L1-19.docx	Processes and The Influences of the SA on Students' Critical	Thinking	Development Processes. These share the following common theme: The
366	L1-19.docx	for the contribution of the SA implementation to students' critical	thinking	development were categorised into three main parts: the purposes
367	L1-19.docx	s revised Taxonomy, the activities related to the students' critical	thinking	development were still focused on lower- order thinking skills (
368	L1-19.docx	of coding and categorisation produced data on the students' critical	thinking	development as illustrates in Table14: Table 14 Coding and Categorisation
369	L1-19.docx	practice, the implementation of the SA in improving students' critical	thinking	development at higher levels was clearly not easy for
370	L1-19.docx	data related to the influence of the SA to students'	thinking	development is discussed in the following section. 4.1.3 Data Analysis
371	L1-19.docx	of the SA Implementation in EFL Classes to Students' Critical	Thinking	Development Processes In the Indonesian context, teaching critical thinking
372	L1-19.docx	Reasons for Implementing the SA in Relation to Students' Critical	Thinking	Development Processes and The Influences of the SA on
373	L1-19.docx	whether or not the SA has contributed to students' critical	thinking	development varied among senior managers, EFL teachers, and students.
374	L1-19.docx	from the perspective of teachers and students regarding whether critical	thinking	development was available, as evidenced here: <^^^> (Teacher 3, interview) <^^^> (Student 3,
375	L1-19.docx	create different viewpoints about the occurrence. To EFL learners, critical	thinking	in EFL classes lends advantages, such as "to monitor
376	L1-19.docx	aspirations. In relation to the planning stage of teaching critical	thinking	in EFL through the implementation of the SA, the
377	L1-19.docx	the students' cognitive levels. In the Indonesian context, teaching critical	thinking	in the EFL classroom is a significant challenge when
378	L1-19.docx	Critical Thinking Development Processes In the Indonesian context, teaching critical	thinking	in the EFL classroom presents a considerable challenge since
379	L1-8.docx	as the focus is on how participants engaged in critical	thinking	in their diverse practice selections. The narratives function as
380	L1-3.docx	such as the three students who always played "what if"	thinking	in their minds when observing surroundings (Sella, Tika, Nadia,
381	L1-13.docx	see also Chapter 4, Table 4.3, for the definition). Dina stated, "I	think	in a globalised era English is used everywhere" (Pre-
382	L1-2.docx	perceived, and the students might not have received what they	thought.	In addition, qualitatively, there were 16 MTS to learn English
383	L1-19.docx	as a language barrier occurs, integrating the teaching of critical	thinking	in an EFL subject is somewhat ambitious, even though
384	L1-19.docx	need to improve the integration of teaching English and critical	thinking	in classroom activities, tasks, worksheets, teaching materials, and assessments.
385	L1-11.docx	vocabulary items, which meant that they could not express their	thinking	in English in a longer response. However, when asked
386	L1-19.docx	a discipline-specific approach. Based on his classification, teaching critical	thinking	in Indonesia can be categorised into the discipline-specific
387	L1-19.docx	designed with the aim of the SA (enhancing students' critical	thinking)	in mind. Overall, these assessments covered only activities categorised
388	L1-19.docx	related to the subjects taught and to improve their critical	thinking.	In this regard, the EFL teachers' responsibilities include designing
389	L1-19.docx	students to develop their critical thinking skills and allow critical	thinking	skills to be learned and taught as independent entities
390	L1-8.docx	educators who need to develop the intercultural knowledge and critical	thinking	skills to fully engage in successful intercultural communication. 8.4 Limitations
391	L1-19.docx	during learning activities, should also contribute to students developing their	thinking	skills to the goal level aims of the SA
392	L1-19.docx	pronged approach can motivate the students to develop their critical	thinking	skills and allow critical thinking skills to be learned
393	L1-11.docx	assessment protocols to facilitate and capture evidence of higher order	thinking	skills and performance (MOE, 2017a). However, despite 7 year implementation
394	L1-19.docx	who argue that in typical school settings, language learning and	thinking	skills are often treated as independent processes. As such,
395	L1-19.docx	Abrami et al. (2008) who advocate mixed teaching strategies whereby critical	thinking	skills are specific and attached to the subjects or
396	L1-19.docx	as helping teachers train the students to develop their critical	thinking	skills by being more creative and exploring the information

397	L1-19.docx	teaching EFL had been unsuccessful in improving the students' critical	thinking	skills due to the language barrier, as previously discussed
398	L1-19.docx	Paul (2004) further stated that the integration of both knowledge and	thinking	skills of related subjects can assist students to be
399	L1-19.docx	endorses the aspirations of the Indonesian government in promoting critical	thinking	skills through within the EFL classroom as also reflected
400	L1-11.docx	one teacher considered that a questioning strategy involving higher order	thinking	skills was not appropriate in her classroom due to
401	L1-19.docx	analysing), C5 (evaluating), and C6 (creating) belong to Higher-Order	Thinking	Levels (HOTS). In addition, the observed activities related to
402	L1-19.docx	improve the students' critical thinking ability, promoting the higher-order	thinking	levels (HOTS). It is also worth noting that none
403	L1-19.docx	C1-C4, in which C1-C3 belong to lower-order	thinking	levels (LOTS) and C4 belongs to higher-order thinking
404	L1-19.docx	Overall, these assessments covered only activities categorised as lower-order	thinking	levels (LOTS) that assessed students' memory, understanding, and implementation.
405	L1-19.docx	simultaneously improving students' critical thinking abilities to reach higher-order	thinking	levels (HOTS) by incorporating all steps of the SA.
406	L1-19.docx	order thinking levels (LOTS) and C4 belongs to higher-order	thinking	levels (HOTS). Meanwhile C5 (evaluating) and C6 (creating), which
407	L1-19.docx	remembering), C2 (understanding), and C3 (applying) belong to Lower-Order	Thinking	Levels (LOTS), while C4 (analysing), C5 (evaluating), and C6 (
408	L1-19.docx	levels of cognition were in the range of lower-order	thinking	levels (LOTS). The researcher argues that the prevalence of
409	L1-19.docx	the range of C1 to C3, belonging to lower-order	thinking	levels (LOTS). This shows that basic competencies and indicators
410	L1-19.docx	activities mostly involved simple steps that belong to lower-order	thinking	levels (LOTS). For example, based on the categorisation of
411	L1-18.docx	emphasised the importance of the motivation level that the students	thought	they had as their drive for learning a foreign
412	L1-4.docx	classroom culture. The other interesting point is that the teachers	thought	they had discussions with the students, but the students
413	L1-13.docx	discordance between what people are effectively doing and what they	think	they are doing" (p. 27). Accordingly, this present study proposes
414	L1-13.docx	have to teach grammatically correct English. For slang expressions, I	think	they can learn outside the classroom, not formally in
415	L1-10.docx	those teachers' perceptions does not seem as bad as they	thought.	They could deliver the materials in English and the
416	L1-16.docx	that the new student assessment is too complicated because they	thought	they have to do it every meeting, every semester
417	L1-7.docx	experienced it once when they were undergraduate students, so I	think	they know what they need to do at school (
418	L1-4.docx	they know and do not know already, and what they	think	they need (Nation and Macalister, 2010). However, the teachers found
419	L1-12.docx	written feedback also indicatesthe inconsistency between what feedback the teachers	thought	they provided or considered important and what feedback they
420	L1-6.docx	were considered ready to do so. Those who did not	think	they were ready were given more time to prepare.
421	L1-13.docx	in particular, to use Indonesian to organise and express his	thought	was Ana's approach or response to the contradiction
422	L1-20.docx	appropriate behaviour based largely on the current situation which she	thought	was appropriate to advise. When students made a mistake
423	L1-3.docx	that it was creative because this person's way of	thinking	was different from others. However, it might not be
424	L1-19.docx	For example, in EFL classes, the process of teaching critical	thinking	was hindered by the language barriers which caused difficulty
425	L1-13.docx	how they pronounced English. If there was something that I	thought	was incorrect, I asked them to repeat it several
426	L1-19.docx	language. This indicates that in EFL classes, although teaching critical	thinking	was integrated in teaching English, they remained two different
427	L1-17.docx	and to teach her lesson in the way that she	thought	was most effective for her students. Career trajectory Claire
428	L1-17.docx	He was very disappointed with the whole process which he	thought	was not transparent. He said that in the future,
429	L1-12.docx	second writing conference by evaluating Dana's draft which she	thought	was passable (line 1-4) and commenting on his referencing issue (
430	L1-12.docx	Although my students are used to comprehensive [corrective] feedback, I	think	it is better to learn it gradually. For example,
431	L1-10.docx	acknowledged that English proficiency of IUP graduates "But even, I	think	it is better. Their English language skills are a
432	L1-4.docx	the recognition of their cultures of learning. In addition, I	think	it is important to implement learning cultures research on
433	L1-8.docx	English speakers was excellent in generating different responses: "Yeah I	think	it is okay and that's an interesting one,
434	L1-3.docx	already exists. (Hana, FGD, my translation). Likewise, Sella affirmed "I	think	it doesn't have to be completely new but
435	L1-18.docx	we correct with a friend, we use technology and I	think	it makes our work easier than use a book
436	L1-6.docx	would only monitor students' progress on the projects. If students	thought	it necessary to come and talk to him, he
437	L1-8.docx	the "are you married?" question to everyone she met. She	thought	it would be helpful for her to address them
438	L1-19.docx	to only analysis activities. In other words, integrating higher-order	thinking	skills (HOTS) into teaching and learning activities is still
439	L1-19.docx	help students to improve their critical thinking to higher- order	thinking	skills (HOTS) levels. In relation to the implementation of
440	L1-19.docx	of the government requiring that learning should involve high-level	thinking	skills (Kemendikbud/Permen No. No. 36/2018, 2018). Furthermore, if the objectives
441	L1-19.docx	government requiring that the learning process should involve higher-order	thinking	skills (Kemendikbud/Permen No. 36/2018, 2018). The results of the analysis
442	L1-19.docx	competences and indicators set in the curriculum indicating higher-order	thinking	skills (HOTS). Additionally, as stated in the 2013 Curriculum, one
443	L1-19.docx	lower- order thinking skills (LOTS)/C1-C3, while higher-order	thinking	skills (HOTS)/C4-C6 was only conducted by some
444	L1-19.docx	by the EFL teachers were still categorized as lower-order	thinking	skills (LOTS) levels and only limited support was given
445	L1-19.docx	students' critical thinking development were still focused on lower- order	thinking	skills (LOTS)/C1-C3, while higher-order thinking skills (
446	L1-19.docx	on the contribution of the SA implementation to students' critical	thinking	development. The analysis proceeded by classifying the key points

447	L1-19.docx	and its role in supporting the process of students' critical	thinking	development. The following sections provide a summary of the
448	L1-19.docx	study explored the contribution of the SA to students' critical	thinking	development. All of the above was conducted in the
449	L1-19.docx	in implementing the SA in their classes and students' critical	thinking	development. Figure 19 displays a thematic map derived from the
450	L1-19.docx	relation to Indonesian 2013 Curriculum and its influence on students' critical	thinking	development. Specifically, the aims of this study are presented
451	L1-19.docx	constructed in the curriculum – this is to support students' critical	thinking	development. These recommendations are offered especially for teachers, school
452	L1-19.docx	theme: The Influence of the SA Implementation on Students' Critical	Thinking	Development. This was the third category to emerge from
453	L1-6.docx	had to do so regularly. Another reason was efficiency: L4	thought	she could ensure that all students would receive the
454	L1-17.docx	or conversation classes. In teaching English exam preparation courses, she	thought	she could help her students to achieve their goals
455	L1-3.docx	said she was confident with her creativity, expounded why she	thought	she was creative as follows. <^^^> (Sella, interview) Furthermore, in
456	L1-15.docx	had asked her to join the program because her mother	thought	she was good at English. Neta followed her mother'
457	L1-17.docx	build her credentials in teaching English was ignited by a	thought	she had when she first started her job: because
458	L1-17.docx	as a housewife so much so that she did not	think	she would ever be able to realize her imagined
459	L1-10.docx	aspect, T16 remarked, "It's a bit strange because I	think	English is a foreign language. They have their own
460	L1-13.docx	international language connecting people from different nationalities. She noted, "I	think	English is important for us to relate or correlate
461	L1-13.docx	do not prefer to [sic] one of the variety. I	think	English is not American, English is not British, English
462	L1-5.docx	the future may be heightened. This means that she may	think	English has value so that she prepares her child
463	L1-13.docx	allows the people to obtain more information. She commented, "I	think	English is… or has many beneficial [sic]" (Pre-Interview,
464	L1-17.docx	to teach children anymore. He told me "I don't	think	I can be effective teaching kids' classes. Because the
465	L1-13.docx	had limited awareness of varieties of English. "Until now, I	think	I haven't got the guidance. Many words that
466	L1-13.docx	I don't favour a certain variety of English. I	think	I use all" (Pre-Interview, p. 7). Tina added that
467	L1-10.docx	their owned English does not seem as bad as they	thought.	I was witnessing that they could deliver the materials
468	L1-17.docx	when teaching children is so high so I don't	think	I will have the energy for that." (Anji, Interview).
469	L1-19.docx	students to be critical thinkers in the classrooms. A similar	thought	is also proposed by Abrami et al. (2008) who advocate
470	L1-19.docx	Paul (2004) classified the type of approach in which teaching critical	thinking	is integrated into teaching a subject as a discipline-
471	L1-19.docx	be categorised into the discipline-specific approach since teaching critical	thinking	is not conducted as a separate subject. Paul (2004) further
472	L1-10.docx	was working on to processing the languaging. This process of	thinking	is reflected through fillers. 5.3.5 Teacher 5 (T5) Profile T5 is
473	L1-4.docx	Tokyo, Japan. The conferences have resulted in discussion which I	think	is valuable, to the extent of how it contributed
474	L1-1.docx	full-fledged teacher. Later in the interview, she displays her	thought	processes around selecting which constituents of identities that she
475	L1-19.docx	evaluating, and creating) of the students in relation to critical	thinking	processes based on the categories of the revised Bloom'
476	L1-1.docx	an ideal teacher. Later in the interview, she describes her	thought	processes regarding which constituents of identities she enacts during
477	L1-12.docx	aloud protocol techniques could provide richer data about the subjects'	thinking	processes than retrospective interview techniques (e.g., Latif, 2018),my
478	L1-19.docx	class. However, the activities that related to the students' critical	thinking	processes were still conducted in the lower-level category (
479	L1-10.docx	and full of laughter. This was very interesting, and I	thought	this was incredible an example of a teacher who
480	L1-6.docx	ideas. If students were passive and did not display independent	thinking,	this was likely to emerge as a significant factor
481	L1-15.docx	hospital. Yet her mother did not recommend it as she	thought	this field would not suit her daughter. One day,
482	L1-17.docx	trajectory seemed quite clear when she told me that "I	think	this is my place." (Mary, Interview). She explained that
483	L1-16.docx	is too low for senior high school student level "I	think	this textbook from MOEC is too shallow for senior
484	L1-3.docx	existing ones - was not so clear. The frequently mentioned traits	thought	to be necessary for creativity were being imaginative, deviant
485	L1-19.docx	and the influences of the SA implementation on students' critical	thinking.	To examine how the SA influences students' critical thinking,
486	L1-19.docx	subjects is expected to help students to improve their critical	thinking	to higher- order thinking skills (HOTS) levels. In relation
487	L1-19.docx	p. 65). Different studies have also corroborated the advantages of critical	thinking	to improve EFL writing ability (Shirkhani and Fahim, 2011), language
488	L1-3.docx	others' work (her domain-relevant skills) and using "what if"	thinking	to trigger imagination (her creativity-relevant processes or cognitive
489	L1-5.docx	that they want their children to engage with others and	think	more broadly (Weenink, 2008). This means that the parents may
490	L1-5.docx	She wants her children in the future to 'socialise and	think	more broadly'. She tries to develop a cosmopolitan identity
491	L1-5.docx	Lis wants her children "in the future to socialise and	think	more broadly". Lis also aspires for her children to
492	L1-18.docx	a chance to receive peer feedback was considered motivating, "I	think	more motivation, Miss. because when we do something wrong,
493	L1-17.docx	children, young adults, and now I have CELTA, so I	think	my learning how to teach is still going and
494	L1-17.docx	children, young adults, and now I have CELTA so I	think	my learning how to teach is still going and
495	L1-10.docx	I feel like I need to repeat that. Maybe they	think	my English is too fast, or maybe it's
496	L1-15.docx	realised that his English language proficiency was very low: "I	think	my knowledge especially structure (of English language) is not

497	L1-19.docx	processes. Some efforts to improve the quality of students' critical	thinking	were also discussed as part of the interview questions
498	L1-19.docx	in these EFL classes, teaching a language and teaching critical	thinking	were conducted through different processes. This finding is in
499	L1-6.docx	to ask questions. Both lecturers and students exchanged stories they	thought	were interesting or important or shared ways to deal
500	L1-17.docx	a session to share some of the things that they	thought	were useful in the classroom. In a way, the
501	L1-19.docx	applying (LOTS). However, there were some activities involving the students'	thinking	abilities at higher levels, namely analysing, evaluating, and creating.
502	L1-19.docx	can enhance students' language abilities while simultaneously improving students' critical	thinking	abilities to reach higher-order thinking levels (HOTS) by
503	L1-19.docx	classes contributed to the improvement of students' English and critical	thinking	abilities will be given further consideration and is elaborated
504	L1-19.docx	SA could help the teachers to assess the students'	thinking	abilities. As stated by the vice principal (VP) of
505	L1-19.docx	performance in implementing the SA and better enhance students' critical	thinking	abilities. The data related to the influence of the
506	L1-19.docx	which the students can gain better English skills and critical	thinking	abilities. To achieve these goals, not only do the
507	L1-19.docx	For instance, the relationship between the SA and students' critical	thinking	can be assessed by conducting experimental research with the
508	L1-19.docx	as explained in section 4.2 and 4.3). According to McCollister & Sayler (2010), critical	thinking	can be integrated into lessons for all disciplines by
509	L1-3.docx	practical implication, because creativity in a form of behaviour or	thought	can be judged as valuable or useful essentially based
510	L1-19.docx	such, based on the findings, though teaching EFL and critical	thinking	could be conducted simultaneously, the two remain separate processes
511	L1-19.docx	showed that from the perspective of the teachers, although critical	thinking	could be taught in an integrated way within all
512	L1-12.docx	the actual writing conferences. They selected a prompt which they	thought	could help the student to understand the feedback points.
513	L1-15.docx	in response to their ability to 'help students learn to	think	critically and solve problems'. The respondents expressed higher levels
514	L1-15.docx	the classroom, whether they are able to help students to	think	critically and to be an independent learner. It is
515	L1-3.docx	encouraged students to be good observers of surroundings and to	think	critically about issues, including religious issues, around us. He
516	L1-11.docx	delve deeper into a particular component of assessment practices and	thinking.	For example, although saturated but less substantial evidence of
517	L1-13.docx	some words with a strong Javanese accent. Saying "do you	think",	for example, Budi pronounced a very bold (Javanese-like) /
518	L1-9.docx	to its contact with the Muslim world and Islamic/Arabic	thought.	For Batchelor (2015), while acknowledging the world's divine origin,
519	L1-20.docx	and their students in teaching and learning English respectively because	thinking	from an alternative angle of their own locality is
520	L1-13.docx	notion of Indonesian as the national language. Tina commented, "I	think	from me myself and the government also mandates that
521	L1-15.docx	who was an academic, about teaching, and she reflected: "I	think	from my father's story I came to have [
522	L1-19.docx	but they are also strongly encouraged to embed higher-order	thinking	levels into every classroom activity, task, and assessment. In
523	L1-19.docx	improve their abilities in English as well as their critical	thinking	levels required by the curriculum. However, the extent to
524	L1-19.docx	in the curriculum that are classified only by lower-order	thinking	levels that require students to simply memorise, understand, and
525	L1-11.docx	and performance in regard to demonstrating higher order cognitive and	thinking	skills. Essay results are considered useful for identifying the
526	L1-11.docx	and assessment. This included the ability to express higher order	thinking	skills. Teachers in the group discussions, especially those who
527	L1-18.docx	could help students to build up their cognitive and creative	thinking	skills. When students are limited to samples from the
528	L1-18.docx	students push the work and the homework behind. So, I	think	there is always the time for being lazy" (Ruri,
529	L1-9.docx	of expressions through the eyes of English NSs. Conversely, Ana	thought	there is no point in modelling herself and learners
530	L1-10.docx	lecturers". In relation to curriculum, T29 proposed that, "Ideally, I	think	there should be a combination that the curriculum map
531	L1-13.docx	in a global world. Ya that's, that the simple	think	when I studied English for the first time" (Pre-
532	L1-13.docx	an impediment to the students' learning progress. Budi commented, "I	think	when I use Bahasa Indonesia, I do not take
533	L1-13.docx	listened to them. The following excerpts reveal what Tina was	thinking	when having the students practise the dialogue. <^^^> (Post-Interview 2,
534	L1-13.docx	assumptions prevalent within the society. "These are assumptions that we	think	are in our own best interest but that actually
535	L1-3.docx	of-the box, unusual, and free in the way of	thinking,	are parallel to the aforementioned scholars' accounts. However, none
536	L1-19.docx	However, direct measurement of students' learning outcomes reflecting improved critical	thinking	as a result of the SA implementation was not
537	L1-10.docx	For him," As long as it is not open, I	think	as it happens in an Indonesian-language environment, it
538	L1-9.docx	religious and secular knowledge but also between Islamic and Western	thought	because much of what is now taken to be
539	L1-3.docx	to read extensively outside the class. She said, "Don't	think	because you're in CW class you don't
540	L1-19.docx	the answer and I want to give my opinion or	thought,	but the problem is, I find it difficult to
541	L1-19.docx	problem was not about the low ability of students' critical	thinking,	but the students' difficulty of being able to communicate
542	L1-3.docx	Sella; Tika, interview). Tika explicated "It's when people can	think	free and unusual, and he can make something new
543	L1-3.docx	think out of the box", "do not follow the rules", "	think	free and unusual", and are "imaginative" (Amel; Ariel; Hana;
544	L1-19.docx	integrated into teaching the subject. The importance of integrating critical	thinking	into learning and teaching activities is dictated by the 2013
545	L1-19.docx	Furthermore, Tsai et al. (2013) emphasizes the importance of integrating critical	thinking	into the process of learning and teaching activities because
546	L1-3.docx	solving. One of them described creativity as the ability to	think	outside the box to solve life problems in a

547	L1-3.docx	creative individuals were the abilities to create something new, to	think	outside the box, to make something meaningful or useful
548	L1-13.docx	the students in her classroom. "At the class, British I	think" (	Pre-Interview, p. 11). She perceived that it is safer
549	L1-13.docx	English and we don't know about the computer, I	think" (	Pre-Interview, p. 9). The perceived main sources of influence
550	L1-1.docx	of what competences she gains from the teaching practicum, the	thought	process of selecting which competences that she enacts in
551	L1-3.docx	this ability, this section also identified the students' mind or	thinking	process when observing surroundings. When working on class assignments,
552	L1-3.docx	uncommon way of seeing common things (Huh & Engbert, 2010, p. 208) as	thinking	styles that stimulate creativity. Most of the frequently mentioned
553	L1-3.docx	skills to be creative in EFL creative writing, and their	thinking	styles that support creativity in writing to happen. It
554	L1-18.docx	can use online translation in my mobile phone and I	think	technology is very useful" (Desi, FGD 5, Class 1B). As
555	L1-18.docx	can use online translation in my mobile phone and I	think	technology is very useful" (Desi, FGD 5, Class 1B). Desi'
556	L1-13.docx	s literacy in the globalised world. Tina commented, "I still	think	that English is important. Nowadays, in the globalisation era,
557	L1-15.docx	disappointed when she started her teaching practicum in school. She	thought	that the theory she learned in the teacher education
558	L1-17.docx	the room. He tried to keep his spirit up by	thinking	that "I have something to give to my students
559	L1-17.docx	other hand, was interested in doing more research but she	thought	that "Len does not really support the teachers to
560	L1-8.docx	encounters with English-speaking culture may be straightforward without reflective	thinking,	while other contacts may allow some sort of cultural
561	L1-12.docx	and adjusted their feedback approach accordingly. Excerpt 5.20 displays Ayu's	thinking	while performing think-aloud protocol on Dana's third
562	L1-19.docx	simultaneously improve students' abilities in English and improve their critical	thinking	abilities, the researcher argues that appropriate teaching strategies are
563	L1-19.docx	that can enhance both students' language abilities and higher-order	thinking	abilities.
564	L1-19.docx	the SA could help the teachers to improve students' critical	thinking	abilities; meanwhile, the students felt that so far they
565	L1-19.docx	the curriculum goal of enhancing the students' cognitive and critical	thinking	ability to reach the higher levels (HOTS). As such,
566	L1-19.docx	of the curriculum that aim to improve the students' critical	thinking	ability, promoting the higher-order thinking levels (HOTS). It
567	L1-3.docx	and he can make something new that other people never	think	about" (Tika, interview). While Sela, being the only one
568	L1-13.docx	Because… atlit kan gak memikirkan…" ["Because an athlete does not	think	about…"] (Classroom Observation 2, Video 1, Minutes 24.25 – 24.27). Ana and other students
569	L1-13.docx	importance of learning new words for advancing English competency. "I	think	actually vocabulary is the key for learning English. Unlike
570	L1-11.docx	Black, 2016) as the analytical and interpretation tool to understand teachers'	thinking	and practice. Unlike previous studies that examined teacher assessment
571	L1-17.docx	plan and teach her lessons in the ways which she	thought	appropriate and effective. She felt that all she did
572	L1-12.docx	cognitive processes as the teachers can explain what they were	thinking	at the time of the original experimental task/interaction.
573	L1-3.docx	& Sternberg, 2002, p.272; Diakidoy & Kanari, 1999). Other researchers suggested divergent	thinking (	Baer, 2016; Dornyei, 2008) and having an uncommon way of seeing
574	L1-11.docx	dialogue is "the use by pupils of such terms as '	think', '	because', 'would' and 'should'" (Black & Wiliam, 2018, p.559). These kinds
575	L1-3.docx	problem in a very limited time (Ariel, interview). He also	thought "	being creative and being critical are related" (Ariel, FGD).
576	L1-9.docx	text) The evidence suggests that what the Indonesian EFL teachers	think,	believe and do regarding the teaching and learning of
577	L1-13.docx	hundreds of indigenous languages spoken in Indonesia. She stated, "I	think	between English and Indonesian, we can, what is it,
578	L1-17.docx	English ability. More broadly, he also encouraged his students to	think	beyond their limited economic resources and low social status.
579	L1-13.docx	She perceived British English to be a better English. "I	think	British is better. Maybe because it is the origin [
580	L1-19.docx	was considered the appropriate approach to enhance the students' critical	thinking	by the school leaders, was considered ineffective by the
581	L1-3.docx	her own culture upon returning to Indonesia. Sella's critical	thinking	capacity when observing the people and incidents in her
582	L1-6.docx	in the information they were about to present helped them	think	carefully about what information was reliable. 4.2.4. Integrating non-electronic
583	L1-13.docx	saying "do" and pronounced /t/, instead of /θ/, when saying "	think" (	Classroom Observation 1, Video 1, Minutes 7.27-7.28). Besides, he pronounced "had better"
584	L1-19.docx	PPK (Penguatan Pendidikan Karakter) or character building, • 4C (Creative, Critical	Thinking,	Collaborative and Communicative), • Literacy, and • HOTS (Higher-Order Thinking
585	L1-7.docx	learning motivation and experience supports (self-directed learning, promotes critical	thinking,	content engagement). These values are significant for productive action
586	L1-19.docx	in using English in daily communication while enhancing their critical	thinking.	Creative ideas and skills development are essential so that
587	L1-3.docx	a world which might also be experienced by readers. I	think	creativity is related to that" (Arif, interview). Another issue
588	L1-16.docx	learning. Assessing learning skills acknowledges the need for students to	think	critically, analyse information, comprehend new ideas, communicate, collaborate, solve
589	L1-19.docx	hampered effective communication during classes rather than an inability to	think	critically. In fact, students could do this using their
590	L1-19.docx	Indonesian senior high school and its influence on students' critical	thinking	development processes. The findings of the research have been
591	L1-19.docx	Regarding the Influence of the SA Implementation on Students' Critical	Thinking	Development The third research question focused on the contribution
592	L1-19.docx	to the Influence of the SA Implementation on Students' Critical	Thinking	Development <&&&> Based on the data derived from the participants,
593	L1-19.docx	illustrates in Table14: Table 14 Coding and Categorisation of Students' Critical	Thinking	Development <&&&> For the process of data analysis, the researcher
594	L1-19.docx	Figure 18 Breakdown of a Theme Derived from the Students' Critical	Thinking	Development (Theme 2) <***> Phase 6: Presenting and Discussing Results Based on
595	L1-19.docx	and The Contribution of the SA Implementation to Students' Critical	Thinking	Development – these are displayed in Figure 16: Figure 16 The Results
596	L1-19.docx	providing support to students in the process of their critical	thinking	development, instructions or the tasks given by the teachers

#	File	Left context	Key	Right context
597	L1-19.docx	contribution of the SA in EFL classes to students' critical	thinking	development. 4.1.1. Data Analysis and Findings Regarding the Implementation of
598	L1-19.docx	Category "The Contribution of the SA Implementation to Students' Critical	Thinking	Development" <***> Study findings from interview data for the contribution
599	L1-19.docx	at assessed students' memory, understanding, and implementation. Although higher-level	thinking	did take place, it was limited to only analysis
600	L1-12.docx	oral experimental task/interaction and explain what s/he was	thinking	during the original interaction (see Gass&Mackey, 2000). The use
601	L1-10.docx	that the voices did not seem dominated by single minded	thought,	either too global or too local. Thirdly, the participants
602	L1-9.docx	especially significant here is a substantial difference between Western secular	thought	embodied in technological-rational knowledge and the integrated concept
603	L1-9.docx	and the integrated concept of divine knowledge manifested in Islamic	thought.	Equally important is the close connection between the spread
604	L1-13.docx	people in her professional community as an English teacher. "I	think	everyone I ever, I ever heard that hey better
605	L1-2.docx	all MTS (in the survey) more than what the students	thought	except for humour and connecting what has to be
606	L1-11.docx	However, the instigation of the reform lacks consideration of teachers'	thinking.	Given the importance of teachers' role as the reform
607	L1-19.docx	SA, which the government expects to help improve students' critical	thinking,	has proven to be problematic on a practical level.
608	L1-8.docx	home. Andri anticipates that people in his home country may	think	he has been westernised if he starts using first
609	L1-17.docx	a student at EF. As he started to teach he	thought "	hm... maybe I can do this maybe this; (teaching)
610	L1-19.docx	that students had not yet engaged in higher levels of	thinking (	HOTS). In addition, thorough questioning, evaluation, and other activities
611	L1-19.docx	the SA is a suitable approach for enhancing students' critical	thinking.	However, the EFL teachers and students believed that it
612	L1-19.docx	be able to design an integrated classroom activity with critical	thinking	immersed throughout the subject, but they must also be
613	L1-12.docx	clarification of the referent of the pronoun 'them' which Ayu	thought	inaccurate in the context; the question allowed the student
614	L1-3.docx	Roth, & Lemoine, 2014). Maley and Kiss (2018, p.212) assert, "[…] creativity is also '	thinking	inside the box', making creative use of the constraints
615	L1-15.docx	I realised that teaching was not as easy as I	thought").	Interestingly, even though prior research has suggested the significance
616	L1-3.docx	one's skills and knowledge influenced the way that person	thought (	interview). She also stated that people had different skills,
617	L1-18.docx	affected negatively. Baskoro also reported the same opinion "So, I	think	it's hard for me to write!" (FGD 7, Class 2
618	L1-11.docx	conceptions, but they also conduct assessment practices that contradict their	thinking (	James & Pedder, 2006; Warwick et al, 2015; Gan et al, 2018). My
619	L1-9.docx	not only to foster a conscious awareness of what they	think,	know and learn, but also to develop the ability
620	L1-6.docx	he reflected on how these PowerPoint assignments promoted students' critical	nking. <^^	L5, Univ A, Dec 2016). Asking students to prepare presentations
621	L1-12.docx	writing conferences because he wanted to stimulate his students to	think,	learn from their problems, and improve their writing (Gie,
622	L1-19.docx	Critical Thinking, Collaborative and Communicative), • Literacy, and • HOTS (Higher-Order	Thinking	Levels) (Datadikdasmen, 2019). Since there are five steps of the
623	L1-19.docx	involved in the discussion or activities involving the higher-order	thinking	levels, which the researcher found in all observed EFL
624	L1-9.docx	the spread of English and the spread of Western secular	thought.	Likewise, Mohd-Asraf (2005) contends that the presumed conflict between
625	L1-13.docx	in my chest ya" (Pre-Interview, p. 9). She added, "I	think	lingua franca is Indonesian […] never, never change," (Pre-Interview,
626	L1-8.docx	likely comes into effect when awareness of the other's	thinking,	living, and being has been developed by both parties.
627	L1-16.docx	view that "by ignoring teachers' voices, the outcomes of new	thinking	on curriculum development may in fact be thwarted, prolonging
628	L1-19.docx	and how the SA attempted to help improve students' critical	thinking	only from observations and shared perspectives and practices (teachers,
629	L1-15.docx	teaching as valuable and a small number of the respondents (8%)	thought	otherwise. Similarly, the respondents expressed a high agreement when
630	L1-3.docx	ways of thinking. The students explicitly mentioned that creative people "	think	out of the box", "do not follow the rules", "
631	L1-19.docx	into teaching fundamental language skills. In accordance to teaching critical	thinking,	Paul (2004) classified the type of approach in which teaching
632	L1-13.docx	interactions, Indonesian and indigenous languages would not be endangered. "I	think	people still preserve their own culture. Sundanese people still
633	L1-19.docx	classes and how it influenced the development of students' critical	thinking	processes. Some efforts to improve the quality of students'
634	L1-3.docx	the ability to express oneself and to elevate one's	thinking	quality. Three other students underlined the "other people" aspect,
635	L1-11.docx	or abandoned practices also included asking and presenting higher order	thinking	questions and tasks; helping students to plan their next
636	L1-11.docx	teachers tried to challenge students' performance through proposing higher order	thinking	questions [B1EW, B5SHR and C4LH]. One
637	L1-11.docx	using open or referential questioning that stimulated and explored students'	thinking,	reasoning and argumentation skills. There is a lack of
638	L1-19.docx	such as creativity and innovation, media and ICT literacy, critical	thinking,	research skills, global awareness, and multicultural literacy of the 21
639	L1-20.docx	grade 11 that he taught, in which students were directed to	think	scientifically by stating the action of an event such
640	L1-12.docx	of selective corrective feedback compared to the comprehensive one. (5.15) I	think	selective feedback is better [than the comprehensive one] … Students
641	L1-12.docx	in this category. Afterwards, we move to other aspects. I	think	selective [corrective] feedback is better for any aspect emphasised. (
642	L1-6.docx	online materials, support their communication skill and enhance their critical	thinking	skill. <^^^> (L4, Univ A, Dec 2016). Trusting students with using
643	L1-16.docx	communicative and interactive method which stimulates students' communicative skill and	thinking	skill. The findings of the study confirmed Richards' (2013) claim
644	L1-19.docx	is achieved first and foremost by developing students' higher-order	thinking	skills, as required in the curriculum. 4.3.2 Data Analysis and
645	L1-19.docx	difficulties in using English when engaging with activities involving critical	thinking	skills. Furthermore, the EFL teachers' adverse perceptions of the
646	L1-19.docx	both in their command of English and in their critical	thinking	skills. 6.4.2 For the School Managers School managers play a

647	L1-2.docx	some strategies was quite frequent while the students did not	think	so. Perceptions of each group of participants on the
648	L1-19.docx	critical thinking. To examine how the SA influences students' critical	thinking,	some questions related to the topic were directed to
649	L1-19.docx	the 'wait-time' to "allow students to complete 'on-task'	thinking"	(Stahl, 1990). The researcher noted that this occurred especially in
650	L1-13.docx	English into Indonesian, for example, were done only when she	thought	students (1) did not understand a given instruction and thus
651	L1-19.docx	SA implementation has contributed in some way to developing critical	thinking,	such as helping teachers train the students to develop
652	L1-13.docx	beliefs are constructed through and by the normative ways of	thinking,	talking, and acting that have been historically and culturally
653	L1-11.docx	teachers reported that students encountered problems in completing higher order	thinking	tasks because of their limited comprehension of vocabulary items,
654	L1-11.docx	to let students be assessors for essay and higher order	thinking	tasks [A1EW and B5SHR]. They believed that
655	L1-11.docx	tasks, multiple choice tasks, oral and written assignments, higher-order-	thinking	tasks, individual versus group exercises, urgency to combine different
656	L1-15.docx	completely believed in teachers' required competencies. In response to 'I	think	teaching is a well-respected career', the answers indicated
657	L1-11.docx	negative opinions about the K13 concepts and practices, but their	thinking	tended to be strongly negative, consistent with the earlier
658	L1-15.docx	teachers' confidence in teaching, especially when explaining lessons. Some participants	thought	their English vocabulary and grammar were insufficient so sometimes
659	L1-19.docx	of the influence of implementing the SA on students' critical	thinking.	Therefore, future research might broaden this explanation by obtaining
660	L1-16.docx	cannot do the whole thing due to limited time. I	think	those who feel that the new student assessment is
661	L1-12.docx	correct form was supplied, so students did not need to	think	too hard (e.g., Erna, personal communication 1, 2016; Gie, personal
662	L1-4.docx	teacher and therefore preferred to ask their friends who they	thought	understood the material better. As I have mentioned earlier,
663	L1-13.docx	language) ─ in mediating the development of higher forms of	thinking	(Vygotsky, 1978, 1981b) such as collective beliefs about language including
664	L1-8.docx	understand hijab. I try to explain hijab to outsider who	thinks,	well I'm in this persona and I'm
665	L1-3.docx	s story, then developed it based on her imagination by	thinking	"what if". Similarly, Sella liked to watch nature and
666	L1-15.docx	them. They may imitate their former teachers' strategies that they	think	will work well in their own class. By doing
667	L1-19.docx	ascertaining whether there is a significant difference in students' critical	thinking	with or without use of the SA in EFL

Epistemic Lexical Verb: Suggest

No.	File	Left context	Hit	Right context
1	L1-2.docx	times respectively). From the lecturers' perspective, the findings seem to	suggest	that the lecturers understood that they needed to make
2	L1-2.docx	and Taiwan (Ruesch, et al., 2012). Results from this study, therefore,	suggest	that the lecturers need to find ways to make
3	L1-2.docx	the one lesson time was almost not used. These might	suggest	that the lecturers and the students perceive use of
4	L1-2.docx	which was ranging from never to occasionally used. The findings	suggest	that the lecturers might need further support to implement
5	L1-2.docx	e., using authentic materials, reducing language anxiety and pleasant circumstances	suggesting	that the lecturers might use similar strategies on MTS
6	L1-2.docx	S11)(NO) <^^^> (FG04/S10)(NO) <^^^> (FG04/S12)(NO) Thus, this	suggests	that the lecturers have a slight inconsistency in their
7	L1-2.docx	use of both variables found by the classroom observations. This	suggests	that the lecturers might not practice what they perceived,
8	L1-2.docx	to occasionally used and frequently/very frequently used respectively. This	suggests	that the lecturers might need more support in practicing
9	L1-2.docx	and punishment motivated the students to speak English. This finding	suggests	that the lecturers and the students tend to expect
10	L1-2.docx	to have relatively high motivation to learn English. The means	suggest	that the students appear relatively similarly influenced by Self-
11	L1-2.docx	had the highest mean score (5.49) followed by Linguistics Self-Confidence (5.21)	suggesting	that the students seem to be most highly motivated
12	L1-2.docx	learn English. English Learning Experience's relatively high mean score	suggests	that the students seemed to be similarly highly motivated
13	L1-2.docx	to learn English. The response includes: <^^^> (FG03/S9)(MOD). This	suggests	that the students with high and moderate motivation perhaps
14	L1-2.docx	did not mention this strategy motivating them to learn. This	suggests	that the students would, perhaps, be motivated to learn
15	L1-2.docx	levels i.e., high, moderate and low of motivation. This	suggests	that the students at all levels of motivation regarded
16	L1-2.docx	of materials would enhance effectiveness of strategy use (Lee. 2017); this	suggests	that the students valued strategies benefitting them and supporting
17	L1-15.docx	study employed a mixed methodological process. Cresswell and Plano Clark (2018)	suggest	that the integration of the quantitative and qualitative data
18	L1-14.docx	and the long hand representing minutes. In general, this study	suggests	that the integration of multimodality in this school has
19	L1-14.docx	the MPF during the two teaching sessions. Therefore, this study	suggests	that the integration of multimodality was not enacted in
20	L1-14.docx	the language-based materials. Based on the findings, this study	suggests	that the integration of multimodality in Mrs. Dina's
21	L1-14.docx	integration of multimodality into the English teaching process. The study	suggests	that the integration of multimodality in English teaching was
22	L1-14.docx	and applying stages (NLG, 1996; Cope and Kalantzis, 2015). Therefore, this study	suggests	that the integration of multimodality across the three cases
23	L1-11.docx	end over the three lessons, as described in chapter 4. This	suggested	that the teachers invested a tremendous effort in learning
24	L1-12.docx	amount of written feedback that the teachers provided. The analysis	suggested	that the teachers spent longer time in the second
25	L1-12.docx	and (d) students' response to the previous drafts. The analysis	suggested	that the teachers mostly looked up information by checking
26	L1-14.docx	setting (Cope and Kalantzis, 2015, 2000; NLG, 2000, 1996). In addition, the study has	suggested	that the teachers across the three observed classrooms/ schools'
27	L1-11.docx	the relationship between learning, teaching and assessment. However, the description	suggests	that the teachers generally saw assessment as a separate
28	L1-11.docx	assistance. The following excerpt illustrates these activities: Extract 7. <^^^> This finding	suggests	that the teachers strived to scaffold and help students
29	L1-7.docx	challenges in the program activities and their implementation. The challenges	suggested	that the PPG programs need to provide a structured
30	L1-7.docx	problems of classroom management As such, my focus group participants	suggested	that the PPG program authorities need to provide specific
31	L1-7.docx	a majority of the supervising lecturers and mentor teachers consistently	suggested	that the PPG management unit needs to improve the
32	L1-2.docx	the lecturers': lower, with mean scores between 3.12 and 3.97. This may	suggest	that the students' perceptions of the frequency use of
33	L1-12.docx	communication 2, 2016). The finding is consistent with that of Guénette (2007) who	suggested	that the students' L2 writing ability and motivation significantly
34	L1-2.docx	of learning English was relatively strong. Finally, the finding also	suggests	that the students' interactions with their learning experience positively
35	L1-15.docx	example, Clinton and Dawson (2018), based on research conducted in Australia,	suggest	that the Teacher Capability Assessment Tool (TCAT) is an
36	L1-15.docx	this study was a four-year Bachelor degree. Prior research	suggested	that the teacher education program had a key role
37	L1-14.docx	linguistic (Gall and Breeze, 2005; Cope and Kalantzis, 2015, 2000). Accordingly, this study	suggests	that the teacher has represented different multimodal resources that
38	L1-7.docx	of the whole process (Cornu, 2015; Le Cornu & Ewing, 2008; Ramsey, 2000). This	suggests	that the Indonesian concept of praktek pengalaman lapangan (PPL)
39	L1-17.docx	teaching English as a foreign language in Indonesia, this study	suggests	that the Indonesian ministry of education allow Indonesian English
40	L1-2.docx	sometimes used at mean scores 2.86 was practised, at score 3. This	suggests	that the lecturer did not have consistent perception on
41	L1-18.docx	for his learning: <^^^> (Baskoro, FGD 7, Class 2A) Baskoro's response	suggests	that the lecturer made him feel bored in the
42	L1-7.docx	with the findings above, the third part of survey responses	suggested	that the majority of preservice teachers were satisfied with
43	L1-7.docx	perceptions on the professional field experience (N=98) <&&&> Table 5.2., part one	suggests	that the majority of preservice teachers' evaluating their professional
44	L1-5.docx	communication to ask questions of the children. These findings arguably	suggest	that the more categories of feedback a teacher uses

45	L1-2.docx	use in three universities' EFL classrooms (see Figure 5.5). The relationship	suggests	that the more the lecturers use English in the
46	L1-2.docx	to speak L2 were overlapped or interchangeable. However, the findings	suggest	that the only students' preferences on MTS to speak
47	L1-7.docx	test. The degree of interaction between the two data sets	suggests	that the only significant interaction was between University and
48	L1-15.docx	reach a higher level of meaningfulness. Choy, Yim, and Tan (2017)	suggest	that the ability to make reflections is necessary and
49	L1-1.docx	the relationship between the pre-service teachers and the mentors	suggests	that the actual use of technology in teaching may
50	L1-14.docx	only through language (Jewitt, 2008, Kress, 2000b, NLG, 1996). Indeed, the findings	suggest	that the artefacts exemplify how meaning and representation, particularly
51	L1-2.docx	Table 5.24 below also shows the p value is under .005 (p = .000),	suggesting	that the assumption of normality was violated, or data
52	L1-4.docx	to do with their English skill capability. Another teacher also	suggested	that the barriers are due to students' lack interest
53	L1-15.docx	other aspects, including peers, students, and supervisors. Moreover, this investigation	suggests	that the connections among personal factors, coursework, and teaching
54	L1-11.docx	responses and language output (Ruiz-Primo & Furtak, 2007; Hill & McNamara, 2011). This	suggests	that the convergent, behaviourist model of assessment has entrenched
55	L1-5.docx	the common metrics provided by PT. In summary, this study	suggests	that the DMFonF program significantly benefited the children's
56	L1-1.docx	through the process of applying them in working context. This	suggests	that the documents adopt the perspective that the constituents
57	L1-14.docx	language (Rowsell and Decoste, 2012). Having considered these findings, this study	suggests	that the employment of multimodality in Mr. William's
58	L1-5.docx	input, interaction, and feedback in the L2 classroom. The findings	suggest	that the English L2 meaning-based program with the
59	L1-15.docx	as well as feel more prepared to teach. The model	suggests	that the final component is consolidation. This is a
60	L1-13.docx	other elements embedded within Dina's activity system. The findings	suggest	that the former ideological stance was compromised due to
61	L1-6.docx	on their progress. If the group was facing trouble, he	suggested	that the group use Hot Potatoes instead. In L2'
62	L1-14.docx	to real-life applications (Rowsell and Dacoste, 2012). Accordingly, this study	suggests	that the handling of multimodality in this school case
63	L1-18.docx	of technology-mediated TBL. Arising from this study, it is	suggested	that the implementation of technology-mediated TBL should follow
64	L1-7.docx	mainly to mentor teachers. Both preservice teachers and mentor teachers	suggested	that the infrequency of the supervising lecturers' visits was
65	L1-6.docx	were reluctant to spend extra money on buying internet quotas	suggested	that the institutions should prioritise the provision of free
66	L1-14.docx	the English curriculum, not the multimodal literacy. Likewise, the teachers	suggests	that the instruction is expected to develop the students'
67	L1-4.docx	by the teachers pedagogical incompetency (DIKTI, 2014), however the current study	suggests	that the interpersonal circle of teachers (Wubbels et al., 2006)
68	L1-2.docx	homoscedasticity of reported lecturers' and students' L2 use The findings	suggest	that the lecturers' L2 use correlated negatively with the
69	L1-15.docx	theories about teaching and practice the teaching skills. Research strongly	suggests	that the mastery of teaching competencies is required in
70	L1-7.docx	teachers during their professional field experience were varied, this study	suggested	that the mentorship reward system needs to be improved
71	L1-13.docx	opportunity for the students to practise their English. This finding	suggests	that the MGMP played a substantial role in shaping
72	L1-14.docx	aural, gestural and spatial. Finally, the findings from this study	suggest	that the multimodal resources employed across the three schools
73	L1-11.docx	in the group discussions [GD2 and GD3]. It is therefore	suggested	that the national examination items for professional schools, if
74	L1-2.docx	mean score of student motivation was below .05 (p = .025, Shapiro-Wilk),	suggesting	that the normality assumption was violated, or data of
75	L1-7.docx	then cross tabulated the two data sets. The overall results	suggest	that the participants from University Two, Three, and Five
76	L1-15.docx	commitment to becoming teachers in the future. Furthermore, this study	suggests	that the participants' beliefs and attitudes towards teaching and
77	L1-1.docx	Ministry of Research, Technology, and Higher Education (MORTHE). This transfer	suggests	that the perspective used in developing the later MORTHE
78	L1-11.docx	made to the objectives at the end of the lesson,	suggesting	that the practice is not of interest to the
79	L1-14.docx	the beginning until the end of the journals. This data	suggests	that the primary concern of the students writing in
80	L1-6.docx	total score for both items of 75.78%. This percentage seems to	suggest	that the provision of computers or smartphones is mostly
81	L1-7.docx	to develop their pedagogical knowledge and skills. As such, they	suggested	that the quality of workshops should be improved by
82	L1-2.docx	and the frequency of reported MTS use was linear. This	suggests	that the relationships between variables were homoscedastic <***> Figure 5.2 Linearity
83	L1-5.docx	English L1 primary school children learning Italian (Di Biase, 2002, 2008). This	suggests	that the results in this study support the developmental
84	L1-19.docx	the school managers believed otherwise. 6.3 Conclusions Of note, this study	suggests	that the SA has not been well implemented in
85	L1-7.docx	mentor teacher in University Two was indicative: <^^^> (MTU2*1). This response	suggests	that the selection of school placement was also supported
86	L1-15.docx	very hard"). While there is some inconsistency, the research results	suggests	that the sense of self-efficacy on teachers' role
87	L1-15.docx	people in Indonesia is not evenly rewarded. Chang et al (2014)	suggest	that the standard of teachers' income in Indonesia is
88	L1-18.docx	s response. According to Ranti, writing tasks were preferred. Ranti	suggested	that the task-based approach gave her more time
89	L1-12.docx	various sources. The teachers' procedures in providing feedback seemed to	suggest	that the teachers' primary mission in providing feedback was
90	L1-18.docx	lexical properties influence the learning of grammatical aspects. It was	suggested	that the teaching of aspects of grammar and meaning
91	L1-2.docx	enhance the student motivation particularly well. The findings might also	suggest	that the use of MTS observed here might be
92	L1-1.docx	be able to enact the competences, the reference to mentors	suggests	that the way a mentor works is essential for

93	L1-11.docx	category was promoting peer assessment, which accounted for 36 propositions (37.89%),	suggesting	that teachers have invested an effort in sharing their
94	L1-11.docx	indicated above, the large number of propositions for the LPAI	suggests	that teachers have strong concerns about discovering evidence of
95	L1-7.docx	n students' learning achievement (Nguyen, 2015; Villegas, 2016; Yost, 1997). The research	suggests	that teachers with good dispositions care about students' needs
96	L1-15.docx	self-beliefs about teachers' roles in facilitating students' success. Ashton (1984)	suggests	that teachers with high self-efficacy commonly believe that
97	L1-11.docx	the errors [B4MA]. The analysis of the feedback propositions	suggests	that teachers deliver feedback for the purposes of motivating
98	L1-11.docx	last two items (items 5 and 6) had a larger standard deviation,	suggesting	that teachers had divergent thinking of value in regard
99	L1-11.docx	is dependent on the other and sometimes they even overlap,	suggesting	that teachers in Indonesia seem to share an intertwined
100	L1-6.docx	help teachers deliver the lesson and enhance students' learning. Reinders (2010)	suggests	that teachers may use mobile phone features such as
101	L1-11.docx	C2MNL the emerging practice of peer correction was identified,	suggesting	that teachers might be aware of the importance of
102	L1-16.docx	to make curriculum reform a success, I would like to	suggest	that teachers need to put their primary focus on
103	L1-11.docx	the performance check-related propositions were associated with speaking performance,	suggesting	that teachers placed a great emphasis on ensuring that
104	L1-11.docx	hecking and eliciting knowledge contributed to 32.45% of transcribed classroom practices,	suggesting	that teachers were keen to explore the level of
105	L1-6.docx	groups to complete tasks assigned on Facebook. This seemed to	suggest	that a lack of feedback meant students were unmotivated
106	L1-7.docx	an English teacher during the school placement. My survey findings	suggested	that a majority of the preservice teachers were confident
107	L1-15.docx	teaching as well as preparedness for teaching. The case profiles	suggest	that a model that provides an understanding of the
108	L1-7.docx	graduated from various universities, their English proficiency was varied. This	suggests	that a more accurate admission test is essential for
109	L1-3.docx	Syifa, FGD, my translation) Likewise, some students of UKP also	suggested	that a product's usefulness or meaningfulness was determined
110	L1-15.docx	interest in working as future teachers. In other words, it	suggests	that a sense of preparedness for teaching is not
111	L1-15.docx	Muhammad, 2016; Bintan & Margunani, 2018). Furthermore, this present research finding	suggests	that a strong feeling for teaching, work-life balance
112	L1-13.docx	the dictionary owned by the school. This finding appears to	suggest	that a teacher may not be able to bring
113	L1-13.docx	p. 116). However, the findings discussed in this section appear to	suggest	that a teacher's English language ideological stance may
114	L1-1.docx	separate categories. Within these categories is a list of statements,	suggesting	that a worker is required to have and display
115	L1-2.docx	use, and the lecturers' L2 use as well. These findings	suggest	that students who were more motivated to learn did
116	L1-6.docx	ownership and technological competence was a problem. For example, L1	suggested	that students who did not have a laptop would
117	L1-2.docx	there is no relationship between student motivation and grades. This	suggests	that students who are highly motivated to learn will
118	L1-2.docx	be 'forced' to use English in speaking. In addition, Lecturer 03	suggested	that students should be rewarded when speaking English actively
119	L1-6.docx	Facebook was used, the tasks were in the form of	suggesting	that students should log in, read the posts, and
120	L1-2.docx	to speak the language. This corroborates with Klimova's study (2011)	suggesting	that students at higher education preferred activities and learning
121	L1-18.docx	finding contradicted the questionnaire results, as the result from Item 10	suggested	that students did not like to use copy-paste
122	L1-2.docx	lecturers' and students' views in the interviews and focus-group,	suggesting	that students of English still view their lecturers as
123	L1-6.docx	time, and he preferred not to burden students. Instead, he	suggested	that students view YouTube video clips again at home
124	L1-2.docx	use has been discussed in sections 6.4.1 and 6.4.2 above. The results	suggest	that there is a positive relationship between student motivation
125	L1-11.docx	as the basis for language performance measurement. Together these findings	suggest	that there is a tension between teachers' intention and
126	L1-12.docx	in each feedback session (in minutes) <***> The above finding also	suggests	that there is a connection between the time spent
127	L1-15.docx	pre-service teachers' sense of preparedness for teaching. Previous investigations	suggested	that there were factors other than the teacher education
128	L1-18.docx	ahead of his classmates. This example from Matlal's case	suggested	that there were differences between language learning motivation and
129	L1-19.docx	differences or group needs. Reflecting on this finding, this study	suggests	that there might be noticeable distinctions between teaching a
130	L1-18.docx	live' classrooms rather than through an experimental approach. The findings	suggested	that there was a reciprocal relationship between motivational levels
131	L1-1.docx	or that the situation was indeed difficult (Lin655-656). <^^^> <^^^> These claims	suggest	that she felt pride in her professional identities, as
132	L1-1.docx	these higher levels as the sources of her ideals, which	suggests	that she is not aware of them. Rather, she
133	L1-13.docx	Pre- Interview, p. 6). The fact that Dina said "some say"	suggests	that she may have heard the idea of British
134	L1-6.docx	also enjoyed accessing text online in other courses. This could	suggest	that she preferred or was motivated to read online
135	L1-8.docx	Anti indicates that insisting on immersion in the host culture	suggests	that she prefers to adopt the DGC regarding this
136	L1-15.docx	had last studied. Ari's parents, who were both teachers,	suggested	that she study at a teacher education program and
137	L1-12.docx	change over time. In the second interview, most teachers (n=7)	suggested	that they believed indirect feedback was more beneficial for
138	L1-7.docx	university and schools was highlighted by mentor teachers when they	suggested	that they have been regularly invited to supervise preservice
139	L1-6.docx	comments on Facebook. Some groups did not comment, so L2	suggested	that they learn from their peers' comments and read
140	L1-6.docx	observations 1, 2, 4, 5, and 7, L5 encouraged students to manage their learning pace,	suggesting	that they look for online materials to complement their

141	L1-7.docx	failure rate at the PPG national English competency test also	suggests	that they should be provided with more structured opportunities
142	L1-6.docx	YouTube video about booking a flight. For students' projects, she	suggested	that they write their own dialogue and have actors
143	L1-2.docx	perceived they used more of the language at 35%. These findings	suggest	that both lecturers and students thought that the lecturers
144	L1-2.docx	used, and the students sometimes used or frequently. The findings	suggest	that both lecturers and students had perceived the strategy
145	L1-2.docx	placed at 4th according to frequency mentioned by each group	suggesting	that both groups responded that when the lecturers spoke
146	L1-7.docx	reflect as well as to act (Ulvik & Smith, 2011). These views	suggest	that both in- service and pre-service teachers have
147	L1-2.docx	was much lower (26%) than what the lecturers' reported (35%). The findings	suggest	that both the lecturers and the students believed that
148	L1-4.docx	literature (Brown, 2007; Harmer, 2007; Cook, 2008; Smagorinsky, 2009; Özmen, 2012) has	suggested	that in the teaching process, teachers take the most
149	L1-9.docx	a carrier of "non-Muslim Western cultural values". Also, evidence	suggests	that in the observed EFL classrooms at IHS Negeri
150	L1-15.docx	oviding advice when needed made her feel appreciated. <^^^> (Celline) Ambrosetti (2010)	suggests	that in the teacher education program, supervisors are also
151	L1-15.docx	may later influence commitment to obtain intended goals. Further, Bandura (1993)	suggests	that in order to elevate a sense of self-
152	L1-9.docx	ESL/EFL teachers are concerned about their English proficiency. Medgyes (2001, 2017)	suggests	that in some cases non-native ESL/EFL teachers
153	L1-6.docx	native- like input tasks observed similar results. Egbert and Yang (2004)	suggest	that it is understandable that lecturers seek to boost
154	L1-15.docx	to their limited teaching experience. Further, O'Neill and Stephenson (2012)	suggest	that it is necessary that pre-service teachers are
155	L1-12.docx	for capitalisingthe letter p in the word 'popularity.' The response	suggested	that it was not an error created by the
156	L1-2.docx	at any level of motivation was reward and punishment. It	suggests	that it was important for the lecturers to offer
157	L1-6.docx	skills (Section 4.4.2). Their views on the potential affordances of technology	suggested	that it played an important role in affecting students'
158	L1-4.docx	teaching methods that students mentioned during the interviews. It is	suggested	that this particular activity improves students' communication skills, particularly
159	L1-2.docx	use of MTS were sometimes used and frequently used. This	suggests	that this particular lecturer did not ractice the MTS
160	L1-11.docx	C4LH]. This appeared implicit in the interviews with others,	suggesting	that this is a widespread practice. Along with spoken
161	L1-1.docx	professional identities according to the past research in teacher identities	suggest	that this process is complex, dynamic, and multifaceted, often
162	L1-2.docx	they had not used English in Speaking but lecturer 04 only	suggested	that this would be an effective strategy to make
163	L1-5.docx	may not be sufficient in promoting grammatical development. Results strongly	suggest	that some form of DMFonF is necessary to promote
164	L1-5.docx	in the English L2 kindergarten program is effective. This finding	suggests	that some form of DMFonF intervention in the classroom
165	L1-14.docx	not designed to develop the students' multimodal skills. The findings	suggest	that some critical issues such as teachers lacking understanding
166	L1-11.docx	criteria in relation to observations was mentioned for these qualities,	suggesting	that some elements of subjectivity must be involved in
167	L1-2.docx	scores were between 5.49 and 4.71 while standard deviations were between 1.04 and .56	suggesting	that all motivation dimensions were important to motivate students
168	L1-14.docx	om instruction from print-based to multimodal (Ditjendikdasmen, 2017, 2018). The study	suggests	that all teachers in the three schools have shown
169	L1-14.docx	for multimodal learning design. The findings from this case study	suggest	that all the designed learning activities focused on print-
170	L1-11.docx	expressed more than half peer-assessment propositions. This finding may	suggest	that although the majority of the interviewees claimed that
171	L1-14.docx	designed to support the attainment of these purposes. These findings	suggest	that although the SLM policy recommends the integration of
172	L1-14.docx	and learning process (Suherdi, 2015; Sukyadi et al., 2016). Therefore, this study	suggests	that although the teachers were able to bring the
173	L1-10.docx	straightforward to connect between English and national identity, the study	suggest	that English could enhance national identity as English "facilitates
174	L1-9.docx	the present study has indicated, Zacharias' studies (2003, 2014b), for example,	suggest	that English has continued to be viewed as a
175	L1-9.docx	of lyrics that are lacking in patriotic messages. Here, she	suggested	that English teaching and learning and English songs in
176	L1-18.docx	created a challenging and motivating environment for the students. Busse (2014)	suggested	that feedback affected intrinsic motivation and reminded us of
177	L1-15.docx	in supporting pre-service teachers' professional growth: <^^^> Dixon et al. (2012)	suggest	that feedback from more experienced people (mentors, teaching practicum
178	L1-15.docx	Lee & Yuan, 2014; Rots, Kelchtermans, & Aelterman, 2012). The evidence of this research	suggests	that feedback is a crucial issue raised by the
179	L1-2.docx	students in the United States (Papi et al., 2018). The findings	suggest	that Indonesian students of HE EFL classrooms were highly
180	L1-18.docx	2012; Panggabean, 2007), particularly in the vocational higher education context. Studies	suggest	that Indonesian students have poor English skills (e.g.,
181	L1-18.docx	their experience in the technology-mediated TBLT classroom?). The findings	suggest	that Indonesian EFL learners were highly motivated to study
182	L1-6.docx	to help students. '<^^^> (L2, Univ B, Sept 2016). This seems to	suggest	that L2 saw Facebook as a medium to help
183	L1-12.docx	This finding agrees with other studies in L2 writing which	suggest	that L2 teachers' feedback practices (feedback provided) are susceptible
184	L1-2.docx	might use the L2 more. Instead, results in this study	suggest	that L2 use in the classroom is subject for
185	L1-6.docx	the use of PowerPoint for presenting downloaded learning materials. This	suggests	that lecturers might have to actively collaborate with one
186	L1-6.docx	for the purpose of knowledge construction. It can therefore be	suggested	that lecturers seemed not only to be focused on
187	L1-2.docx	motivation, and their use of L2 above, the findings also	suggest	that lecturers should be aware of their use of
188	L1-7.docx	with and without a higher education (Ulvik & Smith, 2011). The study	suggests	that mentor teachers with higher education were more sensitive

189	L1-7.docx	than being actively engaged in preservice teachers' reflective practice. This	suggests	that mentor teachers emphasised their supervision and guidance more
190	L1-7.docx	teachers' ongoing learning skills (Ulvik & Smith, 2011). A systematic reflective practice	suggests	that mentor teachers should have a set of technical,
191	L1-15.docx	who conducted a survey study among teacher trainees in Israel	suggest	that mentoring is the most important factor that links
192	L1-15.docx	Loughran (2017), in the context of primary education in the Netherlands,	suggest	that mentoring is an essential factor to consider in
193	L1-15.docx	of professionalism, especially to introduce the complexities of teaching. See (2014)	suggests	that mentoring is an essential and effective support for
194	L1-15.docx	teachers are expected to deliver the lessons in English. Nugroho (2017)	suggests	that one of the factors that significantly influence pre-
195	L1-16.docx	voiced her opinion on school support, <^^^> (Nina/Teacher/interview) Muflihah (2013)	suggests	that one of the efforts to improve the quality
196	L1-14.docx	multimodality, such as video-songs. Apart from that, Mr. William	suggested	that one factor hindering him in employing multimodality in
197	L1-7.docx	while an effective classroom is communicative, dynamic and negotiated. This	suggests	that professional language candidates should be trained to be
198	L1-15.docx	both peer teaching and school teaching. Further, the research findings	suggest	that professional self-efficacy is very context- specific and
199	L1-15.docx	university- based supervisors are very necessary and helpful. This study	suggests	that professional supports, including discussions, suggestions, constructive feedback, and
200	L1-15.docx	teachers' beliefs in their teaching capabilities as prospective teachers. Bandura (1997)	suggests	that self-efficacy is context-specific; it is not
201	L1-15.docx	teachers' feelings of preparedness to teach. Further, the present finding	suggests	that self-efficacy to engage students in class significantly
202	L1-15.docx	consequently in his feeling of preparedness to teach. Prior research	suggests	that self-efficacy is extremely crucial for teachers. Ashton (1984)
203	L1-7.docx	ornu, 2015). Similarly, the Indonesian national guidelines on PPG programs (MOEC, 2017)	suggested	that teacher education facilities need to develop partnerships with
204	L1-7.docx	the knowledge from their own reflections (Ulvik & Smith, 2011). These findings	suggested	that teacher education providers redesign policies and practices to
205	L1-7.docx	essential role to play in high quality professional experiences. This	suggests	that teacher education authorities need to provide a clear
206	L1-15.docx	their sense of preparedness for teaching. Specifically, the current findings	suggest	that these experiences may shape pre-service teachers' personal
207	L1-15.docx	by the respondents in pre-service teachers' education. This study	suggests	that these factors, together with motivation, self-efficacy, beliefs,
208	L1-11.docx	with these factors; expressed by only two interview participants. This	suggests	that these perceived influences did not significantly affect teachers'
209	L1-1.docx	not be able to manage the class well. Therefore, she	suggests	that when the supervisor observes for the purpose of
210	L1-15.docx	supported by McLaughlin, Pfeifer, Deborah, and Sylvia (1986). Accordingly, this study	suggests	that when the participants are aware that they have
211	L1-1.docx	stipulates it as: <^^^> <^^^> (MORTHE 2017, Appendix, Part C, Article 2). This definition	suggests	that when looking at the personality competences, there is
212	L1-3.docx	we cannot write based on our imagination alone. Arif also	suggested	that creativity involved observations and reflections of personal experience.
213	L1-3.docx	Kaufman and Baer (2015), in their expanded concept of creativity equation,	suggest	that creativity is shaped and influenced by the social,
214	L1-13.docx	them too much" (Post-Interview 3, p. 1). These instances appear to	suggest	that despite some compromises she made, Dina attempted to
215	L1-7.docx	predominantly apply English in their classroom instruction. <^^^> (SLU3*1). They further	suggested	that despite the current PPG were generally good at
216	L1-7.docx	finding supports the previous study on preservice teachers' professional learning	suggesting	that EFL preservice teachers need teacher mentors who have
217	L1-19.docx	of the SA in EFL Classes in Indonesia This study	suggests	that EFL teachers were aware of and had integrated
218	L1-7.docx	research design enriched my interpretations and their justifications. My findings	suggest	that future research could explore further the attributes that
219	L1-7.docx	results may or may not be applicable to all. This	suggests	that future researchers could productively investigate preservice teachers from
220	L1-9.docx	to serve as a trainer: <^^^> To conclude this section, evidence	suggests	that how Ambar approached culture and interculturality in her
221	L1-4.docx	example one said, <^^^> (Student 29_U5, Interview, November 1, 2017) A student also	suggested	that how the teacher treats them can help them
222	L1-7.docx	money) and intrinsic (feedback and thank-you cards) rewards and	suggested	that intrinsic rewards were more valued (Wilson et al., 2011). 5.5.
223	L1-7.docx	money) and intrinsic rewards (e.g., feedback, discussion forms) and	suggested	that intrinsic rewards were more valued (Wilson et al., 2011).
224	L1-5.docx	in the teacher's feedback of the two groups. This	suggests	that more feedback categories from the teacher may promote
225	L1-2.docx	with peers and on tasks strategies found in the study	suggest	that more opportunities are required to use or speak (
226	L1-7.docx	supervising lecturer from University Three critically noted: <^^^> (SLU3*2). This view	suggested	that PPG preservice teachers need to be exposed not
227	L1-7.docx	g situations (Star, 2005; Star & Stylianides, 2013). Furthermore, a majority of participants	suggested	that PPG preservice teachers need to be exposed not
228	L1-13.docx	language education" (Farrell, 2015, p. 5). Based on the findings, this study	suggests	that student teachers need to critically reflect on English
229	L1-16.docx	experience and contribute to the curriculum itself. Further studies have	suggested	that student voice, when it involves students having a
230	L1-2.docx	homoscedasticity of student motivation and students' L2 use The findings	suggest	that students' motivation have little or no associations with
231	L1-12.docx	it than her students (Mary, personal communication 1, 2016). Four other teachers	suggested	that students' poor English learning experience caused them to
232	L1-13.docx	not enrol in English courses elsewhere. The findings seem to	suggest	that Tina's experience of learning English was confined
233	L1-13.docx	understand [resources written in English]" (Pre-Interview, p. 9). The comment	suggests	that Tina's instrumental stance is to some extent
234	L1-18.docx	that are needed in the learning process. Consequently, it is	suggested	that writing modules in higher education in Indonesia should
235	L1-18.docx	Re-writing). These changes were mainly because this study strongly	suggests	that writing skills' development is about process-oriented learning,
236	L1-8.docx	s expression when referring to an event in the future	suggests	that Abi was adopting the DGC regarding this matter.

237	L1-15.docx	make a social contribution. Accordingly, the finding of this research	suggests	that altruistic motivation also has an important role. In
238	L1-13.docx	concluded that English is both superior and needed. This finding	suggests	that an English teacher at secondary school can be
239	L1-18.docx	questions and specific aims <&&&> 6.2 Overall summary of the findings Chapelle (2001)	suggested	that any proposed technology-mediated learning should be evaluated
240	L1-19.docx	or mother tongue (Indonesian language). For this reason, this study	suggests	that as a language barrier occurs, integrating the teaching
241	L1-13.docx	rule enacted to attain the object. The analysis seemed to	suggest	that Budi, driven by CA in teaching English, worked
242	L1-15.docx	can be very challenging for inexperienced teachers. Prior research has	suggested	that classroom management can be a serious concern for
243	L1-7.docx	mostly received feedback from mentor teachers and their peers. This	suggests	that collaboration between the supervising lecturers and mentor teachers
244	L1-15.docx	connectedness occurring in pre-service teachers' learning. The present findings	suggest	that collegial interactions that pre-service teachers have experienced
245	L1-15.docx	brosetti & Dekkers, 2010; Devos, 2010; Fantilli & McDougall, 2009; Penuel, 2009) has also	suggested	that connectedness is a crucial aspect of pre-service
246	L1-12.docx	seem to be fully aware of. Activity Theory-based studies	suggest	that contradictions in the activity system should be viewedas
247	L1-13.docx	feasible. She noted, <^^^> (Post-Interview 2, p. 5, emphasis added) This finding	suggests	that Dina was well aware of the contradiction and
248	L1-12.docx	believed that direct feedback was more useful than indirect feedback	suggested	that direct feedback helps students understand the teachers' feedback.
249	L1-7.docx	mentors to promote preservice teachers' reflective practice habits. He further	suggested	that due to the limited access at schools to
250	L1-15.docx	teachers have creative ways to engage their students. This investigation	suggests	that earlier school experiences can also be an external
251	L1-15.docx	of pre-service teachers' professional growth. For example, Ambrosetti & Dekkers (2010)	suggest	that effective interactions between mentors and mentees would enhance
252	L1-13.docx	'to speak English" (Classroom Observation 3, Video 1, Minutes 19.26 – 19.32). This finding	suggests	that enactment of a teacher's ideological stance in
253	L1-18.docx	enthusiastic way that the participants responded to the new programme	suggests	that encouraging young writers to write about topics of
254	L1-12.docx	addition to these different goals, the data also seem to	suggest	that eradicating writing problems in students' writing, which is
255	L1-3.docx	readers' acknowledgement and appreciation of their writings. The findings also	suggest	that even though all four teachers stated that all
256	L1-7.docx	others felt there were insufficient incentives. A few mentor teachers	suggested	that financial support was not necessarily a major component
257	L1-11.docx	Given the multiple facets of grade inflation, it may be	suggested	that grade inflation appeared to be a common phenomenon
258	L1-15.docx	elements that frequently emerged from the qualitative data. This study	suggests	that having inadequate proficiency in language elements, such as
259	L1-2.docx	lecturers' and the students' L2 use had a negative correlation	suggesting	that if lecturers had not used English inappropriate amount
260	L1-16.docx	they do and what really happens in the classroom. Literature	suggests	that incongruence between beliefs and practice is an issue
261	L1-15.docx	teachers' professional competencies. The results of the present investigation have	suggested	that interactions with others, including university-based and school-
262	L1-19.docx	SA in their EFL classes. Interviews conducted in this study	suggested	that internal and external factors contributed to the obstacles.
263	L1-6.docx	to the expectations required by the education system. This study	suggests	that knowledge of the affordance of technology should be
264	L1-9.docx	and-cultures. Not only did the IHS EFL classroom interactions	suggest	that learners' first and additional language systems are simultaneously
265	L1-15.docx	and student, as it may affect learning success. This research	suggests	that meaningful experiences occur throughout the training process during
266	L1-6.docx	with social media and were reluctant to use it, this	suggested	that media platforms were not easy to use or
267	L1-18.docx	much earlier study on vocabulary and foreign language learning, Seal (1991)	suggested	that minimum exposure should be given to the teaching
268	L1-3.docx	different and, thus, appealing. <^^^> (Putri, interview) It can thus be	suggested	that most students talked about novelty to denote an
269	L1-14.docx	to limited opportunities to experience multimodal meaning process, the data	suggests	that Mr. Adrian conceptualised some visual representations of identifying
270	L1-2.docx	Motivational teaching strategies and L2 use pyramid The figure above	suggests	that MTS to learn should encourage the students to
271	L1-14.docx	conversation below. <^^^> (Classroom observation, case 1) From these elaborations, it is	suggested	that multimodality is used merely in a supplementary or
272	L1-7.docx	Interaction between demographic variables and latent variables (N= 98) <&&&> Table 6.3.	suggests	that none of the participants' demographic variables influenced the
273	L1-2.docx	students' actual L2 use from all classroom observations <&&&> The findings	suggest	that overall, the students used more L2 use (19%) compared
274	L1-7.docx	and school leaders. The reliability coefficient for this factor was .809	suggesting	that participants' responses to these four questions were worth
275	L1-15.docx	may not be able to teach well. Accordingly, the findings	suggest	that pedagogical knowledge, content knowledge, and teaching practicum, as
276	L1-15.docx	with elementary teacher education students in the US, the findings	suggested	that peer trust is a form of social and
277	L1-13.docx	values" rather than "ideological beliefs" (p. 138). The present study therefore	suggests	that pre-service teachers need to engage in critical
278	L1-15.docx	their self-efficacy and feeling of preparedness for teaching. Research	suggests	that pre- service teachers should have a good mastery
279	L1-7.docx	influenced by their own self-reflective practice. The quantitative results	suggested	that preservice teachers from the university with a strong
280	L1-11.docx	frequently in class, with 25 propositions (26.32%). Eleven teachers reported its adoption,	suggesting	that promoting learning independence may be interpreted as a
281	L1-7.docx	in the design and preparation of program activities (Dewi, 2014). This	suggests	that providing adequate training for mentor teachers is necessary
282	L1-5.docx	and with other languages (e.g., Spanish, Italian). The results	suggest	that PT's original developmental sequence is well supported
283	L1-9.docx	purposes. In this case, McKay and Brown (2016) and McKay (2012, 2018) further	suggest	that rather than promoting so-called "standard English" that
284	L1-15.docx	to be another challenge for some participants. Yuan and Lee (2016)	suggest	that recognising unexpected constraints that pre-service teachers encounter

285	L1-15.docx	particularly how to overcome challenges as future teachers. Research has	suggested	that reflections may elevate the student teachers' understanding of
286	L1-11.docx	processes to make a reform initiative become normalised. The NPT	suggests	that reformers may not have had a clear vision
287	L1-11.docx	expected grades to the students [B1EW and C1MHL],	suggesting	that remedial provision for some teachers is viewed as
288	L1-12.docx	they taught influenced the scope of their feedback. These teachers	suggested	that selective feedback was more appropriate for students majoring
289	L1-15.docx	search has noted (see Kuswandono, 2014; Suryani et al., 2016). Moreover, Malberg (2006)	suggests	that socio-cultural contexts, which include serving others and
290	L1-9.docx	Holliday, 1999; Holliday et al., 2010). Holliday et al. (2010) go on to	suggest	that stereotype, prejudice, culturism, and essentialism constitute Othering. Stereotypes,
291	L1-18.docx	line with the finding from Busse and Walter (2013). Their findings	suggested	that students' continued motivation at university level was affected
292	L1-9.docx	was used as reference material in the observed classroom may	suggest	that such an approach has a direct effect on
293	L1-18.docx	the data in this study. This finding was unexpected and	suggests	that tasks can be in any form of communicative
294	L1-12.docx	L2 writing scholars (e.g., Bitchener et al., 2005; Ferris, 2002) who	suggest	that teacher-studentwriting conferences can be more beneficial than
295	L1-16.docx	arrange and compose textbooks, and content. Hence, the current study	suggests	that teachers' involvement is necessary: teacher involvement in the
296	L1-11.docx	lessons (items 2 and 8) were enacted as frequent practice. This finding	suggests	that teaching may focus on finishing the curriculum and
297	L1-2.docx	in the findings of qualitative data as discussed above. This	suggests	that the (observable) strategies are generally consistent with those
298	L1-7.docx	their school placements. The reliability coefficient for this factor was .799	suggesting	that their responses to these four questions had acceptable
299	L1-15.docx	teachers' decisions to become teachers. Interestingly, current research finding has	suggested	that those who are prepared for teaching do not
300	L1-5.docx	at home in the quote below. <^^^> In summary, this study	suggests	that three months with the DMFonF instruction brings positive
301	L1-9.docx	Wati's RPP on Teks Deskriptif (descriptive text) The evidence	suggests	that what the Indonesian EFL teachers think, believe and
302	L1-7.docx	Cross tabulation of the derived factors and respondents' background variables	suggested	that while the sample participants had similar perceptions on
303	L1-15.docx	the context where this investigation was undertaken, the evidence strongly	suggests	that within the Indonesian contexts, social-bound motivation, including
304	L1-15.docx	personal value in teaching. Prior research (Fokkens-Bruisma and Canricus, 2014)	suggests	that working with young people is one major motive
305	L1-7.docx	teachers' classroom action research. For the last point, my findings	suggested	that workshops on classroom action research should involve all
306	L1-7.docx	a large variation in English competency among the participants. This	suggests	the need for a structured program to develop the
307	L1-7.docx	than developing the preservice teachers' on-going learning skills. This	suggests	the need for further training and workshops on classroom
308	L1-11.docx	framework has been largely missing in the K13 reform. This	suggests	the need for comprehensive feasibility studies before a reform
309	L1-18.docx	for the specific concerns of this thesis. Therefore, this study	suggests	the need for specific strategies to explain the technology-
310	L1-4.docx	learning, in a relevant context beyond Indonesia. Cortazzi and Jin (2013)	suggested	the need to have a cultural synergy in order
311	L1-7.docx	proficiency, teaching skills, and positive social-personal dispositions, they also	suggested	the need to improve the content of subject specific
312	L1-7.docx	proficiency, teaching skills, and positive social-personal dispositions, they also	suggested	the need to improve the content of subject specific
313	L1-7.docx	el undermined the implementation of teachers' professional development programs. This	suggests	the need to have commitment from university leadership staff
314	L1-7.docx	from focus groups are indicative: <^^^> (FGU1*5). <^^^> (FGU2*3). As such, they	suggested	the importance of providing orientation sessions involving all stakeholders
315	L1-7.docx	between supervising lecturers and mentor teachers' assessments. As such, they	suggested	the importance of providing orientation sessions involving all stakeholders
316	L1-14.docx	multimodal resources has aligned with the multiliteracies/ multimodal pedagogy which	suggests	the importance to bring the specimens of multimodal texts
317	L1-11.docx	who had received intensive, national level K13 professional training. This	suggests	the crucial role of professional training in developing teachers'
318	L1-11.docx	effective AfL practices (Heitink et al, 2016; Fulmer et al, 2015). This	suggests	the crucial role of teachers as the locomotive of
319	L1-7.docx	teachers were proficient in English and good at mentoring. They	suggested	the PPG management could maintain mentor quality by selecting
320	L1-7.docx	ornu, 2015). Similarly, the Indonesian national guidelines on PPG programs (MOEC, 2017)	suggested	the PPG program providers initiate partnerships with schools as
321	L1-7.docx	lectures or seminars for preservice teachers on campus. Other coordinators	suggested	the supervising lecturers find the best practices in lesson
322	L1-7.docx	to present workshops for preservice teachers on campus. Other coordinators	suggested	the supervising lecturers find the best practices in lesson
323	L1-7.docx	Teaching Similar to collaborative SSP workshops, my qualitative findings further	suggested	the benefits of involving mentor teachers in preservice teachers'
324	L1-7.docx	achievement (Agudo, 2017; Richards, 2010). As such, the majority of PPG stakeholders	suggested	the central government to redesign SSP workshops with a
325	L1-4.docx	of the two groups of students on learning. The result	suggests	the existence of a common perception among the students
326	L1-13.docx	enacting her ideological stance with some compromises, all of which	suggest	the following: What a teacher considers as a rule
327	L1-14.docx	In order the multiliteracies/ multimodality to work at practice, I	suggest	the formulation of policy and its action plan play
328	L1-14.docx	multimodality. These constraints are in line with Miller's study (2010)	suggesting "	the impediments of traditional school contexts, fixed curricula, time
329	L1-5.docx	after-school centre his other daughter attended. The teacher there	suggested	the kindergarten in this study to him. Did explains: <^^^>
330	L1-11.docx	the fact that teachers assumed these practices important. This finding	suggests	the missing framework of change in the implementation of
331	L1-5.docx	used categories were Q, +FB and RR (request repetition). This	suggests	the more feedback categories the teacher uses the more
332	L1-9.docx	it is aimed at developing in students an 'Indonesianness' that	suggests	the national character and identity rooted in religious principles

333	L1-7.docx	above neutrality. Such small variations within a generally positive response	suggest	the potential illumination provided by the qualitative component of
334	L1-1.docx	a "funeral" (Ang61) or "breakfasting during Ramadan month" (Ang56), Anggi	suggested	the pre-service teachers be "proactive" (Ang58) in asking
335	L1-7.docx	As can be seen in Table 5.4., the cross-tabulation results	suggested	the sample participants' demographic variables did not impact their
336	L1-15.docx	easy as I thought"). Interestingly, even though prior research has	suggested	the significance of intrinsic motivation, the current research has
337	L1-1.docx	The appointment of HEIs as the managers of teacher education	suggests	the strength of HE in setting expectations of teachers'
338	L1-5.docx	and mixed utterances (Indonesian and English). The dominance of feedback	suggests	the teacher used the Q category to elicit the
339	L1-5.docx	opportunities to receive correct forms when they made errors. This	suggests	the teacher could have provided more opportunities for the
340	L1-12.docx	This practice, however, contradict the 2016 EFL1 program coordinator' instruction which	suggest	the teachers to prioritise content over other aspects of
341	L1-5.docx	exposed to or used English at home. Overall, this study	suggests	the three months with the DMFonF L2 English program
342	L1-16.docx	number of internal and external factors to enable the change	suggested	by the government. The study thus emphasised the point
343	L1-1.docx	below: Table 4.3 Learning Outcomes under the Category of Attitudes <&&&> As	suggested	by the headings, the documents use different labels for
344	L1-19.docx	of the class observation was adapted from the SA steps	suggested	by the Ministry of Education and Culture of the
345	L1-18.docx	use of internet access in working on writing tasks were	suggested	by the researcher during the FGDs, students opted for
346	L1-19.docx	exemplified the following: how each step of the SA, as	suggested	by the 2013 Curriculum, was interpreted, implemented, and responded to
347	L1-19.docx	implemented all steps of the SA in teaching EFL as	suggested	by the 2013 Curriculum. These steps were: observing, questioning, experimenting,
348	L1-16.docx	as the 2013 Curriculum is being revised every year. It is	suggested	by Ahmad's (2014) findings that revealed in-service training
349	L1-14.docx	multimodal texts, and those typically used in digital communication, as	suggested	by Cope and Kalantzis (2015). The teachers employed the multimodal
350	L1-11.docx	the assignment or homework [C1MHL]. These practices are not	suggested	by curriculum documents but are long established punitive practices.
351	L1-15.docx	pre-service teachers' sense of preparedness for teaching, as also	suggested	by Darling-Hammond, Chung, and Frelow (2002). Pre-service teachers'
352	L1-6.docx	of successfully completing them. He paid attention to the details	suggested	by each type of listening test and used them
353	L1-18.docx	claim is made by analysing the motivation from the model	suggested	by Gardner (2007). In this model, motivation was from both
354	L1-15.docx	She started her professional journey as a future teacher as	suggested	by her parents. In the formation phase, she showed
355	L1-18.docx	Students applied social strategies (Oxford, 1990) or role-mediated strategies as	suggested	by Lei (2008) to cooperate with their peers and empathise.
356	L1-2.docx	in the classroom found in the study. An English club	suggested	by one of the students is also one possibility
357	L1-12.docx	that they provide but failed to verbalise some others. As	suggested	by some scholars (e.g., Ericcson, 2006),I refrained from
358	L1-3.docx	Dea, interview). <^^^> (Dea, interview, my translation) A similar view was	suggested	by two other students. The first related his opinion
359	L1-9.docx	they are exposed to alien cultural values and behaviours, as	suggested	by Yanti and Ana in the following excerpts: <^^^> (Interview
360	L1-1.docx	resides in the school context more often than the HEI,	suggesting	a disconnection of ideas and practices between the school
361	L1-7.docx	a learning community (NESA, 2017). The analysis of the PPL objectives	suggested	a further elaboration in the guidelines. For instance, the
362	L1-9.docx	found it difficult to appropriately translate Indonesian expressions into English,	suggesting	a lack of personal English competence, and the authority
363	L1-18.docx	CERF) because of a lack of English learning motivation. This	suggests	a link may exist between motivation and English learning
364	L1-9.docx	attitude intersects with Yanti's perception of Western culture and	suggests	a monolithic, reductionist, essentialist approach to the cultural values
365	L1-15.docx	significant factor. The interviews, open-ended survey, and written reflections	suggested	a number of major themes relating to the actual
366	L1-9.docx	Wati, 17/11/15) While Wati's and Yanti's account above may	suggest	a perceived limited language competence and some lack of
367	L1-7.docx	management rated the lowest mean score of 3.82, the results still	suggest	a positive belief in a five-point Likert scale.
368	L1-18.docx	level of motivation did not affect their enthusiasm. The findings	suggest	a potential connection between the use of technology and
369	L1-13.docx	the following exchanges. <^^^> (Pre-Interview, p. 7) This finding seems to	suggest	a process of an English language ideological shift from
370	L1-1.docx	the presentation of each constituent of identities as a list	suggests	a product- oriented perspective. The learning outcomes of teacher
371	L1-12.docx	hook in writing and a hook in fishing, and then	suggested	a revision. introductory paragraph, but you do not have,
372	L1-3.docx	also asked students to self-evaluate their own work by	suggesting	a score for their own flash fictions or poems
373	L1-11.docx	embedded the suggested change into their daily classroom practices. NPT	suggests	a step-by-step process of change and ensures
374	L1-11.docx	and grade performance. This accounted for 31.27% of the total propositions,	suggesting	a strong emphasis on summative purposes of assessment. This
375	L1-11.docx	used to it (B3MD and B4MA). These findings	suggest	a tension in teachers' conceptions; although teachers indicated some
376	L1-6.docx	asked them to investigate how babies learn languages. He also	suggested	a website that provided information on this topic. L5
377	L1-7.docx	current preservice teachers' professional English knowledge based were satisfactory, they	suggested	some emergent issues that need to be improved to
378	L1-7.docx	positive impact on the preservice teachers' professional competencies, they also	suggested	some emergent issues that need to be improved to
379	L1-15.docx	for the initial teacher education program, pre-service teachers and	suggests	some future research. 7.1. Conclusions Prior research has strongly highlighted
380	L1-17.docx	the opportunity to share her research with her peers and	suggested	some ideas regarding how to improve the quality of

#	File	Left context	Node	Right context
381	L1-7.docx	image as a professional English teacher candidate, my study findings	suggested	some implications for the policies and practices to improve
382	L1-7.docx	design might have been stronger. The more illuminative qualitative component	suggested	some limitations in the previously designed quantitative instrument. Some
383	L1-12.docx	a hook in the paragraph and a fishhook. Afterwards, she	suggested	some options. Ayu used L1 to explain the writing
384	L1-14.docx	ary digital communication context (Ditjendikdasmen, 2017, 2018). Furthermore, the study	suggests	some problems that have contributed to the policy-practice
385	L1-2.docx	while for Own Ideal/Ought-to Selves were above .60. This	suggests	some students might interpret the items in the latter
386	L1-14.docx	data (Cornish, Gillespie and Zittoun, 2013). Despite these limitations, this study	suggests	some theoretical and practical contributions on the multiliteracies/ multimodal
387	L1-7.docx	self- reflective practice to support classroom action research. These findings	suggested	an implication for PPG program authorities to redesign the
388	L1-7.docx	on effective classroom management (Mean 3.82 on 5-point scale). These findings	suggested	an implication for PPG program authorities to redesign the
389	L1-7.docx	that there was still an issue concerning mentors' quality. This	suggests	an implication for PPG program management to improve their
390	L1-7.docx	received contradictory feedback between supervising lecturers and mentor teachers. This	suggests	an implication for PPG program authorities to establish a
391	L1-8.docx	used when co-communicators share Indonesian ethnic background. Furthermore, Rukin	suggests	an assertive stance regarding address terms involving interlocutors from
392	L1-7.docx	indicated by a mentor teacher who said: <^^^> (MTU1*1). This comment	suggests	an expectation for university mentors to be more active
393	L1-7.docx	out action research cycles, the results of focus group discussions	suggested	an initial awareness of the essence of systematic reflection
394	L1-14.docx	this expectation consistent with the action plan. However, as I	suggest	in previous chapter, the SLM policy still lacks clarity
395	L1-18.docx	tasks. Narrative tasks are not registered in any task type	suggested	in previous research studies, therefore this is a new
396	L1-18.docx	an offer for using only pens, pencils and paper as	suggested	in Item 14, the highest response that students indicated as "
397	L1-14.docx	students to become designers of multimodal communication/texts – as NLG (1996)	suggested –	in order to develop their multimodal understanding and competence.
398	L1-19.docx	he Observation Step) <&&&> Furthermore, the Cognitive Process Dimension Taxonomy, as	suggested	in the 2013 Indonesian Curriculum that was adapted from the
399	L1-15.docx	se their perceived efficacy (Christophersen et al., 2016). Accordingly, Johnson (2009, p.63)	suggests "	teaching as dialogic mediation involves contributions and discoveries by
400	L1-14.docx	to note that the observed cases were three English teachers	suggesting	teaching English as their main jobs as enshrined in
401	L1-20.docx	to Islam (see excerpt 11, 12, 13). Here, for these teachers, as Liang (2009)	suggests, "	teaching is not without a purpose; it is to
402	L1-1.docx	grade. Therefore, she decided to comply with the mentor's	suggested	teaching technique. At times in this quote, she even
403	L1-6.docx	internet connection when they were at home. The students were	suggested	to contact or send him a message if they
404	L1-10.docx	use of English from many aspects. From teacher aspect, they	suggested	to do a thorough preparation before teaching using English (
405	L1-10.docx	an international language in Iran. They found that their participants	suggested	to follow the native speakers' linguistic norms simply because
406	L1-1.docx	program has provided books as a parting gift. Finally, she	suggests	to the headmistress that the pre-service teachers may
407	L1-2.docx	and consistent enough to be important" (Walker, 2008). Thus, the result	suggests	and confirms that there is a difference between the
408	L1-11.docx	embedding of a change. NPT offers one framework, I would	suggest	and perhaps before implementation a framework like this needs
409	L1-19.docx	expected of the students in terms of planning. The findings	suggest,	and teachers explained, that all the observed EFL teachers
410	L1-13.docx	from the other teachers' ideological stances. 9.2.2.1 Agency Cross-case analysis	suggests	there is a relationship between agency as a learner
411	L1-3.docx	were always better than theirs, hence, they always did as	suggested.	There seems to be a contradiction here as on
412	L1-2.docx	found in this study was weak (rs= .345, p < .001, two-tailed)	suggesting	there were other factors influencing MTS perhaps such as
413	L1-1.docx	her developing identity, by choosing teaching techniques that the mentor	suggested	as her strongest competence, rather than following her knowledge
414	L1-1.docx	influence, the school authorities, and other teachers that Beauchamp & Thomas (2009)	suggest	as significant variables, in contexts that shape teacher professional
415	L1-20.docx	this study and their study believe that, as Kurniawan & Bastomi (2017)	suggest,	being a role model is by acting upon what
416	L1-12.docx	composition. This study was informed by Activity Theory which I	suggest	being used by future researchers as an alternative theoretical
417	L1-3.docx	revised the story or poem according to what the teacher	suggested,	even if they had to give up their initial
418	L1-3.docx	her feedback, she stated that usually they would do as	suggested,	even though a few students wanted to retain their
419	L1-18.docx	a pure observation of the on-going classes. I strongly	suggest	future research to investigate the effectiveness of Gardner's
420	L1-7.docx	year 10 to 12) and vocational senior high school (year 10 to 12). This	suggests	future research to investigate the nature of preservice teachers'
421	L1-9.docx	positive" and "negative" aspects of both Western and host cultures,	suggesting	her efforts to decide on and implant in the
422	L1-3.docx	as shown in Figure 23. Tara stated: <^^^> (Tara, interview) Her explanation	suggests	her understanding about her role as a facilitator who
423	L1-11.docx	including parents, understanding, being informed and involved, and promoting the	suggested	innovations. Active participation of external-to-school stakeholders will
424	L1-11.docx	and then possibly changing or adjusting teachers' perceptions about the	suggested	innovations. In the case of teachers in Lombok, the
425	L1-9.docx	the classroom practice of writing English procedural texts. As Aris	uggested: <^^^>	Interview with Aris, 11/11/15) Aris contextualised his pedagogic beliefs and
426	L1-9.docx	characteristics and the suitability for their specific needs. As Wati	uggested: <^^^>	Interview with Wati, 17/11/15) Not only did Wati believe that
427	L1-12.docx	or unclear expression).She considered 'beneficial aspect' as unclear and	suggested	Nadhira to explain what she meant by that phrase. 4.3.1.4
428	L1-12.docx	firstdraft. Simultaneously after identifying a problem, Mary provided feedback and	suggested	Nadhira to split the sentence into two. She asked

429	L1-15.docx	Teaching English to Speakers of Other Languages), Faez and Valeo (2012)	suggested	that teaching practicum was a major factor that could
430	L1-1.docx	in the schools (Mahon, Kemmis, Francisco, & Lloyd-Zantiotis, 2017). This finding	suggests	that the soft power approach that the mentors and
431	L1-2.docx	study come from out of town, villages or small cities,	suggesting	they might even use their local or ethnic group
432	L1-6.docx	their mobile phones could not access the internet (Obs.2). He	suggested	they search at home or outside of the classroom.
433	L1-6.docx	or were involved in Facebook'. L3 mentioned that she had	suggested	using Facebook to facilitate learning to her students. She
434	L1-18.docx	people are different in the way they learn. Therefore, Lian	suggested	using tools to facilitate the differences in learning and
435	L1-3.docx	affected the story's ending, conflict or characters, such as	suggesting	a 'better ending', or changing the character in the
436	L1-9.docx	in different grammatical features of the two languages. As Ana	uggested: <^^^>	Ana's NF, 15/11/15) In case of Javanese that students
437	L1-15.docx	not the only source of preparedness for teaching. This study	suggests	another major factor that significantly affects participants' sense of
438	L1-15.docx	argue that measuring the quality of teacher preparation is strongly	suggested	because it potentially influences the quality of graduates. Accordingly,
439	L1-11.docx	of assessment practices. At the item level, the survey findings	suggested	both shared and divergent dimensions of teachers' assessment values.
440	L1-14.docx	line with the principles of the multimodal-multiliteracies pedagogy that	suggests	bringing into the classroom multimodal texts that are salient
441	L1-1.docx	gifts are not obligatory. However, schools still use persuasion to	suggest	certain parting gifts. As the school and the stakeholders
442	L1-11.docx	understand the conditions for change and how teachers embedded the	suggested	change into their daily classroom practices. NPT suggests a
443	L1-6.docx	findings, why it happened and what implications the findings may	suggest.	Chapter 6: Conclusion and Implications 6.1. Introduction The overall aim of
444	L1-3.docx	involved the process of observation, research, and reflection. These findings	suggest	clues to the context dimension of the teachers' conception
445	L1-7.docx	objectives that need further elaboration. For effective assessment, this study	suggests	collaborative teamwork between supervising lecturers and mentor teachers in
446	L1-15.docx	to build their social and communication skills. The model also	suggests	connectedness between pre-service academic learning and field practice,
447	L1-3.docx	nse of humor" (Niu & Sternberg, 2002, p.272; Diakidoy & Kanari, 1999). Other researchers	suggested	divergent thinking (Baer, 2016; Dornyei, 2008) and having an uncommon way
448	L1-18.docx	was based on the listening and speaking tasks. While Willis	suggested	dividing the cycle into three sub cycles: main task,
449	L1-17.docx	why she was advised to take CELTA. While Yanni was	suggested	due to his 'below the standard' teaching, Claire was
450	L1-7.docx	school students were lacking in motivation to learn English. This	suggests	English teachers need to develop specific teaching strategies to
451	L1-11.docx	of their achievements and completed work as a compiled document,	suggesting	evidence of student involvement in assessment. This evidence could
452	L1-15.docx	extended families were school teachers or higher education lecturers. This	suggests	family backgrounds influences their intention to join the teaching
453	L1-2.docx	strategies motivating to use L2 mentioned by the students above	suggest,	first, the students might have perceived that their and
454	L1-6.docx	theory and practice, a component of concrete learning with technology	suggested	for students who might become teachers in the future (
455	L1-7.docx	b and P2_c). Mean scores of 4.046 for this factor	suggested	general preservice teachers' confidence about their English proficiency and
456	L1-15.docx	self-efficacy in teaching tend to feel more prepared and	suggest	higher commitment to staying in teaching than those with
457	L1-3.docx	in creative writing were also mentioned as essential. These findings	suggest	hints to the context dimension of the students' conception
458	L1-12.docx	feedback on a word choice which he considered incorrect. Gie	suggested	his student to change 'reflection' to 'conclusion'. (4.2) Feedback on
459	L1-13.docx	Ana explained the usage of should and shouldn't, I	suggest,	how about/what about, and let's interactively in
460	L1-13.docx	same thing when explaining the pattern of expressions using I	suggest,	how/what about, why don't, and let's (
461	L1-6.docx	the videos. They could ask questions of their peers and	suggest	ideas to one another. Additionally, L3 used Facebook posts
462	L1-20.docx	high level of English competence. Indeed, as Norton and Toohey (2002)	suggest,	identity is "a site of struggle" (p. 116). In conjunction
463	L1-15.docx	with the ideal standards they have previously set. Further, Dweck (1986)	suggests	if a highly- motivated person succeeds, he or she
464	L1-2.docx	and which motivational dimensions had high or low scores comparatively,	suggesting	important or less important. The results of the mean
465	L1-5.docx	ability such as speaking and writing; and one of them	suggested	inviting a native speaker of English. The other three
466	L1-15.docx	point of view, the action to do what their parents	suggest	is an actualisation of their respect and obedience and
467	L1-20.docx	teaching (see excerpt 48 and 51, respectively). Indeed, as Joseph (2004) and Miller (2004)	suggest,	language use is a form of representation of ourselves.
468	L1-1.docx	become a signal that they are competent. As Beauchamp & Thomas (2009)	suggest,	learners' characteristics are one of the variables that may
469	L1-7.docx	teachers were fair enough in their assessment systems, some participants	suggested	mentor teachers should work collaboratively with the supervising lecturers
470	L1-20.docx	what Edi directly stated above is aligned with what Kubota (2018)	suggests,	namely adopting a religious faith involves one's 'conscious
471	L1-20.docx	also shows that language teaching for them is, as Canh (2018)	suggests,	not only the transmission of information as simple as
472	L1-9.docx	exhibit honest, disciplined, responsible, attentive … behaviour …).' Similarly, as Aris' RPP	suggests,	one of the things to do within the first
473	L1-8.docx	the acceptance of some practices goes as the abovementioned proverb	suggests,	other practices remain contested and even separate. 5.3 Selected practice
474	L1-11.docx	are presumably achieved if the test scores increase. This finding	suggests	persistently strong influence of external assessments in shaping teachers'
475	L1-7.docx	that I implemented in my research imposed some limitations and	suggested	possibilities for further research. Readers will recall that this
476	L1-7.docx	from the central government. However, the implementation of these activities	suggests	PPG programs need to provide clear assessment standards to

477	L1-6.docx	for learning objectives and students' needs. In addition, the findings	suggest	practitioners could be informed on how pre-existing materials
478	L1-15.docx	and meaningful encounters, which require them to be persistent. Research	suggests	pre-service English language teachers in Indonesia tend to
479	L1-9.docx	ensure that students were familiar with the food and its	suggested	preparation that they used as an example in the
480	L1-5.docx	flow in the classroom (Lyster, Saito & Sato, 2013; Nassaji, 2015). This may	suggest	R feedback category is important for language teaching, which
481	L1-15.docx	them (Weinstein, 1988). Prior studies (see Dicke et al., 2015; Kim & Cho, 2014)	suggest	reality shock is one of the key influences on
482	L1-20.docx	notes taken at that time were impressionistic. Whereas, as Silverman (2017)	suggests,	recordings produced by researchers represent detailed and accurate data
483	L1-15.docx	complete all the required responsibilities during this phase. Furthermore, Doney (2013)	suggests	resilience can only occur when pressure occurs. The current
484	L1-7.docx	mean score response on the "fee was fair" variable (3.72) also	suggests	respondents' compliance on the expenses they need to prepare
485	L1-12.docx	added value. Salsa answered Mary's questions and Mary then	suggested	Salsa to use added value as a substitute to
486	L1-15.docx	self-efficacy, as shown in the above example. Prior research	suggests	self-anxiety influences pre-service teachers' professional development, particularly
487	L1-4.docx	learning (Cook-Sather, 2006; Brooman, Darwent and Pimor, 2015). Recent research has	suggested	several ways to generate students' voices such as designing
488	L1-20.docx	has important meaning when considering national identity, namely, as Guibernau (2007)	suggests,	shared culture supports the creation of bonds of solidarity
489	L1-15.docx	suit her daughter. One day, her tutor in English language	suggested	she should consider taking an entrance test for an
490	L1-2.docx	is a negative relationship between the two variables (see Figure 5.3)	suggesting	students who were motivated to learn English would not
491	L1-7.docx	practice can be a new challenge for mentor teachers. This	suggests,	supervising lectures to be more active. Although these roles
492	L1-7.docx	integrated part of the teacher education process. Such a concept	suggests	teacher education programs need to provide a clear professional
493	L1-12.docx	S. Embassy. She remembered that one of the workshop presenters	suggested	teachers use codes and colours in feedback provision and
494	L1-2.docx	student motivation rs= .345, p < .001, two-tailed, N = 215 (see Table 5.23). This	suggests	that (frequent) lecturers' use of strategies in teaching would
495	L1-12.docx	practices. The teacher participants' approaches to feedback in this study	suggest	that, whilst teachers clearly do the best they can,
496	L1-9.docx	limited teaching hours and examination-oriented teaching and learning. Ambar	suggested	that: <^^^> (Interview with Ambar, 4/11/15) In one of the Ambar'
497	L1-7.docx	participants' responses on other variables all had mean scores above 4.00	suggesting	their beliefs that the management of professional field experience
498	L1-5.docx	plural stage (Stage 3). The results from the delayed post-test	suggest	then that most of what the K1 children acquired
499	L1-1.docx	the description for the 'competent' label. Analysis of the handbook	suggests	three findings regarding the handbook's perspective on the
500	L1-5.docx	with indefinite quantifiers in plural contexts. In summary, these results	suggest	three months of English L2 program with DMFonF promoted
501	L1-7.docx	need to be improved. One mentor teacher from central Java	suggested: <^^^>	TMU3*2). Apart from being proficient in English, to support
502	L1-1.docx	the ELE courses (Ang141). She said: <^^^> In this case, she	suggested	to "just follow" or "just go" with the format
503	L1-7.docx	he conducted his reflections as follows: <^^^> (FG U2*1). This comment	suggested	two important pieces of information regarding the PPG preservice
504	L1-3.docx	the idea of usefulness when talking about creative products. Literature	suggests	usefulness, appropriateness or value as an attribute of a
505	L1-13.docx	that and give suggestion at least 2 sentences by using should,	suggest,	why don't, how about" (Classroom Observation 3, Video 1, Minute 17.39),