

APPENDICES

Appendix 1 Table assistance

a. Teaching strategy table assistance

Notes of Code: TSX/DY

X: alphabetic code refers to which teaching strategy

Y: number code refers to which steps in teaching strategy

Table appendices 1 teaching strategy table assistance

Teaching Strategy		Description		characteristics (D)	
X	Name	Description	Y		
High Impact Teaching Strategy (HITS) (Department of Education and Training, 2020)					
1	Setting Goals	Lessons have clear learning intentions with goals that clarify what success looks like. Lesson goals always explain what students need to understand, and what they must be able to do. This helps the teacher to plan learning activities, and helps students understand what is required	1	Based on assessed student needs	
			2	Goals are presented clearly so students know what they are intended to learn	
			3	can focus on surface and/or deep learning	
			4	challenges students relative to their current mastery of the topic	
			5	links to explicit assessment criteria	
			6	clear expectations	
2	structuring lessons	A lesson structure maps teaching and learning that occurs in class. Sound lesson structures reinforce routines, scaffold learning via specific steps/activities. They optimize time on task and classroom climate by using smooth transitions. Planned sequencing of teaching and learning activities	1	sequencing and linking learning	
			2	Clear instructions	
			3	Clear instructions	
			4	Clear transitions	
			5	scaffolding	
			6	questioning/feedback	

Teaching Strategy		Description		
X	Name	Description	Y	characteristics (D)
		stimulates and maintains engagement by linking lesson and unit learning.	7	formative assessment
			8	exit cards
3	explicit teaching	When teachers adopt explicit teaching practices, they clearly show students what to do and how to do it. The teacher decides on learning intentions and success criteria, makes them transparent to students, and demonstrates them by modelling. The teacher checks for understanding, and at the end of each lesson revisits what was covered and ties it all together (Hattie, 2009)	1	shared learning intentions
			2	relevant content and activities
			3	new content is explicitly introduced and explored
			4	teacher models application of knowledge and skills
			5	worked examples support independent practice
			6	practice and feedback loops uncover and address misunderstandings
4	worked examples	A worked example demonstrates the steps required to complete a task or solve a problem. By scaffolding the learning, worked examples support skill acquisition and reduce a learner's cognitive load. The teacher presents a worked example and explains each step. Later, students can use worked examples during independent practice, and to review and embed new knowledge.	1	teacher clarifies the learning objective, then demonstrate what students need to do to acquire new knowledge and master new skills
			2	teacher presents steps required to arrive at the solution so students' cognitive load is reduced and they can focus on the process
			3	students practice independently using the worked example as a model
5	collaborative learning	Collaborative learning occurs when students work in small groups and everyone participates in a learning task. There are many collaborative learning approaches. Each uses varying forms of organization and tasks. Collaborative learning is supported by designing meaningful tasks. It involves students actively participating in negotiating roles, responsibilities and outcomes.	1	students work together to apply previously acquired knowledge
			2	students cooperatively solve problems using previously acquired knowledge and skills
			3	students work in groups that foster peer learning
			4	groups of students compete against each other
6	multiple exposures	Multiple exposures provide students with multiple opportunities to encounter, engage with, and elaborate on	5	students have time to practice what they have learnt

Teaching Strategy		Description	
X	Name	Description	Y
		new knowledge and skills. Research demonstrates deep learning develops over time via multiple, spaced interactions with new knowledge and concepts. This may require spacing practice over several days, and using different activities to vary the interactions learners have with new knowledge	6
7	questioning	Questioning is a powerful tool and effective teachers regularly use it for a range of purposes. It engages students, stimulates interest and curiosity in the learning, and makes links to students' lives. Questioning opens up opportunities for students to discuss, argue, and express opinions and alternative points of view. Effective questioning yields immediate feedback on student understanding, supports informal and formative assessment, and captures feedback on effectiveness of teaching strategies.	1 2 3 4
8	feedback	Feedback informs a student and/or teacher about the student's performance relative to learning goals. Feedback redirects or refocuses teacher and student actions so the student can align effort and activity with a clear outcome that leads to achieving a learning goal. Teachers and peers can provide formal or informal feedback. It can be oral, written, formative or summative. Whatever its form, it comprises specific advice a student can use to improve performance.	1 2 3
9	metacognitive strategies	Metacognitive strategies teach students to think about their own thinking. When students become aware of the learning process, they gain control over their learning. Metacognition extends to self-regulation, or managing one's own	1 2 3 4
			characteristics (D)
			timely feedback provides opportunities for immediate correction and improvement
			plan questions in advance for probing, extending, revising and reflecting
			teachers use open questions
			questions used as an immediate source of feedback to track progress/understanding
			cold call and strategic sampling are commonly used questioning strategies
			precise, timely, specific, accurate and actionable questioning and assessment is feedback on teaching practice
			use student voice to enable student feedback about teaching
			teaching problem solving
			teaching study skills
			promotes self-questioning
			classroom discussion is an essential feature

Teaching Strategy		Description	
X	Name	Description	Y characteristics (D)
		motivation toward learning. Metacognitive activities can include planning how to approach learning tasks, evaluating progress, and monitoring comprehension.	5 uses concepts mapping
10	differentiated teaching	Differentiated teaching are methods teachers use to extend the knowledge and skills of every student in every class, regardless of their starting point. The objective is to lift the performance of all students, including those who are falling behind and those ahead of year level expectations. To ensure all students master objectives, effective teachers plan lessons that incorporate adjustments for content, process, and product.	1 high quality, evidence-based group instruction 2 regular supplemental instruction 3 individualized interventions
Strategies for encourage active involvement (Herrel & Jordan, 2012)			
11	Predictable routines and signal*	Routines that can be set and are predictable include the sequence of the subjects to be taught, places within the classroom where certain things are stored and accessible to students.	1 Set up the room 2 Establish routines 3 Model routines 4 Contextualize directions
12	Preview/review	Describe a teaching strategy that usually associated with bilingual classroom where a teacher or instructional aide gives a preview of the lesson in the students' home language	1 Plan and gather materials 2 introduce key vocabulary and concepts 3 Teach the lesson 4 Review vocabulary and concepts 5 Provide additional practice
13	Visual scaffolding	an approach in which the language used in instruction is made more understandable by the display of drawings or photographs that allow students to hear English words and connect them to the visual images being displayed.	1 identify the vocabulary 2 collect visuals 3 reproduce and organize visuals 4 engage the students 5 build the file
			1 observe and document language levels

Teaching Strategy		Description		
X	Name	Description	Y	characteristics (D)
14	Small groups and partners (skill grouping)	the act of arranging students in groups based on their need for instruction in a specific skill.	2	review need for instruction
	Small groups and partners (partner grouping)	students are given specific instructions and are expected to accomplish a process or product to share with the group or with other pairs.	3	design and implement lessons
15	Learning centers	Learning centers are thus especially effective for meeting the needs of English language learners and other students who need expanded verbal interaction or hands-on practice to enhance their learning	1	pair the students
			2	identify and train potential tutors
			3	match students
			4	model the task
			5	provide support and practice
			6	share progress
16	Cooperative learning	a term used for a collection of strategies in which students work together to accomplish a group task.	1	identify skills to be practiced
			2	introduce the centers
			3	document the center work
			4	bring students up to date
			1	assign groups and build a team
			2	assign roles within the group
17	Scripting	a strategy that prepares English language learners with sample language interactions or situational dialogues appropriate for upcoming events.	3	assign task
			4	intervene to ensure full participation
			5	report back to the class
			6	debrief and examine the group process
			1	identify an opportunity for verbal interaction
			2	explain and model the script
18	Multiple intelligences strategies	the ways people are smart—the modes in which they process information effectively	3	practice in pairs
			4	assess student progress and understanding
			1	explain multiple intelligences
			2	adjust lessons and assessments to students' intelligences
			3	observe and document student choice

Teaching Strategy		Description		
X	Name	Description	Y	characteristics (D)
19	Culture studies	are studies in which students research and share information about their own cultural history.	4	provide self-evaluation opportunities
			1	find an age-appropriate project
			2	set up the goals and parameters
			3	make expectations clear
			4	plan the culminating activity
			5	assess student growth and progress
			6	add technology
20	Manipulative strategies	concrete devices that students can move and handle to support their thinking and learning. Although they are most often used in math and science, they can be very helpful in supporting language understanding in other subject areas.	1	identify concepts to be taught and ways to represent them
			2	demonstrate and explain
			3	provide guided practice
			4	give students time for additional practice
			5	celebrate and review
21	KWL and Data Charts (KWL Charts)	three-section charts that students use to explore what they know (K), what they want to know (W), and what they learn (L) about a topic	6	choose a topic to use in introducing basic research skills
	KWL and Data Charts (Data Charts)	a form of graphic organizer that gives the students an effective format for recording the knowledge they gain as they research a topic	7	prepare a blank KWL or KWL plus chart
			8	introduce the KWL Chart in a group lesson
			9	provide students with books and resources to read about the topic
			10	demonstrate how to add new information to the L column of the KWL chart and make corrections to the K column
			11	introduce the data chart as a way to organize the information they are gathering
			12	demonstrate how to use the data chart to organize and write a report on the topic

Teaching Strategy		Description		
X	Name	Description	Y	characteristics (D)
Strategies for language development (Herrel & Jordan, 2012)				
22	Total physical response	an approach to second-language acquisition based on first-language acquisition research. In first-language acquisition, children listen and acquire receptive language before they attempt to speak, they develop understanding through moving their bodies, and they are not forced to speak until they are ready. In total physical response, the teacher gradually introduces commands, acting them out as she or he says them.	1 2 3 4 5 6 7	choose vocabulary to physicalize introduce vocabulary gradually drop the physical modeling add additional commands add additional responses play games for additional practice assess student progress and understanding
23	Realia strategies	a term for real things—concrete objects—that are used in the classroom to build background knowledge and vocabulary	1 2 3 4	identify opportunities to use realia collect realia build a library of realia use field trips as realia
24	Modeled talk	the use of gestures, visuals, and demonstrations as explanations are made.	1 2 3 4	identify the lesson and gather materials practice your modeled talk design a visual of directions review the steps to be taken
25	Vocabulary role-play	a strategy used to encourage learners to make connections among their past experiences, the content currently being studied, and vocabulary that is new or being used in an unfamiliar way	1 2 3 4	identify key vocabulary teach the lesson or read the book connect the vocabulary to past experiences sort the words
26	Leveled questions	used when teachers adapt the way they ask questions so that students can respond to them according to their language acquisition stage	1 2 3 4 5	observe and document students' language levels choose and gather materials plan a hierarchy of questions involve all students assess student progress and understanding

Teaching Strategy		Description		
X	Name	Description	Y	characteristics (D)
27	Collecting and processing words	Collecting words involves making charts of words discovered by the children as they listen to or read stories or as they listen to and participate in conversations. s students locate and add words to the charts, they are responsible for helping other students understand the meanings and nuances of the new words. This may be accomplished through simple explanations, or may require more elaborate visualizations such as drawing, miming, or acting out to demonstrate the word meanings	1 2 3 4 5	1 identify unfamiliar words in reading selections 2 write the unfamiliar words in chart paper and explore their meaning orally 3 have the students act out the words whenever possible 4 introduce synonyms and add them to the word collection with the original word 5 provide the students with vocabulary journals and challenge them to find ways to use the new words
28	Reporting back	The students describe their experience using vocabulary that is connected with the experience, so that the rest of the class has a clear understanding of the materials and sequence of actions that were used. The students then write their reporting-back summary to be included in the class daily news, or their daily learning log	1 2 3 4 5 6 7	1 prepare the students for action 2 list and review the steps 3 verbalize the action 4 allow for verbal practice 5 celebrate the achievements 6 write the reports 7 assess students' progress and understanding
29	Story reenactment	a strategy that encourages students to act out stories after they have read them or have heard them read, including creating props.	1 2 3 4 5 6	1 read the story 2 retell the story 3 gather or make the props 4 store the props 5 use the props for retelling 6 assess the retellings
30	Language focus lessons	lessons in which the emphasis is on English vocabulary and usage, rather than the curricular content.	1 2	1 observe and note language errors 2 gather materials

Teaching Strategy		Description	
X	Name	Description	Y
			3 explain and model language usage 4 practice in active mode 5 practice for mastery
31	Language framework planning	a strategy in which a teacher identifies the academic language necessary for students to be successful in a lesson and plans activities that support the use of the language in multiple functions.	1 identify language objectives 2 identify and model problematic structures 3 plan an instructional sequence 4 assess and document student progress 5 add technology
32	Syntax surgery	Syntax surgery involves writing a sentence on a sentence strip and then cutting the sentence apart to rearrange it into more understandable pieces.	1 identify a problematic sentence 2 write the sentence and initiate the surgery 3 rearrange the words 4 practice move sentences with the same pattern 5 time the lesson
33	Communication games	are activities set up in the classroom to create opportunities and purposes for verbal communication practice	1 identify a language need 2 model the game 3 organize the pairs or groups 4 guide the practice 5 talk about the experience
Strategies for literacy development (Herrel & Jordan, 2012)			
34	Moving into reading	interactive read-aloud is reading books out loud, using facial expressions, different voices for different characters, and gestures, and with the active participation of listeners through predicting, discussion, and checking for understanding.	1 choose an appropriate book 2 pre-read and plan interactions 3 stop for interactions 4 assess student progress and understanding
			1 introduce the text 2 read the book and tract the print

Teaching Strategy Name		Description	
X	Y	Description	characteristics (D)
	3	shared reading is a strategy that teachers use to read books, charts, and other texts with students when the text is too difficult for students to read independently.	stop for discussion and prediction
	4		encourage verbal interactions
	5		reread for additional practice and exposure
	6		practice with small version of the text
35	1	activities that require students to sort objects, words, phrases, and sentences according to set parameters.	identify skills to practice in sorting mode
	2		explain the activity
	3		set up the routine and requirements
	4		assess the students' progress and understanding
36	1	Read-aloud plus involves the teacher reading text aloud to students while adding visual support, periodic paraphrasing, and/or rewriting as the "plus" or extension to the read-aloud	preread and choose support materials
	2		explain the process to the students
	3		read and clarify
	4		engage the students actively
	5		review key concepts
	6		assess and monitor growth
	7		add technology
37	1	an approach to teaching reading in a small group setting, while providing individual coaching.	group the students for instruction
	2		begin the process
	3		read aloud but not in unison
	4		pair students for additional practice
	5		teach minilesson based on students' needs
38	1	modeled writing	choose what to write
	2		read and point to the words
	3		reread the sentence with the student(s)
	4	supporting students in beginning writing journals using modeled writing	provide each student with a writing journal
	5		demonstrate the process
	6		have students draw and write

Teaching Strategy Name		Description	
X		Description	Y
			<p>7 model writing based on a students' picture and writing</p> <p>8 repeat the process daily</p> <p>9 select a topic</p> <p>10 ask the students to talk</p> <p>11 model standard English</p> <p>12 write the sentence</p> <p>13 have the students read with you</p> <p>14 have the students illustrate their stories</p> <p>15 reread the story repeatedly</p> <p>16 provide follow-up activities</p> <p>17 choose a topic</p> <p>18 ask the students to talk</p> <p>19 restate the sentence to be written</p> <p>20 say the word to be written</p> <p>21 invite a student to write on the chart</p> <p>22 reread the word and state the rest of the sentence</p> <p>23 reread the word and state the rest of the sentence</p> <p>24 reread and repeat</p> <p>25 complete the story</p>
	conducting a language experience writing lesson		
	conducting interactive writing lesson		
39	Imaging	a strategy that encourages students to create images in their minds to support the understanding of concepts or problems to be solved	<p>1 identify a curricular connection</p> <p>2 plan an introductory imaging activity</p> <p>3 create mental pictures through verbalization</p> <p>4 assess the students' understanding and progress</p>

Teaching Strategy		Description		
X	Name	Description	Y	characteristics (D)
40	Cohesion links	the important parts of written and spoken paragraphs that connect sentences so that they form a cohesive whole.	5 1 2 3 4 5 6	add technology use a sample paragraph read one sentence at a time read the rest of the paragraph one sentence at a time practice in pairs review the connections continue to review over time
41	Bilingual books and labels	In classrooms where the students do not read and write in their native languages, bilingual books and labels in the students' home language provide some exposure to the written systems of the native languages and to the customs and traditions of multiple cultures	1 2 3 4 5	identify the languages represented in the classroom pronounce and label common objects provide bilingual books provide translations explore key vocabulary in several languages
42	Read, pair, share	In this activity partners read together, stopping after each paragraph or appropriate section of text to answer the traditional "who, what, where, when, and how" questions related to the text they have just read. Whenever the partners cannot answer a question, they return together to the selected text to find the answer.	1 2 3 4 5 6	introduce the question words model each step of the strategy model how to work with a partner model the modifying of questions pair the students discuss the assignment
43	Repetition innovation and	involves using a piece of text in several different ways to reinforce understanding and the gradual integration of the text's vocabulary and concepts into the speaking and writing vocabulary of the students	1 2 3 4 5	choose a book that will sustain interest over time explore the story structure play with words create an alternate text create an innovation on the text

Teaching Strategy		Description		
X	Name	Description	Y	characteristics (D)
44	Cloze	based on written text in which some words are left out and blanks are inserted.	6	create another innovation or version observe student reading behaviors group students for instruction prepare a cloze activity to meet student needs identify appropriate words to fill the blanks assess student growth and understanding add technology
45	Free voluntary reading	a system for encouraging silent, self-selected reading of enjoyable books written at the students' independent levels.	1	identify the independent reading levels of students 2 explain the program to the students 3 discuss the books in groups 4 add motivation over time 5 select a book 6 read the book aloud 7 demonstrate the format for writing a script 8 write the script using shared writing 9 use a word processor to create the script 10 highlight the script when it is completed 11 practice reading the script aloud 12 perform the script
46	Repeated reading	An approach that engages students in writing scripts for reader's theater and then reading the scripts as a member of a small group offers them yet another opportunity to practice both oral and written competency.		
Strategies for content instruction (Herrel & Jordan, 2012)				
47	Advance organizers	brief presentations of abstract concepts given before a lesson to help learners make connections between their existing knowledge and the new information to be presented.	1	identify the main concepts in a lesson 2 design a way to connect prior knowledge to the new concepts 3 present the advance organizer

Teaching Strategy		Description		
X	Name	Description	Y	characteristics (D)
48	Learning instruction strategy	Metacognitive strategies include having a plan for learning, monitoring the learning that is taking place, and evaluating how well content has been learned. Cognitive strategies include how to manipulate material mentally or physically to facilitate learning. Social/affective strategies include ways to interact with others or control your own emotions in ways that support your learning.	1 2 3 4 5 6	teach the new information add technology match strategies and curriculum reject on learning task approaches model strategy use practice the strategy discuss strategy use make visual for self help
49	Integrated projects curriculum	an approach to planning curriculum in which knowledge and skills in several curricular areas are combined to accomplish an authentic task.	1 2 3 4 5	identify an authentic project opportunity relate the project to grade-level and ESL Standards identify the class goals establish working groups and their assignments integrate learning
50	Attribute charting	a way of visually organizing information to support students' understanding of the attributes of the concept being studied	1 2 3 4 5	choose a concept to chart discuss attributes or traits explore the materials use the charted material add technology
51	Dictoglos	Dictoglos involves students in listening to repeated, fluent readings of English text. At first, they just listen, but on subsequent readings they take down as much of the text as possible. They then get together in pairs and again in groups of four to combine their notations and re-create as much of	1 2 3 4	select an appropriate piece of text reread the text orally pair to recreate the text work in groups of four

Teaching Strategy		Description		
X	Name	Description	Y	characteristics (D)
		the text as possible. The activity provides an authentic reason for communication and practice in re-creating	5	read the recreated text
52	GIST	Students work in cooperative groups and read sections of the text silently. After each short section is read silently, the members of the group work collaboratively to generate one sentence that summarizes the gist, or main point, of the passage. Once a sentence is generated, members of the group write it on their own papers so that each group member ends up with a concise summary of the text. The teacher circulates among the groups to facilitate and provide support.	1 2 3 4 5 6	1 identify appropriate text for GIST 2 group the students 3 demonstrate the strategy 4 discuss summary sentences 5 read and summarize paragraph by paragraph 6 read and compare summary sentences
53	Tutorials	this model the daily delivery of instruction follows a set sequence that includes the following elements: warm up, lesson for the day, independent practice, daily quiz	1 2 3 4 5 6	1 plan time for tutorials within the school day 2 use assessment and observation to identify students who will benefit from tutorials 3 plan activities that approach the standards to be taught in innovative ways 4 assess frequently to ensure mastery 5 continue to schedule to ensure mastery 6 continue to schedule tutorials until students are meeting standards
54	Graphic organizers	visuals or pictures created to represent ideas, text, or connections between texts	1 2 3 4 5 1	1 identify the teaching purposes 2 explain the purpose 3 involve students in constructing a graphic 4 discuss the connections 5 provide additional practice in using graphic organizers 1 introduce the concept of microselection

Teaching Strategy		Description	
X	Name	Description	Y
55	Microselection	The ability to find the key words in individual sentences	2 model the identification of key words 3 guide students in practicing microselection 4 pair students for additional practice 5 discuss the procedure
56	Collaborative reading	This strategy also allows a teacher to support readers of various abilities in working collaboratively as they study a specific topic	1 gather a range of books on a topic 2 organize heterogeneous groups 3 provide research instruction 4 create a data chart 5 practice and share information 6 document the group process
Technology Strategies for English Learners (Herrel & Jordan, 2012)			
57	Multimedia presentations	involve the use of media such as audio and video equipment (VCRs, videodisc players, video cameras), computers and related software, and Internet sources to do research, publish, and make classroom presentations	1 model media use 2 introduce media slowly 3 add new media as appropriate 4 allow time for practice 5 create working partners 6 make a media assignment
58	Interactive comprehension building	Through these inter active links, students can choose materials to aid them in increasing their grasp of the content provided in the basic presentation. These links may take them directly or indirectly to a variety of levels of additional information, allowing them to determine what information best suits their individual needs.	1 select appropriate material to be presented 2 create a power point presentation 3 determine the vocabulary and concepts that might need further explanation or development 4 link the chosen words and concept to additional resources 5 check the links for accuracy, appropriateness, and ease of use 1 set up your wikispace

Teaching Strategy		Description	
X	Name	Description	Y
59	Wiki building	A wiki is a website technology that allows students to create and edit a web page without knowledge of Internet programming protocols and languages such as HTML or DHTML	<p>2 decide how you went to use wikis in your classroom</p> <p>3 demonstrate how the wiki works</p> <p>4 encourage the students to get started and provide support</p>
60	Handheld computers and smartphones	it is important for teachers to be aware of the many ways in which they can be used in classroom projects and outside the classroom for projects traditionally done in less technologically supported methods	<p>1 explore the list of available application</p> <p>2 design a study using one of the applications</p> <p>3 model the use of the device</p> <p>4 provide guided practice in using the devices and documenting information</p> <p>5 establish your expectations</p> <p>6 provide time for the project but set benchmark time lines to make sure they are making progress</p>
Teaching approach used in twenty century (Celce-Murcia, 2001)			
61	Grammar-translation approach	an extension of the approach used to teach classical languages to the teaching of modern languages	<p>1 instruction is given in the native language of students</p> <p>2 there is little use of the target language for communication</p> <p>3 focus is on grammatical parsing i.e., the form and inflection of word</p> <p>4 there is early reading of difficult texts</p> <p>5 a typical exercise is to translate sentences from the target language into the mother tongue (or vice versa)</p>

Teaching Strategy		Description		
X	Name	Description	Y	characteristics (D)
			6	the result of this approach is usually an inability on the part of the student to use the language for communication
			7	the teacher does not have to be able to speak the target language
62	Direct approach	a reaction to the Grammar- Translation Approach and its failure to produce learners who could communicate in the foreign language they had been studying	1	No use of the mother tongue is permitted (i.e., the teacher does not need to know the students' native language)
			2	Lessons begin with dialogues and anecdotes in modern conversational style.
			3	Actions and pictures are used to make meanings clear.
			4	Grammar is learned inductively
			5	Literary texts are read for pleasure and are not analyzed grammatically.
			6	The target culture is also taught inductively
			7	The teacher must be a native speaker or have native-like proficiency in the target language.
63	Reading approach	a reaction to the problems experienced in implementing the Direct Approach; reading was viewed as the most usable skill to have in a foreign language since not many people traveled abroad at that time; also, few teachers could use their foreign language well enough to use a direct approach effectively in class)	1	only the grammar useful for reading comprehension is thought
			2	vocabulary is controlled at first and then expanded
			3	translation is once more a respectable classroom procedure
			4	reading comprehension is the only language skill emphasized

Teaching Strategy		Description		
X	Name	Description	Y	characteristics (D)
64	Audiolingualism	a reaction to the Reading - approach and its lack of emphasis on oral-aural -sails: this approach became dominant in the United States during the 1940s, 1950s, and 1960s: it draws from the Reform Movement and use Direct Approach but adds features from structural linguistics [Bloomfield 1933] and behavioral psychology [Skinner 1957]	5 1 2 3 4 5 6 7 8 9	the teacher does not need to have good oral proficiency in the target language lesson begin with dialogue mimicry and memorization are used grammatical structures are sequenced and rules are thought inductively skills are sequenced: listening, speaking-reading, writing postponed pronunciation is stressed from the beginning vocabulary is severely limited in initial stages a great effort is made to prevent learner errors language is often manipulated without regard to meaning or contexts the teacher must be proficient only in the structures, vocabulary, etc, that he r she is teaching since learning activities and materials are carefully controlled
65	Oral-situational approach	a reaction to the reading Approach and its lack of emphasis on structural skills; this approach was dominant in Britain during the 1940s, 1950s. and 1960s; it draws from the Reform Movement and the Direct Approach but adds features from Firthian linguistics and the emerging professional field of language pedagogy	1 2 3 4	the spoken language is primary all language material is practiced orally before being presented in written form only the target language should be used in the classroom efforts are made to ensure that the most general and useful lexical are presented

Teaching Strategy		Description	
X	Name	Description	Y
			<p>5 grammatical structures are graded from simple to complex</p> <p>6 new items (lexical and grammatical) are introduced and practiced situationally</p>
66	Cognitive approach	a reaction to the behaviorist features of the Audiolingual Approach; influenced by cognitive psychology [Neisser 1967] and Chomskyan linguistics [Chomsky 1959,1965]	<p>1 language learning is viewed as rule acquisition, not habit formation</p> <p>2 instruction is often individualized; learners are responsible for their own learning</p> <p>3 grammar must be taught but it can be taught deductively an/or inductively pronunciation is de-emphasized; perfection is viewed as unrealistic and unattainable</p> <p>4 reading and writing are once again as important as listening and speaking</p> <p>5 vocabulary instruction is once again important, especially at intermediate and advanced levels</p> <p>6 error is viewed as inevitable, to be used constructively in the learning process</p> <p>7 the teacher is expected to have good general proficiency in the target language as well as an ability to analyze the target language</p>
67			<p>1 respect is emphasized for the individual and for his or her feeling</p>

Teaching Strategy		Description		
X	Name	Description	Y	characteristics (D)
	Affective-humanistic approach	(a reaction to the general lack of affective considerations in both Audiolingualism and the Cognitive Approach: e.g., Moskowitiz 1978 and Curran 1976	2 3 4 5 6 7	communication that is meaningful to the learner is emphasized instruction involves much work in pairs and small groups class atmosphere is viewed as more important than materials or method peer support and interaction are viewed as necessary for learning learning a foreign language is viewed as a self-realization experience the teacher should be proficient in the target language and the student's native language since translation may be used heavily in the initial stages to help students feel at ease; later It is gradually phased out
68	Comprehension-based approach	an outgrowth of research in first language acquisition that led some language methodologists to assume that second or foreign language learning is very similar to first language acquisition; e.g. Postovsky 1974; Winitz 1981; Krashen and Terrell 1983	1 2 3	listening comprehension is very important and is viewed as the basic skill that will allow speaking, reading, and writing to develop spontaneously over time, given the right conditions learners should begin by listening to meaningful speech and by responding nonverbally in meaningful ways before they produce any language themselves learners should not speak until they feel ready to do so; this result in better pronunciation than if the learner is forced to speak immediately

Teaching Strategy		Description	
X	Name	Description	Y
			<p>4 learners progress by being exposed to meaningful input that is just one step beyond their level of competence</p> <p>5 rule learning may help learners monitor what they do, but it will not aid their acquisition or spontaneous use of the target language</p> <p>6 error correction is seen as unnecessary and perhaps even counterproductive; the important thing is that the learners can understand and can make themselves understood</p> <p>7 if the teacher is not a native speaker, appropriate materials such as audiotapes and videotapes must be available to provide the appropriate input for the learners.</p>
69	Communicative approach	an outgrowth of the work of anthropological linguists [e.g., Hymes 1972] and Firthian linguists [e.g., Halliday 1973], who view language first and foremost as a system for communication;	<p>1 it is assumed that the goal of language teaching is learner ability to communicate the target language</p> <p>2 it is assumed that the content of a language course will include semantic notions and social functions, not just linguistic structures</p> <p>3 students regularly work in group or pairs to transfer meaning in situations in which one person has information that the others(s) lack</p>

Teaching Strategy		Description	
X	Name	Description	characteristics (D)
			<p>4 students often engage in role play or dramatization to adjust their use of target language to different social contexts</p> <p>5 classroom materials and activities are often authentic to reflect real-life situations and demands</p> <p>6 skill is integrated from the beginning; a given activity might involve reading, speaking, listening, and also writing</p> <p>7 the teacher should be able to use the target language fluently and appropriately</p>

Appendix 2 Indicators

- A. Developed indicators for teaching strategy and challenges adapted from Riduwan (2011)
 - 1. Variable teaching strategy
 - a. Sub-variable approach
 - Indicator teaching strategy name used
 - Indicator step in teaching strategy used (specific per participant)
 - Indicator factor influence and challenges in choosing the teaching strategy used
 - b. Sub-variable support
 - Indicator school and students' background
 - Indicator topic, media, tools, and class activity
 - Indicator teacher deliveries, instruction-comment, and translingual
 - Indicator assessment
 - c. Indicator challenge
- B. IS level Indicators from G. Chen & Starosta (2000)
 - a. Interaction engagement: the participants' feeling of participation in intercultural communication.
 - b. respect for cultural differences: participants orient to or tolerate their counterparts' cultures and opinions.

- c. interaction confidence: how confident participants are in the intercultural setting.
 - d. interaction enjoyment: participants' positive or negative reaction towards communicating with people from different cultures.
 - e. interaction attentiveness: participants' effort to understand what is going on in intercultural interaction
- C. Indicators for DMIS level adopted from Etri (2023)

There are intercultural sensitivity indicators that are framed by Etri (2023) which are listed in the following:

1. Defense stage
 - denigration of other cultures
 - avoidance of inner circle culture
2. minimisation stage
 - normalizing differences and contrasting
 - non-negative evaluations of culture
3. acceptance stage
 - judging culture by its context
 - exposure to different cultures
 - promoting an understanding of how cultural differences operate
4. adaptation stage
 - empathy

Table appendices 2 Developed indicator for interview (Adapted from Riduwan (2011))

	sub variable	indicator	descriptor	no item	question	
TT teaching strategy	approach	teaching strategy used	type of teaching strategy and its steps	1	can you tell me in detail about the teaching strategy that you used in class during the ITP program?	
			the decision to choose this teaching strategy	2*	What factors influenced you to choose those teaching strategies? (culture/practical/facility/else)	
	support	school and students' background			3	what is the duration of your teaching process, and how many students are involved in your teaching process? (grade?)
					4*	Did you know, how many languages your students can speak? What are the languages? and are there any commonalities with you?
				topic, media, tools, activity	5*	how did you choose your topic, learning media, and activity for the learning? And did you find the topic familiar or strange?
				teacher deliveries, instruction, and comment, translangual	6*	did you use other than English language in class? How about Nonverbal language? why did you do it?
	challenges	assessment			7	what kind of assessment you did in class? How did the result? did you give extra treatment to a student/group of students in your class when they didn't reach the goals?
				plan	8*	did you face any problem when you plan for the topic, media, and activity? (limited resources, technology, or idea)
				engagement	9	do you think, the teaching strategies that you chose, keep students engaged and motivated during your teaching process?
				improvement	10*	what do you think needs to improve in your ITP preparation, to get an effective teaching process, despite all the challenges?

Appendix 3 Research Guidance Sheet

Name : Ayuwindi Ayusandira
NPM : 2109200038

KEGIATAN BIMBINGAN SKRIPSI

No	Waktu		Pembimbing 1	Pembimbing 2	Paraf Pemb. 1	Paraf Pemb. 2
	Tanggal (2024)	Jam (Waktu)	Topik Bimbingan	Topik Bimbingan		
1.	4/Jan	12.00	Consulting Chapter 1, 2, 3.	Restate Research Focus.	A	r
	4/Jan	14.00				
2.	10/Jan	10.00	Consulting chapter 1, 2, 3	Consulting chapter 1, 2, 3	A	v
	11/Jan	10.00				
3.	18/Apr	10.00	Consulting Instru- ment	Consulting data collection Instru- ment	A	r
	25/05 25 Mei	11.00				
4.	04/Jul	10.00	Consulting data collection Hard copy draft	Consulting chapter 4 → Collection.	A	r
	14/Jul	10.00				
5.	15 Jun	12.00	Consulting chapter 4.1	Consulting chapter 4	A	r
	15 Jun	10.00	"submitting hard copy draft"			
6.	20 Jun	13.00	Consulting chapter 4.2	Consulting chapter 4.2	A	r
	20 Jun	11.00				
7.	27 Jun	09.00	Consulting chapter 5.	Consulting chapter 5	A	r
		09.00				
8.	28 Jun	09.00	Finalisasi journal article	Finalisasi journal article.	A	r
		09.00				

Appendix 4 Research Request Letter



YAYASAN PENDIDIKAN GALUH
UNIVERSITAS GALUH
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Kampus: Jl. R.E. Martadinata No. 150 Tlp. (0265) 772192 Fax 771955 Ciamis

Nomor : 474 /21/SP/KM/DI/ 1 /2024

Ciamis, 11 Januari 2024

Perihal : Ijin Penelitian

Kepada

Yth. KETUA BADAN KEMITRAAN, INOVASI DAN
 KEWIRAUSAHAAN (BKIK) UNIVERSITAS GALUH

Di Tempat

Dengan Hormat,

Dalam rangka penyusunan Karya Ilmiah/Skripsi Mahasiswa FKIP
 Universitas Galuh Ciamis :

Nama : Ayuninda Agusandra
 N I M : 2109200038
 Program Studi : PENDIDIKAN BAHASA INGGRIS
 Tingkat/Semester : IV (EMPAT)/VIII (DELAPAN)

Kami mohon dengan hormat bantuan Bapak/Ibu untuk dapat menerima dan
 memberikan kesempatan kepada yang bersangkutan dalam hal
 mengumpulkan data sehubungan dengan penulisan karya ilmiah (Skripsi)
 yang berjudul : Investigating EFL Indonesian Teacher Trainee's Teaching
 Strategy in International Teaching Practicum Program

Demikian permohonan kami, atas bantuan dan perhatiannya kami
 ucapkan terima kasih.

Hormat Kami,
 Wakil Dekan I



Widyadarmasna, Drs., M.Kes.
 NIP. 196504121990021001

Tembusan disampaikan Kepada Yth,

1. Prodi di FKIP UNIGAL
2. Panitia DBS
3. Arsip

Appendix 5 Research Permission Letter

13 Januari 2024



Badan Kemitraan, Inovasi, dan Kewirausahaan
UNIVERSITAS GALUH
Jl. R.E. Martadinata No. 150 Ciamis 46274 Tlp.Fax. (0265) 776787

Nomor : 011/BKIK/SP/DK/I/2024
 Perihal : Data Mahasiswa

Kepada Yth.
WAKIL DEKAN I FKIP UNIVERSITAS GALUH
 di Tempat

Assalamu'alaikum, Wr., Wb.,

Salam hangat dan salam sejahtera bagi kita semua. Teriring salam dan do'a kami sampaikan, semoga kita senantiasa mendapat rahmat, hidayah dan ridha Allah SWT dalam menjalankan aktifitas sehari-hari, Aamin.

Menindaklanjuti surat wakil dekan I FKIP Universitas Galuh nomor 474/21/SP/KM/DI/I/2024 tanggal 11 Januari 2024 tentang ijin penelitian, dengan hormat kami sampaikan sebagai salah satu konsiderasi etik pada penelitian, maka BKIK akan memfasilitasi adanya **consent form** yg dilaksanakan secara daring antara peneliti dengan partisipan penelitian.

Untuk informasi lebih lanjut, Bapak dapat menghubungi Kepala Bidang Kerja Sama, Urusan Internasional, Layanan Bahasa dan Budaya BKIK Universitas Galuh atas nama Ratnawati, M.Pd di nomor +62 857-9395-9739 dan atau melalui surel bkik_ratnawati@unigal.ac.id.

Demikian kami sampaikan, atas perhatian Bapak, kami haturkan terima kasih.

Wassalamu'alaikum, Wr., Wb



Dr. Iskhak Said, Drs., M.M., M. Pd.
 NIP. 196011101980121001

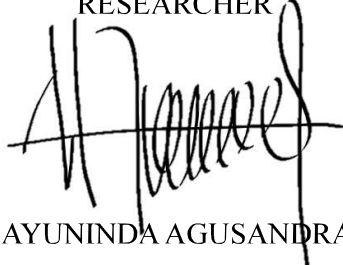




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[unigal_bkik](#)
Gedung BKIK Universitas Galuh
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Appendix 6 Researcher Biodata

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RESEARCHER

AYUNINDA AGUSANDRA