

Appendix 1

Interview Guidelines

UNIVERSITY TEACHERS' BELIEFS ABOUT THE CHARACTERISTICS OF EFFECTIVE ENGLISH A FOREIGN LANGUAGE (EFL) TEACHERS

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Research Question:

What are teachers' beliefs about the contribution of pedagogical knowledge, personal knowledge, and interpersonal knowledge towards being effective teachers?

Interview Questions:

1. Pedagogical Knowledge:

Purpose: To know their perspective of their pedagogical knowledge

To know the contribution of their pedagogical knowledge in being affective teacher

Questions:

- Menurut anda pedagogical knowledge itu bagaimana?

- Se jauh mana kontribusi pedagogical knowledge yang bapak/ibu punya untuk menjadi seorang guru Bahasa Inggris yang efektif?

2. Personal Knowledge:

Purpose: To know their perspective of their personal knowledge

To know the contribution of their personal knowledge in being effective teacher

Questions:

- Bagaimana anda melihat diri anda sendiri sebagai seorang dosen?
- Dari cara pandang tersebut, sejauh mana hal tersebut membantu anda menjadi guru bahasa Inggris yang efektif?

3. Interpersonal Knowledge:

Purpose: To know their perspective of their interpersonal knowledge

To know the contribution of their intrapersonal knowledge in being effective teacher

Questions:

- Bagaimana anda, menjalin hubungan dengan kolega, mahasiswa, dan staff dalam lingkungan kerja anda?

- Se jauh mana peran cara menjalin hubungan anda dengan kolega, mahasiswa dan staff membantu anda dalam menjadi guru Bahasa Inggris yang efektif

Appendix 2

Selective and Axial Coding

Teachers' Beliefs about the Characteristics of Effective English as a Foreign Language (EFL) Teachers

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Research Question:

What are teachers' beliefs about the contribution of pedagogical knowledge, personal knowledge, and interpersonal knowledge towards being effective teachers?

Definition of Pedagogical Knowledge		
Point	Translated Statement	Theme
Knowledge on how to teach // (P1, P3)	(P1.1) As far as I concern pedagogical knowledge is knowledge on how to teach (P3.1) Pedagogical knowledge is knowledge on how a teacher teaches (P3.3) knowing the theory of teaching (P3.4) applying the theory of teaching when they teach	(P1.1) Knowledge on how to teach (P3.1) Knowledge on how to teach (P3.3) Knowledge on knowing the theory of teaching (P3.4) applying the theory of teaching when they teach

	<p>(P3.5) teaching strategy</p> <p>(P1.5) So it is knowledge about how to develop teaching material</p> <p>(P1.7) What kind of teaching method that they have to use is also included in pedagogical knowledge</p> <p>(P1.8) For English lecturer, it's not enough to have English proficiency only but also they need to know how to teach</p> <p>(P3.2) transfer the knowledge, knowing and being able</p> <p>(P1.4) How to manage class</p> <p>(P1.46) I have to find an interesting way to engage the students to learning</p>	<p>(P3.5) Knowing teaching strategy</p> <p>(P1.5) Knowledge on developing teaching materials</p> <p>(P1.7) Knowledge on choosing teaching method</p> <p>(P1.8) Knowledge in teaching</p> <p>(P3.2) Knowing and being able to transfer knowledge</p> <p>(P1.4) Knowledge on How to manage class</p> <p>(P1.46) Knowledge on Finding interesting way to engage students to learning</p>
Knowledge on how to plan class / (P1)	<p>(P1.2) It includes how to plan lesson plan</p> <p>(P1.3) How to implement lesson plan</p>	<p>(P1.2) Knowledge on how to plan lesson plan</p> <p>(P1.3) Knowledge on implementing lesson plan</p>
Knowledge on assessing students / (P1)	<p>(P1.6) How to assess students is also pedagogical knowledge</p>	<p>(P1.6) (P1.6) Knowledge on assessing students</p>
Knowledge on understanding students // (P2, P3)	<p>(P2.1) Pedagogical knowledge is how to know students' psychology</p> <p>(P2.2) Students' progress</p>	<p>(P2.1) Knowledge on how to know students' psychology</p> <p>(P2.2) Knowledge on how to know students' progress</p>

	(P2.3) Knowing students' learning style (P3.6) knowing the students' characteristics	(P2.3) Knowledge on knowing students' learning style (P3.6) Knowing the students' characteristics
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Contribution of Pedagogical Knowledge		
Point	Translated Statement	Theme
Pedagogical Knowledge contributes in being effective teacher /// (P1,P2,P3)	(P1.9) I think, pedagogical knowledge is important (P2.4) I think it contributes a lot (P3.7) may be more or less it contributes	(P1.9) Pedagogical knowledge important (P2.4) Pedagogical knowledge contributes (P3.7) Pedagogical Knowledge contributes
Knowing how to know students // (P1,P2)	(P1.10) real experience on how to handle students even how to use board effectively to facilitate students' learning, so I think this very important (P2.5) By knowing students' progress, automatically I have to understand their position (P2.6) I will be using approach that doesn't generalize all the students' ability	(P1.10) how to handle students and use board to facilitate (P2.5) Knowing students' progress (P2.6) Not generalizing students
Knowing how to teach /// (P1, P2, P3)	(P1.11) From there, I can see that pedagogical knowledge is super needed for managing the class	(P1.11) Managing class

	<p>(P3.8) It is hoped that by having the teaching theory we can apply it</p> <p>(P2.7) there's a consideration when we have to teach with good materials</p> <p>(P3.9) If they know how to teach and they teach in a good way, it increase the possibility to be effective teacher</p> <p>(P2.8) adjusting learning style that they and I use</p>	<p>(P3.8) applying teaching theory</p> <p>(P2.7) Having consideration in choosing good materials</p> <p>(P3.9) Knowing how to teach in a good way</p> <p>(P2.8) Adjusting learning style</p>
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Teachers' Personal Knowledge		
Point	Original Statement	Theme
Seeing themselves as teachers /// (P1,P2,P3)	(P1. 14) I am not an excellent teacher	(P1.14) Feeling
	(P1.15) I am not that bad either	(P1.15) Feeling
	(P1.16) I am in the middle	(P1.16) Feeling
	(P1.25) I think I am not that good when I become a supervisor	(P1.25) Feeling
	(P2.12) The way I see myself is not easy	(P2.12) Feeling
		(P3.10) feeling

	<p>(P3.10) I always feel like with this quality how can I be a lecturer</p> <p>(P3.11) I, as a lecturer, feel like there are many knowledge that I need to upgrade</p>	(P3.11) feeling
<p>Doing responsibility of being lecturer ///</p> <p>(P1,P2,P3)</p>	<p>(P1.17) at least when I teach I always have plan what things that I have to deliver</p> <p>(P1.18) at least I always have a plan, although it's not very detail</p> <p>(P1.19) I always try to apply some of teaching principles</p> <p>(P1.20) I can set up a plan so that the goal that is written in the curriculum can be achieved</p> <p>(P1.21) every year I do some research, so I am doing okay</p> <p>(P1.22) I also do some community service</p> <p>(P1.23) I also have a responsibility as an academic advisor</p> <p>(P1.24) I also become thesis supervisor</p> <p>(P2.9) I have to do teaching</p>	<p>(P1.17) Responsibility of teaching</p> <p>(P1.18) Responsibility of teaching</p> <p>(P1.19) Responsibility of teaching</p> <p>(P1.20) Responsibility of teaching</p> <p>(P1.21) Responsibility of doing research</p> <p>(P1.22) Responsibility of community service</p> <p>(P1.23) Responsibility of being an academic advisor</p> <p>(P1.24) Responsibility of being a thesis supervisor</p> <p>(P2.9) Responsibility of teaching</p> <p>(P2.10) Responsibility of community service</p> <p>(P2.11) Responsibility of doing research</p>

	<p>(P2.10) I have to do community service</p> <p>(P2.11) I have to do research</p> <p>(P3.12) I as best as I can do</p> <p>(P3.13) If I have to do research, then I am doing it</p> <p>(P3.14) if I have to do community service, then I am doing it</p> <p>(P3.15) As best as I can, teaching following the rules that is run</p>	<p>(P3.12) Doing the Responsibility</p> <p>(P3.13) Doing the Responsibility</p> <p>(P3.14) Doing the Responsibility</p> <p>(P3.15) Doing the Responsibility</p>
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Contribution of Personal Knowledge		
Point	Translated	Theme
<p>Contribution of doing the responsibilities /// (P1,P2,P3)</p>	<p>(P1.26) it contributes a lot, especially for being effective teacher, we cannot see only from the level of education</p> <p>(P1.27) effective teachers, from my point of view, are those who can inspire students to</p>	<p>(P1.26) Contribution of doing responsibilities in general</p> <p>(P1.27) Contribution of doing teaching</p> <p>(P1.28) Contribution of doing responsibilities</p>

	<p>learn or motivate to learn, not only in the classroom but also in the classroom</p> <p>(P1.28) I also have to be an example, not only in the classroom but also in outside the classroom</p> <p>(P1.29) when I did research I learn something</p> <p>(P1.30) when I did the community service, I learn something.</p> <p>(P1.31) so research helps me to evaluate my teaching</p> <p>(P1.32) interpersonal skills is very important as well</p> <p>(P1.33) Because we do not teach only the hard skills</p> <p>(P2.13) I don't take the teaching for granted</p> <p>(P2.14) I try to keep my punctuality</p> <p>(P2.15) I am doing evaluating</p> <p>(P3.16) If talking about teaching, more or less it contributes</p> <p>(P3.17) if I am doing research and I got the result, usually the result will be applicable for</p>	<p>in general</p> <p>(P1.29) Contribution of doing research</p> <p>(P1.30) Contribution of doing community service</p> <p>(P1.31)Contribution of doing research</p> <p>(P1.32)Contribution of doing responsibilities in general</p> <p>(P1.33) Contribution of doing teaching</p> <p>(P2.13) Do not take teaching for granted</p> <p>(P2.14) Keeping punctuality</p> <p>(P2.15) Evaluating</p> <p>(P3.16) Personal Knowledge contributes to be effective teachers</p> <p>(P3.17) Contribution of doing research</p> <p>(P3.18) Contribution of doing community service</p> <p>(P3.19) Contribution of doing community</p>
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	<p>teaching (P3.18) from the community service I can learn the way this (a name) lecturer ability</p> <p>(P3.19) from the community service I also learn to use the material or strategy</p>	service
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Definition Interpersonal Knowledge		
Point	Translated Statement	Theme
Ability to interact /// (P1,P2,P3)	<p>(P1.34) capability to interact</p> <p>(P2.16) The way we socialize with other people</p> <p>(P3.20) Knowledge on how to interact with other people</p>	<p>(P1.34) Capability to interact</p> <p>(P2.16) Socializing with other people</p> <p>(P3.20) Knowledge on how to interact with other people</p>
Interact with Students /// (P1, P2, P3)	<p>(P1.35) the way we interact with the students</p> <p>(P1.36) we do not interact with the students only in the teaching and learning process</p> <p>(P1.37) we also interact in some aspects</p> <p>(P2.17) The way we build relationship with students</p> <p>(P3.22) It can be with students</p>	<p>(P1.35) Interact with students</p> <p>(P1.36) Interact with students</p> <p>(P1.37) Interact with students</p> <p>(P2.17) building relationship with students</p> <p>(P3.22) Interact with students</p>

Interact with other lecturers // (P2,P3)	(P2.18) The way we build relationship with colleagues (P3.21) It can be with other lecturer	(P2.18) building relationship with colleagues (P3.21) Interact with other lecturer
Interact with employers / (P3)	(P3.23) it can be with stakeholders or employers	(P3.23) Interact with employers

Applied teachers' interpersonal knowledge to students

Point	Translated Statement	Theme
	(P1.38) lower affective filter in the classroom (P1.39) joking little bit and tell them jokes (P1.40) I almost never be angry with the students (P1.41) I really prioritize friendly environment (P1.42) I appreciate students' opinion (P1.43) I encourage students to participate in the classroom	(P1.38) Lower affective filter in the classroom (P1.39) Joking (P1.40) never be angry to students (P1.41) Prioritizing friendly environment (P1.42) Appreciating students' opinion (P1.43) encouraging students to participate in the classroom

	<p>(P2.19) Building chemistry with students by seeing them as my partner rather than my object in the teaching and learning process</p> <p>(P2.20) we are at higher education so students are not kids anymore, so my perspective is that I have to treat them as adult learners</p> <p>(P3.26) I try to be closer to the students</p>	<p>(P2.19) Seeing students as partner of learning</p> <p>(P2.20) treating students as adult learners</p> <p>(P3.26) Get closer to students</p>
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Applied teachers' interpersonal knowledge to other lecturers/colleagues		
Point	Translated Statement	Theme
	<p>(P2.24) doing some cooperation with other lecturer</p> <p>(P2.25) Doing peer teaching</p> <p>(P2.26) Doing Research with other lecturer</p>	<p>(P2.24) having some cooperation</p> <p>(P2.25) doing peer teaching</p> <p>(P2.26) doing research</p>

	(P2.27) Doing community service (P3.24) when it is needed to share (P3.25) when it is needed to ask	(P2.27) doing community service (P3.24) Sharing (P3.25) Asking
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Applied teachers' this interpersonal knowledge to employers		
Point	Translated Statement	Theme
	(P2.32) I think we need to build relationship with them in term of network (P2.33) It facilitates us in working (P3.27) when it is needed to be asked about my responsibility (P3.28) when I have confusion especially about some system	(P2.32)networking (P2.33) Facilitating teachers in working (P3.27) being asked by the employers (P3.28) Having confusion about system

Contribution of Interpersonal Knowledge		
Point	Translated Statement	Theme
<p>Contribution of applying interpersonal knowledge6 to be effective teachers ///</p> <p>(P1,P2,P3)</p>	<p>(P1.44) I think the contribution of interpersonal knowledge is good</p> <p>(P1.46) when we do not have good interaction with the students, we will not feel comfortable in the classroom</p> <p>(P1.48) Students are brave to show their opinion and they're not afraid to have different argument</p> <p>(P1.49) pedagogical knowledge, subject matter knowledge, and interpersonal competence are very supportive</p> <p>(P2.27) Without good relationship with students and colleagues, there will be no comfortable workplace</p> <p>(P2.28) We are accepted when we are in the teaching and learning process</p> <p>(P2.29) We can enjoy teaching so that the teaching is enthusiastic</p>	<p>(P1.44) The contribution of interpersonal knowledge is good</p> <p>(P1.46) Feeling comfortable in the classroom</p> <p>(P1.48) Encouraging students to show their argument</p> <p>(P1.49) Supportive aspects</p> <p>(P2.27) Comfortable workplace</p> <p>(P2.28) being accepted in teaching and learning process</p> <p>(P2.29) enjoying enthusiastic teaching</p> <p>(P2.31) effecting working atmosphere</p> <p>(P3.29) Dealing make things more effective</p>

	<p>(P2.31) I have to build good relationship with colleagues because it effect my working atmosphere</p> <p>(P3.29) when we got the deal that we need may be it can be more effective</p>	
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