	Semester Learning Plan	
	CEDU 201	**English Education Master's Program**
Revision 2		**Effective from August 2023**

UNIVERSITAS SANATA DHARMA
Faculty   : Teachers Training and Education
Study Program : English Education Master's Program

SEMESTER LESSON PLAN

Study Program   : Master Program of English Education

Faculty   : Teachers Training and Education

Lecturer   : Markus Budiraharjo, M.Ed., Ed.D. & Dr. Retno Muljani, M.Pd.

Time   : Wednesday, 07.00-10.00 a.m.

Room   : Online/ Virtual Classroom

1. Program Learning Outcomes

PLO 1: Graduates are able to demonstrate skills to design, implement, and evaluate English learning based on metacognitive theory and applied linguistics.

PLO 2: Graduates are able to demonstrate ethical skills for conducting contemporary research in the field of English education based on metacognitive theory and applied linguistics.

2. Short Description of the Course:

A century-old discipline, the study of curriculum has largely addressed various ideological contestations. This course is set to equip master degree program with major backgrounds, both historical and ideological ones, so as to situate curriculum inquiries within a pragmatic end relevant to today's dynamic changes and complexity.

3. Course Learning outcomes:
Competence:
1. Understand various theories of curriculum.
    2. Understand how to write the introduction section of an academic paper
    3. Understand how to write an academic paper based on the literature review
    4. Understand how to write a research report based on the method and data gathered from the questionnaire and /or interview

Conscience:
1. Develop a sense of responsibility in understanding various theories of curriculum.
2. Foster carefulness, honesty and accountability in writing an academic paper based on various theories of psychology of education

Compassion:
1. Enhance positive thinking towards others' understanding
2. Develop open-mindedness in receiving feedback and criticism from others
3. Appreciate others' opinions about their work
4. Work collaboratively to improve each other's understanding and writing

Commitment:
1. develop honesty in writing a literary analysis.
2. Develop a commitment in working individually and in groups.

4. Learning Methods:

The learning methods in this course are informed by current learning theories, i.e., constructivism, metacognition and self-regulated learning theories and carried out **interactively, holistically, integratively, scientifically, contextually, thematically, effectively, collaboratively, and centered on the students as explained below:**

a. **Interactive**
   Learning in this course is carried out interactively through various learning activities, for example, student-student, student-lecturer, and lecturer-student activities.

b. **Holistic**
   Holistic learning in this course covers three educational domains, namely cognitive, psychomotor and affective domains. In every learning activity, the lecturer not only delivers lecture materials that hone students' cognitive abilities but also integrate the basic values of the study program and faculty/University, namely *conscience* (choosing one's conscience)*, compassion (* feelings of compassion*) and commitment (*holding firm to commitments)*, into the lecture material.

c. **Integrative**
   Technology is integrated into every lesson both as a learning tool and as learning media, as well as learning resources, especially in enriching study materials that depend on technological developments, such as access to international journals, whether subscribed or not, e-book access.

d. **Scientific**
   This course aims to produce graduates who are strong and persistent in seeking and discovering academic truths through scientific learning processes. The scientific learning process integrates learning models which enable students to identify problems, and their causes, formulate problems, find solutions to problems, such as through project-based learning, problem-based learning, inquiry learning, self-regulated learning and metacognition.

e. **Contextual**
   Contextual learning is achieved in this course through its adherence to contextual and learning materials that can be accessed through the campus comprehensive library collections and virtual learning resources both national and international. In addition, this course encourages students to conduct research and publish on the contextual and relevant topics in the literature and in society.

f. **Thematic**
   In line with the contextual characteristics of learning, this course is also characterized by its focus on the related themes in understanding major topics in English education. The themes cover various learning theories in education ranging from metacognition, self-regulated learning, constructivism and affectivism.

g. **Effective**
   This course has been planned effectively to last for 16 meetings including mid-term exams and end-of-semester examinations with every meeting discussing pre- determined topics that have been set in the lesson planning**.**

h. **Collaborative**
   Class lectures are held collaboratively in accordance with one aspect of Ignatian Pedagogy, i.e., *Compassion*, which aims to develop the students' ability to work together to achieve goals, respect differences of opinions and develop conflict handling skills.

i. **Student-centered**
   All lectures in this course are student-centered so that they are accustomed to actively finding problems, solving problems, developing ideas, conducting collaborative research with lecturers , and presenting research results in seminars.

Student workload

Learning Activities and Tasks	SWL
Worksheets	20.25
Attendance and active participation	13.5
Presentation	20.25
Mid Term Paper	33.75
Final Paper	47.25
Total (hours)	135

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	References
Week	Expected Learning Outcomes	Learning Materials	Learning Methods	Time Allotment	Learning Activities	Assessment Criteria (Indicator)	Value	
1	**Hard Skills:** Having a comprehensive understanding of the course requirements and expected learning outcomes Having the competence and skills in understanding various curriculum inquiries and learning theories **Soft Skills:** Working together and individually to develop an understanding of the course requirements and various curriculum and learning theories	Course overview: Introduction to the curriculum inquiries	● Constructivism ● Problem-based learning ● Inquiry learning ● Discovery Learning ● Critical thinking ● Metacognitive learning strategy	200'	● Worksheet Completion ● Small Group Discussion of the completed worksheet ● Group Presentation ● Whole Class Discussion ● Reflection	The accuracy of the understanding of the course requirements Accuracy of understanding of related theories Accuracy of understanding of the introduction section of an academic paper	8%	(Bakken & Andersson-Bakken, 2021)
2	**Hard Skills** Having the competence and skills in understanding theories of the curriculum inquiries and learning theories	Curriculum as a field of inquiries:	● Constructivism ● Problem-based learning ● Inquiry learning ● Discovery Learning	200'	● Worksheet Completion ● Small Group Discussion of the completed worksheet	Accuracy of understanding of related theories Accuracy of understanding of the introduction	10%	(Hübner, Savage, Gräsel, & Wacker, 2021) (Hordern, Muller, & Deng, 2021) Budiraharjo (2015)

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	References
Week	Expected Learning Outcomes	Learning Materials	Learning Methods	Time Allotment	Learning Activities	Assessment Criteria (Indicator)	Value	
	Having the ability to analyse and write the introduction section of an academic paper Having the ability to analyse and write a brief literature review on a chosen topic **Soft Skills:** Working together and individually to develop an understanding of curriculum inquiries and learning theories	Educational foundations and challenges	● Critical thinking ● Metacognitive learning strategy		● Group Presentation ● Whole Class Discussion ● Reflection	section of an academic paper Accuracy of understanding of literature review		
3	**Hard Skills** Having the competence and skills in understanding philosophical foundations in curriculum inquiries Having the ability to analyse and write the introduction section of an academic paper	Philosophical foundations in curriculum inquiries	● Constructivism ● Problem-based learning ● Inquiry learning ● Discovery Learning ● Critical thinking ● Metacognitive learning strategy	- 200 Menit	● Worksheet Completion ● Small Group Discussion of the completed worksheet ● Group Presentation ● Whole Class Discussion ● Reflection	Accuracy of the analysis and synthesis of the literature review	3%	(Aktan, 2021) (Arnove, 2020)

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	References
Week	Expected Learning Outcomes	Learning Materials	Learning Methods	Time Allotment	Learning Activities	Assessment Criteria (Indicator)	Value	
	Having the ability to analyse and write a brief literature review on a chosen topic **Soft Skills:** Working together and individually to develop an understanding of curriculum inquiries and learning theories							
4-5	**Hard Skills** Having the competence and skills in understanding psychological foundations in curriculum inquiries Having the ability to analyse and write the introduction section of an academic paper Having the ability to analyse and write a brief literature review on a chosen topic **Soft Skills:**	Psychological foundations in curriculum inquiries: pedagogical practices	● Constructivism ● Problem-based learning ● Inquiry learning ● Discovery Learning ● Critical thinking ● Metacognitive learning strategy	- 200 Menit	● Worksheet Completion ● Small Group Discussion of the completed worksheet ● Group Presentation ● Whole Class Discussion ● Reflection	Accuracy of the analysis and synthesis of the literature review	3%	(Wyatt-Smith & Adie, 2021) (Samuelsson, Gericke, Olin-Scheller, & Melin, 2021)

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	References
Week	Expected Learning Outcomes	Learning Materials	Learning Methods	Time Allotment	Learning Activities	Assessment Criteria (Indicator)	Value	
	Working together and individually to develop an understanding of curriculum inquiries and learning theories							
6-7	**Hard Skills** Having the competence and skills in understanding social foundations in curriculum inquiries Having the ability to analyse and write the introduction section of an academic paper Having the ability to analyse and write a brief literature review on a chosen topic **Soft Skills:** Working together and individually to develop an understanding of curriculum inquiries and learning theories	Social foundations in curriculum inquiries: A case of critical thinking	● Constructivism ● Problem-based learning ● Inquiry learning ● Discovery Learning ● Critical thinking ● Metacognitive learning strategy	- 200 Menit	● Worksheet Completion ● Small Group Discussion of the completed worksheet ● Group Presentation ● Whole Class Discussion ● Reflection	Accuracy of the analysis and synthesis of the literature review	3%	Budiraharjo (2015) Sutono & Budiraharjo (2020) Cendra & Budiraharjo (2021) Budiraharjo & Lasar (2016) Hapsari & Budiraharjo, (2019)

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	References
Week	**Expected Learning Outcomes**	**Learning Materials**	**Learning Methods**	**Time Allotment**	**Learning Activities**	**Assessment Criteria (Indicator)**	**Value**	
8	**Hard Skills** Having the competence and skills in understanding Historical foundations in curriculum inquiry theories Having the ability to analyze and write the introduction section of an academic paper **Soft Skills:** Working together and individually to develop an understanding curriculum inquiries and learning theories	Historical foundations in curriculum inquiries: A case of power relations	● Constructivism ● Problem-based learning ● Inquiry learning ● Discovery Learning ● Critical thinking ● Metacognitive learning strategy	-200 Menit	● Worksheet Completion ● Small Group Discussion of the completed worksheet ● Group Presentation ● Whole Class Discussion ● Reflection	Accuracy of understanding related theories	15%	(Carlgren, 2020) (Hos & Kaplan-Wolff, 2020)
9	**Mid Term Weeks**		● Constructivism ● Problem-based learning ● Inquiry learning ● Discovery Learning ● Critical thinking ● Metacognitive learning strategy	-200 Menit	● Worksheet Completion ● Small Group Discussion of the completed worksheet ● Group Presentation ● Whole Class Discussion ● Reflection	The accuracy of the analysis of the questionnaire in an academic paper	2%	(Bouw, Zitter, & de Bruijn, 2021) (Tröhler, 2020)

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	References
Week	Expected Learning Outcomes	Learning Materials	Learning Methods	Time Allotment	Learning Activities	Assessment Criteria (Indicator)	Value	
10-11	**Hard Skills** Having the competence and skills in understanding Curriculum in political contexts theories Having the ability to analyze and write the introduction section of an academic paper **Soft Skills:** Working together and individually to develop an understanding curriculum inquiries and learning theories	Curriculum in political contexts: Governmental mandate	● Constructivism ● Problem-based learning ● Inquiry learning ● Discovery Learning ● Critical thinking ● Metacognitive learning strategy	**200 Minutes**	● Worksheet Completion ● Small Group Discussion of the completed worksheet ● Group Presentation ● Whole Class Discussion ● Reflection	The accuracy of the description, explanation, and analysis of the research report	3%	König, Bremerich-Vos, Buchholtz, & Glutsch, 2020) (Hsiao, 2018)
12	**Hard Skills** Having the competence and skills in understanding backward design in vocational high school context Having the ability to analyse and write the introduction section of an academic paper	Backward design: Vocational high school context	● Constructivism ● Problem-based learning ● Inquiry learning ● Discovery Learning ● Critical thinking ● Metacognitive learning strategy	-200 Menit	● Worksheet Completion ● Small Group Discussion of the completed worksheet ● Group Presentation ● Whole Class Discussion ● Reflection	The accuracy of the description, explanation, and analysis of the research report	3%	(Çer & Solak, 2018) (Imants & Van der Wal, 2020)

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	References
Week	Expected Learning Outcomes	Learning Materials	Learning Methods	Time Allotment	Learning Activities	Assessment Criteria (Indicator)	Value	
	Having the ability to analyse and write a brief literature review on a chosen topic Having the ability to analyse and write the method section **Soft Skills:** Working together and individually to develop an understanding of curriculum inquiries and learning theories							
13-14	**Hard Skills** Having the competence and skills in understanding curriculum for the common good Having the ability to analyse and write a brief literature review on a chosen topic Having the ability to analyse and write the method section	Curriculum for the common good: Literacy focus	● Constructivism ● Problem-based learning ● Inquiry learning ● Discovery Learning ● Critical thinking ● Metacognitive learning strategy	-200 Menit	● Worksheet Completion ● Small Group Discussion of the completed worksheet ● Group Presentation ● Whole Class Discussion ● Reflection		15%	(Andrée & Hansson, 2020) (Kjellsdotter, 2020) (Ryen, 2020)

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	References
Week	Expected Learning Outcomes	Learning Materials	Learning Methods	Time Allotment	Learning Activities	Assessment Criteria (Indicator)	Value	
	Soft Skills: Working together and individually to develop an understanding of curriculum for the common good							
15-16	**Hard Skills** Having the competence and skills in understanding Curriculum in teacher training programmes Having the ability to analyse and write a brief literature review on a chosen topic Having the ability to analyse and write the method section **Soft Skills:** Working together and individually to develop an understanding of Curriculum in teacher training programmes	Curriculum in teacher training programmes	● Constructivism ● Problem-based learning ● Inquiry learning ● Discovery Learning ● Critical thinking ● Metacognitive learning strategy	- 200 Menit	● Worksheet Completion ● Small Group Discussion of the completed worksheet ● Group Presentation ● Whole Class Discussion ● Reflection	The accuracy of the description, explanation, and analysis of the research report	2%	Violita & Budiraharjo Suparwito, H., Polina, A. M., & Budiraharjo, M. (2021)

References:

New book added:

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Table 2. Details of Learning Process

Meeting	Learning Materials	Learning Process based on: Context, experience, reflection, action, evaluation
(1)	(3)	(4)

1-7	1. Introduction to Curriculum inquiries
	2. Foundational considerations of curriculum inquiries
	    a. philosophical
	    b. psychological
	    c. sociological
	    d. historical
		Context:
		● The lecturer explains the objectives of the course, semester lesson plan, assignment, evaluation and the rubric of assessment
		● The lecturer relates students' knowledge and experiences and directs them to the topics of the course. The students' experiences may be triggered by sharing their education experiences when they were taught in schools.
		● The students' experiences are shared in smaller groups to raise their intensive awareness of the significance of learning curriculum.. This can be asked through raising a question, such as "Why and how did the curriculum undergo changes?"
		
		Experience:
		● One group of students is to present the assigned topic to lead the discussion. The other groups comment and ask questions on the presentation.
		● *Cooperative learning:*
		  1. "Jigsaw Principle": students are grouped in the "expert groups", discussing the principles underlying learning strategies, for example Metacognition and Learning, and Self-Regulated Learning;
		  2. Next, they form a new group consisting of member(s) from each expert group.
		  3. Finally, they have to return to the original group (expert group) to share what they have learned from other experts.
		● Notes: the procedural sequence of this **"experience"** is not rigid, but follows the needs of the students in particular situation

Meeting	Learning Materials	Learning Process based on: Context, experience, reflection, action, evaluation

		reflection:
		● The lecturer asks the students to write reflections concerning their comments and feelings related to particular teaching methods.
		● Examples of questions for the reflection in early meetings:
		  1. Could you describe how your immediate family (e.g. parents, brothers, or sisters) have contributed to your attitudes to and values on education?
		  2. Could you describe your education background?
		  3. Did you like your primary and secondary schools? Why or why not?
		
		● Examples of questions for the reflection in early meetings:
		  1. What was the most important thing you learned during the class?
		  2. What was something you already knew or had learned but it was reinforced?
		  3. Write down questions or queries you have concerning the topic(s)
		  4. What worked well for you in class?
		  5. What did not work well for you in class?

		action: ● The lecturer invites students to write action plans to make meaning of the theories they just learn. This is carried out in order to help their future students learn under particular teaching methods and techniques which are relevant to their needs. ● The students share their action plans in groups and in class.
		evaluation: ● The students' <u>active participation</u> in the process of learning during the meetings are documented ● The students' presentation is also evaluated and graded. ● The students' presentation and teaching simulation are evaluated using <u>observation sheet.</u> ● The students also sit in a written test to measure how far the students have understood and internalized the theories.
8-9	Test (Paper submission)	

Meeting	Learning Materials	Learning Process based on: Context, experience, reflection, action, evaluation

10-16	3. Methodological considerations
	    a. curriculum design
	    b. curriculum development
	    c. curriculum implementation
	    d. curriculum evaluation
	4. Curriculum inquiries: investigation of curriculum phenomena (of own choosing)
		(Second cycle resumes)
		context:
		● The lecturer relates students' knowledge and experiences and directs them to the topics of the course. The students' experiences may be triggered by sharing their education experiences when they were taught in schools.
		● The students' experiences are shared in smaller groups to raise their intensive awareness of the significance of learning Curriculum Inquiry. This can be asked through raising a question, such as "How does a curriculum come into play in real school and classrooms?"

		Experience:
		● One group of students is to present the assigned topic to lead the discussion. The other groups comment and ask questions on the presentation.
		● *Cooperative learning:*
		  1. "Jigsaw Principle": students are grouped in the "expert groups", discussing the principles underlying learning strategies, for example Regulation of Emotion, Motivation, Engagement and Volition, Self-Efficacy and Attribution to Learning.
		  2. Next, they form a new group consisting of member(s) from each expert group.
		  3. Finally, they have to return to the original group (expert group) to share what they have learned from other experts.
		● Notes: the procedural sequence of this **"experience"** is not rigid, but follows the needs of the students in particular situation

		reflection:
		● The lecturer asks the students to write reflections concerning their comments and feelings related to particular teaching methods.
		● Examples of questions for the reflection in early meetings:
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		● Examples of questions for the reflection in early meetings:
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Meeting	Learning Materials	Learning Process based on: Context, experience, reflection, action, evaluation
		action: ● The lecturer invites students to write action plans to make meaning of the theories they just learn. This is carried out in order to help their future students learn under particular teaching methods and techniques which are relevant to their needs. ● The students share their action plans in groups and in class.
		evaluation: ● The students' <u>active participation</u> in the process of learning during the meetings are documented ● The students' presentation is also evaluated and graded. ● The students' presentation and teaching simulation are evaluated using <u>observation sheet.</u> ● The students also sit in a written test to measure how far the students have understood and internalized the theories.

COURSE TASK DESIGN

Course Task Design	
1.	**Task Objectives:** Student are able to comprehend, summarize, analyse, and present the theories and the application of educational psychology, as well as exemplify the application of learning theories in front of their peers.
2.	**Task Description:**
	Target: Students from Semester 1 are able to explain learning theories and implement them in class. **Instruction and scopes:** 1. A group of students present theories and practice of curriculum and its learning theories. This is done from Meeting 2 to Meeting 15, except Meeting 8-9 because those weeks are intended for mid-term test. 2. Another group provide feedback and questions **Methods and references:** 1. Students share their part to read and comprehend the materials, 2. Other students look for other materials to enrich the presentation and simulation (multimedia: pictures, games, video, etc) **Outcome description:** 1. The students are able to apply the knowledge of *Curriculum: From planning to assessment* and its learning theories 2. The students are able to exemplify the principles of *Curriculum: From planning to assessment* and its learning theories on the basis of students' needs.

Criteria of assessment:
The assessment for the task completion is based on the value provided from:

Score(x)	Value	Quality Number
$8.5 \geq x$	A	4.00
$8.25 \leq x < 8.49$	A-	3.70
$8.0 \leq x < 8.24$	B+	3.30
$7.75 \leq x < 7.99$	B	3.00
$7.50 \leq x < 7.74$	B-	2.70
$7.25 \leq x < 7.49$	C+	2.30
$7.00 \leq x < 7.24$	C	2.00
$6.50 \leq x < 6.99$	D	1.00
$x < 5.0$	E	0.00

Assessment Aspects	Form	Percentage
Synthesis paper - a phenomenological inquiry and summarization of curriculum foundations	Written	20%
Critical thinking and group collaboration	Group project	25%
Mini-project of curriculum	Written	20%
Mini-research project of own investigation	Written	25%
Class participation and/or contribution	Written	10%
Total		**100%**

Presentation Rubric of Curriculum: From Planning to Assessment

No of Presentation Group:_____   No of Evaluation Group: _____

	Delivery Modes	None of the features observable	Only few features observable	Only a few features observable	Half features observable	Almost all features observable	All features observable
		1	2	3	4	5	6
	Delivery (not rushing, show enthusiasm, avoid too much pause, showing positive feelings about the topic presentation.)						
	Eye Contact (not reading the notes/ppt excessively, talking to students, rather than on the projector screen)						
	Posture and body language (standing and presenting comfortably to make audience relaxed, not nervous)						
	Volume (clearly heard for students, even for those sitting in the last row)						
	Content						

	Introduction begins with clear focus: stating objectives and background of the topic (Conscience)						
	Topic a. The presentation demonstrates important element of the assigned material, contents are developed and given instances via other sources (internet, journal, etc.)						
	b. The material is well organized, using interesting visualization (e.g., power point, video clips, pictures, mind maps, diagrams, charts, whiteboard, etc.).						
	c. demonstrate an understanding of the material, not just reading the presentation						
	Conclusion and "Q and A Session" a. The presentation emphasizes important points and is concluded with strong statements.						
	b. Comments and questions from audience are responded tactfully with clear explanation						

Adapted from: https://www.google.co.id/?gws_rd=cr,ssl&ei=gCAFVMnwL8e5uASl6ILgCA#q=rubric+for+presentation

Note:

- The rubric above demonstrates students' conscience and compassion within the whole process of presentation, but cannot be clearly segmented.

The labels for conscience and compassion are indicated as the dominant features expected to occur in students' behaviour.

Review Form: Research Papers
Credit to and adapted IJAL (Indonesian Journal of Applied Linguistics, Scopus Indexed)

	Aspects	Very Poor	Poor	adequate	good	Very good	Excellent
	Title	1	2	3	4	5	6
1	States the article's main theme						
2	Describes the type of research done						
3	If space permits: Tells where the research was done (e.g., country and / or type of institution)						
	Abstract						
4	Begins with a brief description of the article's main theme and context						
5	Accurately summarizes: (1) background of the study, (2) the purpose of the research, (3) method used, (4) findings/results, main conclusions, and (5) academic and practical implications of the results / findings.						
6	Does not contain any figures, tables, or in-text references						
7	Does not exceed 300 words and accompanied by keywords						
	Introductory Paragraph(s)						
8	Presents the topic of the study and its academic and practical importance to readers						
9	Briefly summarizes other literature on the topic						
10	Points out the most important gaps or controversies in the literature and how the study addresses them *(necessary)*						
11	Introduces the research problem addressed by the study						
12	Outlines the specific research objectives of the research						
13	Describes the context of the study, including the subjects of the research						
14	Provides readers with an outline of the rest of the article						
	Literature Review						
15	Tells where the research topic fits in the larger context of education						

1 6	Focuses primarily on recent literature (within the last 5 years from the DOI/Date of Issue)						
1 7	Provides adequate support for the selection of the research question(s) by discussing previous research findings related to the research topic						
1 8	Integrates and organizes these findings around relevant main topics, showing that the author has a good understanding of the literature*(in the specific contextof the topic studied)*						
1 9	Summarizes those research studies and synthesizes to logically introduce the method(s).						
Method							
2 0	Logically follows the literature review						
2 1	Describes the context of the study and the population sampled						
2 2	Describes the sampling method used*(necessary)*						
2 3	Outlines and defends the data collection method(s) used*(necessary)*						
2 4	Discusses how the data were collected and why						
Results / Findings							
2 5	Are directly connected to methodology and address the research question(s)						
2 6	Summarize the data collected (e.g. using descriptive statistics)						
2 7	Report the results of any statistical analyses used *(necessary)*						
2 8	Include enough details to justify the methodology and conclusions						
2 9	Avoid unnecessary repetition						
3 0	Use tables and figures only if they are relevant and not redundant						
Discussion							

No.		Very Poor	Poor	Adequate	Good	Very Good	Excellent
31	Summarizes the results in relation to the research objective(s)						
32	Interprets the results as they relate to the paper's literature review (findings of previous researchers)						
33	Provides possible explanations for unexpected results (if necessary)						
34	Points out any limitations of the study's design or execution that might affect its validity and its applicability to other contexts						
35	Discusses practical applications for classrooms or other educational settings in diverse contexts						
36	The content is relevant, current, and interesting to international readers.						
37	The content is useful or relevant to the development context.						
38	The discussion of the topic is not limited to one particular context or country.						
	Conclusion						
39	Restates the study's main purpose and key results						
40	Discusses possible directions for related future research *(necessary)*						

* Please use the following scale to rank each category (1, 2, 3, 4, 5)
1 = unacceptable
2 = needs much improvement
3 = acceptable but still needs major improvements
4 = good but still needs some improvement
5 = excellent (needs little or no change)

(Continued from above. Not to be done now, only for your information)

No.	WRITTEN EXPRESSION	Very Poor	Poor	Adequate	Good	Very Good	Excellent
		1	2	3	4	5	6

1.	The writing is clear, concise, and grammatically correct. Specific comments						
2.	The writing is professional and academic.						
3.	The paper stays focused on the topic.						
4.	The paper is coherent between and within sections.						
5.	The first person has not been misused or overused (The first person, if in the text at all, should be used sparingly and appropriately, primarily to avoid the passive voice in describing procedures or discussing results, **not** to create an exaggerated sense of the author's importance or authority. Any use of "we" should refer to the authors only.						
6.	There is no discriminatory language of any kind in the paper.						
	FORMAT						
7.	The content is well-organized, and based on an academic format.						
8.	There should be introduction, literature review, method, finding and discussion and conclusion.						
9.	The figures, tables, or other illustrations are necessary and appropriate and are referred to in the text.						
10.	All references are both in-text and in the reference list.						
11.	All references in the text and in the reference list follow APA style (see author's guideline on OJS system if necessary).						
12.	The content is well-organized, and based on an academic format.						