PROCEEDINGS
LANGUAGE POLICY AND PLANNING:
WHAT ARE THE ISSUES?

November 20 - 21, 2013
Satya Wacana Christian University
Salatiga, Indonesia
Proceedings
The 7th International Seminar
The Faculty of Language and Literature
Satya Wacana Christian University
Language Policy and Planning: What are the Issues?

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Penerbit
Widya Sari Press
The theme of this year’s seminar “Language Policy and Planning: What are the Issues?” is selected to address the possible challenges and best practices of language policy and planning in a variety of contexts, from the local/institutional to national/global. In multilingual countries, such as Indonesia, China, Singapore, decision on which particular language to use sometimes creates a dilemma. Exposing a certain language might sacrifice the mastery of other language(s). Moreover, the decision itself has been influenced by many factors, such as political, social, and economical situations.

The seminar is hoped to provide opportunities for students, teacher-practitioners as well as researchers to share their studies, knowledge, as well as practical applications on language policy and planning.

We would like to offer our appreciation to all invited speakers (Prof. Hywel Coleman, Prof. Richard Baldauf, Dr. Obaidul Hamid, and Prof. Fuad Abdul Hamid), paper, workshop and poster presenters who have taken the time to participate in the seminar. We are also grateful to have financial supports from our generous sponsors which made this seminar possible to hold. Finally, the seminar would not have been realized without the support of various hard-working and dedicated committee members and English Teacher Education program students. It is their commitment that made the preparations of this event a very rewarding and humbling learning experience for me.

This publication presents some of the unedited full papers of the presentation in the 7th International Seminar, around the theme: “Language Policy and Planning: What are the Issues?”. We hope that these papers will give significant contributions to issues surrounding the language policy and planning.

Salatiga,

Anita Kurniaawati, M.Hum.
Conference Chair
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WHICH ENGLISH ARE YOU TEACHING? A SURVEY OF UNIVERSITY LECTURERS’ BELIEF ON PRONUNCIATION ISSUE

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ABSTRACT

Pronunciation is one aspect of language which is often taken for granted in the teaching of English in Indonesian schools or universities. Even if pronunciation is taught as separate subject, one crucial issue will arise: which pronunciation norms should be taught? American English, British English, local variety English or others? This article used a survey to 25 university lecturers regarding the pronunciation issue in their teaching. The purpose is to find out their opinions of the English accent they are using, the ownership of English and the ways to improve their teaching of English. The results of this study are expected to assist the policy maker in determining which English is best for Indonesian context.

Keywords: pronunciation teaching, native-like accent, intelligibility

Introduction

Kachru (1992) has introduced three concentric circles as representative of “the types of spread, the patterns of acquisition, and the functional allocation of English in diverse cultural contexts” (p.356). The Inner Circle is considered as the origin of English where the traditional culture and linguistic bases of English can be found. This inner circle includes countries such as the USA, the UK, Canada, Australia and New Zealand. Thus, English users in these countries are considered as the native speakers (NS) of English and the English varieties they are using are called English as Native Language (ENL). The next largest circle, which is also called the Outer Circle contains countries using institutionalized, non-L1 varieties of English. These countries include Bangladesh, Ghana, India, Kenya, Malaysia, Singapore, the Philippines, etc. Many of these countries are former colonies of Inner Circle countries. The English used in these countries is called English as a Second Language (ESL). The Expanding Circle, the largest circle, includes countries where English has no official status and English is spoken as a Foreign Language (EFL). The Expanding Circle countries include China, Egypt, Indonesia, Israel, Japan, Korea, Nepal, Saudi Arabia, Taiwan, and Zimbabwe. The users of English in both Outer Circle and Expanding Circle are considered as non-native speakers (NNS) of English.

In Indonesia, English is taught as a foreign language since elementary until university level. Kennedy and Trofimovich (2008) mention that the ultimate goal of many second language (SL) and foreign language (FL) teachers is to prepare students for successful communication outside the classroom. A successful communication does not necessarily mean that students become native-like English speakers. Rather, successful English users mean they are able to communicate effectively in English.

The above duality of English teaching goal is rooted from two basic principles in English teaching, especially the teaching of pronunciation. According to Levis (2005) these two principles are the nativeness principle and the intelligibility principle. The nativeness