Teacher Education in the Era of World Englishes

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PREFACE

The theme of this year’s seminar “Teacher Education in the Era of World Englishes” is a long-waited topic to address the current and growing status of English in the world. As one of the teacher education programs, the English Department in the Faculty of Language and Literature has been widely known as the providers of English teachers throughout the countries. With the status of English as an international language, significant questions need to be asked such as, among others, are: What kinds of English teachers should we cultivate? Who should be the models for these teachers? Who are the ideal English teachers?

To address these questions, this year theme is selected. 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 how teaching and training teachers in the era of World Englishes. Most importantly, it provides a platform to think of future directions of English language teaching, particularly in countries, traditionally categorized in Kachru’s Expanding Circle.

We would like to offer our appreciation to all invited speakers (Prof. Canagarajah, Dr. George Braine and Dr. Mario Saraceni), paper and workshop presenters, poster-presenter, and participants who have taken the time to attend the seminar. The seminar was made possible by our sponsors. In these hard economic times, we are all grateful for their financial support. Finally, the seminar would not have been realized without the support of various hard-working and dedicated committee members and English Department students.

This publication presents some of the unedited full papers of the presentations in the The 5th International Seminar, around the theme: “Teacher Education in the Era of World Englishes”. We hope that these papers will give significant contributions to issues surrounding the teaching of English in the era of World Englishes.

Salatiga,

Nugrahenny T. Zacharias, Ph.D.

Chair
Professional Development Programs: A Burden for the Teachers?

C.M.T. Fanny Novita Atmadjaja
Satya Wacana Christian University
fannynew2002@yahoo.com

ABSTRACT
This is a case study started from the complaints made by the instructors of English language training designed for the non-EFL teachers of one public secondary school in Ambarawa, Central Java. The complaints pointed out the teachers' behaviors during the training sessions, which show teachers' reluctance to join the training. Hence, this study is conducted to investigate whether or not teacher professional development programs provided by the school become a burden for the teachers. In conducting the research, observations and interviews were employed. Participants of this research were those who were involved in English training program designed for secondary non-EFL teachers of that school. These included the principal, training participants (the non-EFL teachers), the instructor, and the training program manager. The findings of the research show an interesting result. Although the discussion with the headmaster points out the school's eagerness to develop the teachers' knowledge and skills, the result of the interviews with the teachers, instructor, and training program manager lead to a contradictory finding: teachers' objection to the program; a surprising finding that one should reflect upon designing teacher professional development programs.

Key words: teacher professional development, teachers' reluctance, teachers' objection