PROCEEDINGS

Research in Teacher Education: What, How, and Why?

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Research in Teacher Education: What, How, and Why?

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PREFACE

This ‘seminar proceedings’ is the compilation of unedited papers from the presenters in the 6th FBS-LTC International Seminar 2012. This year seminar officially picked up a theme: Research in Teacher Education: What, How, and Why? as a response to the professionalism demand of English teachers. Thus, the papers collected in this seminar proceedings are the results of English teachers’ and future English teachers’ studies, reflections, and opinions on their teaching experiences. This book is printed with the hope that it presents valuable insights for English teachers and anyone who are interested in English teacher education.

I am thankful to all contributors, who are also the presenters of this seminar, for their brilliant ideas shared in the seminar through presentations and papers. Such contribution is important for developing standard of English language teaching and teachers’ professionalism on the field. I am also grateful to the committees of the International seminar for making this International seminar successful and that they managed to gather academics, teachers, and scholars in this special fruitful event. Moreover, I am very thankful to Prof. Anne Burns and Dr. Willy Renandya for their valuable presentation in our seminars.

I hope that this International Seminar and this seminar proceedings book give precious experience, exchange of ideas, and insights for further development of studies in English teacher education.

Christian Rudianto, M.Appling

Seminar chair
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ATTITUDES OF PRE-SERVICE EFL TEACHERS TOWARD RESEARCH
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Abstract

Times have changed. Parents of children with special needs have realized that their children have the same opportunities as other children. Children with special needs generally benefit most from a highly structured environment and treatment. Tender care, patience and continuous, correct therapies are very important for the proper development of special-needs children. Their homes, which are their most immediate environment, must be organized in such a way as not to "marginalize" them. A good and affordable inclusive school prepared to help children with special needs, as a matter of fact, is hard to find since it does not have adequate human resources, particularly teachers. We, therefore, consider that this study is significance since it allows an access to our knowledge about teaching special-needs children.

The research question that we seek the answer is “What is the essential meaning of teaching English to special-needs children?”. It can be answered through observations, in-depth interviews, documents and interpretation of the result of text data. These texts are analyzed using a qualitative progressive model. Moreover, since this is phenomenological and hermeneutical study, the result will be the description and interpretation of teacher’s experience in teaching special-needs children. Our study takes place in SD Tumbuh, Yogyakarta and involves three special education teachers as the participants.

The expected result is the description and interpretation of the participants’ narrative. Actually, the description of the life world of teaching English to special-needs children is ultimately interpretation. There are two benefits of the study. First, for the scientific benefits, it will help show the essential meaning of the life world of teaching English to special-needs children as lived-experienced by the participants. For practical benefits, especially for the teacher participants, us as the researchers, and audience in general, the study will improve our understanding on effective English teaching of special-needs children.

Keywords: children with special needs, marginalize, inclusive