Teacher Education in the Era of World Englishes

Salatiga, November 21-22, 2011
ISBN: 978-979-1098-67-4

Widya Sari Press Salatiga
PROCEEDINGS

THE 5th INTERNATIONAL SEMINAR 2011
SATYA WACANA CHRISTIAN UNIVERSITY
The Faculty of Language & Literature in cooperation with the Language Training Center

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PREFACE

The theme of this year’s seminar “Teacher Education in the Era of World Englishes” is a long-awaited 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
English, Islam, and Secular Values: A Hybrid Curricular Approach to Pre-service English Teacher Education in the Era of World Englishes?

Abdul Hadi
The University of Sydney

ABSTRACT
This paper explores the principles, nature, content, and implementation of Pre-service English Teacher Education curriculum in the context of Islamic and secular public universities in a Sumatran province in Indonesia. It also discusses the extent to which the curriculum reflects representation of Islamic or secular institutional identities, responses to national teacher certification program, and the increasing role of English as a global language. This study is an attempt to highlight the importance of more research and research-based policy on Second Language Teacher Education in EFL context. Preliminary analysis of data collected from pre-service teacher and program administrators through interviews and document analysis shows that there is lack of consistency between the intended hybrid or integrated PETE curriculum and its content in one hand, and its implementation in the other. It also indicates that the current curriculum in both universities has not sufficiently responded to global and local development in ELT.

Key words: English, teacher education, curriculum, Islam, secular values, world Englishes