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

Teacher Education in the Era of World Englishes

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

Widya Sari Press
# TABLE OF CONTENTS

**PREFACE**  
**TABLE OF CONTENTS**  

## Indonesian English Lectures on English and Identity: A Study of Yogyakarta – Indonesia  
*Anita Dewi & Ririn Trisnawati*

## English, Islam, and Secular Values: A Hybrid Curricular Approach to Pre-service English Teacher Education in the Era of World Englishes?  
*Abdul Hadi*

## English-speaking Countries’ Literature and Prospective Teachers’ Perceived Social Status  
*Lany Kristono*

## Student’s Perceptions of Native Speaker and Non-Native Speaker Teachers: Implication for Teacher Education  
*Rahmila Murtiana*

## Using Pantuns in Greetings as a Tool to Promote Autonomous Learning and the Use of Metacognitive Strategies in ESL Classroom  
*Nur Huslinda, Dato’Che Mat, Pauziah Mat Hassan, & Nor Sukor Ali*

## English Teaching in PKBM Satya Parahita: Insights for Teacher Education Program  
*Anita Kurniawati*

## The Imagined Communities of First-Year English Department Students  
*Gisela Kusumawardani, Rachma Puspita W, Siska Hartrina N, & Febi Kusuma Dewi*

## Bilingual teachers in the United States: The Preparation and the Recruitment  
*Antonius Wahyana*

## The English Department Students’ Reasons of Choosing the Native Teacher in Cross Cultural Understanding (CCLI) Course  
*Maulida Ambarwati, Mila Riyani, Muchammad Rafaanjani Saputra, & Rhany Dhewani Cahyalita*

## ED students’ Perceptions Toward Bilingual Education in Indonesia in Academic Reading Class  
*Hana Rhemawati, Praditha Dyah Ayu, & Widhi Hapsari*
The English Department CCU Students' Perceptions toward the Term of Best English
Candradewi Wahyu Anggraeni, Christianti Tri Hapsari, Kharisma Mutiara, & Wieke Nur Shanti

One Teacher Struggles to Integrate EFL Approaches in A Microteaching Class: An Action Research Project
Nugrahenny T. Zacharias

English and Me: The Fact of Learning English in Constructing Learners’ Identity
Yohanes Wibowo, Jessica Landum, Indreswari Pinandita, & Sherly Phan

Teachers’ Beliefs about Teaching English to Adult Learners Studying in Language Courses
Flora Debora Floris

Using Critical Pedagogy to Criticize Methods of TEFL
Achmad Hila Madjdi

Professional Development Programs: A Burden for the Teachers?
C.M.T. Fanny Novita Atmadjaja

The Influence of Imagined Communities Toward English Department Students’ Language Learning
Deilly Ismet Perkasa, Jumiarsih, Budi Meilistyono, & Bravicky F.L

Teachers’ Social Pedagogical Knowledge Acquisition in a Workplace: A Knowledge Management Perspective
Anne I. Timotius

Prototypical Feature Discovery: A Method for Teaching Scientific Reading
Krismiyati

Children Books As A Means to Bridge Local Culture and Language Learning: A Project Report
Annita

Individual Learner Differences and Second Language Acquisition: A Progressive Study on Academic Writing Students
Listyani

Corpus-Informed Materials in Second Language Writing: Implications for the Classroom
Zeping Huang
Using BALL to Develop Writing Skills: Students’ Interest and Perception
Parlindungan Pardede

A Self Study of Socialization into English Language Teaching and Research
Kristjan Bondesson

Multicultural Literature for A Peace-Based Prose Class for English Teacher Education
Purwanti Kusumaningtyas

What Do the Students Learn in Their Micro Teaching Class?: A Study on The Students’ Teaching Reflection Journals
Victoria Usadya Palupi

Character Building through Poems: An Interactive Approach in Teaching Poetry
Deta Maria Sri Darta & Suzana Maria L.A.F.

Envisioning World Englishes in an Educational Institution
Christian Rudianto
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 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
This study explores Indonesian English lecturers' perceptions about English in relation with their identities. Individual interviews were carried out with Indonesian English lecturers at universities in Yogyakarta. The data collected were analysed qualitatively.

The results reveal that the lecturers view English as mainly a tool for knowledge advancement and global communication. English is also believed to be enriching the participants' identity as Indonesians. Even though English is seen as a form of imposition, its positive aspects are believed to outstrip its negatives. There is, however, a perceived tension between English and Indonesian, the national language that represents their identities as Indonesians.