PROCEEDINGS

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SEIMAUN UNIVERSITY

Teacher Education in the Era of World Englishes

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Widya Sari Press Salatiga
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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,

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Chair
The influence of Imagined Communities Toward English Department Students' Language Learning

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ABSTRACT

The study investigates the influence of imagined communities toward the English Department students' language learning. This study addresses the following question: How does imagined communities influence English Department students' language learning? The participants of the study are 4 English Department students of Satya Wacana Christian University selected using the sample of convenience technique based on their “angkatan” (2009, 2008, 2007, and also 2006). The study used 5-15 minutes semi-structured interview and were recorded. The interview was done once for each participants using Bahasa Indonesia. Each participant was asked 5 question in general. The results show that the participants have their own reasons why they choose to learn English. It was also found that their imagined communities influence their language learning because they regard their imagined communities as a motivator and as a guide. Moreover, most of them show positive attitude towards their language learning, so we can say that their imagined communities do influence them in a positive way.

Key words: imagined communities, English Department students, influence, language learning.