

TOWARDS THE 21ST CENTURY
ENGLISH TEACHER
EDUCATION

AN INDONESIAN PERSPECTIVE

DIDI SUHERDI



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PREFACE

This book is based on several interrelated articles and papers developed out of thoughts, research reports, and programs in the efforts of developing initiatives for the betterment of teacher education, especially English teachers, in Indonesian context. The inclusion of context as one of the essential considerations for the development of teacher education curricula is imperative as far as education is concerned. As a behavioral science, education is context-bound. For the very reason, taking a priori believe on any 'imported' theories, approaches, or models is by no means acceptable. Some examples of compatibility of 'adorable innovations' such as communicative approach proved to be counterproductive when applied in many other parts of the world like Pakistan, South Africa, and possibly Indonesia. In other words, Indonesian English teacher education should be administered between the importance of taking Indonesian aspects of teaching and learning and the consideration of the 21st century demands for high standards of excellence.

For that purpose, the chapters of this book have been geared towards the establishment of 21st-century-oriented model which take Indonesian dominant values as the main basis of the construction. While taking the principles proposed by P21 which combines four learning outcomes (core academic knowledge, life and career skills, learning and innovation skills, information, media, and technology skills) and four support system (standards of assessment, curriculum and instruction, professional development, and learning environment), this book

proposes religiosity, represented by ARTS (Amanah, Rahmah, Taadubah, and Sillah) and ICT literacy principles as the main two sets of principles in administering the education of English teachers in the 21st century Indonesia.

I hope that this book will serve as a trigger for teacher educators to take initiatives to put all the ideas proposed in this book into practice and further develop the model to suit particular needs and demands of the 21st century Indonesian English teacher education. Likewise, student teachers may take the ideas as a guide to their individual professional development programs so that they can achieve high standards of excellence in their education program.

This book has come to existence by the helps of many people. For the very reason, I would like to extend my sincere gratitude to TEFLIN and ASIA TEFL steering committees for inviting me to be one of the plenary speakers in the 57th TEFLIN International Conference “Revitalizing professionalism in ELT as a response to the globalized world held in Univeritas Pendidikan Indonesia, Bandung 1-3 November 2010 and a speaker in the 6th Asia TEFL Conference Globalizing Asia: the Role of ELT in Bali August 1-3, 2008, the papers of which have been the main source for Chapter 2 and 7; Pusat Bahasa for selecting my paper to be one of the papers to be presented in the International Symposium Planning Language “Language Planning in the 21st Century: Obstacles and Challenges” in Sari Pan Pacific Hotel, 2-4 November 2010, which has been the source of Chapter 3; Simon Collidge, of the British Councils, for allowing me to use the data obtained from the class observations I conducted by the funding from the British Councils to be the main source of my paper submitted to the 53rd TEFLIN International Conference, in

Yogyakarta in 2005, which is now used as the source of Chapter 4; Indonesia University of Education Language Center, especially Dr. Wachyu Sundayana for inviting me to be one of the plenary speakers in the 5th CONAPLIN, the theme of which inspires me to write a paper on ICT which becomes the base of Chapter 5; English Education Department of Universitas Pendidikan Indonesia and Faculty of Education of Universiti Malaya, Malaysia for choosing me to present one of the papers in the UPI-UM Joint Seminar on Teaching English in Indonesia and Malaysia, in July 2011, which is the source of Chapter 6; Universitas Pendidikan Indonesia for the funding of two of my research projects, the results of which have been the source of Chapter 7 and 8; and Balai Bahasa UPI for allowing me to present a paper in the 1st Conference on Applied Linguistics (CONAPLIN 1) in Bandung, June 2008, which has been the source of Chapter 9; MONE National Committee for Best Academic Staff Selection, which put me on the list of presenters in “Best Practices in Higher Education Administration” Forum, held in Jakarta, in 2010; and Indonesia University of Education Lab Senior High School students, English teachers and Headmaster for their participation in some teaching experiments which base some of this book’s topics. At last, my gratitude is also extended to dr. Muhammad Mukhlis F. A. of Celtics Press for his suggestions in accentuating the role of ICT in the 21st century communication and for all his efforts in making the publication of this book possible.

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DSH

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English

Teaching



**TOWARDS THE 21st CENTURY
ENGLISH TEACHER EDUCATION:
An Indonesian Perspective**

CHAPTER

1

THE 21st CENTURY
ENGLISH TEACHER
EDUCATION FOR
BETTER INDONESIA

INTRODUCTORY REMARKS

The 21st century world is characterized by the emergence of second wave of globalization (See UNESCAP, 2005). If the first wave was triggered by industrial technologies, the second by ICT. The invention of ICT has aborted some scientists' and artists' predictions on the critical roles of flying cars in anticipating of the increasing needs of face-to-face communication, especially in commerce and business. Now, ICT has made distant face-to-face communication possible. Consequently, extremely overcrowded traffic may not be the case for our business today. The development of ICT (which triggers the advent of the second wave of globalization), however, has led teachers to take new perspectives in their teaching. They are now posed to more challenging world which requires that they be literate in ICT and skillful in using ICT-based resources and facilities in their teaching.

This new challenge, I shall argue, shall not ignore the importance of students' personality quality. Hence, students' positive character and good behavior is compulsory for the success of English teacher education. This quality will serve as the basis for the development of necessary soft skill for successful 21st century English teachers without which the achievement will turn to be counterproductive assets for our national development. For the very reason, religiosity needs to be positioned in the center of this enterprise.

With the aforementioned consideration, the 21st century Indonesian English teacher education should be well-placed between the importance of ICT literacy and the quality of students' religiosity. To elaborate, ICT literacy will help English teachers develop excellent English communicative competence;

while religiosity will help them develop quality soft skills. In other words, religiosity is like the wheeling steer while ICT literacy is like the accelerator of a car. Incorporating ICT without observing religiosity is like pushing accelerator pedal without appropriate driving of the wheeling steer. Likewise, running English teacher education without proper inculcation of religiosity will only accelerate the destruction of our national development. Education will only result in smart but corrupt individuals. The end of this way of doing education will be as what is stated by Dr. Pasha: “Education without character is at best a waste and at worst quite possibly a pretty dangerous thing.”

It is in this perspective that this book will be flowing, i.e. by seeing the same implication that both waves of globalization would bring to us, i.e. connecting people from different places and expertise to accomplish common goals. In both contexts, communication is paramount. While in the first wave, the setting was concentrated in certain areas (factories, offices, etc.), the second is borderless. It may involve resources from all over the world. In conjunction with this demand, English is predicted to sustain its role as an international language, lingua franca, and academic language. The fact that it is used by many peoples throughout the world as a native and non-native language evidently confirm the claim. Today, we even witness other Englishes emerging in many parts of the world. Singlish, Indian English, and other kinds of English are just a few of them. It is reasonable to argue that English will still play vital roles of English in 21st century world, and so does English teachers and English teacher education. The incorporation of ICT literacy which is guided by religiosity will be the new way

of doing excellent English teacher education in the 21st century Indonesia.

ENGLISH AND THE 21ST CENTURY ENGLISH TEACHER EDUCATION

Along with new development in science and technology, English has gained more prestige and new demands in its teaching and research. Hence, English teacher education should now be put in a new perspective. As far as Indonesia is concerned, as I constantly argue, the perspective should be placed between the two demands, i.e. the high demands of global world and the importance of deep-rooted local identity, especially religiosity. English teacher education should be designed to inculcate religiosity as the most empowering local identity as well as the global world related competences.

English teachers in this century should be aware that they should successfully lead their students to master high standard of English so that they will be able to make the best use of ICT to maximize their contribution to the welfare, peace, and prosperity of mankind and other creatures throughout the universe. In the meantime, global life also poses new challenges that might lead students to destruction. Some related data shows that while the number of Indonesian internet users is among the biggest in the world, the use is far from constructive purposes. That's why religiosity, local wisdom, good character and positive attitude should be the integral part of the English teacher education curricula.

This book serves to highlight important issues and lay foundational framework for further discussions, research and

experimentation to put ideas related to the 21st century teacher education into reality. How the 21st century English teacher curriculum should be developed, how the curriculum subjects should be taught, and how 21st century issues should be taken into consideration will be the focus of Chapter 2. The works of Trilling and Fadel (2009), Bellanca and Brandt (2010), Plata (2010), Meek (2010) and those of P21 or Partnership for the 21st Century Skills (<http://www.21stcenturyskills.org>) have been used as the main references in this chapter.

As I have mentioned elsewhere (Suherdi, 2010, 2011, 2012), the teaching of English should be an integral part of the teaching of all languages covered in the curricula. It should be rooted in the whole continuum of individual's language learning and firmly supported by successful first and second language learning. Good fruits will only spring from good trees with good roots. Likewise, good foreign language competence will only grow from good experience of success in learning one's mother tongues and second, commonly national, languages. Successful language development need effective order of language learnings (Kosonen and Young, 2009, Young, 2010; Premsrirat, 2009, 2010). Hence, English teachers should be good companions of first and second language teachers. This will be the focus of Chapter 3.

The two previous chapters will bring readers to the foci of Chapter 4-7, i.e language teachers and English language teacher education. The series will begin with lessons from in-service trainings (Chapter 4) which will help us understand the complexity of teacher competences required to be successful in the teaching of English in Indonesian schooling contexts. It will be clear that the ways the teachers are educated and trained

are not sufficient to enable the teachers to meet the increasing demands of nowadays' demands.

Chapter 5 will provide readers with discussion on the importance of ICT and ICT-based resources and facilities and their incorporation into English teacher education curricula. The development of internet and televisual technology has brought about new consequences for the development of English teaching, including how TV, videos, YouTube, and LMSs may help teachers in achieving high standards of Excellence in English communicative competence and global competitiveness as well as contextualized implementation of those technologies into Indonesian classrooms will be the focus of this chapter.

Chapter 6 will provide readers with the other side of the pendulum of this book's perspective, i. e. religiosity. Besides the argument on the importance of religiosity, an alternative set of principles to be incorporated into English teacher education curriculum is to be elaborated here. As has been reiterated in may of my works (See for example Suherdi, 2005, 2009, 2011), I firmly argue that religiosity is critical as far as Indonesian teacher education is concerned (See also Suherdi, 2005, 2009, 2011). My observation show that no innovation has attained good ground in Indonesian teacher in- and on-service trainings. No significant change has been evident in the contexts for the last four decades. For the very reason, a set of four Islamic teaching-based concepts has been proposed: Amanah, Rahmah, Taaddubah, and Sillah. The explanation of each concept, its implication, and its illustration will be parts of this chapter.

The following chapter (Chapter 7) will exemplify how the set of principles is put into practice of teacher education and Chapter 8 will do the other side of the same coin of professional

development, i.e the teaching of English. To clarify, Chapter 7 will be devoted to the explication of how student teaching should be administered, while Chapter 8 to the discussion of how a model of teaching developed based on this set of principles is implemented in the teaching of various foreign languages (English, French, German, Arabic, Japanese, Bahasa Indonesia and Sundanese as foreign languages).

The next two chapters are complementary to the previous ones. Chapter 9 will discuss the quality of the language used by the teacher in conducting his/her teaching. This topic is very relevant in the sense that without employing quality pedagogic language, the target will be far from being realistic. The quality level of students' language will to a great extent be driven by the level of the teacher's. That's why the teacher's language is different from that of other's. Teacher's language brings with it his/her wisdom on students' critical thinking, class organization, good conduct, and spirit of life. That's also why I call it pedagogic language. This chapter, however, is by no means exhaustive of all of the aforementioned aspects. Rather it is confined to elaborating the influence of quality pedagogic language in the perspective of its coverage of the levels of students' learning behavior. To be specific, it is focused on whether it proportionally makes use of both low order- and high-order thinking ability in the teaching and learning processes.

Chapter 10 deals with scaffolding, that is, thoughtful efforts of teachers in helping students achieve high standards of excellence in learning. Scaffolding that is exemplified in the chapter taken from an instance of teaching *procedure* in a junior high school in Bandung, Indonesia. Out of so many kinds of scaffolding available to English teachers, the chapter is focused

on the role of modeling. The discussion is supported by actual dialog used in the modeling stage in a genre-based approach teaching. The dialog is taken from the transcript taken from the whole dialog taking place in the teaching.

The last two chapters deal with the significance of QMS in teacher education program and its illustration in the administration of some key programs in English teacher education in the English education studies in Indonesia University of Education. In this chapter, a set of quality assurance steps is discussed in terms of problems that encourage the management to develop a QMS, its administration and evaluation.

The whole set of this book is to be concluded by an epilogue (Chapter 11) entitled *The Making of Effective 21st Century English Teacher Education*. This chapter presents all main points that need to be developed provided that effective English teacher education is to be developed, including the curriculum, teaching, practicum, and QMS.

SOME BASIC CONCEPTS

There are some concepts that need to be well understood to take active parts in reading this book, including those related with Islamic teaching-based concepts which include amanah, rahmah, taadubah, and sillah (ARTS); those related with only 2P+2R, and those with 3W+3S.

ARTS

ARTS stands for amanah, rahmah, taaddubah, and sillah which means trustworthiness, compassion, discipline, and networking. In this book, this set of principles proposed to be an alternative manifestation of professional-religiosity approach incorporated

into the English teacher education curriculum. Amanah as a concept will cover the cumulative meanings of responsibility, accountability, and trustworthiness. It is hoped that teachers with this characteristic will do their best in preparing, administering, and evaluation as well as improving their teaching up to the level of attaining high standards of excellence in terms of responsibility, accountability, and trustworthiness.

Rahmah in this book is intended to cover cumulative meanings of compassion and care. Hence, it is easy to understand that teachers are expected to guide and help students optimally in the framework of high standards of excellence in term of compassion and care. In the meantime, taaddubah covers cumulative meanings of discipline and rule-governed behavior establishment. While on the one hand teachers are expected to be compassionate and caring, on the other hand they are also expected to be firm about rules and discipline. This is expected to ensure excellence in students' achievement and development.

Last, *sillah* is meant to cover cumulative meanings of networking and collaboration. Hence, every teacher in this perspective is expected to help students develop networking and collaborative endeavors in their learning. To sum up, the whole set of the principles is developed to guarantee the attainment of the 21st century learning outcomes which, in many respects, are different from those in the 20th century.

While it is true that those characteristics are by no means new to the teachers, educators, and teacher educators, for practicing believers, especially Moslems, those concepts will not only pose deep meanings but also arouse their personal transcendental spirit as well as their intrinsic professional motivation. As for believers other than Moslems, I have once presented this set

before an audience with multilingual, multicultural, multinational, and multireligious background in the US and asked them to give written comments on the set (Suherdi, 2005). From their comments, I found that they found that the values are acceptable and feasible to produce better success in learning.

Only 2P+2R

The second concepts that should be introduced prior to reading this book are those which are involved in Only 2P+2R. ONLY stands for **O**bril-obrol tentang teori yang melandasi inovasi yang dipelajari (talking about theories), **N**onton model (watching the recorded alternative models of teaching), **L**ihat prakteknya dalam kelas (observe the real practice in the classrooms), and **Y**a, tinggal coba (now, it's your turn to try). In the meantime, the second part 2P+2R means 2 Ps (Planning and Peer-teaching) and 2 Rs (Real teaching and Reflection). This set of procedure or stages is intended to ensure that all student teaching supervisors observe this minimum required stages to be undertaken by student teachers, i.e talking about theories, watching the recorded alternative models of teaching, observe the real practice in the classrooms, and planning, peer-teaching, real teaching and reflection. This set entails that it is compulsory for supervisors to be everlasting learning professional practitioners, not only theorists of language teaching and learning.

First, supervisors are expected to be proficient about language learning and language teaching theories. Critical roles of theories and beliefs have been part of my explanation in many places (see for example Suherdi, 2005, 2009). Second, supervisors are also expected to have extensive browsing on relevant teaching models recordings available. And third,

supervisors are also expected to be willing and, above all, able to do real teaching before the students to model the teaching to be practiced by the students in the program.

In the meantime, in the output stage, supervisors are expected to be skillful in lesson planning as well as curricular ones. Hence, students will be well-trained in planning the lessons and other educational activities inherent in teachers' responsibility in their professions. It is advisable for novice teachers to do peer teaching prior to real teaching. This will allow both students and supervisors to see if there is something that they can do to optimize the teaching.

In the real teaching, supervisors are expected to be able to watch if the class really learn the language effectively. The results of their observations will help student teachers identify and assess their ability in teaching. These dialogs usually take place in a triadic system in which university supervisors, school teachers, and student teachers reflect on the teaching performance observed prior to the reflection sessions.

Obviously, investment required by this set is by no means simple. That's why ARTS is imperative if the program is to be successfully accomplished. Otherwise, student teaching programs will end up with only 2p+2r (only poor practices within roadmapless route), not our intentionally developed ONLY 2P+2R as discussed in this section.

3W+3S

Like ONLY 2P+2R, but different from ARTS, 3W+3S also represents the set of stages. While ONLY 2P+2R consists of seven stages, 3W+3S standing for 3 tahap wajib (three compulsory stages) plus 3 tahap sunah (three optional stages)

consists of six. The first three stages, which are compulsory, are the minimum stages to be performed if the teaching is to be successful; whereas the second three, which are optional, are the minimum additional stages if the teaching is to be outstanding. This set of choices are in line with the nature of our school-based curriculum (KTSP) which gives room for schools to set for successful, excellent, or outstanding standards of achievement according to the potential and existing educational assets and endeavors possible and feasible for each of the schools.

In this perspective, demands for teachers' investment in terms of time, energy and patience are outstandingly high. That's why the education programs for 21st century teachers should also be of high standards. Again, as far as Indonesian context is concerned, ARTS is imperative. Otherwise, counterproductive results, as will be discussed later, are unavoidable.

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